

## *Qori Learning Model to Foster Learning Autonomy*

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### **Abstract**

The awareness of rural communities in the province of West Java, Indonesia to further their education to a higher level remains low. In general, most teenagers only go to junior high school; only a small proportion continue to high school. Those who have graduated from junior high school generally look for work in big cities, making the high school gross enrollment ratio (GER) in the province of West Java surprisingly low. To circumvent this issue, the Government of West Java Province has since 2017 offered free Open High School in parent schools in each sub-district. It is hoped that such an initiative will enable children to learn independently. Ideally, good learning autonomy allows children to develop optimally. In reality, however, the student learning independence in Open High School is very low. Among the numerous contributing factors are the learning environment in school that is less conducive and the use of monotonous learning models. This study adopted the QORI (Quantum, cOllaboRative and Independent) model as an alternative learning model through an R&D design. Findings reveal that the QORI model had an impact on enhancing learning autonomy constructed from the stages of building quantum interactions, collaborative learning so that self-regulation emerged, leading to independent learning.

Keywords: learning autonomy, quantum interaction, collaborative, independent learning self regulation.

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## **Introduction**

Autonomy of students' learning as an embodiment of the values of character has been the main focus in the fundamental failure in the implementation of education in Indonesia in the past two decades. In the study of general education can be said as an exclusion of aspects of affectoral education, so that the problem of basic values as students is ignored, especially closely related to the implementation of Open High School, which demands more aspects of independence.

The reality of education in this country is found many problems relating to the autonomy of learning in school institutions. Some journals research results, such as that stated by Dian Lestari (2010), A Saefullah et al (2013), Arif Widiyanto (2013), intrigued about the learning independence of students which is quite low, so that in the teaching and learning process it seems necessary to reconstruct internal needs. learners. The need includes psychological factors such as; achievement motivation, attitudes, interests and study habits and factors originating from outside the students themselves, namely natural environmental factors, socio-economic factors, teachers, teaching methods, curriculum, subjects, facilities and infrastructure. By understanding the needs of both internal and external students, it is hoped that they can encourage their independence or learning autonomy.

Furthermore the issue of learning autonomy is widely discussed by experts such as; Grolnick & Wendy. (1987), and McCharty<sup>1</sup>, Ciaran<sup>2</sup> (2000), and Simon<sup>1</sup>, vanstenn<sup>2</sup>, lens<sup>2</sup>, Sheldon<sup>2</sup>, Deci<sup>2</sup> (2004), who illustrate that the implementation of education has many problems with learning autonomy, apart from the study that self regulation in each student is his need so that conditioning so that learning independence can be done as a stage of better development.

Theoretically the term independent learning itself is often associated with the special education system, because in general the special education system applies the concept of independent learning. This term is used to distinguish it from the concept of learning in general which depends on the control and direction of the teacher. In special education systems, most student learning activities are carried out by students independently, with limited guidance from the teacher. This raises the consequences of the demands for independence of students in learning. Various studies on the independence of learning in the special education system are often discussed with the starting point of the concept of independent learning. In the special education system there are several terms that can be referred to to explain the concept of independent learning. In connection with the concept of independent learning, Malcon (1975) uses the term "self-directed learning". In addition, he also mentioned other terms such as: self-planned learning, independent learning, self-education, self-instruction, self-teaching, self-study and autonomous learning.

Basically, the learning process at Open High School refers to the implementation of various learning activities that are oriented towards improving the services of students who experience obstacles and special needs. The students are expected to become a balanced human being between their body and spirit, between their physical and mental, between their outward and inner, so that they bring themselves and their attitudes and personality to something better in society. In other words, students will develop their aspects of independence, attitude of initiative, confidence, and

enthusiasm for learning, because indeed in the concept of this Open High School students will always be invited to contribute directly to the learning process. In this case, the school and its learning institutions only provide facilities and facilities and infrastructure to support learning, so that students who are categorized as having barriers and the need for special education services will always feel comfortable in learning, because indeed they themselves feel part of the whole teaching and learning process.

The formulation of the learning model that carries the independence of learning is quite a lot and from some research results can influence such as, inquiry models, PBL (problem based learning), cooperative learning models etc. However, from some analyzes of these models, special models need to be adjusted or studied when they are to be implemented, adjusted to the context of the needs and constraints of students and cultural systems inherent in certain regions, especially West Java. Non-technical factors turned out to be very significant in the implementation of a learning model, moreover the models were constructed from different cultural systems. Scientifically in the basis of the study of logic is not a problem, but when it is built from the study of ethics, of course it is necessary to adapt the culture system.

In its implementation there are procedures that are adopted or syntax (stages of activities) in the model, which are generally the results of the study of the author that focuses on the readiness of students for academic learning, and students in general also tend to accept it. The thing that is done by the teacher at the beginning of learning is to do an apperception as a form of organizing students in the early stages of the learning procedure.

This is the author's concern to study more closely related to this initial step. Rests from the results of the assessment will certainly be highly adapted to the actual milestone of students 'mental development and students' readiness in the early stages of learning, including mental readiness and readiness to accept learning material. In the end the results of the analysis of the readiness and learning activities at the beginning of the beginning and mental readiness become a construction of a learning activity plan that has a theoretical basis of how students actually learn according to their needs well, students feel comfortable and pleasant, building positive values from values independence of students in learning.

The study of Autonomy learning includes several scopes which later became the basis for designing the learning independence measurement instrument. Ormrod (2009: 38) in his book, Educational Psychology Helps Students Grow and Develop, states that aspects of learning independence include the following sub-aspects: 1) Goal setting (goal setting); 2) Planning (planning); 3) self-motivation (self-motivation); 4) attention control (attention control); 5) The use of flexible learning strategies (flexible use of learning strategies); 6) self-monitoring; 7) Looking for appropriate help (appropriate help seeking); 8) Self-evaluation. The formulation eventually gave the researchers the signs to make a grid from the study of students' learning autonomy in the Open High School.

Therefore, the picture above researchers trying to make the QORI Learning model formulation (Quantum interaction, collaboration and independence) learning is based on the concept of scaffolding which brings students in the learning process by

promoting the process of interaction as a good form of adaptation of individuals, towards well adjustment person so that there is a reciprocal relationship. When quantum is realized between students and teachers, the next process makes it easier for students and mentors to collaborate so that learning independence can ultimately be achieved.

## **Method**

The ultimate goal of this study is to formulate a learning model to increase children's learning autonomy in schools that provide Open High School student services. To achieve these objectives, this study uses a mixed research method (Mixed Method Research) with a qualitative research pattern followed by quantitative research (Exploratory Research Design).

This design was chosen because the researcher must handle two types of data, qualitative and quantitative. Qualitative data in the form of descriptive data about the formulation of a learning model. While quantitative data are in the form of the results of the measurement of learning autonomy for Open High School students in the implementation of the effectiveness of the QORi Learning model.

The research design used was exploratory mixed method research design (Creswell, 2008). This design is applied to explore a phenomenon, identify themes, design an instrument, and then test it. Visually.

## **Learning Model**

The term model has various meanings, some experts analyze the concept of this model from a variety of different perspectives, of course with the intention of obtaining a clearer formulation of the understanding of the model, especially related to the learning model.

In this case Shertzer & Stone (1982), expressed his opinion that: "... the model refers to the representation of which a final product is abstracted because of its inherent worth". According to this concept, the model refers to a picture of an abstract end because of inherent or inherent values. While in the context of teaching, Joyce & Weil (1980: 1) in (Aprilia, 2010), stated that: "... a model of teaching is a plan or pattern that can be used to shape the curriculum (long-term courtesy of studies ). To design instructional materials and ti guide instructions in the classroom and other settings ". So the essence of the model of recruiting this concept is a plan or pattern of activities.

With reference to these opinions, it can be formulated that the model is a set of sequential procedures for realizing a process, or a plan or pattern used for guidance in planning learning in Joyce's class (1992 in Trianto (2007).

## **QORI Learning Model**

The QORI Learning model is designed based on constructivism learning theory and the deepening of the ZPD concept carried by Lev Vigotsky. This becomes the basis of the concept of thinking of a concept model to be operationalized as a practical

learning model that can be implemented by the teacher. Besides that, this model focuses on the development of the concept of Zone of Proximal Development, which was conceived by Lev Vygotsky. That becomes the rationale and framework for the formation of the model.

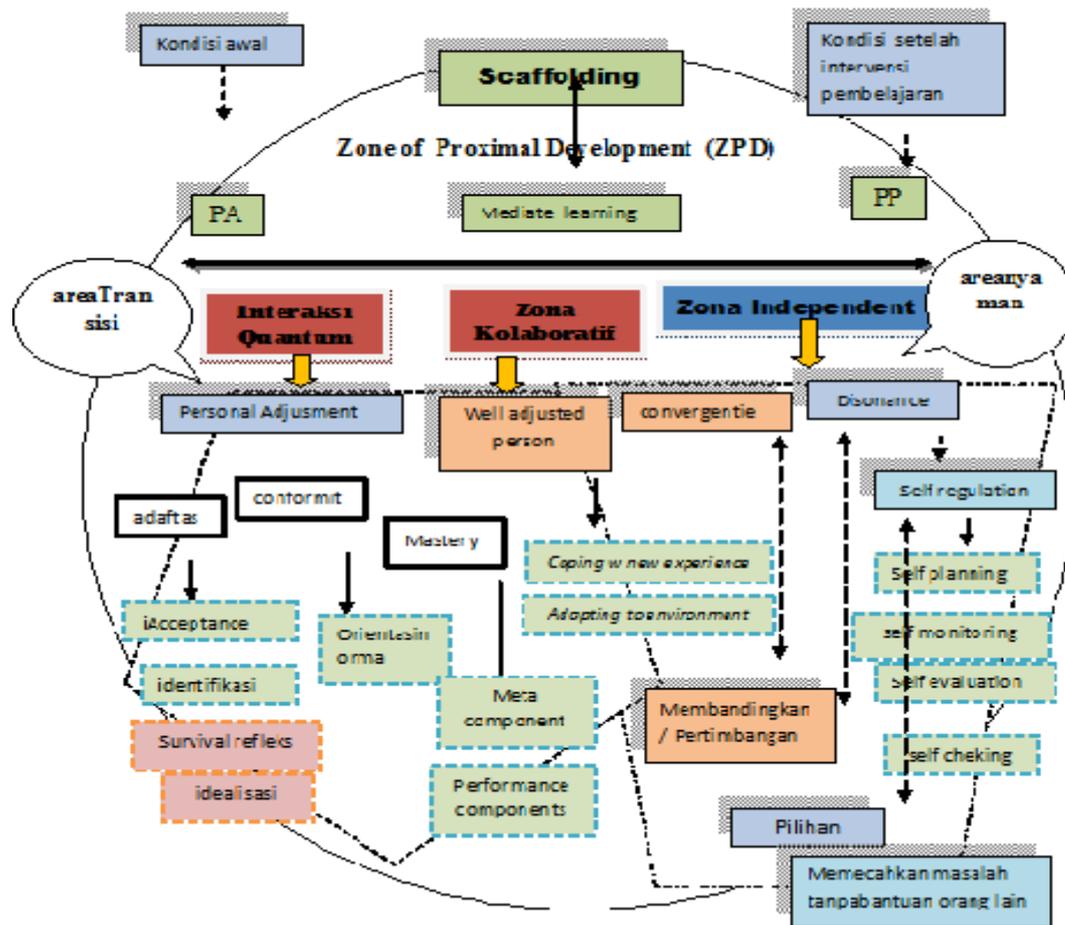
Systematic efforts in making models based on the underlying theory, so that this model can be accounted for as a research product developed by researchers, certainly based on applicable research rules. Efforts to reconstruct by synthesizing theory and facts, as well as phenomena in the world of education are important to understand besides the lack of accompanying.

The QORI Learning Model concept will be illustrated by uniting stages of operational activities so that the teacher can carry out according to the procedures made. The stages are formed based on the assumption that when a child enters something new will experience a critical phase, where something foreign will have an impact in his mental turmoil so that the environment seeks to reduce the situation, so that the child is made comfortable with the condition. The aspect of self-adjustment becomes important at the beginning of the activity. When the adjustment aspect can run well, it will lead to the independent learning process that can run well. In an independent learning process, students can finally gain the strength to become individuals who have self regulation, meaning that the child has the ability to self-regulate. Being independent in the learning process is characterized by being able to solve problems independently.

It can be concluded that teachers in implementing this model deliver children, from initial conditions or early development (PA) to potential development (PP), teachers only create two categories: first, to build quantum interactions that impact the existence of an integral relationship or the existence of reciprocity so as to create comfortable conditions for children and conducive efforts to be able to adjust well, both in learning materials or environmental situations, as well as personal relationships with outside themselves,

Secondly with good adjustments so that the collaborative learning process can be done well too, then the third category directs children to be able to learn independently (conditioned) with the condition that children gain confidence and confidence can increase as the formation of independent learning patterns in the child. And the end of all that children are able to solve problems independently.

The framework for thinking the QORI Learning model as scaffolding learning in the learning of students in Open High Schools



### Autonomy Learning

The autonomy of learning itself becomes one of the educational studies in the MPR decree constructed by MPR TAP Number: II / MPR / 1988. The contents of the TAP are quite detailed, namely; cognitive aspects (intelligence, innovative, and creative), affective aspects (having faith, being devoted, virtuous, having personality, discipline, tough, responsibility, social solidarity and self-confidence), and psychomotor aspects (working hard, tough, skilled, physically healthy and healthy spiritual).

Besides listening closely, in article 3 of Law No. 20 of 2003 above that national education functions to develop capabilities and shape character, illustrating that what must be developed in learners is the potential they have, it does not mean cramming with science alone without considering its potentials in life and livelihood as humans who have their desires, passions, intellect and human instincts. Furthermore it is said there "and forming character", this implies that the education carried out can shape the character, attitudes, characteristics of individuals who are in the environment of society, which tends to be positive and does not conflict with the order of character, character, other human characters. That is the essence of character education that is being echoed by the government in recent decades.

With the development of learning autonomy in students on Class X of High Open School, we need a strategy from the environment to be able to develop learning autonomy. One of them is by developing alternative learning models that are quite strategic in accommodating the needs of the class X High Open School students.

In other words to bring up the creative attitude there are several forms of learning that can be accommodated, one of them is a learning model approach based on constructivism learning theory. The alternative model that carries the 2013 curriculum. This is a quite challenging approach to be applied in the Class X Senior High School. The design of the alternative model must also describe the relationship that is well established, giving rise to reciprocal relationships between teachers as adults who guide learners in the area of proximal development.

The above problems can occur because they have not received adequate education services unconsciously, they should try to provide differentiated educational services, namely the provision of educational experiences that are tailored to the talents, interests, abilities, and intelligence of students, so they can manifest their potential as their characteristics as stated above

### **The Role of the QORI Learning Model as scaffolding learning in increasing student learning autonomy in Open High Schools.**

The educational policy for students at the Open High School departs from a pedagogical, psychological and philosophical point of view, which is rooted and actually takes place in this country, as stipulated in Law number 20 of 2003 concerning the National Education System.

Theoretically the term independent learning itself is often associated with the open education system, because in general the open education system applies the concept of independent learning. This term is used to distinguish it from the concept of learning in general which depends on the control and direction of the teacher. In an open education system, most student learning activities are carried out by students independently, with limited guidance from the teacher. This raises the consequences of the demands for student independence in learning. Various studies on the independence of learning in an open education system are often discussed with the starting point of the concept of independent learning. In the open education system there are several terms that can be referred to to explain the concept of independent learning. In connection with the concept of independent learning, Malcon (1975) uses the term "self-directed learning". In addition, he also mentioned other terms such as: self-planned learning, independent learning, self-education, self-instruction, self-teaching, self-study and autonomous learning.

Thus the teacher is required to be able to develop themselves so that in the implementation of learning can accommodate the needs of students in high school, especially related to efforts to increase the power of learning autonomy of students in high school as an inherent characteristic of him. This means that teachers can create a learning approach model to increase the learning autonomy of Open High School students, so that learning autonomy can be realized.

The above will happen by deepening the teacher in creating a conducive learning atmosphere. Therefore, it is related to the development of learning autonomy for students in Open High Schools, so we need a strategy from the environment to be able to develop learning autonomy. One of them is by developing learning strategies or learning models that accommodate the needs of students in Open High School, or further creating a learning model.

Besides that Open High School is an education subsystem at the secondary education level that prioritizes independent learning activities of its students with limited guidance from others. Open High School is one model of alternative education services for secondary schools that is organized by regular high schools. Open High School is not a new stand-alone institution or UPT, but it is the main regular SMA. Thus, the regular high school which is the Open High School Parent School organizes education in a dual mode system (dual task). That is, the Open High School Parent School simultaneously serves two different groups of students, with different learning methods. In this case, the Open High School Parent School is given an expansion or an additional role, namely in the form of educational services with a distance learning system intended for students who have certain obstacles. (Pustekkom, 2005).

### **Recommendation**

Based on the result of the study, the researcher proposes some recommendations as follow.

Basically, the learning that is carried out is to plan learning by making effective steps to design the environment so that the learning process can run well in accordance with the objectives to be achieved.

In the implementation of the teacher together with students to develop learning plans and the teacher prepares steps.

1. Application of learning approaches and strategies to the QORI Model as scaffolding learning.
2. The implementation of the QORI Model as scaffolding learning which has been constructed as an alternative to increasing the learning autonomy of Open High School students, can be practically operated in the learning process.
3. To make it easier for teachers to implement the QORI Learning model for Open High School Students, the following illustrates what teachers must pay attention to, namely:  
The initial stage of doing the Assessment, To determine the initial conditions / PA (actual development). In determining PA, the teacher can conduct an assessment, In PA containing empirically real conditions that occur in children, PA becomes the initial step in determining success in the guiding process in ZPD towards PP (potential development)

The second step is to pay attention to the things below:

The QORI model as a Scaffolding learning is implemented with an approach

1. collaborative learning

2. Learning is more oriented to problem-based learning (Problem-based Learning.)
3. the method used is more in the scope of the CTL (Contextual teaching learning) approach, for example; inquiry method, experiential learning, travel tour method, exploration method ... etc.
4. This model is most suitable for subjects that have an orientation to performance or performance such as writing, reading, mathematics, music and physical education. Besides that it is also suitable for teaching the components of the skills of history and science.
5. The teacher must set the weight of the material at least C4 (analysis) and if possible up to C6 (evaluation) which encourages students to think at a high and critical level.

## **Conclusion**

In this QORI Learning model there are five very important phases. The explanation is as follows:

The first phase is included in the preparation phase, which is to build Quantum interactions so there is a reciprocity in creating a good emotional bond between the teacher and students. The content is more on building children's presentations on situations and problems related to social relationships and learning material. In other words in this phase the teacher motivates students to be ready to learn by starting the lesson with an explanation of the aims and background of learning and preparing students to receive further explanation.

In addition, the teacher provides comfortable conditions both in aspects of social relations and in aspects of learning material that will be rolled out and then the teacher explains the learning objectives and adaptation of children with phenomena analysis, mass demonstrations, and student motivation to engage in problem solving.

The second phase the teacher organizes children in adjusting themselves to the situation and problem. In other words the teacher conditions the child in the process of self-adjustment in the collaborative area to run well. Aspects that are formed from self-ignorance in children with adjustments that achieve the ability to accept both morally, socially and emotionally.

Fase ketiga guru membimbing individu dalam aktivitas dan belajar. Artinya Guru membimbing dan mengkondisikan siswa menerima tugas dalam pembelajaran dan peran aktif memecahkan masalah.

In addition, the teacher conditions students to collaborate, both teacher and student or students and students to work together in solving problems in learning

The third phase of the teacher guides the individual in activities and learning. This means that the teacher guides and conditions students to accept assignments in learning and the active role of problem solving.

Besides that the teacher can maintain the condition of the child who has been able to adapt to the transition area by strengthening the collaborative agenda so that the

ability to adapt continues to the ability to plan and organize responses in certain ways so that conflict, difficulties and frustration do not occur when in the collaborative area.

The fourth phase the teacher can develop learning by preparing learning material with problem solving settings. In other words the teacher helps and facilitates and encourages students to plan and help divide tasks in problem solving independently. In this phase the condition of the child can adjust to the environment both social relationships and in the context of learning material.

Such conditions are very conducive to be able to develop their potential independently. So that in the end the child can solve and solve the problem independently. The end of the child can develop themselves into potential development.

The fifth phase as the last phase in learning activities where the teacher can analyze and evaluate the problem solving done by students.

In addition, the teacher helps students to reflect and evaluate what they do and the processes they use. So that it is expected that independence in learning and self regulation can be formed with the apparent appearance of children being able to solve problems independently.

It can be concluded that teachers in implementing this model deliver children, from initial conditions or early development (PA) to potential development (PP), teachers only create two categories, namely first creating comfortable conditions for children and conducive efforts to adjust well, both on learning material or environmental situations, as well as personal relationships with outside oneself, so that the collaborative learning process can be done well too, then the second category directs children to be able to learn independently (conditioned learning) with the condition that children gain confidence and self-confidence can increase along the formation of independent learning patterns in these children. And the end of all that children are able to solve problems independently.

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