



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Transformational Leadership in Optimizing the Role of Learning Communities at SDN 007 Bangkinang and SDN 006 Langgini

Deni Arisanty*, Meilina Bustari

Educational Management, Universitas Negeri Yogyakarta, Yogyakarta 55281, Indonesia

ARTICLE INFO

Article history:

Received: 26 Jan 2026

Revised: 27 Jan 2026

Accepted: 29 Jan 2026

Published online: 15 Feb 2026

Keywords:

Transformational Leadership,
Learning Communities

* Corresponding author:

E-mail: deniarisanty.2024@student.uny.ac.id

Article Doi:

<https://doi.org/10.31258/jes.10.2.p.3024-3037>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study aims to describe and analyze the inhibiting factors and strategies of school principals in implementing transformational leadership to optimize the role of learning communities at SDN 007 Bangkinang and SDN 006 Langgini, as well as their contributions to improving learning quality. A qualitative approach with a phenomenological design was employed. Data were collected through in-depth interviews with principals, teachers, and heads of learning communities, supported by documentation. Data analysis involved data condensation, data display, and inductive conclusion drawing. The findings indicate that at SDN 007 Bangkinang, major obstacles include high administrative workload, schedule imbalances, limited facilities, and low teacher motivation. At SDN 006 Langgini, obstacles mainly involve low teacher motivation, weak collective work culture, limited facilities, and poor coordination. To address these challenges, the principal of SDN 007 Bangkinang applies flexible scheduling, peer mentoring for administrative tasks, collaborative networking to support facilities, and transparent communication with parents. Meanwhile, the principal of SDN 006 Langgini fosters a psychologically safe climate for sharing, provides time flexibility, encourages needs-based mentoring, utilizes simple digital platforms, and builds partnerships with school committees. These strategies reflect transformational leadership practices that strengthen learning communities and enhance learning quality.

1. Introduction

Education is a conscious and systematic process aimed at developing learners' intellectual, moral, spiritual, and social potential. It is not merely the transmission of knowledge, but also a lifelong process of character formation, value internalization, and personality development. This conception is consistent with

Law Number 20 of 2003 on the National Education System, which states that education seeks to develop individuals who are faithful, pious, morally upright, healthy, knowledgeable, competent, creative, independent, and responsible. Contemporary educational research emphasizes that holistic education must integrate cognitive, affective, and psychomotor domains to prepare learners for complex social realities (Darling-Hammond et al., 2020; OECD, 2021). Consequently, education functions not only as a fundamental right but also as a strategic instrument for sustainable development and social progress. Schools therefore bear responsibility for preparing future generations with strong character and twenty-first century skills (Trilling & Fadel, 2009; Voogt et al., 2013).

Teachers play a central role in realizing quality education. Their responsibilities extend beyond content delivery to functioning as facilitators, mentors, and agents of change who create meaningful learning experiences. Empirical evidence indicates that teacher quality is among the most influential school-based factors affecting student achievement (Hattie, 2015; Darling-Hammond, 2017). Within the Merdeka Curriculum, which emphasizes student-centered and differentiated learning, teachers are expected to continuously develop their competencies through reflective and collaborative practices. Therefore, a supportive ecosystem for sustainable professional development is essential. Learning communities represent one such mechanism, as collaborative professional learning has been shown to improve instructional practices and teacher efficacy (Vescio et al., 2008). Recent evidence from Indonesian secondary schools further confirms that learning community activities such as lesson study, peer observation, and collaborative projects positively influence teaching quality and teacher competence (Anamaliya & Yuliana, 2025)

The urgency of teacher competence development is reinforced by Law Number 14 of 2005 on Teachers and Lecturers, which mandates academic qualifications, competencies, and professional certification. Regulation of the Minister of Education and Culture Number 22 of 2016 further emphasizes interactive, inspiring, and learner centered instruction. Research shows that professional development is most effective when it is sustained, practice-oriented, and collaborative (Desimone & Garet, 2015). These legal and empirical foundations position learning communities as strategic instruments for systematic and continuous improvement of teacher quality rather than optional initiatives.

Kemendikbudristek (2023) identifies learning communities as integral to educational transformation and the successful implementation of the Merdeka Curriculum. Their establishment is regulated through Permendikbudristek Number 56 of 2022 and strengthened by Ministerial Decree Number 262/M/2022. Learning communities function as forums where teachers share best practices, discuss instructional challenges, and collaboratively design solutions. They are also viewed as instructional innovations that contribute to improved learning outcomes and positive character development (Komalasari, 2018; Yoyon & Suryono, 2016).

Despite their importance, the effectiveness of learning communities is highly dependent on school leadership. Among various leadership models,

transformational leadership is particularly relevant because it emphasizes inspirational vision, empowerment, and cultural change. Studies show that principals' leadership practices play a decisive role in planning, managing, and evaluating professional learning communities and in strengthening collaborative school culture (Yenita & Andriani, 2025). Regulation of the Minister of National Education Number 13 of 2007 states that principals must demonstrate competencies in personality, managerial, supervision, entrepreneurship, and social domains. Transformational leadership aligns with these competencies by fostering motivation, collaboration, and innovation. Principals adopting this style function not only as administrators but also as motivators and facilitators who cultivate supportive professional learning climates.

Transformational leadership is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders who enact these dimensions can inspire teachers to achieve their potential and build responsive learning environments (Yukl, 2019; Fullan, 2017). Qualitative evidence from vocational schools also demonstrates that principals applying transformational and instructional leadership improve instructional planning, classroom implementation, and evaluation practices (Nasa & Lestari, 2025). Empirical studies indicate that transformational leadership positively influences teacher performance and instructional quality (Andriani, 2019; Oktarina & Rahmi, 2019; Faizah & Herawati, 2025). Principals who motivate teachers, provide mentoring, and initiate training programs contribute significantly to the improvement of teachers' pedagogical competence, including the integration of technology in learning (Putra & Raharja, 2025). However, research examining how transformational leadership optimizes learning communities at the elementary school level within the context of the Merdeka Curriculum remains limited.

Preliminary observations at SDN 007 Bangkinang revealed declining teacher participation in learning communities due to administrative workload and scheduling conflicts. Teachers reported that discussion topics often fail to address immediate classroom needs, reducing motivation. These findings align with Rachmawati and Mulyasa (2022), who emphasize time management, topic relevance, and motivation as key determinants of learning community sustainability. Interviews further indicated the absence of school policies allocating protected time for learning community activities, and that transformational leadership practices have not yet been fully optimized. Teachers also expressed fatigue when discussions are repetitive or disconnected from practice, supporting Prasetyo (2021) finding that irrelevant topics decrease participation.

Similar conditions were found at SDN 006 Langgini. Although learning communities are well designed, they are frequently disrupted by other school agendas. Only about 30-40% of teachers actively participate, while most remain passive. This pattern reflects Sari and Hartati (2023) conclusion that uneven participation is a major challenge in learning communities. Teachers also perceive some sessions as administrative obligations rather than professional learning opportunities, particularly when reporting requirements dominate and practical

solutions are minimal. Wijayanti and Susanto (2024) note that low sense of ownership and unequal participation hinder collaborative culture.

These conditions demonstrate a gap between the intended function of learning communities and their implementation. Issues related to leadership practices, time management, relevance of discussion topics, and teacher participation remain central. Therefore, this study seeks to describe and analyze principals' transformational leadership strategies in optimizing learning communities, identify supporting and inhibiting factors, and strengthen learning communities as a mechanism for supporting the Merdeka Curriculum. Accordingly, this thesis is entitled *Transformational Leadership Strategies in Optimizing Learning Communities at SDN 007 Bangkinang and SDN 006 Langgini in Bangkinang Kota District*.

2. Methodology

This study employed a qualitative research method with a phenomenological approach to explore and understand in depth the lived experiences of school principals, teachers, and learning community leaders in implementing transformational leadership and optimizing learning communities. Qualitative research was selected because it emphasizes meaning, context, and participants' perspectives rather than generalization, with the researcher serving as the main instrument of data collection and analysis (Sugiyono, 2019). A descriptive qualitative design was used to systematically portray leadership practices and the dynamics of learning communities in their natural settings at SDN 006 Langgini and SDN 007 Bangkinang.

Data were collected from primary sources through triangulated techniques of semi-structured interviews, non-participant observations, and documentation. Interviews were conducted with principals, teachers, and heads of learning communities to explore teacher participation, relevance of discussion topics, effectiveness of community activities, and principals' leadership strategies. Observations focused on teacher engagement, interaction patterns, and the role of principals during learning community meetings, while documentation included activity schedules, attendance lists, meeting minutes, discussion materials, reports, and school policy documents related to learning community development.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2017), consisting of data condensation, data display, and conclusion drawing and verification. The analysis was carried out inductively and continuously throughout the research process. Data trustworthiness was ensured through credibility, transferability, dependability, and confirmability, primarily by applying source and technique triangulation. Through these procedures, the study sought to produce credible and comprehensive findings regarding transformational leadership strategies in optimizing learning communities.

3. Results and Discussion

Description of Research Sites

Profile of SD Negeri 007 Bangkinang

SD Negeri 007 Bangkinang is a public elementary school located at Jalan M. Ali Rasyid No. 16, Bangkinang Subdistrict, Bangkinang Kota District, Kampar Regency, Riau Province. The school has a National School Identification Number (NPSN) of 10400609 and operates under the authority of the Kampar Regency Education Office. Based on data from Dapodik and the Ministry of Education and Culture reference system, SDN 007 Bangkinang was established in 1979 under Decree Number 420/Dikpora-BP/2010/1266. The school occupies an area of approximately 1,001 square meters and is equipped with adequate facilities, including classrooms, teachers' offices, access to electricity from the national power grid, and an internet connection with a speed of 30 Mbps. The school serves around 136 students and is supported by 11 teaching and administrative staff members. In terms of management, SDN 007 Bangkinang has developed a Medium-Term School Development Plan (RKJM) for 2022–2026, which serves as a guideline for school improvement, particularly in enhancing learning quality, strengthening literacy, and optimizing educational facilities and infrastructure. Located in the city center of Bangkinang, the school benefits from good accessibility and a supportive social environment for educational activities. However, several practical facilities and modern learning resources still need to be improved to keep pace with developments in educational technology and the learning needs of twenty-first century students.

Profile of SD Negeri 006 Langgini

SD Negeri 006 Langgini is situated in Langgini Subdistrict, Bangkinang Kota District, Kampar Regency, Riau Province, with NPSN 10494639. The school was established on September 9, 1971, based on Decree Number 420/Dikpora-BP/2010/1266, and has public school status. Based on accreditation results from the National Accreditation Board for Schools (BAN-SM), SDN 006 Langgini received an "A" accreditation rating under Decree Number 747/BAN-SM/SK/2019, indicating that the school meets very good standards in management, facilities, and learning processes. The school actively implements various character-building and community participation programs, such as the "Pajak Bertutur" activity in collaboration with KPP Pratama Bangkinang, as well as parades and walking competitions in commemoration of National Sports Day and the Islamic New Year. Through active involvement in social and educational activities, SDN 006 Langgini is recognized as a school that promotes strong collaboration among the school, parents, and the surrounding community. Although the school has achieved excellent accreditation status, it continues to face challenges in maintaining educational quality, particularly regarding limitations in certain facilities, the integration of learning technology, and the enhancement of teachers' digital competencies. With strong commitment from the principal, teachers, and

community support, SDN 006 Langgini strives to develop as an excellent, religious, and character-based school.

Interview Data Collection Procedure

Interview data in this study were collected through semi-structured interviews to obtain in-depth and flexible information in accordance with field conditions. Interviews were conducted face-to-face with principals, learning community coordinators, and teachers at SDN 007 Bangkinang and SDN 006 Langgini. Informants were selected purposively based on their roles and involvement in learning community implementation and school leadership practices. Each interview lasted approximately 30–60 minutes and was audio-recorded with participants' consent, then transcribed verbatim. The interview guide was developed based on the research focus, covering principals' transformational leadership practices, implementation of learning communities, teacher participation, and supporting and inhibiting factors. To ensure data trustworthiness, interview results were confirmed with participants through member checking and triangulated with observation and documentation data. The interview guiding questions used in this study are presented in table 1.

Table 1. Interview Guiding Questions

| No. | Interview Focus | Questions |
|------------|--|---|
| 1 | Understanding of learning communities | How do you understand the concept and purpose of learning communities in this school? |
| 2 | Implementation of learning communities | How are learning communities implemented (frequency, forms of activities, and procedures)? |
| 3 | Teacher participation | How would you describe the level of teacher participation in learning community activities? |
| 4 | Principal's role | What roles does the principal play in supporting learning communities? |
| 5 | Leadership practices | How does the principal motivate and encourage teachers to actively participate in learning communities? |
| 6 | Relevance of discussion topics | Are the discussion topics aligned with teachers' classroom needs? Please explain. |
| 7 | Benefits of learning communities | What benefits do teachers gain from participating in learning communities? |
| 8 | Inhibiting factors | What obstacles are encountered in implementing learning communities? |
| 9 | Supporting factors | What factors support the sustainability of learning communities? |
| 10 | Improvement strategies | What strategies are used by the principal to overcome these obstacles? |
| 11 | Impact on instruction | Do learning communities influence the quality of teaching and learning? Please provide examples. |
| 12 | Future expectations | What are your expectations for the future development of learning communities? |

Presentation of Research Data

Findings and Discussion

This study demonstrates that the optimization of learning communities at SDN 007 Bangkinang and SDN 006 Langgini is closely associated with how school principals enact transformational leadership in response to internal and external challenges. The findings confirm that learning communities cannot function effectively as instruments of professional development unless leadership practices simultaneously address teachers' motivational, structural, and contextual needs.

Internal Inhibiting Factors

At SDN 007 Bangkinang, internal barriers are primarily related to variations in teacher motivation and uneven professional competence. A number of teachers perceive participation in learning communities as an additional burden rather than a meaningful professional learning opportunity. This perception indicates limited shared understanding of the purpose and benefits of learning communities. From the perspective of transformational leadership, such conditions reflect insufficient internalization of inspirational motivation, where leaders are expected to articulate a compelling vision and foster collective commitment to continuous improvement. When teachers do not clearly perceive the relevance of learning communities to their instructional practice and career development, their willingness to participate remains low.

In addition, differences in teacher competence create further obstacles to knowledge sharing. Teachers who feel less confident tend to remain passive, while more experienced teachers may not always be encouraged to mentor their colleagues. This situation weakens the collaborative culture that characterizes effective professional learning communities. Intellectual stimulation, which involves encouraging critical thinking, experimentation, and exchange of ideas, has not yet been fully optimized. As a result, learning communities risk becoming routine meetings rather than dynamic spaces for professional growth.

Similar internal challenges are evident at SDN 006 Langgini, although they manifest in different forms. The dominant issues include dense teaching schedules, heavy administrative workloads, and fluctuating teacher participation. Excessive administrative demands reduce teachers' available time and energy for collaborative learning. This finding is consistent with previous studies emphasizing that workload management is a crucial determinant of teacher engagement in professional development activities. Moreover, limited coordination and low self-confidence among some teachers inhibit open sharing of instructional experiences, which further constrains collective learning.

External Inhibiting Factors

Externally, both schools face constraints related to curriculum demands, school program priorities, and infrastructure limitations. The dense curriculum places

strong pressure on teachers to complete instructional targets, often leaving little room for collaborative reflection. At SDN 007 Bangkinang, learning communities are not always systematically integrated into school programs, resulting in their marginalization when other activities are considered more urgent. This situation indicates a structural misalignment between professional development goals and school planning. Infrastructure limitations, particularly unstable internet access and insufficient digital devices, also hinder collaboration and the use of technology-supported learning resources. At SDN 006 Langgini, these constraints are compounded by limited parental and community support. Without broader stakeholder involvement, schools face difficulties in sustaining learning communities and mobilizing additional resources.

Transformational Leadership Strategies

Despite these challenges, principals in both schools have implemented various transformational leadership strategies to strengthen learning communities. Internally, flexible scheduling is widely used to accommodate teachers' workloads and create opportunities for collaboration. At SDN 007 Bangkinang, principals also reduce administrative burdens, provide continuous training and mentoring, rotate facilitators, and organize small-group discussions. These strategies reflect individualized consideration by addressing teachers' specific needs and intellectual stimulation by encouraging experimentation and knowledge exchange.

At SDN 006 Langgini, principals adopt short and focused meetings, provide teachers with opportunities to lead sharing sessions, and conduct regular reflection and evaluation. These practices enhance teachers' sense of ownership and confidence, fostering a more inclusive and participatory learning culture. The distribution of leadership roles aligns with the principle of inspirational motivation, as teachers are encouraged to view themselves as active contributors to school improvement. To address external barriers, SDN 007 Bangkinang integrates learning community activities into the curriculum and school programs, ensuring alignment with instructional priorities. The principal also prioritizes gradual improvement of digital infrastructure. At SDN 006 Langgini, efforts focus on incremental facility enhancement, provision of alternative resources, and strengthening communication with parents and community members. These actions demonstrate idealized influence, as principals model commitment to change and mobilize collective support.

Overall, the findings indicate that transformational leadership is effective when it is adaptive, context-sensitive, and oriented toward building both individual capacity and supportive systems. Learning communities become sustainable when principals combine empowerment, structural alignment, and stakeholder engagement. This study also highlights innovative practices, such as providing teachers with opportunities to lead sessions, integrating learning communities into curriculum implementation, and conducting routine reflection-evaluation, which may serve as transferable strategies for other schools. Beyond describing leadership strategies, this study also identified concrete changes in teachers' professional behavior and instructional practices as a result of these strategies.

Empirical Impact of Transformational Leadership on Teaching Practices

Evidence from both research sites indicates that transformational leadership strategies implemented by school principals have produced observable changes in teachers' collaborative behavior, instructional planning, and classroom practices. At SDN 007 Bangkinang, learning community activities that were previously dominated by passive attendance have gradually shifted toward more active professional dialogue. Teachers reported that they now routinely bring lesson plans, teaching materials, and examples of student work to learning community meetings. This practice has encouraged peer feedback and joint problem-solving related to lesson objectives, instructional strategies, and assessment techniques. As a result, several teachers have begun revising their lesson plans to include clearer learning objectives, more varied learning activities, and differentiated tasks aligned with students' abilities.

Classroom observations further revealed changes in instructional practices. Teachers increasingly apply interactive learning methods such as group discussions, project-based tasks, and the use of simple digital media, which were rarely observed prior to the strengthening of learning communities. For example, some teachers who previously relied mainly on lecturing have started to use small-group discussions and learning worksheets designed collaboratively during learning community sessions. These changes indicate that learning communities function not only as discussion forums but also as practical spaces for developing and testing instructional innovations.

Similar impacts were identified at SDN 006 Langgini. Teachers reported improved coordination in planning thematic lessons and assessments, particularly for integrated subjects. Collaborative lesson planning has become more common, with teachers sharing teaching scenarios and classroom management strategies before implementation. This shift reflects a change from individualistic work patterns toward collective professional responsibility. In addition, teachers demonstrated greater confidence in experimenting with new approaches, such as formative assessment techniques, reflective questioning, and student-centered activities.

Changes in teacher behavior were also evident in increased willingness to share challenges and seek assistance. Teachers who previously tended to remain silent during meetings began actively asking questions and requesting feedback from colleagues. This behavioral shift suggests the emergence of a psychologically safe professional culture, where teachers perceive learning communities as supportive rather than evaluative spaces. Consequently, learning communities have contributed to strengthening professional collegiality and continuous reflective practice.

Overall, these empirical findings demonstrate that transformational leadership does not merely influence teachers' perceptions, but also translates into concrete improvements in instructional planning, classroom interaction patterns, and collaborative professional behavior. Thus, the relationship between transformational leadership and improved learning quality is observable through

changes in daily teaching practices and teacher collaboration, not only at the conceptual level but also at the level of measurable professional actions.

Discussion and Findings

This study discusses transformational leadership strategies in optimizing the role of learning communities at SDN 007 Bangkinang and SDN 006 Langgini based on empirical findings and relevant theoretical perspectives. The results indicate that the effectiveness of learning communities in both schools is influenced by internal and external inhibiting factors, which require adaptive and context-sensitive transformational leadership.

Internally, SDN 007 Bangkinang is primarily constrained by variations in teacher motivation and uneven teacher competence. Some teachers perceive learning communities as an additional burden rather than as a professional development opportunity, which weakens participation and collaboration. In addition, disparities in competence hinder knowledge sharing, as less confident teachers tend to remain passive. These findings align with transformational leadership theory, which emphasizes the importance of inspirational motivation and intellectual stimulation in fostering shared commitment and encouraging professional growth (Avolio et al., 2020). Similarly, SDN 006 Langgini faces internal challenges related to dense schedules, heavy administrative workloads, suboptimal coordination, and low teacher self-confidence in sharing ideas. Excessive administrative demands reduce teachers' time and energy for collaborative learning, confirming previous studies that highlight workload management as a key determinant of teacher participation in professional learning communities.

Externally, both schools encounter obstacles stemming from a dense curriculum and limited supporting facilities, particularly unstable internet access and insufficient digital devices. At SDN 007 Bangkinang, school programs have not always consistently integrated learning communities into professional development planning, causing these activities to be perceived as supplementary rather than essential. At SDN 006 Langgini, limited infrastructure and minimal parental and community support further constrain the sustainability of learning communities. These conditions reflect the argument of DuFour and Eaker (2010) that effective professional learning communities require strong structural support, adequate resources, and stakeholder involvement.

To address internal barriers, principals in both schools implement transformational leadership strategies centered on empowerment, competence development, and collaborative culture. At SDN 007 Bangkinang, flexible scheduling, reduction of administrative workload, continuous training and mentoring, facilitator rotation, and small-group discussions are employed to increase teacher engagement. These strategies reflect intellectual stimulation by encouraging teachers to share ideas and develop innovative practices, as well as individualized consideration through attention to teachers' professional needs. Meanwhile, at SDN 006 Langgini, the principal applies short and flexible meetings, provides opportunities for teachers to lead sessions, and conducts joint reflection and evaluation. These approaches

strengthen teachers' sense of ownership and self-confidence, reinforcing inspirational motivation and distributed leadership within the learning community.

In addressing external barriers, SDN 007 Bangkinang focuses on integrating learning community activities into the curriculum and school programs, ensuring alignment with teachers' instructional responsibilities. This integration positions learning communities as an integral component of teaching practice rather than an additional task. The principal also prioritizes improving digital infrastructure to support collaboration. At SDN 006 Langgini, strategies include gradual improvement of facilities, provision of alternative solutions when resources are limited, and intensification of communication with parents and community members to build broader support. These actions demonstrate idealized influence and inspirational motivation by mobilizing internal and external stakeholders toward a shared vision.

Overall, the findings indicate that transformational leadership is most effective when principals adapt their strategies to teachers' contextual needs and create supportive systemic conditions. A notable contribution of this study lies in highlighting practical innovations such as providing teachers with opportunities to lead learning community sessions, integrating learning communities directly into curriculum implementation, and conducting routine reflection–evaluation after each activity. These practices strengthen teacher agency, sustain participation, and ensure that learning communities have a direct impact on classroom practice. Consequently, transformational leadership that combines empowerment, flexibility, and structural support can significantly enhance the sustainability and effectiveness of learning communities in elementary schools.

4. Conclusion

Based on the research findings at SDN 007 Bangkinang and SDN 006 Langgini, two main conclusions can be drawn regarding the inhibiting factors and the transformational leadership strategies of school principals in optimizing the role of learning communities. At SDN 007 Bangkinang, the primary inhibiting factor is the variation in teacher motivation, with some teachers perceiving learning communities as an additional workload. In addition, unequal levels of teacher competence hinder the knowledge-sharing process. Meanwhile, at SDN 006 Langgini, the major challenges include dense schedules and high administrative workloads that limit teachers' time to participate in learning communities, as well as less optimal coordination and low teacher self-confidence in sharing their knowledge. To address these obstacles, the principal of SDN 007 Bangkinang implements flexible scheduling and reduces administrative burdens, while also enhancing teacher competence through continuous training and mentoring. The principal further provides recognition for teachers who actively participate in learning communities and introduces facilitator rotation. At SDN 006 Langgini, the principal applies flexible scheduling through short meetings so that teachers can remain involved without disrupting core instructional activities. In addition, teachers are given opportunities to lead sessions, and joint reflection and evaluation

activities are conducted to improve engagement and sustainability of learning communities. Thus, principals in both schools have addressed internal barriers through transformational leadership strategies that emphasize empowerment, competence development, and strengthened collaboration among teachers. Nevertheless, more systematic and sustained reinforcement is still required to further optimize the role of learning communities. Overall, these findings indicate that effective transformational leadership depends on aligning leadership approaches with teachers' needs and creating an environment that supports continuous collaboration and professional development.

References

- Anamaliya, S., & Yuliana, L. (2025). Learning Community Activities in Developing Teacher Competence at Public Senior High Schools in Rokan Hilir Regency. *Journal of Educational Sciences*, 9(6), 6414–6429. <https://doi.org/10.31258/jes.9.6.p.6414-6429>
- Andriani, R. (2019). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 10(2), 45–56.
- Avolio, B. J., Bass, B. M., & Rafferty, A. E. (2020). Developments in transformational leadership research: 2000–2020. *Journal of Leadership Studies*, 14(1), 10–30.
- Darling-Hammond, L. (2017). Teacher Education Around the World: What Can We Learn From International Practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications For Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Desimone, L. M., & Garet, M. S. (2015). Best Practices in Teachers' Professional Development in the United States. *Psychology, Society, & Education*, 7(3), 252–263.
- DuFour, R., & Eaker, R. (2010). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington: Solution Tree Press.
- Faizah, I., & Herawati, E. S. B. (2025). The Effect of Transformational Leadership of School Principals and the Role of Management Information Systems on Organizational Commitment and its Implications for the Development of Teacher Professionalism at SMPN Dayun District. *Journal of Educational Sciences*, 9(6), 6477–6493. <https://doi.org/10.31258/jes.9.6.p.6477-6493>
- Fullan, M. (2017). *The New Meaning of Educational Change* (5th ed.). Teachers College Press.
- Hattie, J. (2015). What Works Best in Education: The Politics of Collaborative Expertise. *Educational Leadership*, 72(5), 10–20.
-

-
- Kemendikbudristek. (2023). *Pedoman Komunitas Belajar Dalam Rangka Implementasi Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Komalasari, K. (2018). *Pembelajaran Kolaboratif Melalui Komunitas Belajar Profesional*. Bandung: Refika Aditama.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2017). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Nasa, H., & Lestari, S. (2025). The Role of School Principals' Leadership in Improving Teacher Performance at Proskill Health Vocational School Tualang and YPPI Vocational School Tualang, Siak Regency. *Journal of Educational Sciences*, 9(6), 6547–6558. <https://doi.org/10.31258/jes.9.6.p.6547-6558>
- OECD. (2021). *Future of Education and Skills 2030*. OECD Publishing. <https://doi.org/10.1787/ab4a7a0d-en>
- Oktarina, R., & Rahmi, U. (2019). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Manajemen Pendidikan*, 7(1), 12–21.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
- Permendikbudristek Nomor 56 Tahun 2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.
- Permendiknas Nomor 13 Tahun 2007 tentang Standar Kompetensi Kepala Sekolah/Madrasah.
- Prasetyo, A. (2021). Pengaruh Relevansi Komunitas Belajar Terhadap Partisipasi Guru. *Jurnal Pengembangan Profesional Guru*, 6(2), 56–66.
- Putra, B. A., & Raharja, S. (2025). The Principal's Role in Motivating Teachers to Improve their Pedagogical Competence Through Information Technology. *Journal of Educational Sciences*, 9(6), 6533–6546. <https://doi.org/10.31258/jes.9.6.p.6533-6546>
- Rachmawati, D., & Mulyasa, E. (2022). Keberlanjutan Komunitas Belajar di Sekolah Dasar: Tantangan dan solusi. *Jurnal Manajemen Pendidikan*, 16(1), 23–37.
- Sari, N., & Hartati, F. (2023). Pemerataan Partisipasi Guru Dalam Komunitas Belajar Sebagai Strategi Penguatan Budaya Kolaboratif. *Jurnal Pendidikan Dasar*, 12(1), 15–28.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Jossey-Bass.
- Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, 29(5), 403–413. <https://doi.org/10.1111/jcal.12029>
-

- Wijayanti, D., & Susanto, H. (2024). Partisipasi Setara Dalam Komunitas Belajar Untuk Membangun Budaya Kolaboratif. *Jurnal Inovasi Pendidikan*, 11(2), 40– 55.
- Yenita, R., & Andriani, D. E. (2025). Principal Leadership in the Development of Professional Learning Communities in Public High Schools Kampar Regency. *Journal of Educational Sciences*, 9(6), 6494–6507. <https://doi.org/10.31258/jes.9.6.p.6494-6507>
- Yoyon, E., & Suryono, S. (2016). *Inovasi Pembelajaran Untuk Meningkatkan Prestasi dan Karakter Peserta Didik*. Surabaya: Pustaka Edukasi.
- Yukl, G. (2019). *Leadership in Organizations (9th ed.)*. New York: Pearson.

How to cite this article:

Arisanty, D., & Bustari, M. (2026). Transformational Leadership in Optimizing the Role of Learning Communities at SDN 007 Bangkinang and SDN 006 Langgini. *Journal of Educational Sciences*, 10(2), 3024-3037.
