

CHAPTER I

INTRODUCTION

A. Research Background

School is an education system that seeks to improve the creative, intellectual, and skills patterns of the nation's children. School includes how students understand learning activities as much as possible. Schools are required to understand the roles and responsibilities of students to cultivate the values instilled in both education and character gradually to obtain good values responsibility that can be practiced at school and outside the school environment (Sudrajat, 2011). In this case, it can be ascertained that the school also manages expectations in achieving common goals with high expectations for both teachers and students.

High expectations are positive expectations that have not been achieved but are still in the stage of achieving the achievements of students and especially among teachers as well as the impact of parental support which has a vital role in students' intellectual abilities (Sammons, Hilman, and Mortimore 1995 : 17). Broadly speaking; High expectations are a plan for the future that becomes a driving performance that is measured from previous experience. Learning is a student goal that measures their intellect. Learning is an activity that proceeds through the stages of design, implementation, and evaluation (Hanafy, 2014). Therefore, Teacher and school expectations have an important impact on student learning because if a positive relationship between teacher teaching and students can be established, high expectations in student learning obtained by the teacher will increase a warm classroom climate rather than low expectations (Hynds et al., 2017). This also means that students can feel confident in their learning abilities and have higher expectations of the academic pursuits they are aiming for in the future (Fan & Wolters, 2014: 24).

It should be noted that striving for high expectations in learning, as one part of school effectiveness, will shape the self-confidence of every student which can develop to enjoy the learning method or process under the guidance

of the teacher in the classroom, and the teacher's self-confidence will increase, even doing a new learning method than the previous method. This is consistent according to Rubie-Davies (2008) quoted by (McDonald, A flint, Cm Rubie-Davie, 2016) If students feel high expectations from a teacher, here students intellectual formation begins to process and carry out new experiments, and of course it cannot be separated. from the subject being taught. The teacher's effort is how to apply the best method and be able to guarantee that what is conveyed is guaranteed by applicable educational standards, and a quality teacher will succeed academically in nurturing students towards the anticipated future (Belsito, 2016).

If previously understood that High Expectations are a stage or process of positive expectations of a goal. The importance of High Expectations being the driving force, is becoming a shared awareness of both students and teachers that they have an important reason in educating students' personalities as academic and non-academic learning capital facilitated by schools for students (Sammons et al., 1995: 5). There is a formation of expectations that strive high in improving student achievement, in this case it can be applied to students under them. "High expectations can also be described as an important characteristic of almost all highly effective schools described with case study information" (p.17).

Above have already mentioned that the importance of high expectations is a driving force in educating the personality of the nation's children. Because it is essential, the researchers evaluated case studies in several schools in West Kalimantan, to see how much the school expectations had an impact on students. And what kind of picture can a school give as an example of increasing students' high expectations both from learning in the classroom and non-academic activities such as extracurriculars? And even if it is perfect, teachers can try to improve the school again with implementations that ensure students' high expectations even further.

This study aims to obtain analysis data in several schools, this initial data is in the form of direct interview questions and analyzes the existence of

schools by observing using sound recording media and question questionnaires. If there is no data, researchers are aware that it will be very difficult to find results from school information. Specifically in West Kalimantan, we will find the role of high expectations that students have in several places in West Kalimantan, there will be differences of opinion that are assessed as a response as long as they teach in every school. And from here will see what considerations are needed by each school for future expectations in increasing the expectations of both students and teachers in the future.

This research also see what kind of impact these "High Expectations" plays on school effectiveness for the students for whom this goal can work. The impact on the teacher who is the vessel for the learning needs of students in class and also for other people; Especially dear readers can analyze this information as a future benchmark for students who study at school.

B. Research Question

1. How is the expectation in schools?
2. How is the variations of school expectation on learning across school?

C. Research Purposes

1. To find out the school's expectations for student learning success
2. Seeing how school learning expectations affect student abilities across schools

D. Significance of the study

The present research would benefit in the following aspects:

1. Theoretical Benefits

Hopefully, is that this research can fulfill the information about high expectations in schools.

2. Practical Benefits

1. To Teachers or Schools

It is hoped that this research will provide a future picture of how the teacher or the school applies effective teaching techniques, based on teaching techniques from the schools studied for other schools.

2. To Higher Education Students

It is hoped that with this research, students, especially future generations, can use this research as a comparison with new research.

3. To Other Participants

The hope of this research is to provide a description to the general public who are interested in the world of education, how is the existing school education system in the province of West Kalimantan.

E. Scope of Research

1. Research Variable

Variables are the acquisition and study of research data or attributes of individuals who use various tools to analyze data and make conclusions, in this case, the variable regarding high expectations at school. According to Cresswell (2012; 112) key variable ideas researchers seek to record information to address their research objectives. Variables have the characteristics of individuals and organizations such as:

1. Researchers can measure or observe directly
2. There are variations in the results of the individuals or organizations studied

The research focus can be narrowed to a research analysis by using the variables to be collected information. In this case the researcher uses independent variable attributes, attribute variables are characteristics that are prepared before the study begins, and this relates to general questions both outside and inside influences such as the home environment, motivation, level of intelligence, and so on (Jacobs et al., 2010; 331). Because the researcher focused on information about students' "high expectations" based on the teacher's answer as a respondent, the researcher analyzed the motivational drive and intelligence level of students at school using the "single variable".

2. Research Terminology

The researcher provides the following explanation used by Sammons, Hillman, and Peter Mortimore (1995) in studying the characteristics of effective schools by using one variable, namely "High Expectations" as a focus on how to research the development of "School Expectations on Learning" as below:

a) School Expectations

High Expectation is known as a characteristic in case study research studies on the development of students' learning abilities effectively in building the teacher's active role during learning.

b) Learning

Learning is the process of processing material in schools so that the steps of the goal of "High Hopes" can be gradually realized.