



Analysis of learning components in implementation of educational process in schools

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ABSTRACT

Indonesian education has undergone many changes in line with the changes in the applied curriculum. This affects educators in carrying out teaching and learning activities so that they must quickly adapt to implementing the new curriculum, provide understanding to students, and guide them to adapt to the system. When the curriculum changes, the essential things in learning also change according to the change in curriculum, namely the learning components. Learning in its process has elements that are related and influence each other. The learning component includes objectives, materials, media, strategies, and evaluation. As time goes by and changes in technology, aspects of learning components change into a form of adjustment. Elements of the learning component turned into a state of adjustment. This study aims to look back at the learning components when the new curriculum is implemented in schools. The research method uses qualitative methods with library research. The result of this study is that the learning components when the new curriculum is implemented have some differences in the application of aspects of the learning components.

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ABSTRAK

Pendidikan Indonesia sudah mengalami banyak perubahan seiring dengan bergantinya kurikulum yang diterapkan. Hal ini berpengaruh pada pendidik dalam melaksanakan kegiatan belajar mengajar sehingga harus cepat beradaptasi melaksanakan kurikulum baru dan memberi pengertian kepada peserta didik serta menuntun mereka untuk dapat beradaptasi dengan sistem. Pada saat perubahan kurikulum hal penting dalam pembelajaran ikut berubah menyesuaikan pergantian kurikulum, yaitu komponen pembelajaran. Pembelajaran dalam prosesnya memiliki komponen-komponen yang terkait satu sama lain dan saling mempengaruhi. Komponen pembelajaran terdiri atas tujuan, materi, media, strategi, dan evaluasi. Seiring berjalannya waktu dan perubahan teknologi, aspek dari komponen pembelajaran berubah sebagai bentuk penyesuaian. Aspek dari komponen pembelajaran berubah sebagai bentuk penyesuaian. Penelitian ini bertujuan untuk melihat kembali komponen pembelajaran saat diterapkannya kurikulum baru di sekolah. Metode penelitian menggunakan metode kualitatif dengan studi kepustakaan. Hasil dari penelitian ini adalah komponen pembelajaran saat kurikulum baru diterapkan memiliki beberapa perbedaan dalam menerapkan aspek-aspek dari komponen pembelajaran.

Kata Kunci: Bahan ajar; evaluasi pembelajaran; komponen pembelajaran; media pembelajaran; strategi pembelajaran; tujuan pembelajaran

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INTRODUCTION

In the context of learning, several essential components invariably come into play: objectives, instructional materials, media and methods, evaluation, students, and educators. As a cohesive system, these components coalesce into an integrated whole, wherein each facet remains dynamically interconnected and wields influence over the others. This interconnectedness becomes evident, for instance, in aligning learning materials with specific goals. This alignment, in turn, hinges on effectively utilizing appropriate strategies and supportive media for conveying the material (Adisel, 2022). The successful execution of learning is contingent upon the meticulous orchestration of instructional planning within the curriculum.

A comprehensive comprehension of these learning components is paramount for those involved in the realm of education, such as students aspiring to be educators. This grasp of knowledge ensures that they are well-equipped to cultivate intellectually adept individuals who contribute to the betterment of their nation (Dolong, 2016; Santos & Castro, 2021).

A curriculum is a comprehensive framework encompassing plans and arrangements about objectives, content, and learning materials. Indonesia, among other countries, has undergone several revisions of its learning curriculum, culminating in the development of the Kurikulum 2013. *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* affirms that national education fosters individuals' capacities, instills dignified national character and civilization, and equips them to contribute positively to society. The primary aim is to nurture individuals who possess faith, moral integrity, physical well-being, knowledge, creativity, independence, and the qualities of responsible citizens within a democratic state (source: <https://www.dpr.go.id/jdih/index/id/203>, accessed in May 2022).

Given the continuous evolution of technology and societal needs, curriculum changes are inevitable. The curriculum must evolve with these changes, as it fundamentally serves as the cornerstone for equipping individuals to navigate their social environments. This drives the ongoing pursuit of curriculum innovation (Fitriati et al., 2019, Iswandi & Maryati, 2020). This forms the basis for curriculum modifications in Indonesia, including the Kurikulum 2013. Noteworthy characteristics of the learning process in the Kurikulum 2013 encompass 1) the trifold goals of developing attitudes, knowledge, and skills; 2) an emphasis on scientific and exploratory approaches; 3) thematic organization; and 4) collaborative and contextual learning. Fundamentally, the character and competency-based 2013 curriculum underscores the autonomous acquisition of knowledge via a contextualized teaching and learning framework (Lidi, 2019).

The curriculum comprises various components that necessitate careful consideration. These components function as pillars supporting the attainment of the curriculum's objectives (Jumriani et al., 2021) and are intricately interdependent (Sukmawati, 2021). The presence of these components assumes paramount importance as they constitute the fundamental framework for implementing the curriculum, ultimately leading to the realization of its objectives. To comprehend the components embedded within the Indonesian curriculum, an exploration is required to delve into this subject matter. Based on this exploration, the

current study seeks to ascertain the learning components inherent in the Kurikulum 2013 and identify suitable assessment strategies and their corresponding structures.

LITERATURE REVIEW

Learning objectives

Learning objectives represent components that possess the capacity to influence other instructional elements, such as learning materials, teaching methodologies, activity selection, methodological approaches, tools, resources, and evaluation instruments (Pane & Dasopang, 2017). These objectives serve as finely detailed formulations outlining the skills and knowledge that students are required to master as a direct consequence of their learning outcomes, delineated in terms of observable and quantifiable behaviors (Asmara & Nindianti, 2019; Akma & Salmi, 2020). Articulating these learning objectives necessitates alignment with competency standards, fundamental proficiencies, and student accomplishment benchmarks. Furthermore, these formulated learning objectives must exhibit specificity and operational clarity to serve as effective gauges for the success of the learning process. Consequently, learning objectives constitute a critically vital component, particularly within education.

In Bloom's Taxonomy, educational goals are divided into three domains, including:

1. Cognitive Goals

- a. Knowing: This involves learning and recalling facts, words, events, concepts, and more.
- b. Understanding entails interpreting something, rephrasing it in one's own words, and drawing conclusions based on existing knowledge.
- c. Applying: This refers to utilizing acquired knowledge in real-life situations and the ability to transfer it effectively.
- d. Analyzing: This encompasses the breakdown of a whole into visual representations, such as charts, to comprehend the core components and their interrelationships.
- e. Synthesizing: This involves combining various elements to generate something novel creatively.
- f. Evaluating: This includes the application of criteria to assess and judge various aspects of a subject or situation.

2. Affective Goals

- a. Paying attention: Showing interest and being aware of a particular symptom, condition, thing, or problem.
- b. Responding: Reacting to the symptom, situation, or activity while experiencing satisfaction.
- c. Appreciating: Accepting a value, using it, and potentially influencing a commitment.
- d. Organizing: Conceptualizing and systematizing values within one's mind.
- e. Characterizing: Internalizing values, making them an integral part of one's personality.

3. Psychomotor Goals

- a. Carrying out physical movements: Walking, jumping, pulling, pushing, and manipulating objects.
- b. Demonstrating visual perceptual abilities: Displaying skills in recognizing and interpreting visual information.
- c. Exhibiting physical abilities: Demonstrating strength, overall endurance, and quick reaction times.
- d. Performing skilled and coordinated movements: Excelling in well-coordinated actions, whether in games, sports, or artistic activities.
- e. Conducting non-verbal communication: The ability to convey messages effectively through facial expressions, hand gestures, and appearance ([Butar-Butar & Simbolon, 2022](#); [Handayani, 2020](#)).

Learning Resources

Teaching materials encompass all elements—from information to tools and textual resources—that are methodically structured to offer a comprehensive representation of the competencies slated for student mastery. These materials are employed within the learning process with the objectives of strategizing and evaluating the execution of education. Teaching materials, in essence, encompass any resources or tools that educators can utilize individually or cohesively to facilitate the teaching and learning process, ultimately enhancing the efficacy and efficiency of learning outcomes ([Muhit & Maulana, 2022](#); [Taufiqurrahman & Muazim, 2022](#)).

Teaching materials guide learning activities, facilitating students in mastering specific competencies. Various teaching materials include books, handouts, modules, brochures, and worksheets. Non-printed teaching materials include audio resources such as radio cassettes and discs. Teaching materials play a crucial role in the effectiveness of a lesson. Insufficient teaching materials can negatively impact the quality of learning or lectures. Educational content encompasses everything educators provide to students to help them master competencies.

The characteristics of suitable teaching materials, as outlined by the Depdiknas in the book "Materi Pelatihan Terintegrasi Bahasa Indonesia," involve content accumulated from competency standards or basic competencies within the curriculum. These materials should be easily understandable, engaging, and accessible. When evaluating textbooks as teaching materials, four essential conditions exist for determining their quality. These include alignment of the entire content with the curriculum, presentation based on effective learning principles, language clarity and readability, and an appealing book format.

Learning Media

The term "media" originates from the Latin plural "*medium*," which directly translates to intermediary or introduction ([Banat et al., 2022](#); [Febrita & Ulfah, 2019](#)). The communication process holds significance within teaching and learning, necessitating media utilization to convey messages and intentions. Within the teaching and learning process context, the

communication tools employed are referred to as learning media. Oemar Hamalik, as cited by Muhson (2010), discerns the concept of media in two distinct senses: narrow and broad. In the narrower sense, teaching media encompasses only those tools that can be effectively employed within a structured instructional process. In contrast, the broader sense encompasses an array of tools, not limited to intricate electronic communication platforms but also encompassing simpler instruments like slides, photographs, diagrams, teacher-crafted charts, tangible objects, and educational excursions.

Nurhayati & Tanzila (2020) suggests several functions of the use of instructional media, including:

1. The function of communication: Learning media facilitate communication between the sender and the receiver of the message.
2. The function of motivation: Learning media have the capability to motivate students to engage in learning.
3. The function of meaningfulness: Learning doesn't solely enhance students' analytical and creative abilities.
4. The function of equalizing perceptions: Learning media can align each student's perception, ensuring a shared understanding of the conveyed information.
5. The function of individuality: Learning media cater to the diverse needs of individuals, accommodating varying interests and learning styles.

According to Ely in Mahnun (2012), the benefits of media in teaching are as follows:

1. Enhancing the quality of education by accelerating the pace of learning (learning rate).
2. Offering the potential for a more personalized form of education.
3. Establishing a more scientific foundation for teaching.
4. Enabling consistent and steady teaching.
5. Enhancing the implementation of immediate learning.
6. Presenting education more broadly.

Sudjana in Khotimah (2021) put forward the principles of using learning media, namely:

1. Determine the correct media type;
2. Determine or consider the subject appropriately;
3. Present media appropriately;
4. Placing or showing the media at the right time, place, and situation.

Sudjana and Rivai in Nurrita (2018) explained that several types of learning media can be used in the learning process, namely:

1. Graphic media, also called two-dimensional media, such as pictures, photographs, graphs, charts or diagrams, posters, cartoons, and comics;
2. Three-dimensional media, in the form of models such as solid models, sectional models, stacked models, working models, and dioramas;
3. Projection media, such as slides, film strips, and films;
4. The use of the environment as a teaching medium.

Henich et al., as cited in [Nurseto \(2011\)](#), formulated an ASSURE model for implementing effective learning media. ASSURE stands for six systematic planning steps for media utilization: Analyze Learner Characteristics, State Objectives, Select, Modify or Design Materials, Utilize Materials, Require Learner Response, and Evaluate.

Learning Strategy

Learning strategies encompass the selected methodologies for conveying subject matter within a specific educational setting. This includes defining the nature, scope, and sequence of activities designed to offer learning experiences to students. Learning strategies comprise technical procedures and methods designed to guide students toward accomplishing their goals. Thus, a strategy encompasses a broader scope than mere methods and techniques. Two opposing approaches exist expository and discovery. These approaches originate from Ausubel's deductive reasoning theory (expository) and Bruner's inductive reasoning theory (discovery). These approaches exist along a continuum line. Various learning methods range from teacher-centered methods (expository), such as lectures, question-and-answer sessions, and demonstrations, to student-centered methods (discovery/inquiry) ([Badar & Bakri, 2022](#)).

Several components contribute to learning strategies, including Teaching Objectives, Teachers, Students, Subject Materials, Teaching Methods, Teaching Media, and Administrative and Financial Factors ([Zaenudim, 2015](#)). Meticulous attention to these components is imperative when planning and implementing teaching and learning strategies. Erroneous considerations could lead to implementing teaching and learning strategies that hinder the learning process. Consequently, a comprehensive analysis of the aforementioned components within the teaching and learning strategy is crucial, ensuring the seamless execution of a well-designed teaching and learning strategy.

METHODS

This article emanates from a literature study commonly known as library research. A literature study involves procuring informational data by harnessing the resources available in a library, encompassing books, magazines, documents, articles, notes, and historical accounts ([Mansyur, 2022](#)). The approach adopted for amassing written data is the exploratory method, entailing the comprehensive analysis of various scholarly works associated with analyzing learning components within the Kurikulum 2013. The data collection technique employed in this article is document study, a methodology centered on accumulating and scrutinizing documents, encompassing written texts, illustrations, works, and electronic materials. Subsequently, obtained documents are subjected to analysis, comparison, and integration (synthesis), culminating in a systematic, integrated, and comprehensive study. This method's tool is structured to unveil an abundance of information pertinent to the learning components embedded within the framework of the Kurikulum 2013.

RESULT AND DISCUSSION

A curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and the methods used as guidelines for organizing learning activities to achieve specific educational goals (Ita, 2013).

Learning Objectives in the Kurikulum 2013

The objective behind the development of the Kurikulum 2013, as outlined by the Minister of Education and Culture, is to "prepare the Indonesian populace to possess the capacity to lead lives as individuals and citizens who are devoted, industrious, imaginative, innovative, effective, and capable of contributing to societal, national, state, and global advancement." (Derived from Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah). Learning objectives can be structured by referring to the curriculum, which is meticulously outlined through Core Competencies and further elaborated with Basic Competencies. These aims are formulated using operational verbs that are discernible and quantifiable, encompassing attitudes, knowledge, and skills (Ita, 2013).

Learning Resource in the Kurikulum 2013

Teaching materials are defined as subject matter organized comprehensively and systematically following the learning principles employed by students and educators during the instructional process. According to Bernd Weidenmann in the book "*Lernen mit Bildmedien*," teaching materials are categorized into three main groups:

1. Auditory (*Auditiv*): This pertains to radio (*Rundfunk*), cassettes (*Tonkassette*), and gramophone records (*Schallplatte*).
2. Visual (*Visuell*): This includes Flipcharts, images (*Wandbild*), silent films (*Stummfilm*), silent videos (*Stummvideo*), computer programs (*Computer-Lernprogramm*), written materials with and without images (*Lerntext, mit und ohne Abbildung*).
3. Audiovisual (*Audiovisuell*): This encompasses presentations combining speech with images (*Rede mit Bild*), audio and visual performances (*Tonbildschau*), as well as films/videos.

The significance of teaching materials in the learning process undeniably plays a crucial role not only for individual and group learning among teachers and students but also for the broader educational community. The subsequent points elucidate the role of teaching materials within the entire educational community:

1. For Teachers
 - a. Making teacher time effective in teaching;
 - b. Making teachers as facilitators;
 - c. The learning process will be more efficient.

2. For Students

- a. As an inseparable complement to the main book;
- b. Increase student motivation due to interesting teaching materials;
- c. Things that contain more detailed explanations such as the application, relationship, and linkage of one topic to another.

Reviewing the journal article titled "Implementasi pengembangan bahan ajar menggunakan model problem base learning terhadap aktivitas siswa di kelas v sekolah dasars" which concludes the utilization of Buku Ajar Tema V within the Kurikulum 2013 ecosystem by teachers and students. Incorporating teaching materials within this model has garnered a positive response from students, as they have found it more convenient to comprehend the materials through the Problem-Based Learning (PBL) model. This approach affords students the opportunity to explore phenomena and pursue truths through direct observation.

Analyzing the article titled "*Analisis pengembangan bahan ajar Universitas Muhammadiyah Tangerang*" by [Magdalena et al. \(2020\)](#), it is deduced that introducing distinct elements by teachers in the classroom enhances students' interest and curiosity. Nonetheless, not all students can grasp the presented teaching materials immediately during implementation. As an educator, it is imperative to anticipate the suitability of the planned instructional materials. The author of the journal "Analisis pengembangan bahan ajar" conducted research at SDN Kampung Baru 1. Integrating visual aids into the learning process heightens students' inquisitiveness and engagement in learning. By incorporating both concrete and abstract concepts, students attain a better grasp of the learning content. The collated materials are subsequently organized, categorized, and aligned with the Indicators of Basic Competency. Once the materials have been thoroughly collected and deemed sufficient, teachers must diligently study the contents of the teaching materials that correspond to the subsequent stages of activities.

Notably, at SDN Kampung Baru 1, the learning approach encompasses more than just teaching aids; it also incorporates audiovisual media. Teachers typically utilize relevant videos as supplementary tools for the material being taught. By incorporating videos, students can directly witness the subject matter, eliminating the challenges of solely oral explanations. As a result of interviews conducted, the SDN Kampung Baru 1 teacher revealed that integrating videos as learning media led to marked improvements, heightened focus, increased enthusiasm, and an elevated percentage of grades upon evaluation.

Learning Media in the Kurikulum 2013

Learning media continually evolves alongside global technological advancements. Learning media adapts to the prevailing curriculum. Facilitating information dissemination and communication in teaching and learning becomes more efficient when accompanied by appropriate and accessible learning media. Educators and students must adeptly navigate the changing landscape of learning media corresponding to the evolving curriculum.

Strengthening the learning and assessment process to attain competency in attitudes, knowledge, and skills epitomizes implementing the Kurikulum 2013 learning approach. [Rahelly \(2015\)](#) contends that in the context of history education within the Kurikulum 2013,

the employed learning media align with a scientific approach, encompassing the following strategies:

1. **Observing:**
The observing method prioritizes meaningful learning experiences. Its merits encompass the utilization of real media objects, student engagement and challenge, and ease of implementation. For instance, the process of state formation, social interactions, and historical sites. In-classroom learning involves students observing various media forms such as videos, images, graphs, and charts.
2. **Questioning:**
Asking questions allows teachers to guide students toward enhanced learning. Responding to students' queries encourages active listening and learning. Teachers employ thought-provoking questions as a medium to stimulate student curiosity.
3. **Reasoning:**
Reasoning involves logical and systematic thinking based on empirical facts to derive knowledge-based conclusions. This type of reasoning is rooted in scientific methodologies.
4. **Exploration/Data Collection/Trial:**
Exploration represents the initial approach to building knowledge by deepening comprehension of a phenomenon. Empirical facts are derived from observation, leading to logical and systematic thinking that culminates in knowledge-based conclusions.
5. **Collaborative Networking:**
Teachers act as mediators in the learning process, while students are expected to proactively establish networks, as teachers serve as learning facilitators. Collaborative networking entails collective efforts to attain shared learning objectives.

Discussion

Learning Strategies in the Kurikulum 2013

The learning strategy plays a crucial role in learning activities, as the right strategy, when aligned with learning materials and media, can enhance the effectiveness of achieving learning objectives. Thus, teachers must adeptly apply suitable learning strategies that correspond to the material and learning objectives. The teacher serves as the linchpin for the success of the learning process (Rinjani, 2021). Competent educators can proficiently manage various aspects of learning, including students, teaching materials, learning resources, and media. Skillful management of these learning aspects fosters active student engagement during the learning process, encouraging them to interact with peers and teachers in tackling subjects.

Innovating and varying the application of learning strategies within the classroom is paramount. There isn't a one-size-fits-all strategy applicable to all learning materials and situations and which effectively supports the attainment of learning goals. Hence, educators must aptly choose a suitable strategy according to the specific learning context.

Diversification of learning strategies by teachers is a vital practice within learning activities. Consequently, there is a need for teacher mentoring initiatives about innovative learning strategy implementation within the framework of the Kurikulum 2013. In addition to employing a scientific approach to learning, teachers are expected to employ other strategies that align with the material and subject characteristics.

These learning strategies encompass contextual teaching and learning, learning communities. Pembelajaran aktif, Kreatif, dan Menyenangkan ng (PAKEM), and cooperative learning (Gunawan et al., 2017). Implementing the Kurikulum 2013 has introduced several paradigm shifts that educators have integrated. These modifications aim to adapt to the evolving demands of contemporary times and equip Indonesian human resources with the necessary readiness to thrive. The learning approach in the Kurikulum 2013 readies students with effective learning strategies, fostering their progression towards higher-order thinking skills.

Higher-order thinking Skill (HOTS) refers to advanced cognitive abilities that entail critical, creative, and analytical thinking when addressing information and data to resolve problems (Tasrif, 2022). Higher-order thinking encompasses a form of cognition that seeks to delve into questions concerning established knowledge within contexts where issues lack clear definitions and definite answers. Developing Higher-Order Thinking Skills (HOTS) and fostering critical thinking requires practicing pattern recognition, constructing explanations, formulating hypotheses, generalizing, and substantiating findings with evidence (Farliana & Setiaji, 2021). This underscores that learning designed to stimulate higher-level thinking among students necessitates employing active, student-centered learning strategies. This approach allows students to observe, ask questions, engage in reasoning, experiment, and communicate. Such an approach aligns with the expectations outlined in the Kurikulum 2013.

Effective learning strategies can aid students in cultivating higher-order thinking skills. This research aims to develop a prototype Higher-Order Thinking Skills (HOTS)-based learning development model and the resultant learning materials. The content experts and learning design validation trial seek to gather input regarding the validity of the content and develop learning designs for revision purposes (Fanani & Kusmaharti, 2014).

Evaluation of Learning in the Kurikulum 2013

Evaluation is a crucial and necessary step that teachers must undertake to ascertain the effectiveness of learning. According to Ralph Tyler, as defined in Magdalena et al. (2020), learning evaluation is the process of collecting data to determine the extent, manner, and specific aspects of educational goals that have been attained. In conclusion, learning evaluation involves gathering data to assess the degree to which learning objectives have been met.

Learning Evaluation has several functions, namely:

1. Placement function;
2. Selective function;
3. Providing essential material for selecting and subsequently determining students' status;
4. Offering guidance for identifying and addressing the needs of students who require assistance;

5. Offering guidance on the extent to which the predetermined teaching program has been accomplished.

The evaluation of learning encompasses measurement and assessment activities, which occur through three stages: planning, implementation, and result processing and reporting. These three stages must align with the general principles of learning evaluation, which should be adhered to for better evaluation outcomes. These principles include continuity, comprehensiveness, fairness and objectivity, cooperation, and practicality. Several descriptions highlight the significance of learning evaluation, such as:

1. The importance of learning evaluation for people
Students use evaluation to measure their success in comprehending each lesson and the material provided by the teacher. In this context, two possibilities exist:
 - a. Results for students are satisfactory
If students achieve satisfactory results, they will naturally derive satisfaction and aim for a similar outcome.
 - b. Results for students who are not satisfactory
If students obtain unsatisfactory results, they will strive to improve in subsequent opportunities (Magdalena et al., 2020).
2. The importance of learning evaluation for people
 - a. Understand the learning progress of their children;
 - b. Guide their children's learning activities;
 - c. Determine follow-up education according to their children's abilities. The importance of learning evaluation for teachers

To prevent the common misunderstandings that often arise in evaluation, here is a clear definition of terms or commonly used terminology in evaluation and measurement: test, measurement, evaluation, and assessment, as provided by William A. (Hidayat & Asyafah, 2019):

1. Test
The term with the narrowest meaning among the four is "test," which involves creating and presenting a set of questions that require answers. The answers provide a numeric measurement of an individual.
2. Measurement
The meaning of "measurement" is more comprehensive, involving the use of observation, rating scales, or other tools to gather quantitative information. It also implies measurement based on the obtained scores.
3. Evaluation
"Evaluation" is the process of describing and refining information that aids in determining various alternatives. It encompasses the meanings of tests and measurements and can

extend beyond them. The outcomes of evaluation can lead to professional decisions. Evaluation can be conducted using both quantitative and qualitative data.

4. Assessment

"Assessment" can be employed to diagnose an individual's issues. In this context, it is synonymous with evaluation. However, it's important to emphasize that assessment or evaluation can focus on a person's traits, including academic capability, honesty, and the ability to pursue tasks.

Siregar & Nara in [Priyayi et al. \(2018\)](#) Categorizing the issues within learning activities can be accomplished by dividing them into internal and external learning problems. Internal learning problems encompass challenges that emanate from the students themselves. These might include health, security, intellectual abilities, motivation, age, gender, social background, study habits, memory skills, and sensory capabilities. On the other hand, external learning problems pertain to issues that arise from factors external to the student. These could involve cleanliness, air quality, study environment, learning tools, and the social milieu. It's worth noting that inadequate learning methods also contribute to many instances where seemingly bright students achieve results that do not surpass those of students who might possess comparatively lesser cognitive capabilities. This discrepancy often arises due to effective learning strategies employed by the latter group, enabling them to achieve higher academic accomplishments ([Casnan et al., 2019](#)).

Educational evaluation typically involves assessing learning programs, processes, and outcomes. Compared to evaluating learning outcomes, the learning process evaluation often receives less emphasis from teachers. This discrepancy may arise due to teachers primarily concentrating on appraising learning outcomes as a yardstick for gauging the success of their teaching endeavors. However, evaluating the learning process holds significant value, particularly for educators and school principals, as it furnishes them with pertinent insights to inform decision-making about the learning process. The fundamental aim of evaluating the learning process is to enhance and optimize instructional activities, aiming to augment student learning achievements.

CONCLUSION

Based on the preceding discussion, it can be concluded that the learning strategies employed by teachers are fundamentally aimed at fostering independent learning processes in students. However, it's important to note that a sound approach doesn't always guarantee successful learning outcomes. Consequently, the role of the teacher, who acts as the orchestrator of learning activities in the classroom, significantly influences the attainment of learning objectives. Thus, teachers must comprehensively grasp the components of learning strategies, which encompass objectives, learning materials, teaching and learning activities, methods, tools, learning resources, and evaluation. This mastery enables the effective and efficient achievement of learning objectives. The interconnectedness of these components solidifies and clarifies the learning objectives. In the course of the learning process, various challenges inevitably arise.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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