



Learning Community in Sekolah Dasar Eksperimental Mangunan Yogyakarta

Kartika Kirana^(✉) and Suranto

Faculty of Social Science, Universitas Negeri Yogyakarta, Colombo No 1 Sleman, Yogyakarta, Indonesia

odakartikakirana@gmail.com

Abstract. The 21th century skills that a school should prepare are collaboration, communication, critical thinking, and creativity. Those skills can be achieved when each member of the school are learners and the school acts as school learning community. This 1st phase of a mixed method research with exploratory sequential design to understand the school learning community development is proposed as qualitative research. The research aimed to describe the background and the school elements practicing the school learning community in Sekolah Dasar Eksperimental Mangunan Yogyakarta. Data collection is held by studying documents, observing activities, and interviewing teachers, staffs, parents, and students. The research found that Sekolah Dasar Eksperimental Mangunan is in the process of developing a school learning community, in which the member of the community learned to understand the vision, living the philosophy, and creating activities to reach the vision as Sato indicated. Because of the chosen research approach, the research may lack of generalisability. Therefore, the further research will be the second phase of mix method to get the quantitative data to explain the initial qualitative findings.

Keywords: School Learning Community · Elementary School · 21th Century Skills

1 Introduction

Sekolah Dasar Eksperimental Mangunan is an elementary school in Yogyakarta, pioneered by Father Mangunwijaya in 1994. Father Mangunwijaya is a priest who dedicated his rest of life as an elementary school teacher. His dream is to have real teachers, real students, and real school in Indonesia.

During the long time, this school is living Mangunwijaya's pedagogy, for example the principle that every student is smart, and the process of learning starts when students put their hearts on the learning.

School should prepare for students to have the four 21st century skills. The 21st century skills are collaboration, communication, critical thinking, and creativity. Those skills can be achieved when each member of the school are learners and the school acts as a learning community. Meanwhile, there are still limited research about school as a learning community, especially in Indonesia.

© The Author(s) 2022

J. Priyana and N. K. Sari (Eds.): ICERI 2021, ASSEHR 705, pp. 252–258, 2022.

https://doi.org/10.2991/978-2-494069-67-1_27

Sekolah Dasar Eksperimental Mangunan has practicing the learning community formally since 2019. It is important to have a model so that the other schools realize that school learning community will help the members of the community to have the 21st century skills.

This research would like to answer four questions on the practice of Sekolah Dasar Eksperimental Mangunan as a learning community. First, what is the vision and mission of Sekolah Dasar Eksperimental Mangunan? Second, what is the philosophy of Sekolah Dasar Eksperimental Mangunan? Third, how the activities in Sekolah Dasar Eksperimental Mangunan support the vision and mission? Fourth, how are the actors in Sekolah Dasar Eksperimental Mangunan engaged in the community?

This research is ongoing research. In this part, the focus is to describe teachers, staffs, and the principal as the community members. Those core members of the community will bring the spirit of the community to the other members of community.

The role of non-formal and informal education context in supporting the acquisition of 21st century skills should be acknowledged and schools should take this into account. Teachers should be aware that the goal of students learn at school is to be wellbeing citizens [2]. Therefore, strategies to link what is learnt in and outside the school should be developed [6]. Everything that is learnt by students at school should be related to everyday life. Real experiences will become the best teacher for students. These experiences will last longer in their mind.

An evolutive result needs vast ecosystem first, and adequate base [4]. This statement could be explained that teachers and school, moreover also parents, should work together and become a good ecosystem for students to grow well [3]. This is not easy but also this is not something impossible. To do this, parents and school should be in a good relationship and having continuous conversations about students' development.

School learning community in Japan redefines the school of the 21st century as a 'learning community.' Schools become the place where students learn together, teachers learn together for professional development and even parents learn together through active participation in school reform. Sato stated that there are two canons that have been the keystones of School Learning Community are the redefinition of learning and the 'listening pedagogy' [5].

School learning community is the combination of three things, they are vision, philosophies, and activity system. The community is like an [5]. It means that to be a school learning community, each member of the community must understand how important their role is, and when they do not run their role well, the orchestra will be in chaos. To be harmonious, each member should be in the right position and do the role well. Each member should listen one another so that they are able to conform and engaged in the community.

2 Method

This research is the first phase of a mixed method research with exploratory sequential design. It is the qualitative part of the research, which is done by studying documents, observations, and interviews. The data was analysed until the comprehensive understanding is developed (triangulation process) [1].

To collect the data, there were many observations on the activities in Sekolah Dasar Eksperimental Mangunan which supports the learning community. The interviews were done to all the twenty-five teachers and staffs. The interview method is focus group discussion in small groups of three or four persons. The researcher also studied the documents such as workplan, minutes, and digital documentations.

The research was done from July to October 2021. The observation was done through the time, while the interview in focus group discussion and studying the documents were done in October, at the end of the first term program.

3 Findings and Discussion

As Sato stated, a learning community must have a strong vision that become the goal of the community, and all community members struggle to realize the vision. In Sekolah Dasar Eksperimental Mangunan, the vision is 'to become an explorative, creative and integral learning community.' The school also formulates three mission to interpret the vision for this academic year. The missions are to grow students to be creative, explorative, and integral through the development of their seven basic potencies (characters, language skill, self-orientation, quantitative logics, things and the law of the nature, collaboration, sport); to create innovative teachers who become the pioneer of exploration; and to create atmosphere which provide freedom on creativity.

3.1 School Activities

Sekolah Dasar Eksperimental Mangunan has a yearly workplan. There were some activities in the workplan, consist of two main parts, routine programmes, and visionary programmes. This research focus on the visionary program only. The visionary planned activities were *Sinau Sesarengan* (workshop to plan the curriculum in the beginning of a semester), Project Based Learning, *Ngangsu Kawruh* (reading literacy among teachers and staffs), *Kisah Nggiwarku* (teachers and staffs write their experiences on being creative), *Sapa Sabtu* (YouTube content on school information and children's work performance), and *Srawung Komunitas* (coaching: gathering for listening to others experience and feelings).

How the activities support the vision? From the workplan documents, interview, and observations, it was found that those activities support the vision.

Sinau Sesarengan is the name of workshop activity to plan the curriculum in the beginning of a semester. Usually, this activity takes about one week. This activity supports the vision in which the members explore themes for a whole academic year from the current issues, exploring references to enrich the theme (explorative); then make lesson plans from the exploration (creative), and then reflect whether the plan has supported the vision and will help community members to be creative and innovative (integral). The lesson plans were not only about transferring the materials, but deeper than that, the materials must be implemented in everyday live. What student learned should be their daily experiences. Teacher would help them to find the meaning of what they learn in everyday life.

Sapa Sabtu is the name of YouTube content, the YouTube account is Sekolah Dasar Eksperimental Mangunan. *Sapa Sabtu* contains weekly school information and children's work performance, that is the work or project progress of children from all classes. Along students' process, teachers and parents collaborate to accompany children to do their projects. At the weekend, teacher choose one or two students' work to be performed in *Sapa Sabtu* (explorative). Then, the works and information are compiled to be a 20 min video and being uploaded every Saturday at 06.00 a.m (creative). Hopefully from this video other parents, student, teacher, and everybody who watch the video learn something and get inspiration from the video (integral).

Srawung Komunitas is the term for the listening activities in the school. There are two activities here, coaching (personal) and group sharing. Usually coaching happens between the principal and a teacher or staff, at least once in a year, while the group sharing happens at least twice a year. For coaching, the principal found teachers' personal uniqueness and talent. It is important for teacher to develop in the learning community. In group sharing, teachers and staffs listening to each other's feelings and hope to have better relationship in the community. These are the process of explorative. Sharing in coaching and groups found talents of the members and found some problems of personal or group development. Coaching and group sharing continues to find out the way to solve those problems. It is the process of creativity. In coaching and group sharing, reflection happens at the end of session. Reflection is considered important because each member of the community will make some highlights to act better.

Kisah Nggiwarku is the term for personal notes about experiences of creativity that have been done. Teachers and staffs write the notes once a week. Some teachers and staffs admit that this activity becomes the trigger for the to continuously explore the way to be creative so that they can write the experience once a week (explorative). Then, teachers and staffs write their personal experience on creativity using padlet.com or google drive (creative). Digital documentation (padlet.com and google drive) is chosen to be able to share the writing for other teachers and staffs. Hopefully, by reading others' experiences, teachers and staffs get inspiration from them and connect them with their own experiences (integral).

Ngangsu Kawruh is the term of reading literacy among teachers and staffs. In this semester, they read a book entitled '*Menumbuhkan Sikap Religius Anak-anak*'. The writer of the book is Father Mangunwijaya. Teachers and staffs explore Mangunwijaya's thought about religiosity through the book (exploration). This book is chosen to be read because the school management thought that there were a lot of new teachers and staffs. They need help to understand some basic thoughts of Mangunwijaya. One of his thoughts is about religiosity. Hopefully, they can find out lessons from the book and sharing the lesson to community members (creative). By reading and sharing the book, the community members will find the lesson learned to be applied in everyday life.

Project Based Learning is the method of teaching in Sekolah Dasar Eksperimental Mangunan. This method considered a method that was able to facilitate the students to show their talents in collaboration with others. Teachers explore the proper project for children during the semester, a project that will challenge students' creativity. Before teachers create the project, they explore children's needs, development, and national curriculum. Then, teachers made lesson plans based on the nature of students (their

needs) and the nature of curriculum (national standard curriculum). This is the explorative phase in the project-based learning. After the lesson plans were ready, then the teachers and children run the project-based learning (creative). Learning is meaningful when the learning can be applied in daily life. The project-based learning ended in reflecting the process of the project, what can be learned and applied consistently in daily life.

3.2 Community Members

The activities described before are the activities that were planned to make the members of the community have a good relation and engaged to the community. Were the goals coming true? How are the actors engaged in the community after the activities were done for about four months?

From the interview with the office head of Yayasan Dinamika Edukasi Dasar, the foundation of Eksperimental Mangunan, there is a pattern of relation named 'integrated on going formation.' In that pattern, there are five elements that have relationships between each other. The elements are foundation, teachers, staffs, students, parents, and library. In this research, the observation is about the relationship between teachers, staffs, principle, and foundation.

There were 26 interviewees, they were 14 person (54%) who were new teachers/staffs (about 1.5 year or less being a teacher in this school), 6 middle year (2–5 years in school), and 6 senior teachers and staffs).

Senior teachers and staffs are mostly engaged very well in the community, know the philosophy very well, initiate activities, listening to others, and be good companion to other new teachers and staffs. In this pandemic era, digital adaptation was also very important. There is one senior teacher who got difficulty in adaptation. In this situation, the senior teacher learned about digital learning from the junior teachers. They learn how to make digital media, create online meeting, online class, etc.

Middle teachers and staffs know the vision very well, sometimes they have initiative to create activities, listening to others, and most of them are willing to accompany other new teachers and staffs.

New teachers and staffs are in the process of enjoying being in the community, listening to others, and having collaboration with others. There is one new special new staff who is easily engaged to the community and even becoming a very good companion to other teachers and staff.

From the reflection in Focus Group Discussion, it can be counted that there is one senior teacher who is not really engaged to the community because this person feel that he was too old and not good in this digital world. But for other activities which were not online, he could do it well. There is one middle staff who has not really engaged with the community because most of his works are in different place with other teachers and staffs. The situation was that the school has two locations, the new location and the old location. Most of the activities has been centred in the new location, but the old location still need maintenance. This middle staff has the responsibility in the old location. Only once a week he would come to the new location and meet the others. Nine of fourteen new teachers and staffs enjoy being in the community, the others are still in the process of engaging to the community. They follow all the activities, but do not always realize that those activities are made in to reach the vision.

Teachers and staffs said that the principal listen to them before making any decision. When they have problems, most of them feel free to ask for solution of the problems. The others still need to be encouraged to talk to the principal. The visionary activities help the members of the community to communicate with each other.

In the focus group discussion, it is also found that the foundation has an important role in the community. In some cases, school depends on the foundation to make policies. The school vision is adopted from the foundation. The foundation also has some visionary activities to keep the vision. Therefore, there is a collaboration between the foundation and school to reach the vision as a learning community. The visionary activity from the foundation becomes formal opportunity to work together, and there is formal communication about the activities. Besides, there is informal and nonformal communication, which is needed, to make sure that every member of the community has the opportunity to be active actors in the community.

4 Conclusion

Sekolah Dasar Eksperimental Mangunan is in the process of growing to be a learning community. There are some evidences: 1) 100% visionary activities are supporting the vision of school; 2) there is an activity called 'Srawung Komunitas' which indicated the process of listening as Sato stated that listening is the fundamental aspect in a learning community; 3) all of the teachers and staff know the vision, but there still about 27% of the members doing the activities as it is, haven't realized that the program are planned to reach the vision; 4) the relationship between principals, teachers and staffs are good and supporting the school learning community. The relation with the foundation good in formal situation, but still need improvement so that the listening time will also occur to strengthen the community.

The research still has limitation. The further research should be continued by conducting interview with the students and parents as the members of the school community, to find how the school learning community affect them as the biggest number in the community member.

Acknowledgments. This research could not be fulfilled without the kind hearts of Sekolah Dasar Eksperimental Mangunan community. Therefore, I am gratefully giving many thanks to the school learning community there, where I could find a real family that always work to develop better each day, to grow as explorative, creative, and integral person. Hopefully all this hard works finds the goal, to be a real school learning community as the best ecosystem to grow students to be ready for the 21st century era.

References

1. Creswell, J.W.: Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 4th ed.. Pearson Education, Boston (2012).
2. Dewantara, K. H.; Bagian pertama: Pendidikan. Majelis Luhur Persatuan Taman Siswa, Yogyakarta (2004).

3. Mangunwijaya, Y.: Menumbuhkan sikap religius anak-anak. Penerbit Buku Kompas, Jakarta (2020).
4. Mangunwijaya, Y.: Sekolah merdeka. Kompas, Jakarta (2020).
5. Sato, M.: Spread and progress of school as learning community. In Tsukui, A., Murase, M.: Lesson study and schools as learning communities. 3–13. Routledge, New York (2019).
6. Voogt, J., Roblin, N.P.: 21st Century skills discussion paper. University of Twente (2010).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

