

SUSTAINABLE EDUCATION: STRATEGIES AND POLICIES FOR DEVELOPING HIGH-IMPACT LEARNING PRACTICES

Loso Judijanto *

IPOSS Jakarta, Indonesia

losojudijantobumn@gmail.com

Muh. Rezky Naim

Universitas Muhammadiyah Mamuju

rezkynaim@gmail.com

Abstract

This study aims to explore strategies and policies that can support the development of high-impact learning practices in the context of continuing education. The research method in this study is the literature review method. The results show that the key to success in implementing sustainable education lies in improving teacher competence, integrating technology in learning, and implementing a flexible and inclusive curriculum. Supportive policies such as the provision of adequate educational infrastructure, support for educational innovation and the establishment of an inclusive learning environment are also important factors in achieving these goals.

Keywords: Continuing Education, Strategy, Policy, Development of High Impact Learning Practices.

Introduction

In this era of globalisation and rapid technological advancement, the education system faces increasingly complex challenges. Education no longer only aims to transfer knowledge, but also to prepare individuals who are able to adapt quickly to changes and contribute actively in society. (Ikhlas et al., 2024); (Hayani et al., 2024); (Andrian et al., 2024).

Education programmes should be designed in an inclusive and sustainable manner, integrating technology and innovative learning methods that promote active engagement and lifelong learning. In addition, teacher training and professional development need to receive special attention so that educators can keep up to date with the latest developments and are able to transfer knowledge in relevant and effective ways. Equally important, individuals should also be encouraged to develop empathy, leadership and social sensitivity, so that they are not only able to face personal challenges but can also contribute to building a more just and harmonious society. (Varela, 2024).

One approach that is gaining increasing attention is continuing education, which focuses not only on developing academic competence, but also on shaping values of sustainability and social responsibility. Continuing education emphasises the importance of high-impact learning practices, i.e. learning methods and strategies that

are not only effective in improving understanding of the material but also building critical, collaborative and creative skills. These practices include project-based learning, collaborative learning, experiential learning and so on. However, the implementation of these high-impact learning practices still faces various barriers, ranging from limited resources, lack of training for teachers, to education policies that are not fully supportive. (Reimers, 2020).

In addition, education policy plays a central role in determining the direction and quality of education. Appropriate policies can support the implementation of quality learning practices, while inappropriate policies can be a hindrance. Therefore, an in-depth study of the strategies and policies needed to develop high-impact learning practices within the framework of sustainable education is required. (Amin et al., 2023).

Another challenge is the lack of research that combines learning strategies and education policy in the context of sustainability. Most research is still focussed on separate aspects, thus not providing the holistic picture needed for systemic change (Zguir et al., 2021). (Zguir et al., 2021)..

Thus, this research aims to fill this gap by identifying effective strategies and policies that support the development of high-impact learning practices.

Research Methods

The study in this research uses the literature method. The literature research method, or often referred to as literature review, is a research approach that explores data from various existing written sources, such as books, scientific journals, articles, reports, and other documents. The main objective of this method is to identify, evaluate, and synthesise existing knowledge related to the topic under study. The process involves searching for relevant literature, critically reviewing the content, and compiling a review that connects the findings to provide in-depth insights and a broad context for the research being conducted. Literature research methods are useful for gaining an overview of a particular topic, clarifying theoretical frameworks, and identifying previous research gaps that can serve as a foundation for further study.

Results and Discussion

Strategies that can support the development of high-impact learning practices

The development of high-impact learning practices requires a planned and holistic strategy, starting with the integration of appropriate educational technology. Technology can support the teaching-learning process by providing access to a wider range of learning resources and enabling more dynamic interactions. (Firdausih & Aslan, 2024); (Triyuni et al., 2024); (Arnadi et al., 2021). Online learning platforms, digital collaboration tools and interactive applications can be used to create a more engaging learning experience that suits students' individual needs. Moreover, technology enables

personalised and adaptive learning, allowing students to learn at their own pace. (Irlbeck & Dunn, 2020)..

Furthermore, the development of teacher competencies is key in ensuring high-impact learning practices. Ongoing training and professional development should focus on improving pedagogical skills, mastery of technology and the ability to structure relevant and contextualised curricula. Well-trained teachers can design motivating and challenging learning experiences and conduct assessments that provide constructive feedback to promote student progress. Mentoring programmes and collaboration between teachers can also be implemented to share best practices and innovations in learning. (Buinwi et al., 2024)..

In addition, student-centred learning approaches should be at the core of every educational strategy. This includes implementing various active learning methods such as group discussions, project-based learning and case studies that allow students to play an active role in the learning process. Through these strategies, students are encouraged to think critically, analyse and apply concepts to real-world situations. Learning in this way not only enhances deep understanding of the material, but also develops soft skills such as communication, co-operation, and problem-solving (North et al., 2022). (North et al., 2022).

Another important aspect is the establishment of an inclusive and supportive learning environment where every student feels safe and valued. This can be achieved by fostering a school culture that values diversity and encourages active participation from everyone, regardless of background. An inclusive approach allows students with different learning styles and special needs to be fully involved in the learning process. Encouraging collaboration between schools and parents and communities is also important to support a positive and sustainable learning environment. (Saleh et al., 2022).

Finally, systematic evaluation and reflection on learning practices should be conducted regularly to ensure that the strategies implemented are indeed having a positive impact. Using data and feedback from students, teachers and external assessments can provide valuable insights to make adjustments and improvements. By continuously measuring the effectiveness of learning practices and adjusting strategies based on the findings, educational institutions can continue to grow and provide high-impact learning experiences for all students.

As such, the development of high-impact learning practices requires an integrative and sustainable approach. The use of appropriate educational technology, the development of teacher competencies, the implementation of student-centred learning, the establishment of inclusive learning environments, and regular evaluation and reflection are key strategies that support each other. By implementing these strategies consistently and holistically, it is expected to create a learning experience

that is not only enjoyable but also effective in improving student achievement and competence in the long run.

Policies that can support the development of high-impact learning practices

To develop high-impact learning practices, there is a need for supporting policies that can create a conducive and innovative educational environment.

Firstly, it is important to develop policies that focus on improving teacher competence and professionalism. This can be done through continuous training and professional development programmes and providing access to quality educational resources. This policy should also include coaching and mentoring for teachers who are just starting their careers, so that they can quickly adapt to best practices in the education environment. (Alisoy, 2023).

Secondly, the implementation of policies that support the use of technology in learning is crucial. This includes the provision of adequate technology infrastructure, such as stable internet access and modern digital learning devices. In addition, policies should also encourage the integration of technology in the curriculum and learning process, so as to enhance student interaction and engagement. The government or authorities can also provide incentives for schools that successfully implement technology effectively in their classrooms. (Alshuraiaan & Almefleh, 2023)..

Thirdly, policies that support student-centred learning and inclusivity are needed. This includes developing flexible and adaptive curricula that allow students with different abilities and backgrounds to learn in ways that are most effective for them. Policies should also promote inclusive education that takes into account the needs of children with special needs and facilitates equal opportunities for all students to reach their potential. (Tafazoli, 2024).

Finally, periodic evaluation and revamping of education policies should be done to ensure their effectiveness. These policies should be based on the latest data and research so that every step taken is relevant and well-targeted. Policy implementation also needs to involve various stakeholders, including teachers, students, parents and the community in general, so that there can be a harmonious understanding and cooperation in an effort to improve the quality of education.

These policies will not only support the development of high-impact learning practices, but will also ensure more equitable, inclusive and sustainable education for future generations.

Conclusion

Continuing education relies heavily on the implementation of strategies and policies that support the development of high-impact learning practices. Key strategies include improving teacher competence through training and mentoring, integrating technology in the learning process and implementing a flexible and inclusive curriculum.

These must be implemented on an ongoing basis and evaluated regularly to ensure their effectiveness.

On the policy side, it is urgent for the government and related parties to provide adequate education infrastructure, support technological innovation in learning, and establish an inclusive education environment for all students. Ongoing support in the form of co-operation from various stakeholders is also crucial to achieve the goal of equitable and effective education. With a holistic and sustainable approach, we hope to create an education system that is able to respond to the challenges of the times and improve the quality of human resources in the future.

References

Alisoy, H. (2023). Evolving vocabulary: Bridging colloquial and standard English in communication. *Norwegian Journal of Development of the International ...*, Query date: 2024-12-14 15:45:45. https://www.researchgate.net/profile/Hasan-Alisoy/publication/375957650_EVOLVING_VOCABULARY_BRIDGING_COLLOQUIAL_AND_STANDARD_ENGLISH_INCOMMUNICATION/links/6564e3d3ce88b87031197f6a/EVOLVING-VOCABULARY-BRIDGING-COLLOQUIAL-AND-STANDARD-ENGLISH-INCOMMUNICATION.pdf

Alshurayaan, A., & Almefleh, H. (2023). Exploring effective pedagogical approaches and strategies for TESOL education to enhance English language learning in Kuwait. *International Journal of ...*, Query date: 2024-12-14 15:45:45. <https://www.al-kindipublisher.com/index.php/ijlt/article/view/5858>

Amin, H., Zaman, A., & Tok, E. (2023). Education for sustainable development and global citizenship education in the GCC: a systematic literature review. *Globalisation, Societies and Education*, Query date: 2024-12-14 15:45:45. <https://doi.org/10.1080/14767724.2023.2265846>

Andrian, T., Aslan, A., & Effiyadi, E. (2024). PRINCIPAL SUPERVISION IN IMPROVING THE ROLE OF PAI TEACHERS AT SMP NEGERI 5 SEMPARUK IN 2023-2024. *HUMANITIS: Journal of Homaniora, Social and Business*, 2(10), 1446-1451.

Arnadi, A., Aslan, A., & Mahbu, M. (2021). ISLAMIC RELIGIOUS EDUCATION TEACHERS' EFFORTS IN IMPLEMENTING THE 2013 CURRICULUM OF MADRASAH IBTIDAIYAH SE-KKM 2 SAMBAS. *Inspiratif Pendidikan*, 10(2), 247-256. <https://doi.org/10.24252/tp.v10i2.18571>

Buinwi, U., Okatta, C., Johnson, E., & ... (2024). Enhancing trade policy education: A review of pedagogical approaches in public administration programmes. ... *Journal of Applied ...*, Query date: 2024-12-14 15:45:45. https://www.researchgate.net/profile/Ushena-Buinwi-2/publication/384660031_Enhancing_trade_policy_education_A_review_of_pedagogical_approaches_in_public_administration_programs/links/670107d2f599e0392fb687a6/Enhancing-trade-policy-education-A-review-of-pedagogical-approaches-in-public-administration-programs.pdf

Firdausih, F., & Aslan, A. (2024). LITERATURE REVIEW: THE EFFECT OF PROJECT-BASED LEARNING ON STUDENT MOTIVATION AND ACHIEVEMENT IN SCIENCE. *Indonesian Journal of Education (INJOE)*, 4(3), Article 3.

Hayani, R. A., Yanto, S., Rahmat, A., Purnawirawan, A. C., & Aslan, A. (2024). LEADERSHIP EFFECTIVENESS IN ISLAMIC EDUCATION MANAGEMENT. *Educative Scientific Journal*, 10(2), 136-148. <https://doi.org/10.37567/jie.v10i2.3272>

Ikhlas, I., Aslan, A., & Mutazam, M. (2024). THE IMPLEMENTATION OF PAI TEACHERS' INQUIRY STRATEGIES IN IMPROVING CRITICAL THINKING OF CLASS VI STUDENTS WITH THE CONCEPT OF HIGHER ORDER THINKING SKILLS (HOTS) AT SDN 06 MENSERE IN THE 2023/2024 ACADEMIC YEAR. *ADIBA: JOURNAL OF EDUCATION*, 4(4), 813-822.

Irlbeck, S., & Dunn, S. (2020). Emotional intelligence: A missing link in preparing instructional design students for workplace success. *Performance Improvement*, Query date: 2024-12-14 15:45:45. <https://doi.org/10.1002/pfi.21930>

North, B., Piccardo, E., Goodier, T., Fasoglio, D., & ... (2022). *Enriching 21st-Century Language Education. The CEFR Companion volume in practice.* orfee.hepl.ch. <https://orfee.hepl.ch/handle/20.500.12162/5760>

Reimers, F. (2020). *Educating students to improve the world.* library.oapen.org. <https://library.oapen.org/handle/20.500.12657/37361>

Saleh, S., Brome, D., Mansour, R., Daou, T., Chamas, A., & ... (2022). Evaluating an e-learning programme to strengthen the capacity of humanitarian workers in the MENA region: The Humanitarian Leadership Diploma. *Conflict and Health*, Query date: 2024-12-14 15:45:45. <https://doi.org/10.1186/s13031-022-00460-2>

Tafazoli, D. (2024). Exploring the potential of generative AI in democratising English language education. *Computers and Education: Artificial Intelligence*, Query date: 2024-12-14 15:45:45. <https://www.sciencedirect.com/science/article/pii/S2666920X2400078X>

Triyuni, D., Aslan, A., & Astaman, A. (2024). IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN SDN 17 SUNGAI PUGUK, SAMBAS SUB-DISTRICT IN THE 2023/2024 ACADEMIC YEAR. *HUMANITIS: Journal of Homaniora, Social and Business*, 2(10), Article 10.

Varela, D. (2024). Diplomacy in the Age of AI: Challenges and Opportunities. ... of *Artificial Intelligence General Science (JAIGS)* ISSN ..., Query date: 2024-12-14 15:45:45. <https://ojs.boulibrary.com/index.php/JAIGS/article/view/101>

Zguir, M., Dubis, S., & Koç, M. (2021). Embedding Education for Sustainable Development (ESD) and SDGs values in curriculum: A comparative review on Qatar, Singapore and New Zealand. *Journal of Cleaner Production*, Query date: 2024-12-14 15:45:45. <https://www.sciencedirect.com/science/article/pii/S0959652621027438>