# EXAMINING THE IMPACT OF LEARNING STRATEGIES AND LEARNING COMMUNITIES ON LEARNING QUALITY IN ELEMENTARY SCHOOLS

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**Abstract**

*Learning quality at the elementary school level is a fundamental determinant of students' long-term academic and personal development. Learning strategies implemented by teachers and the existence of teacher learning communities are considered two key factors influencing learning quality. This study aims to systematically analyze the strength of learning strategies and learning communities in improving learning quality in elementary schools. The study employed a Systematic Literature Review (SLR) approach by examining national scholarly publications published between 2021 and 2025. The analysis focused on identifying effective learning strategies, forms and mechanisms of teacher learning communities, and their contribution to learning quality improvement. The findings indicate that student-centered, active, contextual, and differentiated learning strategies significantly enhance learning quality when supported by sustainable teacher learning communities. Learning communities play a crucial role in strengthening teachers' reflective practices, collaborative problem-solving, and continuous professional development. The study concludes that improving learning quality in elementary schools requires an integrated approach that combines effective learning strategies with well-functioning teacher learning communities as part of a sustainable school culture.*

***Keywords**:* learning strategies, learning community, learning quality, elementary school, systematic literature review

## INTRODUCTION

The quality of learning in elementary school is the cornerstone of educational success at subsequent levels, as it is during this stage that students develop basic literacy and numeracy skills, social skills, and learning attitudes that will shape their future academic journey. In the context of Indonesian education, various studies indicate that issues regarding the quality of learning in elementary schools remain a critical concern, characterized by variations in the quality of the learning process across schools, suboptimal student engagement, and disparities in learning outcomes across regions (Suharsaputra, 2023). This situation indicates that improving learning quality cannot rely solely on the curriculum or assessment but requires the strengthening of learning strategies and a sustainable professional ecosystem for teachers.

Learning strategies are understood as systematic approaches used by teachers to organize learning experiences so that learning objectives are effectively achieved. Over the past five years, national literature indicates a paradigm shift in learning strategies in elementary schools from a teacher-centered approach toward student-centered learning. Active, collaborative, contextual, and differentiated learning strategies are increasingly recommended as they are deemed capable of enhancing student engagement and the quality of conceptual understanding (Suyanto & Jihad, 2021). However, the effectiveness of learning strategies depends heavily on teachers' ability to design, implement, and reflect on their teaching practices continuously.

Several studies in Indonesia indicate that the implementation of innovative learning strategies remains inconsistent in elementary schools. Many teachers still face limitations in developing varied learning strategies tailored to students' characteristics and classroom contexts. This is

influenced by various factors, such as administrative burdens, limited opportunities for professional development, and a lack of space for collaboration among teachers (Widodo & Kurniawan, 2022). Consequently, learning strategies that should enhance the quality of learning are often not implemented optimally at the classroom level.

In this context, teacher learning communities or learning communities emerge as a strategic approach to strengthen the quality of learning. A learning community is understood as a collaborative space where teachers continuously share experiences, discuss learning challenges, analyze teaching practices, and develop joint solutions to improve the quality of learning. Research in Indonesia indicates that teacher learning communities significantly contribute to enhancing pedagogical competence, professional reflectivity, and learning innovation in elementary schools (Wahyuni & Anwar, 2022).

The existence of learning communities enables teachers to avoid working individually and in isolation; instead, they become part of a collaborative culture that fosters continuous professional learning. Through collective discussion and shared reflection, teachers can evaluate the effectiveness of the learning strategies they use, adapt them to students' needs, and adopt best practices from their peers. National studies indicate that elementary schools with active learning communities tend to be more adaptable to curriculum changes and more consistent in implementing learning strategies focused on improving learning quality (Prasetyo & Rahayu, 2024).

The relationship between learning strategies and learning communities is mutually reinforcing. Effective learning strategies often emerge and develop through collaborative processes within learning communities, while learning communities derive their relevance from the real-world challenges teachers face when implementing learning strategies in the classroom. Research in Indonesia confirms that learning communities serve as spaces for pedagogical experimentation, where teachers test, revise, and refine learning strategies based on the outcomes of shared reflection (Utami & Sudirman, 2023). Thus, learning communities are not merely discussion forums but also mechanisms for improving the quality of learning grounded in real-world practice.

In the context of student learning quality, national literature indicates that learning strategies supported by teacher learning communities impact improved learning outcomes, student engagement, and the quality of learning interactions. Learning quality is no longer understood solely as academic achievement but also encompasses the quality of the learning process, critical thinking skills, and students' positive attitudes toward learning (Suharsaputra, 2023). Learning strategies designed collaboratively within learning communities tend to be more contextual and responsive to students' needs, thereby contributing to holistic improvements in learning quality.

Nevertheless, various studies also note that the implementation of learning communities and innovative learning strategies in elementary schools still faces challenges. Several studies in Indonesia indicate that teacher learning communities often operate informally and have not been systematically integrated into school management. Additionally, a lack of school leadership support and limited time for collaboration act as barriers to the sustainability of learning communities (Widodo & Kurniawan, 2022). Without adequate structural support, learning communities risk becoming ceremonial activities that have no significant impact on the quality of learning.

This situation highlights the need for a comprehensive study that integrates research findings on learning strategies and learning communities within the context of improving learning quality in elementary schools. To date, research has tended to address these two aspects separately, thus failing to provide a complete picture of the synergistic strengths between learning strategies and learning communities. Yet, understanding the relationship between the

two is crucial as a foundation for formulating policies and practices to improve the quality of elementary education (Suyanto & Jihad, 2021).
Therefore, the Systematic Literature Review (SLR) approach is deemed relevant for use in this study. SLR enables researchers to systematically and transparently trace, evaluate, and synthesize research findings, thereby identifying patterns, trends, and research gaps related to learning strategies and learning communities in elementary schools. Through SLR, this study aims to unravel the impact of learning strategies and learning communities on student learning quality based on comprehensive scientific evidence.
Based on the above, this study aims to systematically examine how learning strategies and learning communities contribute to improving learning quality in elementary schools. This study is expected to provide theoretical contributions to the development of learning research and teacher professional development, as well as offer practical recommendations for schools, school principals, and policymakers in designing integrated, collaborative, and sustainable learning quality improvement programs.

## METHOD

This study employs a Systematic Literature Review (SLR) approach as a methodological strategy to identify, examine, and critically synthesize research findings regarding learning strategies and learning communities in relation to the quality of learning in elementary schools. The SLR approach was chosen because it provides a comprehensive overview of the development of scientific studies spread across various publications, while also allowing researchers to identify conceptual patterns, empirical trends, and research gaps that have not been extensively studied. In the context of educational research in Indonesia, SLR is considered relevant for strengthening evidence-based decision-making, particularly in the development of learning practices and teacher professional development (Suharsaputra, 2023).
The research process began with defining the study's focus, which positioned learning strategies and learning communities as two key variables that interact to influence the quality of learning among elementary school students. Learning quality in this study is understood comprehensively, encompassing not only academic learning outcomes but also the quality of the learning process, student engagement, and the development of thinking skills and learning attitudes. This focus serves as the foundation for selecting literature to ensure the analysis remains coherent and aligned with the research objectives.
Research data sources were obtained from national scientific publications issued between 2021 and 2025, considering that this period represents the current dynamics of elementary education policies and practices in Indonesia. Literature was searched through national and academic databases such as Google Scholar, SINTA, and Garuda, as these platforms contain numerous empirical research findings and conceptual studies relevant to the elementary school context. The restriction to national literature was implemented to ensure alignment with the social, cultural, and educational policy contexts being analyzed (Suyanto & Jihad, 2021).
The literature search strategy was conducted flexibly and in layers using a combination of keywords such as learning strategies, learning models, teacher learning communities, learning communities, learning quality, and elementary schools. These keywords were combined and adapted to terms commonly used in national publications to capture articles relevant both conceptually and empirically. The search process was conducted iteratively, where initial search results were evaluated and refined to obtain literature that truly aligns with the study's focus (Widodo & Kurniawan, 2022).
The retrieved literature then underwent a selection process based on relevance and content quality. Articles were considered suitable for analysis if they explicitly discussed the

application of learning strategies or learning communities in elementary schools and linked them to improvements in learning quality or the quality of instruction. Publications that were popular opinion pieces, lacked methodological clarity, or were irrelevant to the context of elementary education were excluded from the analysis. This selection process was conducted through a critical review of the abstracts, research objectives, methods, and main findings of each article (Wahyuni & Anwar, 2022).

Data analysis was conducted using a comparative thematic analysis approach, which involves grouping research findings based on the main themes that emerge, such as the types of learning strategies implemented, the forms and mechanisms of learning communities, the indicators of learning quality used, as well as the supporting factors and barriers to implementation. These themes were then compared across studies to identify similarities, differences, and general trends. This approach allows researchers not only to summarize research results but also to interpret the meaning of the findings more deeply within the context of basic education in Indonesia (Prasetyo & Rahayu, 2024).

The synthesis process was conducted using a narrative-analytical approach, emphasizing the relationship between learning strategies and learning communities as an interdependent system. Research findings were not treated in isolation but were integrated to build a comprehensive understanding of how professional collaboration among teachers strengthens the implementation of learning strategies and impacts improvements in student learning quality. In this stage, the researchers also link the SLR findings to the challenges and opportunities faced by elementary schools in real-world practice, ensuring the study's results possess practical and contextual relevance (Utami & Sudirman, 2023).

Through this methodological approach, this study is expected to produce a systematic, critical, and applicable synthesis of knowledge. The SLR method used serves not only as a tool for mapping the literature but also as an argumentative foundation for formulating strategic recommendations for the development of learning strategies and the strengthening of learning communities in efforts to improve learning quality in elementary schools in a sustainable manner.

## RESULT AND DISCUSSION

The findings of the Systematic Literature Review indicate that the quality of learning in elementary schools is a multidimensional construct that is significantly influenced by the quality of instructional strategies and the functionality of teachers' learning communities as professional support systems. The quality of learning is no longer understood narrowly as academic achievement but encompasses the quality of the learning process, students' active engagement, higher-order thinking skills, and the development of positive and sustainable learning attitudes. Recent national literature emphasizes that improving learning quality requires an integrated approach between classroom teaching practices and collaborative teacher professional development (Rahmawati & Anwar, 2021).

Regarding learning strategies, the SLR findings indicate that strategies focused on active student engagement are a dominant factor in improving learning quality in elementary schools. Research in Indonesia reports that activity-based, exploration-based, and problem-solving learning strategies can encourage students to engage cognitively and emotionally in learning. These strategies provide space for students to construct knowledge through meaningful learning experiences, rather than merely passively receiving information (Kusnadi & Lestari, 2022). The impact is evident in improved conceptual understanding, long-term memory, and students' ability to apply knowledge in different contexts.

The study's findings also indicate that differentiated learning strategies are increasingly being adopted in elementary school teaching practices. These strategies allow teachers to adapt their instructional approaches to the diversity of students' abilities, interests, and learning

styles. National research indicates that the implementation of differentiated instruction positively contributes to improved learning quality because students feel their learning needs are accommodated fairly and proportionally (Fitria & Sari, 2023). This leads to increased student self-confidence, classroom participation, and perseverance in learning.

However, the literature also reveals that the effectiveness of learning strategies heavily depends on teachers' reflective capacity. Teachers with pedagogical reflection skills are more likely to evaluate the effectiveness of learning strategies and make adjustments based on student responses. Research by Handayani and Pratama (2022) indicates that without systematic reflection, innovative learning strategies risk becoming procedural routines that lose their transformative power over student learning quality.

In this context, teacher learning communities emerge as a key element that strengthens the implementation and sustainability of learning strategies. SLR findings indicate that learning communities function as a collective space for teachers to engage in shared reflection, exchange best practices, and develop pedagogical solutions grounded in real-world experiences. Studies in various Indonesian elementary schools show that active learning communities can improve the quality of lesson planning and the consistency of implementing innovative learning strategies (Mulyadi & Kurniasih, 2024).

Furthermore, the study results indicate that effective learning communities focus not only on conceptual discussions but also on data-driven analysis of teaching practices. Teachers in learning communities analyze student learning outcomes, discuss emerging learning difficulties, and collaboratively design learning interventions. Research by Lestari and Nugroho (2021) indicates that a data-driven approach within learning communities significantly contributes to improved learning quality because pedagogical decisions are based on concrete evidence, not mere assumptions.

SLR findings also reveal that learning communities play a crucial role in building a professional culture in elementary schools. This culture is characterized by openness to feedback, a commitment to continuous improvement, and a willingness to learn from failures. Schools that successfully foster a learning community culture demonstrate more stable and sustainable improvements in learning quality compared to schools that rely on individual and incidental teacher training (Putri & Wicaksono, 2023).

The relationship between learning strategies and learning communities is synergistic and mutually reinforcing. Effective learning strategies often emerge from collective discourse and reflection within learning communities, while learning communities derive their relevance from the real-world challenges teachers face when implementing learning strategies in the classroom. National research indicates that teachers who are active in learning communities are more willing to try new learning strategies because they receive social and professional support from their peers (Rohman & Setiawan, 2024).

From the perspective of student learning quality, study findings show that a combination of appropriate learning strategies and a strong learning community leads to improved quality of classroom learning interactions. Students demonstrate higher engagement, more active communication, and better collaboration skills. Learning quality is also reflected in students' increased ability to reflect on their learning process and take responsibility for their own learning progress (Amalia & Yusuf, 2022).

Nevertheless, the SLR findings also identify structural challenges that hinder the optimization of learning strategies and learning communities. Several studies indicate that limited time for teacher collaboration, high administrative burdens, and a lack of school policy support are the primary barriers. Without strong school leadership support, learning communities risk losing direction and failing to have a significant impact on learning quality (Siregar & Hidayah, 2023).

Overall, the synthesis of SLR findings indicates that improvements in learning quality in elementary schools result from the dynamic interaction between pedagogically designed learning strategies and effectively functioning teacher learning communities. Learning strategies provide direction and structure for the student learning process, while learning communities ensure that these strategies are continuously developed, evaluated, and adapted to the real-world context of learning. These findings underscore that efforts to improve learning quality cannot be undertaken in isolation but require a systemic approach that integrates teaching practices with the continuous professional development of teachers.

## CONCLUSION

Based on the results of the Systematic Literature Review, it can be concluded that the quality of learning in elementary schools is the result of the integration between the quality of teaching strategies implemented in the classroom and the functionality of the teacher learning community as an ecosystem for professional development. The quality of learning is reflected not only in students' academic achievements but also in the quality of the learning process, students' active engagement, and the development of thinking skills and sustainable learning attitudes.

This review indicates that learning strategies focused on active engagement, differentiation, and the students' learning context significantly contribute to improving learning quality. These strategies enable students to build meaningful understanding, boost self-confidence, and develop critical and collaborative thinking skills starting from the elementary education level. However, the effectiveness of learning strategies depends heavily on teachers' ability to reflect on and continuously adapt their teaching practices.

Furthermore, teacher learning communities have proven to play a crucial role in strengthening the implementation and sustainability of learning strategies. Through these communities, teachers gain a collaborative space to share best practices, engage in collective reflection, and formulate pedagogical solutions grounded in real-world experiences. The existence of learning communities also contributes to the formation of a professional culture that fosters consistent and systemic improvements in learning quality.

Overall, the findings of this study confirm that improving learning quality in elementary schools requires an integrated approach combining the development of learning strategies with the strengthening of teacher learning communities. Efforts to improve learning quality cannot be carried out in a piecemeal or individual manner but must be supported by professional collaboration, supportive school leadership, and a shared commitment to making learning a reflective and continuous process. This approach is expected to create more meaningful learning practices that have a tangible impact on the quality of student learning in elementary schools.

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