

# Learning Strategies and Applications in Learning Achievements

Victor Deak<sup>1\*</sup>, Rivoso Santoso<sup>2</sup>

Sekolah Tinggi Teologi Kharisma Bandung, Indonesia

\*Corresponding Author Email: vicdeak@yahoo.co.id

**Abstract** - Strategy is an overall approach related to the implementation of ideas, planning, and execution of activity within a certain period. Strategy is an approach to achieve victory. In the world of education, strategy is a plan on ways to utilize and use existing potential and facilities to increase the effectiveness and efficiency of learning. The selection and determination of the right strategy determine the achievement of learning objectives and national education goals. The teaching and learning process is not an easy job, because the future of students, the future of the nation and state is borne by educators, without good and professional teachers there are no good and professional students. been a good student, and a bad teacher because he was once a bad student. A fairly high standard is attached to the teacher. A teacher must dedicate himself and his life to education. A successful educator can transform his knowledge in the right way and can bring his students to achieve their goals. In this research, the writer uses descriptive qualitative research. The author describes the importance of selection and strategy in the teaching and learning process by using library sources. This research provides a new contribution in the selection of learning strategies so that learning objectives or achievements can be realized.

**Keywords:** Learning strategy, the process of achieving learning goals

## I. INTRODUCTION

Education is a must for everyone, a civilization progresses because of education. There is no adequate progress without a good education. Education in Indonesia has the task of cultivating the intelligent and noble spirit of the nation. This task is a response to the mandate of the 1945 Constitution concerning the intellectual life of the nation. It is undeniable that the quality of good education will contribute to the progress of a nation, therefore Indonesian education must strive hard to reach the stage of success.

Indonesian education has experienced many internal upheavals that are quite difficult and complex and require a lot of time and energy to reform. Indonesian education has more or less changed its curriculum ten times since independence, but in terms of world education, Indonesia is still below several other Asian countries. In almost all aspects, Indonesia has many advantages over Asian countries in general, but these advantages do not seem to have optimal power so that these advantages cannot lead the Indonesian nation to a mature and independent education system. The learning process is one of the main factors in the failure of the nation's education. Failure to determine to choose or formulating appropriate learning strategies will result in the learning process becoming rigid and boring, resulting in students not having high interest and enthusiasm for learning. Failure in the selection and formulation of learning strategies makes the learning process monotonous and unattractive.

In this paper, the author will try to explain briefly and clearly what is meant by a learning strategy, how to formulate a learning strategy, as well as the main principles that need to be known in developing a learning strategy as well as individual differences that affect the preparation of a learning strategy.

## II. RESEARCH METHODS

In this study, the method used is descriptive qualitative, to provide a practical description of the selection and concept of learning strategies and their relevance in achieving learning objectives. Researchers collect information by researching literature reviews of related books or journals to collect information relevant to the topic or problem that is the subject of research.

## III. RESULT AND DISCUSSION

### A. *Learning Strategy Development*

Developing a learning strategy is a plan that contains a series of activities designed to achieve learning objectives. The preparation of learning strategies can also be interpreted as a science or art in using learning resources so that competencies and learning objectives can be achieved and implemented following learning plans. (Sanjaya, 2006)

Based on the above understanding, it can be concluded that the concept of preparing learning strategies contains multi-dimensional meaning in the sense that it can be viewed from various aspects, namely:

1. In the design dimension, learning strategies are strategic thinking and efforts in selecting, compiling, and synergizing all means, facilities and infrastructure, and resources to achieve learning objectives. In this design dimension, a teacher is required to be able to formulate all aspects (cognitive, affective, and psychomotor) in the learning process so that the learning process can run optimally, effectively, and efficiently.
2. In the implementation dimension, learning strategies are defined as decisions to act strategically in modifying and aligning the components of the instructional system that have been set to more effectively achieve learning objectives and general patterns of teachers' actions in the realization of teaching and learning activities that point to abstract characteristics rather than sequences. actions of student teachers in teaching and learning events. (Sumar, Malik, 2016) The achievement of learning objectives will be determined by the implementation and learning process, an implementation or learning process based on the selection and preparation of the right strategy will achieve maximum results.

### B. *Considerations in Developing Learning Strategies*

Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students. According to Corey, teaching is a process by which a person's environment is deliberately managed to enable him to participate in certain behaviors under special conditions or produce responses to certain situations. (Sumar, Malik, 2016)

Learning is a process of adding new information and abilities. Learning is teaching students to use educational principles and learning theories which are the main determinants of educational success. The main purpose of the learning process is to enable students to achieve maximum and permanent understanding, knowledge, and behavior change. When an educator thinks about what information and abilities students must-have, the teacher or educator should think about what strategies must be prepared and carried out so that all of this can be achieved effectively and efficiently. This is very important to understand because what must be achieved will determine how to achieve it. Learning objectives are not achieved in an easy way and in a short time, it takes careful planning, selection, and preparation of strategies and through a long and complex thought process so that the learning process

can be achieved optimally, effectively, and efficiently. Therefore, Considerations Relating To The Goals To Be Achieved. The Questions That Can Be Asked Are:

1. Are the learning objectives to be achieved regarding cognitive, affective, or psychomotor aspects? The first thing that must be done by the teacher or educator is to identify the learning objectives related to the three educational domains mentioned above.
2. How is the complexity of the learning objectives to be achieved, is it high or low level? The second thing to identify is the content of the lesson or the level of difficulty. The results of the identification of the complexity of learning outcomes will determine the strategy that will be used and compiled.
3. Does achieving that goal require academic skills? Before the learning process takes place, an educator must determine whether the goals to be achieved require special skills in terms of students.

Considerations related to learning materials or materials:

1. Is the learning material in the form of certain facts, concepts, laws, or theories?  
The teacher's understanding and knowledge and mastery of learning materials will determine how teachers mix or formulate learning materials so that they become "nutritious food" for students. Teachers who do not master the teaching materials or materials that will be given to students will have difficulty in determining good strategies and learning objectives.
2. Does learning material require certain requirements or not? The learning materials provided by the teacher must be able to generate interest in learning and students' motivation to learn. Teachers must be able to instill and develop the main values and attitudes that are expected in good working habits.
3. Are sourcebooks available to study the material?  
Learning resources related to learning materials to be taught to students must be available so that the learning process runs optimally.

Considerations from the Student's Point

1. Is the learning strategy appropriate to the student's maturity level?  
A teacher must pay attention to the maturity level of students in processing any information that is transformed to students or students. The learning process must be designed or carried out easily and simply so that students whose level of maturity in processing information is not yet qualified can learn.
2. Is the learning strategy following the interests, talents, and conditions of students?  
The selection, preparation of appropriate and appropriate strategies will determine the interest and motivation of students in learning. If the teacher is wrong in choosing and determining the strategy, even though the learning material is interesting, the students lose their enthusiasm for learning.
3. Is the learning strategy appropriate to the student's learning style?  
The main difficulty for teachers is to determine learning strategies in learning, this is because each student has their style or way of learning. In general, in the classroom, there are three groups of students and their learning styles, namely auditory, visual, and kinesthetic. Facing this kind of complexity, teachers are required to be able to formulate the three learning styles so that no students feel they are not served optimally in the learning process.

Other considerations

1. Is it enough to achieve the goal with only one strategy?  
Creativity in determining learning strategies is an absolute thing that must be owned by a teacher or instructor. Teachers or instructors who only use one strategy or are monotonous may not succeed optimally in transforming their knowledge even though the teacher or instructor has a broad level of knowledge, understanding, and mastery of the material being taught. On the other hand, someone who has creativity in determining and implementing

learning strategies has a greater chance of making his students successful even if the teacher or instructor does not master the material.

2. Is the strategy we set is considered the only strategy that can be used?

In the learning process even long before a teacher or instructor must be able to determine whether the strategy used is the only one that can be used or not. The teacher or instructor must continue to identify the possibilities of using other strategies to support the success of learning objectives. For example, to achieve goals related to cognitive aspects, they will have different strategies with efforts to achieve affective or psychomotor goals. Likewise, studying factual subject matter will be different from studying material for proving a theory, and so on. (Sanjaya, 2006)

3. Does the strategy have the value of effectiveness and efficiency?

Two important aspects that must be considered by teachers are the value of effectiveness and efficiency. Effectiveness talks about quality in the learning process that takes place even after learning takes place. Efficiency is talking about processing and time management aspects that are good and appropriate so that the learning process remains on the right and right axis.

The questions above are considered in determining the strategy to be implemented.

### ***C. Principles of Developing Learning Strategies***

The general principle of using learning strategies is that not all learning strategies are suitable to be used to achieve all goals and all circumstances. Each strategy has its peculiarities. This is as stated by Killen (1998): "No teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies and make routine decisions about when each of the teaching strategies is likely to most effective" What Killen stated was clear that the teacher must be able to choose a strategy that is considered suitable for the situation. Therefore, teachers need to understand the general principles of using learning strategies as follows:

#### ***1. Goal-Oriented***

In the learning system objectives is the main component. All activities of teachers and students should be pursued to achieve the goals that have been determined. This is very important because teaching is a purposeful process. Therefore, the success of a learning strategy can be determined from the success of students in achieving learning objectives.

By setting clear goals, everyone will be able to determine the direction and also the stages of learning that must be passed in achieving these learning goals. In addition, with a clear learning goal, a person's learning success can be seen from the extent to which he can achieve his learning goals. (Hakim, 2005)

Learning objectives can determine a strategy that must be used by the teacher. This is often forgotten by teachers. Teachers who like to lecture, almost every purpose uses a strategy during delivery as if he was that all kinds of goals can be achieved with such a strategy.

#### ***2. Activities***

Learning is not memorizing several facts or information. Learning is doing; gain certain experience following the objectives expected amount and learning strategies must be able to encourage student activity. Activity is not intended to be limited to physical activity, but also includes activities of a psychological nature such as mental activity. Teachers often forget this. Many teachers are fooled by the attitude of students who pretend to be active when in fact they are not.

#### ***3. Individuality***

Teaching is an effort to develop every two students. In essence, the learning process is to achieve a change in the behavior of each student. Just like a doctor. A professional and successful teacher is a teacher or educator who can make his students successful, not only limited to having sufficient knowledge and understanding but also being able to deliver their students to achieve their goals.

#### **4. Integrity**

Integrity or integrity comes from the Latin, *integral* which means comprehensive, complete. A person who has integrity can maintain the values, beliefs, or ideology that he believes in with what he says and does. Integrity occurs when thoughts equal words, words equal actions. Thoughts, words, and deeds are a link that cannot be broken. If one link is missing, it can be said that the person is out of integrity. If the cycle runs in a dynamic and consistent loop, the person is integrity. The unit of behavior that frames the concept of integrity is honesty, sincerity, what is, one word and reason, timeliness, ethics, fairness, and fairness. (Alfian, 2009)

Teaching should be seen as an effort to develop the whole positive personality of students as above. Teaching not only develops cognitive abilities but also includes the development of affective and psychomotor aspects. The preparation of learning strategies must be able to develop all aspects of the student's personality in an integrated manner. The use of the discussion method, for example, the teacher must be able to develop all aspects of the student's personality in an integrated manner. The use of discussion methods, for example, teachers must be able to design strategies for implementing discussions not only limited to developers of intellectual aspects but must encourage students to respect the opinions of others, encourage students to dare to issue original ideas or ideas, encourage students to be honest, tolerance and so on.

#### **5. Specific principles used in developing learning strategies:**

##### ***Interactive***

The interactive principle implies that teaching is not just a process of transformation of knowledge, but teaching is considered as a process of regulating the scope that can stimulate students to learn. Thus, the learning process is a process of interaction between teachers and students, between students and students, as well as between students and their environment. Through the process of interaction, students' abilities can develop both mentally and intellectually.

##### ***Inspirational***

The learning process is an inspiring process, which allows students to try and do something. Various information and solving processes problem in learning is not fixed, which is absolute but is a hypothesis that stimulates students to want to try and test it. Therefore, teachers are flexible and open to various possibilities that students can do, because knowledge is subjective which can be interpreted by each learning subject.

##### ***Pleasant***

The learning process is a process that can develop the full potential of students. The whole potential is just may develop if students are free from fear, and tension. Therefore, it is necessary to strive so that the learning process is fun. A fun learning process can be done. First, by arranging a neat and attractive room, namely one that meets the elements of health, for example by setting light, ventilation.

##### ***Challenge***

The learning process is a process that challenges students to develop thinking skills, which stimulates the brain to work optimally. This ability can be grown by developing students' curiosity through trial-and-error activities, intuitive thinking, or exploration. Whatever is given and done by the teacher must be able to stimulate students to think and do. If the teacher will provide information, it should not provide ready-made information that is ready to be "swallowed" by students, but information that can arouse students to want to "chew", to think about it before students conclude. For this reason, in certain cases the teacher should provide "doubtful" information, then because of that doubt, the students are stimulated to prove it.

## ***Motivation***

Motivation is a very important aspect to teach students. Without motivation, students cannot have the will to study. Generating motivation is one of the roles and tasks of teachers in every learning process. Motivation can be interpreted as an encouragement that allows students to act or do something. The urge may only arise in students if students feel the need. Students who feel the need will move by themselves to meet their needs. To generate motivation, teachers must be able to show the importance of learning experiences and materials for students' lives, thus students will learn not only to get grades or praise but are driven by a desire to fulfill their needs. (Alfian, 2009)

## ***Allocation of time and supporting facilities***

The time available in the provision of the subject matter set for a 45-minute lesson, the learning strategies used have been designed before the learning process takes place, including learning support devices, learning tools that can be used by teachers repeatedly, such as transparent, charts, learning videos, films, and so on. It is adapted to the material and field of study that is taking place.

## ***Total students***

The method applied in the classroom needs to consider the number of students present, the ratio of teachers and students so that the teaching and learning process is effective, class size determines success, especially class management and material delivery.

Education experts argue that the quality of teaching will be achieved if reducing the size of the class, on the contrary, education managers say that the class that is small ones tend to cost a lot of money. But these two opinions are contradictory, when we are faced with quality, we need a very large cost, if education is neglected if the current condition of the Indonesian people is experiencing a prolonged economic crisis. (Darmadi, 2018)

Classrooms or study areas, especially student chairs and desks and teacher positions, are arranged in such a way as to support active learning activities, which allows the following conditions to arise:

1. Accessibility, namely students and teachers easily move from one part to another in the classroom.
2. Mobility, namely students and teachers easily move from one part to another in the classroom.
3. Interactive, namely students are easy to interact and communicate well between teacher-student, student-teacher, and student-student.
4. Variations of cooperation, namely students can work individually, in pairs, or groups. (Muslich, 2009)

## ***Individual differences affect the preparation of learning strategies***

Another thing that needs to be considered in developing learning strategies is the types of individual differences. Every other individual has a different body shape and different mental traits, no one has the same body posture, both in terms of body strength, height, weight, body resistance, and so on.

Likewise, mental qualities do not exist with each other the same, such as intelligence, memory, motivation, appreciation, reasoning, love, will, and others.

Individual differences that occur in someone are the heredity factor and environmental influence factor and the influence factor of both (convergence). Someone who has a high level of intelligence is likely to be dominated by descendants from the father, mother, grandfather, grandmother, and so on. There is also the possibility of environmental influences or the influence of both or vice versa. The development of children in a family with the same mother and father, sometimes having different levels of intelligence, one child is intelligent, while the other is less intelligent, this trait occurs probably because it is influenced by heredity or the child's environment, an intelligent child may be a factor offspring from parents, while less intelligent children may be environmental factors that do not support them to be intelligent, for example, children who are pampered, children who are often sick, or parents do not care about children's education. Likewise, the intelligence contained in students may be influenced by the environment, and less intelligent children are likely to be influenced by heredity.

Individual differences of a person affect the learning outcomes of students, these individual differences need attention for educators (parents and teachers) because these individual differences will affect student learning outcomes positively and negatively. According to Oemar Hamalik (2001:181-182) individual differences can be identified with the following characteristics:

## ***Intelligence***

Intelligence is the main capital in learning, students who are less intelligent show the characteristics of learning more slowly, require a lot of practice, take longer to progress from one form of learning to the next. They are not capable of carrying out abstractions. Students who have a high level of intelligence are generally more agile, responsive, high responsiveness, better attention, fast learning, less need for attention, able to complete the work in a short time, able to conclude, and require abstraction.

### ***D. The four main stages of mental development proposed by Piaget are:***

#### ***1. Sensory Stage (from birth to two years of age).***

The child has progressed in reflex operations and has not been able to distinguish what is around him from complex sensory activities so that there is a new formula for the organization of environmental patterns. Individuals begin to realize that objects around them have an existence, can be found again, and begin to be able to make simple relationships between objects that have similarities.

#### ***2. Pre-operational Stage (2-7 years).***

At this stage objects and events begin to receive symbolic meaning. For example, Chairs are (objects) to sit in honor of the red and white flag in a row as a ceremony, a school is a place of learning; mosques, churches, temples, monasteries, and pagodas (known to each individual) are places of worship. The child realizes that his ability to learn about more complex concepts and improves when he is given real or familiar (known) examples.

#### ***3. Real Operation Stage.***

Children begin to organize data into logical relationships and find it easy to manipulate data in problem-solving situations. Opsuch operations can occur if real objects do exist, or actual past experiences can be constructed. Children can make decisions about reciprocal and inverse relationships, for example, left and right are relationships in terms of position or place.

#### ***4. Formal Operation Stage***

This stage is marked by the development of formal and abstract thinking activities (operations). Individuals can generate ideas, understand space and temporary relationships. This young person can think logically about abstract data, can assess data according to accepted criteria, can formulate hypotheses and look for possible consequences from these hypotheses, and can build theories and derive logical conclusions without ever having direct experience. (Mulyasa, 2009)

### **5. Talent (Aptitude)**

Talent is the potential that exists in a person's individual and needs to be developed, to develop talent with the learning process. Innate or talent is distinguished from potentiality. It is more personal, although it is emphasized that it is accepted as an inheritance from parents. (Bakker, 2000). Gifted children can be seen from their daily behavior and some are invisible. To find out talent, it is necessary to hold an aptitude test when they start school. The talents contained in individuals also determine differences in learning outcomes, attitudes, interests, and others.

### **6. Constitution**

Constitution every student is different. The difference is in the structure of the body, for example, physical disability or certain disease disorders because it can affect the efficiency and excitement of learning, some physical conditions like this will determine the learning strategy used.

### **7. Social and Emotional Adjustments**

The social and emotional states of individuals differ from one another. Various social and emotional attitudes are quiet, cheerful, angry, shy, brave, timid, irritable, easy to act, easy to get along with, like to be alone, and others. This social and emotional behavior may change according to the surrounding conditions and situations. This situation greatly determines the preparation of learning strategies.

### **8. Family Circumstances**

One of the things that determine the student's personality is the background family situation. The family plays an important role in its development, a reflection of differences in family circumstances will appear in the behavior of children, in terms of experience, attitudes, appreciation, interests, economic attitudes, ways of communicating, speaking habits, cooperative relationships, mindsets, and others. This difference needs to be taken into consideration when preparing a learning strategy.

### **9. Learning Achievement**

Learning achievement is the result of educators' assessment of the learning process and student learning outcomes following instructional objectives concerning the content of learning and expected behavior from students. (Sarwono, 2006) A student's achievement is heavily influenced by other factors, such as age maturity, learning readiness, prior knowledge, personal background, attitudes and talents towards lessons, types of subjects given, motivation, attention to ongoing subjects, level of acceptance and material recall, the ability to apply what is learned, the ability to produce and the ability to generalize. (Darmasi, 2017) Students who suffer from spiritual or mental illnesses such as depression, stress, and mental disorders will not be able to study optimally. (Habsari, 2005)

### **E. Steps for Developing Learning Strategies**

1. Activating students in the form of group assignments, brainstorming in the learning process, and conducting open-ended questions and answers.
2. Build a systematic concept map of teaching materials.
3. Dig up information from various media



4. Compare and synthesize information. (Al-Tabany, 2011)

#### IV. CONCLUSION

A strategy is an overall approach related to the implementation of ideas, planning, and execution of activity within a certain period. Strategy is an approach to achieve a victory, strategy can be said as a tactic. In the world of education, strategy is a plan on ways to utilize and use existing potential and facilities to increase the effectiveness and efficiency of learning. The selection and determination of the right strategy will greatly determine the achievement of learning objectives and national education goals.

The teaching and learning process is not an easy job, because the future of students, the future of the nation and state is borne by educators, without good and professional teachers there are no good and professional students. Been a good student, and a bad teacher because he was once a bad student. A fairly high standard is attached to the teacher. Therefore a teacher must be able to dedicate himself and his life to education. A successful educator is an educator who can transform his knowledge in the right way and can lead his students to achieve their goals. An educator needs to know and explore the things that must be considered in the preparation of learning strategies. For the preparation of strategies to be right on target according to the needs of students, an educator must have qualified abilities in their fields. The selection and determination of learning strategies must be a concern for educators if they want to become successful teachers.

#### REFERENCES

- [1] Afian Malfan, *Becoming a leader*, (Jakarta: Gramedia Pustaka Utama, 2009)
- [2] Badar al-Tabany Trianto, *Design of thematic learning development*, (Jakarta: Fajar Interpratama Mandiri, 2011)
- [3] Bakker, *Metaphysical Anthropology*, (Yogyakarta: Kanisius Publishers, 2000)
- [4] Darmasi, *Development of learning method models in student learning dynamics*, (Yogyakarta: Deepublish, 2017)
- [5] Darmadi, *Optimizing Learning Strategies*, (Jakarta: Guepedia, 2018)
- [6] Hakim Thursan, *Learning effectively*, (Jakarta: Pustaka Pembangunan Swadaya)
- [7] Habsari Sri, *High School Guidance and Counseling* (Bandung: Grafindo Media Pratama, 2005)
- [8] *Multi-ethnic-based Islam*, (Yogyakarta: Deepublish, 2015)
- [9] Mahfud, Abdul Mujib, Agus Kurniawan and Yuyun yunita, *Religious Education Learning*
- [10] Mulyasa, *Curriculum Implementation at the Education Unit Level for Teacher and Principal Self-reliance*, (Jakarta: Bumi Aksara, 2009)
- [11] Muslich Mansur, *KTSP Competency-Based and Contextual Learning*, (Jakarta: Bumi Aksara, 2009)
- [12] Sanjaya Wina, *Standard-oriented Learning Strategy for the education process*, (Jakarta: Prenada Media Group, 2006)
- [13] Sumar wani and Intan Abdul malik, *learning strategies and implementation of curriculum-based*, (Yogyakarta: Deplublish, 2016)
- [14] Nusantara, 2005),2
- [15] Sarwono Sarlito, *Acceleration*, (Jakarta: Grasindo, 2006)