Exploration of Learning Community Models in Increasing Quality of Learning in the New Normal Era

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Abstract

This study aims to explore the learning community model in accounting learning so that it can improve the quality of learning in the classroom. In the learning community focus on learning that ensures that students learn, a culture of collaboration, and learning outcomes oriented. This study uses a descriptive method, using research literature, expert reviews and needs analysis to find out what is in the field. The initial data collection used is observation, documentation studies, condition interviews, and questionnaires. Based on the results of the study that student learning outcomes have increased from 66.11% to 84.38% with an average increase in learning outcomes of 18.27% so this shows that learning with the learning community model makes students active by holding their respective roles. Each to exchange knowledge through virtual discussions making it easier for students to understand material that has an impact on improving student learning outcomes.

I. Introduction

The development of science and technology continues to grow and always affects the characteristics and structure of the world of work. Lifelong learning is very appropriate to be used as a paradigm of thinking and behaving (Ridhayani, 2019). Strengthening attitudes, knowledge, and skills must always be improved to suit the demands of the world of work and the times. Through the Learning Community learning model, students are required to be active by holding their respective roles to exchange knowledge in the learning community through virtual discussions (Miftahurrahmi, 2021). Senge (1990) defines a learning community as an organization where members develop their capacity continuously to achieve desired results, encourage new and broad thinking patterns, and continue to learn how to learn together (Rustiyono, 2020). Learning community is one of the learning models that can increase student activity in the classroom. Students are required to be active by holding their respective roles to exchange knowledge in the learning community (Umiaty & Mansyur, 2017).

Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping

parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

The process of exchanging knowledge in the learning community makes it easier for students to understand the material so that it has an impact on improving student learning outcomes. (Munazah & Nugroho, 2015), furthermore (Marhamah et al., 2017) Learning Community is one of the important aspects that must exist in every classroom. Affective teachers will strive to form an effective learning community in their learning. The learning community that exists in a class in a learning activity will greatly affect student involvement in the learning process, and ultimately the achievement of learning objectives. Learning Community is a technique in which learning situations are created based on the concept of Contextual Teaching and Learning (CTL), where the process and learning outcomes are obtained from the results of collaborating and collaborating with others (Rahmawati, 2017). Learning outcomes are obtained from sharing between friends, between groups and between those who do not know. The keywords of the Learning Community (learning community) are talking and sharing experiences with others, working together with others to create good learning compared to learning alone. Learning Community or learning community can occur if there is a two-way communication process. Three important elements in a learning community are: a focus on learning (ensuring that students learn), a culture of collaboration, and results-oriented (Sudirtha, 2017). A good learning media is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a piece of paper, mostly found in the form of 'thick' book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

The Learning Community Technique (learning community) focuses on the application of homogeneous study groups in the learning process so that two-way communication occurs, not only communicating between lecturers and students, but also between students and students as well as with the surrounding environment. So that there is a two-way communication that produces new knowledge and experiences. Learning community is related to learning through community services, ICT, and other learning communities (Agustina & Putri, 2020), The principles that must be considered by lecturers when implementing learning that concentrates on Learning Community techniques, namely basically learning outcomes are obtained from collaboration or sharing with other parties. (Wan Fadhlurrahman W. Md Rasidi et al., 2020) sharing occurs when there are parties who give or receive information to each other. Sharing occurs also because there is two-way or multi-directional communication. A learning community occurs when each party involved in it is aware that its knowledge, experience and skills are useful for others, basically those involved in a learning community can be a source of learning. The principles that teachers can pay attention to when implementing learning that concentrates on the learning community component are as follows: Basically, learning achievement is obtained from collaboration or sharing with other parties (Ahmad & Hidayat, 2020):

a) Sharing occurs when there are parties who give and receive information from each other.
b) Sharing occurs when there is two-way or multi-way communication.

c) A learning society occurs when each party involved is aware that their knowledge, experience, and skills are beneficial to others.
d) Students who are involved in the learning community can basically be a source of learning

    The diagram in Figure 1 is meant to reflect the predominant focus on student learning and de-privatization of the practice as key issues in accordance with Hopkins's (2001) authentic school improvement. It is also meant to highlight the importance of interdepen- dency as a necessary condition for collaborative learning and display the effects on student outcomes. Student outcomes are central, and the whole work in school is influ- enced by shared values and vision that focus on student learning and an organizational (Sigurdardóttir, 2010).

Figure 1. Diagram of a professional learning community where teachers collaboratively seek to improve student learning (Sigurdardóttir, 2010)

    Learning in the classroom with the Learning Community technique, learning activities are carried out in study groups, students who are good at teaching the weak and those who know tell those who don't know (Sun'iyah, 2021). A learning society can be created when there is two-way communication. In a learning society, group members who are involved in learning communication can learn from each other. This mutual learning activity can occur if there is no dominant party in communication, no party feels reluctant to ask questions, no party feels the most knowledgeable, all parties want to listen to each other. Each party should feel that each other has different knowledge, experience or skills that need to be learned. that the collaborative learning model based on the lesson study learning community (LSLC) has an effect on student learning outcomes (Marhamah et al., 2017).

II. Research Method

    This study uses the type of research and development (Research and Development). According to Sugiyono (2011: 297) "research and development methods or better known as Research and Development are research methods used to produce certain products, and test the effectiveness of these products". The population of this research is lecturers and students at private universities in the city of Medan, especially in the economics faculty of the accounting study program. The sampling technique used is random sampling. Data collection techniques used are observation, study documentation, interviews, and questionnaires. The data analysis method used descriptive qualitative. With the stages carried out starting from the preparation stage, the implementation stage, the data analysis stage, the conclusion stage.

III. Results And Discussion

3.1 Analysis Stage

At this stage, the researcher analyzes students, namely students in learning by identifying student characteristics related to gender, academic ability, and motivation and learning topics. Next, analyze the assignments made by students with the aim of Identifying students' skills and competencies. The next activity is to identify the concept of the material to be taught to students by compiling systematic material so that it is easily understood by students. At this stage the respondent's data is presented in the following graph:
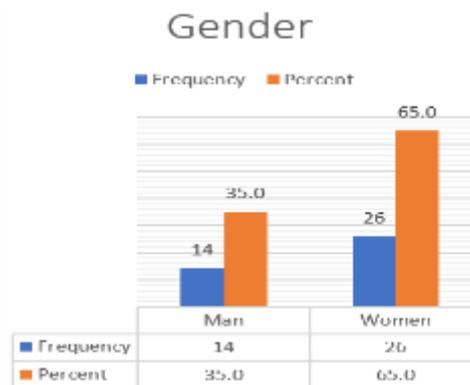

Figure 2. *Gender Chart*

Based on the graph above, the respondents were 40 students in the accounting study program, for the accounting examination course in the fifth semester, based on gender, respondents consisted of 14 male students around 35% and 26 female students around 65%. So that the majority of respondents in this study are women.

3.2 Implementation Stage

At this stage there are several steps taken by lecturers in designing learning with the learning community model, namely: using scenarios to form study groups based on gender heterogeneity, ability, giving explanations to groups about the material that must be discussed, and what is done in groups, assigning groups to conclude the material discussed in the group (Widiadi & Utami, 2016), guide the group in doing the discussion task, the summary made must be related to the material discussed, each group is asked to present the results of group work, other groups are given the opportunity to provide feedback the results of other groups, asking the group to collect the results of group work and make conclusions together in class. Through the learning community (LC), educational units are expected to be able to overcome obstacles that arise in the classroom through collaborative work (Muntari et al., 2021)
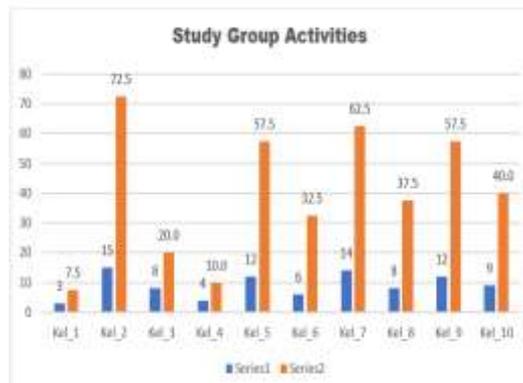
Figure 3. *Study Group Activities Chart*

From the graph above, it can be seen that the activeness of students in study groups or the learning community model applied is that group II, with group activity of 72.5%, is the most active group, compared to other groups, meaning that there are 4 groups that are categorized as active groups, namely the active group. II, V, VII, and IX, while the less active groups are groups X, VIII, VI, III and the inactive groups are groups I and IV, due to lack of teamwork, and when presentations are still lacking in mastery of the material presented. This is different from group II who was very active during presentations where group II students exchanged ideas, then collaborated and mastered the material presented at the time of presentation. After carrying out the activity, the lecturer guides students to discuss and draw conclusions from the results of the activity. Learning Community is a form of learning that emphasizes more on the role of peers in a learning community that is formed in small group learning, where in the learning process there is a multidirectional positive interaction that learns from each other between students in the group (Wayan Sukarjita, 2020).

3.3 Data Analysis Stages

Researchers develop a learning community model in learning by developing online learning methods through the creation of study groups where each team will determine their own friends in a group which will be assessed by the lecturer slides as a medium for student activities in using the learning community. Furthermore, development trials were carried out to obtain direct input in the form of responses, reactions, comments from other students and lecturers as facilitators or observers on reports that had been prepared by groups of students.

Table 1. Statistics

		Mahasiswa	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
N	Valid	40	40	40	40	40	40	40	40	40	40	40
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean			3.20	3.38	3.50	3.25	3.55	3.13	3.23	3.38	3.38	3.18
Std. Deviation			.564	.628	.506	.588	.552	.516	.620	.490	.540	.594
Minimum			2	2	3	2	2	2	2	3	2	2
Maximum			4	4	4	4	4	4	4	4	4	4

From the statistical table above, it is known that the mean value is 3,318 with a minimum value of 2 and a maximum of 4 with a standard deviation of 0.05, which means that the exploration of the learning community model is very good for use in learning because it can make students active and communicative so that learning outcomes can be achieved. The following is a graph of student learning outcomes in learning.

Figure 4. *Learning Outcomes Chart*

From the graphic data above, the result study of students has increased with an average pretest score of 66.11% and an average posttest score of 84.38% so that there is an increase in student learning outcomes of 18.27%. The increase in the average score indicates that the student learning community is developing well. The development of a good student learning community has a positive impact on increasing cognitive, affective, and psychomotor values.

IV. Conclusion

Based on the results of the study that the exploration of the Learning community model can increase student activity and communication and social interactive skills which have an impact on increasing student learning outcomes in online learning. It is shown from the aspect of teach community which includes communicating; ask and respond; cooperate; being in a group; respect the opinions of friends and lecturers; and responsibilities have increased.

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