

# Strategies for Improving the Quality of Learning in Grade 5 of Primary School (Case Studies in 3 Primary Schools in the City of Medan)

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## ABSTRACT

The general objective of this study is to obtain an empirical description of strategies for improving the quality of learning in grade 5 elementary schools in Medan. Specifically, the objectives of this study were to (1) identify strategies for improving the quality of learning for grade 5 elementary schools in Medan, (2) implement strategies for improving the quality of learning for grade 5 elementary schools in Medan, (3) evaluate strategies for improving the quality of learning in grade 5 in schools. Elementary school in Medan, (4) knowing the supporting and inhibiting factors in improving the quality of learning for grade 5 elementary schools in Medan, (5) Knowing the results of strategies for improving the quality of learning for grade 5 elementary schools in Medan. The results of the strategy have actually had an unsatisfactory impact on improving the quality of learning carried out by teachers. Judging from the aspects of the quality improvement strategy, the implementation of quality improvement, evaluation of quality improvement strategies, supporting and inhibiting factors, as well as the aspects of the results of the quality improvement strategy have not contributed maximally to improving the quality of learning

**Keywords:** Strategy, Learning, Elementary School.

## INTRODUCTION

Learning is one of the main instruments and strategic used at any institution of formal education, starting from primary education, secondary up to higher

education. Given the role that strategic reason, then the learning always attract attention, so some research focuses on aspects of the quality of learning continuously performed. Scientific activities conducted in the context of the learning are expected to generate a formula of learning in terms of process and learning outcomes is improved, better and more quality. Learning is not a process to make the students as "experts" on certain subjects. Students need more "experience" in learning, not "knowledge". Therefore, teacher competence becomes the main requirement to achieve the quality of good learning.

The quality of education in Indonesia at this moment is very alarming. It is seen that in Indonesia are less concerned about the quality of education in Indonesia. Therefore, many of the problems that arise due to the poor quality of education in Indonesia. Such as low quality of human resources in Indonesia. Education unit in Indonesia, starting from the stage of Elementary to high School, is considered to be still weak in many respects compared to other countries. Starting from the infrastructure, educators, and the competence of its graduates.

The government has been doing a lot to the improvement of education one of which is with the issuance of Government Regulation No.19 Year 2005 about National Standard of Education where one of them set about the standard of management education that directly affect the

management of the school. As stated in article 49 paragraph 1 that: "the Management in primary and secondary education to implement school-based management which is indicated by independence, partnership, participation, openness, and accountability". With the rules of the school are given the opportunity to manage the school independently and accountable.

Related to the provision of education which is not professional, the author tries to examine that with regard to a Strategy to Increase the Quality of Learning in Grade 5 Elementary school in the City of Medan. According to the opinion of the author so far in the Field have not ever done research related to it. However, to obtain an overview of the positions that were studied previously, an analysis of the results of the study relevant previous research that the author did, such as Maamarah, S, et al. (2016). Strategies to improve the Quality and Image of the (Image) State primary School In Ungaran, Semarang. Governance: The Journal Of Management Education, 3(1), 115-130.

The results of the findings of the study is the students have low ability, the teacher gives the motivation to learn is less, the willingness of teachers to improve teaching skills is low, the teacher is old, the teachers do not plan learning activities themselves, the head of the school never participate in managerial training, class sizes are not standard and the library is inadequate. The root of the problem why the image of SDN 04 and SDN 02 Ungaran not good enough, namely: the lack of supervasi academic and competent extracurricular. Muhammad Irwan Padli Nasution. (2016). "Learning strategies effective mobile-based learning in elementary school." IQRA': the Journal of Library and Information Vol. 10 No. 1. Teachers have a very vital role and fundamental in guiding, directing, and educating learners in the learning process (Davies and Ellison, 1992). A teacher is not only required teachers tasked with delivering specific subject matter, but also

should play a role as educators. As an educator should be able to choose appropriate learning strategies for learners.

## LITERATURE REVIEW

### Theory of Strategy Management

According to Hunger & Wheelen (2003:4) explains that "Strategic Management is a series of decisions and managerial actions that determine the performance of the company in the long term. Strategic management includes observation of the environment, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control. In this case strategic management is emphasized on monitoring and evaluation of the opportunities and threats of the environment by considering the strengths and weaknesses of the organization, so that it can be dimanfaatkan to predict the tendency of market opportunities and competitive advantage.

### Learning Theory

Bruner (Evelin et al 2010:4) argues that the learning theory aims to define the approach/ model/method/strategy/technique that is optimal, so the theory of learning, including at the level of prescriptive, while the theory of learning, including at the level of descriptive, as it aims to explain the process of learning. In other words, learning theory focused on the relationship of the variables that determine the learning outcomes, whereas learning theory focused on efforts to affect other people to a learning process.

### The Theory of the Quality Of

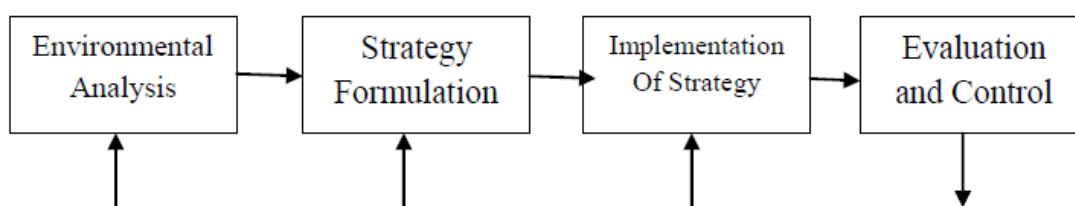
Education in the perspective of Total Quality Management (TQM) is an institution that provides or produces products and services which satisfy even the customer happy. Sallis (2012:73) argues that "TQM is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution to meet the needs, desires and expectations of its customers today and for the future. These

opinions emphasize the understanding that the integrated quality management is suati philosophy and methodology that help a variety of institutions, especially industry in the process of change and the agenda of each to reach pressure-the pressure of external factors.

### The Concept of Strategic Management

According to Hunger & Wheelen (2003:4) explains that “Strategic Management is a series of decisions and managerial actions that determine the

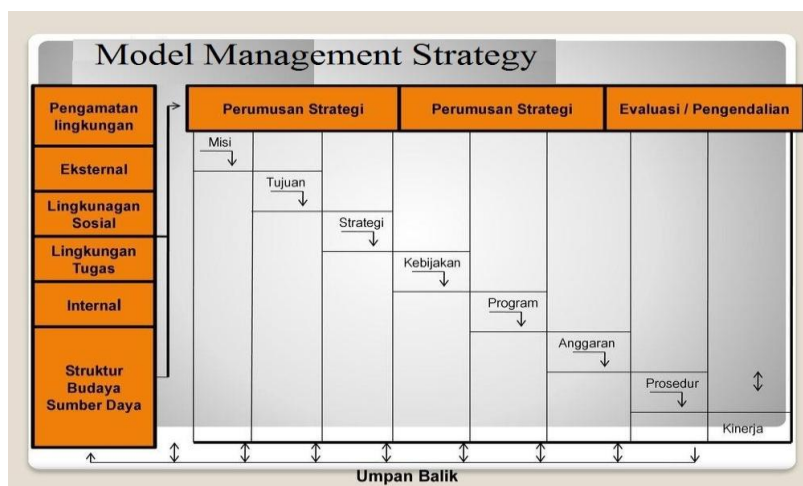
performance of the company in the long term. Strategic management includes observation of the environment, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control. Model of strategic management Hunger include activities ranging from the observation of the environment until the performance evaluation. According to the Hunger model the basic elements of the strategic management process can be seen in the interaction of the four elements below.



Picture Element-the Basic element of the strategy management Process Source : Hunger : 1996

Model of strategic management in figure 2.2. describe the process in a sustainable manner. That picture is a development of the basic model shown in

figure 2.1. as a normative model, a model that seeks it shows how strategic management should be done. Following this image :



Picture Of The Model Of Strategic Management Hunger Source : Hunger : 1996

Improving the quality of learning is the effort of change has not quality to achieve a quality and require a strategy to obtain that change. To achieve change it is not there are things that we have to consider, such as amenities, education, persuasion, and coercion. The fourth case is used as a strategy in achieving change and

improvement. The strategy of the Facility, the provision of adequate facilities is a strategy to achieve change or improvement of the quality of which has been determined previously.

Strategic planning is the process undertaken by an organization to determine strategy or direction, and took the decision

to allocate its resources (including capital and human resources) to achieve this strategy. Various analysis techniques can be used in this process, including SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). From the SWOT analysis that has been done, next we can produce several alternative strategies that may be applied. The components of SWOT

can be used more in the manufacture of the SWOT matrix (SWOT matrix) or better known as the matrix of TOWS (TOWS matrix). (Hunger and Wheelen, 2006, p. 144). Matrix TOWS can illustrate the opportunities and external threats faced by a company can be combined with internal strengths and weaknesses of the company.



Model Gambar Manajemen Strategis Hunger, Wheelen (SWOT) Sumber : Hunger, Wheelen : 1996.

The result is four alternative strategies, as follows :

- Strengths – Opportunities (S-O Strategies) is a strategy that is done by using the corporate internal strength to take advantage of opportunities outside the company.
- Strengths – Threats (S-T Strategies) is a strategy that is done by using the corporate internal strength to avoid or reduce the impact of threats from outside the company.
- Weaknesses – Opportunities (W-O Strategies) is a strategy that is done by how to overcome internal weaknesses of the company to take advantage of opportunities outside the company.
- Weaknesses – Threats (W-T Strategies) is a strategy that is done by reducing the internal weaknesses of the company and avoid external threats

## MATERIAL AND METHODS

This type of research is field research (field research), the research conducted directly with the research object and carried out a data collection in the field. This study included a qualitative approach, namely the approach of research that reveal certain social situation by describing the reality correctly, formed by the words based on the technique of collection and analysis of relevant data obtained from situations that are natural.

In this study the authors sought to collect data in a complete, valid, and reliable. Therefore, to get the complete data, then in this study the researcher used data collection method by observation, interview, and documentation.

Data analysis in qualitative research is done on the time of collection of data takes place, and after the completion of data

collection in a particular period. Data analysis is done interactively and continuously until completed so that the data obtained are credible. The steps of data analysis in this study refer to the model of Miles and Huberman, namely data collection, data reduction, data presentation, verification and conclusion.

## **RESULTS AND DISCUSSION**

### **Strategies for Improving the Quality of Learning**

The third school that became a subject of study is familiar with the term School Based Management (MBS) rather than the use of the term management strategy, but in general the third the school has been doing management or the management of the school in accordance with the basic elements of the strategy management process which is pointed out by the Wheelen and Hunger (2003:11), which has conducted the environmental analysis (environmental scanning), the formulation of strategic (strategy formulation), implementation strategy (strategy implementation), as well as supervision and assessment (evaluation and control). The application of management strategies that will improve performance school so school quality will be realized. According to Sanjaya, (2007:126) in the world of education, a strategy is defined as planning which contains a series of activities designed to achieve specific educational goals. While Kemp (1995) explained that the learning strategy is a learning activity that should be done teachers and students, so that learning objectives can be achieved effectively and efficiently. From the results of the discussion can be concluded that the strategy of increasing the quality of learning which is done on the 3 SD not fully support the vision and mission exist in the school, it is seen that the vision and mission as a complement to the school administration, not to maximize the role of media technology-based learning, yet with sophisticated, still using simple or

conventional, which will affect the learning is not too effective.

### **Implementation of a Strategy to Increase the Quality of Learning**

Based on the theory of management strategy of the Hunger & Wheelen (2003:17) explains that the implementation of the strategy is a process where the top management in this case the head of school embodies the strategy and policy into action through the development of programs, budgets and procedures. In the process of quality education involved a variety of inputs. Such as: teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of teachers), school facilities administrative support and infrastructure, and other resources as well as the creation of a conducive atmosphere. The results of the research on the three schools they've carry out composing a syllabus, preparing Lesson plans, preparing learning programmes, draw up a calendar of education, and develop the implementation of the learning, in accordance with the Minister of National Education Regulation Number 19 Year 2007 about Standards of Management, Attachment Item B, point 5 that "Each teacher responsible for drawing up the syllabus of each subjects in accordance with the Content Standards, Competency Standards, and Guide the Preparation of the SBC". From the results of the discussion can be concluded that the implementation strategy of quality improvement learning namely in the implementation is there are still teachers who have yet to master learning strategies, found a teacher who is not yet fully develop syllabus independently developed based on the results of the analysis or mapping of SK-KD, there are still no teachers who are preparing Lesson plans for minimalist so not describe as learning scenarios, there are still Plans that have not adapted to the conditions and needs of the students in the educational unit, still many found the implementation of learning activities that do not fit the Lesson

plan. This is likely due to a variety of devices that serve as a complement to the administration of the course, not be fully as a guide to teaching and in the ongoing activities in the school.

### **Evaluation of Strategies for Improving the Quality of Learning**

Bloom (1971) defines evaluation is the collection of reality systematically to establish whether in fact changes in students and determine the extent to which the rate of change in private students. Evaluation is the process of systematic and sustainable to collect, describe, and menginterspretasikan and presents the information to be used as the basis for making decisions. The purpose of the evaluation is to obtain information that is accurate and objective about a program. In educational activities should educators know about the planning to facilitate a system of education and learning that is effective and efficient, and with careful planning, the activities of education will be able to run well and can achieve the goal to be achieved. From the results of the research show that only about 45% which reaches the value limited to the value of KKM who set the school, meaning about 55% of all students requires teachers to do a follow up in the form of program remedial. The activities of the remedial planned and implemented based on the needs of individual or groups of learners. Implement the learning remedial can apply a variety of methods and media appropriate difficulties as well as stresses in terms of the strengths of the learners, carried out after the teaching of the ordinary (classical) because of the remedial teaching that is only given to students who have a value below the limit value of KKM who set school. The difference in learning remedial with the teaching and learning process of the ordinary in terms of goals, strategies, and teaching materials. But from the results of the observations at the three schools subject of research the implementation of remedial it seems not so obvious. Overall students remain together following the learning

process in accordance with the schedule of lessons, while program participants remedial only given tasks by the teacher and once given directives by the teachers room guidance and counseling. From the results of the discussion can be concluded that the evaluation of a strategy to increase the quality of learning which is done on the third school yet the maximum in the assessment tool to each student, still dominated by the assessment of classroom activities, and in giving the evaluation in terms of remedial, which is not followed with attention the development of the child in the future against the learning that takes place

### **Supporting Factors**

Based on the results of the research show that generally a third of the school subject of study has a very strategic location in Medan city that is easily accessible by modes of transport. The school has some great teachers who have certification of teacher training and experience in running the task of learning, and most have a diploma of Undergraduate Education. The results of the observations of the researcher show have awakened familial harmony among the citizens of the school and the community likewise with the parents of the students. Other supporting factors, namely the presence of the head of school who already have an education Strata 2 (S2) which is very influential to the kebijakan learning in school, which can be observed that most of the teachers already have the competence to use media-based learning ITI and access teaching materials through Wireless. Facilities and infrastructure the property of the school in a category is enough to run the ongoing process of learning. From the results of the discussion can be concluded that the factors supporting in the third elementary school already influential better will be the learning activities in the school. And when the influence this is getting better in the future, then the quality of education will be getting better from time to time. Of course if all

parties in the school environment still trying to support the learning activities in the school.

### **Inhibiting Factors**

The results of the research show there are still weaknesses in the management of the third Elementary School subject of the research. While the task of the teacher in addition to teaching also educate, nurture, train, and assess to develop the aspect of cognitive, affective and psychomotor in the form students who are intelligent, tenacious and full of character. In addition to the teachers above, the motive of achievement in the students was still not evenly distributed, it appears from the utilization of a library that is not maximized as a means of literacy, development activities the student has not touched all of the students and is limited to students who have high motivation, while the other students still have to go through the process of coaching and giving motivational for remedial programs. From the results of the discussion can be concluded that the limiting factor in a third of primary school should be addressed properly by all parties involved in this school. And when this happens, every limiting factor will decrease and more minimal so that it could focus to improve the quality of learning.

### **The Results of the Strategy to Increase the Quality of Learning**

Learning outcomes are the results that have been achieved by someone after do the learning activities yangmeliputi aspects of cognitive, affective, and psychomotor which can be expressed with symbols, numbers, letters, or a sentence that can reflect the kualitaskegiatan individuals in a particular process. By comparing the behavior before with after carrying out study can be determined how great results of learning that is achieved someone. The results of learning a person can are represented with a change in behavior that is displayed and can be observed between the before and after carrying out learning

activities. So the Result of learning is the assessment of the results of learning activities in the students after doing process activities learn. Through the researchers ' observations at the three schools the quality of learning seen from the results of the report card grades the last 3 years, the value of the UN the last three years, learning achievement and character has been good, but still there are 25 % of the students who have not reached the KKM, and need to be held remedial. Character education implemented in school has been the integration of into subjects with the aim that terbetuknya generation in addition to intelligent also noble. Generally the teachers before the opening and closing of learning always began with a prayer according to the beliefs of each. Teachers give directives how the importance of mutual respect and how important it is to obey the disciplinary rules that have been outlined school. Students are familiarized not to late to school, wearing a uniform shirt with the neat, always brbriara with manners, respect differences among students, and not interfere with each other during the learning process. From the results of the discussion can be concluded that the results of the strategy to increase the quality of learning performed by the third elementary school is a value that has not been sufficient KKM school be evidence that the need for improvement in the quality of learning, and also the characters found are not yet fully lived out by every learners. This should be the task of the teacher in conveying also become a real example can be seen by the students.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

The results that have been researched for a strategy to increase the quality of learning give the conclusion that the three schools have not improved the quality of learning are satisfactory. More details SDN Experiment Medan is closer to the specified standards than SDS Santo

Thomas 2 Medan, and SDS Yos Sudarso Medan in order to improve the quality of learning. The results of this study has also given an overview of the factors driving and inhibiting efforts to improve the quality of learning in grade 5 Elementary School in the three school subjects.

## RECOMMENDATIONS

### 1. Recommendations Education the Head of School

- a. The road aspect of the strategy is the upgrading of the youth science, the school was given the authority to commit your planning in accordance with their needs (school - based plan). The question for example, to boost youth science school. Nobody therefore, the school should commit your analysis of the youth science and based purely on the gains analysis of the youth science this is then the school make the plan of upgrading the eyes of science.
- b. The road research found means and infrastructures, management of school and learning should remain the focus pad youth science school and the youth science learning which rendered the teacher. The head of school should provide the ministry prima through the sovereign hunter, culture hunter, accompanied by the discipline of the basics of that high so I can't satisfy the students present customers.
- c. Recommended of head of the school leader and leader of the Foundation Private to provide opportunities to teachers of the get the opportunity to follow the seminars of the scientific, upgrading and upgrading pendidikann S1 to the S2.
- d. If viewed from the ratio evaluation, turn out yet fully evaluation of education rendered the school day. Execution of the evaluation is still hugely restricted, so recommend to the Head of School to commit your evaluation thoroughly against advice, infrastructures, media learning, youth science process learning, youth science learning gains, attitude of

creative students, the motivation of learning students, and evaluasi literally thorough towards teacher present students.

- e. Recommended so that the leader of the planning strategy for the I can't make use of the opportunity that exists with the best and the barriers that there are with soon be fixed.

### 2. Recommendations Teacher Education

- a. The teacher should millions the ability to make and implement development Plans and election of the method of that the most in accordance with the purpose of learning. Teachers present the implementation to the forefront and spearhead the success of learning, it is expected literally active commit your various analysis related with his duties as a teacher and professional under analysis RPP I can't developed a material to the teachings of the and method - a method of learning the most appropriate Science and technology always continue to develop, so the teacher should always.
- b. Found himself against the progress of technology so that the learning process is done in the class can be in line with the development of the world of primary education in improving the quality of learning in primary School.
- c. Teachers are advised to follow the upgrading on the evaluation of the results of the study order in the matter of making is done based on the lattice test and the questions that will be used has to meet the requirements of its use i.e., validity, reliability, index of difficulty and distinguishing features about.
- d. Teachers need to improve their knowledge about media-based learning ITI and always have the creativity to make your own simple media in the form of images. The teacher should also provide an opportunity to the students to be creative yag associated with the learning material.



### 3. Recommendations for School Committee

This research can help be a liaison between the school and the school committee as the representative of the parents of the students. In the implementation also required a harmonious relationship between the school and the school committee in realizing the quality of education that is satisfactory for all parties. It is advisable for the school committee to engage more in improving the quality of learning by collaborating with teachers in each learning activity there is.

### 4. Recommendations for Researchers Gather Further Information

Research I still restricted pad strategy upgrading of youth science learning day class 5 School Base by involving the amount of school subjects research that is restricted. It is recommended to the researchers gather further information to commit to your research which is more complicated and complex, involving amount of sample school more embassy and involves variability –variable thinker other towards upgrading of youth science learning. Research is actually pleased with the research performance of the teachers, nobody therefore research about teacher performance (Performance Basics Teacher) still require research advanced about a variety of variables that influence it, well directly as well as tid immediately. Research advanced be performed the way the formula qualitative and ah science quantitative depending pad transforms of the data collected.

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