

StL Model Implementation, Challenges, and Can Be Implemented; Case in rural school in Sambas District

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Abstrak

Kajian ini bertujuan untuk mengembangkan model peningkatan mutu sekolah STL, hal ini agar dapat diterapkan di sekolah-sekolah di Kabupaten Sambas sesuai dengan tantangan kebutuhan dan potensi yang dimiliki, berdasarkan perspektif sekolah. Hasil penelitian ini diharapkan dapat memberikan gambaran sejauh mana kegiatan yang termasuk dalam model StL telah diterapkan oleh sekolah, tantangan apa yang dihadapi sekolah pedesaan dalam melaksanakan kegiatan model StL, bagaimana model StL yang dapat diterapkan di sekolah pedesaan secara lokal dan kontekstual. Penelitian ini merupakan studi kasus berganda yang dilakukan dengan pendekatan kualitatif deskriptif dengan melibatkan 4 sekolah yang tersebar di Kabupaten Sambas yaitu di pedesaan. Dalam hal ini 4 sekolah tersebut merupakan sekolah menengah pertama yang meliputi 2 kecamatan yang berbeda yaitu Kecamatan Sebawi dan Kecamatan Tebas. Alat pengumpulan data adalah pedoman wawancara, dan analisis data menggunakan teknik analisis tematik dan analisis lintas kasus. Hasil penelitian ini adalah rekomendasi untuk perbaikan penerapan model StL yang telah diterapkan dengan mempertimbangkan model StL mana yang dapat diterapkan secara lokal, kontekstual dan tantangan yang ditemukan sekolah dalam mengimplementasikan model STL.

Kata Kunci: *Model Sekolah yang Belajar, Studi Kasus Berganda, Deskriptif Kualitatif, Sekolah Pedesaan*

Abstract

This study aims to develop a model to improve the quality of StL schools this is to ensure that it can be applied at schools in Sambas Regency under the challenging needs and potentials they have, based on the school perspective. The result of this study is expected to provide description of the How far has the activities included in StL model been applied by school, what challenges did rural schools face in implementing the activities of StL model, how is StL model which could be apply in rural schools locally and contextually. This research was multiple case study conducted using a descriptive qualitative approach involving 4 schools spread across Sambas Regency, namely in rural areas. In this case, the 4 schools are middle schools which include 2 different districts, namely Sebawi District and Tebas District. Tool of data collection was interview guidance, and the data analysis using thematic analysis and cross case analysis techniques. The result of this study is recommendation for improving the application of StL model been applied by considering which StL model that could be apply locally, contextually and the challenges found by schools in implementing StL model.

Keywords: *School that Learn Model, Multiple Case Study, Descriptive Qualitative, Rural School*

INTRODUCTION

Education is defined as an individual learning process to achieve and acquire knowledge. Understanding of a more specific object from the knowledge that can be. According Naziev (2017) "Education refers to a socially regulated process to continuously transfer significant social experiences from previous generations to the next. Education is a

learning process that involves two objects, namely teachers and students to gain knowledge. In education that is obtained, formally individuals can produce patterns of thought and behavior in accordance with what is being learned. Along with the times, the model of assurance in the quality of education that has been implemented need to be revitalized. This is done because the adjustment of the model need developed to answer the challenges in the field of education which continues to change, this challenge is due to the ever-changing education curriculum, and to adapt to need.

Each school has its own common challenges in improving the quality of their learning. There are 5 Challenges and Barriers to Improving Quality in education namely, Poor Educational Planning, Lack of Teachers, Poor School Management, and The Economic Difficulties (Winarno, 2019). In the quality of learning, rural schools have differences. They are closer to the library, their internet access is faster, and the opportunities for schools to get professional program are easier to find, for example in seminars. Meanwhile, in rural, school facilities and opportunities for teachers are hindered because rural schools are far from the city center. As well as the distance to participate in government programs in improving teacher quality is a challenge in itself in improving the quality of schools.

The process of improving school quality has become more challenging with the presence of covid (Abidah et al., 2020; Duraku & Hoxha, 2020; UNESCO, 2020). Schools are forced to conduct online learning. Rural school have challenges in implementing the learning model. For students in areas, the problem that arises is the readiness of school to integrate existing supporting facilities in developing their learning. Meanwhile, for school in rural area, apart from the aspects of readiness of teachers and students, they also have problems with their facilities supporting the implementation of online learning. The problem in rural schools is even more complicated if we relate it to improving the quality of English learning, where learning media and student practice facilities are absolutely necessary.

Each of the challenges faced by schools in each of these regions will certainly have an impact on improving the quality of schools. Stated by Akar (2010) that the student education literature is emphasized on the impact of early language development on student achievement. Even so, schools inevitably have to change. Changes in post-pandemic educational practices require schools to innovate in solving their respective problems, in an effort to improve the quality of their education. To do this, it is not only handled by

schools. Schools need to be assisted in preparing a system that is able to have a positive effect on improving their quality, which in turn will also have an impact on improving the quality of their students learning. With the large variety of challenges that each school faces, and taking into account every potential that each school has, schools need to develop models for improving the quality of learning that apply locally in their perspective school, which are in accordance with the needs of each school, and develop based on the local potential that each school has. The model must be able to overcome the problems and challenges they face in their respective schools.

One model of improving school quality that can be applied in schools is the School That Learn (STL) learning pioneered by Senge (1990). In this STL improvement model, it can be believed that it can improve the quality of schools, and it will be achieved if teachers and students are given the wide opportunity and are facilitated continuously systematically. This model is believed to be effective in improving the quality of schools. However, the StL concept developed by Senge is still general and developed in the context of educational in Europe, which has a number of fundamental differences with the context of education in Indonesia (Hamzah et al., 2011; Jokić et al., 2012). So, that modifications are needed, this model of STL improvement can be applied in schools according to the needs, potentials, and challenges they face. This can be applied in various contexts, especially in the province of west Kalimantan, especially in Sambas regency, where schools are spread from rural.

The aim of this research is to develop a model for STL school improvement so that it can be applied in schools in west Kalimantan, especially in rural areas. According to their needs and potential. In this study, researcher will develop a model of improvement from a perspective school. This research is important because it is an effort to provide an alternative model for improving the quality of schools, especially in improving the quality of learning English in schools according to challenges, needs, and potential they have in improving the quality of their education. So, from the facts above, the researchers decided to develop a school improvement model so that it can be applied contextually and localised.

METHODOLOGY

This research is a Multiple Case Study (Ary, 2010; Sugiyono, 2012) which was carried out with a qualitative descriptive approach to formulate the School that Learns

model (StL), which can be applied contextually and locally to each of the schools involved, from the perspective of school leaders, and teachers. In general, there are five stages carried out in this study, namely (1) Identification of StL Aspects that may have been applied, (2) Challenge mapping (3) Model Formulation.

The first stage is the process of measuring aspects of StL that schools may have implemented. At this stage, researchers identify and measure every aspect of StL that may have become part of the school routine, whether consciously or not. This stage is a map of the potential application of the StL model in each of the schools involved. In the second stage, researchers mapped current or potential challenges that hindered applying the StL model in each school. At this stage, any issues that can impede the application of the StL model in every school will be inventoried and synthesized to make it more organized and easier to understand during the development of strategic steps to implement StL later. In the third stage, this research will formulate a more contextual and locally applicable StL model in each school based on each school's potential application, needs, and challenges.

Subject of Research

This study involved 3 rural schools in Sambas District. Within each school, five respondents were selected, which included English teachers and school leaders. The schools and respondents were selected using purposive selection. The selection criteria were the school geographic locations (rural), their learning supporting facilities (well-adequate and less-adequate), their willingness to voluntarily participate, and based on researcher's convenience. Meanwhile, the respondents were selected based on their position in leadership ranges in school (teachers and school leaders) subject they taught (English and Non-English) and their willingness to voluntarily participate.

Technique of Data Analysis

To analyse the data, qualitative data analysis procedures were adopted in this research. In this regard, thematic analysis and cross-case analysis were adopted. Thematic analysis is a form of qualitative data analysis that emphasizes the identification, analysis and interpretation of meaning patterns in qualitative research data. According to Braun & Clarke, (in Heriyanto, 2018) Thematic analysis is a way of analyzing data with the aim of identifying patterns or finding themes through data collected by researchers. Data obtained from in-depth interviews or semi-structured interviews will be carried out in this study. This data analysis technique aims to explore what actually happens in a phenomenon. In this study, thematic analysis is used to identify patterns of events that occur in schools in

Sambas Regency that are involved in research on the practice of StL from How far the implementation of StL model been applied by each school, what challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually.

In the cross-case analysis the researcher expanded the viewpoint to bring together themes and constructs developed from the notes of teachers and leaders in each of the four schools. The processes involved collect, compare and differentiate the constructs and themes developed from each school case together as a way to generate 'new knowledge and understanding of the problem being investigated' (Khan & VanWynsberghe, 2008). (Khan & VanWynsberghe, 2008) suggest cross-case analysis is one of the best ways to achieve this. They believe that cross-case analysis can mobilize knowledge from individual case studies to a wider range of case studies. In this study, cross-case analysis allows researcher to understand the differences and similarities regarding the practice of StL from How far the implementation of StL model been applied by each school, What challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually of the three schools in Sambas regency. In this study, cross-case analysis allows researchers to understand the differences and similarities about the practice of StL from How far the implementation of StL model been applied by each school, What challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually of the four schools in Sintang regency.

FINDINGS AND DISCUSSION

Implementation of StL model in rural school

The collaborative professional learning factor

The results show that the process of collaborative professional learning in each schools is different. The researchers found that Collaborative Professional Learning Factors were carried out in these schools quite often. Because of the need for innovation. So, innovation is needed to support the quality of their learning. The goal is to increase knowledge or insight in order to create quality teachers. If teachers are qualified, students will also be of quality too. Collaboration with other school does not even rule out the possibility to collaborate with other teachers as well. And then Collaborating with colleagues at school is also important too such as observing colleagues in class, this aim to be able to give each other feedback. Even this activity, besides being able to make learning effective, it can

also improve the quality of learning. According to Ghufron and Hardiyanto (2017) Quality of learning their research has something in common with this research, namely the part to be achieved, which one to achieve in this study is the quality of learning using the StL type of learning model. So, that learning outcomes are optimal, the quality of learning is interconnected between students and teacher. Meanwhile, the result of the collaborative professional learning factor rarely done because according to them because most other school have the same teaching practices as ours. Based on the statements of each of school, then it can be concluded that the collaborative professional learning factor in rural areas have a two statement. There are is very important because innovation is needed to the quality of their learning, and it is important, but rarely to do it, because usually most other school have a same practice, not much different and then if applied need the time.

Learning and reflecting from different sources factor

The results of the research found in this section are quite similar where the interviewed respondent explained that learning and Reflecting from different sources factor activity are rarely carried out, because some activities are considered inefficient. One of the activities is to offer assistance to other teachers. This is considered by some respondent to be unnecessary. Because if we have a problem we just need to ask for help, if we offer help usually some people are afraid of being uncomfortable and disturbing their privacy. This is considered by most respondent to be less important because it internet with the time actually used for rest. Furthermore, it can be concluded that learning and reflecting from different sources factor activities is rarely carried out for schools in rural area. As stated above, the cause of this activity is not effective in rural school.

Learning Conversations and Mutual Support factor, practice and values

The researchers found that the Learning Conversations and Mutual Support factor, practice and values in rural school is very often done. This activity is very often done by teacher such as consultation with student about how the learning process they like. Because it is also very effective, considering that if the teacher uses a learning method that students will gain knowledge. So we must know whether the method we teach can be understand by students. It is also very important to do so that teacher know whether the material provided is easily accepted or not and also so that in the future it can be further improved. So, it can be concluded that this activity is quite important to be implemented in rural schools.

The Challenge of Implementation StL model

Different opinion

Differences of opinion from teachers in schools are a challenge in implementing the StL model. This may be because the teacher has his own method of teaching, making it difficult to carry out these activities. And also teachers have their own privacy. Sometimes what makes it difficult is the thoughts of each teacher who are not in line. So sometimes if the thoughts are different, it is difficult to do the activity. What makes it difficult is usually there are things that are not compact and sometimes there are thoughts that are not in line. Different principles too.

Pandemic

The challenges faced by schools are also due to the covid 19 pandemic. Because of this, schools rarely practice teaching, so it is difficult for teachers to implement these activities. What makes it difficult is usually because now the pandemic season is making it difficult to see fellow teachers doing teaching practices, even though I think if you look at the teaching practices of other teachers it will make it easier to improve the quality of teaching.

Lack of time

The challenge is a lack of time, because implementing some of the activities above is not easy. It takes time to know whether the activity is necessary or not to do. But why is it rarely done? Because every method we want to practice from other schools for example, it can be counted in months and each method takes time to implement. And also, we should at least consult with students every now and then, so that we can find out what method is right for teaching. Then to be effective.

Inadequate IT needs

We're different now. When we study offline and online, it's very different. And the problem is that the IT needs that are not very adequate are met in schools, because indeed in schools not all teachers use IT or computers. The existing technology in rural schools is inadequate, for example computer technology. Why is it not sufficient? Because usually in rural schools there are not enough computers, and also not all teachers can use computers.

The StL model which can be implemented in Rural school

The type of StL model that can be applied in rural schools must refer to the follow:

Discussion with other teacher

Discussion with teacher are very important, because teachers can exchange ideas in teaching. Whether in the teaching of it has advantages or disadvantages. And also coordinating between fellow teachers, the activity will make it easier for teachers in conducting teaching or methods later for students. In facilitating these activities is more often discussed with teachers, because if we often discuss with teachers as well as students, it will be easier to improve the quality of learning.

Make a regular schedule

Creating a regular schedule for teachers aims to make it easier for teachers. The point is that if we make a routine schedule, the activity will be scheduled. And if it is scheduled to implement the StL model it will be easier to do. Activities that are carried out optimally are by making a routine schedule, holding agreed meetings.

Frequent meeting

The policies needed to improve school conditions are to give more directions, often hold meetings 2-3 times a month. At school, of course, often hold meetings. The purpose of the meeting here is to hold a meeting which will later be agreed upon. Yes, the activities will be agreed upon by the teachers in order to optimize the StL model. Why often hold meetings? because it aims to find out what problems teachers face in doing learning, such as how to use a good method, how to streamline learning time for students.

Giving direction to teacher

The principal gives direction to the teacher what to do, what activities to direct. Aims for teachers to know what to do next in implementing the StL model. Activities that are carried out optimally are more toward knowing which activities are positive. If there is, we can optimize these activities ourselves.

Organize training, counseling and doing simulation

The purpose of the meeting here is to find out what problems teachers face in doing learning, such as how to use appropriate methods, how to streamline learning time, usually also conduct simulations for teachers, conduct counseling, training, and invite school supervisors to sometimes provide motivation occasionally. The need for training and counseling for teachers in order to improve the skills of teachers. Don't forget to also invite a motivator or a presenter to provide the required material or provide occasional motivation and then doing simulation is intended for teachers. Which aims to improve teacher competence

Do (In host training)

What is needed to optimize learning is to do in-host training. Where all teachers are carried out a coaching to carry out learning. So that they know what the technicalities are and what the methods are. Of course, share their experiences, knowledge, and knowledge with each other. It is a program from the principal or school, where all teachers are carried out a coaching or learning activity for teachers so that they know what the technicalities are and what the methods are. Learning activities for teachers. The English teacher at S3 has a statement, what is needed to optimize learning is to do in-host training. Where all teachers are carried out a coaching to carry out learning. So that they know what the technicalities are and what the methods are. Of course, share their experiences, knowledge, and knowledge with each other.

Furthermore, the StL model that can be applied in rural areas should not refer to the following:

See the practice teaching from other teachers

Activities that are not too important to see the practice of colleagues, because every teacher has their respective privacy. Each teacher has its own method in conducting teaching, therefore if you want to see the teaching practice from other teachers it doesn't have to be done. Most teachers are already professional in their respective fields, and also every teachers has their respective privacy so there is no need to see the practice of teaching each other.

Involved in teaching teams

In learning, team teaching is not very important to do. Because if we do activities, students will later be confused. They will think, from the team, we must use which method to learn, it will not be effective in the students will confused. Teaching teams to improve learning is not too important, because it is too complicated

Lack of communication between teachers

Sometimes that makes it difficult is not good if you have to ask, afraid of other offended and disturbing privacy. Especially if you want to offer help, it's rarely done. More towards we just ask no need to offer help. Usually this happen because of the lack of communication between fellow teachers. So to offer help want to ask there are some

teachers afraid to do it. This should not be done, because considering the teachers must often discuss so that they find reciprocity in conducting teaching.

DISCUSSION

The Implementation of StL model

The implementation of each school has 3 factors. The researcher will discuss the results of each factor from the research findings, and at the end, the researcher will explain the results of the 3 factors, there are: The collaborative professional learning factor, Learning and reflecting from different sources factor, and Learning Conversations and Mutual Support factor, practice and values. The purpose of this research is to find out How far has the activities included in StL model been applied by school in the effort to improve the quality of students' English learning. According to Ghufron and Hardiyanto (2017) quality of learning namely the degree or level of excellence of all aspects of learning. So, that learning outcomes are optimal, the quality of learning is interconnected between students and teachers.

The results of this study found that school in rural area Overall, there are some activities that are often done, and there are some that are rarely done. Activities that are often carried out are, utilizing teaching practices from other schools that are useful for innovation, conducting discussions or collaboration with teachers in the school itself or from other schools, and consulting with students what and how to apply learning models to be effective. While the activities that are rarely carried out are, rarely take advantage of teaching practices from other schools because it is considered that teaching practices in each school are more or less the same, and offer assistance to fellow teachers because they are considered afraid to intrude on privacy.

The Challenge of Implementation StL model

From the research findings, it can be concluded that rural schools have several challenges faced in implementing the StL model. According to Ningsih, Koryati, and Deskoni (2016) there are two factors that influence the teacher's difficulties or challenges, namely internal factor that is things or circumstances that arise from within oneself, and external factors that is things or circumstances that come from outside oneself, such as from the school environment or school environment public.

The challenge of implementation StL model in rural areas have a four challenges. There are: Different opinion, Pandemic covid19, lack of time, and inadequate facilities.

The cause of the above challenges is due to various factors that only occur in the school in question and as explained in the research finding.

The StL model which can be implemented in rural school

From the research findings, the researcher discusses that the type of StL model which can be implemented in rural school to formulate the StL model. According to Asiatun, Jerusalem, and Komariah (2014) they applies 3 learning model to create an active, creative, effective and fun learning climate as learning strategy, through workshops, and training. . This learning model is very important to be applied to schools. In this study, researcher find type of StL model that can be applied in rural schools must refer.

The types of StL models that are applied in rural schools include the following: Discussion with other teacher, frequent meeting, Make a regular schedule, Giving direction to teacher, Organize training, counseling and doing simulation, and Do (In host training). The purpose of implementing these activities is none other than to advance the quality of learning, especially English learning.

CONCLUSION

The StL learning model activities that have been implemented in several schools in rural areas have been carried out in accordance with the aspects that the researchers observed. Several aspects that the researcher involved in this research include: Implementation of the StL model, the challenges faced in implementing the StL model, and what StL models can be applied. These three aspects adequately represent various information about the StL learning model that researchers want to explore from the school concerned. Furthermore, the conclusions of this study will outline what the researchers found in each of its aspects

The implementation of the StL model from several schools in rural areas has been carried out properly. Schools located in rural areas often carry out these activities. But there are also schools that rarely do these activities. Based on what respondents said that they need to collaborate with other schools because each school has a different way of using the Objective method, it is necessary to carry out these activities because it aims for innovation. Innovation in the form of learning models that will improve the quality of student learning. And also based on what respondents said that they rarely collaborate with other schools because they think that each school has the same teaching practice. And in implementing the StL learning model, cooperation from both teachers in the school itself and teachers in other schools is needed. However, not a few of the teachers are also

reluctant to offer assistance to other teachers because they think they are afraid to intrude on privacy. But if you want to ask questions or ask for help, the teachers will definitely be ready to help. In implementing learning, it is also necessary to consult with students in order to create effective learning that is useful for improving the quality of learning. So, in the implementing StL model in rural areas, there are schools that often do and some rarely do.

Next, on the challenges faced in implementing the StL learning model. In implementing the StL learning model, there are certainly difficulties or challenges. The challenges faced by each are different. From several schools studied in rural areas, several challenges were found. Namely, first, differences of opinion from teachers, maybe because teachers have their own privacy and they have different methods of teaching. Second, the existence of the covid19 pandemic, the existence of covid making schools conduct online learning is also a challenge because if you are going to apply the learning model it will be ineffective. The third is the lack of time, namely the lack of time needed to implement the learning model so that it can be efficient. Fourth, the need for IT is inadequate, because in rural areas it is far from the city center, so the distribution in terms of facilities is usually uneven.

The next aspect is the StL learning model that will be applied. In this aspect, the researcher found several must refer to that would later be used to implement the StL learning model. Namely, discussion with other teacher, often holding meetings for teachers to find out the problems of teachers, making routine schedules, holding counseling or training for teachers that are useful for improving teacher abilities, holding simulations to improve teacher competence, providing direction for teachers in applying the learning methods carried out. Or approved by the principal, and conduct in-house training programs aimed at coaching teachers on how to use techniques and methods in teaching.

Based on the results the researchers got from these three aspects, the researchers can conclude that the StL learning model that is observed in rural areas as a whole is quite often done. StL learning model activities carried out in rural schools, precisely in Sambas district, are a means to improve the quality of learning in the schools concerned. Basically, StL is an activity or learning method that only applies contextually and locally in one school. Therefore, the researchers found many different opinions, but still lead to the aspects of the smoke that the researchers involved in this study.

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