



## **TEACHER STRATEGIES IN INCREASING STUDENTS' LEARNING AWARENESS AT MADRASAH**

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### **Abstract:**

This research explores teachers' strategies in raising students' learning awareness at MTs Miftahul Ulum Bago Pasirian. Learning awareness is considered key to creating an effective learning environment in this madrasa. Teachers have a vital role in guiding and forming students' learning awareness, which influences motivation, ability improvement, and interpersonal relationships. This research uses a qualitative method with a descriptive approach, collecting data through observation, interviews and documentation. The research results highlight strategies such as providing insight, integrating technology in teaching, evaluating with strategy adjustments, and parental involvement. It is hoped that this research can contribute to the development of science and education in madrasas, especially in the context of increasing students' learning awareness.

**Keywords:** *Teacher strategies, learning awareness*

### **INTRODUCTION**

Education has so far been considered important for human survival. With the general aim of making society a group of quality and competitive people. Education also aims to facilitate human survival itself. So education becomes a human effort to increase knowledge through the surrounding environment, both from formal and informal institutions. (Nurrohmah & Syahid, 2020). The purpose of education becomes very clear from several perspectives.

Firstly, according to the Islamic perspective, the aim of education is in line with the aim of life of Muslims, namely to form good and true human beings, who are devoted to Allah in the greatest sense, building the structure of life in the world with law and living life in accordance with faith. The aim of Islamic education should refer to the basic concepts and life goals of Muslims as stated in the Al-Quran and Hadith (Fitriani et al., 2021)

Both things are similar, according to Western education, the purpose of education is inseparable from the purpose of human life. Because education is only a tool used by humans to maintain the continuity of their lives, both as individuals and as a society. Thus, educational goals must stem from life goals (Aisyah & Afandi, 2021).

Humans themselves who want to make achievements need to first determine their goals. Students at school need to understand what their goals are in participating in teaching and learning activities. Without complete understanding, the expected goals cannot be achieved. Especially in this era of globalization, there are many things that can hinder the achievement of goals, one of which is the development of technological progress where there are many interesting offers and gives rise to the mindset that learning or everything in the world of education is boring, meaning it is the opposite of developments in the technological field.

The many errors in understanding as exemplified need to be corrected by a teacher. The reason teachers are appointed in this case is because teachers are guides to

the learning process who, based on knowledge and experience, are responsible for the smooth journey of students in the learning process. The process here is influenced by several things that a teacher focuses on, namely student learning motivation, student learning awareness, increasing student abilities, and also the relationship between students and the environment, parents, and the teacher himself.

MTs Miftahul Ulum Bago is one of the madrasas in Bago village, Pasirian District, Lumajang Regency. Mts Miftahul Ulum Bago has a mission to provide effective education to optimally develop the potential and personality of students, educators and education staff. To realize the mission of the madrasah, teachers try to develop strategies to increase learning awareness in students. Here the teacher is appointed as the director because at the first level of education the teacher has a very vital role in guiding and forming students' awareness of learning.

Learning awareness is an important key in creating an effective learning environment, where students not only gain knowledge, but are also able to develop their own potential optimally. Meanwhile, teacher involvement in building positive interpersonal relationships with students is also the main key because by creating strong bonds between teachers and students, the learning process can become more inspiring and students are more motivated to develop their learning awareness.

Research on teacher strategies has been widely studied by several researchers including; Meanwhile (Sari, 2020) revealed that using appropriate learning methods and teaching and learning strategies will encourage students to be active in learning activities. In fact, according to (Sholehah, 2022), teacher potential can become capital for implementing teaching strategies to maintain student learning motivation. In fact, according to (Triwardhani et al., 2020), teacher communication strategies through designing various learning programs can help teachers build a learning atmosphere so that students have motivation to learn. (Suriadi & Mursidin, 2020) revealed that teacher strategies in classroom management function to overcome student learning boredom. According to (Audria, 2020), the strategies used by teachers can arouse students' interest which is usually seen in students' feelings of enjoyment (like) listening.

Meanwhile, research on students' learning awareness has also been widely studied by researchers. For example, (Jumrawarsi & Suhaili, 2021) argue that teachers must strive to create students' awareness of their rights and obligations to learn so that it does not become a burden for them. (Jumrawarsi & Suhaili, 2021) argue that the role of teachers and student participation can be improved through innovation in teachers' teaching methods, character education for student learning and the provision of optimal learning facilities. According to (Wahyudi et al., 2023) maximizing the role of teachers, so that they do not just teach, but also increase students' awareness of the needs that drive their actions and awareness of learning goals. According to (Sholihin et al., 2021) there are internal factors that have a big role and influence that can trigger students' learning awareness, namely students' emotional intelligence. According to (Haryanti & Santoso, 2020) students are tired and lack awareness of their learning. So the factors to overcome these difficulties, can be done by organizing strategies, This research is important to prevent a decline in students' understanding of learning awareness and improve students' academics at school. The update in this research lies in the teacher's strategy in raising learning awareness in students. This is because learning awareness is an important factor that determines student learning success. However, not much research has been conducted to examine teachers' strategies in raising learning awareness in students. So researchers hope that this research can provide a new and useful contribution to the development of science and education in madrasas. The focus of research in this paper is to find out the strategies used by teachers to achieve research objectives, The aim of this research is to find out teacher strategies in raising learning awareness in students at MTs Miftahul Ulum Bago. Namely the initial step of identifying teacher strategies in raising learning awareness in students. So this research is important and must be carried out because of the aim of improving education.

## **RESEARCH METHODS**

In this research, the researcher used a qualitative research method with a descriptive approach with the aim of collecting data and describing real variables, symptoms, conditions and situations according to the author's point of view in accordance with the phenomena at MTs Miftahul Ulum Bago school. The use of this type of research with this approach is carried out in a unified system in the form of certain programs, events, activities or groups of individuals who are bound by certain places, times and ties at MTs Miftahul Ulum Bago. The instruments used are observation, interviews and documentation. Observations, interviews and documentation in the subjects of this research include students, teachers and guardians. The type of data used is primary data and secondary data. Primary data was obtained through observations and interviews with teachers who handled the strategies chosen to increase students' learning awareness at MTs Miftahul Ulum Bago. Meanwhile, secondary data relates to data that includes the school profile and organizational structure, facilities and infrastructure, the condition of teachers, and the condition of active students at school. The data analysis technique chosen is the miles and hubs interactive data analysis technique where this data has 3 flows, namely data reduction, data presentation, and drawing conclusions or verification.

## RESULTS AND DISCUSSION

In responding to students' low learning awareness, teachers need to create several strategies to increase understanding regarding students' learning awareness, which will improve several things, including learning motivation, students becoming diligent, and several advances that support students' high academic values and character. The following are some strategies prepared by the Teacher:

In the learning process there are several things that influence its success. Of course there are supporting and inhibiting factors. What researchers will discuss is one of the common obstacles to the learning process. Namely an attitude of being lazy about learning. There are many causes and consequences related to students' laziness in studying here. However, recently technological sophistication has increased over time and has spread widely throughout society, regardless of age being the factor most often mentioned. (Hanifah Salsabila et al., 2022).

The influences shown are of course positive and negative, but the tendency towards the negative is more visible recently, especially in the field of education. The use of digital by students has no limits or is in accordance with their needs as learning actors. Students even depend on this sophistication to just have fun, causing increased difficulty in socializing with peers or parents. Described as gadget addiction, it also affects students' mental health, obesity, dementia, aggressive behavior, addiction, sleep disorders and so on (Yuliana et al., 2022).

Things like this do not exclude students at MTs Miftahul Ulum Bago from being negatively impacted by technology. One of the teachers said that several students experienced gadget addiction. Consequences related to the learning process are characterized by students' lazy or lack of enthusiasm for learning. In more detail, every time a lesson takes place, students often yawn because they are sleepy, students are not responsive enough to receive learning material, students are sometimes late in doing assignments, and several other reasons.

No	Name	Class	Usage Time
1	As'ad Rosidi	8A	> 8/24 hours
2	Slamet	8A	> 12/24 hours
3	Ika Aprilia Putri	9B	> 10/24 hours
4	Eko Patrio	9A	> 9/24hours
5	Muhammad Dafa Al-Farizi	7B	> 14/hours

The table above shows data on gadget usage by students within 24 hours. From this data it can be seen that the use made by students is above the average for normal gadget use. The students were recorded as admitting that as a result of this gadget-addicted behavior, students were often unable to focus on studying. Students said that

studying had become very boring, compared to the many interesting things on gadgets such as online games, social media and several other services. In the end, students think that studying is a stiff and boring activity so that the situation in the classroom makes students uncomfortable. If faced with the choice of playing with gadgets or studying, students do not hesitate to put aside studying and playing with gadgets. Here students often waste their time on things that are not useful. Students also do not have the ability to control themselves and determine limits on use. This means that the age range of students at MTs Miftahul Ulum Bago is early teens. Where ages 9-15 years are the productive age and are referred to as digital natives. Digital natives means the generation that was born and lives in the era of the internet which is all digital and connected. At this age, teenagers tend to look for entertainment and information from online media, one of which is using smartphones (Putu et al., 2020).

In this case, what teachers at MTs Miftahul Ulum Bago need to do is provide students with an understanding of the importance of learning. Raising awareness of learning is more important to prioritize than forcing students to absorb lesson material when the student's condition is unstable. Teachers are clearly expected to convey to students that learning here is important. The teacher can provide direction to all students, through activities specifically to discuss the importance of learning, or the teacher can provide an example through a metacognitive approach that someone who is not serious about learning means wasting time in vain, as a result of which the academic achievements that should have been achieved are far from success. The understanding given to students is the scope of understanding that learning is important. Learning is important for several reasons, firstly for the development of knowledge, in this case for students' readiness in the world community. Teachers can use a contextual approach in this case to state that in the era of globalization each individual will easily be eroded in a negative direction if they are not equipped with good knowledge. Second, preparation for the future, this is clear if the school will lead students towards career or work goals, seriousness in learning will make it easy for students to determine their career path and make it easier to find work. Third, developing skills in problem solving and critical thinking (Festiawan, 2020). If an understanding of learning can be accepted by students, then an attitude of wanting to learn will emerge in the student, because he will begin to think that wasting time will only damage his career path and make it difficult for him to get a job. Students consider that they need to be prepared for the future they will take. This then makes it easier for teachers and schools to measure the learning success of each student.

Current technological advances have brought us comfort and convenience in all fields, including the world of education. In this case, it is necessary for teachers to make good use of it. By keeping pace with advances in internet networks, education will develop. Technology plays a supporting role in learning media, so that learning activities can more easily achieve their targets (Maritsa et al., 2021). However, in reality, not all educational units use technology well, such as at MTs Miftahul Ulum Bago, not all teachers are able to use technology as a learning aid. According to information obtained by researchers, only a few young teachers use technological assistance in learning. In this case, the lack of use of technology makes students lose interest in learning. Some students also admitted that the monotonous learning methods and use of learning media made students uncomfortable in class and found it difficult to focus during the lesson. Moreover, if the subject matter is complicated, such as mathematics or other natural sciences, students have difficulty completing their learning achievement targets. This is a further factor related to students' laziness towards learning, namely the lack of creative learning methods and media by Gutu.

At MTs Miftahul Ulum Bago, in reality the learning methods applied are not varied enough. Some teachers still struggle with one method, namely the lecture method. Teachers tend to be used to applying the conventional learning model, which means that communication during class only takes place in one direction, from teacher to student (Hiasa & Agustina, 2020). Students end up acting passively because they are only tasked with listening. Without varied learning methods or the use of other learning media and

not utilizing technology, students experience limited quick access to educational resources. Losing interest in learning and feeling behind the times makes students think that studying is an activity that makes them backward from things out there. Ultimately, from this perspective, students have no motivation to learn. He became unenthusiastic and considered studying to be just a burden. In fact, some teachers at MTs Miftahul Ulum Bago already have a basic understanding of varied methods in teaching, but have not put them into practice well so far. Some teachers already have a basic level of digital competence in which case development efforts are needed. In short, to increase the competency of teaching teachers, schools need to provide direction to teaching teachers to take part in training, workshops, technical guidance and the like. In this case, it needs to be interpreted that educational technology is a source of information and learning resources that suit educational needs and can facilitate the learning process (Agustian & Salsabila, 2021). Meanwhile, varied learning methods in detail are varied learning packaged by teachers or other instructors which embody ideas or techniques that are considered new and are able to lead students to achieve progress in the learning process and outcomes (Rohani, 2023). Learning that is carried out in a varied or innovative manner is necessary as an effort to form learning activities that are of interest to students and involve students in class. By presenting variations in the presentation of material, activities and learning tools, students ultimately become active participants in learning. This is of course to prevent boredom and monotony in the learning process. Motivated students mean they have a high awareness of learning.

In short, providing training rooms, workshops, or technical guidance and the like is to form innovative teachers, meaning teachers who are able to process through the use of thinking, imagination abilities, various stimulants, and the individuals around them who try to produce new products and new ideas that will have a negative impact. for teachers themselves, schools and students (Bahri, 2021). Focusing on providing technology guidance and training in mastering varied learning methods with integrity will eventually produce more optimal results. Teacher competency development is finally at a high level as expected. Everything that requires achievement certainly requires assessment to measure success. The learning process certainly cannot be ignored regarding this matter. Here, reflection activities are mentioned as a form of effort to find out students' strengths and weaknesses. It can be said that students' low learning awareness results in students not being able to reflect on learning activities. Without ever reflecting or evaluating during the learning process, students do not know their weaknesses and are not aware of their shortcomings. At MTs Miftahul Ulum Bago itself, students feel that there is nothing wrong with them when participating in classroom learning. However, in reality, several teachers stated that students have their own shortcomings and weaknesses that need to be found out. A small example is when a student with the ability to absorb lessons through the audio-visual method says that he feels that the audio method alone is sufficient. Another example outside of classroom activities is when students with good public speaking skills say they are not capable enough to appear in front of many people on the grounds that they feel they do not have sufficient skills. Even though in this case the students just lack confidence about their own values. Students here do not understand reflection or evaluation itself. So students are not able to reflect on how they learn and understand the material, as well as knowing the abilities they have independently. However, the situation in the field is that not many students are able to do it. This lack of understanding can be based on the reason that the term evaluation in its use often experiences interchangeable concepts. The term that is meant and must be understood by students is that evaluation includes assessment, measurement and tests (Al-faruq, 2023). After knowing the concept correctly, students will easily determine the goals of effectiveness and efficiency of learning activities with the main indicator being the success or learning activities in achieving the set goals.

Self-evaluation by students here can start from identifying learning strengths and weaknesses as well as reflecting on understanding of the material. Students begin to judge themselves regarding this matter. To then monitor personal progress. Once students can complete this stage, students will be encouraged to improve and try to

achieve their goals. By also maintaining stable motivation and high learning awareness. Therefore, to maintain students' awareness of learning, there needs to be positive encouragement from teaching teachers. Teachers also need to carry out evaluations with several types of tests which are carried out according to the general evaluation stages. There are several types of tests that can be chosen, including placement evaluation, formative evaluation, diagnostic evaluation and summative evaluation (Al-faruq, 2023). This then provides feedback for the improvement and development of the next teaching and learning process. In accordance with one of the objectives of evaluation, namely to find out whether or not a learning system implemented by the school or teacher is effective. After carrying out an evaluation and revealing several deficiencies, the teacher unit can redesign the learning system (Rizki et al., 2023). In this case, it means that learning activities continue to develop. Avoiding laziness in learning for students, the teacher finally makes updates or development of the system including materials, learning methods, classroom or school environment and assessment systems. So that in turn will be able to help teachers plan learning strategies (Magdalena et al., 2023). Adapting strategies to meet students' varied needs will also become easier. Adapting strategies here is important because each individual has a different learning style. Learning style includes a person's preferences and tendencies in understanding and processing information. Adjusting learning strategies allows someone to find the method that best suits their learning style, so they can understand and remember information better (DJAENUDIN, 2021). Not only that, another function is that by adjusting learning strategies, a person can save time because they focus on the most efficient learning method for them. This helps prevent wasting time on less effective approaches (Hasni et al., 2023). The integration between learning evaluation and adjusting learning strategies here provides a solid framework for increasing learning awareness, ensuring consistency between learning objectives and methods used, and helping students achieve expected learning outcomes.

As is well known, supporting student learning activities also includes external environmental factors. One of them is the environment where students live and their involvement in it, namely the relationship between parents and children. Many students do not get adequate support from their parents, this can have a negative impact on motivation and low awareness of learning. Students feel that they are not trusted to achieve a result from the process at school. At Mts Miftahul Ulum Bago itself, the situation of students at school is not of much concern to parents. This can be seen when distributing student report cards, some teachers try to convey the student's situation which needs attention because the grades obtained are low and far from their learning achievements, parents do not show sympathy. Parents play a passive role without following up such as asking what needs to be done. At least when teachers express the hope that parents will be observers of students' activities at home, parents are reluctant to show their contribution. Monitoring by parents who have more time with students does not become an opportunity for improvement of the students themselves. This doesn't revolve around grades alone, when students at school introduce themselves to their parents, many of them do not accept the report. Saying that so far his child has behaved well and is different from what was reported by the teaching teacher or guidance counselor. The absence of parental freedom here makes it difficult for teachers to expect parental involvement in the student's learning process and in solving problems. Parents who act indifferent here can be based on the parents being busy at work making it difficult to make time for their children. Or parents who have no knowledge about the learning process and the things that influence it. This can happen because not all students' parents have received education to a high level. The school's efforts are to build good relationships with parents, especially homeroom teachers. Communication does not have to be done offline but can also be done via online media so that the coverage is wider. This can be started through the simplest forms, namely parenting, communication, volunteering, parental involvement in children's learning at home, decision making and collaboration with community groups (Eli Fatmawati & Nisa, 2020). Before a good relationship or cooperation is established, the teacher explains the

shared goal, which is none other than to fulfill the student's own academic targets.

Initially the teacher also explained the importance of parental involvement. Says that parents are the main institution for children and are the closest physically. If parents show their involvement, students will be more controlled and have their own encouragement to achieve better learning achievements. Awareness of learning will grow and persist (Fane & Sugito, 2019). The first thing parents can do is build Open Communication: Open lines of communication with parents. Discuss needs and expectations with them. Creating an open relationship can help parents understand the student's situation and assist in providing the necessary support. It is easier for parents to appreciate students' learning outcomes, students' good behavior, and several things can make students enthusiastic until finally students grow their awareness because they have realized that learning activities make them receive attention and appreciation from those closest to them (Erna Fatmawati et al., 2021).

## CONCLUSION

In responding to the low level of awareness of student learning at MTs Miftahul Ulum Bago, an integrated and sustainable strategy is needed. Teachers have a crucial role in increasing students' understanding of the importance of learning. Providing understanding is carried out by emphasizing important aspects, such as developing knowledge, preparing for the future, and developing critical skills. Apart from that, integrating technology into teaching methods is an important step to overcome the negative impact of gadget addiction experienced by some students. However, teachers need better understanding and mastery of technology to maximize its benefits. Technology training and guidance as well as the application of varied teaching methods are crucial. Continuous evaluation is carried out to measure the effectiveness of learning strategies. Students need to be involved in the self-evaluation process to increase their understanding of the most effective ways of learning. Furthermore, the evaluation results are used to adjust learning strategies and overall system development. No less important is parental involvement as an external factor. Building open communication between schools and parents, as well as seeking their support, can help create an environment conducive to students' learning awareness. Involving parents in the learning process at home, such as by opening open lines of communication, can significantly increase student motivation and awareness of learning. Thus, integrated strategies involving teachers, technology, evaluation and parental involvement are expected to create a more dynamic learning environment and support increasing students' overall awareness of learning.

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