

SYSTEMATIC LITERATURE REVIEW (SLR) INTEGRATING LEARNING COMMUNITIES IN THE SCHOOL CURRICULUM: BUILDING A COLLABORATIVE LEARNING ENVIRONMENT

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ABSTRAK

This research was created to determine a collaborative learning environment with creativity to solve problems. This research also provides several recommendations for each school to open up involvement from various parties to assess the success of the school, manage the circulation of information more smoothly among all related parties, revise the dysfunction of certain parties who experience conflict in carrying out their duties and functions, strengthening the sense of family and knowing each other, reflecting on each participant and educator, increasing the chat, reflection and evaluation process and creating a comfortable school atmosphere that does not cause mental fatigue (burnout).

Keywords: *Larning communities, School curriculum, Collaborative learning*

INTRODUCTION

A learning community in a school is a group of individuals consisting of students, teachers, school staff, and parents who work together to create a collaborative learning environment. Learning communities in schools aim to improve the quality of education and learning by prioritizing interaction, sharing insights and collaboration for the benefit of the school. In a learning community at school, students interact with fellow students and teachers in learning activities. They can help each other, exchange information, and collaborate in completing assignments or learning projects. The teacher acts as a facilitator and guide in supporting the student learning process. They can also collaborate with fellow teachers to share experiences, teaching strategies, and educational resources. Apart from that, school staff also play an important role in the learning community at school. They can provide the administrative, technical, and logistical support necessary to facilitate collaborative learning activities. Parents can also become part of the learning community at school by getting involved in educational activities, such as parent-teacher meetings, group discussions, or volunteer activities at school.

In administrative terms, Jamaluddin (2015) states that the meaning of collaboration is an effort to achieve common goals that have been set through the division of tasks/work, not as compartmentalization of work but as a unit of work that is all directed at achieving goals. Furthermore, Epstein and Sheldon (in Grant and Ray, 2013: 6) have shown that collaboration between schools, families and communities is a multidimensional concept. Multidimensional means cooperation in

different dimensions or terms, especially by involving parents in various school activities or programs. This is in line with what was stated by Savas (2012: 3180) that cooperation between parents and teachers can be effective in solving problems related to students.

The purpose of a learning community is to create an environment that supports each other and enriches learning. Collaboration between students, teachers, school staff, and parents can increase students' motivation, social skills, and understanding of concepts. Learning communities in schools can also provide space for innovation, exploration and professional development for teachers and school staff. A learning community at a school is a group of educators and educational staff at a school who study together and collaborate regularly using clear goals and structures to improve the quality of learning so that it has an impact on student learning outcomes. Collaborative learning communities in schools are very necessary because learning communities are a forum for realizing collaboration between students and educators. The existence of a community at school reduces the gap in teacher competence and can be minimized as a result of which students will gain good quality learning experiences.

The benefits of a collaborative learning community in learning, especially the school curriculum, are: it can build collaboration between students and previous educators who did not get the opportunity to discuss, it becomes easy to exchange ideas/discussions, provide space for each educator to communicate and disseminate information wisely in conveying information. contextual, exclusive experiences to build knowledge and insight related to the lessons to be studied, forming a discussion or chat space between fellow educators so they can explore new solutions and strategies in facing challenges and support each other in developing their own potential, there is a learning stimulus using mentoring, coaching, open community, and self-reflection, providing knowledge about what he doesn't know for more measurable and structured results, and the latter produces new insights to help each student change practices to accommodate changing needs.

Collaboration is a way to relate to each other in all situations where a number of people are in a group. This is a way to work together using mutual respect and appreciation for the abilities and contributions of each group member. Collaborative learning practitioners in schools also utilize this philosophy in families, committees, classes and communities. This learning means a type of learning that can help students work together to develop and change (Radhiyanta D, Hargiyanto P & Asnawi , 2017). Collaborative learning is a way of teaching that involves groups of students working together to complete tasks, solve problems, or create objects (Laal & Ghodsi, 2012). Collaborative learning emphasizes how students learn together. In line with the opinion of Wiersma (2020) that "collaborative learning is philosophy: working together, building together, learning together, improving together".

Collaborative learning will occur when each group member is asked to prepare and complete tasks or work along with responsibilities to fulfill the goals of the group, which means that each student will carry out, carry out and carry out the responsibilities that he or she has obtained and carried out well with his or her group members . . . All group members involved will change to maximize their abilities and make every effort to get good results. With this collaboration, a collaborative learning environment can be built. Apart from that, educators can also evaluate the collaboration process and the process of improving group work so that they influence each other, thus we can also conclude that working together can develop creative activities for children. Providing children with opportunities to learn and making them feel comfortable and confident means they will also feel accepted by others. According to the journal Darmawan & Handayani (2019:96) self-confidence is one of the important aspects that a person has. This is because with good self-confidence a person is able to actualize himself well. Self-confidence can be formed starting from the process of thinking, emotions, learning and the environment which goes hand in hand with the participant's development process. Self-confidence is an attitude or belief in one's own abilities, so that in one's actions one has a strong will to develop one's weaknesses.

Building a collaborative learning environment in schools involves a series of steps and practices that support interaction, cooperation, and mutual support between students, teachers, and school staff. The following is a description of the process of building a collaborative learning environment at school: 1. Building a school culture that encourages collaboration is a very important first step. This involves promoting collaborative values, such as mutual respect, support, and knowledge sharing. All school members, including students, teachers and school staff, must feel that collaboration is something that is valued and appreciated. 2. Involving parents in a collaborative learning environment can increase their participation and support. Schools can host parent-teacher meetings, invite participation in volunteer activities, or provide information about ways parents can support collaborative learning at home. 3. Holding collaborative projects or activities that involve students from different grades or subjects can expand collaboration at school. This allows students to interact with peers from different backgrounds, share perspectives, and integrate knowledge from various subjects.

In this way, building a collaborative learning environment in schools can give birth to inspiration, innovation and new views that are more creative, active and innovative in the dynamics of current developments. Curriculum development is an instrument to improve the quality of education, especially in Indonesia. The correct educational policy will be seen through implementing the curriculum that is applied because "Curriculum is the heart of education" which determines the continuity of education (Munandar, 2017). According to Law no. 20 years (2003) "Curriculum means a set of learning plans related to content, objectives, teaching materials and methods used to serve as guidelines for implementing learning activities to achieve an educational goal."

RESEARCH METHODOLOGY

The method used in this research is study (literature review), namely a research activity using techniques of observing, reading, collecting and analyzing data from various sources such as books, journals, reports, documents and so on related to phenomenology (Kitchenham, 2004 ; Winchester , 2016). The literature review in this research was carried out by identifying, analyzing, evaluating, summarizing data and synthesizing relevant reading or research sources. The five steps in a literature review are: (1) identifying several keywords; (two) search for literature; (three) evaluate and select literature critically; (4) organizing literature; and (five) writing literature reviews . Sources used in literature reviews include national and international journals, research reports, e- books, and other sources of documents relevant to the research raised by Creswell (2018).

3. DISCUSSION RESULTS

Learning methods are the way educators convey to students the learning process in the classroom. The choice of learning method is the initial key to the success or failure of the learning process in the classroom. In building collaboration between students and educators, it is an important role in directing students.

Table 1. Results of research on building a collaborative learning environment

Researcher and Year	Journal	Research results
(Umi Nadhiroh , 2024)	Inclusive Education: Building a Learning Environment That Supports Equity and Cultural Wisdom	Inclusive education is education that prioritizes social, cultural, diversity, embracing the needs of all students regardless of their physical condition. The importance of creating a learning environment that supports equality, recognizes cultural values and involves all students in the intended learning process. In this

		country, government policies, literature contributions and inclusive practices have had quite a positive impact. Inclusive education creates an environment to support the social and academic growth of students (with special needs). This ability also benefits the entire educational community, understanding, promoting tolerance and accepting diversity. This approach not only creates equality of access and participation, but embraces diversity as a source of success and full potential development for all students.
(Sagita , et al 2023)	<i>Journal of Student Creativity</i> "Strategies for Building Collaboration in Classroom Action Research."	This research is very relevant to be carried out in the classroom collaboratively. With the following strategies: first, maintain and establish open and clear communication with the parties involved. secondly, collaborative investigations between practitioners need to be carried out systematically on real and factual problems faced by educators and students during classroom learning. third, assign tasks and responsibilities clearly to each group member with their own intensity, so that each member can understand their role and their contribution . fourth, always evaluate and reflect on the collaboration process carried out in class. Thus, collaboration is very important because it can help teachers solve problems effectively and efficiently.
(Hanaris , 2023)	<i>Journal of Educational and Psychological Studies</i> "The Role of Teachers in Increasing Student Learning Motivation: Effective Strategies and Approaches."	The conclusion of effective strategies and approaches to motivate student learning is by building good relationships with students, presenting tasks that can be understood and challenging, providing real life lessons, implementing cooperative learning, providing constructive feedback, giving rewards and rewards, presenting clear and structured goals, building connectedness in lessons, celebrating student progress and achievements, encouraging active student involvement in school,

		building a safe, comfortable and fair learning environment. Because teachers/educators are an important key in providing learning motivation to students. In. In this process, educators can also create a learning environment that is challenging, inclusive, supports students' social and emotional development and facilitates active engagement while learning.
(Hotimah , et al 2020)	<i>Journal of Educational Sciences "</i> Heutagogical approach to learning in the era of society 5.0"	heutagogical approach is a learning and teaching framework that makes educators only act as facilitators or controllers of the course of learning, emphasizing learning that is centered on students at school and determined by the students themselves. In the heutagogical approach, students have full autonomy in creating proactive, active and enjoyable learning. The learning method is that students can participate online or take part in face-to-face education. Then share knowledge and content in the educational community such as asking questions, responding to statements on community issues.
(Rintan , et al 2023)	<i>Genta Mulia Journal "</i> Teacher Community Dynamics in Improving the Quality of Learning.	The teacher community has an important role in improving the quality of learning. Teacher communities can be a forum for sharing experiences, knowledge, insights and best practices in the learning process. Collaboration between teachers and other educational communities can enrich their experience and knowledge and encourage innovation in learning approaches in schools. Factors that influence the dynamics of the teacher community to improve the quality of active, innovative learning, mutual trust between teachers, collective commitment and support provided by the school. Effective leadership in motivating teachers to actively participate in the teacher community, trust each other and be committed to strengthening collaboration between teachers in developing effective learning strategies in the classroom. Apart from that, by

		collaborating teachers can share their experiences and knowledge so they can learn <i>to upgrade</i> themselves in acquiring active teaching methods.
(Suryani E, 2023)	<i>Educational Journal</i> Implementation of teacher and parent collaboration in learning 5.0 strategies and challenges in the elementary school context.	In this research, it can be concluded that effective collaboration between parents and teachers in the context of 5.0 learning at school can provide significant benefits for student development and learning outcomes. Support and commitment from both parties is also needed, as well as efforts to overcome challenges that may arise in implementing this collaboration.
(Saputro , MNA, & Pakpahan , PL (2021)	<i>Journal of Education and Instruction</i> Measuring the effectiveness of constructivism theory in learning.	In this research it can be concluded that constructivism theory is a learning model with basic learning model problems investigation. In both models assessed more effective and efficient For construct building cognitive as well as assessed child will be more Can understand related what he learns . Constructivism theory provides opportunities for participants to educate To build their knowledge Alone. In terms of learning can also be done increase Skills communicate return his knowledge understand and mastery more concept ripe . The other reasons are: by applying constructivism theory in learning the learning process can walk with good and improving quality education For in the future.

DISCUSSION

The results of this research discussion discuss how important it is to create an environment where students work together to learn together. This discussion emphasizes how important learning communities in schools are for improving education and learning. Within a school learning community, students interact with their teachers and classmates. They have the ability to work together, share information, and help each other complete assignments or learning projects. Teachers help students learn and act as facilitators and guides. By providing necessary administrative, technical, and logistical support, school staff also play an important role in the school's learning community. Parents can also become part of the school's learning community by participating in school activities, volunteering, or parent-teacher meetings. Collaboration between school, family, and community is a multidimensional concept. This collaboration involves parent participation in various school activities or programs. Learning communities in schools aim to create an environment that supports each other and enriches learning. Collaboration between students, teachers, school staff, and parents can increase student

motivation, social skills, and understanding of concepts. Learning communities in schools also provide space for innovation, exploration and professional development for teachers and school staff.

In addition, the discussion shows how important it is to build a curriculum that is in line with educational goals. One way to improve the quality of education is to build a curriculum. In the current dynamics of educational development, learning communities working together can provide inspiration, innovation and new perspectives. In addition, it is explained in this discussion that the learning method chosen is the key to successful learning in the classroom. The important role in directing students is also outlined in building collaboration between students and educators. Inclusive education is education that prioritizes justice and cultural wisdom by paying attention to the needs of all students regardless of their background, according to research by Umi Nadhiroh (2024) in the journal "Inclusive Education: Building a Learning Environment that Supports Justice and Cultural Wisdom."

CONCLUSION

This research aims to create a collaborative learning environment that can spread creativity in solving problems. The importance of integrating the concept of learning communities into the school curriculum to create a collaborative learning environment. A learning community is a group of individuals who interact with each other, share knowledge, and work together to build better understanding. The integration of learning communities in the school curriculum aims to encourage collaboration between students, teachers and parents learning process. In a collaborative learning environment, students have the opportunity to share their experiences, ideas, and understanding, thereby enriching the overall learning process. There are benefits from a collaborative learning environment, such as increasing student motivation, developing social skills, and increasing understanding of concepts. Additionally, articles may also discuss strategies or methods that can be used to integrate learning communities in the curriculum, such as collaborative projects, group discussions, or the use of assistive technology. This research recommends several things for each school, namely, by opening up involvement from various parties to assess the success of the school, managing the circulation of information to be smoother among all related parties, revising the dysfunction of certain parties who experience conflict in carrying out their duties and functions, strengthening a sense of kinship and knowing each other, reflecting on each participant and educator, increasing the process of chat, reflection, and evaluation as well as creating a comfortable school atmosphere that does not cause mental fatigue (burnout) .

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