



Comparative Learning Study of Third Grade Supriyadi Elementary School in Indonesia and Feu Roosevelt Elementary School in Philippines

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ABSTRAK

Masih rendahnya kualitas pendidikan di Indonesia, sehingga diperlukan analisis membandingkan dengan pendidikan yang dilaksanakan oleh Negara lain. Tujuan penelitian ini adalah untuk menganalisis suatu konklusi dengan cara membandingkan dua objek yang berbeda, yaitu membandingkan mengenai sistem pembelajaran yang ada di salah satu sekolah dasar di Indonesia dan di Filipina. Jenis penelitian yang digunakan adalah dengan pendekatan deskriptif. Subjek penelitian yang diteliti adalah siswa kelas III Sekolah Dasar Supriyadi di Indonesia dan kelas III Sekolah Dasar Roosevelt di Filipina. Metode pengumpulan data yang digunakan yaitu, observasi, wawancara, dan dokumentasi. Metode dan teknik analisis data yang digunakan adalah analisis statistik kualitatif. Hasil penelitian ini menunjukkan bahwa proses pembelajaran terdapat strategi yang dapat membuat pembelajaran sangat bermakna, perangkat pembelajarannya dan media pembelajaran sebagai tolak ukur keberhasilan pembelajar serta evaluasi pembelajar yang terdiri dari

aspek pengetahuan, sikap sosial dan keterampilan. Implikasi penelitian ini adalah selain mengetahui hasil analisis perbedaan pembelajaran Indonesia dan Filipina, dapat menambah wawasan guru untuk mengetahui perbedaan dengan pembelajaran di Filipina.

ABSTRACT

The low quality of education in Indonesia is still low, so the analysis is needed to compare it with education carried out by other countries. This study aimed to analyze a conclusion by comparing two different objects, namely comparing the existing learning system in one of the primary schools in Indonesia and the Philippines. The type of research used is a descriptive approach. Supriyadi Elementary School's third-grade students in Indonesia and third grade Roosevelt Elementary School in Philippines studied the research subjects studied. The data collection methods used were observation, interviews, and documentation. The methods and data analysis techniques used are qualitative statistical analysis. This study indicates that the learning process has strategies that can make learning very meaningful, learning tools and learning media to measure learner success and learning evaluation, consisting of aspects of knowledge, social attitudes, and skills. This research implies that knowing the analysis of differences in learning between Indonesia and the Philippines can add insight into teachers' differences in Philippines' learning.

1. Introduction

Education is an aspect that is very important for the country, which is used to measure the ability of a country, which can be measured from its education (Hasanah et al., 2018; Muharram et al. The education system from each country to another is very different because it is influenced by various factors, such as socio-cultural, environmental, historical, and other things. The purpose of implementing an appropriate education system will affect the creation of quality human resources following the ideals of a nation (Sugiyanto et al., 2015; Timutiasari et al., 2016). Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, self-control, personality, moral intelligence, and skills needed as members of

society and citizens (Hignasari & Mardiki, 2020; D. S. Sari & Sugiyarto, 2015). In an education system, a curriculum is needed that can regulate all matters relating to educational activities.

The curriculum guides teaching and learning (Kurniaman & Noviana, 2017; Nuryana & Sahrir, 2020). The curriculum is understood as a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for implementing learning activities to achieve certain educational goals. The curriculum system is formed of four components: the objective component, the curriculum content, the method or strategy for achieving the objectives and the evaluation component (Morelent & Syofiani, 2018; Sutardi, 2010). The curriculum is expected to be able to make the teaching and learning process activities to run well.

There are various components in the learning process, including students, teachers, facilities, curriculum, and educational infrastructure (Mulyadin, 2016; Subadi et al., 2013). The teacher has a very influential role in the learning process because it creates a response stimulus to be aware of events in their environment. Then teacher's learning tools to compile the implementation of learning include syllabus, lesson plans, teaching materials, media, and student worksheets (Amelia & Saputra, 2017; Ardianingsih et al., 2017). Learning tools also affect the success of the learning process. Each teacher is obliged to arrange learning tools completely and systematically so that learning takes place in an interactive, inspirational, fun, challenging, motivating students to participate actively, creativity, and independence according to their talents, interests and physical development psychological students (Krissandi & Rusmawan, 2015; Resbiantoro, 2016). However, there are still problems in Indonesia's development that can cause a low quality of education.

However, in reality, Indonesia's curriculum has undergone several changes to suit its people's needs. In the course of history since 1945, the national education curriculum has changed, including Rentjana Pelajaran 1947, Rentjana Pelajaran Terurai 1952, Rentjana Pendidikan 1964, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984, Kurikulum 1994, Kurikulum Berbasis Kompetensi (KBK) 2004, Kurikulum Berbasis Satuan Pendidikan (KTSP) 2006, and Kurikulum 2013 (Prasetyo et al., 2016; Purwanti, 2017). The curriculum change is a logical consequence of politics, socio-culture, economy, and science and technology in Indonesian society. The curriculum is structured as a set of educational plans that need to be developed dynamically by adjusting the demands and changing needs that occur in society (Divayana et al., 2016; Susilo et al., 2018). Different goals also accompany curriculum changes. In each of these changes, there is a goal to be achieved to advance Indonesia's national education. It causes a study that can analyze the differences between education in Indonesia and education in other countries.

The Philippines' education system is influenced by the country's colonial history so that the most important contribution to the education system in the Philippines was during the American period where the education system imitated the United States school system. The United States of America left a lasting impression on the education system in the Philippines. Like the United States, Philippines has a very broad system of inclusive education, including tertiary institutions. They were reported in bnsip-indonesia.org. The curriculum used in the Philippines, which is regulated in the Department of Education is the K to 12 Basic Education Curriculum. Related to the education system in the Philippines after the implementation of K-12, the education system is only 12 years old, consisting of pre-primary education, primary education consisting of six levels, junior secondary education consisting of 4 levels, vocational increasing school consisting of two years (Saidah & Damariswara, 2019; Wahyuning et al., 2017). Every learning that is carried out requires a lesson plan.

Based on theories related to lesson plans, (Indrawini et al., 2017; Said et al., 2019) suggest that it can be used practically by the teacher and can be easily observed. It shows that the analysis and theory results are more supportive of the lesson plans from SD FEU Roosevelt in Philippines because the lesson plans are made practically by teachers and can be easily observed. In contrast, the lesson plans made in SD Supriyadi are very detailed so that learning is focused on the lesson plans that are made. Lesson plans contain content or learning material objectives, learning methods, learning activities, bibliography and assessments (Andani & Yulian, 2018; Nugroho, 2019).

Learning is an assistance provided by educators so that the process of acquiring knowledge can occur, mastery of skills and character, and the development of attitudes and beliefs in students (Arum & Wahyudi, 2016; Dwi Handayani et al., 2017). The purpose of learning is to help students gain various experiences. With that experience, the behavior in question includes knowledge, skills, and values or norms that function as controllers of student attitudes and behavior (Dwijayani, 2017; Yasa et al., 2020). The analysis and theory results are taken. SD Supriyadi Indonesia's learning process is better because students have been taught learning with critical thinking and problem-solving. Students are trained to find problems and find solutions or solve problems. Meanwhile, learning at SD FEU Roosevelt Philippines still uses a listening system. It finds out what it does not understand, by playing games or answering questions from teachers. Learning media is a learning tool used by teachers to support learning objectives. This

learning media will make it easier for teachers and students to get new information related to learning material (Awalia et al., 2019; H. V. Sari & Suswanto, 2017). The media used in SD Supriyadi Indonesia and SD FEU Roosevelt Philippines is superior at SD Supriyadi because the media used has innovated and adapted to students' needs. Meanwhile, at SD FEU Roosevelt still uses image print out media.

This research is supported by several relevant studies such as: (1) research conducted by (Muhtarom & Wangid, 2013), who get the research results that the aspects of school culture are better at SDSN than SD Ex RSBI; (2) research conducted by (Sofyani et al., 2012), who obtained the research results that of all banks, both Indonesia and Malaysia, none of them achieved a very good level of performance. (3) research conducted by (Suryawan & Romadi, 2018), who get the research results that history learning material, history learning method, history learning media, and history learning evaluation Kurikulum 1994 and Kurikulum 2006 shows a significant difference in their implementation. This study aimed to analyze a conclusion by comparing two different objects, namely comparing the existing learning system in SD Supriyadi Indonesia and SD FEU Roosevelt Philippines.

2. Method

This type of research is using a descriptive approach, using the comparative method. Comparative research is a type of descriptive research that seeks to find answers fundamentally about causation by analyzing the factors that cause a particular phenomenon's occurrence or appearance. (Sofyani et al., 2012; Suryawan & Romadi, 2018). The research subjects studied were third-grade students of Supriyadi Elementary School in Indonesia and third-grade students of Roosevelt Elementary School. This study aimed to analyze a conclusion by comparing two different objects, comparing the existing learning system in SD Supriyadi Indonesia and SD FEU Roosevelt Philippines. The data collection methods used were the observation of the implementation of learning at SD Supriyadi in Indonesia and SD FEU Roosevelt in Philippines, interviews conducted with students and teachers, and documentation of learning tools at SD Supriyadi in Indonesia and SD FEU Roosevelt in Philippines.

The instruments used in this study were non-test instruments in the form of observation sheets and interview guides used to obtain data on learning at SD Supriyadi in Indonesia and SD FEU Roosevelt in the Philippines. An instrument is a tool used to collect the data needed in a study, and the instrument can be test data or non-test data (Hadinata et al., 2017; Novitasari, 2018). The methods and data analysis techniques used are qualitative statistical analysis. After the data is obtained through observation, interviews, and documentation, the data obtained will be analyzed to obtain research results.

3. Result and Discussion

The basic education learning process in the Philippines applies separate subjects in each meeting. In contrast to Indonesia, which applies thematic learning. Where in it contains several subjects in one theme that is conveyed in one meeting. In the Philippines, it has similarities with existing subjects in Indonesia. Among them are mathematics, Science (Science), English, Sports, and Arts (Music and Arts). This made SD FEU Roosevelt Philippines students bring all the lessons every day, in contrast to SD Supriyadi, whose daily learning schedule has different themes.

In this study only discusses the analysis of differences in learning systems at Supriyadi Elementary School in Indonesia and FEU Roosevelt Elementary School in the Philippines, which includes the learning process, learning tools and learning evaluation by researching the form of observation, interviews and documentation.

Based on the results of observations of the implementation of learning at SD Supriyadi in Indonesia and SD FEU Roosevelt in the Philippines, it can be seen from the differences in the data from the Analysis of Learning Implementation Design which in compiling learning activities in the lesson plan SD Supriyadi includes activities or steps of learning activities in detail, while at SD FEU Roosevelt only lists activity points. Other differences include: (1) The media for implementing learning methods at SD FEU Roosevelt in the Philippines uses a contextual approach (Linking, Experiencing, Implementing, Collaborating, Transferring), SD Supriyadi in Indonesia, which uses a Scientific approach known as 5M (Observing, Asking, Exploring, Reasoning, Communicating), (2) Attachments to support lesson plans, lesson plans contained in SD FEU Roosevelt in the Philippines do not include attachments to support lesson plan in the form of learning materials, assessment instruments and others n so on. (3) The description of each lesson plan point contained in SD FEU Roosevelt in the Philippines, because what is listed in the lesson plan is more comprehensive and less detailed in translating each point.

The data's similarities regarding the assessment of learning outcomes at SD Supriyadi in Indonesia and SD FEU Roosevelt in the Philippines include (1) Conformity with the lesson plan

components in the assessment. (2) There is a KKM document in the KBM document (Teaching and Learning Comprehension). (3) There is a score book (4) Daily assessment. (5) Mid-semester assessment conducted after the two themes are completed. (6) The final assessment of the semester. (7) Carry out attitude assessment (8) Conduct knowledge assessment. (9) Carry out skills assessments, (10) Remedial. (11) Enrichment. The only visible difference is in the method or form of assessment. However, the points or results of the assessments made in the two schools remain the same. The result analysis can be seen after conducting research and several assessment activities carried out by the teacher to students. There are differences made because of adjusting the backgrounds or habits of students in everyday life.

The learning system used at SD Supriyadi Indonesia is good by adjusting technological developments and according to students' needs, but for the preparation of the Learning Implementation Plan, it is still too monotonous and makes it difficult for teachers because the lesson plans made in each meeting are different. It will make the learning process follow the lesson plan so that teachers cannot adjust to conditions at that time. In contrast to the case at SD FEU Roosevelt Philippines, which made very simple lesson plans and teachers were required to be able to innovate in the learning process according to the situation and conditions at that time, however the active students at SD FEU Roosevelt Philippines was superior to SD Supriyadi Indonesia, because of the way the teacher gave motivation and high student curiosity makes students active in class.

Interview activities were carried out on students in class III Supriyadi Indonesia Elementary School, which was conducted on December 5, 2019 and Roosevelt Collage Philippines Elementary School on September 15, 2019. Interviews were conducted only with three students with a different predicate (smart, moderate and sufficient). The questions made are focused on what aspects of the learning process and learning media are fun for students and the material they like, because this is related to how the teacher delivers the material and the use of learning media related to student learning outcomes. Researchers took three students who would represent classmates' answers according to their report card scores, students who had a high level of intelligence (A), moderate (B) and sufficient (C).

Interviews with teachers obtained the answers found by the author from third-grade teachers at SD FEU Roosevelt, third grade teachers at SD FEU Roosevelt always using different strategies or learning models in every meeting, but for learning strategies and models innovated by the teacher and not based on lesson plans only. For third grade teachers at SD Supriyadi Indonesia, teachers always use different learning strategies or models in each meeting according to the lesson plans that have been made, so that the lesson plans to guide teachers

Based on the data documentation obtained from research conducted at Supriyadi Indonesia Elementary School and FEU Roosevelt Elementary School, Philippines, in the form of a Learning Implementation Plan, learning tools and student score results (learning evaluation) are used by the teacher as a guide in learning. From the results that have been researched, learning is applied to class III of the FEU Roosevelt Elementary School in the Philippines implementing the Private School system, the learning system applied is an educational program design made by the principal and agreed upon by the educators at the school., The Learning Implementation Plan used at the FEU Roosevelt Philippines Primary School as a teacher guide in teaching. The application of the subjects used is still separate, every day the schedule for the subjects used will be the same so that the teacher will make one lesson plan for several days, in the sense that one lesson plan contains one subject and one material that will be used for several meetings or the next day according to the needs of the teacher, the Learning Implementation Plan contains Standards, Specific Objectives, Subject Matter, Teaching-Learning Activities (TLA), and Assessment. In learning activities, it has been designed briefly and includes only the learning points. There are descriptions of preliminary activities, core activities, and closing activities in the Learning Implementation Plan.

Supriyadi Elementary School implements the Kurikulum 2013 by integrating subjects into thematics. At SD Supriyadi, to be precise in grade 3, each teacher implements the activity of reading the Koran before learning begins, this aims to implement the Character Education contained in the 2013 Curriculum learning system. In each class, there are facilities in the form of LCD (Liquid Crystal Display)

The Philippines' education system, which is regulated in the Department of Education, is the K to 12 Basic Education Curriculum, basic education learning in the Philippines applies separate subjects in each meeting, which contains several subjects in one theme that are conveyed in one meeting. In addition to the different learning processes, in the learning process the media used by the teacher in the form of writing from the core of the material which was rewritten on manila paper or pictures (Print out), the teacher further activated the students' thinking patterns by doing questions and answers that the teacher always developed for students. The teacher also uses technology as a learning media, an LCD (Liquid Crystal Display). The teacher will use it as a learning medium in displaying video education or other materials so that students do not get bored easily when the teacher delivers the material.

Learning evaluation is the result of collecting data obtained by students during the learning process, the results or evaluation of learning will be written into one in the student report card. The report card contains several assessments, assessing knowledge, assessing skills, and assessing attitudes. The learning evaluation contained in Supriyadi Indonesia Elementary School and at SD FEU Roosevelt Philippines is the same, where this learning evaluation results from data collection or scores obtained by students during the learning process, the learning results or evaluation will be written into one in the student report card, which includes the results of knowledge assessments, skills assessments and attitude assessments.

Based on research conducted on third-grade students at SD Supriyadi Indonesia, the results obtained from students with high, medium and low predicates that interesting learning can be influenced by the use of learning media used to help teachers deliver material and make it easier for students to understand material, learning media can be in the form of concrete objects around the classroom or IT-based media. In the results of interviews conducted by researchers for students of SD FEU Roosevelt, the average student liked the existence of creative and technology-based learning media because it was following the very rapid development of technology. However, the limited IT-based learning facilities (LCD) made student learning not use every day. LCD, the teacher only uses media in the form of printed images or concrete objects that are around the class. It does not make students lose their enthusiasm for learning, because students have high motivation and enthusiasm. Therefore, the learning output in the two schools is different.

Every teacher learning meeting at SD Supriyadi Indonesia always provides lesson plans. It provides learning media when the material presented supports the use of media, teachers often use scientific learning strategies that contain 5M (Observing, Asking, Exploring, Reasoning and Communicating) and several collaborative learning methods (games/simulations, assignments, questions and answers, discussions and lectures). The teacher uses video education displayed on a television screen that is closest to the class so that the teacher often uses video education to deliver material to students.

The results of interviews aimed at third-grade teachers at Roosevelt Elementary School, Philippines, make lesson plans in one material so that one lesson plan can be used for several meetings. However, all subjects are not integrated into one lesson plan according to the school's curriculum. The teacher always uses a contextual approach (Linking, Experiencing, Implementing, Collaborating and Transferring) and various methods (assignments, question and answer, quizzes, discussions and lectures).

The learning evaluation in the FEU Roosevelt Philippines Elementary School results from students collecting data during the learning process. The results or evaluation of learning will be written into one in the student report card. The report card contains several assessments; assessment of the knowledge, assessing skills, and assessing attitudes.

Several factors influence students in getting the final score results as an evaluation of learning, namely the comfort of students in learning in class, teachers who have an educator spirit and have innovations in developing the learning process so that it is not boring, student motivation in self-awareness in competing for knowledge during the learning process by emphasizing how students can solve problems is meaningful learning.

The Philippines' education system is influenced by the country's colonial history so that the most important contribution to the education system in the Philippines was during the American period where the education system imitated the United States school system. The United States of America left a lasting impression on the education system in the Philippines. Like the United States, the Philippines has a very broad system of inclusive education system tertiary institutions. They were reported in bnsp-indonesia.org. The curriculum used in the Philippines, which is regulated in the Department of Education is the K to 12 Basic Education Curriculum. Related to the education system in the Philippines after the implementation of K-12, the education system is only 12 years, consisting of Pre-primary education, primary education consisting of six levels, junior secondary education consisting of 4 levels, a vocational school for two years ([Saidah & Damariswara, 2019](#); [Wahyuning et al., 2017](#)). Every lesson that is carried out requires a lesson plan.

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students (Arum & Wahyudi, 2016; Dwi Handayani et al., 2017). The learning objective is to help students gain various experiences. With that experience, the behavior in question includes knowledge, skills, and values or norms that function as controllers of student attitudes and behavior. (Dwijayani, 2017; Yasa et al., 2020). The analysis and theory results were taken. The teaching of SD Supriyadi Indonesia is superior because students have been instilled in learning with critical thinking and problem solving. Meanwhile, learning at SD FEU Roosevelt Philippines still uses a listening system. It finds out what it does not understand, by playing games or answering teachers' questions.

Learning media is a learning tool used by teachers to support learning objectives. This learning media will make it easier for teachers and students to get new information related to learning material (Awalia et al., 2019; H. V. Sari & Suswanto, 2017). The media used in SD Supriyadi Indonesia and SD FEU Roosevelt Philippines is superior at SD Supriyadi because the media used has innovated and adapted to students' needs. Meanwhile, at SD FEU Roosevelt still uses image print out media.

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4. Conclusion

Based on the results of the research and discussion that has been described, the writer can conclude that in the aspects of the learning process in both schools there is a learning strategy used by the teacher to regulate the course of the learning process which requires students to be active in finding solutions or solving problems, it will make a learning process is very meaningful. In the aspect of learning tools in both schools, they both make lesson plans, the learning process, and the teacher's learning media as guidelines or benchmarks for achieving planned learning. There are four aspects of learning evaluation in both schools, knowledge assessment, attitude assessment, social assessment and skills assessment. This research implies that knowing the results of the analysis of differences in learning between Indonesia and Philippines can add insight to teachers to find out differences with learning in the Philippines.

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