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The Influence of Learning Communities and Self-Regulated Learning on The Competency of Junior High School Social Studies Teachers in Kudus Regency

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Abstract: This study aims to determine the influence of learning communities on teacher competence, the influence of Self-Regulated Learning on teacher competence and the influence of learning communities and self-regulated learning on teacher competence. This study uses a quantitative approach using a questionnaire. This study is to determine the influence of independent variables, namely learning communities and self-regulated learning. on the dependent variable, namely teacher competence. The population of this study were social studies teachers of public and private junior high schools in Kudus Regency consisting of 148 teachers from 53 schools. Determination of sample size using the Slovin formula. The research sample amounted to 108 calculated based on the Slovin formula with a 5% error rate. The data collection method used a questionnaire made in multiple choices using Google form which was distributed via WhatsApp. Data was analyzed using SEM (Structural equation model) or a structural equation model with the Amos program. The results of this study are CR value = 3.6505 (greater than 1.96) Estimate value = 1.303 Lower = 0.207 (Upper is not available in the table) P-Value = 0.048 (less than 0.05) meaning that the Learning Community has a significant influence on teacher competence. The effect of SRL on teacher competence from the CR value = -0.4473 (between -1.96 and 1.96) Estimate Value = -1.241 and Confidence Interval (Lower not available, Upper = -0.176) P-Value = 0.065 (greater than 0.05) means that SRL does not have a significant effect on Teacher Competence. SRL as a mediator does not show a significant effect, because all values on the SRL path are 0. The KB → KG path has a CI between (-0.18 to ...), which includes zero. This means that the indirect effect of KB → KG is most likely not significant. Two-Tailed Significance (p-value) interpretation results The p-value for the effect of learning communities through SRL on teacher competence is 0.065. If using the significance limit $\alpha = 0.05$, then this relationship is not significant because $p > 0.05$. The influence of learning communities and SRL on teacher competence is rejected with a 95% confidence level but approaches significance at a 90% confidence level. The conclusion of this study is that the Learning community has a significant influence on teacher competence. SRL does not have a significant influence on Teacher Competence. The influence of the learning community and SRL on teacher competence is rejected at a 95% confidence level but approaches significance at a 90% confidence level.Based on the research results obtained, the researcher provides suggestions to improve teacher competence, it is necessary to optimize learning community activities. Teachers need to be given training on the concept of SRL and how to apply it in their professional development. Schools and related agencies need to create an environment that supports a culture of independent learning, by providing flexible time for teachers to develop their skills and encouraging reflection and sharing of best practices in discussion forums or collective training sessions.

Keywords: Influence, Learning Community, Self-Regulated Learning, Teacher Competence

1. Introductions

The role of learning communities in improving teacher competency has been regulated in Law Number 14 of 2005 concerning teachers and lecturers, Article 41, paragraphs 1 and 2, which states that teachers form independent professional organizations that function to advance the profession, improve competency, career, educational insight, professional protection, welfare, and community service.

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The presence of learning communities in educational institutions is expected to become a forum for discussion, collaboration, knowledge sharing, and strengthening cooperation among teachers. Learning communities also provide opportunities for teachers to learn about the latest developments in education, apply innovative teaching practices, and discuss effective learning strategies for different classroom contexts (Harlita et al., 2024). In addition, professional learning communities play an important role in supporting teachers' professional development and collaborative professional learning activities (Dinanty et al., 2024; Admiraal et al., 2021; Prenger et al., 2021). Learning communities also contribute to improving the quality of teaching practices in schools (U,. S. Supardi & H. H., 2024).

Several studies have shown that learning communities are effective in improving teacher competency and teacher motivation in schools (Radiana, 2024). Hidayah et al. (2024) explained that learning communities help teachers develop learning strategies and strengthen collaboration in implementing the new curriculum. Likewise, Qiao et al. (2023) stated that professional learning communities contribute significantly to teacher professional development, collaborative practices, and instructional improvement. Collaborative learning environments also enable teachers to exchange experiences, solve instructional problems together, and improve pedagogical competence (Kasmawati, 2020). Learning is also more effective in a supportive social context where individuals are assisted by more experienced individuals through the concept of the zone of proximal development (Wardani et al., 2023).

Teachers who possess strong self-regulated learning (SRL) abilities are able to identify their professional development needs independently and actively seek resources to improve their competencies (Pintrich & De Groot, 1990; Panadero, 2017). Self-regulated learning emphasizes individuals' ability to control motivation, emotions, and learning strategies in order to achieve learning goals effectively (Pachón-Basallo et al., 2022). In collaborative learning environments, self-regulated learning also involves co-regulation and shared regulation among learners (Hadwin & Miller, 2017). Teachers with good SRL skills are generally more capable of planning, monitoring, and evaluating their own learning processes and professional practices.

Research related to SRL and competency development shows that self-regulated learning has an important contribution to improving learning effectiveness and professional growth. Huang and Lajoie (2023) explained that social interaction and collaborative learning environments can strengthen emotional and cognitive engagement in the learning process. In addition, Murniati et al. (2023) found that independent learning strategies encourage individuals to become more responsible, motivated, and adaptive in developing their competencies.

The combination of learning communities and self-regulated learning creates a supportive environment for teacher competency development. Learning communities provide social support, collaborative opportunities, and professional resources, while self-regulated learning enables teachers to optimize these opportunities through independent learning management and collaborative regulation processes (Järvelä & Hadwin, 2013). Therefore, the integration of learning communities and SRL is expected to improve teachers' pedagogical, professional, social, and personal competencies. Based on this background, this study aims to examine the influence of learning communities and self-regulated learning on the competency of junior high school social studies teachers in Kudus Regency.

1.1 Conceptual framework

Learning communities play an important role in improving teacher competency because they encourage collaboration, reflection, and the exchange of experiences in the learning process. Through learning communities, teachers are able to support one another in developing effective teaching strategies, solving classroom problems, and updating their knowledge according to curriculum developments and educational technology (Dinanty et al., 2024; Qiao et al., 2023). In addition, collaborative activities within professional learning communities contribute to continuous professional development and improve teachers' instructional quality (Admiraal et al., 2021).

Self-Regulated Learning (SRL) and learning communities are expected to contribute to the improvement of four main teacher competencies, namely pedagogical, professional, social, and personal competencies. Pedagogical competence improves because teachers who apply SRL have better abilities in planning, managing, monitoring, and evaluating learning independently (Panadero, 2017). At the same time, learning communities provide opportunities for teachers to exchange teaching methods and learning experiences that support instructional improvement (Hidayah et al., 2024).

Professional competence also develops through active participation in learning communities, where teachers continuously update their knowledge and skills in line with educational changes and innovations. This process is strengthened by SRL, which encourages teachers to maintain learning motivation and continuously improve their professional abilities (Pachón-Basallo et al., 2022). Furthermore, social competence is strengthened through collaboration and communication among teachers within learning communities, allowing them to build positive relationships with colleagues, students, and other educational stakeholders (Huang & Lajoie, 2023).

Personal competence improves because SRL trains teachers to become more reflective, disciplined, and responsible for their own professional development. Support from learning communities also helps teachers build confidence, adaptability, and resilience in facing educational challenges (Murniati et al., 2023). Therefore, the combination of learning communities and self-regulated learning creates a supportive environment for teacher competency development through collaborative regulation and shared learning processes (Järvelä & Hadwin, 2013).

1.2 Research objectives

The objectives of this study are as follows:To determine the influence of learning communities on the competency of junior high school social studies teachers in Kudus Regency, to determine the influence of self-regulated learning on the competency of junior high school social studies teachers in Kudus Regency, to determine the influence of learning communities and self-regulated learning on the competence of junior high school teachers of social studies in Kudus district.

2. Methodology

2.1 Research design

This study employed a quantitative research approach using a questionnaire as the main instrument for data collection. The quantitative approach was chosen because it allows researchers to examine the relationships between variables objectively and systematically through statistical analysis. The data used in this study were primary data obtained directly from respondents by distributing questionnaires through WhatsApp using Google Forms.

This study aimed to examine the influence of learning communities and self-regulated learning on teacher competency among junior high school social studies teachers in Kudus Regency. The questionnaire items were designed based on indicators related to learning communities, self-regulated learning, and teacher competency.

Data analysis in this study used Structural Equation Modeling (SEM). SEM is a multivariate statistical analysis technique that is used to analyze relationships among variables simultaneously and to test theoretical models through a confirmatory approach (Chamidah et al., 2021). SEM was selected because it is capable of examining both direct and indirect relationships among variables and provides a comprehensive analysis of the proposed research model.

2.2 Respondents of the study

The population of this study was social studies teachers at public and private junior high schools in Kudus district, consisting of 148 teachers from 53 schools. The research sample consisted of 108, calculated based on the Slovin formula with an error rate of 5%.

3. Findings and discussion

Hypothesis testing is a causal analysis conducted to determine the relationship between variables. In this study, it is hoped that by testing this hypothesis, researchers will be able to determine the relationship between SRL, Learning Community, and Teacher Competence. The hypothesis test used a bootstrap test because the data used were non-normal. Bootstrap is used in hypothesis testing because it does not require the assumption of normality, making it more flexible.

The bootstrap test in Structural Equation Modeling (SEM) is used to measure the significance of direct, indirect, and total effects. Bootstrap helps determine whether the relationship between variables is significant based on the confidence interval (CI) and p-value. Measuring the significance of the bootstrap test in SEM is done by examining the confidence interval (CI) and the p-value from the bootstrap. If the CI does not include zero (0), the effect is significant if the p-value is <0.05.

The bootstrap test, Bias-Corrected Percentile Method, Two-Tailed Significance, is a hypothesis test that evaluates effects in both directions (positive and negative). Judging from the calculation results, if the CI does not include 0, then the relationship is significant. However, if it does include 0, it is not significant. The hypothesis test is effective if the CR value is <-1.96 or CR > 1.96 and is significant if the value is <0.05 (p <0.05).

Table 1. Parameter estimation with bootstrap

			SE	SE-SE	Mean	Bias	SE-Bias	CR	cutoff CR'-1,96-'1,96
KB	----->	SRL	0,664	0,003	1,029	0,017	0,005	1,549699	Not significant
KB	----->	KG	0,309	0,119	1,128	-0,174	0,168	3,650485	Significant
SRL	----->	KG	2,372	0,119	-1,061	0,18	0,168	-0,4473	Not significant

Tabel 2. Standardized Regression Weights

	Estimate	Lower	Upper	P-Value	conclusions
KB--->SRL	1,012	0,848	1,08	0,067	Not significant (p > 0.05)
KB--->KG	1,303	0,207	...	0,048	Significant n (p < 0.05)
SRL---->KG	-1,241	...	-0,176	0,065	Not significant (p > 0.05)

3. Findings and discussion

This section is the main part of a research article and is usually the longest part of an article.

From table 1 and table 2, it can be seen that the learning community has a significant influence on teacher competence from the CR value = 3.6505 (greater than 1.96), meaning that the learning community has a significant influence on teacher competence. Estimate value = 1.303 Lower = 0.207 (Upper is not available in the table) P-Value = 0.048 (less than 0.05) means that the Learning Community has a significant influence on teacher competence.

From the table above, it can be seen that the influence of SRL on teacher competence is from the CR value = -0.4473 (between -1.96 and 1.96) meaning that SRL does not have a significant effect on teacher competence. Estimate Value = -1.241 and Confidence Interval (Lower not available, Upper = -0.176) P-Value = 0.065 (greater than 0.05) meaning that SRL does not have a significant effect on Teacher Competence.

The influence of learning communities on teacher competence, or Learning Community → SRL, can be seen from the CR = 1.5497 (between -1.96 and 1.96), indicating that learning communities have no significant effect on SRL. The Estimate Value = 1.012, Confidence Interval (Lower = 0.848, Upper = 1.08), and P-Value = 0.067 (greater than 0.05) indicate that learning communities do not have a significant effect on SRL. Meanwhile, the influence of learning communities, together with SRL, on teacher competence was measured using a mediation test using bootstrapping. The bootstrapping mediation test was chosen because it is more accurate, flexible, and does not rely on the assumption of a normal distribution compared to classical methods (e.g., the Sobel Test). The data in this study were not normally distributed, so the mediation test was based on bootstrapping.

Tabel 3. Interpretasi Two-Tailed Significance (p-value)

	KB	SRL	KG
SRL	...	...	...
KG	0.065	...	...

Two-Tailed Significance Interpretation Results (p-value): The p-value for the influence of learning communities through SRL on teacher competency is 0.065. Using a significance threshold of $\alpha = 0.05$, this relationship is not significant because $p > 0.05$. Using $\alpha = 0.10$, it can be considered nearly significant. Based on the CI that includes zero, we can conclude it is not significant. The indirect path KB → KG is not significant because the CI includes zero and the p-value = 0.065 (not quite significant at $\alpha = 0.05$). E

The direct effect of KB → KG may exist, but it is not very strong (p-value close to 0.05). However, the p-value = 0.065 is close enough to the significance threshold (0.05), so in some cases, it can be considered "nearly significant" or "marginally significant." If a looser level of significance is used, for example 0.10 (90% confidence level), this relationship may be considered significant. Therefore, Hypothesis 3, which states that there is an influence of learning communities and SRL on teacher competence, is rejected with a 95% confidence level.

4. Conclusions and recommendations

As The conclusions drawn in answering the research problem formulation based on the results of the discussion in Chapter IV are as follows:

The influence of the learning community on teacher competence, with a CR value of 3.6505 (greater than 1.96), indicates that the learning community has a significant influence on teacher competence. Estimate = 1.303, Lower = 0.207 (Upper value not available in the table), P-Value = 0.048 (less than 0.05), indicates that the Learning Community has a significant influence on teacher competence.

The influence of SRL on teacher competence, with a CR value of -0.4473 (between -1.96 and 1.96), indicates that SRL does not have a significant influence on teacher competence. Estimate = -1.241, and Confidence Interval (Lower value not available, Upper value -0.176), P-Value = 0.065 (greater than 0.05), indicate that SRL does not have a significant influence on teacher competence.

The influence of the learning community on teacher competence or Learning Community → SRL, can be seen from CR = 1.5497 (between -1.96 and 1.96) meaning that the learning community has no significant effect on SRL. Estimate Value = 1.012, Confidence Interval (Lower = 0.848, Upper = 1.08), P-Value = 0.067 (greater than 0.05) meaning that the learning community does not have a significant effect on SR. SRL as a mediator does not show a significant effect, because all values on the SRL path are 0. The KB → KG path has a CI between (-0.18 to …), which includes zero. This means that the indirect effect of KB → KG is most likely not significant. Two-Tailed Significance (p-value) interpretation results The p-value for the influence of the learning community through SRL on teacher competence is 0.065. If using the significance limit $\alpha = 0.05$, then this relationship is not significant because $p > 0.05$. The influence of learning communities and SRL on teacher competence is rejected at a 95% confidence level but approaches significance at a 90% confidence level.

Based on the research results, the researchers offer the following recommendations: Teachers need to optimize learning community activities to improve competency, implement lesson study, collaborative projects, and mentoring systems so teachers can share experiences and effective teaching strategies, teachers need to be trained in the concept of SRL and how to apply it in their professional development, mentoring and support from colleagues or educational experts are also important to provide direction and constructive feedback, schools and related institutions need to create an environment that supports a culture of independent learning.

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Conflict of Interest

Authors declare there is no conflict of interest

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