

## Teacher's Strategy in Improving Student Learning Using Correlation and Integration Teaching Principles at Mts Nahdlatul Khairaat Labuan Kabupaten Donggala

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### ABSTRACT

This study discusses teacher strategies in improving student learning using the principles of correlation and integration at MTs Nahdlatul Khairaat Labuan, Kabupaten Donggala. This study uses qualitative methods, data collection techniques are carried out by means of observation, interviews or interviews and documentation. The data analysis technique used is data reduction, data presentation, and data verification.

The research results show that. The teacher's strategy for improving student learning by using the principles of correlation and integration at MTs Nahdlatul Khairaat is to try to create an atmosphere conducive to teaching and learning activities that is not rigid and self-taught. The teacher also tries to integrate and correlate any existing learning with daily life and integrate religious values into each lesson, as well as provide appropriate learning media so that learning objectives can be achieved and produce quality output. As for the inhibiting factors of teachers in increasing student learning by using the principles of correlation and integration, namely the factor of inadequate facilities in the teaching and learning process, psychological factors such as lack of attention, lack of students' absorption of learning. While external factors influence students, namely family and environmental factors. With the teacher's strategy using the principles of correlation and integration, it is hoped that it will make it easier for teachers and students to carry out learning, so that the teaching and learning process can run effectively.

### 1. Introduction

Through the process of education, a nation seeks to achieve progress in various fields of life, both in the economic, social, political, scientific, technological and other fields of cultural life. It is also through the educational process that a nation tries to achieve certain planned goals.

Thus education is an absolute thing that must be fulfilled in an effort to improve the standard of living of the Indonesian nation. Education is one of the efforts to acquire and increase knowledge, understanding, skills, attitudes and behavior skills

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through learning and experience that are needed by humans to improve and maintain life and life to achieve their goals in life.

Responding to the description above, what is seen as having an important role is formal educational institutions, namely schools, without denying the variety of social institutions, for example the family and society. Schools are institutions with well-organized organizations that make it possible to increase knowledge and the easiest way to nurture the younger generation at school is the teacher.

The strategy and role of the teacher in schools is determined by his position as an adult, educator, teacher, and even if it is deemed necessary to be a friend in overcoming student learning difficulties. That a teacher should have the attitude of raising the students he faces.

There are three elements that also determine the effectiveness of learning, namely hearing, sight and heart. Hearing and sight are determining factors for the effectiveness of learning, because with hearing (audio) students can receive or listen to the subject matter taught by the teacher in class, as well as with vision (visual) students can directly observe the learning media provided by the teacher in learning process. Therefore, by properly functioning the two senses (audio visual), the learning process will run smoothly and effectively. This cannot be achieved without the participation of the teacher, because the teacher is a role model or example for his students.

A prominent psychologist Zakiyah Daradjat stated that, "It is personality that determines whether he becomes a good educator and coach for children or will become a destroyer or destroyer in the future of students, especially for students who are still small (elementary school level) and those who are now experiencing mental disturbance (intermediate level). (Zakiyah;1980:16)

The description above shows that the teacher's personality or attitude is a determining factor for the success of carrying out tasks as an educator and the target is students as learners.

In essence, teachers and students are united so that teachers are required to have a high social spirit in order to establish a harmonious relationship between teachers and students. In the process of teaching and learning to achieve the desired goals, of course there are several factors that influence the achievement of these goals. One of these factors is the teacher's strategy in improving learning.

The principles of teaching correlation and integration are facilities and infrastructure to support the implementation of learning activities and educational support activities, of course, really need attention. This principle cannot be simply ignored in the educational process, especially in the learning process. This is because without the principles of learning, the implementation of education will not run well, including the learning process throughout the school. (Muhtar;2003:36)

This is closely related to the learning process material, which is a set of scientific material, including facts, concepts, principle, generalization of a science that originates from the curriculum and can guarantee the achievement of learning objectives. Learning can be realized if it is colored by the methods, techniques used by the teacher in carrying out his interactions with students so that the lesson material can be absorbed by students, so that students can know the lesson he is giving.

Through the educational process as a transformation of knowledge, however in its form, it must be accompanied by various tools that can help carry out the educational process. In short, the principle of educational learning has a strategic role, because it can be said that it is a bridge that can connect educators and students towards the achievement of educational goals as expected.

## **2. Literature Review**

### **2.1 Definiton of Strategy**

According to Syaiful, strategy is a way or a method, while in general strategy has the meaning of an outline of a course to act in an effort to achieve predetermined goals. (Syaiful; 2002: 5). Strategy is almost the same as the word tactic. Tactics are an arrangement of potentials and resources in order to efficiently obtain the results of a design. Strategy is the optimal use of situations and conditions to reach the target. In military strategy is used to win a war, while tactics are used to win a battle. (Noeng Muhajir ;2000:138-139)

If applied in an educational context, these four basic strategies can be translated into: a. Identify and establish specifications and qualifications for changes in the behavior and personality of students as expected. b. Choosing a teaching and learning approach system based on the aspirations and views of people's lives. c. Select and determine the procedures, methods and teaching and learning techniques that are considered the most appropriate and effective, so that they can be used as a guide by the teacher in carrying out his teaching activities. d. Establish norms and minimum limits of success or criteria and standards of success, so that they can be used as guidelines by teachers in evaluating the results of teaching and learning activities which evaluate the results of teaching and learning activities which will then be used as feedback for improving the instructional system concerned as a whole. (Syaiful; 2002: 5). In the implementation of learning students are expected to understand and understand about learning strategies. The definition of learning strategy can be studied from its two word forms, namely strategy and learning. The word strategy means the art of using resources to achieve certain goals. (Made Wena ; 2010 :2)

## **2.2 Definition of Learning**

Learning is a process of behavior due to the interaction between individuals and the environment. Someone is declared to carry out learning activities after he gets results, namely changes in behavior. Learning is a process in which organisms change their behavior due to experience. (Degeng; 1989:57) So the changes in behavior that occur are the result of conscious efforts. In general, learning is a process of interaction between oneself and the environment which may take the form of facts, concepts or even theories. The essence of learning is a learning process in which the teacher functions as a transformer and students as mediators by using certain media and visual aids to clarify the understanding of a concept.

Various theories about the principles of learning that have been put forward by experts have similarities and differences. From these principles there are several relatively generally accepted principles that can be used as a basis in the learning process, both educators and students in an effort to improve the implementation of learning. The principles in question are: attention and motivation, activeness, direct involvement, repetition, challenges and individual differences. More details are described as follows: 1. Attention and motivation Attention has an important role in learning activities, without attention, the lessons received from educators are in vain. Even in the study of learning theory it is revealed that without attention it is impossible to learn. 2. Learning Activeness is a complex act and behavior of learners. The complexity of learning can be seen from two subjects, namely from students and educators. In terms of students, learning is experienced as a process, they experience mental processes in dealing with teaching materials. From the point of view of educators the learning process appears as learning behavior about something. The tendency of psychology today assumes that children are active beings. Children have the urge to do something, have their own will and aspirations. 3. Direct/Experienced Involvement, Within the learner there are many possibilities and potentials that will develop. The potential that students have develops towards good and optimal goals, if they are directed and have the opportunity to experience it for themselves. Edgar Dale in Oemar Hamalik suggests that "the best learning is learning through direct experience. Dale held a classification of experience according to the most concrete to the most abstract level which is known as the cone of experience. 4. Repetition Repetition in relation to learning is an action or deed in the form of repeated exercises carried out by students which aims to further strengthen their learning outcomes. Consolidation is defined as an improvement effort and as an expansion effort carried out through repetition. 5. Individual Differences Basically each individual is a unit, which is different from one another. Nothing is the same both from a physical and psychological aspect. Dimiyati and Mudiyono argue that "students are unique individuals, meaning that no two students are exactly the same, each student is different from one another. The difference is also found in psychological characteristics, personality and traits. (Ahmad Zayadi dan Abdul Majid ;2015 :74)

## **2.3 Implications of Learning Principles for Teachers and Students**

1. Attention and Motivation Educators are required to be able to pay attention to all stimuli that lead to the achievement of learning goals. There is a demand to always pay attention, this causes students to arouse their attention to the messages they are learning, as well as motivation. The implication of the principle of concern for educators is that the planning and implementation of learning will manifest in behavior using varied methods, relevant media, simple language and guiding questions. Meanwhile, motivation can be seen in the mastery of teaching materials, class mastery, and the ability to create

pleasant environmental conditions. Meanwhile, the implication of the principle of student motivation is to realize that the motivation to learn in him must be raised and developed continuously.

2. Activeness Students as subjects as well as objects in learning activities, are required to actively process and process their learning gains. To be able to process and process their learning gain, students must be physically, intellectually and emotionally active. The implication of the principle of activeness for students can be in the form of behaviors such as finding the required information sources, making clippings, writing papers and so on. Meanwhile, to activate students in learning, educators can carry out the following behaviors, use multimedia and active learning methods, give individual and group assignments, assign resumes to teaching materials or reading results and so on.

3. Direct/Experienced Involvement As students in participating in learning must be directly involved. The implication of this principle requires students to do the tasks given at school. With their direct involvement they can gain a lot of experience. Forms of behavior which are implications for the principle of direct involvement of students, for example looking for makiyah and madaniyah verses, making reports on survey results and so on. The implications of the principle of direct involvement for educators are designing individual and small group learning activities, using media that students can directly use, giving assignments to practice exemplary psychomotor movements, involving students seeking information from sources.

4. Repetition Repetition in learning activities needs to be done, as stated by Davies that, full mastery of each step allows learning as a whole to be more meaningful. The implication of the principle of repetition for students is their awareness to be willing to do the exercises repeatedly to solve problems, with this awareness it is hoped that students will not feel bored in doing repetition.

5. Challenges Challenges in learning activities can be encountered by students, if educators give them responsibility and design them in the form of selected learning activities such as teaching materials, selected learning tools. Educator behavior as an implication of the challenge principle includes designing and processing experimental activities, giving assignments to solve problems that require information from others. The principle of challenge in learning is in accordance with Davies' opinion in Dimyati. If students are given the responsibility to learn on their own, then they are more motivated to learn. Students will learn and remember well. 6. Individual Differences It is known that each student has different characteristics from one another. Therefore, each of them learns according to their own tempo (speed) and for each age group there are variations in learning speed, with the awareness that there are differences between them will help in determining how to learn for themselves. The implications of the principle of individual differences for educators are manifested in behavior, including choosing learning methods by taking into account the characteristics and individual differences between them. Designing the use of media by paying attention to the learning types of each student. If this becomes the attention of educators, then the learning objectives can be realized properly.

### **3. Methodology**

This research is a field research (field research), namely research conducted intensively, exploratively, in detail and in depth on a particular object by studying it as a case combined with library research (library research). (Nasution; 2002: 107). The object referred to in this study is the entire series related to the teacher's strategy in improving student learning by using the teaching principles of correlation and integration at MTs Nahdatul Khairaat Labuan Kab. Donggala.

According to Mc. Fracken cited by Julia Branen in qualitative research researchers must use themselves as instruments, follow cultural assumptions as well as follow the data. Thus the opinion of qualitative research in this thesis does not use numbers in data collection, analysis and results. Qualitative research places more emphasis on the actual state of the related object in the research context. The qualitative research referred to in this research is to describe or explain and interpret the meaning of data about teacher strategies in improving student learning by using the principles of teaching correlation and integration at MTs Nahdatul Khairaat Labuan Kab. Donggala.

The type of data used by researchers in this study is the type of data that is primary and data that is secondary. Primary data is the type of data obtained through direct observation, interviews through selected sources or informants according to the research objectives. From this primary data, the data sources are madrasah heads, administrative staff, administration and students. While secondary data, namely data collection through documentation and records relating to the object of research. The source is form and management data in improving facilities and infrastructure at MTs Nahdlatul Khairaat Labuan Kab. Donggala. Data collection techniques that will be used in this study include observation techniques, in-depth interviews, and documentation.

#### **4. Results and Discussion**

Discussing the implementation of the teacher's strategy in improving student learning by using the principles of correlation and interaction teaching, it will not be separated from the discussion about teachers and students. So that teaching and learning interactions occur between teachers and students, but this does not just happen without careful regulations and planning. The process of teaching and learning is an interaction between teachers and students. This means that the success of the teaching and learning process is determined by these two elements. If the teacher has a strong desire or makes the teaching and learning process successful, but is not supported by the child's willingness to learn, then the process will not work well, and vice versa.

In order to create a hormonal relationship and good interaction between students and teachers, one thing that is very urgent to be understood and mastered by teachers is mastery of teaching methods. Teachers who are clever and use good methods will achieve the desired results if they are able to apply them correctly. One of the teachers of the Madrasah Tsanawiyah Nahdlatul Khairaat Labuan, Labuan District, stated that: The function of the principle method of teaching correlation and integration is basically to make it easier to convey subjects. If you teach without determining the right method, students will generally not be interested. For example, for biology subjects, many students feel passionate and quickly understand if it is directly conveyed with a connection with God's creation, when compared to using explanations through the lecture method, it means that the method applied is adapted to conditions. (Harianto; 2020). The teacher's expression shows a side of the virtue of adapting teaching methods to learning materials. Keep in mind that basically every method is good, but if it is not used properly in sync with the conditions, then the results will be less effective. Herein lies the importance of the teacher's strategy in enhancing student learning by using the teaching principles of correlation and integration.

The implementation of the teaching and learning process will take place well if the related elements that are given influence on the implementation of the teaching and learning process are intertwined with educative social interactions. The elements that the author refers to are society and family as internal factors, teachers and facilities as external factors.

#### **5. Conclusion**

The teacher's strategy in improving student learning by using the principles of correlation and integration at MTS Nahdlatul Khairaat is to try to create an atmosphere conducive to teaching and learning activities that is not rigid and self-taught. The teacher also tries to integrate and correlate any existing learning with daily life and integrate religious values into each lesson, as well as provide appropriate learning media so that learning objectives can be achieved and produce quality output.

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