

## **Implementing Student Led Conference (SLC)-Based Learning Reflection in Teaching and Learning Process: A Case in an Islamic Primary School**

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### **Abstract**

Student Led Conferences (SLC) have emerged as a transformative approach to student reflection and goal setting, fostering a collaborative learning environment that empowers students to take ownership of their educational journey. This qualitative study delves into the implementation of SLC at SD Islam Al Azhar 60 Pekalongan, exploring its impact on students, teachers, and parents. Employing a qualitative descriptive approach, the study encompasses observations, interviews, and documentation to gather data from 25 students and 2 teachers in Class 1B. Data analysis follows the interactive model of Miles, Huberman & Saldana, involving data condensation, data display, and conclusion drawing. The findings reveal that SLC implementation provides a valuable platform for students, teachers, and parents to assess student progress and identify areas for improvement. SLC enables teachers to gain insights into individual student development, while parents gain a deeper understanding of their children's strengths, challenges, and aspirations. SLC empowers students to take charge of their learning by allowing them to select topics of interest for presentation. This fosters self-directed learning, encouraging students to delve deeper into subjects that resonate with them. Moreover, SLC facilitates open communication among stakeholders, fostering a sense of shared responsibility for student success. Teachers and parents gain valuable insights into students' learning experiences, enabling them to provide tailored support and guidance. SLC implementation at SD Islam Al Azhar 60 Pekalongan exemplifies the transformative power of student-centered approaches. By empowering students to take ownership of their learning, SLC cultivates a collaborative environment that nurtures academic growth, personal development, and lifelong learning.

Keywords: Collaborative learning, Student Led Conference (SLC), learning reflection

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### **Introduction**

The Ministry of Education and Culture (Kemendikbud) in the Republic of Indonesia is actively urging private schools to embrace innovation and distinguish themselves from others in the education sector. Didik Suhardi, the Secretary General of the Ministry, emphasizes the potential of private schools to guide students through character education, considering it a unique advantage that can attract parents seeking schools for their children. One such institution, SD Islam Al Azhar 60 Pekalongan, founded in 2019, may be young, but it is dedicated to making its mark in the education realm by fostering innovation, implementing

Islamic religious teachings, and contributing to the broader educational development initiatives of the government.

Recognizing the pivotal roles of parents and teachers in shaping a child's character, it becomes evident that collaboration between these two entities is essential for comprehensive character development. The Student-Led Conference (SLC) method emerges as a strategic approach to foster this collaboration. Described by Palil & Yuniro (2019) as an evaluative communication tool, the SLC method provides parents with insights into their children's development at the end of each semester, offering a unique opportunity for teachers, parents, and students to work together.

Haryati (2019) outlines the objectives of SLC, aiming to align classroom and school learning with communication at home, help parents support their children effectively, and empower children with clear learning targets. Drawing on research by Guyton and Fielstein (1989) cited in Hackmann (1996), student-led conferences prove effective in encouraging students to communicate their progress. Chaerunnisa's (2019) study further demonstrates the positive impact of SLC on students' public speaking skills, critical thinking, and teamwork.

West's (2017) four major themes – ownership, responsibility, preparation, and family involvement – underscore the significance of the SLC method. It provides a platform for students to choose their areas of interest, fostering qualities such as honesty, responsibility, democracy, curiosity, and self-confidence. The research by Riki Murtono (2022) reinforces this by highlighting the opportunities SLC provides for understanding student targets, tracking academic progress, and shaping students' character.

Incorporating the findings of Dwiyani Ermawati et al. (2021), which indicate that the SLC method cultivates independence in students, and Robbins (2009), who emphasizes the importance of communication skills in a professional setting, SD Islam Al Azhar 60 Pekalongan adopts the SLC method to enhance students' public speaking abilities and assess their achievements during Term 3.

Given the multifaceted benefits and positive outcomes associated with the SLC method, this study seeks to provide a comprehensive overview of how SD Islam Al Azhar 60 Pekalongan has implemented this approach, shedding light on its impact on students, teachers, and parents alike.

### **Method**

This research employs a qualitative approach, specifically a qualitative descriptive method. As outlined by Sugiyono (2020), qualitative research methods adhere to a postpositivist or descriptive social methodology, suitable for investigating natural object conditions. The researcher actively engages as a critical observer, employing triangulated data collection techniques, including observation, interviews, and documentation. The resultant data is predominantly qualitative in nature, analyzed inductively to derive meaningful insights. Qualitative research culminates in understanding the meaning and uniqueness of phenomena, constructing theoretical frameworks, and generating hypotheses.

Qualitative research seeks to comprehend phenomena from the perspectives of participants, considering social and institutional contexts. Its primary objective is to explain a specific problem rather than to produce generalizable findings (Anggito & Setiawan, 2018). In this study, the researchers aim to gain a comprehensive understanding of the implementation of the Student Led Conference (SLC) method at SD Islam Al Azhar 60 Pekalongan. Therefore, a qualitative descriptive approach is deemed appropriate.

The data collected is primarily textual, capturing the prevailing conditions and practices observed in the field. This research was conducted at SD Islam Al Azhar 60 Pekalongan, involving 25 students and two teachers from Class 1B as participants. Data collection techniques included observation, interviews, and documentation.

During field research, the researchers employed the Miles, Huberman, & Saldana (2014) model for data analysis, encompassing three stages: data condensation, data display, and data conclusion or verification. Through data condensation, the researcher condensed the vast amount of collected data into manageable units. Data display involved organizing the condensed data into matrices, themes, and diagrams, facilitating the identification of patterns and connections. Finally, data conclusion or verification entailed drawing inferences from the analyzed data, culminating in the generation of meaningful insights and conclusions.

## **Results and Discussion**

### ***Evaluating the implementation of SLC-based learning***

This research was conducted at SD Islam Al Azhar 60 Pekalongan. This study aims to describe how to implement Student Led Conference (SLC)-based learning evaluation. Evaluation is one component of learning. Without evaluation, a teacher will not know how successful he is in teaching. The word evaluation comes from English, namely evaluation which contains the basic word value, namely "value" which relates to the belief that something is good or bad, right or wrong, strong or weak and so on (Rukajat, 2019: 22). Evaluation is a systematic assessment of the benefits or usefulness of an object. Evaluation can also be interpreted as activities carried out as an alternative to improve programs or activities that are or have been implemented (Febriana, 2019).

The implementation of the Student Led Conference (SLC) is based on the profile of 6 Al Azhar students, including Civilized, Warrior Character, Intellectual, Physically and Spiritually Healthy, Skilled and Love for the Fatherland. Where the explanation related to civilized is that civilization itself has the meaning of polite, humans as civilized creatures mean that the human person has the potential to behave politely, morally and virtuously referring to human behavior (Mustar, et al., 2020). Civilized is a character that must be possessed by students of Al Azhar Islamic School, because before having knowledge the main thing that should be possessed is character (YPI Al Azhar, 2022). The character of this warrior in is associated with a superior, dashing and also courageous attitude. Scholar is a time when we understand what we do, enjoy what we do and are able to maximize the potential to become an accomplished person (Sholeh, 2015). Physical and spiritual health have a close attachment, the relationship between the two cannot be separated. A healthy body without being followed by a healthy soul will be a problem for a human being, and vice versa (Rampai, 2021). Skilled are humans who can perform actions, activities, or work deftly, agile, agile and are able to find techniques to act systematically (Kuleh, 2021). Love for the Motherland is thinking, acting, and doing things that show loyalty, care, and high appreciation for the nation and country (Musbikin and Rizal, 2021). Of the six Al Azhar Student Profiles, they were used as references in the implementation of the Student Led Conference (SLC) at SD Islam Al Azhar 60 Pekalongan.

Students Led Conference (SLC) is a form of communication evaluating learning performance. Where students take a big role in the process to show an attitude of responsibility towards themselves and the process of getting to know themselves better through personal targets that have been set at the beginning of the school year. As well as discussing the results of the learning process that students have carried out. Home Conference (HC) is an activity

held before SLC between students and OTM at home. HC is also implemented for those who are unable to attend and provide more space if SLC in schools is felt to be lacking.

The objectives of the *Student Led Conference* (SLC) at SD Islam Al Azhar are as follows. (1) Students reflect on their learning process while at school; (2) Supporting students to excel because they have clear learning targets and believe that teachers and parents always have ways to support their success; (3) Train students' *presentation skills*; (4) Parents understand how to help their children succeed in school and synergize in successful learning while you study at school; (5) Students have the opportunity to demonstrate their learning potential in a more flexible way; (6) Teachers and OTMs can appreciate students' efforts in learning; (7) Make the learning process in the classroom (at school) in line with the communication aspects that occur at home.

This is supported by Haryati's statement (2019) The purpose of the Student-Led Conference (SLC) is 1) to bring the learning process in the classroom and at school in line with aspects of communication that occur at home and at school, 2) make parents understand how to help their children succeed in school, and 3) so that children can definitely excel because they have clear learning goals and believe that teachers and parents always have a way to support its success. This is in line with Hackmann (1996) that the primary purpose of student-led conferences is to encourage students to take personal responsibility for reporting their academic progress to their parents.

The execution of the Student Led Conference (SLC) within school settings involves active participation from various stakeholders. Pupils play a pivotal role in this process, undertaking responsibilities such as engaging in role-play to present their acquired knowledge, meticulously organizing and storing portfolio work, and completing reflection forms. These forms prompt students to introspect, questioning their attitudes and work ethics during tasks that contribute to their portfolios, creating a foundation for subsequent discussions with their parents. Teachers, too, are integral to the SLC framework, practicing role-play, overseeing portfolio management, and reflecting on their own attitudes and work ethics, establishing a basis for constructive conversations with parents. Meanwhile, parents are enlisted as partners, urged to be attentive listeners without judgment, to respect their child's learning journey beyond academic grades, and to provide targeted support, encouragement, or appreciation. Parents are encouraged to help their children reflect on the learning process and begin embracing the fundamental principles of the SLC approach at home.

The *Student Led Conference* (SLC) is carried out for two days, namely on Friday-Saturday, March 17-18, 2023, which will be carried out at every level from grade 1 to grade 6. Where each student has a duration of 25 minutes. The subjects to be presented by students are *Bahasa Indonesia*, Mathematics, Civics Education, Natural Science, Social Science, Javanese Language, etc.

In the implementation of the *Student Led Conference* (SLC) has 5 stages which include *Clustering Reflections*, filling in templates and discussions, preparing narratives of SLC material portfolios and role plays, preparing classes and implementing SLC.

Table 1

SLC Stages

DATE	ACTIVITY
8 March 2023	Clustering Reflection
9 – 10 March 2023	Fill out templates and Discussions

13 – 14 March 2023	Prepare narratives, portfolios, SLC materials, role plays
15 – 16 March 2023	Set up a class
17 – 18 March 2023	SLC Implementation

*Student Led Conference (SLC)* is a form of communication evaluating student learning performance during term 3 in semester 2. While there is one other term, namely *Home Conference (HC)* is an activity carried out before SLC between students and parents at home. *Home Conference (HC)* can also be another alternative if students are unable to attend school to carry out the *Student Led Conference (SLC)*, but the implementation of *Home Conference (HC)* must be accompanied by evidence in the form of videos or photos. The stages in the implementation of the *Student Led Conference (SLC)* will be explained below:

**Reflection Clustering**

In this case, students and teachers reflect on learning activities during Term 3 and fill out the form "My Reflection Term 3". This stage will be held on March 8, 2023 where students are assisted by homeroom teachers and teachers in filling out forms. Here is the form "My Reflection in Term 3".

Figure 1

My Reflection in Term 3



**MY REFLECTION IN TERM 3**

a. My favorite **Subjek** : \_\_\_\_\_  
**Alasan** : \_\_\_\_\_  
Reason : \_\_\_\_\_

b. My favorite **Subjek** : \_\_\_\_\_  
**Activity** : \_\_\_\_\_  
Reason : \_\_\_\_\_

c. My Challenging Subject : \_\_\_\_\_  
**Activity** : \_\_\_\_\_  
Reason : \_\_\_\_\_

d. My Challenging **Subjek** : \_\_\_\_\_  
**Activity** : \_\_\_\_\_  
Reason : \_\_\_\_\_

My Profile as Al Azhar Students														
Berprestasi			Berprestasi			Gagal			Tidak			Gagal		
SUKSES			SUKSES			GAGAL			GAGAL			GAGAL		
1 2 3			1 2 3			1 2 3			1 2 3			1 2 3		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

**Template Filling and Discussion**

Each student will get a guidance teacher. In class 1B there are 25 students and 2 teachers. Each teacher will get 12 to 13 students in guiding the implementation of SLC Murid. Students fill out the "My Planning for Student Led Conference" form and discuss with the supervisor related to their chosen subjects and projects by considering the points of the Al Azhar Student Profile. In this case, students choose 2 preferred subjects or 1 preferred subject and 1 disliked subject (*Challenging*). However, in its implementation, only 2 subjects will be presented. This stage will be held on March 9-10, 2023. Here is the form "My Planning for Student Led Conference".

Figure 1  
Planning for Student Led Conference (SLC)



**MY PLANNING FOR  
Students Led Conference**

Student: \_\_\_\_\_ Class: \_\_\_\_\_

Subjects	Reason
Activity	Product/Work Method
Narrative :	
Concept:	
Planning :	

### **Preparing Narratives, Portfolios, SLC Materials and Role Play**

Students are guided by teachers to prepare narratives, project equipment and materials for presentations. Then students play *a role (role play)*. Portfolio is a collection of information that is a record and documentation of student achievement in education. Among them are all the results of the learning process both in the form of products and performances. As students, parents and teachers to better understand the conditions during the *Student Led Conference (SLC)*. Parents at home also have a role as partners in the child's learning process to prepare for the implementation of the *Student Led Conference (SLC)*. This stage was held on March 13-14, 2023.

During the preparation phase, scheduled for March 15-16, 2023, the teacher meticulously organizes the classroom setting and ensures that student projects are well-prepared. Simultaneously, students dedicate their efforts to crafting mini presentations, engaging in discussions with their supervisor, and reviewing their projects in anticipation of the upcoming *Student Led Conference (SLC)*. The SLC, conducted over two days with the division into batches 1 and 2, allows each student a 25-minute slot to present before their parents and teachers. To enhance the SLC experience for parents, it is imperative that they actively participate by posing questions to their children about the presented activities, offering constructive feedback, and providing motivation or praise following their child's presentation. Moreover, parents are encouraged to support their child's decision-making process and stand by their choices throughout this significant event.

Supporting factors in the implementation of the *Student Led Conference (SLC)*-based learning evaluation program are *first*, teachers are one of the supporting factors in the implementation of this SLC program, because teachers are able to implement this program with enthusiasm and well where this program is still relatively new and has not been widely implemented in schools, *second*, School facilities that support so that this program can be carried out with rise and full of innovative, *third*, parental support to students in the implementation of the *Student Led Conference (SLC)* program. While the inhibiting factor in the implementation of *the Student Led Conference (SLC)* is *first*, there are students who are not confident and are still shy in carrying out presentations in front of teachers and parents. *Second*, the preparation for the *Student Led Conference (SLC)* program is relatively short so that this implementation cannot be said to be optimal.

### **Conclusion**

The implementation of the Student Led Conference (SLC) at SD Islam Al Azhar 60 Pekalongan is rooted in the comprehensive framework of the 6 Al Azhar Student Profiles: Civilized, Warrior Character, Intellectual, Physically and Spiritually Healthy, Skilled, and Love for the Fatherland. This approach serves as a multifaceted strategy to enhance students' public speaking skills and assess their achievements, particularly during Term 3. The SLC is designed as a communication tool to evaluate student learning performance in the latter part of the second semester, complemented by a preliminary Home Conference (HC) for those unable to attend the school-based SLC. The HC, an alternative option, requires supporting evidence in the form of videos or photos.

The overarching goals of the SLC at SD Islam Al Azhar are manifold: to prompt student reflection on their learning journey, provide support for academic excellence by establishing clear learning targets, foster the development of presentation skills, facilitate parental understanding of how to aid their children's success, offer students flexible opportunities to showcase their learning potential, allow teachers and OTMs to appreciate students' learning efforts, and align the classroom learning process with communication aspects at home. This collaborative approach engages three crucial parties: students, teachers, and parents.

The six-stage implementation process of the SLC begins with Reflection Clustering on March 8, 2023, followed by Template Filling and Discussion on March 9-10, 2023. The subsequent stages include the preparation of narratives, portfolios, and SLC materials, along with student role-play implementation on March 13-14, 2023. The preparation and setup of classes are conducted on March 15-16, 2023, leading to the actual execution of the SLC in two batches on March 17-18, 2023, coinciding with the reception of Term 3 or STS semester 2 results.

Supporting factors for the SLC-based learning evaluation program encompass the enthusiasm and competence of teachers, conducive school facilities that encourage innovation, and strong parental support. However, obstacles include students' lack of confidence and shyness during presentations, coupled with the relatively short preparation time, potentially hindering the optimal implementation of the SLC program.

### **Conflict of interests**

The author declares that she has no conflict of interest.

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