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Research article

Strategies for Improving the Quality of Learning Outcomes in Elementary Schools

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Abstract.
The quality of learning outcomes can be determined based on students' achievement of certain targets and their creative, innovative, critical thinking, problem-solving, and communication and collaboration abilities. The current study using a systematic literature review identified, assessed, and interpreted data from all studies on effective strategies for improving the quality of student outcomes at the elementary school level. The findings showed that: (i) improving the competence of educators and education personnel; (ii) improving the quality of education from a 21st-century standpoint; (iii) utilization of educational facilities as learning media in an effective, efficient, and attractive manner; and (iv) involvement of user institutions (users) and related elements can improve the quality of student outcomes.

Keywords: strategy, quality of graduates (outcome)

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1. Introduction

According to Hidayatullah, not all educational institutions have good quality, among the reasons are First, because the national education policy that uses the education production function approach or input output analysis has not been implemented consistently. Second, education policies in Indonesia tend to be centralized which has an impact on the dependence of schools on bureaucratic policies above them. Third, is the low participation of the community in the development of education.[1]

This century's education is a learning activity that focuses on mastering educational technology with a student-centered approach.[2] The demand for 21st century thinking skills is a special competence that can be used to solve problems (problem solving), critical thinking, collaborative and communicative skills require learning design to prioritize and familiarize students to always work together and communicate well.

Therefore, to realize 21st century life skills, learning in schools must refer to 4 learning characters, namely:

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1. Communication: learning design must be organized and developed through (multi) communication, namely communication between students and with teachers so that each student is able to construct his own knowledge through communication and experiences he experiences directly.

2. Collaboration: Creating situations and learning environments together / groups (team work) and maximizing the role of students.

3. Critical Thinking and Problem Solving; Learning is strived to be able to deliver students to be able to think critically, operationally and inclusively, namely contextualizing learning material with social phenomena that develop in everyday life.

4. Creativity and Innovation, the learning process must be able to produce students who are creative and innovative so that an educator functions as a learning facilitator.

The learning process to prepare students to have 21st century skills requires the readiness of teachers to plan, implement, and evaluate learning. An educator has a central role as a learning facilitator, because no matter how well the curriculum and education system is designed without the support of the quality of educator competence, everything will be in vain. Even the presence of educators will not be replaced by anything, including even very sophisticated educational technology. Therefore, an educator must have special qualifications and be able to support and organize education professionally. Strategy is simply a chosen means to achieve a desired goal. Tjiptono explained 5 kinds of strategy understanding, namely: plan, technique (ploy), consistency of attitude (pattern), position (position) and perspective (perspective).[2]

2. Methodology

This research article was designed using the Systematic Literature Review method. Systematic literature review (SLR or) in Indonesian called systematic literature review is a literature review method that identifies, assesses, and interprets all findings on a research topic, to answer research questions that have been previously determined.[3] Systematics in writing using the following steps. Initially perform identification, screening, feasibility, and conclusion. For this reason, researchers complete reference data from several journal articles from DOAJ and Lens.org.[4] The keywords used are strategy and quality of learning outcomes. The articles were selected according to the keywords published in the period 2016 to 2021. From several articles collected, the researchers

selected 11 articles that matched the keywords searched. After that, the researcher categorizes the articles related to strategies for improving the quality of the quality of student outcomes at the elementary school level.

3. Research Findings and Discussion

The first activity that was carried out was to conduct a literature review on the fact that there were several strategies to improve the quality of graduates. From this review, it is known that improving the quality of the competence of educators and education personnel is very important. The quality of graduates is the main orientation in the implementation of education. Quality is a process of determining and fulfilling management standards on an ongoing basis, so that all interested parties get satisfaction. Therefore, a school/educational institution sets educational quality standards not only at the accredited level, but must adjust to the life skills needs of students which are realized through the learning process, namely Communication Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation.[5]

The government through the Directorate General of Primary and Secondary Education of the Ministry of National Education of the Republic of Indonesia makes strategic policies in improving the quality of education, namely: 1) school based management; 2) community based education; 3) learning paradigm; and (4) Broad Based Education (BBE) with the provision of 21st century life skills.[6] Efforts to improve the quality of life skills-based education in the 21st century are carried out systematically, effectively and efficiently.[7] This is a tactical step to improve the quality of the quality of student outcomes so that they are able to coexist and even control the flow of 21st century life development. Utilization of school facilities and infrastructure as an effective, efficient and attractive learning medium will facilitate the learning process carried out by a teacher / educator in achieving the specified target.[8] By utilizing digital technology as a learning medium, it will be easier for a teacher to direct students to independently conduct learning (strudent oriented learning). This freedom of learning is expected to be able to explore every potential that each student has so that they can be present in different education zones.

In this study, the data found were analyzed using meta-synthesis techniques. The results of the selection process found 11 articles in the last 7 years categorized according to the criteria because they discussed the topic of strategies for improving the quality of student outcomes at the elementary school level. The flow of filtering articles and journals as research data is shown in Figure 1.
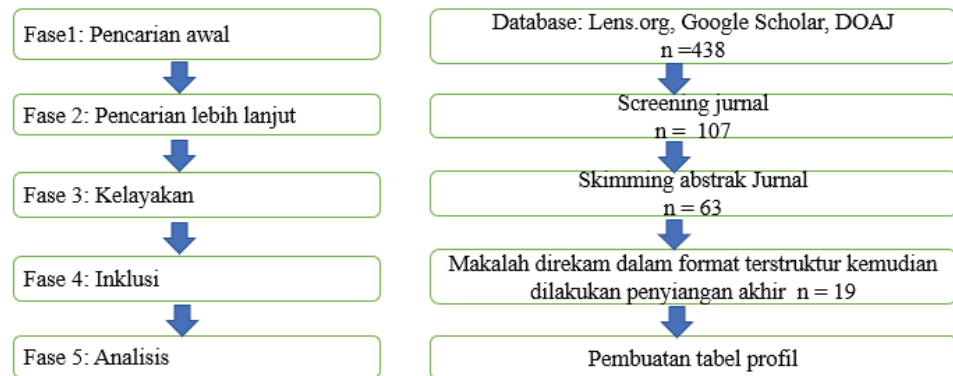
Figure 1: Data extraction procedure.

The activities carried out in the search process for 11 articles started from the initial search process through a database obtained from lens.org, google schoolar, and DOAJ sources. In the initial search stage, 132 articles were found using the keywords strategy, quality of graduates and 21st century education. Further searches were carried out through analysis of the core of the discussion and conclusion of each article, getting 63 articles. Then proceed with the adjustment of abstracts from the appropriate articles to obtain 24 eligible articles.

Furthermore, the final weeding was carried out which really matched the keyword criteria in the research title, and 11 articles were obtained. The articles that were then reviewed in this study are contained in Table 1

The table above shows that efforts to improve the quality of the competence of educators and education personnel are very urgent to do, because educators who have a vision of 21st century life will open up space for students to develop their respective potential and creativity, therefore a teacher/educator must have 21st century life skills (4,8,9,12,13,14,15) which include:

1. Life-long learner.[20] Lifelong learner. A teacher upgrades his knowledge on an ongoing basis in accordance with the growing demands of life.

2. Creative and innovative, there is a wise statement that creative students are born from creative and innovative teachers, so teachers must have creativity by utilizing abundant learning resources [21].

3. Optimizing educational technology, one of the characteristics of the 21st century learning model is hybrid learning / combining face-to-face (offline) systems and the use of digital technology (online).[22]

4. Reflective, namely teachers who are able to make the results of their learning evaluations to improve the quality of education and learning outcomes .[23]

TABLE 1: References on the principal's strategy in improving quality of learning outcomes at the elementary school level.

Article / journal title	21st century skills	21st century PBM	Effectiveness of Learning Media	Involvement of User Institutions (User)
Increasing the Ability of Learners Conceptual Knowledge aster Learning media [9]	✓	✓		✓
The *Leadership of The SchooDimensions through the Application of the Integrated Discovery Learning Model of KineMI Principal in Improving The Performance of Private Junior* [10]		✓	✓	✓
Student Administration Management Services in Elementary Schools in the Pandemic Period [11]		✓	✓	✓
Teacher Quality Development: Efforts by Principals in Improving the Quality of Elementary Schools. Elementary School: A Study of Educational Theory and Practice [12]	✓		✓	
Principal's Program in Improving the Quality of Graduates at Babul Magfirah Middle School in Aceh besar [13]	✓	✓		✓
The Role of the School Committee in Improving the Quality of Education. Civicus [14]		✓	✓	✓
Principal's Strategy in Improving the Quality of Education. Andragogy: Journal of Islamic Education and Management of Islamic Education [15]		✓	✓	✓
Hybrid Learning as a Means of Optimizing Online Learning in the New Normal Era [16]	✓		✓	
Strategy to Improve Competency of Higher Education Graduates Through Alumni Tracking Studies (Tracer Study). [17]	✓	✓	✓	✓
Learning Strategies By Utilizing E-Learning During The Pandemic At Sdn 2 Kembang Kerang Aikmel [18]	✓	✓	✓	✓
Utilization of Learning Media to Create an Elementary School Class Environment (An Alternative for Creating an Effective Primary School Laboratory) [19]	✓	✓	✓	✓

5. Collaborative, namely the establishment of collaboration between teachers and students (mutual respect) in a learning system.[26]

6. Applying student centered emphasis on the active role of students in learning, the teacher's position is only as a facilitator and motivator.[25]

7. Applying a differentiation approach, namely designing learning based on learning styles and based on process assessment.[27]

The primary goal of 21st century learning is to build individual learning abilities and support their development into lifelong learners, active, independent learners. Therefore an educator must strengthen students' intellectual curiosity, problem-solving and identification skills, and their ability to build new knowledge with others. The important role of an educator today is as a role model for trust, openness, perseverance and commitment for students in facing life's uncertainties.

Improving the quality of learning based on 21st century life skills requires a change in the curriculum system, which must take into account various 21st century life skills and expertise, namely the digitalization of education. Some of the 21st century learning principles (5,6,7,9,11,13,14,15) are:

1. Instruction should be student-centered, namely learning that emphasizes the active role of students (student-centered). The teacher only acts as a facilitator who guides and directs the development of students according to their competencies

2. Education should be collaborative, students must be accustomed to collaborating with anyone in the learning process.

3. Learning should have a context that the subject matter needs to be linked to students' daily lives (real word).

4. Schools should be integrated with society, namely getting students to be actively involved in life and social communities.[28]

The use of learning media is something that can be used to channel messages in learning materials, so that it can stimulate the attention, interests, thoughts and feelings of students in participating in learning activities. (6, 7, 8, 10, 11, 12, 13, 14, 15) interaction with educational technology (mobile technologies), social media must be developed independently and systematically. This media can be used as a means to implement pedagogical strategies that support, facilitate, improve and improve the educational process in order to improve the quality of student outcomes.

User institutions for elementary school graduates are educational institutions at the junior high school or MTs level, usually educational institutions carry out tracer studies to determine the quality of their students' results. Educational stakeholders who are actually involved in this activity are educators, students and even school committees (5,6,7,9,11,13,14,15) which function as advisory agencies, supporting agencies education services), controlling agency (controlling educational service activities), mediator (liaison between the community and the government).

4. Conclusion

Improving the competence of educators and education personnel is a fairly popular approach model in improving the quality of the quality of student outcomes, which is balanced with strengthening the quality of education based on 21st century life skills.

The use and utilization of educational facilities as effective and efficient learning media so as to facilitate the task of educators to transform various knowledge and character values of goodness which is implemented through habituation of life. Involvement of user institutions (users) and related elements to provide feedback on the quality of learning outcomes. Therefore, in general schools, teachers, students, parents and other stakeholders can work together in an effort to improve the quality of student outcomes, so it is necessary to strive for tracer studies on elementary school graduates to see the level of user satisfaction with school graduates as evaluation material and future improvements

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