

Teacher's Strategy In Improving Student Learning Outcomes

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ABSTRAK

Learning, as a word and action, is something that humans often say and do in their daily lives. Teachers play a very fundamental role in the learning process. Although visually they only tend to be seen as "people who teach", the teacher has a role that is more than just the Transfer of Knowledge. As an educator, teachers are required to master various techniques, approaches and learning methods. The problem that is the focus of this research is how the learning strategy is implemented by the teacher in improving learning outcomes and how effective the implementation of learning strategies by the teacher is in improving learning outcomes. The results obtained are that the teacher uses several learning strategies as an effort to optimize the learning process including: Affective Learning Strategies, Inquiry Learning Strategies and Contextual Learning Strategies. While the effectiveness of the implementation of the learning strategy comes with different results, namely: Affective learning strategies are less effective in improving learning outcomes, inquiry learning strategies are considered effective in improving student learning outcomes, provided that a teacher must play an active role as a facilitator. And contextual learning strategies that are considered effective in improving learning outcomes.

1. Introduction

Learning, as a word and action, is something that humans often say and do in their daily lives. Consciously or not, humans from birth have been presented with an invitation to "learn" by fathers, mothers and the people around them which then make the "learning-teaching" process fundamentally inseparable from human life itself. This has even been mentioned for a long time by Allah in the Qur'an, to be precise in Surah An-Nahl verse 78:



Translation: and Allah took you out of your mother's belly in a state of not knowing anything, and He gave you hearing, sight and heart, so that you would be grateful (RI Department of Religion, 2020).

A similar argument is also mentioned in surah Al-Baqarah verse 31:

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Translation: and He taught Adam all the Names (objects), then revealed them to the Angels and then said: "Tell Me the names of those things, if you are truly true people!" (Ministry of Religion of the Republic of Indonesia, 2020).

Western theory also argues about the urgency of humans and learning, it is stated that humans are Homo Educandum which means humans are creatures that can receive education and learning which are commonly called Animal Educable (Qurtubi, 2020). So that humans are creatures that can be educated and can receive education and learning. Or called learning creatures.

2. Literature Review

2.1 Learning Strategy

1. Definition and Components of Learning Strategy

Starting with the understanding of learning strategies, it is first necessary to understand the concept of learning and learning activities. Learning tends to be defined differently with different limitations, as defined by Klein: "In definition, learning is defined as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies "(Klein, 1996) Klein's definition above can simply be interpreted that by definition, learning can be defined as an experiment that produces a relatively permanent change in behavior that cannot be explained by a momentary statement.

W.H Buston defines learning as a change in behavior which is an instrumental element in learning, these changes take place in line with the interactions he does with the surrounding environment, which makes Buston view learning as requiring an environment as a learning vessel and a stimulus to achieve change as change is the most important element in learning (Suardi , 2018).

Daryanto put forward the limits of learning as a process and effort carried out by individuals with which the individual aims to obtain new changes in behavior as a result of experience and learning stemming from interactions with the environment in the form of nature, humans, and other environmental dimensions (Setiawan, 2017).

Learning, if viewed from the definition attached above and the general definition of learning, there will be found a similarity that can be drawn as a common thread in the various definitions of learning that come, namely: learning can be grouped into two points, namely first: effort, process, activity, and the like which act as "cause" and secondly: changes, changes in behavior, affective changes and so on which act as "effect" rather than causes.

Learning in terms of its etymology is a translation of the word "instruction" which in Greek is called instructus or "intruere", that is, conveying thoughts. If defined further, then the meaning of learning can be "delivering". As for the things conveyed in the form of thoughts, ideas that have been processed meaningfully by individuals through learning (Warsita, 2008). Learning is also referred to as an activity consisting of learning activities (students) and teaching (teachers), more simply, is a combination of learning and teaching activities. So learning is a simplification of learning activities and teaching activities (Setiawan 2017).

The above understanding can be simplified into: learning is an effort made by students to obtain changes in the form of affective, cognitive and psychomotor changes through teacher assistance in the form of "effort" by the teacher as an intention figure "conveying" then teaching, and also training students to achieve " change" meant in learning. Fundamentally,

you can see the criteria for learning, namely: learning is a process of change, changes in learning outcomes cover all aspects of life, and learning occurs because of a purpose (Setiawan 2017).

The following are the principles that form the basis of the notion of learning, we will describe them as follows:

- a. Learning as an effort to obtain behavior change. This principle implies that the main feature of the learning process is a change in behavior in students (although not all changes in student behavior are learning outcomes).
- b. Learning outcomes are characterized by changes in overall behavior. This principle implies that behavior change as a result of learning includes all aspects of behavior and not just one or two aspects. These changes include cognitive, affective, and psychomotor aspects;
- c. Learning is a process. This principle implies that learning is a continuous activity, in that activity there are systematic and directed activity stages;
- d. The learning process occurs because there is something that encourages and there is a goal to be achieved. This principle implies that learning activities occur because there are needs to be satisfied and there are goals to be achieved;
- e. Learning is a form of experience. Experience is basically life through real situations with specific goals, learning is a form of individual interaction with their environment so that they provide a lot of experience from real situations (Warsita, 2008).

The introduction above regarding learning and learning will then be followed by the presentation of learning strategies, namely a plan, design, and plans prepared by the teacher taking into account conditions, situations, subject matter, which will later be implemented in teaching and learning activities by combining several methods, approaches, tactics and learning media to achieve learning objectives.

Miarso mentions that learning strategy is a comprehensive approach to learning in a learning system, in the form of general guidelines and a framework of activities to achieve general learning objectives, which are described from a philosophical perspective and or certain learning theories (Miarso, 2004).

By Seels and Richey, mentioning learning strategies as details of the selection sequence of events and activities in learning which consist of methods, techniques and procedures that enable students to achieve goals. The learning strategy is also a set of activities carried out by the teacher to achieve certain goals (Seels, 1994). Dick and Charey in planning learning strategies, mention five stages that must be passed, namely selecting media according to objectives, sorting and grouping goals, planning pre-learning, tests, and follow-up activities, planning the presentation of information and student participation in each part of the lesson , as well as determining activities for lessons and estimating the time needed for each lesson (Dick, 1996).

As a plan and implications, the learning strategy has a pattern in the form of components that are related to one another and then complement each other, by Dick and Charey these components are divided into 5 components, namely: learning activities in the form of introduction, information delivery, student/student participation, tests and follow-up activities (Dick, 1996). Furthermore, these components will be detailed as follows (Nasution, 2018):

- a. Learning activities (Introduction): introduce Learning Objectives and Appreciation.
- b. Submission of information: The order of delivery (in the form of the lesson material delivered) and the Scope of the Material (Whether the material will be delivered in the form of small parts, or will the material be delivered as a whole first and then in parts).
- c. Student Participation: Exercise and Practice (after the educator explains the subject matter theoretically) and Feedback (after it is alleged that there has been a change in students after learning)
- d. Test/assessment: in the form of written or oral questions carried out in the form of pretest and posttest.
- e. Follow Up or follow-up activities: is the final stage where the existence of this component is a follow-up to tests and assessments, for these results the deficiencies can be further optimized. Activities that can be used as follow-up include: Giving assignments or exercises to be done at home, Re-explaining subject matter that is considered difficult by students, Reading certain subject matter, Providing motivation and tutoring (Winatapura, 2001).

The components of learning strategies in a different perspective are presented by Suparman: 1) The sequence of learning activities, namely the sequence of teacher activities in conveying the lesson content to students, 2) The learning method, namely the way educators organize subject matter and students so that the learning process occurs effectively and efficient,

3) Learning media, namely instructional equipment and materials used by educators and students in learning activities, 4) Time used by educators and students in completing each step in learning activities (Suparman, 2005).

2.2 Learning Outcomes

Learning outcomes consist of two syllables, namely "results" and "learning". The word result means what is obtained as a result of carrying out an activity that raises a functional change in input (Purwanto, 2013). While the word learning is all

activities both mental and individual psychology so that there are changes in different behavior patterns between after and before learning (Wahab, 2015).

Nana Sudjana explained the meaning of learning outcomes as an ability possessed by each student after receiving a learning experience. The change in behavior referred to here is in the form of new knowledge, skills, attitudes, information, cognitive strategies and is obtained by students after experiencing a process of interaction with the environment in an atmosphere or learning condition (Sudjana, 2009).

As for the opinion of Dymiati and Mujiono which states learning outcomes as the level of success that students get after undergoing the teaching and learning process. These levels can be seen from the rating scale in the form of letters, numbers and even symbols. Learning outcomes appear as changes in behavior in students that can be observed and measured in the form of changes in knowledge, attitudes and skills. This change can be interpreted as an improvement and development that is better than before, for example from not knowing to knowing, being impolite to being polite and so on (Ismail, 2014).

Doing cooperative learning will certainly use the theory of constructivism where the theory emphasizes imparting knowledge to students bit by bit and the results of this process will be expanded through a limited context. In the view of constructivist learning theory, knowledge cannot be given easily by teachers to their students, but an active attitude is needed to build this knowledge based on their cognitive maturity (Ayuwanti, 2016). As has been said before that learning means building students' knowledge little by little, and students really need to have mental and physical readiness and an active attitude in accepting the material provided by the teacher.

Learning is a process of activities carried out and its implementation has fundamental elements at every level of education and its types. This means that success or failure in achieving goals depends on different processes for each student. Incomplete or erroneous understanding of the learning system that will be applied in class and anything related to it will likely result in lower quality student learning outcomes (Shah, 2013). Understanding this definition can be used as the basis that students who pursue learning as well as possible are the results of learning actions. In this situation, schools and teachers have a very important and needed role in supporting a learning process because quality learning can be measured by how far the success or progress of education in the school is through the learning process.

Generally, measuring learning outcomes serves to show one's learning level in terms of mastery of the material provided. Learning outcomes consist of two syllables, namely "results" and "learning". certain. Learning outcomes are proof of the success of students where the activities carried out give rise to unique innovations. The success of teaching and learning is active attitude, skill, motivation and achievement of students in learning (Winkel, 2011).

The explanation above shows that the result of an active, skilled attitude, learning motivation that arises from a series of activities and learning experiences so that student achievement arises in their learning.

Learning outcomes are obtained from a number of tests given to students in a predetermined time, then the results of their work will be shown through scores in the form of numbers or letters. This activity is also said to be an evaluation of learning which is the final result after going through the teaching and learning process within a certain period of time. The results

show in behavior that undergoes real change and can be observed, analyzed and measured. Learning activities will certainly produce an achievement from the effort carried out. In general, to see an overview of the value of each student, you can go through documents or commonly referred to as report cards which have been made in such a way as to be easy to understand. in the process students will get a learning experience and this is also a learning outcome (Fitrianiingtyas, 2017).

3. Conclusion

Learning strategies as details of the selection sequence of events and activities in learning which consist of methods, techniques and procedures that enable students to achieve goals. The learning strategy is also a set of activities carried out by the teacher to achieve certain goals.

Learning outcomes are understood as a series of processes of teaching and learning activities with the achievement of goals and processes from the success of the student's learning level, and a value obtained from both written and oral evaluations, the planning steps for assessing the process as well as learning and learning outcomes including plans for assessing student learning outcomes educate.

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