CHAPTER II
SCHOOL EXPECTATION ON LEARNING

A.   Definition of School Expectation on Learning

In general, School Expectations on Learning are expectations or plans for how schools can seek to increase student learning as much as possible, and what is certain is that schools have high expectations for student learning development, this is as stated by Sarra et al, (2020) "High Expectations Relationship Explaining the Vision and Expectations of the School". High expectations are positive expectations that are still in the planning stage for student achievement and especially among teachers. The influence of parental support which plays a very important role in students' intellectual abilities (Sammons, Hilman, and Mortimore, 1995:17) with high achievement can increase teacher optimism to achieve the goals expected by the school. The same thing was also found by Zhang (2014) that the existence of teacher expectations is one of the outcome factors from schools that affect students' educational expectations from the concept of achieving learning values.

In addition, Rubie-Davies & Peterson (2011: 3) also explained that high expectations built by teachers can provide feedback to students to learn more clearly. This is the teacher's effort to increase the attitude of respect for students in processing the learning given in class. Rivera (2012:27) describes the same information as Rubie Davies that the High Expectation Teacher will appear to be effective in providing feedback and instructions as well as explaining learning concepts. If we look at the description from the point of view of "Sammons and Zhang" see a position of high expectations can have a major effect on teacher teaching performance, while "Rubie-Davies and Rivera" refer to the large impact of students' abilities which continue to develop gradually.

Based on the information above, even though the two researchers did not explicitly define School Expectation explaining High Expectation except for the confirmation conveyed by Sarra et al, (2020) that High Expectation explains the Vision of School Hope. Now we turn from the notion of learning. Literally learning is an effort or process for someone to achieve maximum knowledge, there is an interaction of exchange of information, and there is mastery and processing of the material being studied.

According to Barron, Andrew B., et al. (2015) "learning is an information processing concept, which rarely can be measured directly, usually often written by the properties of changes or system performance whether biological, artificial, or virtual/computational". In a sense, in this case, learning is specific to one's instincts in knowing the psychological processes of students in responding to the material. In contrast to the opinion of Winkel (1991) cited by Siregar, N., & Nara, H. (2015) states that learning is a device that provides action on the learning process, both from extreme events to experienced apprenticeship events.

Based on the above statement, the point that we can take is that School Expectations on Learning is a plan developed by teachers in increasing High Expectations for the development of student learning abilities and the evaluation stage of teachers in teaching as a characteristic of the effectiveness that exists in every school. While learning is a process device that provides capital for students to develop their abilities to develop psychology who want to know material broadly and be educated.

B. Indicators of High Expectation

The High Expectancy Indicator is the type used as a benchmark for research variables. The need for indicators from research will be able to facilitate researchers as a guide in determining which ones are in accordance with the reference in compiling the items of the question

instrument that are compiled. In this case the researcher uses the High Expectation indicator based on the explanation from "Sammons (1995)".

According to Sammons(1995:12) provides literature on indicators of high expectations as an increase in Effective Schools where there are three indicators that influence such as School Expectation All Round, Communicating Expectations, and Providing Intellectual Challenges that will be described below.

a. High Expectations All Round

The School's Expectations in Learning are of course trying to improve students' ability to capture school-facilitated learning. Therefore, High Expectations are very useful in teacher teaching performance and teacher and student confidence, we can see where teachers can form expectations for students and teacher expectations themselves influence teacher pedagogical beliefs to design opportunities for learning methods for students. As also stated by Parsley and Corcoran 2003; Thompson et al (cited by Bhengu and Mthembu 2014). "All teachers have high expectations of the students they teach; therefore, students and teachers are positive and effective in participating in learning, this can result in increased student achievement. In contrast to the low school expectations, if this happens, students will experience lower student learning success (Heather, 2018: 18). As also said (Black 2004 and Hernandez-Martinez et al., 2011) cited by Sedova and Salamounova (2016) The results of students with low average scores indicate they are classified as students who have low expectations, they tend to participate less when participating in discourse class than their peers whose academic grades are better.

According to (Sammons et all., 1995) all high expectations, based on research results in several countries have informed students' strong relationship to effective learning high expectations from 14 articles (See Pg.17) collected which can be seen as following: Trisman et al, 1976, Brookover dkk, 1979, Edmonds, 1979, 1981, Rutter et al,

1979, California, 198, Schweitzer, 1984, Stringfield et al, 198, United States Department of Education 1987, Tizard et a!, 1988, Mortimore et al, 1988a, Scheerens, 1992, Stoll & Fink, 199, Caul, 1994, Sammons et al, 1994c. Almost all schools examine the importance of high expectations based on case study research.

In general, teachers plan learning experiences in each class, with learning experiences teachers can measure the extent to which effective learning techniques increase students' expectations of the learning process in class. Sammons (1995:18) High Expectation All Round pressure on student academic achievement, student learning development, student learning environment, and this is further clarified according to "McDonald *et all.* (2016)" The main thing in the field of high school expectations in learning mixed ability groupings is; fostering a positive classroom climate; and motivation, evaluation, feedback, and the promotion of student autonomy and motivation through the use of student personal abilities as designed goal setting" Research from (Rubie-Davies & Peterson, 2011) continues what McDonald has accomplished in explaining the same 5 areas of influence as follows:

1. Positive classroom climate

A positive classroom climate can occur by grouping students' abilities in class. This grouping is expected to establish cooperation because the class community contributes to the atmosphere of teachers and students in high expectations of their learning progress

2. Motivation

In the field of motivation, student involvement will be encouraged by the existence of high expectations and teacher-directed push toward students (Brophy, 2004 cited by Rubie-Davies & Peterson, 2011:4). When the teacher provides student motivation, students will move cognitively when entering classroom learning.

3. Evaluation

Evaluation is carried out routinely as a goal setting from high teacher expectations as the learning needs of each student.

4. Feedback

Feedback is information that expects a response in addressing a message previously conveyed by the speaker to the listeners. Here the teacher provides students with clear feedback in the form of pictures and descriptions. The listeners in response are impressed with their goals and frequently review and update student goals together.

5. Promote student independence and motivation

Not only focusing on the choices students make about the activities they do such as extracurriculars, but also by letting students choose the focus of their learning goals based on the results of their learning scores.

Teachers who have high expectations arrange how the goals of learning with students in class, challenge students' ability to continue to be directed in the learning process, teachers give students choices when students want to complete school assignments, there is systematic completion of assignments in groups. The teacher also tries to stimulate student interest in learning activities, if all good decisions in the organization and teaching are fostered by teachers with high expectations then there is a possibility that students will be motivated and involved (Christine Rubie-Davies 2015).

Therefore researchers can understand from Sammons' presentation, "school expectation all around" is an indicator that examines high expectations in all schools, besides that the need for this indicator to explain that high expectations of students in learning are monitored based on student progress, environment influences in learning, emphasis strong in academics which is almost in line with the opinion of "Rubie-Davies" explaining the influence of Classroom

climate, motivation, evaluation, and input as well as promoting student independence.

b. Communicating High Expectation

Communication can be understood in general as a process of both verbal and verbal information that is connected between individuals and groups. This was also stated according to (Babad Bernieri, & Rosenthal, 1989 quoted by McDonald, 2016) Teachers communicate high and low expectations in class so they will communicate this verbally and non-verbally. Hope will not last if there is no communication provided to students. The existence of a positive correlation can build high expectations and student success, but the thing that can build a positive correlation both the expectations and success of students is teacher support along with variations from the level of student communication skills and teacher attention and needs that drive student expectations (Simsek et al. al, 2017: 335). According to Inah (2015) The teacher's expectations when presenting learning material as educational interactions will be found based on the characteristics as below:

1. Symbolic, where communication activities that exist between teachers and students involve message symbols in the form of oral, written and non-verbal communication. Acceptance of students' responses to teacher information orally, this occurs when the teacher gives directions or discussed material, in writing such as delivery via written media, and there are non-verbal messages such as hand movements that provide an explanation of the speech delivered.

2. Dynamic, dynamic is the process of adapting a message that can change continuously and experience significant development.

3. Can be understood, the characteristics of effective communication when the information that has been conveyed can be understood. Students will easily understand the teacher's delivery as a speaker and will answer the teacher's response so that there will be

reciprocity, and the teacher can measure which students have the ability to learn.

4. Unique, here can display the student's communication process from the side of their personality, for example there are students who are active and enjoy reading and there are also students who are humorous when discussing the material being discussed, this has an impact on the ongoing communication process.

Communicating Expectation is not only understood as an effort to provide information for teachers and students, Communicating Expectation also describes the figure of a teacher's leadership style which is reflected in the eyes of students. According to Witherspoon (1997) quoted by (Terek et all, 2015: 74) "Leadership will appear through communication". In addition, the effectiveness of a leader can be awakened through two-way communication patterns, namely formal and informal communication. A leader must have communication skills, this is important regarding the duties of a leader; the person who becomes an influence on his guidance, becomes a driver or driver of how these members can be directed in a common goal, become controllers of the designs that are built, can achieve effective expectations. According to (Hiliard & Newsome, J.r. 2013) If your leadership position wants to increase to the peak of success, you have to increase your potential in communication skills again, communication that is considered effective not because you have an unforgettable thought idea but when you prioritize those communications.

In developing Communicating Expectations as a strategy to increase student learning, researchers found several opinions that can shape the teacher's influence on students such as:

a) Pay off technique

This strategy is used by the teacher as a generator of student expectations which is carried out by baiting students, if students take

actions directed by the teacher, then students will get expectations that benefit them in the future (Abidin 2017: 122).

b) Fear arousing

This second strategy is the opposite of the previous strategy, Fear arousing evokes images of bad consequences (Pg.122).

c) Praise

Strategy Teacher praise is a way of positive reinforcement when communicating teacher reinforcement to targeted students (Sammons, Hillman & Mortimore, 1995:18) Example Specific statements of praise from teachers can be described as "I like the strategy you used to solve this problem" where there's a compliment accompanied by a reason, and it is much more effective than a vague no-reason statement like "good job". (Howell, Caldarella, Korth, Young 2014).

In this case, the researcher can take the outline that "Communicating High Expectations" is a positive educational interaction between teachers and students and describes the figure of teacher leadership in teaching.

c. Providing Intellectual Challange

An intellectual is the performance of human intelligence abilities that are processed when they study, work, make ideas or also draw conclusions with good reason. Intellectual Challenge can be said to be a way for schools to hone students' abilities to develop their mindset in learning. Here the teacher has a role as a student guide when processing technical learning that takes place in the classroom. It is an obligation where teachers must have the development of a learning framework first before they convey it to students. Providing Intellectual Challenge provides stimulation to students in managing their latent abilities, as stated by Newmann, 2000 quoted by Belsito (2016). It was reported that student achievement generally began to decline due to failure to challenge them, here it is very important to encourage students to use their creative imagination to develop an innovative

theory along with problem solving (Sammons, Hillman & Mortimore, 1995:18).

The benefit of Providing Intellectual Challenge is an effort in which the teacher can hone the mindset of students, which we previously knew, that there are some students who have weak reasoning abilities. So, the intellectual challenge seeks to be a means or way in which teachers can attract the sympathy of students to play an active role in responding to learning.

The Development techniques that can be used so that students respond to intellectual challenges include:

a) Students are directed to imagine

Imagination is used by the teacher in this strategy, so that students have an overview of approaches that make it easier for them to understand teaching material that is difficult for them but can be understood easily.

b) Improved Reading Outline of a book material

Often students feel that reading books is boring, and sometimes they only want to read if the teacher gives orders. But here the teacher tries to direct students to understand the material they read by asking questions such as quizzes that can stimulate their reasoning in thinking.

In this case, the researcher takes the outline that the "Providing Intellectual Challenge" indicator is the teacher's effort in forming students' thinking concepts so they can have creative imaginations.

C. Previous Study

There are several previous studies cited in this study that share some of its features. There may be similarities in research topics, research variables, and research designs. Previous research-related studies have compared some of their findings on purpose. Two research studies are included below:

The first study "The Role of a School Leader in Academic Outcomes: Between Self-efficacy and Outcome Expectations (2019)" by Paul Schrik, & Teresa Akinyi Wasonga. the researchers in this study used quantitative research as their research method, this study investigated the relationship between the principal and the expectations of student achievement in the academic field. The results of the study showed that there was a significantly higher correlation between the principal's expectations and the principal's outcome expectations which positively correlated with student achievement and acted independently of each other.

The second study "Students' Satisfaction Index On Chemistry Learning Process (2019) by I W. Redhana, I.B.N. Sudria, IN. Suardana, I W. Suja, S. Haryani. The research was conducted on students of grades X and XI in the mathematics group at SMA N 4 Singaraja. Data were collected using a questionnaire with descriptive statistical analysis with 431 people's questionnaire data. The results of the high and low expectations of students are described in the form of quadrants where quadrant I depicts a high expectation score but a low satisfaction score, Quadrant II is an area that must be maintained because it is an area with high expectations scores and high satisfaction scores, III is called a low priority area because in this area it was found that the expectation score and satisfaction score were low. Quadrant IV area was redundant because in this area it was found that the expectation score was low, while the satisfaction score was high.

The third study is "The effects of teacher expectation interventions on teachers' expectations and student achievement: narrative review and meta-analysis (2018)." by Hester de Boer, Anneke C. Timmermans, and Margaretha P. C. van der Werf, researchers provided a systematic review of 19 teachers.

Researchers focused on the correlation between student and teacher characteristics, and whether there is an expectation of teacher improvement preventing low student achievement expectations. The results show there is a possibility for the next teacher and student.

Fourth study "Critical link between arts participation, school satisfaction and university expectations for Australian high school students (2017)" by Asntoinette Geagea, Judith MacCallum,Lynette Vernon, Bonnie L.Barber. The association between arts-based school participation varies with time, and school student satisfaction and university expectations were included using data collected from 1,215 students in 29 secondary schools across Western Australia.

The fifth study "Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands(2020)" by Irene van der Spoel, Omid Noroozi Ellen Schuurink and Stan van Ginke.` This study uses a combination of quantitative and qualitative data. By using the pre-test survey method from 200 teachers in the Netherlands. The findings of this study have implications for teacher professionalization, such as teacher characteristics and intentions to apply technology in teaching, as well as positive and negative aspects experienced in online teaching.

Many previous studies have examined school expectations using this technique as their reference. Previous researcher focused on teacher and principal responses regarding student effectiveness in learning. the studies mentioned above inspired further researcher to find out the indicators and learning environment. This study uses a qualitative descriptive methodology, with direct communication and observation as data collection methods such as observation, interviews and recording, as well as recordings as data collection tools. This study focuses on high expectations in schools, this study also aims to determine the extent to which school expectations assess students' abilities and the importance of the teacher's influence on students, how the teacher's techniques develop student expectations in their communication and how students develop their intellectual abilities in learning based on good teaching. directed by the previous teacher.