

UNDERSTANDING STUDENT LEARNING PATTERNS FOR IMPROVING EDUCATION QUALITY

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Abstract

In pursuing and realizing effective learning goals, it is necessary to implement a method so that the desired learning process is achieved, namely by learning effectively. Improving the quality of education will be achieved if the teaching and learning process carried out in the classroom is truly effective and useful for achieving the expected knowledge, attitudes and skills. Because basically the teaching and learning process is the core of the overall educational process, the teacher is one of the important factors in determining the success of the learning process in the classroom. The preparation of learning strategies includes individual, group, guided, leaving and supervision learning patterns. There are components that must be considered in developing learning patterns, including teaching objectives, introduction of initial abilities, the teaching process and assessment of the achievement of teaching objectives. What students apply at home as a learning pattern can also be called home learning activities. The learning patterns used by students in their daily lives are certainly different from each other.

Keywords: Learning Patterns, Quality of Education

INTRODUCTION

Education is the main factor in the formation of the human person. Education is a universal activity that exists in human life, wherever in the world there is society, there is education (Sitopu et al., 2024; Guna et al., 2024). One important aspect of education is the learning process. This aspect is often an important focus in education (Hairiyanto et al., 2024). However, the

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learning that has been and is being carried out so far has not touched the substance and hopes to be achieved (Zhou, M, 2011).

In teaching and learning activities, there are two things that determine the success or failure of a teaching and learning process, namely classroom management and teaching itself (Tubagus et al., 2023; Aslan & Shiong, 2023). These two things are interdependent. The success of teaching, in the sense of achieving instructional goals, is very dependent on the ability to manage the class. A good class can create a situation that allows students to learn so that it is the starting point for successful teaching (Vermunt, J. D., & Donche, V, 2017).

Improving the quality of education will be achieved if the learning process carried out in the classroom is truly effective and useful for achieving the expected knowledge, attitudes and skills. Because basically the learning process is the core of the overall educational process, the teacher is one of the important factors in determining the success of the teaching and learning process in the classroom (Gijbels, D., et al, 2014). Therefore, teachers are required to increase their role and competence. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes are at an optimal level (Nurdiana et al., 2023; Sarmila et al., 2023).

Effective learning is usually characterized and measured by the level of achievement of goals by the majority of students. This level of achievement also means that a number of internal learning experiences are acceptable to students. According to Kyriacou (2009), effective learning includes two main things, namely the first relates to the amount of time spent by students during the lesson. How students are involved, engaged, in the learning process to achieve the expected goals. The second thing is related to the actual quality of learning itself. This means how the learning process or interaction can take place between teacher-student, student-student and student-learning resource (Haddar et al., 2023; Tuhuteru et al., 2023). Thus, effective learning cannot be separated from quality learning because the quality of learning outcomes depends on the effectiveness of learning that occurs or occurs in the learning process itself. More than forty years of research data that has been collected also shows that students who receive high-quality learning demonstrate more successful learning than students who do not receive quality learning (Joyce, B., et al, 2009).

Effective learning is learning that is able to bring students to achieve the expected learning goals or competencies. Efficient learning is a learning

activity that takes place using relatively little time and resources. It was further stated that learning needs to be created into an interesting event in order to increase students' interest and motivation to learn (Perbadi, B. A, 2009).

The learning that is carried out is only haphazard learning that does not have a strong foundation, so that the learning does not meet expectations, and produces output of poor quality, so learning and learning principles are needed so that they always serve as guidelines for Islamic Religious Education teachers in designing effective learning process (Aslan & Pong, 2023; Astuti et al., 2023). This principle creates a picture of miniature life problems that will be faced by students and teachers as teachers (Olson, D, 2008). Starting from an experience played and carried out by learning and learning experts. It will be a difficulty for teachers if they do not understand the principles of learning, the learning process is not in accordance with expectations. This is where the true role of an educator is to choose the important roles that will be played when teaching in front of students.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Learning Theory

A. Definition of Learning

Learning is the process of student interaction with education and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur (Bada, S. O., & Olusegun, S, 2015). In other words, learning is a process to help students learn well.

Learning is a complex activity. Learning is essentially not just conveying messages but is also a professional activity that requires teachers to be able to use basic teaching skills in an integrated manner and create efficient situations Mashudi, Toha, et al (Widiyarti, G., et al, 2023).

Therefore, in learning, teachers need to create a conducive atmosphere and learning strategies that attract students' interest.

Quality learning really depends on the teacher's creative motivation, learning that has high motivation, high motivation supported by teaching that is able to facilitate this will lead to successful achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Good learning design, supported by marking facilities, coupled with teacher creativity will make it easier for students to achieve learning targets (Hiebert, J., & Carpenter, T, 2006).

Trianto, M. P. (2010) said "Learning is a complex aspect of human activity, which cannot be fully explained". Learning can simply be interpreted as a product of continuous interaction between development and life experience. Learning in a complex sense is a conscious effort by a teacher to teach students (directing student interactions with other learning resources) in order to achieve the expected goals. Meanwhile, Isriani, H., & Puspitasari, D. (2012) "Learning is an activity that deliberately modifies various conditions that are directed towards achieving a goal, namely achieving the curriculum objectives."

B. Learning and Learning Theories

1. Behaviorism Theory

Behaviorism is a theory of the development of behavior, which can be measured, observed and produced by the learner's response to stimuli. Responses to stimuli can be reinforced with positive or negative feedback on desired condition behavior. This theory then developed into a school of learning psychology which influenced the direction of development of educational and learning theory and practice, known as the behaviorist school which emphasized the formation of behavior that appeared as a result of learning.

The application of behavioristic theory in learning activities depends on several things such as: learning objectives, nature of lesson material, learner characteristics, media and available learning facilities. Learning designed and based on behavioristic theory views that knowledge is objective, certain, fixed, unchanging.

2. Humanistic Theory

According to humanistic theory, the purpose of learning is to humanize humans. The learning process is considered successful if the student understands his environment and himself. Students in the

learning process must strive so that gradually they are able to achieve self-actualization as well as possible. This learning theory attempts to understand learning behavior from the perspective of the perpetrator, not from the perspective of observation.

Humanistic theory argues that any learning can be utilized, as long as the aim is to humanize humans, namely achieving self-actualization, self-understanding and optimal self-realization of the person learning. Understanding idealized learning makes humanistic theory able to utilize any learning theory as long as the aim is to humanize humans. This makes humanistic theory eclectic. It cannot be denied that for every particular stance or approach to learning, there will be advantages and disadvantages.

3. Constructivism Learning Theory

Constructivism theory defines learning as a truly active activity, where students build their own knowledge, search for their own meaning, find out about what they learn and conclude new concepts and ideas with the knowledge that already exists within them.

Some of the characteristics and also the basic principles of constructivist learning theory in learning are as follows:

1. Develop strategies for obtaining and analyzing information.
2. Knowledge is formed not only from one perspective, but from multiple perspectives.
3. The main role of students in the learning process, both in regulating or controlling their own thinking processes and when interacting with their environment.
4. Scaffolding is used in the learning process. Scaffolding is the process of providing guidance or guidance to students to develop themselves.
5. Educators act as facilitators, tutors and mentors to support and guide their students' learning.
6. The importance of evaluating authentic learning processes and outcomes (Pritchard, A, 2017); Wang, V. C, 2012).

C. Learning Principles

There are many opinions about the principles of pedagogical-based learning that an educator must have in constructive learning theory, there are at least 7 (seven). Learning principles, namely (1) the principle of motivation and attention, (2) the principle of activeness, (3) the principle of experience and direct involvement, (4) the principle of repetition, (5) the

principle of challenge, (6) the principle of reinforcement and feedback, (7) the principle of individual differences (Sudarsana, I. K, 2016).

Bothel (1968) as explained by Ali, G (2013) explains that there are five learning principles that teachers must have and know. Namely (1) readiness principle, (2) perception principle, (3) cognitive principle, (4) evaluation principle, (5) psychomotor principle, (5) motivation and attention principle.

Pedagogical Approaches to Student Diversity

Student diversity includes differences in cultural backgrounds, academic abilities, interests, and learning styles. Realizing that each student is a unique and different individual, I realize that educators need to face challenges in achieving the learning goals that have been set. Student diversity provides extraordinary opportunities to enrich the learning environment (Pasque, P. A., et al, 2013). Each student brings different experiences, knowledge, and perspectives. In interactions between students with different cultural backgrounds, in-depth discussions and creative problem solving can occur. Students can learn from each other, developing a deeper understanding of diverse cultures and perspectives. This results in an inclusive learning space, where every voice is valued and acknowledged. One effective approach to student diversity in the learning process is to use a differentiated approach.

Differentiated education is an approach that recognizes individual differences in learning and provides educational experiences tailored to each student's needs, interests, and abilities. This approach allows students to develop their potential to the maximum, while respecting their differences (Wulandari, A. S, 2022).

One of the main advantages of differentiated education is that it can maximize the learning abilities of each student. Each individual has a different pace, learning style, and level of understanding. In a differentiated education system, teachers can identify students' needs and interests more specifically, and adapt teaching strategies and learning materials according to individual characteristics. This helps students to learn more effectively and reach their best potential (Steinkopf Rice, J., & Horn, T, 2014).

Apart from that, differentiated education also encourages inclusion and acceptance of diversity in the classroom. In a differentiated environment, students with special needs or gifted can also receive appropriate support. Teachers can make adjustments in assignments, teaching methods, and

assessments to ensure that all students feel valued and supported in their learning process. This helps create an inclusive learning climate, where students support each other and respect each other's differences.

Differentiated education also prepares students for the heterogeneous real world. Today's society is very diverse, both in terms of intelligence, talent, cultural background, and so on. With a differentiated educational approach, students learn to respect and work together with people who are different from themselves. They also learn how to adapt to different demands and challenges (Sanger, C. S, 2020). This prepares them to become citizens who are inclusive, adaptive, and able to work in an increasingly global and complex world.

Overall, differentiated education provides great benefits to students in terms of personal development and academic success. This approach recognizes students' individual differences and ensures that they receive an education that meets their needs and potential. In an increasingly diverse world, differentiated education prepares students to become individuals who are inclusive, adaptive, and ready to face future challenges (Sitovskyi, A., et al, 2019). What is no less important is our newest curriculum, namely the independent curriculum, which encourages a learning approach that is responsive to student diversity. Differentiated learning takes into account the different needs, interests, and learning styles of each student. By accommodating this diversity, learning can become more relevant and appropriate to the local context.

Learning Patterns and Learning Effectiveness

The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students, but how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity and quality and can provide behavioral changes and apply them in their lives. Effective learning will train and instill a democratic attitude for students, and can create a pleasant learning atmosphere so as to give students creativity to be able to learn with the potential they already have, namely by giving them the freedom to carry out learning in their own way of learning (Gijbels, D., et al , 2014). In pursuing and realizing effective learning goals, it is necessary to implement a method so that the desired learning process is achieved, namely by learning effectively. To improve effective learning methods, there needs to be guidance from the teacher.

Learning patterns are a series of procedures in the teaching and learning process that will help students in the process of understanding the existing learning material. The preparation of learning strategies includes individual, group, guided, leaving and supervision learning patterns. There are components that must be considered in developing learning patterns, including: teaching objectives, introduction of initial abilities, teaching process and assessment of achievement of teaching objectives. What students apply at home as a learning pattern can also be called home learning activities. The learning patterns used by students in their daily lives are of course different from each other, according to Felder, R. M., & Brent, R (2024).

There are three categories of diversity that have been shown to have important implications for teaching and learning. Differences in student learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic), and levels of intellectual development (attitudes about the nature of knowledge and how should be obtained and evaluated). A similar thing was also stated by Nursina (Andalangi, Y., et al, 2022) "Learning patterns are one of the important factors that greatly influence the achievement or learning outcomes obtained by students. In education, it is often known that students have different learning patterns from one another."

Learning activities are the process of transforming educational messages in the form of learning materials from learning sources to learners. In learning, there is a communication process to convey messages from educators to students with the aim that the message can be well received and have an effect on understanding and changes in behavior. Thus, the success of learning activities really depends on the effectiveness of the communication process that occurs in the learning.

Regarding the learning process, communication is said to be effective if the message, in this case the subject matter, can be received and understood, and gives rise to positive feedback by students. Effective communication in learning must be supported by interpersonal communication skills that a lecturer must have. In teaching and learning activities, interpersonal communication is a must, so that there is a harmonious relationship between teachers and learning participants. The effectiveness of communication in teaching and learning activities really depends on both parties. However, because the teacher is in control of the class, the responsibility for healthy and effective communication in the class lies with the teacher. The success of

teachers in carrying out these responsibilities is influenced by their skills in carrying out this communication (Gijbels, D., et al, 2014).

The effectiveness of learning can be seen from student activities during learning, student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship between students and teachers to achieve a goal together, apart from that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help achieve all aspects of development students (Swan, K, 2003).

John Carroll (Rohmawati, A, 2015), who is famous in the field of educational psychology, and in his book entitled "A Model of School Learning", states that Instructional Effectiveness depends on five factors: 1) Attitude; 2) Ability to Understand Instructions; 3) Perseverance; 4) Opportunities; 5) Quality of Instruction. Knowing several of these indicators shows that learning can be effective if there is an attitude and willingness in the child to learn, the readiness of the child and teacher in learning activities, and the quality of the material presented.

If these five indicators do not exist then children's teaching and learning activities will not run well. Children really need effective learning activities to help develop children's thinking without ignoring the child's level of understanding according to their developmental age. Learning effectiveness is a measure of the success of the interaction process in educational situations to achieve learning goals.

CONCLUSION

Learning patterns are a series of procedures in the teaching and learning process that will help students in the process of understanding the existing learning material. The preparation of learning strategies includes individual, group, guided, leaving and supervision learning patterns. There are components that must be considered in developing learning patterns, including teaching objectives, introduction of initial abilities, the teaching process and assessment of the achievement of teaching objectives. What students apply at home as a learning pattern can also be called home learning activities. Learning is characterized and measured by the level of achievement of objectives by the majority of students. Effective learning is learning that is able to bring students to achieve the expected learning goals or competencies. The combination includes human elements (students and teachers), materials (books, blackboards, chalk and learning tools), facilities

(room, audio-visual class), and processes that influence each other to achieve learning goals. So learning is an activity carried out by the teacher in such a way that student behavior changes for the better. Learning aims to help students gain various experiences and with this experience, student behavior which includes knowledge, skills, and values or norms which function as controllers of student attitudes and behavior increases, both in quantity and quality.

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