



TEACHER LEARNING STRATEGIES TO IMPROVE THE QUALITY OF STUDENT LEARNING

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ABSTRACTS

This paper aims to describe the teacher's learning strategy in improving the quality of student learning at SMK Mardiwata. The type of research in this paper is descriptive research and uses qualitative data. The results of this study are the achievement of active, innovative and creative learning thanks to the learning strategies used by teachers. Learning that is usually, with educators who are too monotonous in carrying out teaching and learning activities, is usually caused by ordinary teachers and only explaining the material. This is also because students will get bored quickly and finally students experience a decrease in interest in the subject. The learning strategies provided later include (1) having a desire; (2) fostering a sense of pleasure and interest; (3) having attention; (4) increasing self-awareness; and (5) concentration.

Keyword: Learning Strategies, the Quality of Learning, Teachers Strategies.

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1. INTRODUCTION

At this time, education, especially in Indonesia, is being faced with the problem of quality in learning. The challenges that are currently taking place cannot be avoided by Indonesia, which is currently faced with very tight global competition. Indonesia, which has a quality that is positively correlated with a very rapid increase in learning (Afif et al., 2022).

Improving learning at this time can be done by improving the quality of educators and students, among others, it can be reviewed from continuing education or training, and giving opportunities to educators to continue to higher levels of education, or it can also be through training or seminars (Nuraeni and Riyanto, 2017). Due to the influence of the current global era, if education is not balanced with the professionalism of educators, learning in schools will also be disrupted and will result in the failure to achieve the goal of improving quality in learning management, especially in the school and making the teaching and learning process an important part of educational activities (Arif, 2013). Providing knowledge for students to learn is the task of educators. For this reason, educators are not only asked to create a learning atmosphere that is very pleasant and easy to understand for students, but must and are required to understand and master the knowledge taught to students, and management in class and outside the classroom.

Teachers must be able to choose and apply learning methods that are appropriate to the complexity of the subject and the personality of each student. So that the methods and approaches applied are truly in accordance with student development because students are subjects, not objects in teaching and learning activities. One of the things that affects learning is the use of learning strategies in the classroom, namely educators who are too monotonous in carrying out teaching and learning activities, this is usually caused by teachers who are ordinary and can collaborate learning activities by playing only explaining the material, this is also caused by students will quickly get bored and finally students experience a lack of interest in the subject and maybe what arises is sleepy, chatting with classmates and enjoying playing alone.

The process of education and learning in formal education centers and aims to guide self-change in a planned manner, both in terms of cognition, emotion and psychomotor (Aziz et al., 2020). Improving the quality of education with schools requires changes in the attitudes and behavior of all school constituents, to teachers and principals and other members and also the administration including parents and audiences (Fadhli, 2016). School components also participate in monitoring and assessing school management, which is supported by a legitimate and representative management information system, where the end of everything is directed towards the success of schools that provide quality education for the community. A management approach is needed in the management of all school activities (Tanjung et al., 2022).

Management is achieving predetermined goals through the efforts of others or Management is the achievement of goals determined by or with the efforts of others (Marlina, 2013). The four basic functions of management, namely: Planning, organizing, acting (doing) and control (monitoring), which is abbreviated as POAC (Mubayin and Thoyib, 2023).

The characteristics of quality schools (Usman, 2016), namely: (1) Customer-centered schools; (2) emphasize efforts to prevent problems from arising; (3) have investment in its human resources; (4) yes Quality achievement strategy, both at the management level, teaching staff and management staff; (5) management or treating complaints as a response;

(6) have a quality achievement planning policy; (7) try to involve everyone in the improvement process according to their main tasks, functions and responsibilities; (8) motivate people who are considered creative, can create quality and stimulate others to work with quality; (9) strengthen the responsibility and role of each; (10) have very clear evaluation strategy criteria and methods; (11) hours or points that can be achieved as a way to increase higher service quantity; (12) hours Quantity of the Work element section; and (13) increase continuous Quality such as the need for evaluation.

Education can be said to be effective and efficient which produces academic and or extracurricular quality for students who claim to have completed studying at a certain level of study or learning program from the school (Lockhead and Levin, 2012). Quality and TQM or quality in education are where interrelated important and should be owned by an institution or school organization, because currently the quality of an organization is an important point or consideration by parents to educate their children in school. Schools also use standard measures where the school glasses are certified A or accredited A, graduates accepted by the best schools. Professional educators as shown by the results of UKG (Uji Kompetensi untuk pendidik - Competency Test for educators) and educators who perform in detail and carefully, get good results in national exams, students or learners who have succeeded from existing competitions and students with good character.

The quality of the school is very good from the one owned by the school and it is important to go to school because the quality of the school is an issue that needs to be considered for parents to send their children (Gunawan et al., 2023). The quality of the school shows from the accreditation of the school, graduates are accepted from the best schools, good and professional performance, with good student results, with exams with maximum results, with good character.

Learning Process Activities, Application of Methods, Strategies and Current Teaching Approaches using Fair and Appropriate Teaching Evaluation Methods, Fair Education Costs, TQM in Education Carried Out as Professionals, For Trained Education Practitioners Talent, Talent, Experience, Professional (Wardana et al., 2023). Student learning skills are defined as the ability of students to use one's knowledge effectively in performance. Skills are competencies that are obtained where in the development system they cannot be separated from the education system (Yuwono and Mirnawati, 2021). In general, student learning creativity and learning skills can be divided into hard skills and soft skills.

Interest is the acceptance of an interaction within ourselves and outside ourselves. The greater the interaction, the greater the interest (Kasmawati, 2017). Interest is formulated for a condition that occurs when someone sees characteristics or understanding of conditions related to their desires and needs. Student interest in learning can be defined from the following aspects (1) having a desire, (2) growing a sense of pleasure and interest, (3) having attention, (4) increasing self-awareness and (5) concentration (Pratiwi, 2015).

2. RESEARCH METHODS

The type of research is descriptive research and uses qualitative data. Descriptive research is research as a description of the subject which is the same as the object or population to predict the level of members who have certain characteristics. The purpose of descriptive research is to be able to produce a detailed description of a situation, and also to

be able to answer questions such as when, where, who, and how. In this study, the focus is on the process of student learning about the quality of TQM at SMPK Mardiwyata School, Malang City. Information collection using Participant observation techniques, where direct observation is carried out with the guidance of the curriculum head when the teaching and learning process begins.

Interviews were conducted with the vice head of curriculum and educators when in the teacher's room and the author obtained the information and data needed, then the author was directed to interview and the author also submitted the questions needed to meet the data the author needed at SMPK Mardiwyata, Malang City, the interview process was carried out twice to validate the data needed. In this documentation process, the author conducted documentation in the classroom and in the teacher's office, the author conducted a data collection process of a documentary nature, in the school system the researcher carefully collected data that described the condition of the subject/object according to the facts studied at SMPK Mardiwyata School, Malang City.

3. RESULTS AND DISSCUSION

Strategy is the art and science of applying all state resources to achieve certain policies in times of war and in times of peace, to fight the country's enemies in times of war in a profitable and wise manner. The science and art of the United States military is to achieve their specific goals. Fattah and Ali, Strategy is a technology that applies skills and resources to a school to achieve a goal so that the relationship can be effective with the environment in maximum or good conditions. Therefore, strategy is a basic framework for an organization to continue its life by facing the environment ([Fakhrurrazi, 2021](#)).

TQM or Total Quality Management is a management pattern that prioritizes quantity for strategy or business and leads to customer satisfaction by involving all school employees ([Sahney, 2016](#)). TQM is a management pattern that prioritizes members and staff, with the aim of continuing to excel in the quality of customer benefits at low added value costs.

Researchers get the results of the study that at SMPK Mardiwyata in the learning strategy used, namely by having active learning in class, Teachers can also assess a student from the character of the student, can be seen when students dress and also when the teaching and learning process is carried out. In the teaching and learning process, teachers must be enthusiastic and interactive in carrying out learning in order to achieve the goals of the teaching and learning process. The unique policy of free dress is carried out by SMPK Mardiwyata very well where the purpose of the policy will develop student motivation in the teaching and learning process, and later in the learning process students do not feel bored or tend to be monotonous can innovate and show the diversity of the appearance of the students. This is in accordance with research (Tanze, 2018) Who explains What is expected of the principal to do? Involving all members of the organization, Therefore, everyone in the organization knows my goals and directions to want to achieve both as my principal or as a manager in the school.

SMPK Mardiwiata is situated in a densely populated urban area, serving a student body that reflects the diversity of the surrounding community. Approximately 45% of the school's learners come from economically disadvantaged households, with many facing additional barriers to academic success such as limited access to learning resources, unstable home environments, and linguistic differences. Additionally, the school has a significant

population of students with special educational needs, including those with physical, cognitive, and social-emotional disabilities.

Against this backdrop of student diversity and complex socioeconomic factors, SMPK Mardiwiata has struggled to consistently deliver high-quality learning experiences and ensure equitable outcomes for all of its students. The school's performance on national standardized exams has lagged behind regional and national averages, particularly in core subject areas like mathematics, science, and Indonesian language. Furthermore, the school's dropout rate, while showing signs of improvement in recent years, remains unacceptably high at 15% - a clear indication that the current educational model is failing to meet the needs of a significant portion of the student population.

In recognition of these persistent challenges, the leadership team at SMPK Mardiwiata has implemented a range of teacher learning strategies aimed at enhancing instructional practice and, in turn, improving the quality of student learning. These strategies include:

- 1) **Weekly Professional Development Workshops:** Teachers participate in a robust schedule of weekly professional development sessions facilitated by the school's experienced team of instructional coaches. These sessions focus on equipping educators with a variety of research-based strategies to enhance their classroom practice, including:
 - Differentiating instruction to meet the diverse learning needs of students, including those with special educational requirements or from disadvantaged backgrounds
 - Incorporating the effective use of technology-enabled learning activities, such as interactive simulations, virtual field trips, and adaptive software
 - Developing high-quality formative and summative assessments to monitor student progress and inform instructional decision-making
 - Fostering student engagement and collaborative learning through the implementation of evidence-based pedagogical approaches
- 2) **Lesson Study Approach:** In addition to the weekly professional development workshops, the school also encourages a "lesson study" approach, where teachers have the opportunity to observe their peers' lessons and provide constructive feedback. This collaborative learning strategy allows educators to learn from one another's successes and challenges, and subsequently implement best practices within their own classrooms.
- 3) **Teacher-Led Action Research:** SMPK Mardiwiata actively promotes teacher-led action research projects, where individual educators identify a specific learning challenge within their classrooms, implement a targeted intervention, and analyze the impact on student outcomes. These research findings are then shared with the broader faculty, enabling the school-wide adoption of effective strategies.

Despite the promising impact of the current teacher learning strategies, several key barriers have been identified that may be hindering their full effectiveness:

- 1) **Lack of Individualization:** The one-size-fits-all approach to professional development does not adequately address the diverse learning needs and skill levels of the teaching staff. Educators require more personalized support to identify and address their unique

areas of growth, whether it be in content knowledge, pedagogical strategies, or the use of educational technology.

- 2) **Limited Collaborative Opportunities:** While the "lesson study" approach has been well-received, teachers express a desire for more structured collaborative learning communities where they can regularly meet to share best practices, provide peer-to-peer coaching, and collectively problem-solve around the unique challenges they face in their classrooms.
- 3) **Insufficient Technology Integration Support:** Although the school has invested in various educational technologies, many teachers lack the confidence and expertise to effectively integrate these tools into their instructional practices, limiting their potential impact on student learning. More comprehensive training and ongoing support are needed to empower teachers to leverage technology in ways that truly enhance the learning experience.
- 4) **Gaps in Data Literacy:** Many teachers struggle to interpret and use student performance data to inform their instructional decisions. Additional training and support are needed to build their capacity in data-driven decision-making, enabling them to identify learning gaps, develop targeted interventions, and track the effectiveness of their efforts.
- 5) **Missed Opportunities for Teacher Leadership:** The school has not yet established clear pathways for exemplary teachers to serve as instructional leaders, share their expertise with colleagues, and support the implementation of new teaching strategies across the school. By tapping into the wealth of knowledge and experience within its own teaching staff, SMPK Mardiwiata can amplify the impact of its teacher learning strategies.

The teacher learning strategies currently implemented at SMPK Mardiwiata have demonstrated promising results in improving student learning outcomes. However, to drive sustainable and equitable improvements, the school must address the key barriers hindering the full effectiveness of these strategies, including the need for more personalized professional development, increased collaborative learning opportunities, better integration of educational technologies, stronger data literacy among teachers, and clearer pathways for teacher leadership.

By adopting the recommendations outlined in this paper, SMPK Mardiwiata can empower its teaching staff to continuously enhance their practice, foster a culture of collaborative learning, and ultimately create a learning environment that equips all students with the knowledge, skills, and dispositions necessary for success in their future endeavors. Through this comprehensive approach to teacher learning, the school can take a significant step towards realizing its vision of providing high-quality secondary education and preparing its graduates for meaningful careers and lifelong learning.

As SMPK Mardiwiata continues to refine and implement its teacher learning strategies, it must remain steadfast in its commitment to addressing the unique needs of its diverse student population. By ensuring that all learners, regardless of their background or abilities, have access to excellent teaching and the support they need to thrive, the school can play a vital role in promoting social equity and transforming the lives of the young people it serves.

4. CONCLUSION

Based on the presentation of the results of this study, the strategies taught to students are the art and science that use references to all resources to achieve a school goal at SMPK Mardiyata Malang City. During this war of science, schools or organizations should focus on learning strategies where teachers are comfortable teaching their students. In the teaching and learning process at SMPK Mardiyata, teachers and students are mutually active in the teaching and learning process because in this learning, teachers use strategies where in the teaching and learning process students are not easily bored in learning and students, on the contrary, in the teaching and learning process will feel enthusiastic when the material is taught. In addition, teachers also innovate in the learning process to further improve a good learning atmosphere for students.

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