

From Administrative to Reflective: Transforming Learning Management for Improving the Quality of Primary Schools in the Archipelago

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DOI : <https://doi.org/10.46245/ijorer.v7i5.1192>

Sections Info

Article history:

Submitted: November 04, 2025

Final Revised: August 04, 2025

Accepted: September 28, 2026

Published: September 30, 2026

Keywords:

Learning Management;
Teacher Reflection; Primary
school; Archipelago; Reflective
Supervision



ABSTRACT

Objective: This study aimed to analyze the transformation of learning management in elementary schools in the archipelago from an administrative orientation to a reflective paradigm. The focus of the research is directed at the identification of ongoing learning management practices, the reflective awareness of teachers and principals, and the supporting and inhibiting factors in the change process. **Methods:** The research approach used was qualitative descriptive involving 18 participants consisting of teachers and principals from three elementary schools in Salang District, Simeulue Regency. Data were collected through in-depth interviews, participatory observations, and documentation studies, and then analyzed using Miles and Huberman's interactive model, which included data reduction, data presentation, and conclusion drawing by triangulation, member check, and peer debriefing techniques. **Results:** The results show that the implementation of learning management is still predominantly administrative but has shown early signs of reflective awareness. Collaboration in the preparation of lesson plans, teachers' enthusiasm to apply varied methods, and the implementation of dialogue-based supervision show a shift towards a reflective culture. **Novelty:** This study offers a conceptual model of the transformation of reflective learning management based on the archipelago context, which shows that resource limitations can actually be a trigger for the growth of innovation and professional reflection through local collaboration and reflective supervision.

INTRODUCTION

Learning management is at the heart of the educational process in elementary schools because it determines how learning objectives translate into meaningful classroom practices. To date, many schools in Indonesia, especially in the archipelago, still implement administrative learning management, where planning, implementation, and evaluation activities tend to be oriented towards fulfilling documents rather than improving the quality of student learning (Sewang, 2015). Teachers prepare Learning Implementation Plans (RPP) more as an administrative obligation, while implementation and evaluation have not been fully used as a means of reflection for continuous improvement. Consequently, learning often becomes routine, lacking a contextual and creative learning experience for students.

The transformation towards reflective learning management is an urgent need in the era of independent learning curriculum, where teachers are not only required to "teach as planned," but also "learn from their own teaching practices." The concept of the teacher as a reflective practitioner Asfeldt and Stonehouse (2021) emphasized the importance of critical reflection on teaching experience as a basis for professional decision-making.

Reflection allows teachers to review the effectiveness of their methods, student involvement, and the suitability of learning strategies with contextual needs (Djayadin, 2025). In this framework, learning management is interpreted not only as an administrative process, but also as a learning process for teachers to continue to improve their pedagogic practices.

However, in archipelagic areas such as the Salang District, Simeulue Regency, the transformation towards reflective learning management faces various challenges. Limited facilities, lack of training, and limited access to learning technology make it difficult for teachers to consistently develop reflective practices (Benade, 2015). On the other hand, there is great potential in the form of the commitment of principals and teachers to carrying out simple innovations and the spirit of collaboration in the school environment. This condition confirms that the paradigm shift from administrative to reflective requires not only structural policies but also the support of a culture of shared learning at the school level (Shamir-Inbal and Blau, 2021).

Several previous studies (Musnaeni et al., 2022); (Maryati et al., 2020); (Díez et al., 2020) highlight the importance of learning management in improving the quality of basic education. However, most research still focuses on administrative implementation and has not studied the reflective processes that allow teachers to learn from their teaching experiences. Studies on the transformation of learning management in challenging geographical contexts, such as archipelagos, are also limited. To date, there remains a clear scientific gap concerning how the reflective process itself unfolds within learning management particularly in geographically isolated or archipelagic regions where logistical, cultural, and resource constraints shape teachers' reflective capacity. This study explicitly addresses this gap by examining the dynamics of reflection as an integral process in transforming learning management practices. Therefore, this study seeks to fill this gap by analyzing how learning management practices in elementary schools can transform from an administrative orientation to a reflective approach to improve the quality of learning.

This study aims to (1) analyze the actual conditions of learning management in elementary schools in the archipelago region, (2) identify signs of transformation from an administrative to a reflective approach, and (3) explore the supporting and inhibiting factors in the process of change in the archipelago region. With a descriptive qualitative approach, this research is expected to make a theoretical and practical contribution to strengthening the paradigm of reflective learning management in elementary schools, as well as becoming the basis for capacity building policies for teachers and principals in the archipelago.

Literature Review

A. Learning Management Concept

Learning management is a systematic process that includes learning planning, implementation, and evaluation activities to create an effective, efficient, and meaningful learning process (Juarez Santiago et al., 2020); (Veluvali & Surisetti, 2022). In the context of elementary schools, learning management functions not only as an administrative tool but also as a strategic instrument to ensure curriculum implementation, teacher quality improvement, and the achievement of student competencies in a holistic manner (Yunelda et al., 2025).

Teachers play the role of learning planners, implementers, and evaluators who are responsible for managing all learning resources to support students' active involvement (Ahshan, 2021). Therefore, the success of learning management is highly dependent on teachers' ability to translate educational policies into adaptive and innovative classroom practices (Adiva et al., 2025).

However, in many elementary schools, learning management is still understood in an administrative context, emphasizing the fulfillment of documents such as lesson plans, supervision reports, and formal evaluation results. Learning management is ideally a dynamic process that requires reflection, innovation, and collaboration to achieve sustainable quality improvement (Lestari, 2025). Thus, a paradigm transformation from administrative orientation to reflective learning management is required.

B. Reflective Paradigm in Learning

The concept of reflective learning comes from Donald A. Schön's work *The Reflective Practitioner*, reviewed by Emslie and Watts (2023), who stated that true professionals learn from their own actions and experiences through reflection. In the context of education, reflection refers to the teacher's process of analyzing his teaching practice, identifying strengths and weaknesses, and designing improvements in the next learning cycle.

Reflection is not just a passive evaluation but a process of critical thinking and self-awareness of the professional practice carried out. According to Morris (2020), effective learning occurs through four stages of the experiential cycle: concrete experience, reflection on experience, abstract conceptualization, and active experimentation. Thus, reflective teachers are those who can turn their teaching experience into a professional learning resource (Sriyanto, 2024).

The transformation towards reflective learning management is also driven by the continuous professional development (CPD) paradigm, where teachers are required to continue learning from peer experience and collaboration (Dahri et al., 2021). This approach places reflection at the core of improving learning quality. Teachers not only implement the curriculum but also interpret and adapt it based on the local context and the needs of the students.

C. Learning Management Transformation

Transformation in the context of education means not only structural changes but also paradigm changes in thinking and acting (Voulvoulis et al., 2022). The transformation of learning management demands a shift from an administrative orientation that emphasizes procedural compliance to a reflective orientation that emphasizes meaningful learning and teachers' professional self-development. According to Meyer et al. (2023), a change in administrative orientation that emphasizes a reflective orientation can only occur when the principal plays the role of an instructional leader who encourages a culture of reflection, collaboration, and innovation in the school.

In the context of the archipelago, the transformation of learning management faces its own challenges: limited facilities, lack of training, and limited access to learning technologies (Aulia et al., 2025). However, this condition is also an opportunity for schools to build locally based reflective learning management utilizing existing resources, sharing good practices between teachers, and making academic supervision a dialogical process, not just administrative control.

D. Quality of Learning as a Result of Reflection

The quality of learning includes the dimensions of meaningful learning processes and outcomes, where students not only gain knowledge but also develop critical, collaborative, and creative thinking skills (Rahim, 2023). A high quality of learning is impossible without continuous reflection by educators.

According to Fuad et al. (2023), pedagogical reflection allows teachers to assess the extent to which learning carried out actually improves student engagement and understanding (Zhang, 2022). Thus, reflection becomes a bridge between teaching practice and the improvement of the quality of education.

In elementary schools in the archipelago, the reflection of teachers and principals on obstacles and learning success is important to ensure that the learning process remains relevant despite limitations. A reflective approach not only improves individual teacher performance but also forms a learning organization culture that is adaptive to change.

E. Theoretical Synthesis

Based on various theories and previous research results, it can be concluded that learning management in elementary schools is a complete system that includes continuous planning, implementation, and evaluation of learning processes. These three aspects are interconnected and function as a reflective cycle that helps teachers and principals improve the quality of the teaching and learning process. In this context, the transformation of learning management does not simply mean the improvement of administration, but a paradigm shift from a procedural approach to a reflective approach that emphasizes meaningful learning for students and the professional development of teachers.

The reflective approach places teachers as lifelong learners who constantly review their teaching practices, analyze the effectiveness of the strategies used, and adapt the learning process to students' needs and characteristics. In this framework, teachers are not only curriculum implementers but also learning experience designers who are aware of the implications of each pedagogical decision. This process runs through a cycle of experience, reflection, and improvement, as described in Kolb's (1984) experiential learning model (Bergsteiner et al., 2010) and by Schön (1983) in Emslie and Watts (2023) through the concept of reflective practitioners.

In addition to teachers, school principals play a central role as learning leaders who encourage a reflective culture in the school environment. Reflective leadership requires principals to not only supervise administrative aspects, but also nurture teachers in pedagogical practice and support innovation through dialogical supervision. This is in line with Sergiovanni's (1991) view that effective principals are those who build a professional learning environment where reflection and collaboration are part of the work routine.

The transformation from administrative to reflective learning management is also closely related to learning quality. High-quality learning is reflected in a participatory, adaptive, and contextual learning process, where students play an active role in discovering and constructing knowledge. Teachers' reflection on learning outcomes and the teaching process is an important foundation for adjusting learning strategies to be more relevant to students' needs. Thus, reflection not only improves individual practice but also builds adaptive and sustainable learning systems at the school level.

In the context of elementary schools in the archipelago, this theoretical synthesis emphasizes that limited resources should not be an obstacle to the transformation of learning. Through reflection and collaboration, teachers and principals can create local innovations that are in accordance with the geographical and social conditions of students. The transformation in question is not only about changes in documents and procedures but also changes in mindset and work culture towards a learning school. Thus, reflective learning management is an important strategy for realizing the quality of sustainable and contextual basic education in the archipelago.

RESEARCH METHOD

A. Approaches and Types of Research

This study used a qualitative approach with descriptive analytical research. This approach was chosen because it could provide a deep understanding of the phenomenon of learning management transformation from administrative to reflective orientation that occurred in elementary schools in the archipelago. Through a qualitative approach, the researcher seeks to understand the meaning behind the actions, views, and experiences of teachers and principals in the context of teaching and learning activities. A descriptive approach was used so that the phenomenon that occurs can be described in its entirety and contextually, without manipulation of variables or intervention in the natural environment. The analytical nature of this study allows researchers to expose the conditions found in the field and interpret the process of change that shows the emergence of reflective awareness in learning management practices.

B. Research Location

This research was carried out in three public elementary schools in Salang District, Simeulue Regency, namely SDN 2 Salang, SDN 7 Salang, and SDN 8 Salang. This region was chosen purposively because it has distinctive characteristics as an archipelago with limited access to educational resources, learning facilities and supporting technology. Despite being in areas with limitations, these schools show innovative efforts by principals and teachers in managing learning activities. This condition makes the research area a relevant context for examining how learning management transformation occurs, especially in the face of unique geographical and structural challenges. The archipelago environment also provides a real picture of how reflection and collaboration are adaptive strategies for improving the quality of learning.

C. Research Subject

The subjects in this study consisted of 18 participants, including principals and teachers from three elementary schools that were the location of the research. The subjects were selected purposively based on the consideration that they have a direct role in the process of planning, implementing, and evaluating learning in their respective schools. In addition, the involvement of research subjects in supervision activities, preparation of lesson plans, and reflections on student learning outcomes makes them the main source of information that can provide in-depth data on the dynamics of the transformation of learning management. Each participant was expected to be able to describe his or her professional experience, including a change in the way of thinking and acting from administrative patterns to a reflective approach in managing learning activities.

Table 1. Research Subject Coding

Sekolah Dasar	Position	Number of Participants	Kode Subjek
State Elementary School 2 Salang	Principal and Teachers	5	K1, G1-G4
State Elementary School 7 Salang	Principal and Teachers	5	K2, G5-G8
State Elementary School 8 Salang	Principal and Teachers	8	K3, G9-G15

D. Data Collection Techniques

The data for this study were obtained through in-depth interviews, participatory observations, and documentation studies. Interviews were conducted with principals and teachers to explore their perceptions, experiences, and views on learning management practices and the forms of reflection they engage in during their daily activities. Participatory observation is used to obtain a real picture of how learning planning, implementation, and evaluation are carried out in the classroom. During the observation, the researcher recorded the interaction between teachers and students, the use of learning media, and the efforts of the principal in conducting pedagogic coaching. Meanwhile, a documentation study was conducted by examining the Learning Implementation Plan (RPP), supervision records, student evaluation results, and school activity reports. These three techniques complement each other and provide a holistic view of the transformation process from administrative to reflective practice.

E. Data Analysis Techniques

The data analysis in this study was carried out interactively and continuously following the Huberman (2019) analysis model, which includes three main stages: data reduction, data presentation, and conclusion drawing. The three stages are not carried out laterally, but take place cyclically and are interconnected during the research process in the field. The analysis begins as soon as the data are collected, when the researcher begins to record important findings from interviews, observations, and documents, and continues in depth after all the data are collected.

The data reduction stage was carried out by selecting important information that was in accordance with the focus of the research, namely, the transformation of learning management from an administrative orientation to a reflective one. At this stage, the researcher reread the interview transcripts and observation notes repeatedly and marked important parts that contained meaning relevant to the focus of the study. Each piece of data was then assigned an initial code (open coding) to mark the main concepts or ideas that emerged from the participants' statements.

The initial codes that emerge are then grouped through the axial coding process, which connects categories that have thematic relevance. Each theme was analyzed to identify a pattern of relationships that illustrated the direction of the learning management paradigm shift.

The next stage is the presentation of data, where the coding results are arranged in the form of a descriptive narrative and a matrix of inter-thematic relationships. This presentation helps researchers understand the dynamics of change from administrative practice to visual and conceptual reflections. The process of drawing and verifying conclusions was carried out continuously to ensure that the interpretations made were supported by empirical data. Each interim conclusion is re-verified through member checks with participants and peer debriefing with peers to maintain the objectivity and validity of the findings.

F. Data Validity

The validity of the data was maintained through several strategies commonly used in qualitative research. Triangulation of sources and methods was performed by comparing the results of interviews, observations, and documentation to ensure the consistency of the findings. Member checks were carried out by confirming the results of the interpretation to the informants so that the meaning produced was in accordance with the reality they were experiencing. Researchers also engage in peer discussions or peer debriefing to test the logic and consistency of the analysis results and maintain the objectivity of interpretation. The entire process of data collection and analysis is systematically documented through trail audits so that every step of the research can be tracked and accounted for. This effort was made to ensure that the data obtained had a high level of credibility, dependability, and confirmability.

G. Research Ethics

In its implementation, this study focused on the ethical principles of qualitative research. Each participant was given an explanation of the research objectives and asked for consent to participate voluntarily through informed consent. The identity of the informant is kept confidential by using codes or initials to avoid a negative impact on their reputation or comfort. The data obtained from the interviews and observations were used solely for academic purposes. During the research process, the researchers tried to maintain good relationships with the participants and respect their shared views and experiences. The ethics of this research are important because the data collected reflect the reflective experiences and professional practices of teachers and principals, which are personal and contextual.

H. Transformation Analysis Focus

The entire series of methodologies is directed toward revealing how the learning management transformation process takes place in elementary schools in the archipelago. This research not only captures factual conditions but also traces the dynamics of paradigm shifts from administrative learning management to reflective patterns that encourage innovation and quality improvement. Through an in-depth analysis of planning, implementation, and evaluation, this study seeks to find signs of reflective awareness among teachers and principals, as well as the factors that facilitate and hinder such changes.

RESULTS AND DISCUSSION

Results

A. Learning Planning

Based on the results of interviews, observations, and documentation, it was found that learning planning in elementary schools in the Salang District archipelago area at SDN 2, SDN 7, and SDN 8 was carried out in a participatory manner between the principal and teachers. However, in general, planning activities are still administratively oriented, where the preparation of Learning Implementation Plans (RPP) is carried out to fulfill formal obligations, not as a reflective instrument for improving learning practices.

The principal plays an active role in facilitating planning through work meetings and supervision, while teachers prepare teaching tools based on the principal's direction. However, various limitations, such as learning facilities and access to training, cause planning to be less diverse. As one of the informants revealed:

"We made the RPP according to the direction of the principal, but the limited facilities made the content of the plan less varied." (Teacher of SDN 2 Salang)

Table 1. Learning Planning Interview Table

Nu	Report	School	Original Excerpts from Interviews
1	K1	SDN 2 Salang	"In preparing learning plans, we always involve teachers, even though we are constrained by limited facilities."
2	G1	SDN 2 Salang	"We made the RPP according to the direction of the principal, but the limited facilities made the content of the plan less varied."
3	K2	SDN 7 Salang	"Teachers have tried to formulate plans with various methods, but they are still limited to simple methods."
4	G6	SDN 7 Salang	"The planning we make is often only adjusted to the availability of makeshift media."
5	K3	SDN 8 Salang	"Planning has been carried out through meetings with teachers, but it has not fully adjusted to the needs of students."
6	G10	SDN 8 Salang	"We participate in drafting the RPP, but often it is just a formality so that there are documents."

Table 2. Thematic Analysis of Learning Planning

Main Theme	Subtopic	Supporting Quotes	Interpretation
Planning is Administrative	Formality obligations of the RPP	"We participate in drafting the RPP, but often it is just a formality so that there are documents."	The preparation of plans is carried out to meet administrative demands, it has not yet functioned strategically.
Participation of Principals and Teachers	Collaboration in work meetings	"In preparing learning plans, we always involve teachers, even though we are constrained by limited facilities."	The principal facilitated the participation of teachers, showing a collaborative spirit.
Limited Facilities and Media	Potluck media, without variation	"The planning we make is often only adjusted to the availability of makeshift media."	Limited facilities limit teachers' creativity in designing innovative learning.
Not Yet Based on Reflection and Student Needs	Not adapting to the context of the student	"Planning has been carried out through meetings with teachers, but it has not fully adjusted to the needs of students."	Teachers have not used the results of previous learning reflections as a basis for planning.

The results of the thematic analysis show that learning planning is still at the administrative stage with the following main characteristics: (1) the preparation of lesson plans is carried out collectively but not reflectively, (2) the content of planning is limited to procedural technical aspects, and (3) there is a lack of integration of previous teaching experience in the design of new strategies.

The principal's involvement in facilitating meetings and providing direction suggests an effort towards collaborative reflection, but has not been followed by a substantial change in the way teachers design learning. The majority of teachers still view lesson

plans as documents to meet the demands of supervision, not as tools to develop a contextual learning process.

These findings confirm that the transformation from administrative to reflective planning is still in its early stages in the region. Systematic support in the form of reflective training, strengthening dialogue-based academic supervision, and providing relevant learning media is needed so that planning can function as a means of continuous improvement for the teachers.

B. Learning Implementation

The implementation stage is the core of learning management activities in elementary school. Based on the results of the interviews and observations, teachers at SDN 2, SDN 7, and SDN 8 Salang have tried to apply a variety of learning methods to create a livelier learning atmosphere. However, the limitations of learning media, lack of teacher training, and lack of parental support are the main obstacles to creating innovative and interactive learning.

The teacher said that they tried to adopt the discussion and question-and-answer method, but the results were not optimal. The principals in the three schools have also tried to provide encouragement and supervision to make teachers more creative, although the results are still inconsistent. As one of the principals put it:

"Teaching methods are still limited, we need training to be able to teach more creatively."
 (K1, SDN 2 Salang)

Table 3. Learning Implementation Interview Table

Nu	Report	School	Original Excerpts from Interviews
1	K1	SDN 2 Salang	"Teaching methods are still limited, we need training to be able to teach more creatively."
2	G1	SDN 2 Salang	"Teachers have tried the discussion and question and answer methods, but due to the lack of media, the results have not been maximized."
3	K2	SDN 7 Salang	"The implementation of learning is sometimes less interactive because the media is inadequate."
4	G6	SDN 7 Salang	"The implementation of learning is sometimes less interactive because the media is inadequate."
5	K3	SDN 8 Salang	"The enthusiasm of the teachers is there, but the limitations of training make it difficult for us to develop."
6	G10	SDN 8 Salang	"Teachers are still dominant in using the lecture method, there is not much variation in direct practice."

Table 4. Thematic Analysis of Learning Implementation

Main Theme	Subtopic	Supporting Quotes	Interpretation
Learning Methods Are Still Conventional	Dominance of lecture and question and answer methods	"Teachers are still dominant in using the lecture method, there is not much variation in direct practice."	Teachers have not been able to implement an active and contextual learning model.
Limitations of Media and Learning Resources	Lack of Teaching Tools and Materials	"The implementation of learning is sometimes less interactive because the media is inadequate."	The lack of learning media reduces students' active participation.
Limitations of Teachers' Pedagogic Competencies	Innovative training needs	"Teaching methods are still limited, we need training to be able to teach more creatively."	Teachers need continuous mentoring to enrich teaching strategies.

Main Theme	Subtopic	Supporting Quotes	Interpretation
The Role of the Principal in Supervision	The drive for innovation has not been systematic	"The enthusiasm of the teachers is there, but the limitations of training make it difficult for us to develop."	The principal is trying to encourage teachers, but there is no continuous coaching system.

Based on the results of the thematic analysis, the implementation of learning in elementary schools in the archipelago is still oriented towards a traditional approach, with several initiatives towards more active learning. Teachers have high enthusiasm for innovation, but the lack of training and media is a major obstacle to learning transformation.

Learning activities are still dominated by teachers as information sources. Classroom interaction is limited, and the use of learning media such as teaching aids or digital technology is still rare. The principal has tried to encourage teachers' creativity through supervision, but the coaching carried out has not systematically led to an increase in the reflective capacity of teachers. These findings show that despite the intention of change towards reflective learning, teachers and principals still need structural support to strengthen the implementation of reflection-based learning and collaboration in the school.

C. Learning Evaluation

Learning evaluations in the three elementary schools in the Salang District (SDN 2, SDN 7, and SDN 8) have been carried out regularly, both through learning outcome tests and supervision of school principals. However, the results of the study show that evaluation activities are more oriented towards fulfilling the administration and cognitive aspects of students, not as a means of reflection to improve the quality of learning.

Teachers still use written tests as the primary method, while alternative forms of evaluation, such as project assessments, portfolios, or observation of learning behaviors, have not been widely implemented. The principal carries out the supervisory function through supervision, but the results of supervision are rarely followed up to improve the learning methods. As one of the teachers put it:

"Written tests are still the main method, we rarely use other evaluation models." (Teacher of SDN 2 Salang)

Table 5. Learning Evaluation Interview Table

Nu	Report	School	Original Excerpts from Interviews
1	K1	SDN 2 Salang	"Evaluation is carried out through daily exams and supervision, but more looks at teacher administration."
2	G1	SDN 2 Salang	"Written tests are still the main method, we rarely use other evaluation models."
3	K2	SDN 7 Salang	"Supervision is routinely carried out, but the results have not been followed up much to improve learning."
4	G6	SDN 7 Salang	"Evaluation is more about meeting the report, not helping us improve our teaching methods."
5	K3	SDN 8 Salang	"Regular evaluations are carried out through meetings, although supervision still needs to be improved."
6	G10	SDN 8 Salang	"Evaluation through tests and feedback exists, but there is no more innovative instrument."

Table 6. Thematic Analysis of Learning Evaluation

Main Theme	Subtopic	Supporting Quotes	Interpretation
Administratively Oriented Evaluation	Focus on documents and reports	"Evaluation is carried out through daily exams and supervision, but more looks at teacher administration."	Evaluation is understood as a bureaucratic obligation, not a tool for reflection.
Dominance of Cognitive Tests	Written test as the primary method	"Written tests are still the main method, we rarely use other evaluation models."	The evaluation still measures the cognitive aspect, not yet holistic.
Lack of Supervision Follow-up	Supervision without reflection	"Supervision is routinely carried out, but the results have not been followed up much to improve learning."	The evaluation of the principal has not resulted in concrete improvements.
Lack of Innovation in Assessment Instruments	There is no alternative evaluation model	"Evaluation through tests and feedback exists, but there is no more innovative instrument."	Teachers have not used non-test instruments to assess student achievement.

The findings of the study show that the evaluation of learning in elementary schools in the archipelago is still procedural and has not functioned optimally as a reflection tool for teachers and for principals. Evaluations tend to be directed toward completing administrative documents or school reports rather than analyzing the effectiveness of the teaching and learning process.

In general, teachers rely on written tests to assess students' cognitive achievements, while affective and psychomotor aspects have not been adequately considered. On the other hand, the principal has carried out periodic supervision, but the follow-up mechanism remains weak. This causes the cycle of improving the quality of learning to not run continuously.

This condition also shows that the reflective function of evaluation has not been internalized in school culture. In fact, as explained in the research document:

"Overall, the evaluation in the three schools is still procedural and tends to be bureaucratic. Instead of functioning as a tool for reflection, evaluation is more focused on fulfilling formal obligations, whereas ideally evaluation is a strategic instrument to encourage continuous improvement of learning quality."

Thus, a paradigm shift is needed from administrative evaluation to reflective and formative evaluation, where teachers and principals utilize the results of the evaluation to improve learning strategies and professional competence on an ongoing basis.

D. Cross-Stage Synthesis of Learning Management

Based on the results of research conducted in three elementary schools in the archipelago, namely SDN 2 Salang, SDN 7 Salang, and SDN 8 Salang. It was found that the implementation of learning management did not form a complete reflective cycle. The three main stages, namely planning, implementation, and evaluation, run separately and are still oriented toward the administrative aspect. However, at the same time, reflective awareness from both teachers and principals began to emerge, which has the potential to be the basis for transformation towards reflective learning management.

In the planning stage, the principal and teachers collectively prepare learning tools. The principal facilitates the preparation of the Learning Implementation Plan (RPP) through work meetings and supervision, but most teachers admit that the process is

interpreted as an administrative obligation. Nevertheless, the meeting forum became the forerunner of reflective practice because it opened a discussion space about teaching strategies that are in accordance with students' conditions.

The learning implementation stage shows that teachers are committed to innovating in teaching, but this is still limited by their pedagogic abilities and the availability of facilities. Teachers try to apply discussion and question-and-answer methods, but classroom practice is still dominated by conventional approaches. School principals play a role in providing direction and motivation but have not consistently nurtured teachers through formative reflective supervision. Thus, the implementation of learning in the archipelago is still in the transition stage from traditional to active and reflective learning patterns.

Meanwhile, the learning evaluation stage is carried out regularly through daily exams, written tests, and supervision by the principal. However, the focus of the evaluation is still limited to the assessment of cognitive learning outcomes and the completeness of administrative teacher documents. Teachers have not used the results of the evaluation as material for reflection to improve the next learning process. Nevertheless, evaluation activities carried out periodically have formed an initial mechanism for creating a culture of reflection in the school environment, especially through learning outcome evaluation meetings and internal supervision.

The synthesis of the three stages shows that the transformation of learning management from administrative to reflective is still in the early stages but has a positive development direction. The results of the study confirm that when teachers and principals are involved collaboratively, the learning process begins to move from merely fulfilling documents to activities oriented towards improving the quality and relevance of student learning.

Discussion

This study reveals that the transformation of learning management in elementary schools in the archipelago is still in the early stages of a paradigm shift from an administrative approach to reflective learning. The three main components of learning management, namely planning, implementation, and evaluation, have been carried out routinely in accordance with curriculum guidelines, but have not fully functioned as a continuous, reflective cycle. Teachers and principals have shown a commitment to the implementation of learning, but these activities are still dominated by compliance with administrative demands compared to teacher professional development. This reinforces the findings of previous research (Sewang, 2015) (Yunelda et al., 2025), which showed that most primary schools in Indonesia still focus on procedural aspects rather than on the process of reflection on learning effectiveness.

The shift towards reflective learning found in this study reflects an important paradigm shift in educational practices in the archipelago. This shift is in line with the concept of reflective practitioners put forward by Schön (Emslie and Watts, 2023), where reflection is the foundation for pedagogical decision-making and teacher professional development. In the context of this study, teachers began to show reflective awareness, especially when they adapted the learning method to the student's condition and the limitations of the available means. Although the reflection is still spontaneous and unstructured, it marks the emergence of the embryo of a culture of reflection that can develop into sustainable professional practice. As explained by Sellars (2012), reflection

does not only function as an evaluative activity, but also as a cognitive and affective process that shapes teachers' awareness of their own practices. Therefore, the existence of work meetings, supervision, and discussion forums between teachers found in this study can be the starting point for the formation of a learning organization, as initiated by Sergiovanni (1991), namely, a school that learns from itself through collective reflection.

The principal's leadership plays a crucial role in directing and sustaining such reflective transformation. The results of the study showed that school principals in the three research locations played an active role in facilitating the preparation of lesson plans, monitoring the implementation of learning, and conducting periodic supervision. However, this role is still dominant in the administrative aspect and has not fully led to the development of teachers as reflective practitioners. As stated by Meyer et al. (2023), school principals who play the role of instructional leaders can encourage the formation of a culture of reflection through dialogical supervision and professional collaboration. In the context of the archipelago, where access to training and resources is limited, the principal has a strategic function as a facilitator of reflection that helps teachers understand learning challenges and find context-based solutions to them. When the principal adopts the role of a reflective leader, the supervisory process can change from mere administrative control to a reciprocal learning process that enhances teachers' professional awareness.

Despite the commitment of principals and tertiary teachers, various structural limitations remain the main obstacles to the implementation of reflective learning. Geographical challenges, limited learning facilities, and lack of pedagogic training limit teachers' creativity in designing and implementing innovative learning. This condition is in line with the findings of Aulia et al. (2025), who affirmed that limited infrastructure and professional support are the main obstacles to the transformation of education in 3T (frontier, outermost, disadvantaged) areas. However, this study also found that these limitations are not entirely barriers, but rather give rise to local initiatives that lead to contextual reflections. Teachers strive to use simple media and peer discussions to evaluate their teaching practices. This phenomenon reinforces the view of Voulvoulis et al. (2022) that educational innovation is often born from a limited context when educational actors can reflect on problems and respond to them creatively.

Reflection, which is starting to grow among teachers and school principals, has great potential to improve the quality of learning. The reflection process allows teachers to identify students' difficulties, evaluate the effectiveness of learning methods, and design new, more contextual strategies (Prieto et al., 2020). This is in line with the results of research by Rahim (2023) and Zhang (2022), which showed that reflective practice contributes significantly to improving students' critical thinking skills and active participation in the learning process. However, the results of this study also confirm that reflection in elementary schools in the archipelago is still individual and has not yet become an integrated reflective learning system. The weak follow-up of supervision and the procedural nature of evaluation found in this study are not merely technical shortcomings but indicate a deeper leadership issue. Referring to Sergiovanni's (1991) distinction between instructional leadership and administrative control, this condition shows that most principals still operate under an administrative paradigm focusing on compliance, documentation, and bureaucratic accountability rather than fostering pedagogical growth. In Sergiovanni's framework, instructional leadership is

characterized by moral authority, professional dialogue, and shared meaning-making that guide teachers toward reflective improvement. The absence of such leadership practices results in supervision being treated as inspection, not reflection, and evaluation as reporting, not learning. In the context of the archipelago, where constraints already limit professional development, this administrative emphasis further suppresses the potential for reflection to become a systemic culture. Therefore, strengthening instructional leadership becomes essential for transforming bureaucratic evaluation into a reflective process that empowers teachers and sustains school-based learning innovation. Learning evaluation is still oriented towards cognitive outcomes and document completeness, not on improving the learning process. Therefore, to ensure that reflection is a sustainable quality improvement strategy, it is necessary to design a formative evaluation system that emphasizes peer feedback, reflective supervision, and lesson study-based learning (De Brún et al., 2022). This system allows reflection to occur cyclically from planning, implementation, and evaluation to produce continuous improvement in learning practices.

Theoretically, the results of this study expand the understanding of the learning management transformation model by integrating three main frameworks: the experiential learning model of Kolb Bergsteiner et al. (2010), which emphasizes the importance of reflection in the learning experience; the concept of reflective practitioner Schön (Emslie and Watts, 2023), which places reflection at the core of pedagogical decisions; and the reflective leadership model of Meyer et al. (2023), which emphasizes the importance of collaboration between principals and teachers in developing reflective learning. The integration of these three perspectives results in a conceptual model that places reflection as the main axis of the learning management cycle.

This study shows that the formation of a reflective culture in elementary schools can be realized through three main strategies. First, strengthening the capacity of teachers and principals through reflective training and lesson studies that emphasize observation and post-learning discussions. Second, implementing a dialogue-based academic supervision system that allows principals and teachers to engage in a process of reflection. Third, integrating the results of the learning evaluation into the next planning so that the learning management cycle functions as a continuous feedback system is important. Thus, the transformation of reflective learning management is not only a technical change in the preparation of lesson plans or teaching methods, but a paradigm shift towards a professional learning culture that is collaborative and adaptive to the local context of the school.

Overall, this discussion confirms that the shift from administrative to reflective learning management is a gradual process that requires systemic support, transformative leadership, and a reflective culture in the school environment to be successful. The reflective awareness that is starting to grow in the archipelago is a positive signal for improving the quality of context-based education in the region. When reflection becomes part of the daily professional life of teachers and principals, schools are not only a place to teach but also a shared learning space for the continuous improvement of the quality of education.

CONCLUSION

Fundamental Finding: This study found that the transformation of learning management in primary schools in the archipelago is still in its early stages, where the practice of

planning, implementation, and evaluation of learning tends to be administrative in nature but is beginning to show signs of reflective awareness among teachers and principals. Collaboration in the preparation of lesson plans, the implementation of learning that tries to be varied even though limited by facilities, and the supervision of school principals that are starting to lead to professional mentoring show the potential for a paradigm shift towards more contextual and quality-oriented reflective learning management. **Implications:** These findings confirm the importance of building a culture of reflection and instructional leadership in elementary schools, particularly in resource-constrained island areas. Reflection needs to be institutionalized as part of a continuous learning management cycle through reflective training, lesson study, and dialogue-based supervision so that teachers can transform their teaching experience into a means of professional development. **Limitation:** This study was limited to three elementary schools in the Salang District; therefore, the results cannot be generalized to all contexts of the Indonesian archipelago. In addition, this study focuses on qualitative data from interviews and observations without measuring the quantitative impact on student learning outcomes; therefore, the scope of the analysis is still descriptive. **Future Research:** Follow-up research is recommended to develop a geographic context-based reflective learning management model using a mixed methods approach to measure its effectiveness in improving teacher competence and student learning outcomes. In addition, comparative studies between regions can be conducted to map variations in reflective practices and design policies to strengthen the capacity of teachers and principals in the context of archipelagic education.

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