



# TEACHER'S STRATEGIC PLANNING IN IMPROVING THE EFFECTIVENESS OF STUDENT LEARNING AT MA'ARIF 02 ISLAMIC JUNIOR HIGH SCHOOL MALANG

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## Abstract

This study aims to analyze teachers' strategic planning in improving student learning effectiveness at SMP Islam Ma'arif 02 Malang. Learning effectiveness is an important aspect of education that is influenced by various factors, one of which is the teaching strategy applied by teachers. This study uses a qualitative approach based on case studies. Data collection was conducted through interviews and observations. The data analysis techniques used included data collection, data reduction, data presentation, and conclusion drawing. The validity of the findings was checked by triangulating the data collection. The informants in this study consisted of the deputy principal in charge of the curriculum, subject teachers, and students. The results of the study indicate that each teacher has a teaching module that is used as a guide in learning activities. In addition, teachers also actively participate in subject teacher forums to coordinate and share information in order to meet the needs of effective learning.

**Keywords:** planning; teacher strategies; learning effectiveness

## 1. Introduction

The implementation of the teaching and learning process to students is a way to prepare quality human resources and produce responsible graduates (Affan, et al., 2023). The learning process is not only about transferring knowledge, but also forming relevant characters and skills according to the needs of the times. In this case, the teacher has the main role to create an effective and meaningful learning environment. In addition, teachers also act as facilitators, and motivators for students in achieving their maximum potential (Wati, et al., 2024).

The effectiveness of student learning is strongly influenced by various factors, one of which is how teachers plan and implement learning strategies that are in accordance with the needs and characteristics of students. Teachers need to have a deep understanding of each learner, this includes understanding learner behavior, bad habits, intelligence levels, backgrounds, and emotional and spiritual conditions of learners (Mea, 2024). When teachers are able to design interesting learning, this condition will encourage the active involvement of students in the learning process. Therefore, teacher competence in lesson planning is a key factor in supporting the success of the education process.

Planning is the process of defining organizational goals, creating strategies to achieve goals, and developing plans for organizational work activities. (Gunawan & Benty, 2021). Planning in management science is defined as the process of determining the beginning of a decision which includes procedures for solving problems or a job that is directed at a specific goal (Lase, 2022). In the context of education, lesson planning is a collection of activity plans consisting of methods and resources used to teach (Hasanah, 2024). According to Kurniawati (2021), lesson planning is a process carried out by the teacher in guiding, assisting and

directing students to have learning experiences and achieve predetermined teaching objectives through the steps of preparing learning materials, using teaching media, teaching methods and approaches and assessment. In this planning, teachers choose various methods that are in accordance with learning objectives, for example, lecture methods, group discussions, project-based learning, or technology based learning.

Teacher strategy planning in improving the effectiveness of learning outcomes also includes ongoing evaluation of learning outcomes. According to Anwar (2021) evaluation is an assessment process carried out to obtain an overview of the success of an action. Evaluation of learning outcomes is an activity carried out to determine the learning achievements of students that have been carried out within a certain period of time and aims to improve the way students learn (Alqarny & Ridha, 2024). In its implementation, the evaluation of learning outcomes can be carried out in various forms such as written tests, oral tests, observations, portfolios, learning journals, projects, and presentations (Pariama, et al., 2025).

Growing education demands innovation and adjustment in the learning process to ensure the achievement of educational goals. By considering the various challenges faced, it is important for teachers at SMP Islam Ma'arif 02 Malang to have careful strategic planning in improving learning effectiveness. Therefore, this study aims to explore and analyze the various planning strategies implemented by teachers at SMP Islam Ma'arif 02 Malang in improving the effectiveness of students' learning.

## 2. Method

This study uses a qualitative research approach which aims to find information and data in more detail related to teacher strategy planning in increasing the effectiveness of student learning. Qualitative research is a research method used to research on natural conditions (Nurrisa & Hermina, 2025). This research activity consists of collecting data, and triangulating data collection. Triangulation is an attempt by researchers to see the validity of research data through several points of view (Alfansyur & Mariyani, 2020). The next step is for researchers to analyze the data qualitatively, and evaluate the results of the study. The data collection techniques used were interviews and observations. Interviews were conducted with the vice principal of the curriculum section, subject teachers, and students. The data analysis technique in this study used the Miles and Huberman model. According to Sugiyono (2022) the Miles and Huberman model data analysis technique consists of data collection, data reduction, data presentation and conclusion drawing.

## 3. Results and Discussion

### 3.1 Result

Based on interviews with the vice principal for curriculum, teachers at SMP Islam Ma'arif 02 Malang begin each lesson by referring to teaching modules that have been prepared in advance. Additionally, teachers participate in the Subject Teachers' Consultation Forum (MGMP). In this forum, teachers from various subjects, including Islamic Education (PAI), Indonesian Language, and other subjects, can discuss, share experiences, and learn from their peers. This is also consistent with the results of interviews with subject teachers, who mentioned that there is a Subject Teachers' Consultation Forum (MGMP) that serves to

coordinate all the necessary requirements for teaching activities, such as the development of Lesson Plans (RPP) or teaching modules.

Planning an effective teaching strategy is an important process in shaping meaningful learning experiences for students. In this case, the methods or approaches used by teachers play a major role in creating quality and successful learning. Based on interviews with the curriculum coordinator and subject teachers, the method used by teachers at SMP Islam Ma'arif 02 Malang is the Scientific Approach. This approach emphasizes learning based on scientific principles, where students not only receive information but also engage in exploration, observation, and analysis. The use of technology in this approach enables students to be more active in the learning process. In addition to the Scientific Approach, teachers also use lecture methods and project-based learning.

Effective teaching strategies also play an important role in influencing student motivation and engagement in the learning process. Teachers need to apply various strategies that can encourage motivation and increase student engagement. Based on the interview results, it was found that teachers use a Genre Based Approach (GBA) to engage students in the learning process. This approach begins with an initial step involving provocative questions from the teacher. Then, the learning process is carried out by dividing students into several small groups, which are intended to create differentiation in learning. After being divided into small groups, students are asked to discuss the topic being explored. After the groups finish their discussions, the next step is evaluation and reflection. In this stage, students are asked to evaluate the learning process and assess whether they found the day's learning enjoyable or not.

Planning and implementing effective teaching strategies does not always go as expected, because there are challenges that arise during the process. Based on the interview results, there are several challenges faced by students in the learning process, particularly during group formation. Many students still struggle to complete tasks on time, which is often due to a lack of motivation or an inability to collaborate effectively within groups. Additionally, during the final hours of the learning session, students tend to feel bored and sleepy, leading to a decrease in concentration and active participation in learning activities.

Careful planning greatly influences the success of the learning process for students. Based on the results of interviews conducted, it was found that without proper planning, teaching and learning activities can become chaotic. Even though teaching modules are available, the material often does not fully correspond to the conditions in the field. Therefore, every teacher needs to prepare a plan before teaching. Additionally, it is important to conduct appropriate assessments, especially for students with below-average abilities. If they are treated the same as other students, they are likely to struggle to keep up with the lessons. Thus, proper planning is essential to ensure that each student receives treatment tailored to their specific needs.

The effectiveness of teaching strategies can be measured through the evaluation of student learning outcomes, observation of the learning process, and feedback from students. Based on interviews at SMP Islam Ma'arif 02 Malang, the evaluation used is assessment in the form of daily assessments, mid-semester assessments, and end-of-semester assessments. These three components are used to measure student achievement, which will determine whether they meet the criteria to advance to the next grade or not. However, it is hoped that

all students can achieve good results and advance to the next level. Assessments also cover academic, spiritual, and skill aspects.

### 3.2 Discussion

The teaching strategy implemented at SMP Islam Ma'arif 02 Malang is that teachers begin each lesson by referring to the teaching module. This teaching module serves as the main guide for teachers to ensure that the learning process is structured in accordance with the desired objectives. According to Mulyani & Insani (2023), teaching modules are a type of teaching tool that contains lesson plans and serve as an aid in guiding the learning process to achieve learning outcomes at each stage. In addition, teachers at SMP Islam Ma'arif 02 Malang are also active in participating in the Subject Teacher Working Group (MGMP) forum. MGMP is a teacher organization formed to serve as a communication forum aimed at solving problems faced by teachers in carrying out their daily tasks in the field (Nurlaeli & Saryono, 2018). In MGMP, activities conducted include lectures, question-and-answer sessions, discussions, brainstorming, role-playing, group work, simulations, demonstrations, experiments, document studies, presentations, and other relevant methods (Najri, 2020). This forum serves as a place to coordinate all the needs required for learning activities. Through MGMP, teachers can also identify obstacles that may be encountered during the learning process and work together to find solutions to overcome them. MGMP is not only a forum for sharing knowledge, but also a means of improving the quality of learning.

The learning methods applied at SMP Islam Ma'arif 02 Malang are very diverse, one of the main methods used is the scientific approach. The scientific approach is a learning method that requires students to use scientific methods, such as exploring, observing, designing, experimenting, and communicating their knowledge to others using thinking skills and scientific attitudes such as curiosity, objectivity, and honesty (Irwansyah & Perkasa, 2022). The implementation of this approach aims to accustom students to think, act, and work using scientific principles and steps (Suja, 2019). In addition to the scientific approach, teachers at SMP Islam Ma'arif 02 Malang also apply lecture methods and project-based learning.

Lecturing is one of the oldest traditional teaching methods used in the teaching and learning process. This method is very efficient, especially for delivering theoretical material to a large number of students (Wirabumi, 2020). Although considered traditional, lecturing is an effective method for conveying information that requires a deeper understanding from the teacher. Teachers can present material in detail, connect it to broader theories, and provide relevant examples. Meanwhile, project-based learning is a method that involves students in creating real projects that require problem-solving, collaboration, and creativity. These projects are designed to create a learning context related to the real world, so that students can connect theory with practice (Ramadhan & Hindun, 2023). Through the project method, students can work in groups, develop collaboration skills, and learn to solve problems creatively.

One learning strategy that can support the above method is to involve students in small groups. This strategy can encourage each student to express their opinions, making it very effective in training speaking skills. In order for students to become accustomed to speaking, teachers need to encourage them to speak actively. One effective way to do this is by asking provoking questions at the beginning of the learning session. A prompting question is a

question used to increase listener participation and help listeners engage with the topic being discussed (Pandu, et al., 2023). These questions can stimulate students' interest and curiosity, as well as encourage them to think and speak about relevant topics. This is also consistent with the results of interviews with students, who reported that at the beginning of the lesson, teachers ask questions related to the material to be discussed.

The application of the genre-based approach (GBA) in learning also shows that this method has the potential to increase student engagement. The genre-based approach is a learning method that emphasizes the relationship between text types and their contexts. The primary objective of the genre-based approach is to use textual analysis to help students understand and master the conventions and discourse of their respective disciplines (Marsita, et al., 2024). This approach provides teachers with the opportunity to present instruction through text modeling and clear analysis of text features, encouraging students to think broadly. (Martina & Afriani, 2020). Thus, genre-based learning guides students to understand and produce texts in various contexts, both oral and written.

However, based on the interview results, it was found that students still had difficulty completing group assignments on time. This was due to low motivation to learn and a lack of cooperation skills. In addition, during the last hours of learning, many students began to lose focus, feel bored, and sleepy, resulting in decreased participation in learning activities. To overcome these challenges, teachers need to apply a more creative and interactive learning approach. One strategy that can be used is to provide ice breakers. By implementing ice breakers, students will automatically become more active and engaged in learning activities. Ice breakers in learning serve as a way to overcome mental or physical stiffness in students. The goal is to create a dynamic, enthusiastic, and engaging learning environment (Haryati & Puspitaningrum, 2023). According to Muharrir (2022), ice-breaking is a technique for teachers to shift the boring atmosphere of students back to being fresh and enthusiastic about learning. This means the teacher can create an atmosphere that makes students active or enthusiastic about learning again. In practice, ice breaking can be done through various activities such as playing games, innovative clapping, funny stories, and riddles with prizes (Sugito, 2021).

The success of students in the learning process is greatly influenced by the quality of the learning planning that is carried out. Learning planning is a decision-making process based on rational thinking about specific learning objectives and goals, namely behavioral changes and a series of activities that must be carried out as efforts to achieve those objectives by utilizing all available potential and learning resources (Putrianingsih, et al., 2021). Learning planning involves the process of developing materials, media, approaches, and methods, as well as assessment within a specific timeframe to be implemented during a particular period to achieve predetermined objectives (Gemnafle & Batlolona, 2021). The main objective of learning planning is to ensure that learning takes place effectively and efficiently while remaining focused on achieving the predetermined objectives (Anggraeni & Nurazizah, 2024). Without planning, teaching and learning activities can become unstructured. This can lead to confusion for both teachers and students, ultimately hindering the learning process.

To ensure that the teaching strategies implemented are truly effective, teachers need to conduct a comprehensive evaluation of learning. The effectiveness of teaching strategies is measured by the level of success achieved in accordance with the objectives of implementing a learning model or learning media. If learning outcomes improve, then the learning model or

media can be considered effective; conversely, if student learning outcomes decline, then the learning model or media is deemed ineffective (Muthma'innah, et al., 2024). To measure this effectiveness, teachers also need to evaluate student learning outcomes. According to Magdalena, et al. (2020), evaluation is a process of collecting, analyzing, and interpreting information to determine the extent to which students have achieved learning objectives. Learning outcome evaluation is the process of determining students' learning achievements using specific benchmarks to achieve previously determined learning objectives (Akmalia, et al., 2023). The evaluation process can be carried out by administering tests or exams that can be held at the beginning, middle, or end of the learning process within a semester. The tests administered may consist of multiple-choice questions, terms, or essays (Phafiandita et al., 2022). The results of this evaluation will provide an overview of how well students understand the material taught and how effective the strategies used by teachers are in conveying information.

#### 4. Conclusion

The planning of teaching strategies implemented at Ma'arif 02 Islamic Junior High School in Malang, the teachers start each lesson by referring to the teaching module. Then the teachers also participate in the Subject Teacher Consultation forum. The method used by teachers at SMP Islam Ma'arif 02 Malang is the Scientific Approach. In addition to the Scientific Approach method, teachers also use the lecture method and project-based learning. The teaching strategy used by teachers to influence students' motivation and involvement in the learning process is the Genre Based Approach (GBA). In planning and implementing teaching strategies it does not always go according to what is expected, in the process there are challenges faced. Careful planning is very influential on the success of the learning process. Without good planning, teaching and learning activities can become messy. To measure the effectiveness of teaching strategies at SMP Islam Ma'arif 02 Malang, namely by using assessments in the form of daily assessments, midterm assessments and end-of-semester assessments. From these three components, it will be used to determine whether they meet the criteria for grade promotion or not.

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