

IMPLEMENTATION OF ACTIVE LEARNING STRATEGY AS AN EFFORT TO INCREASE STUDENT ACTIVITY IN CLASS

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Abstract

In the learning process in the classroom, there are many methods that can improve and achieve maximum learning goals. Of the many existing methods to increase student learning activity in the classroom, namely the active learning strategy. Moving on from the observations the researchers did related to the activeness of students in the class, it was still not optimal. It can be in the form of still a few students who are independent in learning, less asking the teacher or asking the teacher during the learning process. To increase student activity in the learning process in this class, the researchers conducted research related to the application of active learning strategies as an effort to increase student activity in class. In its implementation, the learning model can be developed in 8 stages of the learning process, namely: (1) Orientation, (2) Group Formation, (3) Group Work Assignments, (4) Exploration, (5) Presentation of material in class (6) Understanding Checking and Material deepening, (7) Reflection and feedback, (8) Formative Evaluation.

Keywords– Active learning, Student activity, Strategy.

1. Introduction

Education is the main key to the development of a nation and state, so that education becomes an indicator in determining the human development index in a country. In our own country, namely Indonesia, education has developed rapidly from time to time from various aspects that we can review and observe, both in terms of natural resources or educators, facilities, facilities, learning media and even educational technology.

Another view related to education itself is that education is a deliberate and systematic effort in the form of actions, assistance, and adult leadership for children to reach maturity, or in simple language is a process of maturity (Poerbakawatja and Harahap, 1981, Poerwanto, 1985 and Winkel , 1991 in Halim Purnomo, 2019:33).

Furthermore, the learning process is said to be successful and of high quality if all or at least most (70%) students are actively involved, both physically, mentally and socially in the high learning learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence (Mulyasa, 2009:218)

Through the learning process students gain new experiences and are able to understand new understandings related to science and the field they are living in, the learning process that students undergo will determine the success or failure of students in exploring, understanding, interpreting lessons in class.

Learning is a process of human interaction which is marked by a balance between the sovereignty of the subject of students and the authority of the educator. Learning events occur when students actively interact with the learning environment regulated by the teacher.

Learning can be defined as a psycho-physical activity towards full personal development. Then in a narrow sense, learning is intended as an effort to master scientific material which is an activity towards the formation of a complete personality (Halim Purnomo. 2019:44). Therefore, it is the teacher or educator who is given the responsibility.

Talking about educators, this time the researcher discusses the teacher who is the key to the learning process in the classroom. Where educators have responsibility for the students they teach to be able to develop as expected, teachers are responsible for the learning process that students undergo in class, starting from student activity, student understanding, and students being able to develop their own potential both in terms of cognitive, affective and conative.

To achieve and assist teachers in their responsibilities, various methods, strategies in teaching that have developed and have been created by many experts, one of which is a learning strategy using active learning learning theory.

Active learning is a fast, fun and interesting step (Syarifan Nurjan, 2016: 145). According to him, active learning has 101 learning strategies that can be applied in every lesson, where the learning process requires mental involvement and action at the same time.

Basically, active learning is a form of approach in learning that is oriented to student activities. Where it is oriented to student activities, it means that the learning process places students as active students and has readiness to learn. In the view of modern learning, learning by listening will forget, by listening and seeing will remember a little, by listening, seeing and discussing with other students will understand, and by listening, seeing, discussing and doing will gain knowledge and skills and ways to learn. master the best lesson is to teach it.

Active learning has two dimensions, namely independent learning and active learning. Self-learning means students are involved in pembuatan keputusan about the learning process to be carried out, while active learning makasunya situation dimana students dintang to use his mental faculties when making pembelajran

Based on the description above, it can be said that active learning in prinsipsna a model pembelajaran that emphasize the activity and participation students in the learning process. Therefore, the role of educators in this learning model is not dominant in mastering the learning process, but rather plays a role in providing convenience by stimulating students to always be active both physically, mentally, emotionally, socially or otherwise.

2. Method

Type of research is library research, which is a series of studies related to library data collection methods, or research whose research objects are developed through various library information. Hasibuan (2007) The research was conducted by reviewing and comparing library sources to obtain theoretical data. In addition, by using a literature review, the authors can obtain information about the expected research techniques, so that the researcher's work does not constitute a duplication. Thus this research was conducted by analyzing books or scientific journals that examine the improvement of social interaction with transactional analysis group counseling. Syaodih (2009) literature review or literature review is a study that critically examines knowledge, ideas, or findings contained in academically oriented literature.

3. Result and Discussion

From the literature review, and after reading several sources, active learning is effective in increasing student activity in the classroom where various supportive and adequate learning strategies can be carried out. From the results of the understanding of researchers from various sources, the first can be formulated:

- a. Active learning learning in the context of learning is oriented to student activities.

The active learning process is centered or focused on student activities as learning objects. In the learning process students do not just take notes and listen, but by listening, watching, discussing and doing, they will gain knowledge and skills and the best way to master the lesson is to teach it.

Therefore, it can be said that this active learning principle emphasizes the activity and participation of students in the learning process, while the teacher or educator has a role that is not too dominant and not too involved

but to provide convenience or facilitator and a place to ask questions for students or as a guide. direction and commentator in the learning process by stimulating students to be more active and able to develop in terms of physical, mental, emotional, social and so on.

- b. The application of active learning learning strategies to increase student activity in the classroom.

The strategy carried out by the researchers in this study consisted of several stages, including:

- 1) orientation,

Teacher describing the scope of the material, stating objectives, conveying learning procedures and delivering alternative teaching resource materials.

- 2) Formation of groups The

Teacher identifies the characteristics of students in the class, determines the number of groups and the number of members, and determines and informs students about group membership.

- 3) Assignment The

Teacher conveys the material grid and gives assignments (questions) according to the topics and indicators that students must master, assigns each group of students to discuss, looks for sources according to the topic that will be discussed by the group. Assign groups to arrange material in the form of presentation materials.

- 4) Exploration

Students discuss in groups, read and watch various sources to support the formulation of the topics to be made and the groups work together, help each other share and make it easier for their group friends.

- 5) Presentation of material in class The

Teacher makes a box containing paper and writes as many numbers as the group and draws one lot at each meeting to determine which group will appear and present the material he has formulated in

the form of powerpoints and paper materials that can be distributed to other groups, so that other groups too understand and read.

6) Checking understanding and deepening of material The

teacher appoints two or four other participants to convey conclusions from what he understands from the explanations of the groups who have presented. Then give the opportunity to the other group to ask questions, give opinions or answer questions.

7) Reflection and feedback The

teacher explains again moving from the questions asked that have not been answered correctly which is felt by the teacher so as to make students understand more, and the teacher gives the opportunity to ask the teacher or the teacher asks randomly to all students.

8) Formative evaluation The

teacher gives some quick questions related to the material that has been discussed together in the form of a quiz at the end of the learning process in class.

4. Conclusion

Based on the previous explanation, it can be seen that the idea of active learning is one of the main emphasis among progressive educators such as John Dewey who views that naturally learning is an active process.

In this study, the implementation of active learning focuses on an alternative learning procedure that encourages every student to be actively involved in every learning process.

Where several stages of activities are carried out, including 8 stages of the learning process, namely: (1) Orientation, (2) Group Formation, (3) Group Work Assignments, (4) Exploration, (5) Presentation of material in class (6) Checking understanding and Material deepening, (7) Reflection and feedback, (8) Formative Evaluation.

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