IMPLEMENTING A QUALITY LEARNING IN SCHOOLS

Andi Warisno

The Chairman of Annur Islamic High School Lampung, Indonesia
e-mail : warisno@gmail.com

Abstrak

A quality learning process is a process of learning based on continuous improvement. The quality can be measured from the quality of inputs, processes, and outputs. In its implementation, it requires a culture of quality that grows from all parties: teachers, school principals, students, staff, cleaning service, and all of the school's components. By improving the quality of learning, it means we have improved the quality of education as a whole.

Keywords: *Litercy, communication, conceptual, written language*

A. Introduction

The management of educational quality generally adopts the concept of Total Quality Management (TQM). *Total Quality Management* (TQM) is a practical but strategic approach in running an organization that focuses on the needs of its customers and clients. As an approach, TQM seeks a permanent shift within an institution that focuses on improving the quality of the short-term viability into the long-term one. There are six possible approaches to implement TQM: *Kaizen* approach, culture change, reverse organization, close to customers, quality of learning, and overcoming obstacles.

The TQM philosophy is large-scale, inspirational, and all embracing, but its implementation is small, more practical, and increasing over time. The kaizen approach can be interpreted as a gradual increase. This approach is suitable to apply in theTQM. The TQM requires a

cultural change. Cultural changes that occur are not only the changes in the staff habits, but also the environment in which they work. There are two things that staff need to produce the quality. *First*, staff need a suitable environment for them to work. *Second*, to be able to work well, staff need encouragement and recognition for their success and achievement. The key to successful TQM culture is an effective internal/external link within the organization and the relationships within it. In an organization, the roles of senior and junior management in theTQM culture are to encourage and to empower teachers in learning as well as to encourage teachers and students, not to control them.

The TQM is used to describe two different but related issues. *Firstly*, it means a continuous improvement process. *Secondly*, it describes the tools and techniques that are often used in the quality improvement, i.e. brainstorming, force-field analysis, affinity network, Ishikawa diagram, process charting, flowchart, Pareto analysis, benchmarking, and career-path mapping.

Attention to the quality is in line with the growing expectation of the society to the quality of education, a consequence of the increasing public awareness of the importance of education for life in the future. The quality of education, especially basic education, should be improved since basic education is a foundation for subsequent education. In addition,in terms of improving the quality of education, basic education is an integral part of the overall improved quality of learning. Ansyar (2005:1) explains that the quality of education does not automatically elevate if the education budget is increased and the infrastructure, facilities, and supporting facilities are equipped. The fundamental improvement will

only be realized if improvements are made to the classroom change process according to the concept of good teaching. A good concept has been conveyed by Comenius to the seventeenth-century teachers in "Didaktika Magna": "to find a method of instruction by which teachers may teach less, but learners may learn more" (Woodring, 1975: 1), meaning that good teaching is visible in classes that optimize learning (learners learn more) and minimize teaching (teachers teach less).

A. Discussion

Satori (2006) mentions the quality of learning process is related to the duration of teaching and learning, the variation in learning strategy, the frequency of task/homework, and the frequency of student progress assessments along with their feedback. Philip Hill (1976) as cited in Mintarsih (2001: 34)states that "teaching and learning are concerned with the teacher as sender of message and the student as receiver of the message". While John Jaromick and Clifford D. Foster (1978: 51) mention that the goal to achieve in the process of teaching and learning is the special instructional goals aimed at behaviorchanges that can be seen and measured.

In order to achieve these goals, teachers should seek new breakthroughs in guiding learners so that learners are motivated. Teachers are expected to always be creative, full of initiative and innovative in implementing learning. They do not merelytransfer knowledge or theories but also reach the issue of attitude changes in students. This, however, can only yield results if the teacher as a manager of teaching and learning process mobilizes resources and utilizes the potential, facilities and other related matters. Associated with the above problem, Satori (1989) states

that the success of teaching and learning process in achieving the learning objectives is determined by the teachers. Teachers should be able to organize the learning environment as well as possible, use appropriate learning tools/instruments, prepare learning materials, select appropriate learning resources, and motivatestudents to be actively involved in their learning activities. Such forms of activities can only be done by professional teachers in their fields. Furthermore, Satori (1989) asserts that the activities that the teachers have to do have placed the role of the teachers as "manager of learning", which means that the teachers have very decisive functions in terms of planning, implementation, and productivity assessment of teaching and learning process.

So essential is the role of the teachers as a component in ensuring the quality of learning that Combs et al (as cited in Anshar, 2005: 3) describe the teacher's figure as follows:

> He is an artist, skillful in facilitating effective growth in students... his methods must fit the goals he seeks, the children he is working with, his philosophy he is guided by, the immediate condition under which he is working to say nothing of his feelings, goals, and desires. He may even, on occasion, find himself using a method he believes is "bad" because at that moment it was the only thing that he could think of to deal with an emergency situation (Combs, et al: 1974:7).

A good teacher is not one who cleverly instructs or directs students, but one who is able to guide, motivate and assist students in his/her own way that may be different from the way other teachers do. To do that, he/she needs to master the methods suitable to his/her particular types of students, the specific situations he/she faces, and the specific

purposes he/she must accomplish. Thus,a teacher is not a technician who applies a standard mechanical teaching method, but a smart and skilled person whoacts as a facilitator with the available learning resources to solve the problems he/she encounter that may not necessarily be a standard teaching method.

Cooper (1982: 2) asserts that teachers' functions are to help others (students) to learn and develop and to foster the intellectual, personal, and social development of the community members entering the school. Barry & King, (1993) in Prayitno (2005: 8) also remind that teachers should motivate students to learn in addition to manage the class effectively. Teachers must become the learning facilitators for students who embrace them with warm and acceptance, realness, openness, prizing, trust, empathy, understanding, love, and caring (Rogers, 1969; Gordon 1974; Smith, 1978; Barry & King, 1993; Hendrick , 1994). Teachers should always pay attention and understand the class atmosphere and handle the class in a levelheaded way, not hot-tempered (Silberman, 1970) because "language of acceptance is so powerful!" (Gordon, 1974: 55). The attitude of teachers is very influential to the students' behavior and learning activities (Smith, 1978). The classroom atmosphere should be made democratic with the pattern of "I'm okay, you're okay" relationship (Beechhold, 1971).

In addition to being able to develop a high-touch learning environment as described above, teachers are also required to be able to develop the systems and strategies and their instructional media (Smith, 1978).This has long been emphasized by experts such as Maria Montessori, Bruner, Skinner (in Smith, 1978) on the need for well-planned learning materials and programs and changing students' behaviors. A

successful teacher,Weigand (1977) says, should be able to combine and harmonize the elements of "relationships" and "technology" in learning through the application of interpersonal communication, diagnostic evaluation, sequence of learning activities, questioning ability, efforts to achieve learning objectives, techniques in motivating students to learn, and assessment of students' skill level.In this regard, it is necessary to note the existence of macro-systems and micro-systems in the learning process (Smith, 1978). Macro-systems are a whole-range learning system (encompassing the entire learning program such as project methods, IPI (individually prescribed instructional) programs, audio-tutorial systems), while the micro-systems include the means and models of activities performed along with the media used (i.e., lectures, written material discussions, demonstrations, and use of films, television, laboratories, computers). In relation to this, media use in learning is useful for developing teaching-learning activities that enable teachers and students to interact in their humanity and enable the development of individual-based learning activities (Brown, et.al, 1977). The mediareferred here include games, simulations, and sources from the surroundings (Prayitno, 2005: 9)

From the description above, it is understood that the quality of learning is closely related to the ability of teachers in managing the learning process from planning, implementing, to evaluating. Nationally, the quality of learning has been stipulated in Government Regulation No. 19 of 2005 that the quality of learning must meet the standards of the process set out in Articles 19, 20, 21, 22, 23 and 24. The following are excerpts from the Regulation No. 19 of 2005 on standard learning process.

Article 19 paragraph (1) states that the learning process in the educational unit is held interactively, inspirational, fun, and challenging, motivates learners to participate actively, and provides sufficient space for initiative, creativity, and independence according to the learners' talents, interests, physical,and psychological development. Article 19 paragraph (2) states that in addition to the provisions referred to in paragraph (1), the educatorsmust lead by example in the learning process. Article 19 paragraph (3) mentions that each educational unit undertakes the planning of learning process, the implementation of learning process, the assessment of learning outcomes, and the supervision of learning process in order for conducting an effective and efficient learning process.

Further, Article 20 reads: the planning oflearning process includes syllabus and lesson plans which contain at least a set of learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Article 21 paragraph (1) states that the implementation of the learning process as referred to in Article 19 paragraph (3) should consider the maximum number of learners per class and the maximum teaching load per educator, the maximum ratio of textbooks to each learner, and the maximum ratio of the number of learners to each educator. Article 21 paragraph (2) states that the implementation of the learning process is undertaken by developing a culture of reading and writing.

Article 22 paragraph (1) mentions that the assessment of learning outcomes as referred to in Article 19 paragraph (3) at elementary and secondary education levels uses various assessment techniques in accordance with basic competencies that must be mastered. Article 22

paragraph (2) states that the assessment techniques as referred to in paragraph (1) may include written test, observation, practice test, and individual or group assignment. Article 22 paragraph (3) states that for subjects other than sciences and technology in primary and secondary education, the individual observation assessment techniques shall be conducted at least once per semester.

Article 23 reads: the supervision of the learning process as referred to in Article 19 paragraph (3) includes monitoring, supervision, evaluation, reporting, and taking necessary follow up actions. Article 24 reads: the standard planning of learning process, implementation of learning process, assessment of learning outcomes, and supervision of learning process are developed by BSNP and stipulated by Ministerial Regulation.

The articles in the above government regulation are interpreted by experts in various forms and perceptions. Lela Helawati (2003: 9-12) describes in detail the process of teaching and learning through the following stages:

1) *Pre-instructional Stage*

This is the first step taken by teachers when the learning process begins. Teachers are required to be skilled in setting up a lesson (set induction), meaning that the activities of teachers in the learning setting create preconditions for students. It is useful in order that the students' mental and attention are centered on the materials taught. This effort will havepositive effects on the learning activities, it can:

a) Link the students' experiences to learning objectives, such as adaptation and orientation.

b) Attract the students' attention and prepare the students mentally to tap into the key issues discussed.

2) *Instructional Stage*

This is the stage of providing core learning, including:

a) Describing the core materials by discussion, starting from the general overview to the more specific topics.

b) Presenting concrete examples in each discussion

c) Using teaching aids to clarify topics

d) Summarizing the results of the discussion of all topics.

3) *Evaluation Stage*

The evaluation stage is a follow-up step with the aim to figure out the success rate of each instructional step. Evaluation can be done by:

a) Asking some questions to the class or to some students about the topics that have been discussed.

b) Re-explaining the overview of the materials if the question has not been mastered of a 75% success rate

c) Providing co-curricular assignments for enrichment

d) Concluding the lesson by notifying the materials to be discussed at the next meeting.

Lela also provides some important suggestions for teachers to note when carrying out the lesson, which is sufficient to give an impact to the effectiveness and efficiency of the learning process undertaken. They are as below:

9

1) When teachers teach, avoid explaining the lesson while sitting or standing in front of the blackboard against the students.

2) When the teacher explains the material, do not just stand in front of the class but walk around while paying attention to every student's inquiry.

3) Try to begin each new lesson with apperception.

4) To find out the students' understanding, before the lesson ends, familiarize students with summarizing the learning outcomes.

5) Try to use varied methods, tailored to the materials.

6) Use the approach as a way of treating certain topics.

7) Use appropriate and varied learning media.

8) When a student asks, try not answered directly, but direct the question to the class first.

9) During a group or class discussion, try being as a facilitator.

10) While in class, the teacher should focus on learning.

11) Use the concept and process approaches.

The most important point from above explanation is that to create an excellent learning process, it requires the creation of a condition called the quality culture. If the quality culture has been formed on students, teachers, principals, staff and all the school components, the process of learning will automatically have better quality as well.

B. Conclusion

Quality is ultimately a process and not a goal. Quality stimulates an organization, government, and individuals to better design products and services. Quality must be managed;likewise, the learning process

needs to be managed well by the teachers in order to produce a good quality learning process.

From the above arguments, it can be understood that the process of quality learning is a learning process in which the effectiveness or accuracy and efficiency of all factors or elements play a significant role under the following indicators:the accuracy of the design of learning materials,the duration of teaching and learning,the variation of teaching and learning strategies, the frequency of task/homework assigned, the frequency of assessment/progress of the student learning outcomes, theutilization of appropriate media and learning resources, a conducive learning climate (interactive, inspiring, fun, challenging, motivating learners to participate actively), and appropriate assessment techniques. In general, the factors that affect the quality of learning in general consist of the internal and external factors.

REFERENCES

Anshar. Mohd. (2005). *Strategi Pendidikan Tenaga Kependidikan*. Makalah disampaikan pada Seminar Internasional Pendidikan dan Pertemuan FIP/JIP se Indonesia. Padang: FIP-Universitas Negeri Padang.

Woodring, P. (1975). *The Development of Teacher Education, in K. Ryan (ed), Teacher Education: The Seventy Fourth Yearbook of The National Society For a Study of Education*. Chicago: The University of Chicago Press.

Satori, Djaman (2006). *Supervisi Akademik dan Penjaminan Mutu dalam Pendidikan Persekolahan.* Koleksi Materi Perkuliahan Supervisi Pendidikan IPA SPs Bandung: tidak diterbitkan.

Danumihardja, Mintarsih. (2001). *Peran Guru Sebagai Inovator.* FORMASI, Jurnal Kajian Manajemen Pendidikan. Penerbit Universitas Pendidikan Indonesia Bandung dan Jakarta: UHAMKA

Cooper, Cary (1982). *Classroom Teaching Skills*. Lexington, Mass: D.C. Health and Company

Prayitno. (2005). *Pendekatan Basic Need Dalam Pendidikan: Aplikasi Ilmu Pendidikan.* Makalah disampaikan pada Seminar Internasional dan Pertemuan FIP/JIP seluruh Indonesia. Padang: FIP/Universitas Negeri Padang

Smith. P.C, Kendall, LM and Hulin, CL. (1969). *Measurment of Satisfaction in Work and Retirement: A Strategy for Study of Attitude.* Chicago: Illionis. Rud Mertally & Company

Helawati, Lela Pridi. (2003). *Meningkatkan Strategi Pembelajaran Guru dilihat dari Performance Keguruan.* Bulletin PPPG Tertulis. Bandung: Media Informasi, Komunikasi dan Pengembangan Sumber Daya PPPG