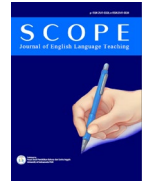




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Research Article

Beyond the Classroom: The Efforts of Teachers in Educational Enhancement

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KEYWORDS

Teacher efforts;
Educational Enhancement;

ABSTRACT

This research at a private Islamic junior high school aimed to explore the impact of teachers' efforts beyond the classroom on student learning and overall educational enhancement. A qualitative research using observations and a Google Form questionnaire was employed to gather insights from teachers about their initiatives, including professional development, collaboration, outdoor and experiential learning, student engagement and support, project-based learning, cultural and international understanding, character education, continuous improvement and innovation, community and environmental engagement, and technological integration. The research addressed a gap in understanding the holistic effects of teachers' extracurricular efforts on students. Key findings substantially positively impacted student motivation, vocabulary, critical thinking, confidence, and overall well-being. The effectiveness percentages highlighted the success of specific initiatives, with the Intercultural Understanding Program ranking highest at 31.59%. The results indicated alignment with various educational theories, emphasizing the need for a multifaceted and dynamic approach to education. The positive sentiment among teachers underscored their collective belief in the significant contribution of these efforts to overall educational improvement. Implications suggest the importance of continuous professional development, collaborative learning communities, and holistic approaches in shaping a positive and engaging educational environment.

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INTRODUCTION

The need for educational enhancement in Indonesia is evident from some potential positive impacts. Improving education is critical to creating a knowledgeable and skilled workforce, which is necessary for competitiveness and economic success. A country's human capital and ability to innovate and adjust to shifting economic demands are enhanced by a well-educated populace (Hanushek and Woessmann, 2016). Moreover, countries, including Indonesia, now have to get their populations

ready for global competition. Improving education guarantees that Indonesian students have the abilities and information required to compete and perform effectively on a global scale. They will have the capabilities to engage with international opportunities such as higher education, the job market, entrepreneurship, research, or contributing to global issues and challenges (Hargreaves & Shirley, 2009). Furthermore, technological advancement and innovation are fostered by an effective education system. The advancement of technology can benefit several industries, such as healthcare, business, and agriculture if Indonesia makes investments in education improvement

(Becker, 2009). These factors highlight how urgent and crucial it is to invest in education in Indonesia to ensure a better future for the country and its people.

One of the most important roles in educational enhancement is teachers (Hanushek and Woessmann, 2016). In the modern educational environment, teachers have a more thorough and all-encompassing role in enhancing students' learning outside the classroom. Teachers have evolved beyond their conventional roles as instructors; they now encompass various dimensions, significantly influencing students' learning experiences within and beyond the classroom. This evolution mirrors broader changes in educational paradigms, which are transitioning from a uniform approach to a more comprehensive, student-centered perspective on education (Darling-Hammond, 2017).

Teachers have a significant impact on students' learning experiences. Several studies have demonstrated the substantial effects of good teaching strategies, student-teacher interactions, and instructional techniques on student results (Hattie, 2009). Through a multidimensional approach that includes creative teaching techniques, extracurricular activities, mentorship, and programs that enhance students' educational experiences, teachers can affect students' intellectual and personal growth. This all-encompassing strategy recognizes that students' development happens not just in the classroom but also in other spheres of their lives (Hargreaves & Fullan, 2012).

There are a lot of efforts that teachers can make to contribute to educational enhancement (Marzano, 2007). These efforts can extend beyond conventional teaching, not only inside but also outside the classroom. Innovating and captivating instructional resources that go beyond typical textbooks can be developed by teachers. These resources may include interactive teaching technologies that accommodate different learning styles, online learning environments, and project-based learning materials. To ensure that students have access to current and relevant knowledge and are adequately prepared for the challenges of the twenty-first century, innovative curriculum creation is necessary (Darling-Hammond et al., 2020).

In addition, teachers can actively participate in learning communities both within and outside of the classroom, as well as professional development opportunities. Teachers gain information, skills, and innovative teaching techniques from these encounters that they can use to improve their students' educational experiences. Teachers can stay current on best practices and research discoveries in education by participating in professional development and learning communities, which will ultimately benefit their students (DuFour et al., 2010).

Moreover, teachers can cultivate close relationships with local parents and communities. To enhance students' learning and well-being, this engagement entails keeping in regular contact with parents, including them in school events, and working with community organizations. Strong parent-teacher relationships and community involvement have been shown to have a favorable effect on students' behavior, academic achievement, and general school success (Epstein, 2001).

Furthermore, by actively participating in and promoting extracurricular activities including clubs, sports, cultural events, and community service projects, teachers can improve student learning. Outside of the classroom, these activities allow kids the chance to grow as individuals, acquire new skills, and strengthen their character. It has been demonstrated that students' self-esteem, teamwork abilities, and general personal development are all enhanced by extracurricular activity (Eccles et al., 2003). It supports their all-encompassing education by fostering traits like social awareness, leadership, and responsibility.

The innovative educational environment at a private Islamic junior high school has been recognized for its holistic approach to education, yet there exists a research void in understanding the unique techniques employed by its teachers. While studies on the importance of teachers in education abound, there is a significant research gap regarding the specific strategies employed by teachers in dynamic learning environments like what happens at one of a private Islamic school named SMP Progressive Bumi Shalawat.

Previous studies on teacher impact (Darling-Hammond, 2017; Hattie, 2008; Ingersoll and Strong, 2011) emphasize the importance of effective teaching. However, these studies often lack a nuanced analysis of teachers' strategies in dynamic learning environments. The current research aims to fill this gap by examining the specific efforts of teachers at SMP Progressive Bumi Shalawat, aligning with the broader discourse on the evolving role of teachers in contemporary education.

This study aims to address this gap by investigating the diverse efforts of teachers and their impact on education in this distinctive setting. By unraveling the specifics of teachers' initiatives beyond the classroom, the research seeks to bridge the existing knowledge gap and provide insights into the unique teaching methods utilized at SMP Progressive Bumi Shalawat.

The research questions guiding this study are: 1) What specific efforts do teachers at SMP Progressive Bumi Shalawat employ to enhance education beyond the classroom? and 2) What impact do these teachers' efforts have on student learning and overall educational enhancement? The objectives of the study are twofold: 1)

To investigate the efforts employed by teachers at SMP Progressive Bumi Shalawat to enhance education beyond the classroom, and 2) To discover the impact of the teachers' efforts on student learning and overall educational enhancement.

This study's significance lies in its potential to offer insights that extend beyond the specific context of SMP Progressive Bumi Shalawat, serving as a source of inspiration for educational practices globally. By exploring the transformative role of teachers in nurturing educational growth and fostering an innovative learning environment, the research contributes to broader discussions on contemporary educational paradigms.

METHOD

Research Design

Investigating the nuances of teachers' attempts to improve education outside of the classroom is a worthwhile use of qualitative research methods. This research style places a strong emphasis on appreciating and contextualizing experiences, viewpoints, and behaviors. According to Creswell (2014), the goal of qualitative research is to collect detailed, descriptive information from the perspectives of the participants. It works especially well for delving into intricate phenomena and illuminating the how and why of a given topic.

Qualitative research in this context enabled a thorough examination of the particular initiatives and tactics teachers at SMP Progressive Bumi Shalawat used in their endeavor to improve education outside of the classroom. Using a qualitative methodology, the study sought to fully comprehend the complex roles that teachers played in this particular educational context by capturing the subtleties and complexities of their endeavors.

The survey method was used as a data collection instrument in the qualitative design. According to Dörnyei (2007), surveys in qualitative research can elicit in-depth answers from participants regarding their particular experiences, behaviors, and tactics. The purpose of this study's survey was to collect detailed, narrative replies from teachers, allowing them to share their viewpoints, approaches, and experiences related to improving education.

There are various reasons why Google Forms was the preferred platform for distributing surveys. The survey provided participants with convenience and accessibility by enabling them to answer questions at their own pace and from different locations. For qualitative research, Google Forms also makes systematic data collecting easier, which is crucial. According to Bryman (2019), this platform makes it possible to efficiently organize and analyze the data that has been gathered.

In conclusion, this study was well-suited for the selection of a qualitative research design, which was enhanced by the use of questionnaires distributed using Google Forms. Putting teachers' experiences and tactics in their own words enabled a thorough investigation of their efforts to improve education outside of the classroom and offered insightful information about the complex roles that teachers play at SMP Progressive Bumi Shalawat.

Participants

The participants of this study were 38 teachers of IIS SMP Progressive Bumi Shalawat. The school's reputation as a pioneer in education suggests that it can provide valuable insights into creative teaching methods, extracurricular involvement, and other innovative strategies that contribute to educational enhancement. By selecting SMP Progressive Bumi Shalawat teachers as participants, the research gained access to a wealth of firsthand experiences and practices of teachers who actively engage in strategies that promote educational excellence. This firsthand knowledge is essential for a comprehensive understanding of the multifaceted roles of teachers in educational enhancement, as emphasized by Creswell (2014). Before data collection, were informed about the study's purpose, the use of their responses, and the voluntary nature of their participation. Informed consent was obtained to ensure that ethical research standards are followed.

Data Collection

The primary data collection methods utilized in this research were structured surveys administered through Google Forms and observational techniques. The research leveraged Google Forms to distribute structured survey questionnaires to the participants. The survey questions were thoughtfully designed to elicit detailed and nuanced responses from the teachers at SMP Progressive Bumi Shalawat, focusing on their specific efforts and strategies in enhancing education beyond the classroom. Open-ended questions were incorporated into the survey to encourage participants to express their experiences, insights, and innovative practices in their own words.

In addition to surveys, the research incorporated observational techniques as a data collection method. Observations were conducted within the educational environment at SMP Progressive Bumi Shalawat to gain firsthand insights into the practices and strategies employed by teachers to enhance education. Researchers recorded details of teaching methods, interactions, and activities that extend beyond the traditional classroom setting.

The utilization of both surveys and observations in a qualitative approach allowed the research to triangulate data, enhancing the comprehensiveness and validity of the findings. By combining the insights gathered through

surveys with direct observations of teaching practices, the research aimed to provide a holistic view of how teachers at SMP Progressive Bumi Shalawat contribute to educational enhancement.

Data Analysis

Thematic analysis is utilized to identify recurring themes, patterns, and concepts within the collected data (Guest et al., 2012). The analysis process included the following steps:

1. **Data Coding:** Responses were systematically coded to categorize and label common ideas and concepts.
2. **Theme Identification:** Codes were grouped into themes, representing key efforts and strategies employed by teachers.
3. **Data Interpretation:** Themes were interpreted in the context of the research questions, objectives, and the study's overarching goals.

The code was like T1, T2, T3, etc. T stands for teacher and the number addresses the participant. Furthermore, the writer is also concerned about the reliability of using Bahasa Indonesia in the survey questions.

RESULTS AND DISCUSSION

There were thirty-eight teachers participated in the research. Among them, 31.57% are teaching English, 10.53% are teaching Physics, 10.53% are teaching Biology, 10.53% are teaching arts, 10.53% are teaching Mathematics, 10.53% are teaching Bahasa Indonesia, 7.89% are teaching P.E., and 7.89% are teaching Counselling. The percentages indicate the proportion of teachers in each subject area out of the total number of teachers surveyed.

There were five questions in the questionnaire that must be answered by the teachers. The first two questions were used to reveal the first research questions on the teachers' efforts at SMP Progressive Bumi Shalawat to enhance education beyond the classroom. The other three questions were used to investigate the impact of these efforts on student learning and overall educational enhancement. The results of the questionnaires revealed that the participants provided unique perspectives on their projects, illuminating the various ways in which they contributed to the educational experience of their students beyond the classroom.

Specific efforts teachers at SMP Progressive Bumi Shalawat employed to enhance education beyond the classroom

Regarding the teachers' efforts to enhance education beyond the classroom, the results indicated a wide range of initiatives implemented to improve education outside of

the traditional classroom setting and the classification of the most effective activities based on the teachers' perspectives. The activities were categorized into separate groups based on shared themes detected in the data as follows:

Professional Development

A significant segment of teachers, totaling 15.26%, actively pursued Professional Development to elevate the quality of education. T1, for instance, dedicated time to attending seminars focused on skill enhancement and acquiring knowledge to improve the learning process. This commitment demonstrated a proactive approach to staying abreast of advancements in education. Similarly, T23 contributed to this collective effort by actively participating in workshops, seminars, and training sessions, seeking to enhance skills and acquire new knowledge vital for effective teaching. These concerted efforts by teachers underscored the recognition of the dynamic nature of education and the need for continuous improvement, aligning with the evolving landscape of teaching methodologies and educational practices.

Collaboration and networking.

A notable 7.89% of teachers actively engaged in fostering Collaboration and Networking to enhance the educational landscape. T1 exemplified this commitment by sharing experiences with Musyawarah Guru Mata Pelajaran Kabupaten (joining subject-focused meetings held by the district) and collaborating with teachers from other schools. This collaborative approach allowed for the exchange of insights and practices, contributing to a collective improvement in teaching methodologies. Furthermore, T7 emphasized collaboration through subject week and study tours, providing students with diverse learning experiences beyond the conventional classroom setting. Additionally, T28 participated in seminars, workshops, and training sessions organized by educational institutions and private companies, showcasing a commitment to professional networking and staying updated on advancements in the field. These collaborative efforts among teachers underscored the value of shared experiences and collective growth in the pursuit of educational excellence.

Outdoor and Experiential Learning

In his concerted efforts to enrich education, T4 actively participated in extracurricular activities and led outdoor classes. Meanwhile, T5 implemented diverse teaching practices by utilizing natural resources, incorporating outdoor fitness and spiritual training into the curriculum, and orchestrating insightful field trips called the Intercultural Understanding Program (IUP) to locations such as factories, consulates, and museums. The engagement of 15.7% of teachers in these impactful

initiatives underscored a collective commitment to providing students with holistic and experiential learning opportunities beyond the traditional classroom setting.

Student Engagement and Support

Within the realm of student engagement and support, 10.53% of teachers took the initiative to enhance the homeroom experience by implementing family time and fostering a sense of community and rapport among students. On a broader scale, T8 has played a pivotal role in orchestrating various school programs, including Roll Call, Good Morning English, Family Time, Subject Week, International Student Association Program (IPSA), and IIS Champions Club (ICC). These programs not only contribute to building a vibrant school culture but also serve as platforms for students to showcase their talents and engage actively. Additionally, T8 recognized the significance of individualized attention and provided support to students on a personal level as needed. T9, on the other hand, goes the extra mile by offering shadow classes, supplemental clinic sessions, and guidance tailored specifically for students preparing for Olympiads. The collective efforts of 10.53% of teachers highlighted a commitment to fostering a supportive and engaging learning environment for students, promoting both their academic and personal development.

Project-Based Learning

In the field of Project-Based Learning, T10 and T11 made noteworthy contributions to enriching the educational experience. T10, constituting 5.26% of the teachers, has taken a multifaceted approach by implementing project-based skill tests, facilitating outdoor learning experiences, organizing subject weeks infused with interactive games, and immersing students in various activities. This holistic strategy not only cultivated practical skills but also fostered a dynamic and engaging learning atmosphere. Meanwhile, T11, also part of the 5.26%, focused on project-based learning methods, intertwining them with the impartation of life values through thought-provoking quotes and verses. These dedicated efforts by a segment of teachers underscore the commitment to experiential and values-driven education, emphasizing a well-rounded development approach for students.

Cultural and International Understanding

A notable 10.53% of teachers demonstrated a keen dedication to fostering Cultural and International Understanding among students. T13, as part of this group, organized outings, greenhouse activities, and extracurricular events aimed at enriching students' cultural awareness and promoting international understanding. Similarly, T27 actively engaged students in activities such as Cross-Cultural Understanding Seminar, and participation in International Conferences played a pivotal

role in broadening students' perspectives beyond the confines of the traditional curriculum. This collective commitment by a significant portion of teachers highlights the importance placed on nurturing cultural awareness and a global mindset, contributing to a more comprehensive and inclusive educational experience for students.

Character Education and Soft Skills Development

A subset of teachers, constituting 5.26% of the total, dedicated themselves to various aspects of student development. T16 actively instilled character education nurtured student creativity, and honed public speaking skills. These efforts aimed not only at academic growth but also at shaping well-rounded individuals with strong character and effective communication skills. Meanwhile, T20 focused on providing personalized guidance encompassing personal development, hygiene, and appearance. By addressing these essential aspects, T20 contributed to the holistic development of students, fostering a supportive environment that goes beyond academic achievements. The collective commitment of these teachers reflected a comprehensive approach to education, acknowledging the importance of character-building and personal growth alongside traditional academic pursuits.

Continuous Improvement and Innovation

A notable 10.53% of teachers actively contributed to continuous improvement and innovation, showcasing a commitment to evolving educational practices. T32 embraced various activities, including the Intercultural Understanding Program (IUP), practical learning beyond the classroom, and providing intensive guidance. This demonstrated a proactive stance toward enhancing students' learning experiences through innovative approaches. Similarly, T3 implemented unscheduled guidance, and English immersion, and participated in international conferences. These efforts reflected a dedication to continuous improvement and the integration of innovative methods to foster a dynamic and engaging learning environment. The collaborative spirit among these teachers underscored the importance of adapting to new pedagogical strategies and staying at the forefront of educational innovation.

Community and Environmental Engagement

An impressive 10.53% of teachers actively engaged in fostering community and environmental engagement, demonstrating a holistic approach to education. T15 played a pivotal role by involving students in diverse activities such as gardening, camping, farming, environmental observation, and fostering international cultural awareness. These initiatives not only enrich students' understanding of the world but also instill a sense of responsibility towards their community and the environment. Similarly, T36

collaborated with external entities to organize programs related to culture, health, and cleanliness. This collaborative effort showcased a commitment to community engagement and environmental stewardship, emphasizing the school's broader role in shaping socially responsible and environmentally conscious individuals.

Technological Integration

An appreciable 5.26% of teachers were actively involved in the integration of technology to enhance education, showcasing a forward-thinking approach to teaching. T35 played a significant role by utilizing online platforms to provide additional materials and assignments, fostering a technologically enriched learning environment. Moreover, the encouragement for student participation in scientific and mathematical competitions through these platforms reflected a commitment to leveraging technology for academic advancement. This approach not only facilitated access to supplementary learning resources but also empowered students to engage in intellectually stimulating competitions, promoting a holistic and innovative educational experience.

Various efforts were made by teachers at SMP Progressive Bumi Shalawat to enhance education beyond the classroom as stated above. Among these efforts, the most effective strategies, as perceived by the teachers, included Subject Week, and Intercultural Understanding Program (IUP). Subject Week was considered impactful, providing students with a new atmosphere that encouraged collaboration and healthy competition, allowing them to stay focused on specific subjects in a fun yet focused manner. The implementation of outdoor classes through the Intercultural Understanding Program (IUP) was seen as highly effective in introducing students to new knowledge and experiences related to their daily lives. Additionally, the Intercultural Understanding Program (IUP) played a crucial role in broadening students' perspectives through direct involvement in various activities. Other notable effective efforts included Family Time done every day after school, Project-Based Learning (Skill Tests and Outdoor Learning), and Cultural and International Understanding activities. The overall effectiveness was perceived based on achieving specific targets or indicators, with the success varying depending on the nature of each program or activity. The effectiveness percentages, from most to least effective, were as follows:

Table 1 The Effectiveness of Educational Enhancement by Teachers

| <i>Educational Enhancement by Teachers</i> | <i>Effectiveness Percentage</i> |
|--|---------------------------------|
| <i>Intercultural Understanding Program (IUP)</i> | 31.59% |
| <i>Subject Week</i> | 15.7% |
| <i>Family Time</i> | 7.89% |
| <i>Project-Based Learning</i> | 5.26% |

| | |
|---|-------|
| <i>Cultural and International Understanding</i> | 5.26% |
| <i>Technological Integration</i> | 5.26% |

The impacts of teachers' efforts have on student learning and overall educational enhancement

The efforts made by the teachers were believed to have a significant impact on student learning and overall educational enhancement. Teachers employed various strategies, such as introducing new media and games (T1), organizing outdoor learning activities to create joyful learning experiences (T4), and implementing family time to build a closer teacher-student relationship (T6). These initiatives contributed to increased enthusiasm and motivation among students, fostering a positive learning environment. The efforts also extended beyond traditional classroom settings, incorporating real-world experiences and enhancing students' physical and psychological well-being (T5).

Moreover, the implementation of activities like subject weeks and roll call programs positively influenced student motivation and engagement (T3, T8). Teachers' dedication to finding creative and meaningful ways to deliver lessons made learning more enjoyable (T3). The impact was not only academic but also extended to the emotional and social aspects of students, enhancing their confidence and interpersonal skills (T15, T16).

While recognizing the positive impact of their collective efforts, some teachers at SMP Progressive Bumi Shalawat acknowledged the potential for both positive and negative effects, particularly in terms of individual student focus and specialization (T8). However, they took proactive measures to address potential challenges, exemplified by providing additional guidance for students who required extra support in specific subjects (T9, T30). Despite the awareness of potential drawbacks, the teachers' concerted efforts had a substantial and positive impact on student learning and the overall educational experience. These efforts contributed to the creation of a more engaging and holistic learning environment.

The observed positive impacts resulting from teachers' initiatives outside the classroom were notable at SMP Progressive Bumi Shalawat. Teachers highlighted the tangible effects on students' skills and understanding, emphasizing the increase in motivation to learn about specific topics introduced during extracurricular activities (T2). Additionally, they noted improvements in students' vocabulary, attributing these advancements to activities like English Week (T3). Furthermore, teachers witnessed students actively connecting the knowledge gained from outdoor learning experiences to concepts taught within the traditional classroom setting (T4). This cohesive approach demonstrates how the teachers' proactive strategies

addressed challenges and, in turn, fostered positive outcomes in the student's educational journey. The positive impacts extended beyond academic achievements. Teachers mentioned changes in students' behavior and well-being. Students became more active and engaged outside traditional classroom settings, experiencing a sense of freshness and improved focus (T5). Additionally, the enhancement of students' character and their ease of understanding after participating in outdoor learning activities was evident (T6).

Teachers at SMP Progressive Bumi Shalawat also shared instances highlighting the positive impact of their efforts on students' confidence, particularly in areas such as public speaking (T21). Notably, students who initially hesitated to speak in public experienced a remarkable transformation, exhibiting increased self-assurance and improved expressive and articulation skills through repeated practice (T21).

This observed enhancement in students' confidence aligns with the overall sentiment among teachers at SMP Progressive Bumi Shalawat, as indicated by the data. The teachers' narratives about students gaining confidence through initiatives like public speaking underscore the tangible outcomes of their efforts. The survey data further supports this, revealing a high level of confidence and belief among teachers regarding the significant contribution of their collective initiatives to the overall improvement of education in the school. A substantial majority, comprising 51.3% of teachers, expressed a robust belief, signifying a widespread sense of confidence and assurance among the teaching staff in the positive impact and meaningful contribution of their initiatives towards the enhancement of education. This interconnected narrative emphasizes how the teachers' efforts, including those fostering confidence in students, collectively contribute to the overall positive educational environment at the school.

Additionally, 41% of teachers conveyed a general belief in the contribution of their efforts. While not as emphatic as the "strongly believe" category, the "believe" category still signifies a positive perception among these teachers. They acknowledged the effectiveness of their initiatives and the positive influence they had on the educational environment within the school.

A smaller percentage, 7.7%, fell into the "cukup percaya" (moderately believe) category. While this group may not be as resolute in their belief compared to the majority, the term "cukup percaya" implies a sufficient level of confidence in the impact of their efforts. Despite being a smaller percentage, their acknowledgment still contributes to the overall positive sentiment regarding the influence of teachers' initiatives on the school's education.

Table 2 Teachers' Believes Towards the Initiative Impact

| <i>Teachers' belief</i> | Percentage |
|-------------------------|-------------------|
| <i>Strongly Believe</i> | 51.3% |
| <i>Believe</i> | 41% |
| <i>Moderate Believe</i> | 7.7% |

In summary, the responses indicate a prevailing positive sentiment among the teaching staff, with a majority expressing strong belief in the substantial contribution of their efforts to the overall improvement of education in SMP Progressive Bumi Shalawat.

Discussion

The teachers at SMP Progressive Bumi Shalawat have undertaken a multifaceted approach to enhancing education beyond the traditional classroom setting, encompassing various categories of initiatives. The implementation of professional development initiatives, as evidenced by 15.26% of teachers participating in seminars and workshops, aligns with the principles of continuous teacher growth discussed by Guskey (2002). This commitment to staying updated on educational advancements resonates with the idea that effective teaching requires ongoing professional development to adapt to changing educational landscapes (Darling-Hammond, 2017).

Collaboration and networking efforts, engaged in by 7.89% of teachers, echo the importance of communities of practice and collaborative learning in education (Wenger, 1998). By sharing experiences and insights through subject-focused meetings and collaborations with teachers from other schools, these teachers contribute to the collective growth and improvement of teaching methodologies, fostering a culture of shared knowledge and mutual support.

The emphasis on outdoor and experiential learning by 15.7% of teachers resonates with Kolb's (1984) experiential learning theory. By actively participating in extracurricular activities, outdoor classes, and insightful field trips, teachers are providing students with opportunities to engage in concrete experiences, reflective observations, and abstract conceptualizations, thereby enhancing their overall learning experience.

Student engagement and support initiatives by 10.53% of teachers align with Vygotsky (1978) sociocultural theory, emphasizing the importance of social interactions and a supportive environment in the learning process. By implementing family time, school programs, and personalized support, these teachers contribute to creating a positive and supportive learning community.

The focus on project-based learning by 5.26% of teachers corresponds with the principles of constructivism, where students actively build knowledge through hands-on

experiences (Piaget, 1973). Through project-based skill tests, outdoor learning experiences, and interactive games, teachers are fostering an environment that encourages students to construct their understanding of concepts.

Efforts toward cultural and international understanding by 10.53% of teachers align with the principles of global education, emphasizing the development of cultural awareness and global perspectives (Banks, 2008). By organizing outings, extracurricular events, and seminars on cross-cultural understanding, these teachers contribute to preparing students for active participation in a diverse and interconnected world.

Character education and soft skills development initiatives by 5.26% of teachers are consistent with the broader understanding of education encompassing not only cognitive but also affective and psychomotor domains (Bloom et al., 1956). These teachers are actively shaping well-rounded individuals by instilling character education, nurturing creativity, and honing soft skills.

Continuous improvement and innovation efforts by 10.53% of teachers reflect a commitment to the principles of educational innovation and adaptability (Fullan, 2007). By embracing activities beyond the traditional curriculum, providing unscheduled guidance, and participating in international conferences, these teachers contribute to creating a dynamic and engaging learning environment.

Community and environmental engagement initiatives by 10.53% of teachers align with the principles of education for sustainable development, emphasizing the importance of instilling environmental consciousness and community responsibility. The commitment to community engagement and environmental stewardship aligns with contemporary educational theories emphasizing the importance of schools as community hubs and agents of positive social change (Fullan, 2007). Through activities like gardening, camping, and fostering cultural awareness, these teachers contribute to shaping socially responsible and environmentally conscious individuals.

Efforts by 5.26% of teachers to integrate technology into education align with the broader discourse on educational technology and its potential to enhance learning outcomes (Mishra & Koehler, 2006). By utilizing online platforms and encouraging participation in scientific competitions, these teachers contribute to creating a technologically enriched and intellectually stimulating learning environment. This technological integration reflects a forward-thinking approach to teaching, emphasizing the importance of adapting to new pedagogical strategies and staying at the forefront of educational innovation.

The effectiveness percentages, particularly with the Intercultural Understanding Program (IUP) ranking highest at 31.59%, further emphasize the success of

initiatives when measured against specific targets or indicators. This aligns with the principles of effective program evaluation (Rossi et al., 2019), highlighting the importance of setting clear goals and assessing outcomes. The high effectiveness percentage of the IUP indicates that the program has not only met but exceeded its intended objectives, establishing itself as a well-executed and impactful endeavor. Both the technological integration efforts and the success of the IUP contribute to a dynamic and progressive educational landscape at SMP Progressive Bumi Shalawat.

The efforts made by teachers at SMP Progressive Bumi Shalawat have indeed demonstrated a substantial impact on student learning and overall educational enhancement. Through a diverse range of strategies, such as introducing new media and games, organizing outdoor learning activities, and implementing family time, teachers have effectively cultivated a positive and engaging learning environment. This approach aligns seamlessly with motivational theories, acknowledging the significance of creating a stimulating and enjoyable learning atmosphere to enhance student motivation and engagement (L. Deci & M. Ryan, 1985). Moreover, the incorporation of real-world experiences, particularly evident in activities like outdoor learning, not only contributes to academic development but also addresses students' physical and psychological well-being (T5). This holistic approach resonates with Gardner's (2011) perspective on holistic development, emphasizing the importance of addressing multiple domains in students' growth.

Moreover, the positive impact extends beyond traditional classroom settings, influencing the emotional and social aspects of students. The implementation of subject weeks and roll call programs positively influenced student motivation and engagement, contributing to their overall emotional well-being (T3, T8). This corresponds with social cognitive theories, emphasizing the role of social interactions and supportive environments in shaping students' emotional and social development (Bandura, 1978). Teachers' dedication to finding creative and meaningful ways to deliver lessons not only made learning more enjoyable but also had emotional and social implications, enhancing students' confidence and interpersonal skills (T15, T16).

While some teachers acknowledged the potential for both positive and negative effects, their proactive measures to address challenges, such as providing additional guidance for students who require extra support in specific subjects, exemplify a form of adaptive teaching. This aligns with the concept of adaptive expertise, where teachers continually adjust their instructional strategies based on student needs (Hatano & Inagaki, 1986). Despite being aware of potential drawbacks, the teachers' concerted efforts had a substantial

and positive impact on student learning and the overall educational experience.

The observed positive impacts on students' skills and understanding, including increased motivation and improved vocabulary, underline the effectiveness of teachers' initiatives outside the classroom (T2, T3). These outcomes resonate with the principles of constructivism, where students actively build knowledge through hands-on experiences and meaningful activities (Piaget, 1973). The positive effects extended beyond academic achievements to changes in students' behavior and well-being, highlighting the importance of a holistic approach to education (T5, T6).

The enhancement in students' confidence, particularly in areas such as public speaking (T21), aligns with socio-cultural theories emphasizing the role of social interactions and authentic experiences in shaping students' self-perception and skills (Vygotsky, 1978). The survey data further supports this, revealing a high level of confidence and belief among teachers regarding the significant contribution of their collective initiatives to the overall improvement of education in the school. This interconnected narrative emphasizes how the teachers' efforts, including those fostering confidence in students, collectively contribute to the overall positive educational environment at the school.

CONCLUSION

In conclusion, the results of the research at SMP Progressive Bumi Shalawat showcase a comprehensive and well-rounded approach to education, encompassing various theoretical frameworks and educational philosophies. The teachers' initiatives align with contemporary theories and practices, emphasizing the need for continuous professional development, collaborative learning communities, experiential learning, socio-cultural interactions, constructivist approaches, global education, holistic development, educational innovation, sustainable development, and technological integration. The success of these efforts, as reflected in the effectiveness percentages, underscores the importance of a multifaceted and dynamic approach to education that goes beyond traditional classroom boundaries.

The positive and multifaceted impact of teachers' efforts at SMP Progressive Bumi Shalawat on student learning and overall educational enhancement is evident in the research findings. This impact aligns with various educational theories, including motivational theories, holistic development perspectives, social cognitive theories, constructivism, and socio-cultural theories, highlighting the depth and diversity of these influences. The positive sentiment among the teaching staff, as reflected in the survey data, further emphasizes the collective belief in the

substantial contribution of their efforts to the overall improvement of education in the school. This interconnectedness of theoretical alignment and positive outcomes reinforces the significance of adopting a holistic and adaptable educational approach that caters to the evolving needs and aspirations of students in a dynamic learning environment.

However, it is important to acknowledge the limitations of this study. The research is limited to a specific educational institution, which may affect the generalizability of the findings to other contexts. Additionally, the study relies on self-reported data from teachers, which could introduce bias. Future studies could expand the scope by including multiple institutions and incorporating student perspectives to provide a more comprehensive understanding. Furthermore, longitudinal studies could offer insights into the long-term impact of these educational strategies.

The possibilities for further research are extensive. Exploring the integration of emerging technologies in more detail, assessing the impact of these educational strategies on specific student outcomes, and investigating the role of parental and community involvement in education are just a few areas ripe for further investigation. By continuing to explore and refine these educational practices, we can contribute to the ongoing improvement and adaptation of education to meet the evolving needs of students in an ever-changing world. In conclusion, the results of the research at SMP

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