

Promoting The Learning Quality of Islamic Elementary School Through Constructive - Inovative Model

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Abstract

Learning is interpreted as a process of obtaining behavioral changes as a result of getting knowledge and experience in doing interaction with the environment. The problem found in Islamic Elementary School 1 Pasaman (MIN 1 Pasaman) was the way the teacher taught the students and the teacher never create the innovative environment to make the students to be able to construct their ideas in learning. The teachers were still not familiar with the name and the application of constructive innovative learning models in order to create the fun learning for the students. The situation impacts to the student's development and achievement during teaching and learning process. It leads the team to do the community service research to the application of constructive - innovative models to improve the quality of teaching and learning in MIN 1 Pasaman. The result of this community service shown that the teachers already able to comprehend the constructive -inovative learning model in teaching and learning process, and the teacher can apply various types of learning model as well as able to design a good lesson plan about constructive and innovative model in the classroom.

Keywords: learning, constructive-innovative, model

Abstrak

Belajar diartikan sebagai proses perubahan perilaku sebagai hasil dari mendapatkan pengetahuan dan pengalaman dalam melakukan interaksi dengan lingkungan. Masalah yang ditemukan di Madrasah Ibtidaiyah 1 Pasaman (MIN 1 Pasaman) adalah cara guru mengajar siswa dan guru tidak pernah menciptakan lingkungan belajar yang inovatif untuk membuat siswa dapat membangun ide-ide mereka dalam belajar. Para guru masih belum tahu dengan nama dan juga cara menerapkan dengan model pembelajaran konstruktif- inovatif agar pembelajaran menyenangkan bagi siswa. Situasi ini berdampak pada perkembangan dan prestasi siswa selama proses belajar mengajar. Keadaan ini mengarahkan tim untuk melakukan penelitian pengabdian masyarakat pada penerapan model inovatif - konstruktif untuk meningkatkan kualitas pengajaran dan pembelajaran di MIN 1 Pasaman. Hasil pengabdian masyarakat ini menunjukkan bahwa para guru sudah mampu memahami model pembelajaran konstruktif-inovatif dalam proses belajar mengajar, dan guru dapat menerapkan berbagai jenis model pembelajaran yang konstruktif serta mampu merancang rencana pembelajaran yang konstruktif dan inovatif di kelas.

Kata Kunci: pembelajaran, konstruktif- innovative, model

Intoduction

Successful learning in scientific approach in implementing K-13 means integrating four kinds of core competences in teching and learning activities. These are done in order to the students have knowledge, skillfull and good in applying the religious values as well as the social values in their daily life. In core competence, it is wellknown as KI 1, KI 2 KI 3 and KI 4. Each KI divides into the divine values, the social value, the cognitive competence, as well as psychomotoric competence that need to be integrated in learning process ¹. These horizontally and vertically related in teaching and learning process. Vertically means related to the basic competence of one class to the other class, and horizontally means the relationship among basic competence of one subject to the other subject in one class and tighten one another.

In the process of learning, the teacher should understand that the students need to acquire something fun and meaningful while learning. The teacher should deliver integratedly the knowledge and the skill along with the divine values and the social values to the students in each subject they get. It becomes a main modal for the students to have sustainable principle around the society. Hence, the teacher should be able to do the interesting approach in order to the process of learning run very well.

One of the elementary schools that already apply K-13 in Pasaman is the State Islamic Elementery School (MIN 1 Pasaman). It is one of the Islamic School in Bonjol sub-district area in Pasaman regency, West Sumatera. This school is located in the historical cultural heritage area, especially the historical heritage of the Paderi war that had

raged in Minangkabau in 1821-1837. The war was between the Dutch troops and Paderi troops. Near the school, there are remnants of the fortress of the Tuanku Imam Bondjol struggle on the Hill of Nagari Ganggo Hilir Bonjol.

This school is the first and foremost choice for parents to enter their children to go to school especially the Bonjol sub-district community, because it is the first public school in this region. Customary cultural factors, Basandi Syarak and Syarak basandi Kitabullah which is still strong in the midst of the Bonjol community. As a favorite school, this school has a moral responsibility in the development and the progress of the school as expected by the community.

While doing preliminary observations in this school, it was suspected that there were some problems in teaching and learning process, especially from the teacher aspect and it gave impact to the students' environment in the classroom. The teacher still teaches classically, standing in front of the students and explain the material while the sudents just listen to the teacher's explanation. The teachers were not trying to create the students to construct their idea while learning. Furthermore, the teacher gagev the material classically like a speech, and almost never in groups or doing discussion or even using innovative model of teaching. In addition, the teacher does not involve students actively in finding and formulating the answers as well as connect it to the context of students' daily lives.

The other problem was also alleged from the students. The students tend to make a fuss and talk with their peers during the class. Hence, when the teacher gave a question, the students' answer was not correct, or only a few students could have the right answer toward the questions. This conditions would give negative impact to the students'

¹ Departemen Pendidikan Nasional, *Peraturan Menteri Pendidikan Nasional No. 22 Tentang Standar Isi Tahun 2006* (Jakarta, 2006).

learning outcomes. It can be proved from the mark of the students in each subject.

In addition to these conditions, the team also got information in the early interview and discussion about the situation in the classroom. The learning tend to be done by using conventional approach². The teacher explains the material without construct the ideas from the students. Then, it impacts to the the interactive and fun situation in the classroom. The interactive learning models are rarely to be done in the classroom³. Other teacher said that, the students' motivation tended to be low⁴. It could be said that it was the impact of the way the teacher gave and explained the material in the classroom. Furthermore, and the quality of the learning was low⁵.

From the explanation of some problems above, the team assumpt that method of teaching as the dominant factor appear as the low quality of the learning process in MIN 1 Pasaman. One of the cause is because the teachers do not apply the constructivistic and inovatif model in the classroom. It could be said that there were no efforts to improve the quality of the teaching and learning process or the effort was not maximal yet to make the learning process become interesting and challenging for the students. Then, it was because of the teacher rarely get training about learning model from the stakeholder, including constructive and iovative model. The other barrier is about the limitation means of teaching. Those were the reasons of engagement based research done in this school about the increasing the quality of learning need to be done. It is expected that the teachers in MIN 1 Pasaman are able to apply

various types of learning model and able to design a good lesson plan about constructive and innovative model.

In curriculum 13 (K-13), the study process is done by the students itself not given to their brain. It means, the most important things are not “what to think” but “how to think” by giving problem solving⁶. This view is a philosophical view of pragmatism and social reconstructivism. Teaching in constructivism is not an activity of transferring knowledge from the teacher to students, but teaching is an activity that allows students to build their own knowledge⁷.

The approach proposed in learning process of curriculum 13 is called as scientific approach. The scientific approach according to Sufairoh is the learning process that is designed to make the students actively construct concepts, laws or principles in 5 stages. The stages are observing (to identify or find problems), formulate problems, propose or formulate hypotheses, analyze data, to draw conclusions, and communicate the concepts, laws or principles found⁸. In addition to this, Permendikbud No 22 Tahun 2016, the approach used in elementary school is added with integrated thematic and thematic (in one lesson). These all approaches are supporting by other method of learning like discovery learning/ inquiry learning and project-based learning. In order to encourage the ability of students to produce contextual work, both individually and in groups it is strongly recommended to use a learning approach that produces work based on problem solving

⁶ S Nasution, *Asas-Asas Kurikulum* (Jakarta: Bumi Aksara, 2011).

⁷ Moh Yamin, *No Title Panduan Manajemen Mutu Kurikulum Pendidikan, Panduan Lengkap Tata Kelola Kurikulum Efektif* (Yogyakarta: DIVA Press, 2012).

⁸ Sufairoh, 'No Title Pendekatan Saintifik & Model Pembelajaran K-13', *Jurnal Pendidikan Profesional*, Volume 5 N (2016), 116.

² Ermiyeti, interview on 7th August 2018

³ Herdawati, interview and discussion on 3rd August, 2018

⁴ Learning discussion on 9th August 2018

⁵ FGD, August 2018

(project-based learning). This is strongly related to the constructive model of teaching.

The focus of this engagement-based research is “promoting the learning quality in State Islamic elementary school 1 Pasaman by using constructive and inovatif Model”. It was because of the constructive and innovative model was the model that close to the application of K-13 for the elementary school students.

Many experts conclude the definition of constructivistics in learning. Sigit said that constructivism approach is the approach that demand the teacher to be able to create students can be actively involved with the subject matter through social interaction that exists in the classroom⁹. Trianto support that learning constructivist basically emphasizes the importance of students to build their own knowledge through the active involvement of the learning process¹⁰. These two ideas reinforce that constructivistic learning build the students’ activity more colourful. The students as the centre in the classroom, the teacher as the fasilitator in the class, not being the centre in the classroom.

Constructivistic is a theoretical foundation of learning with contextual approach. Constructivist learning assumes that knowledge is built by the students steps by steps and then develop the result at the end. This process is not a short process or not suddenly present. It needs time to construct the ideas. The students need to construct their knowledge and get meaning through real experience.

In doing the constructivistics study approach, Baharudin mention several strategies has several processes. They are:

⁹ Sigit Mangun Wardoyo, ‘Pembelajaran Konstruktivisme’ (Bandung: Alfabeta, 2013).

¹⁰ Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik* (Jakarta: Prestasi Pustaka, 2007).

top-down processing, cooperative learning, and generative learning¹¹. In constructivist learning, the student learning begins from complex problems to be solved, then they are going to produce or find the skills needed. The cooperative learning is a strategy used for learning process, students more easily comprehend the concepts and discuss it with other students about the problems they faced. The generative learning strategy emphasizes active integration between material or new knowledge obtained by the schemata. By using the generative learning approach, students are expected to become more adapted when having a new stimulus.

The strategies of teaching for constructivist learning approach based on Baharudin already produce several models of learning, reception learning, assisted learning, active learning, accelerated learning, quantum learning, contextual teaching and learning (CTL)¹². The discovery learning model is the model that encouraged students to learn by themselves. Students learn through active concepts and principles. The teacher encourages students to have these experiences to discover principles for themselves. The other strategy is reception learning. The teacher has the task to structure the situation learning, choose material that is appropriate for students, then present well the lessons that start from the general to specific one. The third strategy is the assisted learning. It has important role for individual cognitive development. Cognitive development occurs through the interaction and conversation of a students with the environment around them. Then, the active learning is an automatic consequence of the delivery of information to student. Learning requires mental involvement and action at once. The next strategy is the

¹¹ Esa Nur Wahyuni Baharuddin, *Teori Belajar Dan Pembelajaran* (Yogyakarta: Ar-Ruz Media, 2007).

¹² Baharuddin.

accelerated learning. In this strategy, the learning takes place quickly, pleasantly, and satisfactorily. The fifth strategy is the quantum learning. It is a variety of ways of composing the kinds of interactions, relationships, and inspiration that are within and around the moment of learning. This learning assumes that if students can use the potential of reason and emotion aptly, will be able to make an unexpected stepping achievement previous. The last strategy is contextual teaching and learning (CTL). It is a learning concept that helps teachers link material it teaches with real-world situations and encourages students students make connections between the knowledge they have with its application in everyday life. With the concept that, learning outcomes are expected to be more meaningful for students.

There are several things that must be considered related to learning constructivist, namely: (1) prioritizing real learning in the relevant context, (2) prioritizing the process, (3) instilling learning in the context of social experience, (4) learning is done in an effort to construct experience.¹³ These are the prerequisite of constructing the students ways of interacting with their environment. By stimulating learning process, the student activity will be more optimal in increasing student understanding in subjects and obtained outcome in the form of learning outcomes the maximum.

The expected goal of this program is to be able to increase the quality of the learning process and apply the various kind of the constructive and innovative model in order to the learning process become variatif and fun for the students. Hence, the demand of increasing the quality of the learning by using constructive and inovatif need to get serious

¹³ Prosiding Seminar Nasional Tanggal 31 Mei 2007, FKIP UIN Syarif Hidayatullah Jakarta, Retrieved on 29th of Oktober 2016

attention from the government or at least the principle of the school. It is going to make this school keep being a choosen school of the parents for their children and the quality of the school constantly improved.

Generally, this program is expected to make the teachers in MIN 1 Pasaman have knowledge and could change the paradigm about conventional approach to constructivistic approach. to construct the students' ideas. Then, it can increase the students' motivation that learning if for themselves and their responsibility. The students can be able to develop the question and understand the concept completely. At the end the students able to be independent learner.

The result of the research in MIN 1 Pasaman indicated that the learning was done by promoting the material comprehension and less attention to the saturated of the students. The temporary assumption about the leaning is the teacher rarely apply the appropriate model for teaching along with the need of the students and alo the social changing around the students' surrounding. Today, the condition of engagement location already run well, some of the class or the teacher had apply the constructive and inovatif model while teahing, and other class are still on plumbing time. The learning assistance given by the teacher happened as the process of acquiring the knowledge, comprehending the skill and behaviour, as well as establishing the confidence of the students. In other words, learning is the process of helping the students to be able to learn well. It was good for that school.

Method

This article was about a community engagement by using service-learning approach. It is such of the experiential learning proposed by Jhon Dewey. It gives the

pupils something to do, not something to learn; and the doing is of such nature as to demand thinking; learning naturally result” 14. In doing this community engagement, the researcher put the subject as the partner especially to the teacher in MIN 1 Pasaman. The engagement called as the service-learning development, completed by activity of partnership. It is the combination between academic material and community service 15. The researcher worked together with the teacher in getting the best way of teaching by using constructive innovative model of teaching.

In accordance to this research, it is focusing on improving the learning quality by using constructive and innovative model. The method of service learning community development used as the appropriate instrument to increase the quality of learning. The practical approach is needed in the process of this community engagement. The approaches used are as follow: (1). Participation. It is meant as the right approach to be involved in this activity; (2). Partnership. Partnership building is one of the effective approach in this activity program. The target of partnership is building the fair, accuntability, and controlling together. It can create the trust from all of the side, including school supervisor, principle, and the school commitee; (3). Networking. It is really helpfull in creating simultaneous between the principle, the teacher, the school commitee, and also parents as the power to reach the goal; (4). Process Oriented. Giving attention to the process oriented is aimed to prepare the community engagement seriously toward

the potential own by school. The process oriented is one of engagement strategies starting from the bottom and preparing the powerful orientation to improve the condition.

There were some constructive steps that the team done in to make the better condition of teaching in this school. They were a) Examine the learning process in MIN 1 Pasaman. b) Examine the weaknesses and the surplus as well as the chalanges and the barrier of learning. c) Determine the teacher’s ability in teaching. d) Develop the learning by using constructive innovative models. e) Upgrade the knowledge of the teacher about the constructive innovative model. f) Evaluate the impact of consructive an innovative model during the engagement in MIN 1 Pasaman.

Based on the theory, service learning has four models in learning. They are Placement Model, Presentation Model, Product Model, and Project Model 16. In doing this kind of service learning, the researcher and the team did the model of product learning. The researcher applied her knowledge and present it in front of the teachers of MIN 1 Pasaman in terms of constrective and innovative model in the form of workshop and training. Finally, the teachers of the school expected to have their own lesson plan related to constructive and innovative model.

The Result and Discussion

In doing the social engagement based research, the quality of teachers in MIN 1 Pasaman needs to be improved. Then, the proess of learning in this engagement was done through steps of the activites. It involves

¹⁴ Jenkins, ‘Implementing Service Learning in Special Education Coursework: What We Learned.’, *Education*, Vol. 129, (2009).

¹⁵ Syamshudduha, ‘Penerapan Service Learning Dalam Pembelajaran Matakuliah Pedagogik Pada Kurikulum Pendidikan Calon Guru’, *Lentera Pendidikan*, 20 no (2017), 1–17.

¹⁶ Academic Service-Learning, ‘Sturzl Center for Community Service & Learning. Academic Service-Learning. Faculty Handbook, t.Th.’, in *Faculty Handbook*, t.Th.

the needs assessment, planning, acting, and evaluating¹⁷.

Need Assesment

In doing need assessment of the school, the researcher did observation, analyze the document or the lesson plan of the teacher and discuss with the headmaster as well as the teacher. It was done to focus on the service learning given to the school.

In considering the problems found in learning process at schools, the team of social engagement did some investigations about the program in order to be appropriate with the need of the school. Firstly, the team of the research-based community service from IAIN Bukittinggi tried to do some orientation to MIN 1 Pasaman as the oldest school in Pasaman regency. The location of the school looks calm and peaceful on the edge of the Bonjol community. It is in the former area of Imam Bonjol's Tuanku struggle in against Paderi. Not far from school, there were Tuanku Imam Bonjol mosque, where Tuanku Imam Bonjol delivered da'wah activities and even made the war strategies.

Based on the information got in MIN 1 Pasaman, the research-based community service team from the Research and Community Service IAIN Bukittinggi, held discussions in the form of FGD (Focus Group Discussion) to find the root problems that exist in the school community, especially the problem of learning strategy. In assessments process, there are several notes from team of the community service. The team identify the existing problems based on the reality; the notes are as follow: (1). The learning had lack access to students' contextual

ability in their environment; (2). The learning done do not develop students' creativity or do not used constructivistic models; (3). The learning done lack of developing students' social skills; (4). There was almost no space for students to collaborate (communication and relationships) by learning from the community; (5). There was almost no space for students to reflect their learning experience well through the use of learning resources from the community and the environment.

(1). There was almost no space for students to integrate the concepts obtained from the teacher's explanation with their daily application; (2). There was almost no space for students to make a field assignment from their socio-cultural and social environment; (3). There was almost no space for students to make alternative problem solving; (4). There was almost no space for students to learn making decisions in accordance with the abilities related to the concepts learned; (5). There was almost no space for students on how to take steps to overcome problems; (6). The students were told various information about the surrounding environment, in social, cultural, religious, technological and so on. These are all source of learning. However, the students never construct on how to observe, and explore the existing environment. They also never given examples of what to do by considering the importance of the environment as the learning source; (7). Students were taught to recognize the environment and culture as local potential, but students were not taught how to carry out learning and enjoy the activities; (8). There was almost no space for students to develops students' skills to get to know more about the potential of the area in their environment; (9). There was almost no space for students to develop their basic skills as citizens such as problem solving skills, expressing opinions, arguing, using information sources, collecting

¹⁷ Nurjannah Yunus Tekeng St. Syamsudduha, 'Penerapan Service Learning Dalam Pembelajaran Matakuliah Pedagogik Pada Kurikulum Pendidikan Calon Guru', *Lentera Pendidikan*, 2017, 1–17.

data and so on. The students also have a very limited knowledge about the social problems, both problems that are closest to their lives and also far from them; (9). There was almost no space for students to reflect on their learning experience so that they will have creation.

These various problems need solution and there should be no more such of these problems. It needs solution that the learning process can provide comfort and psychological satisfaction for students. It was inline with the nature and meaning of learning itself. Learning basically has a similar understanding for teaching but has different connotations. In the context of education, the teacher teaches the students to learn and master the content of the subject until they achieve a determined objective (cognitive aspect), can also influence changes in attitude (affective aspects), and skills (psychomotor aspects) of a student. But this teaching process gives the impression that it is only a one-party job, that is, the teaching work. While learning implies an interaction between the teacher and the students

The term of learning in this context is a two-way interaction between a teacher and the students. Whereas, it needs intend interaction and straight to the predetermined target¹⁸. Furthermore, according to Suherman, learning is an environmental arrangement that gives nuance so that learning programs grow and develop optimally. Thus, learning in general is an activity carried out by the teacher to make the students in learning conditions so that the behavior of students changes for the better.

The most important thing in studying in school is learning, because learning makes studying be more effective. As a teacher in the planning of teaching there are several things

that must be considered, one of them pay attention to the characteristics of students who are taught so that a teacher will know the learning problems faced by students. Learning also has an understanding as a process of delivering knowledge that is carried out using the method of imposition with the aim of transferring knowledge to students¹⁹.

Planing

After doing discussions with school residents, with the teacher assembly, the headmaster and also the education staff at MIN 1 Pasaman, the team designed the overview of all the potential and problems faced by school residents in the learning process. After that, the team made a plan that used as a reference in carrying out activities programs. The summary of the planning that was compiled together between the community service team.

Action

Action is carried out in accordance with plans that have been made in advance with the aim of making it easier to implement. But there were also actions did not do based to the plan. This was done by considering the phenomenon in the field can only add or change programs as long as it does not deviate from the main objective of increasing the quality of teachers and the learning in MIN 1 Pasaman. The unwritten (unplanned) action is carried out as well as the hidden curriculum in the process of learning.

The action activities are carried out in the form of:

Constructivistic Learning Socialization.

¹⁹ Oemar Hamalik, *Proses Belajar Mengajar, Jakarta* (Jakarta: Bumi Aksara, 2008).

¹⁸ Trianto.

Constructivistic learning cannot be separated from the basic concepts of learning where learning in Gagne's cited by Wina Sanjaya is "a set of events embedded in the purpose of activities that facilitate learning"²⁰. Learning is a series of activities that are intentionally created to facilitate the learning process. Whereas in the view of Patricia L. Smith and Tillman J. Ragan quoted by Oemar Hamalik, argues that learning is the development, delivery of information and activities created to facilitate the achievement of specific goals. While Yusuf Hadi Miarso interpreted the term learning as an activity or activity focused on the teacher (teacher centered). The term learning is used to replace the term "teaching" which is more of a teacher-centered activity. Therefore, teaching activities need to be distinguished from learning activities. The activities of constructivist learning socialization move from the concept of learning that activates students.

Strengthening Learning

Strengthening activities are carried out after the socialization activities done. After the teacher understand about the constructivist learning, the teacher's mindset regarding the teacher center's learning to the student center need to be done. Strengthening innovative learning - constructivist learning is done for the teachers so that their understanding is stronger and stronger. In the outline there are four learning patterns. First, teacher learning patterns with students without using tools or learning materials in the form of teaching aids. This learning pattern is very dependent on the teacher's ability to remember learning material and convey the material orally to students. Second, the teacher's pattern is supplemented with assistive tools with students. Third, the

teacher's pattern is supplemented by media with students. This learning pattern has considered the limitations of teachers, which may not be the only source of learning. Fourth, media patterns with students or distance learning patterns using prepared media or learning.

The nature of learning patterns is learning objectives. The understanding of learning objectives is a target to be achieved by learning activities. The purpose of this learning is an intermediate goal to achieve other higher-level goals, namely educational goals and national development goals. Starting from general and specific learning goals, those goals are multilevel, accumulate, and synergize towards a higher-level goal.

So, it can be understood that learning is a process that is deliberately designed by the teacher to create the occurrence of learning activities within the individual. In other words, learning is something that is external and deliberately designed to support the occurrence of internal learning processes within individuals. The learning process has a purpose so that students can achieve competence as expected.

Training

The training program consists of training for Pasaman MIN 1 teachers in applying constructivistic innovative learning. By training teacher, the teachers can apply it better in front of the class. Though training innovative-constructivist model, learning as communication will be more developed. Learning in the concept of communication is a process of functional communication between students and teachers, also between students and students. It is done in order to change attitudes and mindset or the habits of the students. The teacher and the students act as a communicator, and material that is communicated contains messages in the form

²⁰ Wina Sanjaya, *Strategi Pembelajaran, Jakarta : Kencana Prenada Media Group* (Jakarta: Kencana Prenada Media Group, 2010).

of knowledge. In this case these roles can change between teachers and students and vice versa.

Learning is also understood as the process of communication between students and teachers. It is done in order to change attitudes and mindsets that will become habits for students. So that, the students can learn based on their needs and interests. Studying and learning are two things that are interrelated one another, the students' learning activities will be guided and directed if process of learning together with the teacher, so that learning objectives are obtained maximally.

Learning is a two-way communication process. Teaching is done by educators, while learning is done by students. The learning process is an essential component in the educational situation that must be carried out properly, suggesting that there is no education without the learning process. Generally, if the learning process is carried out properly, educational outcomes will also be good, or vice versa. Therefore, teachers as educators must understand and implement the learning process appropriately.

The learning process is an effort to achieve these learning goals is strongly influenced by the type or style of educators in carrying out the learning process. In addition, the learning process is also described as a process of applying concept ideas, and curriculum policies in a learning activity. So that the students will master certain competencies as an interaction with the environment that leads to better behavior change. Formally, the learning process is defined as the interaction of students with educators supported by tools and learning resources in a learning environment to achieve certain goals in accordance with the National

Education System Law No. 20 Article I of 2003²¹.

From the description above, it can be concluded that the learning process occurs because of the meaningful interaction, both between participants and educators in a classical and broad environment. Humans as students basically always interact with the environment to develop their overall potential through the learning process. A good learning process is characterized by the involvement of all or most of the self-potential of students, both physical and non-physical in each learning activity. In other words, the learning process that can make students learn actively, creatively, effectively, and fun needs to be designed and implemented to improve the quality of educational outcomes.

Reflection/Evaluation

The reflection is the description of the changes that have occurred as a result of the coaching program for the improvement of the teacher in MIN 1 Pasaman. It is done in order to improve the quality of learning. Reflections on engagement activities was undertaken to transform the learning into a fun process and not as a pressure or compulsion. The concept of meaningful and fun learning is a strategy that is used to create an effective learning environment, apply the curriculum, deliver content, facilitate the learning process. This understanding is also supported by Berk. He states that fun learning is the teachers' duty, it includes applying the methods, delivering the material easily understood by students, and designing fun atmosphere for students.

In line with the opinions of Dryden and Vos, they state that if the teacher can design the right strategy in teaching, the classroom

²¹ Nasional.

can become a "home" for the students²². Whereas, students are not only open to feedback, but also look for places where they learn. Besides, they acknowledge and support others, get experience excitement and satisfaction, take and give, learn to grow, and others. These are described as the context of arranging the learning stage. Then, Jensen states that the difficulty of learning is able to make students bored and hate lessons and lead to stagnation. The statements of Dryden, Vos and Jensen mean that implementing an appropriate strategy in learning enables the better achievement in learning²³. Otherwise it becomes a problem for students if they feel learning are a boring activity. Therefore, it is important for teachers to design a fun strategy in teaching.

The fun learning strategy is the ability to transform the learning community into a place that increases awareness, hearing power, participation, feedback, and growth, where emotions are valued. This opinion can be interpreted that if the teacher is able to create an atmosphere of pleasant learning, it will have a positive impact on improving the effectiveness of learning. Furthermore, DePorter added that in this environment students can move to prime condition, want to be responsible, trust each other, and limitless place to reach the goals²⁴.

To create a fun learning atmosphere, there are four aspects in arranging the learning stage, they are (1) atmosphere, (2) foundation, (3) environment, and (4) design. One of the four learning stage contexts described by DePorter et al above includes the classroom atmosphere, the language chosen, the way to

establish sympathy with students, and attitudes toward school and learning. Therefore, according to DePorter, if this aspect is carefully arranged, a miracle of learning will occur²⁵. The context itself truly creates a sense of belonging, which then increases the feeling of being very pleasant, the class becomes a learning community and becomes the place for students happy, not because of compulsion.

The effectiveness of learning can be increased through a variety of efforts. Fun learning is one activity that can be done to achieve learning effectiveness. Dryden and Vos explain that fun learning is learning where there is interaction between teacher and students, physical environment, and the conducive atmosphere for learning. These three factors have a different impact on learning pleasure. Therefore, the selection strategies by the teacher become important points in improving the effectiveness of learning.

To correct the learning environment, the teacher plays a central role, DePorter et al states that the teacher's influence on the success of students. The new abilities or skills will develop if the appropriate model environment are given. The teachers are the important factors in students' learning environment and their lives. The role of the teacher is more than just give knowledge, but the teacher can be friends, models, mentors, facilitators and modifiers of students' success. In simple terms, the effects of constructivist innovative learning include: a). Learning is done consciously and planned systematically, b). Learning can foster students' attention and motivation in learning, c) Learning can use appropriate and interesting learning aids. d). Learning can create a safe and enjoyable learning atmosphere for students. e). Learning

²² A. Collins, *Portfolio For Science Education: Issu in Purpose, Structure and Authenticity*. (Science Education., 1992).

²³ Collins.

²⁴ M. De Porter, B. & Hemacki, *Quantum Learning Membiasakan Belajar Nyaman Dan Menyenangkan* (Bandung: Kaifa, 2001).

²⁵ De Porter, B. & Hemacki.

can make students ready to receive lessons, both physically and psychologically, f). Learning emphasizes the students' activity, g). Learning is done consciously and intentionally.

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