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Development of Teacher Professionalism Through Learning Communities to Improve the Quality of Early Childhood Learning

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Abstract

The development of teacher professionalism is one of the important efforts to improve the quality of learning in Early Childhood Education (PAUD) institutions. This study aims to describe and analyze the development of teacher professionalism through the learning community to improve the quality of early childhood learning. This research was conducted at Masyithoh Adiraja Kindergarten, Adipala District, Cilacap Regency. The research used a descriptive qualitative approach and was carried out in December 2025 by involving six teachers as informants. Data were collected through observation, interviews, and documentation. The learning community at Masyithoh Adiraja Kindergarten is called Tholabul 'Ilmi which is held regularly every Friday. Activities include discussion of teaching tools, assessments, sharing good practices, sharing experiences, and reflecting on learning practices. The results of the study show that the learning community is a forum for teachers to discuss, share experiences, learn together, and reflect on learning practices. The change in teacher professionalism can be seen from the increased willingness to share and learn together as well as the development of more creative and innovative learning. The results of observations also show that learning community activities support the implementation of more child-centered learning. Thus, the Tholabul 'Ilmi learning community can be one of the strategies for developing teacher professionalism that contributes to improving the quality of learning at Masyithoh Adiraja Kindergarten.

Keywords: *Teacher Professionalism, Learning Community, Quality of Learning*

INTRODUCTION

Early Childhood Education (PAUD) is a stage of education that has an important role in providing a foundation for children's development. In early childhood, children experience rapid development in various aspects, such as religious and moral values, physical-motor, cognitive, language, social-emotional, and art (Fadlillah, 2020). Each

aspect of development requires stimulation that is in accordance with the characteristics, needs, and stages of development of children in order to develop optimally. Teachers' creativity in learning affects the cognitive abilities of children aged 5-6 years, so that the quality of learning experience provided by teachers is an important part of supporting children's development (Sefriyanti, 2022). In addition to cognitive development, the language aspect is also an important part of early childhood development. Receptive language skills are one of the important indicators of children's language development and are influenced by intelligence factors and the family's social environment (Hikmatuzzohrah et al., 2024). Therefore, the implementation of early childhood learning needs to be carried out by paying attention to the characteristics, needs, interests, and stages of development of children. The learning provided is not only oriented towards the achievement of academic abilities, but also needs to provide a learning experience that is fun, meaningful, and in accordance with the child's world.

The quality of learning is one of the important aspects in determining the success of the implementation of Early Childhood Education (PAUD), because the success of education is not only determined by the availability of infrastructure, curriculum, and learning facilities, but also by the quality of the interaction process and learning experience received by children (Nuraeni et al., 2022). Quality early childhood learning needs to be adjusted to the characteristics of children's development, needs, interests, and abilities and is carried out through a child-centered approach (Mulyasa, 2012). One of the problems with the quality of early childhood learning is that there is still a teacher-centered learning practice, so that children do not have the opportunity to actively express opinions, collaborate, and explore learning experiences, learning needs to be directed to a more child-centered approach through the principles of Independent learning and Independent play (Harefa & Suprihatin, 2023). Quality early childhood education found that a child-centered approach to learning allows teachers to consider the child's developmental needs, interests, and abilities in learning practices, while an overly teacher-centered approach can mitigate the application of constructivist learning (Cade et al., 2022). In addition, early childhood learning also needs to provide direct involvement to children and use meaningful activities through a child-centered approach (Nurlaela, 2022). Thus, the quality of learning in PAUD needs to be realized through a learning process that is child-centered, play-based, fun, safe, meaningful, and provides opportunities for children to actively explore their environment, so that the learning experience obtained can support children's development optimally.

In creating quality learning, teachers have a very important position. Teachers are parties who directly interact with children in the learning process. Teacher competence will affect the ability to plan, implement, and evaluate learning. Early childhood teachers play the role of mentors and facilitators who need pedagogic, professional, social, and personality competencies to carry out their duties optimally. The professional competence of early childhood teachers still needs to be optimized through competency development programs according to needs (Sukirman & Ekantiningsih, 2023). Teacher competence can also be seen from how to conduct assessments, because the results of assessments can provide information about children's development. Assessment aspects need to be improved through workshop training, and teacher literacy development (Rachman et al., 2023). The pedagogic competence of PAUD teachers is related to the teacher's ability to carry out learning in accordance with the characteristics and needs of children.

Teacher professionalism cannot stop at mastering abilities when teachers start working. Changes in curriculum, technological developments, changes in children's characteristics, and demands for more meaningful learning require teachers to continue to learn and develop their competencies (Restya et al., 2024). The professionalism of early childhood teachers in the 21st century is closely related to the mastery of these four competencies and the ability of teachers to face various educational challenges in the modern era (Restya et al., 2024). In the context of technology, it shows that teachers' ability to integrate technology, pedagogic, and learning material knowledge through the TPACK framework is one of the aspects that can support the improvement of teacher professionalism (Nurhayani, Sri Kemala Yuanita, Ayu Intan Permana, 2022). The development of the professionalism of PAUD teachers needs to be carried out on an ongoing basis because teachers have an important role in producing a quality learning process (Iis Uswatun Hasanah, 2024). Sustainable professional development is one way to help teachers improve their professional abilities. Research on the sustainable professional development of early childhood education teachers shows that self-development activities can support the improvement of teacher competence and learning quality (Saparudin et al., 2022).

One form of professional development that can be done in the school environment is through the learning community. The learning community provides a space for teachers to learn together through discussions, sharing experiences, sharing good practices, problem solving, observation, reflection, and planning learning improvements. Thus, the process of developing professionalism is not only carried out through training from outside the school, but can also be carried out continuously through interaction and collaboration between educators. The participation of PAUD teachers in the learning community can support sustainable professional development through good practice sharing and collaboration activities (Setyarini et al., 2025). Learning communities can encourage learning innovation for PAUD teachers through collective reflection, peer collaboration, and leadership support (Wachyu et al., 2025). Both studies reinforce the importance of learning communities as a space for teacher professional development. The early childhood education teachers' professional learning community also shows that sharing good practices through the community can improve teachers' reflection, reduce the sense of isolation in carrying out the profession, and provide professional support on an ongoing basis.

Conceptually, teacher professionalism refers to the ability of teachers to master pedagogic, professional, social, and personality competencies (Mansyur, 2024). Teacher professionalism competence is an important foundation for the creation of quality learning. Professionalism is not only related to mastery of the material, but also the ability of teachers to develop knowledge, choose learning strategies, utilize technology, and conduct appropriate evaluations (M.Hatta, 2018; Notanubun, 2019). In other words, the more professional the teacher, the better and more quality the learning that is created. The development of teacher professionalism is understood as a continuous process that does not stop at the mastery of initial competencies, but takes place through various forms of professional learning, including supervision, training, and joint learning activities between educators (Wijaya, Candra, Suhardi, 2023)

The learning community is a form of forum that facilitates educators to share information with each other for the development of competencies and improving the quality of learning (Entin Zubaedah Hasanah, Welius Purbonuswanto, 2025). Learning communities in this context are interpreted as groups of educators who routinely and

collaboratively carry out discussion activities, share good practices, reflect, and solve learning problems (Maharani et al., 2026). This is a form of professional development that is carried out internally by the education unit. In addition to being a forum for teacher competency development, the learning community is also a forum to continue to improve the quality of teacher learning (Tasrif, Syaifullah, ST. Nurbayan3 , M. Tahir, 2024). With discussions and sharing information about learning, teachers can reflect on each other's learning process. So that this will improve the quality of the learning process carried out by teachers (F et al., 2025; Riswandi et al., 2025).

The quality of early childhood learning is understood as the quality of the child-centered learning interaction process and experience, which pays attention to the child's characteristics, needs, interests, and developmental stages (Diana & Faslah, 2025). Quality learning in early childhood has a very wide impact, because early childhood education is the foundation for children's development in the next stage (Lubis & Ariqah, 2025). Quality learning is not only about making children able to read, count, or memorize, but also providing a learning experience that is appropriate to the child's developmental stage, fun, safe, meaningful, and able to stimulate various aspects of development in a balanced manner (Nabila et al., 2025). Quality learning is certainly created from teachers who have adequate professional and pedagogic competence, supported by a culture of collaboration through the learning community. This forum enables teachers to plan, implement, evaluate, and improve learning in a sustainable manner in accordance with the characteristics and needs of early childhood development (Muhassanah et al., 2023).

This context is relevant to be studied at Masyithoh Adiraja Kindergarten, Adipala District, Cilacap Regency. As an early childhood education institution, improving the quality of learning requires teachers who are able to develop their abilities continuously. The learning community can be one of the forums to build a culture of learning and collaboration among teachers. Through these activities, teachers can discuss problems faced in learning, share experiences, convey good practices, and find solutions together. Various previous studies have shown the importance of developing the competence of early childhood teachers and the role of learning communities in supporting the development of teacher professionalism. However, most of the research is still general and has not revealed much in depth how communities learn and how they contribute to improving the quality of early childhood learning. Therefore, researchers are interested in conducting further research related to the development of teacher professionalism through learning communities to improve the quality of early childhood learning.

METHODS

This study uses a qualitative approach with a descriptive research type(Hermawan, 2019), was carried out at Masyithoh Adiraja Kindergarten, Adipala District, Cilacap Regency, by focusing on a deep understanding of the development of teacher professionalism through the learning community and the quality of learning. The research was conducted during December 2025, with a total of six subjects. The research subjects involved principals and teachers who were selected based on their involvement in planning, implementing, evaluating, and following up on activities. The data collection process was supported by research instruments in the form of observation guidelines used to observe the implementation of learning community activities and learning practices, semi-structured interview guidelines prepared based on research focus to explore the subject's experiences and obstacles, and documentation guidelines used to

examine the activity programs and learning tools used at Masyithoh Adiraja Kindergarten. Furthermore, the data was analyzed interactively through data reduction, data presentation, and drawing conclusions based on the research theme, with the validity of the data tested using source triangulation and triangulation techniques (Sugiyono, 2022).

RESULTS AND DISCUSSION

Results

a. Implementation of Learning Communities Tholabul 'Ilmi

The results of the study show that Masyithoh Adiraja Kindergarten has a learning community called Tholabul 'Ilmi. This learning community is held routinely once a week every Friday. This activity is a forum for teachers to carry out learning activities together and discuss various problems related to the implementation of learning. Learning community activities are not only directed at delivering information, but also providing opportunities for teachers to discuss and share experiences. Teachers can convey the experiences gained during learning, including activities that are considered successful and problems that are still faced.

The materials discussed in the Tholabul 'Ilmi learning community include teaching tools, assessments, good practices, sharing experiences, and learning reflections. The discussion of teaching tools helps teachers in preparing for learning. Assessment discussions help teachers understand the process of recording and observing children's development. Meanwhile, sharing good practices and experiences provides opportunities for teachers to learn from the experiences of their peers.

Reflection activities are an important part of the learning community because teachers can look back at the learning process that has been carried out. Through reflection, teachers can find out which activities have gone well and parts that still need to be improved. Thus, the implementation of the Tholabul 'Ilmi learning community shows that there is a process of learning together, sharing, discussing, and reflecting that is carried out regularly.

b. Learning Community as a Forum for Teacher Professionalism Development

The results of the interviews showed that the existence of a learning community provided benefits for the development of teacher professionalism. The principal said that "with the combination of professionalism, it increased." The statement showed that the principal saw a relationship between the implementation of the learning community and the development of teacher professionalism. Positive views were also conveyed by teachers. Teachers were happy with the existence of a learning community because the activity became a forum for teacher discussion to share with each other. Teachers not only receive information from other parties, but can also provide their experiences and knowledge to their peers. This condition shows that the learning community builds a culture of learning together. Teachers do not work individually in dealing with learning problems, but can discuss these problems with other teachers. This process allows for the emergence of various alternative solutions based on shared experience and knowledge. The results of the study also show that there is a change in teachers' professionalism in the form of an increase in the willingness to share, learn together, and develop more creative and innovative learning. This is a positive indicator because professionalism is not only related to technical skills, but also the willingness of teachers to continue to develop themselves.

c. Changes in Teacher Professionalism

Based on the results of the research, changes in teacher professionalism at Masyithoh Adiraja Kindergarten can be seen in several forms. First, teachers show a willingness to share. Learning community activities provide opportunities for teachers to convey learning experiences and practices to peers. Second, teachers show a willingness to learn together. Teachers can gain new knowledge from the results of discussions and experiences of other teachers. This process helps teachers see a learning problem from various perspectives. Third, there is a development in teachers' ability to create more creative and innovative learning. The results of discussions and sharing good practices inspire teachers to develop learning activities that are more interesting and in accordance with children's needs. These changes show that the learning community not only provides knowledge theoretically, but can encourage teachers to apply learning outcomes in learning activities.

d. Learning Changes to Become More Child-Centered

One of the learning changes that can be seen based on the results of observation is learning that is increasingly child-centered. Child-centered learning provides opportunities for children to be actively involved in the learning process. The principles of early childhood learning include being oriented to children's needs and development, carried out through play, providing opportunities for social interaction, providing holistic stimulation, and encouraging children's activeness and innovation. This principle shows that early childhood learning must be designed by placing children as the center of learning activities. Teachers are not only informants, but also role as companions and facilitators who provide opportunities for children to explore, try, ask questions, communicate, and develop abilities according to their developmental stages.

The principle of child-centered learning also requires teachers to create a learning environment that provides opportunities for children to play, explore, experiment, communicate, and solve simple problems. The teacher not only determines all the activities that children must do, but also provides choices and opportunities for children to be actively involved in the learning process. This kind of learning allows children to gain more meaningful experiences because knowledge is gained through activities that are close to the child's life. Studies on student-centered learning in early childhood education also emphasize that learning evaluation needs to pay attention to the child's learning process and children's involvement in learning, not just the final outcome of the activity.

These changes have a relationship with increasing teacher professionalism. When teachers get opportunities to discuss and reflect, teachers can evaluate whether the learning activities carried out have provided enough opportunities for children to be active. Thus, the learning community process can have an indirect impact on the quality of learning. This finding is in line with the research of Wachyu et al. (2025) which shows that learning communities can encourage learning innovation through collaboration and collective reflection.

e. The Contribution of Learning Communities to Learning Quality

Based on the results of observations, the existence of professional teachers is seen as able to support the improvement of school quality. Teacher professionalism is one of the important parts because teachers are the parties who directly design and implement learning. Teacher professionalism is also a combination of competence, professional attitude, responsibility, commitment, and willingness to continue to

develop in carrying out educational tasks. Teachers who continue to learn and reflect will have a greater opportunity to improve learning practices. When teachers discuss teaching tools, assessments, good practices, and learning experiences in the learning community, the knowledge gained can be applied in learning. Thus, PAUD teachers have a role as educators, facilitators, supervisors, observers, companions, and role models for children. The quality of learning is greatly influenced by the teacher's ability to carry out these various roles.

Teacher professionalism is ultimately reflected in how teachers are able to turn their knowledge and competencies into learning practices that provide meaningful experiences for children. Research on the professional competence of early childhood teachers shows that mastery of professional competencies plays a role in supporting the improvement of the quality of learning, including the ability of teachers to adapt learning to technological developments and current educational needs. The professional competence of early childhood teachers shows that professional competence is one of the important elements in supporting the improvement of the quality of early childhood learning.

In the context of Masyithoh Adraja Kindergarten, the changes that are seen are mainly in child-centered learning, as well as the efforts of teachers to develop more creative and innovative learning. This condition is one of the forms of the learning community's contribution to improving the quality of learning. However, based on the character of this qualitative research, this contribution is not interpreted as a statistical cause-and-effect relationship. The findings of the study show that there is a practical link and contribution between learning community activities, the development of teacher professionalism, and changes in learning practices.

Discussion

The findings of the research at Masyithoh Adiraja Kindergarten show that the Tholabul 'Ilmi Learning Community functions effectively as a space for Continuing Professional Development (CPD) or sustainable professional development for early childhood educators. The success of this routine activity every Friday is rooted in the shift in the paradigm of teacher learning, which was initially individualistic and isolated (isolated teaching), to a practice-based collaborative approach (Community of Practice). The principal's statement confirming the increase in the professionalism of educators emphasized that this collective discussion forum is able to trigger growth mindset in the school environment.

The implementation of routine reflection, dissecting teaching tools, and assessment discussions is an important means for teachers to not just passively accept technical knowledge. Teachers are positioned as active learners who are able to evaluate their own weaknesses and teaching successes. This condition is very much in line with the principle of Adult Learning Theory (Andragogi), where educators learn more optimally when the discussion material is raised directly from the real problems faced in the classroom.

This work culture transition proves that teachers' professionalism is not only measured by academic qualifications or technical abilities alone, but also by the willingness to continue to learn together, share knowledge with each other, and create learning innovations. The results of this analysis of findings strengthen the study of Setyarini, Lestari, and Yusuf who stated that active participation and structured collaboration in the learning community are the main keys to supporting the sustainable professional development of PAUD teachers (Setyarini et al., 2025). In addition, improving teachers' pedagogical ability in designing assessments and teaching tools

supports the findings of Betty et al., and Kurniawati et al. regarding the positive influence of learning communities on educators' pedagogic competence (Asih Budi Kurniawati, Annisa Yulistia, Een Y. Haenilah, 2025; Sulong et al., 2025). Research on teacher learning communities shows that the existence of a community with a common purpose can encourage teachers to continuously update their knowledge and skills as lifelong learners (Prihatiningsih, 2024).

The development of teacher professionalism built through the Tholabul 'Ilmi Learning Community makes a real contribution to improving the quality of learning at Masyithoh Adiraja Kindergarten. In early childhood education, the quality of learning indicators are highly determined by the quality of interaction between teachers and children and the accuracy of the stimulation provided. Observations in the field recorded a fundamental shift from the traditional teaching model (teacher-centered) to a child-centered approach (child-centered learning).

Through continuous reflection in the learning community, teachers gain space to evaluate whether the teaching practices that have been implemented have provided enough space for exploration for children. This evaluative awareness encourages teachers to transform from mere material presenters to facilitators and learning companions. Children have the opportunity to actively ask questions, try new things, and interact according to their developmental stages. The relationship between collective reflection and strengthening child-based learning innovations is in line with the findings of Wachyu et al. who affirm that collaboration in learning communities is the main driver of the birth of contextual teaching innovations (Wachyu et al., 2025). Guidelines for the implementation of quality PAUD series I: Quality learning published by the PAUD directorate also places quality learning as one of the important parts in the implementation of quality PAUD (Paudpedia, 2024).

The principal has an important role in maintaining the sustainability of the Tholabul 'Ilmi learning community. The support of the principal can be seen from the continuity of learning community activities which are carried out regularly every Friday. The principal also gave a positive assessment of the existence of the learning community. Based on the results of the interview, the principal stated that with the existence of the learning community, the professionalism of teachers has increased.

The statement shows that the principal views the learning community as part of the teacher development process. The support of the principal is important so that learning community activities do not only take place for a certain time, but also become a habit and learning culture in the institution. In the development of a learning community, the principal can play the role of a leader, facilitator, motivator, and supervisor. This support is needed to create an atmosphere that allows teachers to be open to discussing, conveying problems, and receiving input from peers.

Although the learning community provides benefits for teachers, its implementation still needs to be strengthened so that the benefits can take place sustainably. The learning community needs to be maintained so that it does not only become a routine activity every Friday, but really becomes a space to improve the quality of learning practices. The material discussed needs to be continuously adjusted to the needs of teachers. Topics such as teaching tools, assessments, good practices, sharing experiences, and learning reflections can be developed based on real problems found by teachers in the classroom. Activities also need to have follow-up. The results of the discussion should be applied in learning, then the experience of its application is brought back to the learning community for reflection.

CONCLUSION

Based on the results of research on the development of teacher professionalism through the learning community at Masyithoh Adiraja Kindergarten, Adipala District, Cilacap Regency, it can be concluded that the Tholabul 'Ilmi learning community is a forum for teachers to carry out the learning process together in a sustainable manner. Activities are carried out routinely once a week every Friday with materials that include teaching tools, assessments, good practices, sharing experiences, and learning reflections. The existence of a learning community provides benefits to the development of teacher professionalism. Based on the results of the interview, the principal stated that with the existence of a learning community, teacher professionalism increased. Teachers also responded positively because the learning community became a forum for discussion and sharing. The changes in professionalism found were in the form of increasing teachers' willingness to share, learn together, and develop more creative and innovative learning.

The results of the observation show that there are changes in learning practices, especially learning that is more child-centered. Teachers have the opportunity to develop learning based on the results of discussions, sharing good practices, and reflections carried out in the learning community. Thus, the Tholabul 'Ilmi learning community makes a positive contribution to the development of teacher professionalism and supports the improvement of the quality of learning at Masyithoh Adiraja Kindergarten. The learning community should continue to be developed as a culture of learning together, not just as a routine activity. The sustainability of activities can be carried out through the identification of teachers' needs, discussion of real learning problems, the application of discussion results, reflection, evaluation, and follow-up. With this process, the development of teacher professionalism can take place in a sustainable manner and make a stronger contribution to improving the quality of early childhood learning.

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