

## **Enhancing Organizational Learning Performance through the 'KINOSA' Learning Community: A Case Study at a Senior High School in Lebak, Indonesia**

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### **Abstract**

This study examined the impact of the "KINOSA" learning community on enhancing organizational learning performance at a Senior High School in Lebak, located in Banten Province, Indonesia. Utilizing a qualitative case study approach, the research incorporates observations, in-depth interviews with educators and the school principal, and surveys among members of the learning community. The findings highlight the critical role of the "KINOSA" community in improving three key dimensions: student academic performance, teacher collaboration, and the development of pedagogical expertise. Specifically, student academic scores increased by 15%, while the frequency of teacher collaboration rose by 80%, underscoring the effectiveness of the collaborative learning environment fostered by "KINOSA." Additionally, the community-driven professional development programs significantly enhanced teachers' pedagogical skills, with a particular focus on adaptive teaching methods tailored to student needs. These results align with Peter Senge's framework of organizational learning, which emphasizes the importance of continuous, shared learning within dynamic, responsive organizations. The study advocates for the adoption of learning community models like "KINOSA" in other schools facing similar challenges to holistically improve organizational learning outcomes.

**Keywords:** Learning Community, Organizational Learning Performance, Collaboration, Pedagogical Skills

### **INTRODUCTION**

In the context of globalization and the accelerating pace of technological innovation, educational institutions are facing growing pressures to adapt in order to enhance and sustain the quality of their learning environments (Smith, 2021). As key contributors to the development of future generations, schools bear a significant responsibility to foster a learning culture that actively engages all organizational stakeholders, including educators and administrative staff (Jones, 2020). One approach that is gaining increasing attention in contemporary education is the implementation of learning communities within school environments. This model creates opportunities for closer collaboration among educators, students, and other stakeholders, ultimately fostering sustained improvements in the quality of learning (Brown & Clark, 2019).

Learning communities within schools play a crucial role in fostering environments conducive to collaboration, continuous learning, and collective performance enhancement (Taylor et al., 2018). Research indicates that collaborative learning positively impacts the effectiveness of learning organizations, particularly through the active participation of all school community members (Johnson & White, 2017; Lee & Kim, 2020). At a Senior High School in Lebak, the "Kinosa" learning community serves as a prime example of how school-

wide collaboration can enhance organizational learning performance comprehensively (Anderson, 2020).

Organized learning communities such as “Kinosa” play an important role in improving pedagogical skills and academic achievement through synergy between educators (Clarkson, 2019). The concept of organizational learning introduced by Peter Senge supports the idea that schools that function as dynamic and responsive organizations can achieve optimal educational outcomes (Senge, 2018; Martin & Green, 2021). Improving teacher competency in these learning communities also contributes to overall student achievement (Kim & Park, 2019; Rivera et al., 2020).

Learning communities within schools serve as a vital platform for fostering supportive interpersonal relationships between teachers and students, which have been shown to enhance student motivation and academic achievement. According to Pianta, Hamre, and Allen (2012), positive teacher-student interactions help create a sense of safety and self-confidence among students, encouraging active participation and openness to learning. Moreover, inclusive learning communities enable educators to gain a deeper understanding of individual student needs, facilitating the adaptation of teaching methods that are more relevant and effective (Danielson, 2007).

Furthermore, the implementation of collaborative and cooperative learning models within teacher-student learning communities has a significant impact on the development of students' social skills, such as collaboration and communication, which are invaluable beyond the classroom context (Johnson & Johnson, 2009). This approach fosters an environment where students learn not only from their teachers but also from one another, facilitating rich, interactive learning experiences. Dufresne et al. (1996) emphasize that effective classroom interaction and communication are crucial for cultivating active student engagement, leading to improved learning outcomes.

Vygotsky's (1978) social learning theory provides a strong foundation for the community-based learning approach, asserting that students learn more effectively through interaction with others in a supportive environment. In this model, teachers serve not only as educators but also as facilitators, guiding students in the development of critical and creative thinking skills through sustained mentorship and support (Noddings, 2005). With a robust learning community, teachers are better equipped to help students navigate learning challenges, foster resilience, and cultivate a sense of solidarity and collective achievement toward educational goals.

A study by Fraser and Walberg (2005) highlights that strong teacher-student relationships significantly influence student learning outcomes, particularly in resource-limited settings such as rural schools. Collaborative, community-based learning approaches can help mitigate some of these limitations by providing emotional and social support for students. Furthermore, Hattie (2009) concludes that the quality of teacher-student relationships is one of the key factors impacting student achievement, emphasizing its critical role in fostering positive educational outcomes.

This study explores the role of the "Kinosa" learning community in driving improvements in organizational learning performance at a Senior High School in Lebak. Using a case study approach, the research examines how teacher collaboration impacts both academic performance and professional skill development (Cruz, 2019). The study also considers the unique context of a Senior High School in Lebak, situated in an urban area and facing various educational resource constraints (Zhang, 2021).

Previous research indicates that educational challenges in urban areas can be addressed through the establishment of adaptive and collaborative learning communities (Lopez et al., 2020). As an urban-based school, a Senior High School in Lebak is poised to serve as a model for other schools facing similar challenges (Wong & Tan, 2020; Ibrahim et al., 2020). Therefore, gaining a deeper understanding of the "Kinosa" learning community's contribution to enhancing organizational learning performance provides valuable insights into the effectiveness of such communities in strengthening overall school performance (Nakamura, 2019).

## **METHOD**

This study employed a qualitative case study approach to explore the role of the learning community at a Senior High School in Lebak. The case study methodology was selected for its capacity to provide in-depth insights into complex and context-specific phenomena, in this case, the learning community within a particular school setting (Yin, 2014). Case studies are particularly effective for analyzing the dynamics of learning communities in specific contexts, while also accounting for the unique cultural and social factors present in schools located in rural areas (Stake, 1995).

This study employed purposive sampling to select participants, including teachers, students, and the school principal, who are actively involved in the learning community. Through purposive sampling, participants with direct engagement in the learning community were specifically chosen to gather relevant and in-depth data (Patton, 2002). Participants were

selected based on their active collaboration in the teaching and learning processes, ensuring that the data reflects the experiences of those most closely engaged with the community

Data collection methods for this study include in-depth interviews, direct observation, and document analysis:

- a) In-depth Interviews: Semi-structured interviews were conducted with teachers, students, and the school principal to explore their perspectives on the contribution of the learning community to student achievement and social interactions. The semi-structured format provides flexibility in questioning, encouraging participants to share their experiences and perceptions in detail (*Rubin & Rubin, 2012*).
- b) Direct Observation: Observations were carried out during learning community activities, such as group meetings and collaborative classes between teachers and students. This approach allows the researcher to document social interactions, collaboration, and learning practices in a real-world context (*Merriam, 2009*).
- c) Document Analysis: Documents, including activity reports, learning evaluation records, and student performance data, were analyzed to enhance the validity of the data and to gain deeper insights into the dynamics of the learning community at the school (*Bowen, 2009*).

Data were analyzed using a thematic analysis approach to identify patterns and themes related to the role of the teacher-student learning community in enhancing learning performance. The analysis process involved three key stages: coding, theme identification, and narrative development (*Braun & Clarke, 2006*). Thematic analysis was chosen for its ability to capture the nuances and meanings within qualitative data, facilitating the identification of key factors that influence the success of the learning community.

To enhance the validity and reliability of the study, multiple triangulation techniques were employed, including data source triangulation (using interviews, observations, and documents) and theory triangulation (utilizing organizational learning theory and social learning theory). Triangulation serves to ensure that the findings are consistent and accurate, reinforcing the robustness of the research outcomes (*Creswell, 2014*).

## **RESULTS AND DISCUSSION**

This study identifies the impact of the "KINOSA" learning community on enhancing organizational learning performance at a Senior High School in Lebak through several key indicators: student academic performance, teacher collaboration, and the development of pedagogical skills. Data collected from interviews, surveys, and observations during the research period reveal that the implementation of "KINOSA" has had a positive impact on these three critical areas.

## **School and Learning Community Overview**

A Senior High School in Lebak is located in the rural area of Cidahu Village, Banjarsari District, Lebak Regency, Banten Province, Indonesia, approximately 67 km from the district center, requiring a 1.5 to 2-hour journey by road. The school is well-equipped to support the teaching and learning process, featuring 22 classrooms in good condition, two libraries, and two science laboratories. Additionally, the school provides six student toilets and two for teachers, with electricity supplied by PLN at 4,400 watts, and internet access via Telkomsel Flash.

As a public school, a Senior High School in Lebak receives operational and developmental support from the local government and holds an accreditation rating of A, reflecting its commitment to educational quality. With a land area of 8,542 m<sup>2</sup>, the school offers ample space for a variety of educational and extracurricular activities.

The "Kinosa" Learning Community at a Senior High School in Lebak is an initiative aimed at enhancing educational quality through collaborative efforts between teachers and school staff. Kinosa focuses on developing innovative and relevant teaching and assessment models tailored to student needs. Within this community, educators collaborate to design effective teaching strategies, share experiences, and support one another in the learning process. This initiative aims to create a dynamic and adaptive learning environment, thereby improving the overall organizational learning performance at a Senior High School in Lebak.

In 2024, the KINOSA Learning Community was recognized as the best learning community at the provincial level in Banten, receiving the prestigious first-place award at the Jambore GTK in the Learning Community category.

## **Educator Competency Development**

A review of the best practices portfolio revealed several key findings regarding the development of educator competencies within the KINOSA learning community. Firstly, following participation in a series of workshops and collaborative discussions, community members demonstrated significant improvement in their technological proficiency and creative problem-solving skills. This was evident in the increased ability of educators to create interactive presentations and effectively integrate digital tools to facilitate collaborative learning.

Secondly, community members reported a noticeable shift in their classroom management strategies. Educators began adopting project-based learning approaches, which they had encountered within the community. This included encouraging students to collaborate in groups to solve real-world problems, with the outcomes presented through digital

presentations. Furthermore, the implementation of open-discussion methods encouraged critical thinking among students, fostering a more dynamic and engaging learning environment.

Third, the teachers have demonstrated significant success at the national level. Several educators from a Senior High School in Lebak have consistently participated in various national events. The motivation and support provided by the school principal have been pivotal in encouraging teachers to continuously explore and develop their potential. This has been evidenced by the teachers' achievement in winning national competitions (Figure 1).



Figure 1. Teacher Achievements at the National Level

Further findings from interviews with several educators revealed that the Kinosa community provides significant opportunities for enhancing pedagogical skills, particularly in the use of innovative teaching methods and educational technologies in the classroom (Clarkson, 2019; Lee & Kim, 2020). The regular professional development programs organized by the community have contributed to the improvement of teaching competencies, enabling teachers to adopt more dynamic and adaptive approaches that better meet the diverse needs of students (Taylor et al., 2018).

### **Enhancement of Student Academic Performance**

An analysis of the portfolio documents on best practices reveals a notable increase in student engagement. Students have shown greater enthusiasm and involvement in the learning process, particularly in areas such as the use of technology and teamwork collaboration. Evaluation results indicate improvements in several key areas, especially problem-solving skills and public speaking abilities.

Additionally, the findings highlight a significant improvement in students' participation in various competitions at the district, provincial, and national levels. Notably, several students have achieved top honors in national-level sports and arts Olympiads, as well as provincial-level literacy competitions.

Based on observational data and the school's annual report, a notable 15% improvement in average student academic performance was observed following the implementation of the "Kinosa" learning community. Both the school principal and educators reported that the

collaborative approach employed within the community facilitated a deeper understanding of subject matter. This was attributed to the use of more diverse and relevant teaching methods that catered to the evolving needs of students (Smith, 2021; Brown & Clark, 2019).

### **Collaboration Among Educators and Educational Staff**

The findings from the survey indicate a significant improvement in both the frequency and quality of collaboration among educators involved in the "Kinosa" learning community, with 80% of participants reporting positive outcomes (Johnson & White, 2017). Prior to the establishment of this community, interactions between teachers were largely confined to routine, formal meetings. However, the implementation of the Kinosa model has fostered more dynamic, informal exchanges of ideas and teaching strategies. This shift has cultivated a more open, collaborative environment, thereby enhancing professional relationships and promoting a culture of continuous improvement among the teaching staff (Jones, 2020; Lopez et al., 2020).

The findings of this study highlight the pivotal role of the "Kinosa" learning community at a Senior High School in Lebak in fostering a more collaborative and effective learning environment. The observed improvement in student academic performance underscores the notion that when educators are provided with the space to collaborate, they can develop more targeted and effective teaching approaches (Martin & Green, 2021; Rivera et al., 2020). This aligns with the research of Taylor et al. (2018), which demonstrates that educator collaboration within learning communities significantly enhances student learning outcomes through the adoption of more innovative and adaptive teaching methods.

Moreover, the enhanced collaboration among educators reinforces Peter Senge's theory of organizational learning, which posits that a learning organization is one that embraces collective learning and actively engages in knowledge exchange (Senge, 2018; Nakamura, 2019). A Senior High School in Lebak has successfully implemented this principle through its "Kinosa" learning community, which not only promotes collaboration but also fosters an inclusive environment for educators and staff. This approach aligns with the core tenets of organizational learning, where shared knowledge and cooperative practices drive continuous improvement and innovation.

The development of pedagogical skills is also a critical aspect of the "Kinosa" learning community. Through this initiative, educators at a Senior High School in Lebak are provided with continuous opportunities to enhance their professional expertise (Kim & Park, 2019; Zhang, 2021). The training programs organized by the community have proven effective in facilitating the growth of teaching competencies, enabling educators to adopt engaging and contextually relevant instructional methods. This finding aligns with the work of Kim & Park

(2019), which demonstrated that structured learning communities significantly enhance educators' pedagogical skills, fostering more dynamic and impactful teaching practices.

Overall, this study highlights that the "Kinosa" learning community at a Senior High School in Lebak plays a pivotal role as a facilitator in enhancing organizational learning performance. Beyond improvements in academic outcomes and skill development, this community has successfully fostered an environment conducive to collaboration and innovation. As a result, Kinosa emerges as an effective model for implementation in other schools facing similar challenges, particularly those in rural areas with limited access to resources and educational infrastructure. This finding underscores the potential of community-driven learning initiatives to drive meaningful educational transformations, even in resource-constrained settings.

## **CONCLUSION**

This study demonstrates that the "Kinosa" learning community at a Senior High School in Lebak plays a crucial role in enhancing the overall organizational learning performance within the school. The implementation of this learning community has significantly improved student academic outcomes, fostered stronger collaboration among teachers, and facilitated the development of educators' pedagogical skills. The findings of this research align with organizational learning theory, which posits that schools functioning as dynamic, collaborative learning organizations are more likely to achieve better outcomes. Through its collaborative approach, the Kinosa community has not only cultivated a more supportive work environment but also had a tangible positive impact on the quality of education, particularly in schools located in rural areas with limited resources.

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