



Learning and Study

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Abstract

This study aims to analyze the importance of education in shaping identified individuals who are capable of facing challenges in various aspects of life. The research focuses on achieving the three main domains of the educational process: affective, cognitive, and psychomotor. A qualitative descriptive method with a literature review approach was used to explore issues related to educational quality, such as low student learning outcomes, limited public access to education, and challenges within the teaching system, including curriculum, textbooks, and the role of teachers. The results indicate that the success of education depends heavily on the design of student-centered learning processes, along with the support of external conditions such as learning media, teaching materials, and the learning environment. It is concluded that education involves not only cognitive aspects but is also essential in shaping students' attitudes and skills. Future researchers are advised to conduct empirical studies on the implementation of student-centered learning and investigate the effectiveness of reinforcement strategies in each educational domain in an integrated manner.

Keywords: Education, Cognitive, Affective, Psychomotor

Abstrak

Penelitian ini bertujuan untuk menganalisis pentingnya pendidikan dalam membentuk manusia yang bermartabat dan mampu menghadapi tantangan di berbagai bidang kehidupan. Fokus penelitian diarahkan pada upaya pencapaian tiga ranah utama dalam proses pendidikan, yaitu afektif, kognitif, dan psikomotorik. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi literatur untuk menggali permasalahan yang berkaitan dengan mutu pendidikan, seperti rendahnya hasil belajar siswa, keterbatasan akses masyarakat terhadap pendidikan, dan tantangan dalam sistem pengajaran seperti kurikulum, buku teks, serta peran guru. Hasil penelitian menunjukkan bahwa keberhasilan pendidikan sangat bergantung pada perencanaan proses pembelajaran yang berpusat pada peserta didik, serta dukungan kondisi eksternal seperti media pembelajaran, bahan ajar, dan lingkungan belajar. Disimpulkan bahwa pendidikan tidak hanya menyangkut aspek kognitif, tetapi juga penting dalam pembentukan sikap dan keterampilan siswa. Saran bagi peneliti selanjutnya adalah untuk melakukan kajian empiris terhadap implementasi pembelajaran yang berorientasi pada peserta didik dan meneliti efektivitas strategi penguatan pada masing-masing ranah pembelajaran secara terpadu.

Kata kunci: Pendidikan, Kognitif, Afektif, Psikomotor



Introduction

Education is one of the main pillars in the development of a nation. Through education, humans are formed into dignified, intelligent individuals who have the ability to face various challenges in life. Education not only functions as a means of transferring knowledge, but also as a process of character formation, potential development, and improving the quality of human resources (Tilaar, 2002). In the context of globalization and rapid technological development, the role of education is becoming increasingly strategic in preparing a generation that is adaptive, innovative, and has strong moral integrity (Sagala, 2010). Therefore, the success of a country's education system greatly determines the sustainability of development in all fields, be it economic, social, cultural, or political.

However, the reality on the ground shows that the education system in Indonesia still faces various challenges. Student learning outcomes tend to be low, inequality in access to education especially in remote areas, and various problems in the learning system are indicators that the quality of education is not yet optimal (Depdiknas, 2008). In addition, problems related to the curriculum that are not yet contextual, limited relevant textbooks, and the weak role of teachers as facilitators and motivators of learning also contribute to worsening the quality of education (Sanjaya, 2011). This requires a comprehensive evaluation and improvement of the education system, especially in the aspect of the learning process which is the core of the education activity itself.

Conceptually, the educational process aims to form a complete human being through the achievement of three main domains, namely the affective, cognitive, and psychomotor domains. The affective domain includes the development of attitudes, values, morals, and emotional management of students (Krathwohl, 1964). The cognitive domain is related to the ability to think, understand, analyze, and apply knowledge (Bloom, 1956). Meanwhile, the psychomotor domain is related to practical skills obtained from learning experiences (Simpson, 1972). These three domains are interrelated and must be developed in a balanced manner



so that students not only excel in knowledge, but also have good character and adequate skills to face the real world.

In the context of learning, a student-centered learning approach is one of the important strategies that must be implemented. This approach places students as active subjects in the learning process, which encourages them to think critically, creatively, and independently (Joyce, Weil, & Calhoun, 2009). An effective learning process must be able to create a conducive atmosphere, provide relevant teaching materials, use a variety of learning media, and actively involve students in various learning activities (Arends, 2012). Thus, learning is not only a process of transferring information, but also a process of developing self-potential as a whole.

This study attempts to analyze the importance of education in forming dignified human beings who are able to face the challenges of the times through a qualitative descriptive approach with literature studies as the basis for analysis. The main emphasis is given to how the learning system can be directed to achieve the three educational domains in an integrated manner. In addition, this study also identifies various challenges faced by the world of education today, while providing recommendations for further researchers to conduct empirical studies on the implementation of student-oriented learning and the effectiveness of strategies used to strengthen the achievement of affective, cognitive, and psychomotor domains in a balanced manner.

Results and Discussion

Definition of Learning

We still remember that “learning” was once seen as a process of increasing knowledge. Even this view may still apply to some people in this country. As a result, “teaching” is also seen as a process of conveying knowledge or skills from a teacher to his students. Such a view is not entirely wrong, but it is still very partial, too narrow, and makes students passive individuals. Therefore, this view needs to



be placed in a more reasonable perspective so that the scope of learning substance does not only include knowledge, but also skills, values, and attitudes.

In the Great Dictionary of the Indonesian Language, etymologically learning means "trying to gain intelligence or knowledge". This definition means that learning is an activity to achieve intelligence or knowledge. The effort to achieve intelligence or knowledge is a human effort to fulfill their need to gain knowledge or skills that they have not had before, so that by learning humans become aware, understand, comprehend, can carry out, and have something.

Several experts have tried to formulate and make interpretations about "learning" often formulated and interpreted them differently from each other. In the following description, several formulations about learning are introduced to complete and expand the view.

According to Gagne, learning can be defined as a process in which an organism changes its behavior as a result of experience (Ratna Wilis Dahar, 1989). In general, learning is also interpreted as a process of changing individual behavior through interaction with the environment, in this interaction a series of learning experiences occur. Learning and teaching are two processes that have a very close relationship in the world of education. Learning is usually attributed to students, while teaching to teachers, even though both students and teachers can do it, namely learning and teaching.

Learning in a broad sense is a process of changing behavior expressed in the form of mastery, use, and assessment of or regarding attitudes and values, knowledge and basic skills found in various fields of study or more broadly in various aspects of life or organized experiences.

According to Hilgrad and Bower, learning means "to gain knowledge, comprehension, or mastery of trough experience or study, to fix in the mind or memory, to acquire trough experience, to become in forme of to find out". According to the definition above, learning means gaining knowledge or mastering



knowledge through experience, remembering, mastering experience, and getting information or finding. Thus, learning has a basic meaning of the existence of activities or activities and mastery of something (Baharuddin and Esa Nur Wahyuni, 2008).

Nana Sujana stated that learning is a relatively permanent change in a behavioral tendency as a result of practice or training. The change is based on and arises from practice, experience, training and not by chance. These changes are shown in various aspects such as changes in knowledge, understanding, perception, motivation, or a combination of these aspects (Nana Sujana, 1991).

Thus, learning is not only an activity of studying a subject at home or at school formally. In addition, learning is a problem for everyone. Almost all human skills, abilities, knowledge, habits, hobbies, and attitudes are formed, modified and developed because of learning. The activity called learning can occur anywhere, both in the family environment, society and in formal educational institutions. In formal educational institutions, efforts are made to provide learning experiences for students so that they learn things that are relevant both to culture and to each student. So that the characteristics of the activity called learning can be known, namely: First, Learning is an activity that produces changes in the individual who learns (in the sense of behavioral change), both actual and potential. Second, The change is basically the acquisition of new abilities, which apply for a relatively long time. Third, The change occurs because of effort.

Definition of Teaching

Similar to learning, teaching is also essentially a process, namely the process of regulating, organizing the environment around the child, so that it can grow and encourage students to carry out the learning process. In the next stage, teaching is the process of providing guidance/assistance to children in carrying out the learning process (Nana Sujana, 1985).



Teaching is a complex process, not just conveying information from teacher to student. Many activities and actions must be done, especially if better learning outcomes are desired for all students.

According to William H. Burton: teaching is an effort to provide stimulation, guidance, direction and encouragement to students so that the learning process occurs. In this case, Burton views that the learning material is only a stimulus, while the direction to be taken by the learning process is the teaching objectives known to students.

Burton's view is in line with Gagne and Briggs who stated: instruction is a set of events which effect learning in such a way that learning is facilitated, (Chauhan, S. S, 1979). So what is important in teaching is not the teacher's efforts to convey the material, but rather how students can learn the material according to the objectives. This means that the teacher's efforts are only a series of events that can influence students to learn. In this case, the role of the teacher changes; the teacher does not act as a transmitter of information, but rather acts as a director and facilitator of learning, a director and provider of facilities for the learning process to occur.

There are three views on teaching: First, teaching is conveying knowledge from one person to a group. Second, teaching is guiding students. Third, teaching is arranging the environment so that a good teaching and learning process occurs (A. Tabrani Rusyan, et al., 1989).

Therefore, we can summarize that teaching is basically an activity with a purpose, with the understanding that the activity is bound by a goal and is carried out to achieve the goal and is directed at the goal. So teaching can be said to be successful if children learn as a result of the teaching effort. Therefore, here the author needs to state the definition of teaching put forward by experts, including: 1). Teaching is the teacher's effort to guide, direct or organize learning. Teaching is a series of activities to convey learning materials to students so that they can



receive, understand, respond, appreciate, have, master and develop them. So, teaching has a purpose, among others, so that students can gain knowledge, then can also develop that knowledge. 2). Teaching is the teacher's effort to create conditions or organize the environment in such a way that there is interaction between students and their environment, including teachers, learning tools and so on, which is called the learning process, so that the predetermined learning objectives are achieved. 3). Another formulation states that teaching is instilling knowledge in children. Teaching is conveying culture to children. Teaching is an activity to organize or organize the environment as well as possible and connect it with children so that the learning process occurs.

From the formulation of the definition of teaching, it can be concluded that teaching activities are not only centered on the teacher (teacher-centered) but also on the activities of students (pupil centered) in the sense that students are not passive but rather their activities are expected to be seen from the results of the teacher's teaching. In this case, the teacher acts as a manager of learning, the teacher acts as a facilitator.

The Nature of Learning and Teaching

The learning and teaching process is essentially the application of various methods or approaches in learning and teaching activities. Strategies in the learning and teaching process are chosen so that students can achieve predetermined educational or teaching goals effectively and efficiently. The purpose of education or teaching is essentially obtained to form new behavioral changes in students. Both covering the cognitive, affective, and psychomotor domains, however, it is necessary to realize that behavioral changes are not only produced by maturity, and other factors outside the individual or environmental factors.

Learning activities are efforts to create conditions that allow learning to occur in students. In a learning activity, learning can be said to occur. If there is a



process of behavioral change in students as a result of an experience. For that, two important aspects can be identified in the learning activity, the first aspect is the aspect of learning outcomes, namely behavioral changes in students, the second is the aspect of the learning process, namely a number of intellectual, emotional, and physical experiences in students.

In teaching and learning activities, children are both subjects and objects of teaching activities. Therefore, the core of the teaching process is none other than the learning activities of students in achieving a teaching goal. Teaching goals can of course be achieved if students actively try to achieve them. The activeness of students here is not only required in terms of physical, but also in terms of mentality. If the child is physically active, but his mind and mentality are less active, then it is likely that the results of the learning goals will not be achieved. This is the same as students not learning, because students do not feel the "change" that occurs in a person after the end of learning activities.

Teaching is definitely an activity that absolutely requires the involvement of individuals and students. If there are no students or objects of learning, who is being taught. Therefore, teaching and learning is a standard term and is integrated in the concept of teachers who teach and students who learn are a single duality in the separation of body and soul united between teacher and student.

Just like learning, teaching is essentially a process, namely the process of arranging, organizing the environment around students, so that it can grow and encourage students to carry out the learning process. In the next stage, teaching is the process of providing guidance/assistance to students in carrying out the learning process.

The role of teachers as guides stems from the large number of students who have problems. In learning, there are students who are digesting the material, and there are also students who are slow to digest the material given by the teacher.



These three types of students require teachers to arrange teaching strategies that are in accordance with the students' learning styles.

Finally, if the essence of learning is “change” then the essence of teaching and learning is the process of “regulation” carried out by the teacher.

Basic Principles of Learning and Teaching

Teachers in carrying out the learning process in order to obtain good results, then the teacher needs to know and understand the principles of teaching. The principles of teaching must be implemented and realized in the teaching and learning process.

The teaching principles are as follows (Rusyan, 1989): First, Apperception starts from the impression of mental states or impressions or sensations. According to John Locke, the soul is like a white paper in recording impressions in the senses. Experiences are an integration of the following three elements: 1). Previous impressions, 2). Previous images or responses that have been associated. 3). Pleasure and displeasure.

Second, as is known, that motivation is a drive that grows because of human behavior and activities. Basically, motivation wants to provide answers to three questions concerning human behavior, namely: what, why, and how.

Third, in the teaching and learning process, student activity is a very important thing and needs to be considered by teachers so that the teaching and learning process undertaken truly produces optimal results.

To answer this question, let us analyze the situation in the implementation of the teaching and learning process in schools today in general, then we relate it to the instructions of various current theories about learning and teaching which should be applied according to several education experts, especially experts in psychology, curriculum, and teaching methodology.



Fourth, correlation and integration. Oemar Hamalik argues that teaching must correlate with each other because; some similar subjects have the same characteristics such as history and geography, biology and botany and so on. By seeing this cooperation, of course teaching of these subjects will be more efficient if given more harmonious connections.

Fifth, The environment in question is: 1). The surrounding nature and environment. 2). Interaction between individuals and the environment. 3). The environment in education. 4). Types of environment. 5). Environmental values (society) in teaching. 6). How to use the environment (community resources) in teaching.

Sixth, cooperation, which in foreign languages is called cooperation, is an important principle of teaching and learning. Cooperation takes place in a group process whose members relate to each other who participate, contributing to achieving common goals.

Learning and Teaching as a Process

Learning and teaching are two concepts that cannot be separated from each other. Learning refers to what a person must do as a subject who receives lessons (students), while teaching refers to what a teacher must do as a teacher. Learning and teaching are basically interactions or reciprocal relationships between teachers and students in educational situations. The process of learning and teaching interactions in principle is very dependent on teachers and students. In the sense of interaction, of course, there is an element of giving and receiving, both for teachers and students. Therefore, teachers in teaching are required to be patient, persistent and open in addition to the ability in more active learning and teaching situations. Likewise, students are required to have enthusiasm and motivation to learn.

Both activities become integrated into one activity if there is interaction between the teacher and the students during the teaching process. This is the meaning of learning and teaching as a process. The interaction between teacher and



students as the main meaning of the teaching process plays an important role in achieving effective teaching goals. Considering the position of students as subjects and also as objects in teaching, the core of the learning process is none other than the students' learning activities and the teachers' professionalism in managing and facilitating the learning process in achieving a learning goal.

For that, we need to describe the criteria of teachers and students in supporting the achievement of learning objectives, including: First, Teacher Teaching Behavior. If we explore further, the role and competence of teachers in the teaching and learning process include many things as expressed by Adam and Decey in their book "Basic Principles of Student Teaching", quoted by Mohammad Uzair Usman, among others, it is stated that "Teachers are instructors, class leaders, guides, environmental organizers, participants, expeditions, planners, supervisors, motivators, questioners, evaluators and counselors" (Moh. Uzair Usman, 1984). There are so many roles that must be played by teachers in the teaching and learning process without being accompanied by discipline, it will be certain that these roles and tasks will not be optimally realized. Related to the focus of the discussion in this paper, it will develop an analysis of the urgency of discipline in the teaching and learning process in the role that is considered the most dominant and is classified as follows: First, Teachers as Demonstrators. Through their role as a demonstrator or teacher, teachers should always master the material or subject matter that will be taught and always develop it in the sense of increasing their abilities in the knowledge they have because this will greatly determine the learning outcomes achieved by students.

Salah satu hal yang harus diperhatikan oleh guru ialah bahwa ia sendiri adalah pelajar ini berarti bahwa guru harus belajar terus menerus. Dengan cara demikian ia akan memperkaya tugasnya sebagai pengajar dan demonstrator sehingga mampu memperagakan apa yang diajarkannya secara didaktis. Maksudnya ialah agar apa yang disampaikan betul-betul dimiliki oleh anak didik.



Kedua, Guru Sebagai Pengelola Kelas. Selain sebagai pengajar, guru juga berperan sebagai pengelola kelas (learning manager). Dalam peran ini guru hendaknya mampu mengelola kelas karena merupakan lingkungan belajar serta merupakan suatu aspek dan lingkungan sekolah yang perlu diorganisasi. Lingkungan ini diatur dan diawasi agar kegiatan-kegiatan belajar terarah kepada tujuan-tujuan pendidikan. Pengawasan terhadap lingkungan ini turut menentukan sejauh mana lingkungan tersebut menjadi lingkungan belajar yang baik. Lingkungan yang baik ialah yang bersifat menantang dan merangsang siswa untuk belajar, memberikan rasa aman dan kepuasan dalam mencapai tujuan.

Ketiga, Guru Sebagai Mediator dan Fasilitator. Sebagai mediator guru hendaknya memiliki pengetahuan dan pemahaman yang cukup tentang media pendidikan karena media pendidikan merupakan alat komunikasi guna lebih mengefektifkan proses belajar mengajar. Dengan demikian jelaslah bahwa media pendidikan merupakan dasar yang sangat diperlukan yang bersifat melengkapi dan merupakan bagian integral demi berhasilnya proses pendidikan dan pengajaran di sekolah.

Sebagai fasilitator guru hendaknya mampu mengusahakan sumber belajar yang kiranya berguna serta dapat menunjang pencapaian tujuan proses belajar mengajar baik yang berupa nara sumber, buku teks, majalah, ataupun surat kabar.

Keempat, Guru Sebagai Evaluator. Kalau kita perhatikan dunia pendidikan akan kita ketahui bahwa setiap jenis pendidikan pada waktu-waktu tertentu selama satu periode pendidikan orang selalu mengadakan evaluasi, artinya pada waktu-waktu tertentu selama satu priode pendidikan tadi orang selalu mengadakan penilaian terhadap hasil yang telah dicapai, baik oleh pihak terdidik maupun pendidik.

Kedua, Student Learning Behavior. a teacher's teaching activities require the presence of a number of students, this is different from learning which does not always require the presence of a teacher. There are quite a lot of activities carried



out by someone outside of the involvement of a teacher. Studying at home tends to be solitary and does not expect too much help from others. For this reason, it is necessary to formulate the learning behavior of students as subjects in the learning process. The view that considers students as objects is actually an outdated opinion influenced by the tabularasa concept that students are likened to white paper that can be written on as they wish by teachers. In this regard, the needs of students also need to be considered, in addition to aiming to provide activity materials as appropriate as possible, as well as lesson materials that have been adjusted to needs. Thus it will help the implementation of the learning process. The needs of students according to Sardiman include (Sardiman AM, 2007).

First, physical needs. This is related to the physical demands of students, both in the form of physical health and physiological needs.

Second, social needs. Fulfilling the desire to socialize with fellow students and teachers and other people is one of the efforts to fulfill the social needs of students. In this case, schools must be seen as institutions where students learn, socialize and adapt to the environment, such as socializing with friends of different genders, ethnicities, religions, social statuses, and abilities.

Third, intellectual needs. Every student is different in terms of interest in learning a science. Maybe some are more interested in studying economics, history, biology and so on. This kind of interest cannot be forced if you want to achieve maximum results, therefore what is important is how teachers can create programs that can channel each interest.

Third, Interaction Between Teachers and Students. According to Syaiful Bahri Djamarah and Aswan, each student has different sensory abilities, both hearing and sight, as well as the ability to speak and absorb lessons. This indicates that the volume of student acceptance is not the same as one another (Syaiful Bahri Djamarah and Aswan Zain, 2006).



Therefore, in routine activities in the classroom every day, teachers must try to avoid monotonous and boring things. They must always provide students with enough things to pay attention to and do. One of them is in the process of educational interaction, teachers use learning media in the form of material tools that are felt to provide enthusiasm and interest for students, so that their influence is felt more for the continuity of the teaching and learning process.

Criteria for Successful Learning and Teaching

Considering that learning is a dynamic process to achieve formulated goals, Nana Sujana determines the criteria for successful learning and teaching into 2 (two) criteria, including (Sujana, 1991).

First, Criteria reviewed from the process perspective, this criterion emphasizes that learning and teaching as a process must be a dynamic interaction in which students as learning subjects are able to develop their potential through self-study, so that the goals that have been set are achieved effectively, this examines the success of the learning and teaching process which is greatly influenced by variables that come from the students themselves, the teacher's efforts in providing and creating teaching conditions, as well as adequate facilities and climate for the growth of the teaching process. The integration of the three variables above is the key to the success of learning and teaching reviewed from the process perspective.

Second, Criteria are reviewed from the perspective of the results achieved, this criterion emphasizes the level of mastery of the objectives by the learning targets to students both in quality and quantity. The basic assumption is that an optimal teaching process allows for optimal learning products, this is a kind of correlation between an optimal learning and teaching process and the achievement of optimal learning outcomes. The greater the effort to create conditions for the learning and teaching process, the higher the products achieved by students.



From the above criteria, it ultimately emphasizes the ability of teachers/learners in coordinating learning components. Mastering the material and being skilled in communicating verbally with students so that they are related and mutually influence each other in developing learning activities in students as optimally as possible towards behavioral changes in accordance with the learning objectives that have been set.

Conclusion

Learning and teaching are two concepts that cannot be separated from each other, because both are interrelated processes and take place in a reciprocal relationship between teachers and students. In this interaction, a series of activities occur that make the learning process meaningful. The learning process is not just memorizing or remembering teaching materials, but is an effort that is marked by changes in the individual, both in terms of knowledge, understanding, attitude, and behavior. Therefore, learning is an active process that involves observation, understanding, and experience, while teaching is a process that directs, guides, and facilitates students in achieving these changes. Teachers play a central role as organizers, mediators, facilitators, and evaluators, who work together educationally with students as subjects and objects in learning. However, in practice, various misperceptions are still found in responding to the teaching and learning process. Learning is often misinterpreted as a mere memorization activity and is still dominated by monotonous lecture methods, where the teacher is the only active party, while students are passive. Another mistake is in the learning evaluation system, especially the National Final Examination (UAN) which emphasizes the cognitive aspect so that it ignores the affective and psychomotor domains. This creates excessive pressure that has negative impacts, such as the emergence of cheating practices such as mass cheating. In addition, there are still many teachers who are not professional in organizing learning, meeting student needs, and



conducting comprehensive evaluations. Therefore, serious improvements are needed in the education system, starting from improving the quality of teachers through comprehensive training, strengthening professionalism in carrying out teaching duties, to providing adequate facilities and infrastructure. The role of parents is also no less important in accompanying children to study at home, as well as maintaining intense communication with the school. A good relationship between teachers and parents is key to detecting and resolving various obstacles in the teaching and learning process. This collaboration will strengthen the education system that is responsive to the needs of students and supports the creation of effective, comprehensive, and meaningful learning.

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