MANAGEMENT OF COMMUNITY LEARNING PROGRAM ON MERDEKA TEACHING PLATFORM IN AMBON

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Abstract
This study aims to analyze the planning, organization, implementation, supervision, evaluation of programs, and supporting and inhibiting factors of the Ahmad Dahlan SD Muhammadiyah 2 Ambon learning community and the Walang SD Inpres 25 Ambon learning community in PMM. The type of research used is phenomenological research with a qualitative approach. Data collection techniques include interviews, observations, and document studies. Data analysis techniques use interactive analysis. The research results indicate that (1) The planning of the Ahmad Dahlan SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon learning community programs has been carried out in accordance with the strategic plan; (2) The organization of the Ahmad Dahlan learning community program at SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon has been structured based on schedules, time allocation, supporting resources, and the division of tasks among each member of the learning community; (3) The implementation of the Ahmad Dahlan learning community program at SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon has been carried out in accordance with the methods, techniques, and guidance; (4) Supervision of the Ahmad Dahlan community learning program at SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon has been carried out directly; (5) Evaluation of the Ahmad Dahlan community learning program at SD Muhammadiyah 2 Ambon and the Walang community learning program at SD Inpres 25 Ambon has been carried out according to plan; (6) Supporting and inhibiting factors of the Ahmad Dahlan community learning program at SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon: all elements of the learning community are cooperative, solid, creative, and competent in planning, organizing, and carrying out their tasks. Inhibiting factors of the community learning program lie in internet access, the school environment, and the budget..
Keywords: Management, Community Learning Program, Merdeka teaching platform

Abstrak
Penelitian ini bertujuan untuk menganalisis perencanaan, pengorganisasian, pelaksanaan, pengawasan, evaluasi program dan faktor pendukung dan penghambat manajemen program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan komunitas belajar Walang SD Inpres 25 Ambon di PMM. Jenis penelitian yang digunakan adalah penelitian fenomenologi dengan pendekatan kualitatif. Teknik pengumpulan data melalui wawancara, observasi dan studi dokumen. Teknik analisis data menggunakan analisis interaktif. Hasil penelitian menunjukkan bahwa (1) Perencanaan program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan SD Inpres 25 Ambon, telah berjalan sesuai dengan rencana strategis; (2) Pengorganisasian program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2

Ambon dan SD Inpres 25 Ambon, telah tersusun berdasarkan jadwal, alokasi waktu, sumber daya pendukung dan pembagian tugas masing-masing anggota komunitas belajar; (3) Pelaksanaan program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan SD Inpres 25 Ambon, terlaksana sesuai dengan metode, teknik, dan pembimbingan; (4) Pengawasan program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan SD Inpres 25 Ambon, dilaksanakan secara langsung; (5) Evaluasi terhadap program komunitas belajar komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan Komunitas belajar Walang SD Inpres 25 Ambon berjalan sesuai dengan rencana; (6) faktor pendukung dan penghambat program komunitas belajar Ahmad Dahlan SD Muhammadiyah 2 Ambon dan SD Inpres 25 Ambon, seluruh unsur komunitas belajar kooperatif, solid, kreatif serta kompeten dalam merencanakan, mengorganisasikan, melaksanakan tugasnya. Faktor penghambat program komunitas belajar terletak pada akses internet, lingkungan sekolah dan anggaran.
Kata kunci*: Manajemen, Program Komunitas Belajar, Platform Merdeka Mengajar*

INTRODUCTION

A professional teacher is a teacher who has competence in their field of knowledge. He is an expert in the field of knowledge taught to students in school. Professional teachers are constantly able to improve their performance through the development of the knowledge that they will teach to students (Novitasari et al., 2020). This is supported by the opinion (Ní Bhroin & King, 2020) said that the learning community is an effective solution in overcoming the problem of improving the professional performance of a teacher. The basic concept of a learning community is collaboration and shared learning, where members give and support each other. The learning community in the Independent Teaching Platform is a group of individuals who have the same interests or learning goals with clear, measurable goals to improve the quality of learning so that it has an impact on students' learning outcomes (Muhaimin et al., 2020).

The learning community on the Merdeka Mengajar Platform is an association where its members have the same learning goals and interact with each other to realize these learning goals. Because they have the same goal, each member participates in every learning process. Each individual can learn faster and have a good learning attitude in a participatory environment (Dhawan, 2020). The Independent Teaching Platform is one of the educational features that provides opportunities for teachers through learning communities to collaborate in various learning experiences to improve their professional competence. Teachers from various learning communities in the Education unit are everywhere, gathering, collaborating, and sharing learning experiences to develop competencies, skills, and creativity with all members of the learning community on the Merdeka Teaching Platform. This is certainly corroborated by the opinion (Sintiawati et al., 2022). Which states that the Independent Teaching Platform will provide opportunities for teachers in all regions to continue learning and improve their abilities by providing independent training facilities that can be accessed independently by teachers.

Learning community *online* at the Merdeka Teaching Platform is a learning community registered on the Merdeka Teaching Platform, consisting of all members of the inter-school learning community gathering and sharing information without distance restrictions (Sholeh, 2023). Learning communities provide members with the opportunity to improve their skills and abilities (Corti & Gelati, 2020). The vision of the Merdeka Mengajar Platform is to create a collaborative learning environment by developing effective learning and a positive work environment. On the other hand, as an extension of the independent learning curriculum, its implementation will be very focused on students and allow teachers to complete learning activities. The Independent Teaching Platform (PMM) has been trained in some ways for teachers of the education unit *Online* And *offline*, but there are still many teachers who do not understand how to use PMM through independent training (Azad et al., 2021).

Ahmad Dahlan's learning community program at the Merdeka Mengajar Platform (PMM) at SD Muhammadiyah 2 Ambon has been running for four years. The learning community consists of six classroom teachers, namely, first-grade to fourth-grade teachers, and the principal as the head of the learning community. Considering that SD Muhammadiyah 2 Ambon is still one of the newly established schools and still has four classrooms. The implementation of learning has been carried out under the demands of the independent curriculum, but there are several obstacles that continue to be faced by teachers and students, both in compiling teaching modules, lesson plans, assessing learning, and implementing teaching materials in the form of projects by students. The implementation of the learning community program at the Independent Teaching Platform at SD Inpres 25 Ambon under the name of the Walang learning community. The Walang learning community program has been running for four years and has been registered on the Merdeka Mengarar Platform (PMM). The learning community is one of the forums for collaborating on inequalities in learning based on the demands of the current independent learning curriculum, and getting the latest learning experience for all teachers. Wala's learning community consists of teachers and educators.

In the implementation of the Walang learning community program at SD Inpres 25 Ambon, with a strong vision and commitment to improve the quality of learning. Some important points in the preparation of this program include the following: 1) as a forum for discussing, planning, and evaluating whether this program is implemented properly or not. 2) periodic evaluation in determining the policy direction of the implementation of this program on the quality of learning. 3) Be open to innovative ideas and changes that are needed in learning. This study aims to analyze how the management of planning, organizing, implementing, supervising, and evaluating, as well as the factors supporting and inhibiting the learning community program in the Independent Teaching Platform in the Ahmad Dahlan Learning Community of SD Muhammadiyah 2 Ambon and the learning community of Walang SD Inpres 25 Ambon. In realizing a quality learning community program, of course, good management is also required. Good management certainly implements all management functions, namely planning, organizing,

implementing, supervising, and evaluating, so the implementation of the learning community program at PMM will run in a planned, systematic, and sustainable manner in achieving the goals that have been set. The same opinion by) said that management functions are a series of activities carried out in management itself based on certain stages.

METHOD

This type of research is phenomenology with a qualitative approach (Jaya, 2020). The researcher tried to find the meaning of the management of the learning community program in the Merdeka Teaching Platform in the learning community of Ahmad Dahlan SD Muhammadiyah 2, Ambon, and the learning community of Walang SD Inpres 25, Ambon. Research data collection through interviews, observations, documentation, and data triangulation.

Table 1. Interview Guidelines Grid

NO	RESEARCH VARIABLES	RESEARCH VARIABLE INDICATORS
1	Learning Community Program Management	Planning (1) Needs analysis, (2) strategic plan, 3) time frame, (4) program plan, (5) budget plan
2		Organizing (1) the program implementation schedule, (2) the allocation of time for the implementation of the program, (3) supporting resources, (4) the division of duties of counselors or community members involved in the program (Hermawan, 2019)
3		Actuating (1) Program implementation method, (2) program implementation techniques, (3) guidance
4		Controlling/Monitoring (1) Direct *control*; (2) indirect control
5		Evaluation (1) Teacher's mastery of the material, (2) Trainer*'s ability* to explain, (3) Teacher's ability to ask questions, (4) Teacher's ability to dialogue, (5) Suitability of the media with the training material, (6) Suitability of the media with the room, (7) Effectiveness in the use of media.

Interviews are conducted in a structured, unstructured, and in-depth manner. Observations are carried out directly during the implementation of the learning community program. The data from field findings were analyzed using interactive data analysis (data reduction, data presentation, and data verification).

RESULTS AND DISCUSSION

1. Learning Community Program Planning

    a. Needs Analysis,

Based on the results of interviews and observations, in analyzing the needs of the learning community program of Ahmad Dahlan SD Muhammadiyah 2 Ambon and SD Inpres 25 Ambon, it can be seen from the following table;

Table 2. Needs Analysis

NO	NEEDS ANALYSIS	
	Ahmad Dahlan Learning Community	**The Learning Community**
1	Identify various learning needs and problems faced by teachers in the learning experience while in the classroom.	Identifying the goals and benefits of learning community programs on the Independent Teaching Platform
2	Identify challenges and the availability of program support facilities, and technology mastery.	Community member resources with technology challenge learning programs, availability of program support facilities.

    b. Strategic Plan

The strategic plan of the Ahmad Dahlan learning community program and the Walang learning community were discussed together as a strategic step to implement the program within a period of 1 year.

    c. Period

The planning time for the implementation of the Ahmad Dahlan learning community program and the Walang learning community is set in one school year.

    d. Program Plan

The Ahnad Dahlan learning community and the Walang learning community, each have the same seven programs, namely; (1) strengthening the capacity of community members, (2) strengthening and implementing IKM, (3) strengthening the ability to utilize technology, (4) realizing happy learning, (5) providing a pleasant school and classroom atmosphere, (6) reflection and problem solving of learning in the classroom, (8) various good practices of community members. These seven programs or activities are included in the strategic plan for the implementation of learning community programs in both learning communities on the Independent Teaching Platform. These activities are organized and mutually agreed upon between community members and community movers.

e.　　Budget Plan

The planning for the use of the budget contained in the strategic plan of the learning community, both Ahmad Dahlan and the Walang learning community, is determined in the short term and adjusted to each activity carried out. The findings show that the planning management made by the learning community of Ahmad Dahlan SD Muhamadiyah 2 Ambon and the learning community of Walang SD Inpres 25 Ambon has begun by analyzing the needs of the implementation of the learning community program on the Independent Teaching Platform. The results of the analysis it is used as a basis for strategic planning for the implementation of the learning community program, following the expected goals.

In the stage of preparing a strategic plan, each learning community also discusses the plan, time, implementation, and budget needed during the implementation of the program within a period of one school year. However, based on the results of the documentation, all plans that have been prepared need to be included in the strategic planning document of the learning community program by each learning community. So that in the next reference, it needs to be discussed together by involving all elements of the learning community, so that the program planning can run perfectly. Furthermore, each program plan, after being discussed, needs to be prepared in the form of a report or document so that it becomes a reference material in determining the next program implementation plan.

2.　　Organizing Learning Community Programs

　　　a.　　Program Implementation Schedule

The schedule for the implementation of the Ahmad Dahlan learning community program is carried out every Saturday, the schedule for the implementation of the Walang learning community program varies, Scheduling in the Walang learning community program considers the time and activities of the school, participating in the program without interfering with the main activities of the teachers. A combination of weekly, monthly, and yearly activities is carried out based on the schedule.

　　　b.　　Program Implementation Time Allocation

The timing of the implementation of the Ahmad Dahlan learning community program and the Walang learning community was mutually agreed, adjusted to the needs and learning materials.

　　　c.　　Supporting Resources

Supporting resources in the implementation of learning community programs are adjusted to the conditions that exist in each school. Based on the results of observations in terms of infrastructure, media use, and digitalization facilities owned by each school. Likewise, school IT operators are also part of their respective learning communities. Furthermore, internal facilitators are prepared by teachers who are competent in their respective fields of knowledge. Reflection and mentoring activities are carried out together with community mobilization teachers, as well as school supervisors.

d.   Division of Duties of Counselors or Community Members

The main tasks and functions of each learning community are different according to the management structure and competencies possessed by all members of the learning community. Based on the results of observations, interviews and documentation, it is clear that the organization carried out by the coordinators of the learning community, both Ahmad Dahlan SD Muhammadiyah 2 Ambon and the learning community Walang SD Inpres 25 Ambon, held a meeting and placed all teachers with their respective duties and functions following the structure of the learning community. The coordinators of the learning community have each organized by paying attention to the competencies possessed by teachers and education personnel, school operators involved in learning communities, for example, as a program section, are really teachers or educators who have competence in compiling and understanding programs. The organization of the two learning communities, both Ahmad Dahlan SD Muhammadiyah 2 Ambon and Walang SD Inpres 25 Ambon, was well organized so that there was no overlap of tasks.

In line with the opinion Aditya Wardhana, (2024) A good organization ensures that all units and individuals in the organization work in a harmonious and coordinated manner, which improves work efficiency and reduces duplication of effort. With a well-defined organizational structure, each team member knows their duties and responsibilities clearly, so they can focus on their work without confusion. An effective organization helps in the optimal use of human, material, and financial resources, which ultimately increases work productivity. An effective organization plays a crucial role in supporting organizational productivity.

3.   **Implementation of Learning Community Programs**

a.   Program implementation methods

The method of implementing Ahmad Dahlan's learning community program and Walang learning community is carried out online and *offline*. Online learning uses *Google Meet, Zoom*, webinars, *e-learning*, and video learning (training) platforms. Offline learning methods use methods such as discussion and cooperative learning.

b.   Program Implementation Techniques

Techniques for implementing learning community programs include the formation of small teams and collaborative techniques.

c.   Guidance

The guidance of the Ahmad Dahlan learning community and the Walang learning community is carried out at the end of each program implementation. The implementation of regular guidance by the two learning communities is carried o*ut online* using the Merdeka Learning Platform feature and offline mentoring, which is carried out face-to-face together with the learning committee. Based on the results of observations, interviews and documentation found in the field related to the management function of the implementation of the learning community program, both the Ahmad Dahlan learning

community at SD Muhammadiyah 2 Ambon and the Walang learning community at SD Inpres 25 Ambon have been carried out following the indicators of the management function of program implementation in terms of methods, techniques and guidance. Overall, the implementation techniques of the learning community program, both Ahmad Dahlan and Walang which focus on active, collaborative, or joint learning through the Merdeka Teaching Platform with *online* and *offline learning methods*. Guidance to the learning community is school supervisors, school principals, community coordinators, and even community coaches, together with all community members who have the same goal. Mentoring and mentoring in learning communities focus on active engagement, collaboration, and reflection to improve teachers' learning skills and quality.

4. Supervision of Learning Community Programs

Based on the results of observations, observations and interviews encountered in the field, the supervisory function of the learning community of Ahmad Dahlan at SD Muhammadiyah 2 Ambon and the Walang learning community at SD Inpres 25 Ambon was carried out by the school supervisor, the principal was also accompanied by community mobilizers. Supervision is carried out once a semester, so in one school year, there are two supervision processes. The form of supervision carried out on the Ahmad Dahlan learning community and the Walang learning community is direct supervision involving school supervisors. This aims to monitor the direct development of learning community training at PMM, and when there are obstacles, it becomes the subject of problem-solving discussions by all elements of the learning community. The supervision carried out is an effort to continuously monitor to understand the performance of certain areas or sections of the planning that is being carried out.

5. Evaluation of Learning Community Programs

The evaluation carried out by the Ahmad Dahlan learning community at SD Muhammadiyah 2 Ambon and the Walang learning community at SD Inpres 25 Ambon was carried out by teachers, school learning committees, and community mobilizers as tutors in the learning community. The implementation of the evaluation was carried out by asking questions related to the teacher's mastery of the material, the *trainer's ability* to explain, the teacher's ability to ask questions, the teacher's ability to dialogue, the suitability of the media with the training material, the suitability of the media with the room, and the effectiveness of the use of media or digitalization technology in learning. The results of the evaluation of the implementation of the learning community program, both Ahmad Dahlan and the Walang learning community, were used as a basis for improving and following up on the program in each learning community on the They Teaching platform.

6. Supporting and Inhibiting Factors for the Management of Learning Community Programs

Based on the findings of data in the field, the supporting factors for the learning community program of Ahmad Dahlan and the learning community of Walang SD Inpres

25 Ambon on the Merdeka Mengajar platform include positive support from the school, learning facilities prepared by the school, support from coaches, high motivation from teachers, education staff and school foundations. Inhibiting factors are sometimes constrained by limited internet access and school environmental conditions.

DISCUSSION

The study reveals how the managerial functions of planning, organizing, implementing, supervising, and evaluating programs were systematically carried out by both learning communities within the context of teacher professional development facilitated by a digital learning platform. The initial stage of program management began with a needs analysis. Based on interviews and observations, both the Ahmad Dahlan and Walang learning communities began their planning by identifying various challenges teachers faced in classroom instruction. This is in line with George R. Terry's theory of educational planning, which emphasizes planning as the foundational function in management that defines objectives, sets policies, and develops work procedures. The identified needs formed the basis for the strategic plans jointly agreed upon for implementation for one academic year. Both communities designed seven core programs, ranging from strengthening community members' capacity to documenting best teaching practices. This demonstrates a systematic and participatory approach to program planning, aligning with Peter Drucker's participatory management theory, which highlights the importance of involving all organizational members in decision-making processes (Drucker, 2012).

In organizing the program, both communities scheduled activities by considering teachers' availability and assigned roles based on members' competencies. Ahmad Dahlan's community held regular meetings every Saturday, while the Walang community adopted a more flexible schedule in line with school agendas. The organization reflected both structural and functional approaches as outlined by Henry Fayol, who emphasized the importance of division of labor, authority, and responsibility. Each member's role was carefully assigned based on expertise, ensuring functional synergy and effective program execution (Sumarni et al., 2022). Ayuningtyas et al., (2024) affirms that a good organization ensures harmony and coordination, improves efficiency, and optimizes the use of human and material resources, elements demonstrated by both communities.

During the implementation phase, both communities adopted a blended learning approach, combining online and offline methods. Digital platforms such as Google Meet, Zoom, and features within *Merdeka Mengajar* were utilized for virtual learning, while offline methods included discussions and cooperative learning. This aligns with Vygotsky & Cole, (1978) constructivist learning theory, which emphasizes social interaction and collaboration in learning processes. The learning communities became platforms for professional development and reflective practice. Techniques such as forming small teams and promoting collaboration nurtured a sense of ownership and strengthened professional bonds. The programs encouraged active, collaborative, and joyful learning

environments, consistent with the goals of the Merdeka Curriculum, which promotes student-centered, differentiated instruction.

The supervisory function was carried out by school principals, supervisors, and community mobilizers. Supervision was conducted twice per academic year, involving direct oversight by school supervisors. This is consistent with Koontz and O'Donnell's management theory, which states that supervision ensures alignment between activities and plans, identifying and correcting deviations (Wang et al., 2021). In this context, supervision was not merely formal control but also guidance and empowerment. This collaborative model of supervision aligns with the professional learning community (PLC) framework, which emphasizes continuous assessment, shared reflection, and quality improvement. Program evaluations were conducted by teachers, learning committees, and community facilitators through structured assessments covering various aspects such as teachers' content mastery, trainers' clarity, interaction quality, and the effectiveness of media and digital technology used. These evaluations served as the basis for program improvement and follow-up, following Stufflebeam's CIPP evaluation model (Context, Input, Process, Product). The evaluations encompassed all four domains, ensuring comprehensive insights into program performance. Rather than simply measuring outcomes, the evaluations ensured that activities contributed meaningfully to teacher development.

The study also identified supporting and inhibiting factors. Supporting factors included positive backing from schools, learning facilities, involvement of facilitators, and high motivation from teachers, staff, and school foundations. This aligns with Herzberg, (2005) motivation-hygiene theory, which emphasizes the importance of both motivators and hygiene factors in job satisfaction. Institutional support played a significant role in the success of these programs. Conversely, barriers such as limited internet access and unfavorable school environments posed technical challenges, which required flexible strategies and innovative solutions. These obstacles highlighted the importance of adaptive implementation strategies in ensuring sustainability and program continuity. Overall, the findings indicate that the learning program management in both schools reflects the principles of modern educational management, emphasizing participation, collaboration, effectiveness, and continuous reflection. These community-based programs serve not only as platforms for individual teacher development but also foster collective growth that enhances the quality of classroom instruction. Furthermore, the integration of the Merdeka Curriculum, the *Merdeka Mengajar* platform, and teacher capacity-building efforts through learning communities demonstrates that educational innovation is not solely driven by top-down policies but is equally influenced by active participation at the school level. Given these dynamics, further development of learning communities must be conducted systematically and structurally. Proper documentation and reporting of all program plans and implementations are essential to serve as references for future program cycles. Learning communities must position themselves as centers for reflection, collaboration, and best practice development. David Kolb's

Experiential Learning Theory is also highly relevant in this context, where teachers engage actively through cycles of experience, reflection, conceptualization, and experimentation (McLeod, 2025). Thus, the learning community functions not only as a site for individual capacity development but also as a collaborative hub for lifelong learning.

Furthermore, strengthening these communities should also target digital literacy, pedagogical skills, and inter-school networking. In the context of educational digital transformation, learning communities supported by *Merdeka Mengajar* act as catalysts for adaptive and innovative teaching. This aligns with socio-constructivist approaches that underscore the importance of social interaction and collaboration in knowledge construction. Teacher interactions within these communities create a vibrant learning ecosystem that fosters knowledge exchange, collaborative problem-solving, and the continuous enhancement of teacher professionalism. In conclusion, the findings of this study show that the Ahmad Dahlan and Walang learning communities in Ambon have successfully implemented sound educational management practices through the *Merdeka Mengajar* platform. These findings offer valuable insights for other schools aiming to establish effective, collaborative, and digitally adaptive learning communities in response to the evolving demands of education in the 21st century.

CONCLUSION

Based on the results of research on community learning program management on the Merdeka Mengajar platform at the Ahmad Dahlan SD Muhammadiyah 2 Ambon Learning Community and the Walang SD Inpres 25 Ambon Learning Community, it can be concluded that both communities have carried out educational management functions effectively and in a structured manner. The planning stage began with a needs analysis that involved identifying learning problems, technological challenges, and available resource potential. This planning resulted in seven strategic programs that were developed participatively and agreed upon to be implemented within one academic year. Program organization was carried out by considering teacher competencies and school schedules, as well as clear task distribution to avoid role overlap. In their implementation, both communities applied a blended learning approach through a combination of online and offline methods, which supported active and collaborative learning among members. Supervision is carried out by the principal, supervisors, and motivational teachers regularly to ensure that implementation is in line with the established plan and to provide ongoing guidance. Program evaluation is conducted comprehensively, covering mastery of material, media effectiveness, and participants' responses to the learning methods used, and the evaluation results are used as material for program improvement. Supporting factors for the program's success include institutional support, availability of facilities, and high motivation among teachers and educational staff, while obstacles include limited internet access and the physical condition of the school environment. Overall, this learning community has been able to build a reflective and collaborative culture in improving teachers' professional capacity. These findings indicate that managing learning

communities through digital platforms can serve as a model for adaptive teacher competency development in response to educational transformation. Therefore, this approach should be adopted as a reference for developing learning communities in various schools to sustainably improve the quality of learning.

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