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HIGHER EDUCATION LEARNING CULTURE (EFFORTS TO DEVELOP STUDENTS ' LEARNING QUALITY)

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ABSTRACT

Learning culture is a set of activities that develop into programs or learning plans that contribute to good habits for learners in the teaching process. Habits will create a culture and become provisions, responsibility in the completion of tasks, powerful concentration, efficient use of learning time, continuous application of effective learning. Culture can be understood as a collective program of concepts that distinguishes participants from one group of individuals, where each group has standards, characteristics, values, and how to enforce them. From the whole understanding of learning that has been read and understood, the author can formulate the notion of learning as an individual effort to organize all its resources (physical, mental, intellectual, emotional and social) to respond to various problems faced.

KEYWORDS: *Learning culture, higher education*

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INTRODUCTION

A college is a place where learners discover their real identity, where they are called students. Students are persons who study and promoting disciplines. In undergoing education, it is strongly affected by competence and active in student activities, some work part-time or student organization's actions but stay active in the learning process and manages the quality of their learning.⁴ This is determined by the characteristics of learners affected by a variety of backgrounds.

The teaching process that is officially followed by campus learners is facilitated by curriculum-based instructors to achieve the specified goals. In addition to studying on campus, learners must also strive to learn separately to meet and follow the academic and scientific culture by following the notion of adult learning (andragogy). In this respect, Knowles said that adult learning must also be structured and oriented towards cognitive, affective and psychomotor development, alter and actively engage in social and cultural development. Because adults have developed (1) self-concept (2) has a great deal of knowledge (3) willing to learn at all times; and (4) oriented towards teaching. The four factors have implications in the teaching and learning process, the function of the lecturer as the facilitator is to provide the learners with support and guidance⁵.

Undergraduate students in higher education are categorized as middle adults between the ages of 20 and 40⁶ because they experienced a more mature mindset at that time. Knowles also asserted that teachers must 1) develop a conducive atmosphere and coordinate learning programs in planning, 2) identify learning needs, 3) formulate goals and materials, 4) design learning patterns, conduct learning activities with different strategies, methods, techniques, tactics and exciting and applicable styles, evaluate learning activities and assess learning criteria. Learning in higher education can be understood, not only lecturers but students also become the foundation of learning support. Because universities are always referred to as intellectuals, the success of their students is inseparable from a positive learning culture both in the campus environment and the culture of independent learning with the slogan of all places and all time is learning. Also, students are expected to have the consequences of consistently

undergoing the learning process as a student to shape the culture and continuity of learning in him.⁷

Culture can be understood as a collective program of concepts that distinguishes participants from one group of individuals, where each group has standards, characteristics, values, and how to enforce them.⁸ From the whole understanding of learning that has been read and understood, the author can formulate the notion of learning as an individual effort to organize all its resources (physical, mental, intellectual, emotional and social) to respond to various problems faced.

Learning culture is a sequence of activities that become programs or learning plans performed by learners to become a practice that will have a powerful impact on the learning process. Habits will shape culture and become provisions, regularity in completing tasks, good concentration, study time use, learning self-discipline, rooted in developing effective methods of learning.

DISCUSSION

1. Understanding Culture of Learning

Learning culture is said to be a series of activities in performing learning activities which regards learning as a habit where, if the habit is not implemented, it implies violating a particular value or benchmark. It also simply makes learning an enjoyment, so that learning motivation develops within students, which ultimately improves learning productivity.⁹

To understand the culture of learning, Dadan Wahidin said that there are several opinions on the culture of learning, including 1) learning culture is seen as a knowledge system that implies. 2) Learning culture acts as a "model for human life" which functions as a blueprint or guidelines for shared values 3) learning culture is also used to understand and interpret the environment and the experience of life. 4) In both physical and social environments, learning culture is also seen as a method of human adaptation to the world.

Moreover, learning culture can be defined as the capacity of learners to develop learning styles and strategies based on the self-potential factors they have and the situations experienced during the systematic process of learning. This can lead to successful learning activities as well as positive improvements in competence, attitudes, and abilities. These activities continually and systematically shape the behaviors and habits of learning to become a culture including disciplining and overcoming

⁴ Uhar Suharsaputra, *Manajemen Pendidikan Perguruan Tinggi; Strategi Menghadapi Perubahan*, (Bandung; Refika Aditama, 2015), h. 234

⁵ Malcolm Knowles, *The Modern Practics of adult education, andragogy terj. Lunandi, .G* (1984), *Pendidikan Orang Dewasa*. (Jakarta; Gramedia, 1970), h.

⁶ *Ibid*, h. 59

⁷ Malcolm Knowles, *The Modern Practice of Adult Education; Andragogy Versus Pedagogy, terj.* (Jakarta; Gramedia, 1986), h. 68

⁸ Clifford Geertz, *Tafsir Kebudayaan*, (Yogyakarta; Kanisius, 1992), h. 4-5

⁹ Tabrani Rusyan dan Atang Kusdinar, *Pendekatan dalam Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2007), h. 12.

learning issues, being able to participate in structured academic activities through face-to-face activities as well as independent academic activities.

Therefore, learners must be able to transform themselves to effectively manage their learning, which in the learning process also requires a direction from the lecturer. As opinion “the goal of fixing the learning is to makes permanent the subject matter trough understanding the concepts and related material so that even some years later one can still recall the major points of the subject”.¹⁰

Many shifts in the definition of learning from the true meaning, the ideal meaning of the learning process starts from entering the classroom, discussing, and organizing. But the phenomenon of the meaning of the learning process is entering the classroom, sitting, listening to lectures, and the saddest believed is filling in the attendance list to raise their grades. As Suwardjono has mentioned, this has generated the circumstances for shaping the behavior of learners who come, sit, listen and take notes that are decreased by thinking. Writing notes are considered a source of knowledge that can be doubled by other students because they feel that the learning process is less supportive so that they feel comfortable just by becoming an audio copy machine.

In reality, with the condition of learners who have reached maturity level, they should be able to carry out the learning process consciously and independently, so that they gain understanding, change attitudes and generate skills. As the theory of cognitive development in Jeanne Ellis Ormrod, Vigotsky says that individual cognitive development can be created deliberately and systematically. Everyone can perform numerous constructive and complex problems to achieve success, according to Vigotsky. In promoting cognitive development, Vigotsky stressed the importance of society and culture so that his theory is sometimes referred to as a socio-cultural view.¹¹

Individual learners, in this case, students, are therefore individuals who already have a sufficient level of maturity to be able to carry out and train themselves with some meaningful and difficult activities to achieve learning success that promotes cognitive development, enhanced attitudes, and competence to cope with different forms in culture.

A large number of learners with variations in backgrounds, styles, habits, and different cultures will generate distinctions in levels of cognition and learning styles. In John W. Santrock, Vigotsky argues that cognitive abilities derive from social relationships and are affected by socio-cultural backgrounds. Vigotsky said that it is not possible to

separate personal growth from social and cultural activities.¹²

2. Learning Culture Characteristics

Any learning culture that someone owns may not necessarily apply to someone else. The following features of a learning culture are:

a. The culture of learning is shared.

Culture-inherent learning culture has been developed together by groups of people. Because it comes from human potential, learning group culture is a jointly owned function. The grouping depends on different kinds of cultures. A person will be a part of an ethnic learning culture and a supporter of the learning culture of the individuals in whom he lives.¹³

Consequently, the learning culture inherent in learners is acquired from their learning experiences and created together by a group of learners. A learner learning culture is different from other learners, although in practice some learners will promote learning cultures of other students in the same learning situation.

b. Culture of learning tends to thrive and adapt.

Because it is shared, then culture tends to be maintained together (closed / static society). But on the other hand if the culture is going to change then there is agreement to do it simultaneously (open / dynamic). The nature of maintaining and changing the culture depends on the agreement and needs.

In reality, no culture of society is ever closed or open. Generally, the learning culture will fundamentally change or continue sooner or later, but what should be noted is the distinction in people or social groups as to the length of survival or rapid change.

This sort of culture will reflect at certain barriers to the nature of the culture of learning that tends to be open or closed. This is affected by what is important in teaching material. Teaching material that is not relevant and necessary means that an open learning culture can not be developed and vice versa. The learning culture can thrive and change. It happens as a result of new interactions between two people and gatherings between people in social groups.

c. The function of learning culture to meet students ' needs

Culture is created and developed together because, individually and collectively, it is believed to help get to know the guidelines of his life. Thus the learning culture created and developed by humans with the intention as a means to achieve life goals. There are three fundamental needs that humans must fulfill with their learning culture; 1) natural fundamental needs are conditions for meeting biological needs. 2) Psychiatric or psychological

¹⁰ Unhar, *Manajemen Pendidikan.....*, h. 273

¹¹ Jeanne Ellis Ormrod, *Psikologi Pendidikan; Membantu Siswa Tumbuh dan Berkembang*, (Jakarta: Erlangga, 2008), h. 55

¹² John W. Santrok, *Psikologi Pendidikan* (Jakarta; Kencana, 2008), h.60-62

¹³S. Nasution, *Sosiologi Pendidikan Cet-8* (Jakarta; Bumi Aksara,2015), h. 68

conditions requiring psychologically healthy circumstances. 3) Fundamental social requires, including the need to connect and interact with other people.¹⁴

Culture can be understood as the product of agreement and created together. To achieve life goals in the future, it is expected to be effective to meet the needs of individual and collective life. Individual learners must promote a learning culture with natural fundamental needs, including biological needs; psychological needs, which include the need to be psychologically healthy; and social needs, including the need to relate to others.

d. The learning culture is developed through the learning process.

Learning culture is not something that is genetically inherited, but is generated by people of social groups through the learning process. Learning culture is a product of human development that is created through the cultural environment. The key factor in developing a learning culture is communication with language symbols. However, the simple culture of a society, person or social group can still interact with the language of creation. The more advanced a learning culture; the linguistic communication system demonstrates its complexity. In the culture of learning, the role of language becomes an indispensable instrument in cultural heritage.¹⁵

From the above explanation it can be understood that since the person was born, the learning culture possessed by individual learners has not been performed. The learning culture is derived from the practices and learning processes; it also effects of socializing experience. If individuals can develop their learning culture well then communication in cross-academia improves and generates ethical, academic, scientific, and high academic culture.

3. The embodiment of the culture of learning

The manifestation of a culture of learning in life can be seen in two categories, including abstract and concrete. First, the embodiment of an abstract learning culture; a knowledge believed by individuals or social groups as a guideline. The embodiment of an abstract learning culture lies in a scheme of abstract but operating concepts. Second, concrete cultural manifestations; the embodiment of a learning culture shown concretely in the form of (a) learning behaviour. (b) linguistic expression in learning; and (c) teaching results in the form of product.¹⁶

In social interactions, learning culture in the form of behavior appears. The learning behavior of individuals or groups with a certain social status represents the learning culture pattern. Also from formal and informal circumstances can be seen as the

embodiment of individual or social group learning behavior. Conditional differences represent different values, norms, and rules. Language is also one of the concrete manifestations of an individual or social learning culture. Lack of language use will more or less inhibit the successful development of a culture of learning. Mastery of language and varied sciences enables an individual's or social group's learning culture to be strengthened and developed. Learning outcomes in the form of products create concrete manifestations of the individual or social group learning culture. Learning outcomes are not just products, but skills that contribute to life skills.¹⁷

Thus, the embodiment of learning behavior can be categorized in an abstract form including learning guidelines and concrete forms in the form of how to apply learning guidelines, interactions that arise in social interactions, as well as the outcomes acquired in the form of products and skills to follow the rules and norms in life.

4. Transmission of culture of learning

The transmission of learning culture is also referred to as the inheritance of the culture of learning. Transmission is an effort to transmit a range of information or experiences as a guide in cultural heritage. Every culture strives to inherit culture. Likewise, in the heritage of a learning culture, it is not simply conveying or offering something in a material form, but the most important thing is to express the values that are believed the best that have become universal values in the learning society in formal, informal and non-formal learning environments.¹⁸

There should be a means of inheriting learning culture for the transmission of learning the culture. The community will become extinct and forgotten without keeping an inheritance effort. Cultural heritage initiatives are carried out seriously by involving multiple social institutions as a conduit of wisdom, both in the family, community, school instructional organizations and also in the mass media. Then the transmission or inheritance of learning culture can take place in a family, school and community setting.

So it can be suggested that the transmission of a learning culture can start early in the family, because the family is the earliest environment for people to receive or share something. As a matter of the needs of humans who are always in contact with the environment, the community environment, schools and also the mass media are also very important to transmit culture.

5. The innovation in culture of learning

Individuals or social groups will adapt to the demand for innovation in their learning culture if they are supported by the following factors: (a) people are aware of the weaknesses of the learning culture practices they followed ; (b) the quality and

¹⁴ *Ibid*

¹⁵ Nasution, *Sosiologi....*, h. 22

¹⁶ Wahidin, *Konsep....*, h. 4

¹⁷ *Ibid*, h. 7

¹⁸ Dadan, *Konsep....*, h 17

knowledge of the people involved in promoting the discovery of a new learning culture ; (c) the implementation in the society of a supporting system that promotes the quality of the learning culture in the form of government support of its findings, and (d) the atmosphere of crisis in the community involved.¹⁹

A community will accept a change in learning culture if it meets the requirements: first, the community must feel the importance of a change in learning the culture that begins with a shared awareness that the learning culture that is currently taking place is no longer suitable for use in life. Second, the changes in learning the culture that is discovered must be grasped and mastered by other members of society. Third, the discovery of a culture of learning must be able to be taught to society. Fourth, the discovery of a learning culture must demonstrate the future advantages of society. Fifthly, the shift must not damaging personal or group reputation.

However, it is not simple to change a learning culture that is already inherent and owned, because something that has become a culture will be petrified and profoundly impressed in a person's mind or group of people. In order to transform it into a dynamic one, it requires several conditions that can convince individuals or organizations, i.e. the traditional learning culture is no longer suitable for the current context, can be understood and adopted by community members, and the new practice can provide long-term benefits without damaging personal or group reputation.

Factors that impact change, including improvements in learning culture; (1) Time factor in altering learning culture; happen naturally, in the context of accompanying the development of individuals or social groups, for instance changes in the learning culture of children, then the learning culture of adolescence, adult human learning culture. (2) Cultural contact factors in learning culture change; happen as a consequence of the process of imitation or taking an aspect of external culture to serve the interests of meeting the needs of a community. 3) Factors that accelerate changes in the learning culture; each individual or social group has a level of cultural change, for instance, changes through development also have implications for modifications in the learning world pattern. Each individual or group of people perceive life's problems and the increasingly intense competition that becomes individuals or social groups transform the pattern of learning culture in their lives, some modify it to be more optimal and some to be pragmatic.

The response to changes in learning culture in a society with its level of culture has a different way of reacting to change. The method is based on differences in the background of each cultural character and its characteristics. As understood, a cultural background which is interpreted as a model

of knowledge functions to interpret the experience and environment that is manifested in behavior.

6. The penetration of learning culture

The penetration of learning culture is the cause of learning the culture that individuals or social groups can change due to interactions with the outside world. Cultural penetration is the process of receiving from outside a characteristic of culture. Characteristics that come from outside slowly add or piggyback on a channel that is regarded a public channel, then these characteristics slowly enter and change the learning culture or part of the learning culture that lives in a society.²⁰

It is considered that the penetration of a learning culture can happen due to the contact or interaction of an individual with the outside world whose culture exists in the outside world is penetrated into a current culture and then adopted by those with a culture.

7. Acculturation of culture of learning

Acculturation happens as a result of direct and continuous interaction between different groups of individuals with different cultures, leading to a cultural shift that emerged from both societies. Acculturation of learning culture can be accomplished through multiple types of cultural interaction, including: first, learning culture interaction can happen between all or just a part of the society, also two people from different societies. Secondly, learning culture interaction goes through peace between the two friendly groups of people and animosity between communities. Thirdly, there is indeed a culture of learning interaction between individuals with authority, both in politics and in economics.²¹

Thus, if individuals experience contact with people from differences in a learning environment, then cultural acculturation will occur either as a whole or in part between the groups. Also due to peace and hatred, cultural acculturation can happen and can be triggered by both political and economic influence.

8. Learning culture assimilation

Cultural assimilation is the method of learning patterns of learning culture from each other between individuals and groups to develop their culture of learning. Because it is directly connected to change, then acknowledge the patterns of learning culture among those assimilated to work together in the form of meaningful actions for learning.

The process of assimilating learning culture can run easily or slowly depending on multiple factors, including a) the tolerance between two individuals or groups of people having differences. b) economic factors promote or slow the course of assimilation of the learning culture. c) the presence of friendly and welcoming factors when learning culture interacts. d) the possibility of a mixed marriage

¹⁹Ibid, h. 29

²⁰ Ibid, h. 36

²¹ Ibid

factor becomes an influential factor in the assimilation of learning culture.

In almost everyone, particularly learning culture, cultural assimilation can be developed. Usually, people who want to know about the cultures of other people first define the culture and then formulate it together to be adopted. The process may develop due to multiple factors including two-group tolerance, economic factors that may inhibit or accelerate, compassion and similarity factors, and mixed marriages.

9. The diffusion of learning culture

The diffusion of learning culture is seen as a process of transmitting the culture of individual learning to other people or intra-society, from society to other societies or inter-society between groups. Imitation is called the process of imitating the learning culture. The imitation process of learning culture is not always seen negatively because in principle individuals or social groups are identifying new learning cultures. This symptom of imitation takes the form of trial and error, meaning it can be correct or incorrect to practice. If true, the new culture of learning will continue to be used in their life and will replace the prior culture of learning.²²

10. The substance of learning culture

Like culture, learning culture also has a substance that is always connected to the life of people. The substance of learning culture is classified into three significant components: a) the knowledge system of learning culture; b) the learning of cultural value systems and the learning of cultural ethos structures; and c) the positive lifestyle system of learning culture.²³

Human learning culture's knowledge system is the reflection of the accumulation of learning throughout its lives, both in the social and natural environment. the culture experience of learning through the environment is a process of adaptation to the realities of life. People with their awareness learn to adapt to the environment and still be able to live in any situation.²⁴

The importance of learning culture is also related to the sort of teaching material that a community considers essential. There are three ways in which people gain their learning expertise from adapting to their environment, including a) through a sequence of life experiences about perceived life, both experienced in the natural or social environment. Individual or social group experience becomes a guideline for understanding significant learning. b) through multiple different teachings he acquired both through home learning, community learning, and school education. c) Knowledge is also acquired through symbolic guidelines which are also often referred to as symbolic communication.²⁵

²² Ibid

²³ Ibid, h. 8

²⁴ Ibid, h. 9

²⁵ Ibid, h. 10

11. Form and typology of culture of learning

Every student must strive to develop and improve the quality of learning. A student's learning quality can be improved and strengthened by having a positive learning culture. Through practice, a positive learning culture can become a habit.

Independence in learning is essential for learners so that they should organize and discipline themselves in creating their purposive learning abilities. Students need to have these behaviors because it is a characteristic of the maturity of the educated person. To achieve an effective way of learning, an individual requires to fully understand a set of skills that will lead him and to discover for himself the most effective way of learning. A learning principle that can be implemented would be the concept of independent learning.²⁶

Lectures can also claim the title of a great teacher²⁷ who plays a significant role in promoting a learning culture because the independent learning culture develops from the learning experience itself. Therefore, since learners first joined the university, the culture of independent learning needs to be taught. Furthermore, understanding that lecturers are not the primary source of teaching, but the source of information in libraries and print media or other audio-visual media is essential. Independence is an attitude created by the deliberate and intentional design of the learning process rather than by itself.²⁸

In this case, with instructions from the lecturer, the lecturer becomes only a director and a motivator for students to do what they can do on their own. The learning process develops conceptual aspects and confirms the understanding of the material or assignments to be performed outside the classroom by the learners. In this way, the lecturer can express wisdom and values rather than just technical issues, so that class meetings have a strong added value.²⁹

Hadi also clarified that the fundamental idea of an independent learning system is to organize learning programs that are structured to allow each student to select and determine their learning materials and advancement. However, in its implementation, the fundamental idea was created using several rules as follows 1) the presence of evaluation-based teaching materials determination, 2) flexible learning time arrangement. 3) Monitoring the

²⁶ Ibid, h. 13

²⁷ Jacob Neusner, *How To Grade Your Professor and Other Unexpected Advice* (Boston; Beacon Press, 1984). K.P. Mohannan, *Assesing Quality of Teaching of Higher Education*,

²⁸ Pambudi Handoyo, " *Praktik Sosial Belajar Dalam Geography Study Club*" dalam *Paradigma*, Vol. 01, h. 10

²⁹ Ibid

performance of learning. 4) Take an evaluation. 5) Do certain exams.³⁰

From multiple points of view above, it can be understood that for learners particularly students, the culture of learning is very important. Because learners must work very hard to study more independently using the guidelines, then discuss them with lecturers as teachers and motivators.

12. Efforts to create a positive learning culture

In university, lecturers and students practice academic morals collectively. If a university has not regarded the aspect of academic morals as substantial and performs in every activity in the college, then there will be no clear direction of the mission of each university both in the development of science and in the development of the community.³¹

Academic morals are a measure of each individual's good and bad attitudes, behaviors, and actions at the university, both as a lecturer, as well as students and administrative staff. The implementation of academic morals must be a logical consequence so that a university not only teaches knowledge but also models the right attitude, promotes intelligence and supports nonlinear skills.

In addition to implementing academic morals, universities also need to acknowledge and enforce academic ethics. Ethics deals with certain activities and how they can be properly implemented in both moral and technical activities.³² Academic ethics in Islamic education discusses issues like connected systems and practices, such as the ethics of educators in teaching, the ethics of learners in learning, the ethics of fellow educators and the ethics of fellow students, the ethics of science and book ethics and numerous activities strongly associated to education.³³

Not only are moral and academic ethics delegated to apply them to learners. But lecturers also become the role model that can be imitated in applying moral and academic ethics into practice.³⁴ There will be an imbalance if only students are asked to apply moral and academic ethics, and symbolic resistance will emerge against the rules that take

place in a college. Not only does it not deliver a learning culture, but it also will not do well with learning activities.

So it can be understood that there is an essential need for academic morals and ethics and continuity in their implementation. Moreover, the word "freedom of speech" holds in the university, but academic ethics is a whole and must be implemented so that there is no gap between the factors of education and learning as well as various other associated parties.

CONCLUSIONS

Various associated instructional factors influence the growth and application of learning to develop a learning culture. How to teach and educator skills are very important in getting used to learning for learners. Other associated factors are student skills, social environment, teaching environment, curriculum, and also the lesson plans.

In a society with its cultural level, the reaction to changes in learning culture has a different way to respond to change. The process is based on differences in the background and characteristics of each cultural character. The cultural background, as understood, which is understood as a model of knowledge, basically helps to interpret the experience and environment that promotes behavior implementation.

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³⁰ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), h. 251

³¹Syahrin Harahap, *Penegakan Moral Akademik di Dalam dan di Luar Kampus*, (Jakarta; Grafindo Persada, 2005), h. 25

³²Hasan Asari, *Etika Akademis dalam Islam*, (Yogyakarta; Tiara Wacana, 2008), h. 3

³³*Ibid*, h. 13-14. Baca juga Al Rasyidin, *Falsafah Pendidikan Islami; Membangun Kerangka Ontologi, Epistemologi dan Aksiologi Praktik Pendidikan*, (Bandung; Ciptapustaka Media Perintis, 2008), h. 43-64

³⁴Minhaji, *Tradisi Akademik di Perguruan Tinggi*, (Yogyakarta; Suka Press, 2013), h. 12

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