



Foundations of Effective Learning Through Educational Practices

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Abstract: Effective learning is key to developing competent students who are ready to face global challenges. Effective learning practices rely not only on proper educational theories but also on relevant pedagogical approaches and an understanding of factors influencing the learning process. This study aims to explore the foundations of effective learning by analyzing various learning theories, pedagogical approaches, and the factors that support learning success. The study employs a library research methodology, analyzing literature from reliable sources such as journals, books, and academic articles, discussing learning theories and best practices in education. The data is analyzed descriptively to identify key concepts underlying effective learning. The findings suggest that effective learning is grounded in the application of learning theories such as constructivism, behaviorism, and cognitivism. Additionally, pedagogical approaches like problem-based learning, collaborative learning, and project-based learning have proven effective in enhancing students' critical thinking and social skills. Internal factors such as motivation and cognitive ability, as well as external factors like family support and educational facilities, also significantly impact learning. The use of technology as a supporting tool further enhances learning effectiveness when used wisely and in alignment with learning objectives.

Keywords: effective learning, learning theories, pedagogical approaches, technology, internal and external factors.

INTRODUCTION

Education plays a fundamental role in shaping the quality of human resources that are competent, ethical, and adaptable to changing times. With advancements in technology, social change, and increasingly complex global challenges, education must provide solutions to various existing issues. One approach that ensures effective education is understanding and implementing foundational learning practices that have proven effective (Ergeneli, 2014; Chou et al., 2022; Chien et al., 2023). Effective learning practices form the basis for developing students' competencies across various education levels. Educational success is often measured by achieving optimal learning outcomes, encompassing balanced development of knowledge, skills, and attitudes



(Hassan & Al-Qudah, 2020; Thomas, 2021). In this context, understanding the foundations of effective learning is crucial for ensuring that classroom practices lead to significant changes in students (Mohammed et al., 2019; Hashemi et al., 2020).

Numerous studies indicate that the quality of teaching plays a significant role in influencing students' learning outcomes. Effective teaching depends not only on a teacher's ability to deliver content but also on the selection of appropriate methods, strategies, and approaches tailored to students' needs and characteristics (Jafari et al., 2017; Rahman & Zaman, 2021). Therefore, it is essential for educators to understand educational theories and integrate various teaching techniques and methods that enhance students' learning experiences (Ergeneli, 2014; Thomas, 2021). In modern education, technology and traditional teaching methods often coexist. A primary challenge faced by many countries is how to integrate these two aspects to create a learning environment that optimally supports student development (Hassan & Al-Qudah, 2020; Chou et al., 2022). In the digital era, information and communication technology (ICT) plays an essential role in supporting the learning process. The use of multimedia, educational apps, and online learning platforms are examples of technologies that facilitate more interactive and engaging learning experiences (Chien et al., 2023; Mohammed et al., 2019).

Integrating technology into education is not always smooth without a deep understanding of the foundational educational practices. Good pedagogy must be combined with appropriate technology to create effective learning experiences (Hashemi et al., 2020; Jafari et al., 2017). Therefore, exploring various learning approaches that not only rely on technology but also focus on fundamental learning principles is vital for establishing a strong competency base for students (Ergeneli, 2014; Rahman & Zaman, 2021). Additionally, in a developing social context, the concept of effective learning must accommodate the diversity of students. Each student has a different background, potential, and learning style. Thus, an approach that understands and appreciates individual differences is more likely to succeed in creating effective learning (Hassan & Al-Qudah, 2020). Inclusive education, which considers the special needs and characteristics of students, should be an integral part of effective learning practices (Chien et al., 2023).

Various educational theories have greatly influenced our understanding of effective learning. One of the most influential theories is constructivism, pioneered by Jean Piaget and Lev Vygotsky. Constructivism posits that learning is an active process where students build their knowledge and



skills through direct experience and interaction with their environment (Chou et al., 2022; Thomas, 2021). According to this theory, students do not passively receive information; rather, they actively engage in creating meaning from their experiences (Hashemi et al., 2020). Additionally, Albert Bandura's social learning theory emphasizes the importance of social influence in the learning process. According to this theory, students learn through observation, imitation, and modeling. Social learning can be strengthened in educational contexts by providing an environment that encourages collaboration and interaction among students, both in class and through technology-based learning (Jafari et al., 2017).

Behaviorism developed by B.F. Skinner and John Watson, also plays an important role in learning practices. Although this approach focuses on behavior shaping through stimulus and response, it remains relevant in certain contexts, particularly in teaching basic skills that require repetition and practice (Rahman & Zaman, 2021). In effective learning, positive reinforcement and repetition can strengthen learning and improve memory retention (Ergeneli, 2014). These theories, whether focused on active learning or emphasizing the influence of social and psychological environments, provide a solid foundation for designing learning practices that are not only effective but also holistic (Mohammed et al., 2019; Hashemi et al., 2020). Educators should integrate these approaches according to students' needs and contexts (Hassan & Al-Qudah, 2020). Several factors influence learning effectiveness, including the quality of teaching, learning environment, and student engagement. The quality of teaching is closely related to the teacher's ability to manage the classroom, design lesson materials, and select the appropriate methods.

Teachers with strong pedagogical competence are better equipped to create a conducive learning environment (Thomas, 2021). One hallmark of effective teaching is a teacher's ability to explain material clearly, engagingly, and understandably (Chien et al., 2023). A supportive learning environment is also a crucial factor in learning effectiveness. A good environment includes not only physical facilities like comfortable classrooms but also psychological aspects such as a supportive social climate, security, and students' confidence (Jafari et al., 2017). In a conducive environment, students feel valued and encouraged to actively participate in the learning process (Ergeneli, 2014). Student engagement is another key factor affecting learning success. Effective learning requires students to be actively engaged in the learning process, cognitively, emotionally, and socially (Hassan & Al-Qudah, 2020). Engaged students tend to have higher motivation and



better understanding of the material being taught. Therefore, teaching methods that demand active participation from students, such as group discussions, collaborative tasks, and project-based learning, can enhance learning effectiveness (Chou et al., 2022).

Effective learning practices include project-based learning, problem-based learning, and the use of technology. Project-based learning allows students to learn by applying concepts in real-world, relevant situations, enhancing problem-solving and collaborative skills (Mohammed et al., 2019). Problem-based learning, where students solve complex problems in groups, has proven effective in developing critical and creative thinking (Jafari et al., 2017). Additionally, the use of technology in learning, such as online learning, educational apps, and interactive multimedia, creates more engaging and flexible learning experiences, allowing students to learn in a more personalized manner (Thomas, 2021). This study aims to delve deeper into the foundations of effective learning practices in the context of modern education. Understanding these practices is expected to uncover more innovative methods that can be applied to create more effective learning experiences. Furthermore, this study aims to provide recommendations for educators and policymakers in designing learning policies and strategies that can improve the overall quality of education.

METHOD

This research employs a library research approach aimed at exploring and analyzing the fundamental concepts of effective teaching practices in education. Library research focuses on the collection, processing, and analysis of information from existing literature such as books, journals, articles, research reports, and other academic sources (Creswell, 2014; Denzin & Lincoln, 2011; Hart, 1998). This method is used to gain a deeper understanding of the theories, principles, and practices related to effective teaching. As a qualitative research approach, it does not involve experiments or direct primary data collection, but focuses on analyzing relevant written sources (Booth, Colomb, & Williams, 2008; Bryman, 2012).

The main objective of this research is to understand and formulate the foundations of effective teaching through an analysis of the existing literature. The researcher aims to identify relevant learning theories and explore factors influencing teaching effectiveness. Additionally, the study seeks to formulate recommendations for educators and policymakers to enhance the quality



of teaching. By analyzing various available literature, the research hopes to provide comprehensive insights into the fundamentals of effective teaching practices and their implications in the current educational context (Fink, 2014; Boote & Beile, 2005).

In this study, the data sources are drawn from a variety of relevant literature on learning theories, educational practices, and innovations in effective teaching. The primary sources to be used include textbooks discussing various learning theories and educational methodologies, journal articles reviewing research findings related to effective teaching practices, and research reports published by educational institutions and international organizations. Additionally, online sources accessible through academic databases such as Google Scholar, JSTOR, ResearchGate, and ProQuest will be used. All sources are carefully selected to ensure the quality and relevance of the information obtained (Creswell, 2014; Denzin & Lincoln, 2011).

Data collection begins with identifying various sources of literature that can provide information related to effective teaching. Once these sources are identified, the researcher will select the most relevant and high-quality literature, considering the credibility of the publisher and author. Subsequently, data from these selected sources will be gathered and categorized according to themes related to learning theories and the fundamental principles of effective teaching. This process aims to facilitate data analysis and ensure that each piece of collected information is relevant to the research objectives (Booth, Colomb, & Williams, 2008).

To analyze the collected data, the researcher will use content analysis, a technique useful for assessing and interpreting the content of existing literature. The analysis process begins by categorizing the main themes related to effective teaching, such as foundational theories, pedagogical approaches, and factors influencing teaching success. Then, the researcher will extract key information from each source, such as definitions and principles underlying effective teaching, as well as examples of the methods discussed in the literature. Afterward, the researcher will synthesize data from various sources to draw conclusions about the fundamental basis of effective teaching and how these principles can be applied in educational practices (Fink, 2014; Bryman, 2012).



RESULT AND DISCUSSION

This research aims to explore and understand the fundamentals of effective teaching through the analysis of various existing literatures. Based on the research findings, several key themes related to effective teaching practices have been identified: relevant learning theories, pedagogical approaches used, and both internal and external factors influencing teaching effectiveness. This section discusses the findings from the literature review and the implications of these findings for the development of better teaching practices.

Learning Theories Underpinning Effective Teaching Practices

One significant finding from this study is the consensus within the literature regarding the importance of understanding and applying learning theories in designing effective teaching practices. These theories provide a strong foundation for developing teaching strategies that can help students acquire knowledge and skills optimally. Some of the most frequently discussed learning theories in the literature are constructivism, behaviorism, and cognitivism. Each of these theories offers different perspectives on how learning occurs and how the process can be optimized in educational practices.

Constructivism developed by Jean Piaget and Lev Vygotsky, emphasizes the importance of social interaction and hands-on experience in knowledge formation. Piaget focused on individual cognitive development stages, while Vygotsky highlighted the role of social and cultural interactions in knowledge construction. According to constructivism, effective learning should prioritize active approaches, where students are not merely passive recipients of information, but actively engage in the learning process. This can be achieved through problem-solving, experimentation, discussion, and student collaboration. Therefore, educators need to create environments that support exploration, where students are encouraged to ask questions, experiment, and find solutions to problems. This experiential learning approach also allows students to connect new knowledge with prior experiences, creating stronger and deeper connections between new concepts and existing knowledge. One important aspect of constructivism is independent learning, where students are given the freedom to explore material in a manner that suits their learning styles and interests. In this context, teachers act more as facilitators who provide guidance and support to help students independently develop their knowledge (Anderson & Dill, 2014; Brusilovsky & Millán, 2015).



Behaviorism which emphasizes reinforcement and conditioning in the learning process, is also found in the literature as a basis for creating effective learning. This theory, introduced by figures such as B.F. Skinner and Ivan Pavlov, focuses on how student behavior can be shaped through reinforcement and repetition. The behaviorist approach argues that learning occurs when students receive specific stimuli that lead to a desired response, which is then reinforced through rewards or punishments. In practice, behaviorism is often applied in techniques such as repetitive drills, tests to reinforce mastery of content, and the offering of rewards or praise when students exhibit behavior aligned with learning goals. However, in more complex learning contexts, this theory is often considered shallow if used exclusively, as it focuses more on repetition and reinforcement, while deeper understanding and critical thinking skills may not always be achieved with this approach. Therefore, although behaviorism has its place in effective teaching, it is important to combine it with other approaches that focus on cognitive development and deeper understanding (Ormrod, 2014; Sezer, 2018).

Meanwhile the cognitivist theory, developed by figures such as Jerome Bruner and David Ausubel, offers a deeper perspective on how information is processed in students' minds. This theory focuses on the mental processes that occur when students receive, process, and store information. According to cognitivism, effective learning occurs when students are able to organize the information they receive and connect it to existing knowledge. Therefore, the learning process involves not only the reception of information but also its processing in a more complex mental structure. One strategy that supports this approach is the use of concept maps, problem-solving techniques, and systematic organization of material. Cognitivism emphasizes the importance of memory in learning. According to this theory, to facilitate effective learning, educators must consider how information is presented so that students can process it well and store it in long-term memory. For example, when presenting material, information should be broken down into smaller, easily digestible parts, and presented in a logical order so that students can link new information to prior knowledge. Techniques such as using concrete examples, analogies, and mapping key concepts can be highly effective in reinforcing students' understanding of the material (Järvelä & Hadwin, 2013; Puntambekar & Hübscher, 2012; Schunk, 2016).

These three learning theories—constructivism, behaviorism, and cognitivism—each contribute differently to the design of effective teaching practices. Each has its strengths and



limitations, but when applied synergistically, they can create a more comprehensive and profound learning experience. Constructivism encourages active and exploratory learning, behaviorism strengthens positive habits through reinforcement, and cognitivism helps students organize and process information for a deep understanding of concepts. In practice, combining these three theories can result in a more holistic and comprehensive approach to teaching, creating effective learning conditions that meet the diverse needs of students.

Pedagogical Approaches Supporting Effective Learning

In addition to learning theories, pedagogical approaches also play a critical role in enhancing the effectiveness of the learning process (Sutrisno et al., 2024). Based on existing literature, several pedagogical approaches are frequently encountered and have been proven effective in supporting better learning outcomes. These include Problem-Based Learning (PBL), Collaborative Learning, and Project-Based Learning (PBL). These approaches are not just teaching methods; they also encompass strategies that help students develop critical thinking, creativity, teamwork, and problem-solving skills in real-world contexts (Hung, 2013; Gokhale, 2012; Bell, 2010; Johnson et al., 2014; Boud et al., 2014; Hmelo-Silver, 2012; Thomas, 2013).

Problem-Based Learning (PBL) is an approach that emphasizes the development of problem-solving skills through relevant, real-world situations (Romlah et al., 2024). In this approach, students are given complex problems that do not have a single solution, forcing them to think analytically and creatively. PBL encourages students to take an active role in their learning, as they must work to understand the problem in-depth, identify necessary information, and find appropriate solutions. This process involves research, reflection, and discussion that encourage students to think critically, deepen their understanding, and improve their evidence-based decision-making skills (Hung, 2013; Hmelo-Silver, 2012).

A major advantage of PBL is its ability to connect theory with practice. Problem-based learning, focused on real-world issues, makes the subject matter more meaningful and relevant to students, as they can directly see the connection between what they learn and the challenges they face in daily life. Furthermore, PBL supports the development of collaborative skills, as students often work in groups to solve problems together. Thus, problem-based learning not only enhances students' academic skills but also their social and professional skills, which are highly valuable in the workforce (Bell, 2010; Thomas, 2013).



Collaborative Learning is another highly effective strategy for improving learning outcomes. In this approach, students work together in groups to achieve specific learning goals. Collaboration among students allows them to share knowledge, experiences, and different perspectives, enriching the learning process. This collaboration helps students assist each other, provide feedback, and overcome learning challenges together (Gokhale, 2012; Johnson et al., 2014). One strength of this approach is its ability to build crucial social skills, such as effective communication, teamwork, and the ability to appreciate differing opinions and perspectives.

Collaborative learning supports social knowledge construction, meaning students not only learn from the teacher or materials presented but also from their peers. In this way, students gain not only deeper knowledge but also the ability to adapt in a diverse environment. Active student involvement in discussions and joint problem-solving makes them better prepared to face higher-level learning challenges. This approach is particularly beneficial in developing critical thinking, analytical skills, and interpersonal skills that are necessary for various aspects of life (Boud et al., 2014; Hmelo-Silver, 2012).

Project-Based Learning (PBL) is a strategy that allows students to work over an extended period, involving research and producing a tangible end product. This approach is not just a task or exercise but an in-depth learning experience where students must integrate various skills and knowledge to achieve specific goals. Through this approach, students can connect the theory they learn to real-world applications, enhancing the meaning and relevance of their learning (Thomas, 2013; Bell, 2010).

One of the main benefits of project-based learning is its ability to develop students' managerial skills, such as planning, organizing, and evaluating their work. In addition, projects teach students the importance of working both independently and as part of a team, while honing their problem-solving skills. Projects involving group collaboration allow students to share ideas, seek solutions together, and manage time and resources efficiently (Johnson et al., 2014). This provides valuable experience in shaping professional skills and preparing students for workplace challenges.

Project-based learning also gives students the opportunity to learn from their own experiences, through trial and error (Efendi et al., 2023). They learn to evaluate the outcomes of their actions and develop reflective skills that can help them improve and grow. This project-based



learning also teaches the importance of individual responsibility, teamwork, and practical skills that can be applied in real-life situations (Boud et al., 2014).

Pedagogical approaches such as Problem-Based Learning, Collaborative Learning, and Project-Based Learning have been shown to improve learning effectiveness. All three emphasize active learning, student engagement in the learning process, and the development of social and professional skills. Problem-based learning encourages students to think critically and creatively in solving real-world problems, while collaborative learning fosters knowledge construction through interaction and discussion. Project-based learning, on the other hand, connects learning to real-life situations and teaches practical skills needed in the professional world. By integrating these approaches, educators can create dynamic and effective learning environments that significantly enhance student motivation and learning outcomes (Thomas, 2013; Hmelo-Silver, 2012).

Factors Influencing Learning Effectiveness

Research indicates that the effectiveness of learning is influenced by various internal and external factors related to the student, educator, and overall educational environment (Sholeh et al., 2024). These factors interact and play a critical role in creating meaningful and effective learning experiences. Understanding the factors that affect learning effectiveness can help educators design and implement more responsive and student-centered learning experiences (Sabarudin et al., 2024).

Internal factors, such as motivation, attention, and cognitive ability, have a significant impact on how students absorb, process, and retain information presented during the learning process. Educators need to understand the individual characteristics of students to adjust teaching methods and strategies effectively (Minarti et al., 2024). One of the most influential internal factors affecting learning effectiveness is student motivation. According to Pintrich (2011) and Schunk et al. (2016), motivation serves as the main driver determining how committed students are to the learning process. Intrinsic motivation (coming from within, such as curiosity and personal achievement) and extrinsic motivation (from external factors, such as rewards or recognition) both play a role in inspiring students' learning enthusiasm. Effective learning not only depends on the delivery of content but also on the educator's ability to motivate students to stay actively engaged



in the learning process. For example, recognizing students' achievements, whether through praise or good grades, can enhance their self-confidence and motivate them to continue learning.

Students' attention to the material being taught is another factor that greatly influences learning effectiveness (Efendi et al., 2023). When students are not focused or interested in the content, the learning process becomes ineffective, even if the material has been well-prepared. Therefore, educators must create a learning environment that is engaging and relevant to students' lives to ensure full involvement. Using various learning media, such as images, videos, and educational technologies, can help capture students' attention and maintain their concentration during lessons (Järvelä & Renninger, 2014).

Cognitive ability is also an important internal factor. Every student has different cognitive capacities, affecting how quickly and deeply they can understand the material. Educators must adjust the material and teaching methods to the students' comprehension levels. Differentiating instruction for students with varying learning speeds can help all students achieve optimal results, as indicated by research from Bennett (2013).

In addition to internal factors, external factors such as support from family, community, and educational facilities also play a vital role in creating an effective learning environment. Family support is a key external factor that can significantly affect learning effectiveness. Parental involvement in a child's education can boost the student's confidence and motivation. Parents who support their child's learning are more likely to provide attention to academic progress and help address challenges students may face, such as learning difficulties or personal issues that may interfere with their focus.

Community support also plays a significant role. The presence of an education-focused community, whether in the form of organizations or extracurricular activities, can enrich students' learning experiences outside the classroom. Interaction with various social groups also enables students to understand a broader social and cultural context, which enriches their learning perspectives.

Adequate educational facilities are another crucial external factor supporting learning effectiveness. Comfortable classrooms, complete learning materials, and access to technology and the internet will make it easier for students to understand the lesson content. With technology, for



example, students can access additional resources such as learning videos, interactive tutorials, and online learning platforms that can support their learning outside of class hours (Bennett, 2013).

Furthermore, the willingness and competence of educators are also important external factors influencing learning success. Educators who are well-trained and have sufficient pedagogical skills can manage classrooms more effectively, adapt approaches to meet students' needs, and create a learning environment conducive to academic growth. Therefore, learning effectiveness depends not only on internal factors like motivation, attention, and cognitive ability but also on external factors like family support

The Use of Technology in Effective Learning

In today's educational landscape, the integration of technology into teaching and learning has become a crucial factor in enhancing the effectiveness of the educational process. The literature reviewed indicates that technology can play a significant role in enriching students' learning experiences and creating a more interactive, flexible, and globally connected learning environment (Hidayah et al., 2024). Technology, in its various forms such as multimedia, educational software, and online learning platforms, offers a wide range of profound benefits for both students and educators (Syafi'i et al., 2024).

Technology in the form of multimedia such as videos, animations, and simulations, helps visualize complex concepts and makes the material more comprehensible for students. For instance, educational videos or animations can clarify explanations of scientific concepts that are difficult to understand through text or oral instruction alone (Mayer, 2009). This not only enriches the learning experience but also provides variety in how students receive information, which can, in turn, increase their interest and engagement in the learning process (Prapai et al., 2024).

Educational software also plays an essential role in effective learning (Zhao et al., 2024). Many educational applications are available that help students develop specific skills, whether in mathematics, reading, language, or even problem-solving. For example, software such as Khan Academy or Duolingo provides learning materials that can be accessed anytime and anywhere, allowing students to learn independently in a structured and interactive manner (Bates, 2015). The use of such software enables students to learn at their own pace and offers instant feedback to help them understand their mistakes and improve their understanding.



Moreover online learning platforms such as Moodle, Google Classroom, and Edmodo provide opportunities for students to learn flexibly and collaborate with their peers without needing to be in the same classroom (Siemens, 2005; Johnson et al., 2014). Through online learning, students can access study materials, participate in discussions, complete assignments, and interact with instructors and peers through forums or chats. These platforms allow learning to transcend time and space, enabling students to acquire richer and more diverse learning experiences.

While technology has great potential to enhance the effectiveness of learning, its use must be thoughtful. Technology is not a panacea that can solve all educational challenges. Instead, technology should be viewed as a tool that supports and enriches the learning process, and it must be used in alignment with the goals and context of the learning experience (Puentedura, 2014). Therefore, educators need a clear understanding of how to use technology effectively to achieve desired learning outcomes.

Unplanned or irrelevant use of technology that does not align with the subject matter can disrupt the learning process rather than support it. Thus, it is important for educators to select technology that fits the characteristics of the material and the needs of the students. Additionally, educators must ensure that students do not solely rely on technology but continue to develop critical thinking, problem-solving, and social skills. Technology should serve as a tool to deepen understanding and increase student engagement, not as a replacement for direct interaction with instructors and peers (Dede, 2009).

One of the biggest challenges in integrating technology into education is educator training. Educators who are unfamiliar with technology or lack sufficient skills to use it may struggle to implement it effectively in the classroom (Anderson & Krathwohl, 2001). Therefore, it is essential to provide adequate training for educators on how to use technology effectively within the context of education.

This training should not only cover technical skills in using devices and applications but also how to design learning that integrates technology optimally. Educators need to understand how technology can enhance collaborative learning, support students' independent learning, and provide constructive and meaningful feedback (Ally, 2008). Therefore, technology training for educators must be ongoing and include pedagogical aspects relevant to the learning context.



Technology can be a highly effective tool for enhancing learning when used wisely and in alignment with educational goals (Sholeh et al., 2023). Multimedia, educational software, and online learning platforms offer a wide range of benefits that can enrich students' learning experiences, facilitate independent learning, and increase student engagement. However, to maximize the potential of technology, educators must receive adequate training and design learning experiences that thoughtfully integrate technology. With the right approach, technology can be a powerful means to support the achievement of more effective and meaningful learning outcomes (Siemens, 2005; Puentedura, 2014).

CONCLUSION

Based on the findings of this study, it can be concluded that effective learning is the result of a complex interaction between various learning theories, pedagogical approaches, and both internal and external factors that influence students. This research highlights the importance of applying learning theories such as constructivism, behaviorism, and cognitivism, each of which contributes to the development of profound and meaningful learning practices. For example, constructivism emphasizes the active role of students in building knowledge through direct experience, while behaviorism focuses on reinforcement and conditioning, and cognitivism highlights the importance of information processing in learning. Pedagogical approaches such as problem-based learning, collaborative learning, and project-based learning have proven effective in enhancing students' critical thinking, creativity, and social skills. Problem-based learning encourages students to engage in real-world situations that require problem-solving, while collaborative and project-based learning develop essential social and managerial skills needed in the workforce. Internal student factors such as motivation and cognitive ability, as well as external factors, such as support from family and educational resources, also play a crucial role in the effectiveness of learning. High intrinsic and extrinsic motivation will increase student engagement in learning, while support from parents and the community can strengthen the learning process. The use of technology in learning also holds great potential to improve effectiveness. Technology supports access to a wider range of learning resources and enables online collaboration between students. However, its use must be aligned with students' needs and learning objectives. Therefore, effective learning requires a holistic and collaborative approach from all parties involved.



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