

ACCELERATING TEACHING SKILLS THROUGH ACTIVE LEARNING STRATEGIES

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Abstract- In the world of education, the teacher is a learning agent (learning agent) that have a role as a facilitator, motivator, and trigger inspiration learning for learners. Therefore, teachers are required to have four competencies, namely pedagogy competency, professional competence, social competence and personality competence. This research aims to find the best way to accelerate teaching skills of micro-teaching students Using Active Learning Strategies. The research uses Class Action Research with two cycles, once reflection and twice evaluations. The result shows that by using active learning strategies, micro-teaching students of Islamic University of Indonesia Yogyakarta can accelerate their teaching skills.

Key-words- teaching skills acceleration, micro-teaching students, active learning strategies.

I. INTRODUCTION

In the world of education, the teacher is a learning agent that has a role as a facilitator, motivator, and trigger inspiration learning for learners. Therefore, teachers are required to have four competencies, namely pedagogy competency, professional competence, social competency and competency personality. (ACT on Teachers and Lecturers, 2009: 24). The ability to implement the ability in the management of the learners that covers the implementation of learning that educate, design lessons and in applying the appropriate learning strategies are some of the characteristics of the pedagogy competency.

In addition as educators, teachers also played a very great for the development of the learners. In addition as a facilitator in learning students, also as a mentor and deliver the participants their students so that a man who has extensive knowledge of both religious knowledge, intelligence, skill live, skills outstanding traits of exalted and good personality and can build himself to be better than before and has the responsibility in the development of the nation.

The lack of this ability cannot be separated from the role of the education institution that prepare candidates for teachers. Not a few of the institutions that still transfers science or teaching of religion in a way that is still conventional and still hinges on the jurisdiction of cognitive aspect only.

Only a few directed process to internalize values of Islam on the students themselves. This can be seen from the process of the teaching of the teachers are still dominant uses conventional (for example : the method lectures, recitation). This means that the method of lectures and repetition used teachers when teaching Islamic religious education devote less involving students in the learning process and less give develop competencies teachers candidates.

This research aims to find the best way to accelerate teaching skills of Micro-teaching students Using Active Learning Strategies. Limitations of the

problem in this research is the application of Matter Active Learning is taken from the book of 101 strategy of Active Learning by Melvin Silbermen. While the specifications of their subject is 2 classes of Micro-teaching students academic year 2013 majoring in Islamic Education Faculty of Islam studies, Islamic University of Indonesia.

II. LITERATURE REVIEW

Previous Research

A paper by Arif Subhan titled : "implementation of Active Learning Strategies (Active Learning Strategy) in teaching Islamic Religious Education in SD Islam (Islamic Elementary School) nurul Hidayah". Among the methods used in SDI Nurul Hidayah are : Recitation method, discussion,, jigsaw, index card match drill/exercise. The question and answer, role playing and demonstrations. Now that become supporting actors in teaching Islamic religious education is the existence of students interest in learning, the existence of the facilities and learning resources that are adequate for the learning process.

Another one is a paper by Anindita Rahma Azizah (2014) The Use of Active Learning methods to increase the Sort Card Types of activeness and Social Studies Student Achievement Grade 4 Students head-office. Analysis of the data used a descriptive analyzing activeness and students learning achievements. The results of the study showed that the use of active learning methods types of card sort in Social Studies lessons can increase the activeness and learning achievements in Social Studies in grade 4 students Head-office.

The percentage of each point in the observations emphasize student increased from pre actions on visual activities percentage of 5,25%, at cycle I of 57,71%, at cycle II of 92,88%. Aspects of oral activities on pre action of 22, 76%, at cycle I become 61,30%, at cycle II of 87,64%. Aspects of the activities of listening, on pre action of 10,50%, at cycle I of 66,56%, at cycle II of 90,51%. Improvement of

students who achieve the criteria of learning in line with the pre action of 37%, while on the cycle I 63%, then at cycle II increased by 89%.

These research discusses about how effective active learning is, yet there haven't been any research discussing about the application of this active learning for teacher candidate that made the researchers were interested to discuss.

III. RESEARCH METHOD

This research uses class action research. Classroom Action Research is a method of finding out what works best in the classroom so that teacher can improve student learning. (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996) There are many ways to improve knowledge about teaching. In this opportunity, researcher who also plays a role as the lecturer- perform 2 cycles in which consist of some steps, actions and reflections. The researcher tries to compare between the condition of students teaching practice skill before and after being given the materials of active learning strategies.

Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. The class that is used to do this research is Islamic Education, Faculty of Islamic students at Islamic University of Indonesia. the process of the research has been taken for 6 about months in 2016. Implementation

Lewin's description of the process of change involves three steps. (Kurt Lewin 1958) :

a. Cycle 1

In the beginning, cycle plans some action to invite students to have some presentation with video. Firstly the lecturer set some topics make students to make some papers according to their group. Then lecturer gave the acknowledgment about significance of the video presentation. The lecturer also gave a deadline to submit the paper then the video would be performed by the students under lecturer's guidance and notes. Then the next, after several students playing their related present, then the researcher reviewed the result.

b. Cycle 2

In this cycle, students were motivated to do some more presentations based on the theory and requirements required by lecturer. After doing some observation and some interview to the students, research took some notes and did evaluation towards the research.

c. Evaluation

Methods of Evaluation

Evaluation of teaching can have many purposes, including collecting feedback for teaching improvement, developing a portfolio for job applications, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure.

IV. RESULTS AND ANALYSIS

Strategies Used

1. Point Counter Point

This strategy allows students to build interpretive strategies as they focus on integrating prior knowledge, teacher interpretations, information from other reading (inter-textual), and knowledge of text structure.

a. Students read and jot down responses that come to mind as they are reading. These can take the form of comments, questions, reflections, and confusions. Students weave their responses into a short piece of writing.

b. Students share their responses with the teacher leading the discussion and pointing out similarities and differences. The teacher should have circulated during the writing to preview the kinds of things students are noting in their writing for the purpose of initiating the discussion.

2. Information Search

This method can be likened to an open-book test. Teams search for information (normally covered in a lecture) that answers questions posed to them. This method is especially helpful in livening up dry material. (Mel Silberman, 2005: 161).

3. The Study Group

This method gives participants the responsibility to study learning material and to clarify its content as a group without the trainer's presence. The assignment needs to be specific enough so that the resulting study session will be effective and the group will be able to be self-managing.

4. Card Sort

This is an active team-based strategy that can be used to teach concepts, classification characteristics, or product knowledge or to review information. The physical movement featured can help to energize a tired group.

5. The Power of Two

This activity is used to promote cooperative learning and to reinforce the importance and benefits of synergy that is that two heads are indeed better than one.

6. The Power of Two

Strategy The power of two strategy is included as part of active learning which is one of the best ways to improve the students' learning activity, by giving the task that is done in small groups of students. This activity is used to promote cooperative learning and to reinforce the importance and benefits of synergy, that is, that two heads are indeed better than one.

There are more games, ice breakers and more teaching strategies which are processed to become a module of teaching strategies.

Outcomes

As discussed before. The result of the outcomes are:

Details from the table above, researcher need to explain why the result in the outcome is not in accordance with the result. After doing this experimental research, some factors such as lacking of time, lacking of experience in the real classroom and inexistence of subject of Teaching Strategies subject which should become the previous requirement to take this material, made the researcher consider not to take an online class so the class can be conditioned to have more discussions and practices.

After 14 meetings, the last two meetings were used to take a post test score. The real result is explained in the table below:

No	St. Numb	Pre Test	Post Test Score
1.	13422131	75	86
2.	13422132	76	86
3.	13422133	78	86
4.	13422134	70	85
5.	13422135	80	86
6.	13422136	75	86
7.	13422137	78	86
8.	13422138	77	77
9.	13422140	76	86
10.	13422141	76	86

From the post test above, it can be concluded that there is a significant improvement in basic teaching knowledge among the students.

Overall Observation and Evaluation Tested

No	Observation and Evaluation Tested	Baseline (avrg score)	Result (average score)
1.	Micro-teaching Paper based test (20 questions)	70	85
2.	Fashion Performance	60	85
3.	Philosophy of teaching	50	85
4.	Teaching Techniques Knowledge	50	86
5.	Class Management		

6.	Subject Mastery	50	90
7.	Teaching Games Mastery		
	1. Games without cards	20	90
	2. Using cards	20	85
	3. Using slides	60	85
8.	Class Management	60	90
9.	Opening variations	60	82
10.	Closing variations	60	85

Based on the tables above, it can be concluded that there is a significant improvements in teaching skills. Some interview results also shows the micro-teaching students feel more confident after getting some treatment about active learning.

CONCLUSIONS

After the implementation of the practice deals with using video, then the author perform final evaluation and provide the messages about the students' weakness and excess.

After doing various assessment. It can be in take the conclusion that value results to accelerate students teaching capacity. It can be take from some increasing scores of numerous teaching skills performed by students. Further research need to develop More games and strategy discussing about effectiveness of the strategies used for Islamic subjects, and for students quantity.

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