

The Strategy Used to Improve the Quality of Learning in Model Schools in Indonesia

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Abstract. This article discusses strategies used to improve the quality of learning in model schools (traditional, modern, and Catholic schools). Based on the results of qualitative research in MI Darul Muta'alimin Patianrowo Nganjuk, MI Muhammadiyah 1 Pare, and SD Katolik Frateran 1 Kota Kediri. The strategy used to improve the quality of learning includes three elements: first, organizational learning strategies; Second, the strategy of providing learning materials; Third, learning management strategies. In these three aspects, there are similarities and differences between the traditional Islamic schools and the modern Catholic school. The differences in the school background and conditions are actually very good to appear as a reference contribution to the advancement of the world of education.

Keywords: *strategy, quality of learning, model schools*

INTRODUCTION

Model schools are usually preferred because they are able to produce graduates with excellent quality, which are ready to compete in the globalization era [1] [2], [5]. This era is becoming more competitive and requires us to strive for the best [6]. It becomes a motivation to develop higher education institutions in several regions of Indonesia [1], [7]. Model schools are classified into three categories. First is the model school with smart students. The second category is based on the school facilities, and the third one is based on the learning climate [8]. The model schools categorized based on the learning climate may not have luxury facilities or extraordinary students, but they have high-quality outcomes [9], [10]. This article discusses the last category of the model school, particularly the strategies used to improve the quality of learning.

The setting of this current study is primary schools, where students are heavily dependent on the teachers. In this case, primary school teachers must possess certain characteristics [1], [8]. These teachers should be capable of producing high-quality student, even if the incoming students initially had lower achievements [12], [13].

Indeed, the teachers have a big responsibility to develop a decent strategy to improve the quality of learning [14] - [16].

Based on the importance of the strategy in improving learning, the authors conducted a study of strategies used to improve the quality of learning in three major educational institutions, including two traditional Islamic schools, namely MI Darul Muta'alimin Patianrowo Nganjuk, (founded by Darul Muta'alimin pesantren) [2], MI Muhammadiyah 1 Pare (founded by Muhammadiyah) [17], and one modern Catholic school (SD Katolik Frateran 1 Kota Kediri), which was founded by Mgr. Andreas Ignatius Schaeapman, Archbishop of Utrecht in the Netherlands [19]. The reasons for choosing the three schools were the high quality of the graduates and the enthusiasm of the community.

METHOD

This study uses a qualitative approach. The goal is to explore and understand the meaning of objects on social problems [20]. The objective of this qualitative research is, therefore, to obtain a complete analysis related to the strategy of improving the quality of learning in schools in three different schools, then comparing them.

This is also multi-site research, as it is examined three schools with different characteristics [21]. Although there are some differences between the schools, but they have a similarity in the strategy used to improve the quality of learning.

The subjects of this study were teachers of MI Darul Muta'alimin Patianrowo Nganjuk, MI Muhammadiyah 1 Pare, and SD Katholik Frateran 1 Kota Kediri. Specifically, the research was conducted in three different sites, namely: (1) MI Darul Muta'alimin Patianrowo Nganjuk, Jl Banteng Retjo Gg. Sugihwaras Mosque Patianrowo Nganjuk (2) MI Muhammadiyah 1 Pare, Jl. Gede I / 6 Pare Kediri Regency and (3) SD Katolik Frateran 1 Kota Kediri. The researchers chose these educational institutions since they are model schools with either Islamic or Catholic backgrounds.

Data were collected through questionnaire, observation, internal interviews, and documentation [22] - [24].

Data analysis is a process of systematically searching for and classifying the results of questionnaires, interview transcripts, field notes, and other documents collected by researchers [23]. The researchers analyzed the data by referring to the theory of qualitative research data analysis. After this analysis, researchers conducted qualitative interviews to find out why these cases differ from the quantitative sample. The researchers then made observations and qualitative interviews with the teachers to explore a theory-based phenomenon [21], [24] - [26] regarding learning quality improvement strategies, created by Reageluth and Merrill and adapted by Hamzah. B. Uno.

Strategies for Improving the Quality Of Learning at MI Darul Muta'alimin Patianrowo Nganjuk, MI Muhammadiyah 1 Pare, and SD Katolik Frateran 1 Kota Kediri

The strategy for improving the quality of learning was based on three variables. First, the learning organization strategy consisted of relevant teaching materials and good evaluation, as revealed in MI Muhammadiyah I Paré (MIM 1), MI Darul Muta 'alimin Patianrowo Nganjuk (MIDM) and SD Catholic Frateran 1 (SDKF 1), where they had good materials, teaching guide, and lesson plans. The strategies implemented seemed to be relevant to improve the quality of learning [27], [28]. The teaching materials were not only prepared for one semester but also organized for each meeting. The teachers of MIDM prepared teaching materials with full attention and thoroughness. For example, they had teaching manuals and notebooks summarizing the main points of the materials to teach, student handbooks, assessment books, report cards, and teaching materials. As for MIM 1 Pare, the teachers summarized the main points of the teaching materials and shared them with their students. Similarly, SDKF 1 Kediri provided a summary of each school subjects, which were photocopied and distributed to the students. The teaching materials prepared by the teachers of the three primary schools mentioned above was based on various pedagogical approaches. [16] [29].

Providing students with a summary of the teaching materials was included in the strategy of decision, organization, and synthesis to obtain optimal results [30], [16]. This strategy was implemented in MIM 1 Paré, MIDM Nganjuk, and SDKF1 Kediri, where teachers summarized the information, prepared a learning guide, and designed modules, respectively. To ensure the students understanding of the materials, the teachers asked them to summarize the materials learned in each meeting. Subsequently, the teachers in the three schools consistently checked the students' learning outcomes [31].

The next strategy used by the three schools involved discussing the materials together, as well as giving home works and tests. However, teachers at MIM 1 Paré rarely gave homework because the students spent most of their time at school. [31] In this case, giving students homework

to be discussed independently was also a strategy for organizing learning, which allows students to learn according to their abilities [2], [32]. This strategy was often used by SDKF 1 teachers Kota Kediri, MIDM Nganjuk, and MIM 1 Pare. An evaluation format was also specifically designed to test the students' mastery of the materials. The teachers created an evaluation format to assess the mastery of each subject and determine the level of the learning outcomes [33]. This was also implemented by the three primary schools in this study.

Secondly, the learning strategy variable used a variety of methods, supports, and learning techniques. The use of various methods, like asking questions, lecturing, and cooperative learning, are some common methods used in these model schools. Indeed, it is essential for teachers to choose the right learning method [34] [35]. Depending on the variety of the media, the learning materials commonly used by the three schools sites in this study differ according to their respective needs and conditions [36]. Using various techniques, MIM 1 Paré teachers and SDKF 1 teachers in Kota Kediri conducted an excursion, in which students traveled to specific places related to the subject learned at school and wrote a report [32]. There were also records or documentation of student visits to the library in these schools. It aimed to encourage students to make the library a learning center. [37]

Third, learning management strategies, which involved planning the use of the learning strategies. Planning leads to clear and specific goals that can guide students in carrying out learning activities [12], [30]. The three schools informed the students about the learning objectives of each meeting. Also, all teachers planned and prepared and took notes on the learning progress [38]; The teachers also tried to increase students motivation management to help them achieve positive outcomes in their learning. [39] To stimulate students, questions were often asked to attract students' attention.

Another learning management strategy was to control learning. Teachers provided tutoring to ensure a smooth transfer of learning [12], [38]. Increasing confidence in students was done by giving instructions and explanations consistent with the learning materials [30]. In this case, the teachers of MIM 1, MIDM and SDKF 1 also conducted assessments and provided supports to maintain and increase the students' confidence.

CONCLUSION

A model school is a school that can turn average students into high-achievers. The strategy of organizing learning, providing learning materials, and managing learning implemented by schools in rural areas developed by traditional boarding schools with all their distinctive features; schools in urban areas modernly managed by Muhammadiyah and equipped with adequate facilities; and schools located in the city center, which were established

by missionaries from the Netherlands, so that the strategies implemented were different from those of other schools. The strategies used by the three schools can be used as a reference for other teachers in the advancement of education in their institutions. Finally, the authors hope that this research will be beneficial, especially in showing specific strategies used by the three model schools.

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