

LEARNING STRATEGIES IN THE 2013 CURRICULUM

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Abstract

Learning activities at every level of education should be developed following current developments, meaning that every teacher must understand learning approaches, strategies, and methods. In the 2013 curriculum, various strategies, models, and learning methods are increasingly varied; as an educator, this is very useful. As a result, educators can be more creative in delivering material. Determining learning strategies at the beginning is essential because a teacher is a primary planner in a learning activity. Educators who are responsible always prepare everything at the beginning of learning to support the learning process so that the atmosphere and results are created as expected. Writing this article aims to explain how important it is to set learning strategies, especially in the 2013 curriculum in the learning process. In writing this article, it uses a qualitative approach using library research, namely by examining reading sources related to the studies discussed. Data was collected by browsing books and scientific journals from Google Scholar, digital libraries, and others.

Keywords: Strategy; Learning; and Curriculum 2013.

Preliminary

Effective, efficient education is education that allows students to be able to learn quickly, have fun, and can achieve goals as expected. Therefore educators (lecturers, teachers, instructors, and trainers) are required to increase the effectiveness of learning to be beneficial (Rosalini, 2022).

An innovative teacher is a teacher who is creative in seeking new ideas and undergoing a process of implementation that is continuously developing, not stopping at one time but continuously and experiencing a process of change. This change should show new creativity to implement learning in schools successfully (Helina, 2022).

Learning is a process of interaction between students and teachers to achieve learning objectives. Learning is an active process of gaining new experience or knowledge that causes changes in behavior. Learning is a process carried out by humans to gain various abilities, skills, and attitudes (Waziana et al., nd)

The 2013 curriculum implemented at all levels of school currently has the goal that students take an active role in the learning process, so a learning strategy is needed that supports the achievement of these goals. Students, as learning subjects, should play an active role in learning. Student activity is assessed by questions to the teacher and responding to questions given; appropriate and varied learning makes students play an active role in achieving the expected results. In this case, the teacher only acts as a guide, motivator, and facilitator. In the learning process, the teacher is essential in creating learning conditions that encourage an active role and student understanding. (Ponidi et al., 2020)

Using the right learning strategy will make it easier for the teacher to determine the information and manage step-by-step learning to be carried out effectively. Learning will be student-centered, where the teacher is a facilitator who manages to learn.

Method

In writing this article, it uses a qualitative approach using library research, namely by examining reading sources that have something to do with the studies discussed, as well as using document studies of the results of previous research that have something to do with the problem of education in Indonesia. Data was collected by browsing books and scientific journals (Abbas, 2022)

Discussion

The term strategy comes from Greek nouns and verbs. As a noun, *strategos* is a combination of the words "Stratos" (military) with "ago" (to lead). As a verb, *stratego* means to plan (to plan) (Majid, 2013). Education many things are involved in it because education includes all human behavior carried out to obtain continuity, defense, and improvement of life. (Asrori, tt). To achieve the goals of education, of course, educators must have a strategy for the teaching and learning process (learning). Therefore the establishment of a relevant strategy is a must. The right learning strategy will make the learning process as expected. Because setting an inappropriate strategy will result in the objectives of the material being taught not being achieved. Because there will be gaps contrary to what you want to achieve in certain subjects. The definition of learning strategies, namely, learning strategies as "steps that are often realized from the behavior used by learners to increase the acquisition, storage, retention, memory, and use of new information" (Oxford. 1989) in (Shi, n.d.)

In language, strategy can be interpreted as 'tricks', 'tips', 'tricks', or 'ways'. While in general, the strategy has the meaning of an outline of the bow to act to achieve the goals that have been determined. Linked to the learning process, strategies can be interpreted as general patterns of teacher and student activities in carrying out teaching and learning activities to achieve the goals outlined (Hamruni, 2012)

The definition of learning strategy states that learning strategy is a general component of a series of material and learning stages that will be applied jointly by teachers and students during the learning process (Etin, 2012). In this case, it means that the learning strategy is organizing the material's content, delivering it, and managing the learning activities by using various learning resources used by the teacher to create an effective and efficient learning process. Therefore, learning strategies use various learning resources such as teaching aids,

textbooks, and other media that support the implementation of the teaching and learning process in the classroom so that learning can take place effectively and efficiently.

Another opinion says that in the learning strategy there are 4 points, namely: "The four main points in the learning strategy are: First that the learning strategy belongs to the learner which must be kept different from the teaching strategy, second that there is no "good" strategy because people need to find their own, thirdly that we need assignments that encourage the use of strategies, and ultimately those strategies must become part of the selected classroom discourse, in other words, strategic approaches must be woven into the way students and teachers listen to and talk to each other every day, or in more technology into their interaction patterns." (Mariani 2022). Another opinion regarding learning strategies is "the steps taken by students to improve their learning,

From the various opinions regarding the learning strategy, it can be interpreted that it plays a significant role in the learning process. Teachers and students can interpret the learning process in class if they find the right strategy to produce a fun and easy-to-understand learning atmosphere in each subject. Strategy can also be interpreted as planned and decided deliberately to carry out an activity. The strategy always includes the objectives of the activity, who is involved in the activity, the activity's contents, the process of implementing the activity, and the supporting facilities in each process of an activity. The strategies applied in learning activities are called learning strategies.

In the learning strategy, there are five components, namely, in the learning activities, there are introductions, delivery of material, student responses, evaluation, and follow-up activities. Dick et al. (1996) in Nasution (2017) state that Preliminary learning activities have an essential meaning in the early learning process. Although in the preliminary activities, a teacher must be able to attract students' interest in the material to be delivered, this activity must be packaged as well as possible so that students become enthusiastic about participating in the lesson. For example, the way the teacher introduces the subject matter can be by exemplifying the daily life that is often done by students or the way the teacher convinces that the benefits of studying particular material will significantly affect students' learning motivation (Conscience et al. 2003).

When a teacher explains the purpose of the material to be delivered in language that is easy to understand, let alone simple examples that are close to daily activities, it is hoped that students will be able to achieve these learning goals. Learning objectives that students easily understand will facilitate the learning process in the material delivery stage.

At the information delivery stage, the primary information in the form of material to be conveyed is undoubtedly relevant to the learning objectives that have been taught. A teacher's mistake often occurs at this stage is presenting information or explaining too much content over a long duration, especially if most of the information is irrelevant to the learning objectives (Al Muchtar et al., 2007). As an educator, you should understand the situation and conditions during the learning process. Conveying so much information or material, especially when exciting media do not accompany it, is sure to make students bored, sleepy, and no longer concentrating, will make the learning objectives presented at the beginning of the activity unattainable.

Several things need to be considered in the delivery of the subject matter, namely the order, scope, and type of material. "The sequence of delivery of subject matter must use the right steps. For example, the order of the material is given based on the stages of thinking, from concrete to abstract things, from simple or easy to do to things that are more complex or difficult. In addition, a teacher also needs to pay attention to whether the material must be delivered systematically, randomly, or back and forth, such as from theory to practice or from practice to theory. Delivering information system will make it easier for students to understand what the educator wants to convey quickly" (Nurani et al., 2003).

The scope of the material, of course, has been determined by a teacher depending on what material will be delivered. The size of the scope of one material to be delivered. In one meeting in the learning process, the teacher can determine whether the material is delivered individually or in part. The material that will be delivered is the subject matter that has been determined. The subject matter in the 2013 curriculum is a combination of material in the form of knowledge (systematic facts and information), skills (steps, procedures, circumstances, and certain conditions), and attitudes (containing opinions, ideas, suggestions, or responses). (Kemp. 1977) in (Revelation, 2016).

This means that the material is the whole lesson that includes aspects of knowledge, skills, and attitudes). One of the four components of the learning strategy is student participation. Student participation can also be interpreted as a student response, which plays a significant role in learning because it indicates success in the material presented. The learning process can be successful if students actively practice directly and are relevant to the learning objectives set (Nurani et al., 2003).

Onstage student participation, there is what is called feedback. This becomes so important because the participation of students regarding the material presented can be an indicator of a teacher the extent to which students understand the material. Another thing is that

the teacher can also see the activeness of these students while in class in participating in the teaching and learning process. Another opinion says that the elements commonly found in learning strategies include general learning objectives, techniques, organizing learning activities, learning events, learning sequences, assessments, management of learning activities/classes, place or setting, and time (Miarso, 2004). Another opinion states that there are four main components in the learning strategy: 1. The sequence of learning activities, namely the educator's activities in conveying material to students; 2. The learning method is how educators arrange student subject matter so that the learning process occurs effectively and efficiently; 3. Learning media, namely various equipment relevant to the material being taught that educators and students in learning activities use; 4. The time used by educators and students in completing each step in learning activities (Suparman, 2005).

Conclusion

Strategy is a pattern planned and determined intentionally to carry out activities or actions. Where learning is an effort of educators to help students carry out learning activities. Thus the learning strategy has components that describe all aspects of teaching and learning activities from beginning to end. The importance of a teacher determining a strategy before starting the learning process is an indicator of how the learning process takes place from beginning to end. This is an obligation for a teacher because the teacher's role and duties are to convey material in front of the class and ensure that the material can be understood and understood by students.

Some of the components contained in the learning strategy are also very important to be understood and understood by all teachers. When the teacher can understand how to determine the selection of strategies before entering class, students can undoubtedly participate actively in the learning process. Students who are active in the learning process are sure because a teacher succeeds in determining strategies with various components of learning strategies in them during the teaching and learning process. As a result, students will feel able to understand and understand the material presented.

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