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The Influence of Teachers' Work Motivation on Learning Community Activities at Junior High Schools in Sub-Rayon 04, Grobogan Regency

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Abstract: This study aims to analyze the effect of teachers' work motivation on learning community activities at junior high schools in Sub Rayon 04, Grobogan Regency. The research employed a quantitative approach with a correlational design, involving a population of 215 teachers and a sample of 140 teachers selected using proportional random sampling. Data were collected through a closed-ended Likert-scale questionnaire and analyzed using simple linear regression with the assistance of SPSS for Windows version 28. The results showed that teachers' work motivation was in the good category, indicating that most teachers had a positive drive in performing their duties. Statistical analysis revealed a very strong relationship between work motivation and learning community activities, with a correlation coefficient of 0.785 and a coefficient of determination of 0.564, meaning that 56.4% of the variation in learning community activities was influenced by work motivation, while 43.6% was affected by other factors beyond this study. The regression equation obtained was $\hat{Y} = 31.133 + 0.781X$, with a significance value of $0.000 < 0.05$, indicating that work motivation has a positive and significant effect on learning community activities. High teacher motivation, whether stemming from internal factors such as responsibility, job satisfaction, and the desire to develop competencies, or from external factors such as principal support and a conducive work environment, has been proven to encourage greater teacher participation in learning communities. Teachers with strong motivation tend to be more active in sharing knowledge, engaging in discussions, and developing instructional innovations.

Keywords: Teacher Work Motivation, Learning Community

INTRODUCTION

The success of an educational institution is influenced by various factors, one of which is the role of teachers in improving the quality of learning (Ambawani et al., 2024). Teachers are not only required to teach in the classroom but must also continuously develop their competencies through active participation in learning community activities (Jani, 2023). A learning community is a group of teachers who engage in collaborative, scheduled, and continuous learning activities with clear and measurable goals to enhance the quality of

instruction, ultimately impacting students' learning outcomes (Umami & Wahyudi, 2025). Learning communities within schools make a significant contribution to the professional growth of teachers and education staff and are believed to have a direct impact on improving student learning quality (Permatasari et al., 2023).

The Directorate General of Teachers and Education Personnel (Dirjen GTK) under the Ministry of Education, Culture, Research, and Technology issued Circular Letter Number 4263/B/HK.04.01/2023 concerning the Optimization of Learning Communities (2023). The letter emphasizes that to improve teaching practices in educational institutions, teachers and principals must enhance their competencies regularly through learning community activities. The circular aims to strengthen teacher professionalism and competence, as well as to foster a culture of continuous learning within the educational environment through the platform of learning communities (Circular Letter of the Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology Number 4263/B/HK.04.01/2023, 2023).

Learning communities in schools serve as a platform for teachers and education personnel to learn and collaborate regularly (Asyarah et al., 2025). Activities within these communities are designed with clear and measurable objectives to improve instructional quality and, consequently, student learning outcomes. To maximize the function of learning communities, effective collaboration and shared commitment among teachers and education staff are essential (Qayyimah et al., 2024).

Learning community activities focus on three main aspects: student-centered learning, the development of a culture of collaboration and collective responsibility, and an orientation toward student learning outcomes (Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2023). Through these activities, teachers can enhance their professional competence, improve teaching effectiveness, and ultimately contribute to student academic achievement. The learning cycle within the community represents a continuous and comprehensive process that includes initial reflection, planning, implementation, and evaluation. This cycle ensures that the learning outcomes of the community are implemented in classroom instruction, and reflections from teaching practices are discussed within the community to support ongoing improvement in teaching quality (Sari Komala, 2025).

Referring to several theories and regulations, in principle, learning community activities encompass various efforts aimed at enhancing teachers' competencies and fostering a sustainable culture of collaborative learning, which is essential to be implemented by schools (Nadur, 2017). However, the facts observed in the field regarding learning community activities at junior high schools (SMP) in Sub Rayon 04, Grobogan Regency, are as follows:

Table 1. Recapitulation of Teacher Learning Community Activity Journal in Junior High Schools of Sub-Rayon 04, Grobogan Regency

No.	Learning Community Activities	Observation Results: Yes (%)	Observation Results: No (%)	Total
1. Activities focused on student learning				
	Discussing the analysis of student learning outcomes	2 (16%)	10 (83%)	12
	Collaborating to develop and review learning plans	7 (58%)	5 (41%)	12
	Practicing learning plans	4 (41%)	7 (58%)	12
	Conducting learning assessments	4 (33%)	8 (66%)	12

2. Building a culture of collaboration and collective responsibility				
Analyzing the learning needs of community members	2 (16%)	10 (83%)	12	100%
Facilitating the planning of learning activities	4 (33%)	8 (66%)	12	100%
Determining relevant learning facilitators	5 (41%)	7 (58%)	12	100%
Sharing best practices and learning outcomes	2 (16%)	10 (83%)	12	100%
3. Oriented toward student learning outcomes				
Discussing assessment rubrics together	–	12 (100%)	12	100%
Exchanging evaluations of student learning outcomes	5 (41%)	7 (58%)	12	100%
Conducting joint classroom action research on learning problems encountered	2 (16%)	10 (83%)	12	100%
Conducting final evaluation and reflection focused on student learning outcomes	5 (41%)	7 (58%)	12	100%

Based on the preliminary survey conducted across 12 schools, it was found that only 5 schools (41%) implemented peer classroom observation activities, and only 2 schools (16%) conducted joint research on learning issues. The percentage of learning community activities under the aspect of “Exchanging evaluations of student learning outcomes and conducting periodic evaluations and reflections on teaching practices” was 41% (5 schools). Similarly, the activity of jointly preparing and reviewing lesson plans or teaching modules reached 41% (5 schools). Meanwhile, only 2 schools (16%) engaged in “Discussing assessment rubrics collaboratively” and “Sharing best teaching practices.” Furthermore, 4 schools (33%) were involved in “Discussing students’ learning challenges and collaboratively exploring alternative solutions.” Notably, none of the schools implemented the activity of discussing assessment rubrics as part of their learning community meetings. The findings from the documentation and journal review of learning community activities indicate that the implementation of learning communities in junior high schools under Sub Rayon 04, Grobogan Regency, has not been carried out optimally.

The low percentage of learning community activities described above is suspected to be influenced by several factors, one of which is the lack of teachers’ work motivation to participate in learning community activities. Teachers’ work motivation is the driving force that encourages teachers to be enthusiastic and committed in carrying out their duties, which include teaching, guiding, training, and evaluating students to achieve educational goals (Wulandari et al., 2025).

Teachers’ work motivation serves as an important internal factor in education, as individuals with high motivation tend to strive for success and engage in activities that are oriented toward achieving better outcomes (Wahyuni et al., 2024). Social and professional support received from fellow members of learning communities can also encourage teachers to continue learning and developing their competencies, including active participation in community activities. Motivated teachers tend to be more innovative in applying teaching methods and more responsive to students’ needs. This, in turn, positively affects student learning outcomes and contributes to improving the overall quality of education (Novita &

Radiana, 2024). Conversely, teachers with low motivation may be less engaged or even resistant to reform initiatives, such as participating in learning community activities.

Teachers' work motivation can be influenced by intrinsic factors such as job satisfaction, autonomy, and opportunities for self-development as well as extrinsic factors, including recognition, rewards, and a supportive work environment (Yuliati et al., 2025). Therefore, it is essential to understand how teachers' motivation levels can either encourage or hinder their participation in learning community activities. However, field conditions indicate that teachers' work motivation at junior high schools in Sub Rayon 04, Grobogan Regency, remains low, as shown by the following data:

Table 2. Preliminary Survey Results on Teachers' Work Motivation in Junior High Schools in Sub Rayon 04, Grobogan Regency

No.	Statement	Response: Yes (%)	Response: No (%)
1. Extrinsic Motivation			
	Teachers are motivated by incentives, awards, and compensation provided by schools or the government, which encourage them to fulfill their family's needs and improve their welfare.	6 (50%)	12
	Teachers utilize career development opportunities and rewards as encouragement to continually strive for better living conditions and quality of life.	2 (16.6%)	10 (83.3%)
2. Intrinsic Motivation			
	Teachers perform their teaching duties responsibly without expecting external rewards, driven by personal satisfaction and confidence in their profession.	3 (25%)	9 (75%)
	Teachers take the initiative to improve the quality of teaching and innovate without external pressure, motivated by an inner drive to make a positive contribution to their school.	5 (41.6%)	7 (58.3%)
Average		16 (33.3%)	32 (66.6%)

Based on the preliminary survey conducted with 12 respondents and 4 indicator statements representing two dimensions of teachers' work motivation extrinsic and intrinsic it was found that the overall level of teacher motivation at junior high schools in Sub Rayon 04, Grobogan Regency, was relatively low. The data revealed that 66.6% of respondents disagreed with the statements related to both intrinsic and extrinsic motivation. In particular, for the item stating that teachers utilize career development opportunities and rewards as encouragement to improve their quality of life, only 2 respondents (16.6%) agreed, indicating that extrinsic motivation among teachers remains weak.

In addition to the data presented above, findings from school visits and interviews revealed that teachers at junior high schools (SMP) in Sub Rayon 04, Grobogan Regency, generally have low work motivation. Further data obtained from the Grobogan Regency Education Office indicated that many teachers still arrive late to school. Although an attendance system using facial recognition and location accuracy has been implemented, some teachers continue to commit fraudulent acts by using fake GPS applications to manipulate their location data. Consequently, teacher tardiness and late entry into classrooms often go undetected. Moreover, there were cases of teachers leaving school before the designated time and failing to enter the classroom promptly after the school bell rang.

These issues observed in the junior high schools of Sub Rayon 04, Grobogan Regency, are closely related to the low level of teacher motivation, which affects their commitment to carrying out their primary duties and responsibilities. During learning community activities, teachers with low motivation were found to be less active and less engaged in collaborative learning sessions.

Research on learning community activities is therefore crucial, as such activities within schools have a direct impact on the quality of student learning. When learning communities are not functioning optimally, it can lead to lower student achievement, unequal competency levels among teachers, and the failure to achieve educational objectives. Thus, it is essential to conduct research to identify the factors that influence the effectiveness of learning community activities in schools to ensure they function optimally.

Teacher work motivation is one of the key factors that can influence the success of learning community implementation in schools. Based on the background described above, this study holds academic significance not only in enriching the scientific literature on learning community practices but also in providing practical contributions in formulating policy recommendations and strategies to improve education quality. Therefore, the researcher intends to conduct a study aimed at analyzing the effect of teachers' work motivation on learning community activities at junior high schools in Sub Rayon 04, Grobogan Regency.

METHOD

This study employs a quantitative research design with a correlational approach. Quantitative research was chosen because it is grounded in the philosophy of positivism, involves the collection of numerical data, and utilizes statistical analysis to test predetermined hypotheses. The correlational approach, on the other hand, is used to determine the relationship or influence between teachers' work motivation and learning community activities. Thus, this study aims to identify the extent to which these variables are statistically related or correlated.

The population of this research includes all junior high school (SMP) teachers in Sub Rayon 04, Grobogan Regency, totaling 215 teachers from 12 public and private schools. This population encompasses teachers who possess characteristics relevant to the study's focus, namely transformational leadership of principals, teachers' work motivation, school culture, and learning community activities. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in a total sample of 140 teachers. The sampling technique employed was proportional random sampling, which involves randomly selecting respondents while considering the proportion of teachers in each school to ensure representative distribution across the population. Consequently, 140 teachers from 12 schools in Sub Rayon 04, Grobogan Regency, served as respondents in this study.

The data collection technique utilized a closed-ended questionnaire as the primary instrument. The questionnaire consisted of statements related to the variables of teachers' work motivation and learning community activities. The instrument was distributed directly to the respondents to be completed manually, and each respondent was required to answer all items according to the provided response options. After completion, the questionnaires were returned directly to the researcher for further analysis. The use of closed-ended questionnaires facilitated the collection of structured quantitative data, allowing for more accurate statistical analysis.

The data analysis technique in this study employed parametric statistical analysis, which included two main stages: preliminary tests and hypothesis testing. At the preliminary stage, several tests were conducted to ensure data validity before further analysis, namely Normality Test, to confirm that the data were normally distributed using the Kolmogorov–Smirnov test, with a significance value criterion of > 0.05 . Heteroscedasticity Test, to examine the equality of residual variances among observations using the Glejser method; if the beta coefficient was not significant, the model was deemed free from heteroscedasticity. Linearity Test, to determine whether the relationship between the

independent and dependent variables was linear, with a significance criterion (Deviation from Linearity) of > 0.05 .

Subsequently, at the hypothesis testing stage, simple linear regression analysis was conducted to determine the effect of the independent variable on the dependent variable. All analyses were performed using SPSS for Windows version 28, with the decision rule that a hypothesis would be accepted if the significance value ≤ 0.05 .

RESULTS AND DISCUSSION

Normality Test

The normality test aims to determine whether the data distribution to be analyzed is normal or not. The data distribution in this study includes teacher work motivation (X) and learning community activities (Y). To test data normality, the Kolmogorov-Smirnov analysis was used. The data distribution is considered normal if the Kolmogorov-Smirnov significance value is greater than 0.05. The results of the Kolmogorov-Smirnov calculation for the learning community activities variable are as follows:

Table 3. Results of the Normality Test for Learning Community Activities

One-Sample Kolmogorov-Smirnov Test		
Transformational Leadership		
N		140
Normal Parameters ^{a,b}	Mean	112.43
	Std. Deviation	19.144
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.071
Test Statistic		.076
Asymp. Sig. (2-tailed)		.146

Based on the calculation results, the Kolmogorov-Smirnov significance value for learning community activities is $0.104 > 0.05$, which means that the residual distribution of this regression model is normal. The results of the Kolmogorov-Smirnov calculation for the teacher work motivation variable are as follows:

Table 4. Results of the Normality Test for Teacher Work Motivation

One-Sample Kolmogorov-Smirnov Test		
Motivasi Kerja		
N		140
Normal Parameters ^{a,b}	Mean	123.46
	Std. Deviation	21.620
Most Extreme Differences	Absolute	.076
	Positive	.052
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.147

Based on the calculation results, the Kolmogorov-Smirnov significance value for teacher work motivation is $0.147 > 0.05$, indicating that the residual distribution of this regression model is normal.

Heteroscedasticity Test

Based on the results of the variance equality test, the following findings were obtained:

Table 5. Results of the Heteroscedasticity Test

Coefficients ^a					
Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1 (Constant)	5.937	4.723	—	1.257	0.211
Teacher Work Motivation (X)	0.152	0.066	0.409	2.310	0.122

^a Dependent Variable: Abs_RES

Based on the results of the heteroscedasticity test, it is known that the significance value (Sig.) of each variable is greater than the significance level $\alpha = 5\%$ ($\alpha = 0.05$), where the significance value for teacher work motivation is 0.122. Therefore, it can be concluded that there is no heteroscedasticity in the regression model.

Linearity Test

Based on the results of the linearity test between variables X and Y, the following results were obtained:

Table 6. Results of the Linearity Test (X–Y)

	Sum of Squares	df	Mean Square	F	Sig.
Learning_Community Teacher Work Motivation	*				
Between Groups (Combined)	53,330.033	62	860.162	3.928	0.000
Linearity	39,583.957	1	39,583.957	180.749	0.000
Deviation from Linearity	13,746.077	61	225.346	1.029	0.450
Within Groups	16,862.967	77	219.000		
Total	70,193.000	139			

The analysis results show that the F value for the deviation from linearity is 1.029 with a significance value of $0.450 > 0.05$. This indicates that the regression model is linear and thus meets the assumptions required for linear regression analysis.

The Effect of Work Motivation on Learning Community Activities

The test results on the effect of work motivation on learning community activities are presented in the following tables:

Table 7. Correlation Results Between X and Y

Correlations		Learning_Community Activities
	Work Motivation	
Work_Motivation	Pearson Correlation	1
	Sig. (2-tailed)	.751**
	N	.000
Learning_Community_Activities	Pearson Correlation	140
	Sig. (2-tailed)	.751**
	N	.000
		140

** . Correlation is significant at the 0.01 level (2-tailed).

Note: Correlation is significant at the 0.01 level (2-tailed).

Based on the data analysis, the Pearson Product Moment correlation coefficient between work motivation (X) and learning community activities (Y) is 0.751, where $r_{\text{calculated}} = 0.751 > r_{\text{table}} = 0.159$ ($n = 140$) and $p = 0.000 < 0.05$ at a 5% significance level. This indicates a strong positive correlation between the two variables, meaning that work motivation strongly influences teachers' participation in learning community activities at SMP Sub Rayon 04, Grobogan Regency.

To determine whether the second hypothesis is accepted or rejected, the ANOVA test results are presented below:

Table 8. ANOVA Results for X and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	39,583.957	1	39,583.957	178.463	.000b
Residual	30,609.043	138	221.805		
Total	70,193.000	139			

a. Dependent Variable: Learning_Community_Activities

b. Predictors: (Constant), Teacher_Work_Motivation

Based on the ANOVA results above, the significance value is $0.000 < 0.05$, and the calculated F value ($F_{\text{calculated}} = 178.463$) is greater than the table value ($F_{\text{table}} = 3.91$). Therefore, the second hypothesis stating that “there is an effect of work motivation on learning community activities of teachers at SMP Sub Rayon 04 Grobogan Regency” is accepted.

The magnitude of the influence of teacher work motivation on learning community activities can be seen in the model summary below:

Table 9. Model Summary for the Effect of X on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751a	.564	.561	14.893

a. Predictors: (Constant), Teacher_Work_Motivation

The results of the simple linear regression analysis show that the R Square value is 0.564, meaning that 56.4% of learning community activities are influenced by teacher work motivation, while the remaining 43.6% is influenced by other variables not examined in this study.

The regression coefficient results for the effect of teacher work motivation on learning community activities are presented as follows:

Table 10. Regression Coefficients of X on Y

Model	Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.133	7.323		4.252	.000
	Work_Motivation	.781	.058	.751	13.359	.000

a. Dependent Variable: Learning_Community_Activities

Based on the table above, the regression analysis results show a constant value of 31.133 and a regression coefficient of 0.781 with a significance level of 0.000. Thus, the regression equation can be expressed as:

$$\hat{Y} = 31.133 + 0.781X$$

This equation can be interpreted as follows:

1. The constant value of 31.133 means that if teacher work motivation is considered constant, the learning community activity score is 31.133.
2. The regression coefficient of 0.781 indicates a positive relationship, meaning that when teacher work motivation improves, the level of engagement in learning community activities also increases.

Based on these findings, it can be concluded that fluctuations in learning community activities are influenced by the level of teachers' work motivation. The better the teachers' work motivation, the more active and effective the learning community activities become. Conversely, when teachers' motivation decreases, learning community activities tend to decline as well.

The study confirms that work motivation significantly affects learning community activities. Based on the research data, teachers' work motivation in SMP Sub Rayon 04, Grobogan Regency, falls into the good category, indicating that most teachers perceive their motivation to work as high. This differs from the preliminary study results, which showed low motivation among teachers. The difference can be explained by the methodological approach the preliminary study used qualitative techniques such as interviews, observations, and document reviews, which are more subjective and context-dependent. In contrast, this study employed quantitative methods using a Likert-scale questionnaire, allowing the results to be more standardized, measurable, and representative of all respondents.

The correlation analysis showed a strong relationship ($r = 0.785$) between work motivation and learning community activities. The coefficient of determination ($R^2 = 0.564$) indicates that 56.4% of the variance in learning community activities is explained by teachers' work motivation, while the remaining 43.6% is influenced by other variables not examined in this study. The regression equation obtained is: $\hat{Y} = 31.133 + 0.781X$. This means that there is a positive and significant relationship between teachers' work motivation and learning community activities. The regression coefficient (0.781) with a significance value of $0.000 < 0.05$ shows that an increase in work motivation corresponds with an increase in learning community engagement. Conversely, when motivation decreases, teachers' participation and involvement in learning communities also decline.

Work motivation arises from internal and external factors. Internal factors include a sense of responsibility, teaching satisfaction, and the desire for professional growth. External factors include recognition, principal support, and a conducive work environment. Teachers with high motivation are more likely to continue learning, innovating, and sharing best practices with colleagues through learning communities (Arifin & Hanif, 2024).

The findings of this research are consistent with Novita and Radiana (2024), who found a significant positive correlation between participation in learning communities and increased teacher motivation. Active participation in these communities provides both social and professional support, encouraging teachers to improve their competencies. High work motivation contributes to better classroom performance, reflected in more innovative teaching methods and improved student learning outcomes. This highlights the importance of learning communities as platforms for enhancing teachers' motivation and performance. Teachers who feel valued and are given opportunities to develop themselves tend to have stronger motivation to engage and contribute within learning communities. Thus, teachers' work motivation serves as a key driving force in sustaining and strengthening learning community practices.

Meanwhile, Purwanto (2000) explains that motivation refers to the process that influences an individual's choice among various desired activities. Teachers' work motivation affects their active participation in discussions, willingness to share experiences, and openness to learning innovations. Similarly, Song and Choi (2017) emphasize that educators play a crucial role in learning communities, and their motivation directly supports the effectiveness

of these activities. Motivated teachers not only attend learning community meetings formally but also actively seek to maximize the benefits of such activities to enhance teaching quality in the classroom.

Overall, the findings affirm that teachers' work motivation is closely linked to collaborative engagement. Therefore, schools should design and implement strategies to sustain and enhance teachers' motivation through recognition, professional development opportunities, and supportive work environments that nurture enthusiasm and continuous improvement in teaching practices.

CONCLUSION

The results show that there is a positive and significant influence on learning community activities at junior high schools (SMP) in Sub-Rayon 04, Grobogan Regency. The correlation coefficient of 0.785 indicates a very strong relationship between work motivation and learning community activities, while the determination value of 0.564 suggests that 56.4% of the variation in learning community activities is influenced by teachers' work motivation, and the remaining 43.6% is affected by other factors outside this research variable.

The regression equation $\hat{Y} = 31.133 + 0.781X$ indicates that the higher the level of teachers' work motivation, the greater their participation and the better the quality of learning community activities. Conversely, a decline in work motivation will lead to reduced teacher involvement in the learning community.

Teachers' work motivation is influenced by internal factors, such as a sense of responsibility, teaching satisfaction, and the desire to develop competencies, as well as external factors, including recognition, support from the principal, and a conducive work environment. Teachers with high motivation tend to be more active, innovative, and open to sharing best practices through learning community activities.

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