



COMMUNITY-BASED LEARNING ORIENTATION PROGRAM AND THE IMPACT ON IMPROVING THE TEACHING READINESS OF NEW TEACHERS AT KEPANJEN 3 JUNIOR HIGH SCHOOL

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Abstract

This study aims to explain how new teacher orientation activities can improve their readiness to learn in a new environment. This study uses a qualitative approach with in-depth interviews to obtain information related to the experiences of new teachers and their impact on their teaching readiness, namely the Learning Community. Qualitative research is research that aims to understand a phenomenon related to actions and behaviors comprehensively in a research object. The type of research used is in-depth interviews with data triangulation from the school principal and two new teachers. The reason for using this type of research is that it focuses on interview subjects that can produce written and oral data, which will be analyzed descriptively and in greater detail. The research results indicate that the new teacher orientation program implemented, namely the Learning Community, plays a role in the adaptation process by assisting and enhancing confidence in teaching, as well as teaching readiness, to produce effective learning for students.

Keywords: Learning community, orientation, new teachers, teaching readiness

1. Introduction

Education is one of the important pillars in the life of a nation and state. Education is an effort to change the attitudes and behavior of an individual or student towards better thinking through the teaching process (Syam, et al., 2021). Education is an important part of state administration because education involves a learning process and knowledge transfer that can improve the quality of a country. Teachers play an important role in shaping education today. The importance of teachers' roles requires every teacher to have the competence to adapt to the changing times. In this era of changing curricula, teaching readiness is an important consideration. This is because current issues are related to the weakness of some teachers' learning strategies in relation to the characteristics of their students (Mastuti, et al., 2022).

Teaching readiness is certainly something that must be considered before a novice teacher takes on the responsibility of teaching. Teaching readiness is not an easy task for a teacher, especially new teachers who still need guidance and direction. For this reason, schools facilitate orientation activities that new teachers can use to learn more about the school they will be teaching at and improve their teaching readiness before diving into teaching. Minister of National Education Regulation No. 27 of 2010 on Guidelines for Implementing the Induction Program for New Teachers (PIGP) states that orientation activities or induction programs are training and problem-solving activities aimed at addressing issues that may arise during the teaching process for new teachers at their assigned schools.

Orientation is an introductory activity designed to assist individuals in adapting to new situations and environments. According to Ulfatin & Triwiyanto (2022), orientation is considered a mandatory process that must be undertaken as part of the transition from student life to professional life (as a teacher). According to Pujiarti et al. (2023), orientation is an effort by an institution to support its employees in understanding and identifying their duties and responsibilities, the institutional system, institutional regulations, colleagues, and organizational conditions as a means for employees to get to know the institution more deeply. Orientation is important because during orientation, various general information, specific information, and task data will be introduced. New teachers who have no prior experience will undoubtedly face many challenges if they do not thoroughly understand the institution where they will work. In today's context, teachers face increasingly complex challenges, including diverse student characteristics, more challenging and complex subjects, and higher critical thinking skills among students (Susilo & Sarkowi, 2018). Therefore, every new teacher needs to receive a mentoring program to improve their teaching readiness.

Orientation activities are mandatory as a form of mentoring for new teachers to avoid problems that could lead to a decline in the quality of education. One way to introduce new teachers to the educational unit they will be teaching at is to use a learning community as a means to help new teachers improve their learning readiness before they start teaching. Learning communities will certainly help new teachers to mingle with their peers and absorb material that can broaden their horizons, considering that some teachers today still experience difficulties in the process of planning, implementing, and evaluating learning (Wulandari & Nurhaliza, 2023).

Learning communities provide new teachers with an opportunity to learn and broaden their horizons by sharing experiences, exchanging ideas, and accessing educational resources relevant to the subjects they teach (Khusna & Priyanti, 2023). A school can consist of various small groups that have distinctive characteristics and can be viewed as a school community, characterized by guided behavior based on mutual agreements that grow from shared values and norms (Triatna, 2017). This learning community-based orientation program is expected to help new teachers improve their teaching readiness before directly engaging in the learning process. According to research (Novita & Radiana, 2024), teachers who are enthusiastic about participating in learning community activities generally have higher teaching motivation and are always learning and improving their competencies.

This article aims to review the new teacher orientation program based on the learning community at SMP Negeri 3 Kepanjen and analyze its impact on the teaching readiness of new teachers. By presenting the results and discussion in the form of qualitative descriptions, this research is expected to contribute to improving the quality of educational management, particularly in the sector of educational human resource management. By preparing novice teachers to improve their abilities through a community-based learning orientation program, they will have better teaching readiness and more mature abilities before directly taking on the responsibility of providing better education.

2. Method

This study uses a qualitative method with data collection techniques in the form of in-depth interviews to obtain information. The researcher uses in-depth interviews by applying data triangulation from the principal and two new teachers because this type of research

focuses on interview subjects that can produce written and oral data that can be analyzed descriptively and in more detail. Qualitative research, according to Sugiyono (2017), is research used to study an object in depth that contains meaning and is used to gain a broader and deeper understanding based on facts found in the field.

The data collection technique used is unstructured direct interviews. Interviews are one of the data collection techniques where the researcher interacts directly with the research subjects (Ardiansyah et al., 2023). Meanwhile, unstructured interviews, according to Sugiyono (2017), mean that the researcher only uses a general interview guideline as the basis for developing questions to be asked of the interview subjects. Unstructured interviews can be used as a data collection technique when the researcher does not yet know exactly what data will be obtained, so the researcher listens more to the interviewee's explanations. Furthermore, from the explanations provided by the interviewees, in-depth questions can be developed. The interviews conducted by the researcher were used to find out about the orientation program used by the school, the benefits for new teachers, the challenges faced by new teachers, and future improvements to increase the teaching readiness of new teachers.

The interview stages conducted by the researcher were carried out directly at SMP Negeri 3 Kepanjen, Malang Regency, on Friday, March 14, 2025, with the interview subjects being Mr. Margo Sujono Hadi, S.Pd, M.Pd, as the principal of SMP Negeri 3 Kepanjen, Mr. Endi Kuswanto as the English teacher, and Mrs. Ifatul Muna, the computer science teacher. The researcher selected these three subjects to ensure that the answers provided to the same questions could be combined and validated as a cohesive whole. The next stage is the data reduction process, where the data obtained is the most important data that will be selected and screened by transcribing the data from audio to documents. According to (Citriadin, 2020), data reduction is the selection of core data obtained from the field to focus the data on important matters and provide a detailed description of the research results. The next stage is the presentation of results and discussion, which will provide a detailed description of the new teacher orientation program and its impact on teaching readiness. The final stage is the drawing of conclusions in the form of a summary or overview of the points discussed.

3. Results and Discussion

3.1 Result

The new teacher orientation program is a series of introductory and adaptation activities designed for teachers before they enter a new school environment. The principal of SMP Negeri 3 Kepanjen, Mr. Margo Hadi Sujono, S.Pd, M.Pd, explained that SMP Negeri 3 Kepanjen does not have a specific orientation program for new teachers because the principal believes that if there is a new teacher orientation process, it may lead to statements from senior and junior teachers that could create barriers to integration. To assist new teachers in adapting, the principal requires all teachers, both senior and new, to participate in the Learning Community program as a form of orientation. This program provides guidance and additional insights into teaching methods, ensuring that teachers are well-prepared to fulfill their duties without any issues.

The Learning Community is a group of teachers from all subjects, both the same and different, who gather to discuss existing issues. This activity is also collaborated with subject-specific teacher groups to share information. The Learning Community at SMP Negeri 3

Kepanjen is scheduled to take place every Monday after school, requiring all teachers to allocate approximately 2-3 hours to meet with all teachers at the school and discuss topics such as the Merdeka Belajar Platform (PMM) to ensure compliance with the minimum 7 PMM topics specified. The materials presented in this learning community are tailored to the lowest achievement results in the educational report of SMP Negeri 3 Kepanjen, specifically related to the quality of learning. In its implementation, novice teachers will be guided by teachers who are more proficient in teaching materials. Additionally, the learning community at SMP Negeri 3 Kepanjen also discusses personnel-related information. Other materials presented are flexible and adapted to new needs and issues, which are then immediately discussed to ensure that no teachers, whether senior or new, experience confusion.

The learning community orientation program that has been implemented certainly has an impact on all teachers who have participated in the activity, especially new teachers who still need guidance from senior teachers and their peers. In the interviews conducted, the researcher interviewed two new teachers at SMP Negeri 3 Kepanjen, namely Mrs. Ifatul Muna and Mr. Endi Kuswanto. Mrs. Ifa and Mr. Endi both stated that the learning community program was a pleasant experience. In addition to discussing general matters such as PMM and personnel data, the learning community also discussed subjects taught, such as English, information technology, sharing information about learning, and assessments, which were discussed periodically. Ms. Ifa and Mr. Endi agreed that the learning community helped them improve their teaching readiness and fulfill several aspects, such as increasing their confidence in the learning process and improving their ability to manage the classroom. For Mr. Endi, the learning community assists in classroom management, such as applying game-based methods in the teaching and learning process, using various learning media, and conducting appropriate assessments. It also helps expand relationships with other teachers in the same subject to exchange ideas and experiences. For Ms. Ifa, the learning community assists in lesson planning, pedagogical approaches to teaching students, and accessing new information such as training programs that can be used to enhance teachers' competencies. From the impacts outlined by Ms. Ifa and Mr. Endi, it can be concluded that this learning community has successfully brought positive impacts for the teachers who have participated in the program.

The successful implementation of the learning community has had a positive impact, but it still faces several challenges, particularly for new teachers who are implementing it. Mr. Endi and Ms. Ifa encountered similar challenges at the beginning of the learning community, such as the need for good time management, as the learning community was initially implemented during teaching activities, requiring teachers to organize how to assign tasks to students in a way that keeps the classroom engaged. Additionally, technological issues have been a challenge for Mr. Endi, who is still learning in the midst of the current digitalization era. However, the time management issue has been effectively addressed because the learning community activities themselves already have a fixed schedule that does not disrupt the learning process. The challenges discussed can serve as improvements and innovations for future learning communities.

According to Mr. Endi, future improvements and suggestions for learning community activities include increasing training related to educational innovations and flexible learning methods in line with the times, as well as how to implement digitalization without mobile phones, given the prohibition on their use. In addition to Mr. Endi's improvements and suggestions, Ms. Ifa also presented her improvements and suggestions, which include

providing basic materials specifically for new teachers, as some materials are sometimes too complex for new teachers, and offering basic materials such as coding and Artificial Intelligence, as these topics are still relatively new in the current curriculum. It is hoped that the improvements and suggestions presented can be implemented by the school to enhance the effectiveness of teaching readiness and adaptation for new teachers at SMP Negeri 3 Kepanjen.

3.2 Discussion

The new teacher orientation program is a series of introductory and adaptation activities designed for teachers before they enter a new school environment. This is in line with the benefits of orientation activities according to (Aziz & Nursikin, 2023), which state that orientation activities are used as a form of training, skill development, and problem solving for teachers before they begin their duties at their workplace. Additionally, orientation activities for new teachers are expected to help new teachers adapt more easily and gain a deeper understanding of the educational institution where they will be working (Arsad, 2023). To fulfill this need, SMP Negeri 3 Kepanjen implements community-based learning orientation activities as an effort to enhance the teaching readiness of new teachers.



Figure 1. Interview Process with the Principal of SMP Negeri 3 Kepanjen

3.2.1 Organizing Learning Communities as a Form of Orientation for New Teachers at SMP Negeri 3 Kepanjen

A learning community is a group of teachers from all subjects, whether the same or different, who come together to discuss existing issues. This activity is also collaborated with associations of teachers of the same subject to share information, conduct evaluations and reflections, formulate problems, and determine improvement measures together (Lede et al., 2022). The new teacher orientation program based on learning communities at SMP Negeri 3 Kepanjen demonstrates how important such activities are in helping new teachers adapt and improve their teaching readiness. This aligns with research conducted by (Deni & Riswanto, 2019) that orientation is important to introduce staff to their roles and positions and help them adapt and adjust to a new environment. Although SMP Negeri 3 Kepanjen does not have a specific orientation program, the school still prioritizes collaboration among all teachers at SMP Negeri 3 Kepanjen to exchange thoughts, ideas, and concepts within the learning community. The formation of a learning community to exchange thoughts, ideas, and concepts is stipulated in Law Number 14 of 2002 concerning Teachers and Lecturers, Article 41, paragraph 1: "Teachers shall form independent professional organizations." and Paragraph 2: "The

professional organizations referred to in Paragraph (1) serve to advance the profession, enhance competencies, careers, educational perspectives, professional protection, welfare, and service to the community.”

3.2.2 Analysis of the Impact of the Learning Community Program as a Form of Orientation for New Teachers' Teaching Readiness at SMP Negeri 3 Kepanjen

The community learning orientation program that has been implemented certainly has an impact on all teachers who have participated in the activity, especially new teachers who still need guidance from senior teachers and their peers. According to Rakhmah et al. (2023) in (Harlita & Ramadan, 2024), learning communities are expected to help teachers exchange information about problem-solving knowledge, lesson plans, initial evaluations, teacher training, and various other competencies. The results of Khodijah's (2018) research in (Novita & Radiana, 2024) show that teachers who are active in learning communities are more capable of creating and implementing innovative learning methods and have a positive impact on their performance in the classroom. Based on the interviews conducted, learning communities have a significant impact on new teachers, namely:

3.2.2.1 Enhancing Self-Confidence in the Learning Process.

Self-confidence is crucial in the learning process. Teachers with high self-confidence generally enjoy explaining materials to students more. This, in turn, impacts the quality of learning outcomes, as students find it easier to understand everything the teacher conveys effectively. This aligns with the view that teachers who actively participate in communities, interact, and communicate with others in sharing ideas can enhance their self-confidence (Sekar & Kamarubiani, 2023)

3.2.2.2 Improving Classroom Management Skills.

For Mr. Endi, learning communities assist in classroom management, such as the application of game-based methods in the teaching and learning process, the use of various learning media, and how to conduct appropriate assessments. The application of game-based methods and diverse learning methods can motivate students and prevent boredom during the learning process. This is also highlighted by (Cholivah & Hidayati, 2025), who state that one of the main benefits of learning communities is enhancing teachers' professionalism, which includes effective classroom management, improved pedagogical competencies, the use of digital technology in learning, and innovative teaching methods.

3.2.2.3 Expanding Relationships

Based on the interview results, Mr. Endi and Ms. Ifa felt that learning communities can expand relationships. In practice, participants can gather in the same subject to exchange ideas and experiences. This aligns with the view that learning communities help teachers keep up with the times and expand their professional networks to improve the quality of learning in the classroom. (Penuel & Gallagher, 2009 in Supardi U.S. & Herdiana, 2024)

3.2.2.4 Assisting in Learning Planning and Providing Information Related to the Latest Training

Ms. Ifa explained that learning communities can assist in learning planning, such as how to deliver pedagogically to students and prepare teaching materials that are appropriate for the characteristics of the students. As explained by Vitriyana et al. (2025) in their research, learning communities have a significant impact on improving pedagogical, professional, and social competencies, self-confidence, classroom management, and readiness to implement innovative learning. Additionally, through the learning community, Mrs. Ifa feels she has gained valuable new information, such as training programs that can be used to enhance teachers' competencies. From the impacts outlined by Mr. Endi and Mrs. Ifa, it can be concluded that this learning community has successfully brought positive outcomes for teachers who have participated in the program.

Research conducted by (Rahmani, 2024) proves that learning communities are very helpful for teachers in improving their teaching skills and strategies, especially in implementing a changing curriculum that requires a more flexible approach and keeps up with the times. According to (Shihab & Zohriah, 2024), the introduction of personnel matters during the orientation process in detail can make all school stakeholders believe that teachers are not merely fulfilling their duties due to the personnel regulations in place at the school. New teachers will be guided by more experienced teachers in line with the opinion of (Sugiyarti & Sumardjoko, 2017) that new teachers will be accompanied by senior teachers in the process by forming a teaching team so that novice teachers can be more qualified and competent. Competent and qualified teachers generally have a level of work productivity that aligns with their expertise. Therefore, the existence of a learning community is expected to nurture, train, and improve teachers through learning community programs organized by educational institutions to enhance the quality of educational institutions (Massalim, 2019). The learning community organized by SMP Negeri 3 Kepanjen has proven to enhance the teaching readiness of new teachers in planning and managing classes effectively. This can be seen from the experiences of Mr. Endi and Mrs. Ifa, who have participated in the learning community and directly benefited from its positive impacts.

3.2.3 Challenges Faced by New Teachers in Learning Community Activities

The successful implementation of learning communities has had a positive impact, but it still presents several challenges for new teachers who are implementing them. Mr. Endi and Ms. Ifa experienced some of the same challenges at the beginning of the learning community, such as the need for good time management, as the learning community was initially implemented during learning activities, so teachers had to figure out how to give assignments to students in a way that would not leave the classroom empty. Additionally, technological issues have been a challenge for Mr. Endi, who is still learning in the midst of the current digitalization era. This aligns with Zebua's (2023) findings that every teacher must be able to address the challenges of technological advancements, flexible learning methods, limited access to information, and digital development skills. However, time management issues have been effectively addressed because the learning community activities already have a fixed schedule that does not interfere with the learning process.

Mr. Endi and Mrs. Ifa faced similar difficulties regarding poor time management at the beginning, leading to conflicts between the learning community schedule and classroom teaching activities. (Mujahidin, Rachmat, Tamam, & Alim, 2022) explain the principle of prioritization, where effective time management is evident in valuing time, making good use of it, and establishing a priority scale. Challenges in time management should be addressed because, according to (Al Munawwarah & Bahri, 2022), good time management influences teachers to enhance their competencies and professionalism in teaching. The challenges in time management have been resolved through a scheduling solution for the learning community that does not disrupt the learning process. Furthermore, the challenges discussed above can be used as a basis for improvement and innovation in future learning community activities.

3.2.4 Future Improvements for Learning Community Activities

Improvements and suggestions for future learning community activities, according to Mr. Endi, include enhancing training related to educational innovations and flexible learning methods that align with contemporary developments, such as how to digitize without mobile phones due to restrictions on their use. In addition to Mr. Endi's improvements and suggestions, Ms. Ifa also presented her own improvements and suggestions, including providing basic materials specifically for new teachers, as some materials can be too complex for new teachers, and offering foundational materials such as coding and Artificial Intelligence, as these topics are still relatively new in the current curriculum. This aligns with the opinion (Rahadiantino, 2022) that the use of Artificial Intelligence is currently a supporting technology that facilitates students and educators in following the learning process. The improvements and suggestions presented are hoped to be implemented by the school to enhance the effectiveness of teaching readiness and adaptation for new teachers at SMP Negeri 3 Kepanjen. Future improvements in the form of educational innovations need to be continuously implemented, considering that education is growing and developing so that it can produce individuals who are capable and ready to face all the challenges of the changing times (Ritonga, Lubis, Masitha, & Harahap, 2022).

In agreement with the opinions of Mr. Endi and Mrs. Ifa, providing educational materials that align with the times is crucial to ensure that learning is meaningful, adaptive, and relevant to real-life conditions. Additionally, schools are encouraged to enhance training for teachers on educational innovations within the current curriculum. This aligns with the opinion of Mr. Hasyim Gautama, Director of Governance and Public Partnerships at the Ministry of Communication and Information Technology (Kemenkominfo), who stated that "The existence of the Merdeka Curriculum is a form of the government's efforts to improve Indonesia's education system, which has been perceived as insufficiently responsive to the times." Furthermore, adjustments to the materials presented to teachers are necessary. Since the learning community includes all teachers, both senior and junior, schools must tailor the materials accordingly. For example, senior teachers may focus on the use of technology in teaching, while junior teachers may receive instruction on the fundamentals of teaching. This statement is in line with the opinion (Haq, 2012) that the structure and curriculum need to be adjusted to the needs of teachers based on their rank, new innovations in the world of education, and various supporting needs for teachers to carry out their duties and functions as stipulated.

4. Conclusion

The community-based orientation program for new teachers at SMP Negeri 3 Kepanjen proves that this activity has significant benefits in assisting and improving the teaching readiness of new teachers. Some of the benefits received by teachers who have participated in this activity include increased confidence in the learning process, improved classroom management skills, expanded relationships, assistance in lesson planning, and a means of disseminating information related to teacher competency improvement programs. Despite the numerous benefits of the learning community program, its implementation challenges could threaten the sustainability of the program. Some of the challenges include poor time management at the beginning of the activity and limited proficiency in using technology. However, these challenges have been effectively addressed and have not dampened the enthusiasm of new teachers at SMP Negeri 3 Kepanjen to continue participating in the learning community to expand their knowledge, ideas, and perspectives on teaching, thereby becoming adaptive, responsive, high-quality, and competent educators.

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