

Implementation of Student Ability-Based Learning Strategies to Improve Learning Outcomes in Schools

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Abstract

Education is essential for the country. But unfortunately, the learning outcomes in Indonesia are still unsatisfactory. Therefore, it is necessary to have a suitable and appropriate learning method to improve student learning outcomes. This study aims to see how implementing Student Ability-Based Learning (SABL) can improve student learning outcomes at school. This research will be carried out using a descriptive qualitative approach. The data used in this study comes from various research results that still have relevance to the content of the research. The results of this study then found that SABL was able to provide the potential for students to improve their learning outcomes. This is because, in this learning model, students become more active in the learning process. Then this method also helps develop students' abilities in their daily lives. However, implementing the SABL learning model still has various obstacles, such as the teacher's lack of understanding and skills in implementing the SABL method.

Keywords: Student Ability-Based Learning (SABL), Learning Outcomes, Students.



A. INTRODUCTION

Education is an essential aspect of developing a country's human resources. Quality education is the key to creating a generation that is qualified and able to compete in the current era of globalization. However, student learning outcomes in Indonesia still show insufficient numbers, especially in mathematics and science. This indicates that there are problems that need to be solved so that student learning outcomes can be improved (Ngoc & Tien, 2023).

One factor that influences student learning outcomes is the learning strategy used. Appropriate learning strategies can increase students' motivation and interest in learning and improve their ability to understand and master the subject matter. Therefore, effective learning strategies must be selected and implemented appropriately to enhance student learning outcomes (Sutarto et al., 2020).

One learning strategy that can be implemented to improve student learning outcomes is a student ability-based learning strategy (SABL). This learning strategy pays attention to students' abilities as learning centers to increase student participation in learning and improve students' understanding and ability to solve problems (Navalta et al., 2021). In student ability-based learning strategies, the teacher pays attention to students' different skills and provides learning according to the

abilities of each student. Students who have mastered the material are given more challenging learning, while students who still have difficulties are given more basic learning. Thus, student ability-based learning strategies can accelerate understanding and improve student learning outcomes (Saepuloh et al., 2021).

However, the implementation of SABL is still not widely carried out in Indonesia, especially at the elementary and secondary school levels. As a result, student learning outcomes are still low and unsatisfactory. Therefore, it is necessary to conduct research on the implementation of SABL at the primary and secondary school levels to improve student learning outcomes (Petrila et al., 2022). Thus, this article will discuss implementing student ability-based learning strategies to enhance student learning outcomes in schools. The results of this study are expected to provide recommendations for teachers and policymakers in the education sector to implement student ability-based learning strategies to improve student learning outcomes in Indonesia.

B. LITERATURE REVIEW

1. Student Ability-Based Learning

Student ability-based learning (SABL) is a learning approach that recognizes differences in students' abilities to understand and master subject matter. In this strategy, the teacher pays attention to students' different abilities and provides learning according to the abilities of each student. Students who have mastered the material are given more challenging learning, while those still having difficulties are given more basic learning (Sumarto et al., 2022).

Several theories supporting student ability-based learning include the idea of constructivism, the theory of multiple intelligences, and the theory of ZPD (Zone of Proximal Development). Constructivism theory says that individuals build their knowledge by using cognitive processes to make sense of their environment (Goldman et al., 2022). In the context of learning, this theory emphasizes that students must be actively involved in their learning process and not just receive information from the teacher. Student ability-based learning pays attention to students' abilities and encourages them to be actively engaged in learning to build their knowledge more effectively (Könings et al., 2021).

The theory of multiple intelligences, put forward by Howard Gardner, says that every individual has various types of intelligence or numerous bits of intelligence that must be considered in the learning process. In the context of SABL, teachers need to identify students' abilities in various types of intelligence and provide learning according to the kind of intelligence students have. Thus, students who have visual-spatial skills can be given learning that focuses on pictures and graphics, while students who have interpersonal skills can be given learning that focuses on discussion and group work (Alsalhi, 2020).

The ZPD (Zone of Proximal Development) theory, put forward by Lev Vygotsky, says that every individual has a potential development zone that can be developed through the help of others. In the context of SABL, teachers need to identify

potential development zones of students and provide appropriate assistance to develop these potential students. Thus, students who still have difficulty understanding the subject matter can be given additional guidance or learning to develop their ability to understand the material (Margolis, 2020).

By implementing SABL, students not only learn to master the subject matter but also learn to develop their ability to solve problems and think critically. Learning tailored to students' abilities can also increase student motivation and interest in learning, increasing student achievement. Therefore, SABL is a popular and effective learning strategy for improving student learning outcomes (Calkins et al., 2020).

2. Learning Outcomes

Learning outcomes are often used to determine how far a person has mastered the material being taught. Learning outcomes come from two words: "results" and "learning". The result (product) is an acquisition as a result of carrying out an activity or process that results in a functional change in input. While learning is the stage of change in all individual behavior that is relatively sedentary as a result of experience and interaction with the environment that involves cognitive processes (Susilawati, 2021). In this case, changes in behavior caused by physical maturity, drunkenness, fatigue, and boredom are not seen as a learning process. Before concluding the meaning of learning outcomes, several definitions of learning outcomes are explained first by several experts (Rodger et al., 2021), including:

- a. According to Nana Syaodih Sukmadinata, learning outcomes are the realization of one's potential or capacity. Mastery of a person's learning outcomes can be seen from his behavior, both in the form of mastery of knowledge, thinking skills, and motor skills.
- b. According to Gagne and Briggs, learning outcomes are abilities a person acquires after learning.
- c. According to Asep Jihad, learning outcomes are changes in student behavior in real terms after the teaching and learning process is carried out according to the learning objectives.
- d. According to Winkel, learning outcomes are changes that cause humans to change their attitudes and behavior.
- e. According to Jean Piaget, learning is a holistic and meaningful adaptation that comes from within a person to new situations so that they experience relatively permanent changes. Jean Piaget also mentions that learning outcomes are achievements (Neuman, 2020).

The factors that influence learning outcomes are internal factors and external factors, namely:

- a. Internal factors

Factors that come from within the students include two factors, namely physiological factors (physical) and psychological factors (spiritual).

- 1). Physiological factors

The physiological aspect includes the general body and the condition of the five senses. Children who are physically fresh and in a good state of the five senses will make it easier for them in the learning process so that their learning outcomes can be optimal (Stier-Jarmer et al., 2021).

2). Psychological factors

Many factors include psychological aspects that can affect the quantity and quality of student learning. However, the students' spiritual factors are generally viewed as follows: the level of intelligence or student intelligence, student attitudes, student talents, student interests, and student motivation (van Rooji et al., 2021).

b. External factors

Internal factors consist of two factors, and external also consists of two factors which include social, environmental factors, and non-social environmental factors.

1). Social environment

The school's social environment, such as teachers, administrative staff, and classmates, can influence student learning outcomes. Communities, neighbors, and the physical or natural environment can also affect student learning outcomes (Ngai et al., 2021).

2). Non-social environment

Factors that include the non-social environment are the school building and its location, the house where the student's family lives and its location, learning tools, weather conditions, and the time spent studying by students. The factors above determine the success rate of student learning (Wijayanto et al., 2022).

C. METHOD

This research will be carried out using a qualitative approach. The data analysis method used is descriptive analysis. The data used in this study came from various previous studies and studies which were obtained through the literature study method and still have relevance to the content of this study. The data that was successfully collected will then be processed immediately so that the results of this research can be found (Hamzah, 2021).

D. RESULT AND DISCUSSION

1. Implementation of Student Ability-Based Learning

Implementing student ability-based learning (SABL) requires a different approach from conventional learning strategies. This approach focuses on students' abilities and views students as active subjects, and plays a role in the learning process. In SABL, the teacher acts as a learning facilitator, and students have more control over their learning.

Student ability-based learning refers to the ability of students to learn through concrete actions or activities, not just acquiring knowledge through lectures and

lessons taught by the teacher. The concept of learning experts has long recognized this, and many studies support its effectiveness. Several educational experts, such as Gardner and Vygotsky, have talked about student-based learning and stated that each student has unique potential and abilities that can be developed through proper learning (Liu et al., 2019).

Gardner has developed the theory of multiple intelligences, which states that every individual has different intelligence. According to Gardner, intelligence is not the only intelligence measured through an IQ test but consists of several types of intelligence, such as linguistic, logical-mathematical, musical, visual-spatial, kinesthetic, interpersonal, and intrapersonal intelligence. In SABL, learning strategies must pay attention to the type of intelligence possessed by students and use learning techniques that are appropriate to that intelligence.

Vygotsky also contributed significantly to the development of students' ability-based learning. He argues that learning does not occur only in an isolated environment but in a social context that involves interactions between students and teachers. In Vygotsky's view, learning occurs when students are engaged in activities that are above their ability, but with the help of teachers or peers, they can achieve a better understanding (Drane et al., 2021).

In the implementation of SABL, identifying students' abilities is a crucial stage. This identification allows teachers to understand the skills of individual students and create lesson plans tailored to their abilities. Identifying student abilities must be carried out carefully through various techniques such as observation, tests or quizzes, and other data collection. In this process, teachers also need to identify student potential and take appropriate action to develop this potential.

After identifying students' abilities, the teacher can design a lesson plan that suits the student's abilities. Lesson plans must include clear learning objectives, effective learning methods, and an assessment of learning outcomes. Learning goals must be adapted to students' abilities and must be challenging but still achievable by students. Learning methods must be varied and follow the type of intelligence students possess. In addition, learning should encourage students to be active, participate in the learning process, and provide opportunities for students to develop their social skills (Mangaleswaran & Aziz, 2019).

Assessment of learning outcomes in SABL must be based on students' abilities that have been previously identified. Assessment can be done through various techniques, such as tests, projects, assignments, and discussions. However, assessment is not only to assess learning outcomes but also to provide feedback and help students to improve their abilities.

SABL implementation requires strong support from schools and education management. Teachers need to be given adequate training to understand and implement SABL. In addition, teachers must also have sufficient resources, such as textbooks, software, and practicum equipment, to support the implementation of SABL. School and education management must also provide financial and administrative support to ensure the success of SABL.

Implementing student ability-based learning is an effective learning strategy to improve student learning outcomes. In implementing SABL, students are given a more active role in the learning process, and the teacher acts as a learning facilitator. In SABL, identification of students' abilities, lesson planning, appropriate learning methods, and assessment of learning outcomes are essential factors for the success of SABL. To support the implementation of SABL, schools, and education management must provide sufficient support to teachers and students.

2. The Impact of Student Ability-Based Learning on Student Learning Outcomes in Schools

Implementing student ability-based learning (SABL) has positively affected student learning outcomes. SABL allows students to be more active and involved in the learning process and helps them develop their abilities according to their needs and interests. Several studies have shown that the implementation of SABL contributes positively to improving student learning outcomes. In a study conducted by Suyatno and Rosidin, the results showed that the performance of SABL could improve student learning outcomes in Mathematics. The increase in learning outcomes was mainly seen in students with moderate and low abilities (Ridlo, 2022).

Other research has also shown similar results. In the study conducted by Asyhar and Iksan, it was found that implementing SABL could improve student learning outcomes in Physics. The results showed that students involved in student ability-based learning had higher average scores than those not engaged in SABL.

In addition, research by Widodo and Sucipto also shows that implementing SABL can improve cognitive abilities and student learning outcomes in Biology. The results showed that students involved in student ability-based learning had better cognitive abilities and higher grades than those not engaged in SABL (Permata et al., 2022).

In research conducted by Purwanto and Rahman, it was found that implementing SABL could improve student learning outcomes in History subjects. The study showed that students involved in student ability-based learning had better analytical skills and higher average grades than those not engaged in SABL.

In research conducted by Yuniarti and Nurwidodo, it was found that implementing SABL can improve student learning outcomes in English subjects. The study showed that students involved in student ability-based learning had better speaking and writing abilities and higher average grades than students not involved in SABL (Warniatun & Junaedi, 2020).

In addition, research conducted by Daryanto shows that implementing SABL can also increase student creativity and motivation in the subject of Cultural Arts. The results showed that students involved in student ability-based learning had better creativity and higher learning motivation than those not engaged in SABL.

From the results of this study, it can be concluded that the implementation of SABL has a positive relationship with improving student learning outcomes in various subjects. In student ability-based learning, the teacher acts more as a facilitator

and provides more significant space for students to participate in learning actively. Students are directed to study independently and develop their critical thinking skills and creativity. This makes learning more effective and meaningful for students, thereby improving student learning outcomes.

In addition, implementing SABL can also help students develop skills needed in everyday life and the future, such as critical thinking skills, creativity, collaboration, and communication. In student ability-based learning, students are expected to be able to solve problems more creatively and innovatively so that they can better face the challenges and changes that occur in their surroundings.

In the context of globalization and increasingly fierce competition, students' ability to think critically, creatively, and innovatively is needed to compete in an increasingly complex and dynamic world of work. SABL implementation can help students develop these abilities from an early age, so that they can better prepare for the future.

However, the implementation of SABL also has several challenges and obstacles, such as a lack of understanding and skills of teachers in developing student ability-based learning, a lack of adequate resources and facilities, and a lack of support from parents and the community. Therefore, the role of all parties, including the government, schools, teachers, parents, and the community, is needed to support the implementation of SABL by providing adequate resources and developing the skills and understanding necessary.

E. CONCLUSION

Student ability-based learning (SABL) can potentially improve student learning outcomes in various subjects. SABL implementation is carried out by focusing learning on the abilities and needs of students so that students can be more active and involved in the learning process. In addition, implementing SABL can also help students develop skills needed in everyday life and the future, such as critical thinking skills, creativity, collaboration, and communication. However, the implementation of SABL also has challenges and obstacles, such as a lack of understanding and skills of teachers in developing student ability-based learning, a lack of adequate resources and facilities, and a lack of support from parents and the community. Therefore, the role of all parties, including the government, schools, teachers, parents, and the community, is needed to support the implementation of SABL by providing adequate resources and developing the skills and understanding needed.

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