

Student Culture in Favorite Schools

Sahat T. Simorangkir*, Neti Karnati, Thamrin
Abdullah

Department of Education Management
Universitas Negeri Jakarta
Jakarta, Indonesia

*sahatts@yahoo.co.id, neti.karnati@unj.ac.id,
thamrin.abdullah@yahoo.co.id

Muhamad Suhardi

Department of Education Administration
IKIP Mataram

Mataram, Indonesia
ardhysmart7@gmail.com

Abstract—The phenomenon of favorite schools begins with the advancement of people's minds about the importance of education which causes the community to be more selective in choosing the best schools for their sons and daughters. The purpose of this study was to find out the learning activities and patterns of superior schools that were chosen by the community. The research method used is qualitative by using a case study approach emphasizing the depth of study in the field. The results of this study found some unique or different learning patterns from other schools, namely: 1) the learning system was introduced from the orientation of students, giving students to choose majors according to the interests and talents of students, 3) mentoring by classroom teachers intensively according to student talents, 4) intensifying student extracurricular activities, 5) innovative and fun learning processes.

Keywords—*learning culture; favorite schools*

I. INTRODUCTION

The emergence of the dynamics of superior schools is actually a phenomenon which in the eyes of education is an interesting study. Interesting because the emergence of superior educational institutions is a warning or even as a total correction of the implementation of national education which currently still has not been able to satisfy many groups, especially students who have the spirit of excellence in achieving learning success, and the demands of parents or communities who want an educational role has a contribution that "excellent" schools are schools that have indicators: (1) academic and non-academic achievements above the school average in the region; (2) more complete facilities and infrastructure and services; (3) better learning systems and longer learning times; (4) through strict selection of applicants; (5) get a large amino from the community, as evidenced by the large number of registrants compared to the capacity of the class, and (6) school fees are higher than the surrounding schools.

There are several factors that must be achieved if the school is categorized as a superior school, namely as follows: (1) the leadership of a professional principal; (2) strong and professional teachers; (3) have a clear philosophical goal; (4) an environment conducive to learning; (5) good organizational network; (6) clear curriculum; (7) good learning evaluation; (8) participation of parents of students who are active in school activities

One of the indicators of excellence is a better learning system, longer learning time and one of the superior factors including a conducive environment for learning, are two aspects that can bring up the phenomenon of students' learning culture in superior schools. The spirit of excellence in the administration of education can be found in Mataram, especially Senior High School Mataram, in the last few time periods. Student achievement to the international level is one of the indicators of a superior learning culture for every student in Mataram Senior high School, the creation of a learning culture in each learning process begins in the classroom and occurs in each of their individuals created a quality culture, creating quality or excellence in the educational institutional environment is a chain of birth of learning culture, because: "... there will be an adaptation strategy in the form of learning knowledge models that include a series of rules, instructions, recipes, plans, strategies owned and used to adjust to the educational environment that has advantages [1].

II. RESEARCH METHODS

Research on student learning culture in Superior Schools in Senior High School uses a qualitative design with an ethnographic approach, that through this approach Spardley was quoted by Bruce L Breg that: "... is the work of describing a culture...the essential core of this activity to understand another way of life" [2]. The statement gives direction about this research trying to describe culture, especially student learning habits, so that they can understand the pattern of learning to be superior people in carrying out daily learning activities both when in a school environment or outside of school or when they study at home.

The location of this research was conducted at Senio High School Mataram. Exploring information about student learning culture on the aspects of excellence in Mataram State High School I was students, and was developed to several Principal informants, Deputy Head of Student Affairs and Deputy Head of Curriculum Section and Deputy Head of Fields. Public Relations as well as Counseling Guidance staff. The selection of informants is done snowballing.

III. RESULTS AND DISCUSSION

A. *How to Plan Learning Activities that are Able to Foster a Learning Culture towards Excellence in Mataram Senior High School*

Students' patterns or learning habits have been disciplined from the beginning to become students until they graduate from Mataram Senior High School. It starts from the coaching process when new students MOS (Orientation study), utilizing independent learning resources, giving independent assignments by teachers to students through Student Worksheets, and utilizing information technology sophistication such as laptop and internet use. Thus it seems clear that student learning independence has been well implanted. Likewise, student learning independence is supported by an increase in teacher professionalism through advanced study programs and actively participates in English language courses to balance students' abilities.

Some of the above explanations show that learning carried out by each student, at any level and type of education will become a culture and become a self-image of a child who likes to learn and is strong in developing his learning much influenced by various factors that encourage the learning culture. The factors arise from internal (psychological) children or school environment factors (external) that encourage the process of learning culture.

1) *Student internal factors*: This aspect of internal factors means something that arises from within the individual or from internal encouragement so that they have maximum learning power (prime) in gaining knowledge and learning experience, there are two things internal aspects that affect student learning motivation, namely:

a) *Autosuggestions*: What is meant by the term autosuggestions are learning ideas that are original to thrive and develop and internalize in a person into a new behavior about learning. The meaning of autosuggestions is: "... as a kind of self-defense learning skills ..." [3]. This suggestion can be a positive statement about ideas and concepts that can bring someone can focus and concentrate in learning.

Positive statements about ideas and concepts that can affect one's learning culture such as; learning can deliver success; learning can open a broader horizon of knowledge, a high and strong spirit of learning will have an impact on the success of learning and be able to compete with one's own friends. Positive ideas and self-concepts about learning can also affect a person's confidence in designing learning programs during the learning activities at the level and type of education, such as; if learning is as strong as possible without any interference then in each stage of the evaluation of learning in the school will be passed well without any subjects scattered and not passing the exam.

It is not easy to generate auto suggestion in each student in order to have a high and resilient learning culture, because not all children have the same learning ability, only accustom the child to concrete and logical thinking and deep spiritual question is a factor that can increase self-confidence and have self-suggestion in understanding the importance of learning in

school, so that there is a change in behavior in learning from learning styles as long as graduating and not going up to the learning style to achieve brilliant achievements in accordance with what students want and developed in schools according to the target learning success.

b) *Past learning experiences*: Past learning experiences are also a source of inspiration for changes and developments in the culture of learning for students, because experience is the best teacher who is able to provide corrections to mistakes and failures that have been done before. Past learning experiences about the possibility of unsuccessful learning in many ways that can be revealed so that it can change towards an effective, superior and optimal learning culture in conducting learning activities such as; 1) choose learning time so that it really does not interfere with learning needs, 2) repeat past learning experiences in arousing the concept of learning and emotions learning to be more focused and concentrated, 3) recall positive statements about learning such as; learning is travel, a lot of learning, so much to gain knowledge and experience, learning can maintain mentality and personality, enthusiasm in learning, knowledge and memory is easy for everyone.

Positive statements about learning can give enthusiasm for each individual who is just starting out and will develop a learning culture in every favorite field of science. There are still many factors that can influence internally affect the learning culture of students such as development and the increasing age of a person influences the culture of learning, readiness of learning is something that absolutely can influence the success of learning.

2) *External factors of students*: External factors are elements that accompany the existence of individuals in conducting student learning activities, Nuraini mentions that external elements that influence children's learning culture are: a) caring, b) intelligent teacher, c) sufficient material, and d) time and opportunity adequate [4]. The concern factor referred to here is the views and attitudes of all elements of the learning community in the school environment that have a superior learning quality paradigm so that this will always be seen by students when in the classroom about teaching methods that are truly ready and give attention to given subjects, all assignments given to children are responded to and worked on not just finished working on the task but have the weight and breadth in its completion.

While the second element is an intelligent teacher, the presence of teachers for students is an important element, because without guidance and direction of the teacher there is no possible learning process, because the role and function of the teacher are as designers and implementers of the learning process in the classroom, enrichment processes and activities independent student learning. Intelligent teacher attendance is explained in the laws of teachers and lecturers called professional teachers or educators, meaning as stated by Surya cited Kunandar: "... professional teachers are reflected in the implementation of service assignments characterized by good expertise in material or method, and shown through its responsibility in carrying out all of its services ..." [5].

This is done in order to create superior learning. According to Bafadal, superior learning (the excellence teaching process) can be interpreted as follows: Superior learning is a teaching and learning process developed in order to teach all students based on differences in the level of superiority (individual differences), to make them faithful and devoted to God Almighty, master science and technology independently but still in togetherness can produce the best work in the face of free competition in the world [6].

Meanwhile, Ardhana, superior learning is a teaching and learning process that allows all children to develop themselves to the maximum extent of their abilities [7]. The superior learning can be said to be superior, at least fulfilling 3 (three) requirements, namely, (a) can serve all students (not only for some students), (b) in excellent learning all children have the maximum learning experience, and (c) even though all students get maximum learning experience, the process varies greatly depending on the level of ability and characteristics concerned. According to Mangieri that 8 (eight) conditions allow all educational institutions to achieve excellence, namely: (1) a strict curriculum, (2) competent teachers, (3) the characteristics of effectiveness, (4) testing to prove that students have achieved something, (5) community support and parental involvement, (6) adequate financing (7) strong discipline, (8) linkages to traditional values [8].

The advantages of learning need to be managed well in order to achieve optimal results. To realize this, the excellence of learning is the key to success towards quality learning. In this case there are several things that need to be considered, namely (1) learning excellence can increase success in learning; (2) the success of learning can be realized if it is determined by the quality of its management. The better the quality of learning, the more effective the learning can achieve its goals; and (3) effective learning requires the ability to create, maintain and improve learning, whether done in school or outside of school. To improve learning excellence a learning system development strategy that varies with various innovations, both in the management of classes, learning models, and learning content, for example by: (1) Moving Classroom, (2) CTL (Contextual Teaching and Learning) (3) QTL (Quantum Teaching and Learning) (4) Lifeskills Education, (5) Competency Based Curriculum, (6) The Accelerated Learning [9]. In addition, it can be done by means of humanizing the classroom, active learning, with a foreign language course.

Efforts to improve the quality of education through schools in Indonesia have been started since 1951. Emphasis on quality improvement is done by maintaining an atmosphere of learning so that the teaching-learning process can take place even though teachers and equipment are still simple. As an illustration, the teaching staff prior to the independence period consisted mostly of low school teachers, most of whom did not have teacher education backgrounds. After independence, teacher shortages continued. Some of the contributing factors include (1) many teachers who left their posts to join the army in the struggle to defend independence, and (2) the people's demand for education increased.

In 1970-1994, education development was focused on expanding and equitable education while still paying attention to quality improvement. Quality improvement programs are directed at improving the quality of educational processes and outcomes. The quality of education can be improved if the teaching-learning process takes place effectively, students experience a meaningful learning process, and are supported by adequate infrastructure, human resources and funds. Therefore, systematic intervention is carried out on the input, process, and examination system so that it can guarantee a high quality education system.

Since 1994, improving the quality of education in schools has focused on three main factors, namely (1) the quality and number of educational resources to support the education process in terms of providing the number and quality of teachers, providing student books and library books, and providing equipment and laboratory operations, (2) the quality of the educational process in the meaning of the curriculum and the conditions in which students must learn, and (3) the quality of output from the educational process in terms of the skills and knowledge acquired by students [6].

Conceptually, improving the quality of education is expected to be a long-term impact. Continuous quality improvement (sustainable quality improvement) will be created if the quality is obtained through the efforts of the educational institutions concerned in organizing educational programs and the role of the government as a motivator and facilitator. The priority of improving the quality of education at the primary and secondary education level is at least five basic problems, namely (1) the achievement of a low average NEM, (2) the acquisition of NEM numbers that vary between provinces as indicators of uneven quality, (3) teacher quality which is low with education level indicators and research results, (4) inequalities in teacher distribution between social science and mathematics / science, and the number of teachers between regions with each other, and (5) low internal efficiency with indicators of wasted learning time (pupils year wasted) and the yearly cost as a result of staying in class and dropping out is high.

The real steps taken to solve the five problems above is the equalization of high school teachers equivalent to undergraduate level, in addition to upgrading teachers for primary and secondary education. Other strategies include improving the quality and number of educational facilities, developing superior schools as centers of excellence with the intention of other schools around them aroused to improve the quality of their education, developing curricula oriented to improving teaching-learning methods in order to improve science and technology, and improving the quality and welfare of teachers and other education personnel. According to Roux and Ferreira that the teacher will need to adapt effectively to rapid and pervasive changes in educational policy and the provision of education as determined and educated by authorities, if the education system is to be successful and guarantee that the children learn embodies the principles of social justice, human rights, a healthy environment and inclusivity [10]. It means that teachers need to effectively adjust to rapid and pervasive changes in education policies and educational provisions as determined and directed by education

authorities, if the education system is to meet success and ensure that children's learning contains the principles of social justice, human rights, an environment that is healthy and inclusive.

B. The Strategy Used by Each Individual Achieves Learning Success as an Implementation of The Culture of Learning at Mataram Senior High School

The superior learning strategy carried out by Mataram State Senior High School, namely student learning activities begins with face-to-face activities in class that are directly fostered by each subject teacher. Then the second children are directed and developed in an adaptation study program that is learning activities based on interest and talent of study which begins with filling in the format of interest in the study, then tests are carried out so that based on the results the child is determined namely; a) physics, b) biology, c) mathematics, and d) chemistry. The choice of interest children can learn based on study clubs, which involves all teachers at Mataram Senior High School who have competence in the four fields. The third learning activity is Binjar (Bimbingan Belajar) which is an intensively structured program organized by schools to prepare students in the face of both semester examinations, general examinations and national examinations. In addition, students also learn independently by taking lessons or courses to add deficiencies that are not found in school and at home, from observations during this research activity the children of Mataram Senior High School are scattered in the preferred course institutions, among others; Primagama, NEC, Ganesha, CGN, Mercuri, and several other course institutions. The concentration and seriousness of learning do not grow immediately and become a culture in children, but efforts need to be made to grow and develop the learning culture. Because as well as learning readiness that occurs in each individual, it will occur when the age of development begins and the number of learning exercises that accompany the tasks of the donor. The learning culture that occurs in children is closely related to the willingness to learn as the task of developing each individual and the attention of the surrounding environment to give influence so that the child's learning culture can develop.

Learning activities are divided into three components of Ronald Gross's activities [3], including:

- Before Learning:
 - Proactive reading, exactly what you want from book and article
 - The Value of Technical Techniques, to preview your mind the key questions you want to use in any learning situations
- While Learning:
 - Mind-mapping a technique that encourages the use of your natural mental associations to organize incoming information.
 - Probes the kinds of questions you can formulate actively involved with your information by creatively anticipating where it is leading

- After Learning
 - Memory Empowerment, techniques to store factual data this is your memory more easily
 - Instant Replay, a technique for deep recall and a revision of experience to increase the with you learn from it.

Based on the view above, that learning contains three main stages to achieve success in understanding the text of subject books and direct experiences that can be faced. The activities of these stages include; a) the stages before learning, b) the stages of learning and c) the stages after learning.

The activity before learning begins with collecting the books to be studied according to the talents and interests of students' learning towards subjects and majors in each school, so that the material to be studied can be available well and will gain a broader understanding and simplification and not boring (enjoyment) in learning. Preparing reading books to be studied and read as much as possible before conducting learning activities is a way to be active, and can direct themselves, and be creative in dealing with the problems of subject matter in school.

Readings from books that have been prepared in advance and daily experience of the knowledge gained by each individual, then carried out deepening using the "V" Heuristic technique, that any new and learned knowledge will always be questioned using the starting understanding framework; "Thoughts - actions - new experiences". That what someone needs to do in learning activities is not only enough to read but do interviews / interviews, field research, preliminary preparations, conduct questions and answers, and read back from books that are similar to the discussion.

Next is the core of learning activities, someone or students who do learning activities and become learning habits, they always pay attention to three main aspects as learning patterns, namely; read, listen and discuss. The learning pattern that needs to be done by each individual in understanding the subject matter is to do mind mapping or map the concepts of the subject matter that are read and discussed so that they find an easier and more precise direction in understanding it such as; formulas, propositions or applying them in lab work. The next core learning activity is a probe which is conducting an investigation of the subject matter being studied, usually students when learning in the class of teachers who are teaching using the Inquiry teaching method.

The last learning activities are activities after the core learning process, namely the efforts made by each student to maintain learning outcomes so as not to forget the knowledge and experience gained during learning activities. Some strategies to strengthen memory include; a) choose the main purpose of learning, this is related to the learning goals expected by each student or student when given assignments in each subject, b) enthusiasm and commitment, that is to say an individual enthusiasm and commitment to learning success is an emotional impulse which can strengthen the acquisition of each subject matter, c) apply effective learning patterns, effective choice of learning patterns will affect the power to remember and maintain the knowledge gained in the learning

activities that have been carried out, effective learning patterns such as; 1) make a brief note of every material that is being studied. 2) make notes of difficult words on each lesson theme.

C. Realizing the Norms of Excellence to Foster a Culture of Learning in Mataram Senior High School.

To realize the norms of excellence in developing a learning culture, there is a need for school principals 'lines of education (education system) that encourage students' enthusiasm for learning both from the principal, teachers, and students. In addition, a structural and horizontal relationship pattern is needed between students, teachers, and principals in the form of values that are transmitted in building a superior academic atmosphere in the learning process.

In learning, the teacher is one of the learning resources of students who have a very important role in determining the course of the teaching-learning process. The task of the teacher as a profession requires the teacher to develop self-competencies in accordance with the development of science and technology. Educating, teaching and training students are the teacher's job as a profession. The task of the teacher as an educator means to continue and develop the values of life to students. The task of the teacher as a teacher means to continue and develop science and technology to students. The task of the teacher as a trainer means developing skills and applying them in life for the future of students this is where a teacher is required to be able to have competence [11].

According to Haris et al., Ability (competence) is a description of behavior that is associated with performance in the context of work where teacher behavior contains a true pattern of functional performance that is truly a relevant task, and works systematically with students in the learning period [12]. Moore argues that efforts to advance and improve the quality of education at a minimum sort and select teachers through competency testing towards the formation of professional teachers, are important indicators in improving quality education that will produce quality human resources as well, ultimately raising the quality of the nation [13].

Whereas competence according to Herringer's in Moore "competence can be defined as the ability of individuals to perform a task using his / her knowledge, education, skills, and experience" [13]. Competence is the ability of individuals to carry out tasks using knowledge, education, skills, and experience. According to Suparlan, competence is a complex combination of knowledge, attitudes, skills, and values that the teacher demonstrates in the context of the performance of the tasks given to him [14]. Usman argues that competence is the ability and authority of the teacher in carrying out his teaching profession [15].

Thus it can be understood that competence is a person's ability to carry out tasks using knowledge, education, skills, and experience. While what is meant by teacher competence is the ability that must be possessed by the teacher including: knowledge, education, skills, and experience in the learning process. In teaching a teacher must have a set of abilities, both in terms of ability and attitude to educate and teach. In order for the learning process to be effective, the teacher needs to be competent and professional in carrying out their duties. If the

teacher does not have the competence and professionalism in teaching, the learning process will not be effective, so the educational goals will not be realized.

Thus the teacher is said to be competent when the teacher has the ability and special expertise in carrying out learning activities so as to achieve the target in the form of achieving goals related to the subjects delivered and have maximum abilities. The ability in question is pedagogic, personal, social, and professional abilities. Teacher competency has to do with the formation of teacher professionalism. Professionalism is the ownership of a set of expertise or expertise in a particular field that is legalized by a certificate by an institution. Therefore, professionalism has the right to obtain reasonable and reasonable rewards which are the main supporters in pioneering his career going forward. Teacher professionalism is a set of skills possessed by an educator, starting from the process of planning, implementing, and evaluating learning activities. According to Suparlan, professionalism is not a matter of competence at all, but merely a matter of attitude, namely the attitude of teachers to be willing and able to become professional teachers through efforts to develop and foster teachers with a system that prioritizes professionalism [14].

Teacher professionalism in other terms is called teacher professional ability. Bafadal explains, developing professional teacher skills is interpreted as an effort to help immature teachers become mature, who cannot manage themselves to be able to manage themselves, who have not met the qualifications to meet the qualifications, who have not been accredited to be accredited [6]. Maturity, ability to manage itself, fulfillment of qualifications is characteristics of professionalism. Therefore increasing the professional ability of teachers can also be interpreted as an effort to help teachers who are not professionals become professionals.

IV. CONCLUSION

From the results of these studies it can be concluded that: 1) the pattern or learning habits of Mataram 1 Public High School students have been disciplined from the beginning to become students until graduating from Mataram 1 Public High School. It starts from the coaching process when new students MOS, utilizing independent learning resources, giving independent assignments by teachers to students through Student Worksheets, and utilizing information technology sophistication such as laptop and internet use.

Thus it seems clear that student learning independence has been well implanted in Mataram 1 Public High School. Likewise, student learning independence is supported by an increase in teacher professionalism through advanced study programs and actively participates in English language courses to balance students' abilities, 2) superior learning strategies conducted by Mataram State Senior High School 1, namely student learning activities beginning with face-to-face activities in class guided directly by each subject teacher. Then the second children are directed and developed in an adaptation study program that is learning activities based on interest and talent of study which begins with filling in the format of interest in the study, then tests are carried out so that based on

the results the child is determined namely; a) physics, b) biology, c) mathematics, and d) chemistry. The choice of interest children can learn based on study clubs, which involves all teachers at Mataram 1 Public High School who have competence in the four fields. The third learning activity is Binjar (Tutoring) which is an intensively structured program organized by schools to prepare students in the face of both semester examinations, general examinations and national examinations.

In addition, students also learn independently by taking lessons or courses to add deficiencies that are not found in school and at home, from observations during this research activity the children of Mataram 1 Public High School are scattered in the preferred course institutions, among others; Primagama, NEC, Ganesha, CGN, Mercuri, and a number of other course institutions, 3) to realize the norms of excellence in developing a learning culture, there is a need for school principals (education system) policies that encourage students' enthusiasm both from the principal, teacher and student. In addition, a structural and horizontal relationship pattern is needed between students, teachers, principals in the form of values that are transmitted in building a superior academic atmosphere in the learning process.

REFERENCES

- [1] J. S. Arcaro, *Education Based on Quality Principles and Procedures for Implementation*. Yogyakarta: Student Library, 2003.
- [2] A. Olim, *Educational Anthropology Theory* in M. Ali, R. Ibrahim, D. Sukmadinata, and W. Rasjedin (Editor). *Educational Sciences and Applications 1*. Bandung: Pedagogiana Press.
- [3] R. Gross, *Learning A Master Course in Learning How to Learn*. New York: Penguin Putnam, 1991.
- [4] Nuraini, *Building a Superior School that Makes Excellent Students*. (online) retrieved from www.fedus.org.
- [5] Kunandar, *Professional Teacher Implementation of Education Unit Level Curriculum (KTSP) and Success in Teacher Certification*. Jakarta: Rajawali Pess, 2007.
- [6] I. Bafadal, *Management of Primary School Quality Improvement: From Centralization to Decentralization, Cet. II*. Jakarta: PT Bumi Aksara, 2006.
- [7] W. Ardhana, *Superior Learning: Conception and Implementation Problems*. Paper Presented at the Superior Learning National Training Seminar Towards the XXI Century. Study Program of Learning Technology Postgraduate Program IKIP Malang Cooperates with IPTPI Malang Branch. 1997.
- [8] J.N. Mangieri and J.W. Arnn Jr, "Excellent Schools: The Leadership Functions of Principals". *American Education*, vol. 21(3), pp. 8-10, 1985.
- [9] A. Sonhaji, *Penerapan Total Quality Management dan ISO*. Malang, 2000.
- [10] C. Roux and J.G. Ferreira, "Enhancing environmental education teaching skills through In-Service Education and Training". *Journal of Education for Teaching*. vol. 31(1), pp.3, 2000.
- [11] S.B. Djamarah, *Teachers and students in interactive education*. Jakarta: Rineka Cipta, 2000.
- [12] B.M. Harris, *Personnel administration in education: Leadership for instructional improvement*. Boston: Allyn and Bacon, 1985.
- [13] J.C. Moore, *The Sloan Consortium quality framework and the five pillars*. The Sloan Consortium. 2005.
- [14] Suparlan, *Becoming an Effective Teacher*. Yogyakarta: Saga, 2005
- [15] M.U. Usman, *Becoming a Professional Teacher*. Bandung: Teenager Rosdakarya, 2006.