TEACHING METHOD AS CAPITAL IN INFORMATION EXCHANGE ACTIVITIES

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ABSTRACT

Teaching methods can be adapted to the type of activity carried out and also adapted to the subjects being taught. Basically deciding on a teaching method in a teaching activity is very difficult to determine and it is impossible to apply only one method, it is possible that there will be collaboration between teaching methods so that they can complement each other. With the hope that the learning and teaching process goes well and can be accepted by students. This study aims to determine and analyze the use of learning methods in an effort to increase student learning outcomes to the maximum in teaching and learning activities. This study uses both quantitative and qualitative research data obtained from various journals. The research method in this article uses a systematic literature review approach adopted from Keathley and Van Aken (2013). The stages of literature review are carried out through several stages, namely article selection, article review, and analysis of findings. The results of the study explain that the methods that can be used in learning activities that can be understood by students must be based on the strengths and weaknesses of students. Teachers are required to meet these deficiencies from each student such as developing learning programs, using assistive media that can stimulate students to actively participate in teaching and learning activities. From this research it can be found that the importance of implementing appropriate and effective methods is an obligation. With the hope that learning activities will run as planned and not deadlocked. Therefore, some methods of teaching and learning activities that are deemed appropriate and effective may be applied in the actual learning process.

INTRODUCTION

The development of the world of education will have a major influence on learning methods. The learning method is a form of concept or arrangement of plans in teaching and learning activities (Buckley & Doyle, 2017). This is developed into a form of pattern called a learning system, where the system will directly involve students, learning objectives, material being taught, facilities used, and other things that can support teaching and learning activities (Windschitl, Thompson, Braaten, & Stroupe, 2012).

argues that good and advanced learning methods will improve the quality of students and teachers to create learning that brings quality learning in the world of education (Darling-Hammond, 2015). This opinion forms an important basis in analyzing the learning methods that have been applied to determine the effectiveness, efficiency, and quality of the learning methods implemented (González-Marcos, Alba-Elías, & Ordieres-Meré, 2016).

The developments made by academics in the world of education have given birth to ways or teaching methods that can be used to improve the teaching and learning process

(Buckley & Doyle, 2017). To achieve the objectives in learning activities, a teacher must apply several good and effective teaching methods in teaching and learning activities. Teachers have many different types of teaching techniques or methods to use or specifically designed in teaching and learning activities. argue that the position of the method is as a medium of extrinsic motivation, as a teaching plan and also as a medium to achieve goals (Lepper & Malone, 2021).

When compiling learning plans for teachers is a very important thing and must be done before carrying out teaching activities. Learning methods or techniques must be adapted to certain factors such as the type of learning space, student knowledge, and learning objectives in the curriculum (Dhawan, 2020).

Pupuh and Sobry S argue that the method used is right on target and it is hoped that the learning objectives will be effective. Students will respond differently to each method used, besides that they will have their own difficulties in capturing any information provided so that teachers must use appropriate methods in helping students understand and manage the information provided (Mansir & Karim, 2020). There are several methods that can be applied to exchange information between teachers and students such as explaining or explaining learning materials, using questions, or a combination of the two (Savery, 2015).

RESEARCH METHOD

This study uses research and qualitative data types obtained from various journals. Sources of data in this study is secondary data. The research method in this article uses a systematic literature review approach adopted from. The stages of literature review are carried out through several stages, namely article selection, article review, and analysis of findings (Onwuegbuzie, Leech, & Collins, 2012). The research method used in this study is a qualitative descriptive method. The type of data used in this study is qualitative data, which is categorized into two types, namely primary data and secondary data. Sources of data obtained through library research techniques (library study) which refers to sources available both online and offline such as: scientific journals, books and news sourced from trusted sources. These sources are collected based on discussion and linked from one information to another. Data collection techniques used in this study were observation, interviews and research. This data is analyzed and then conclusions are drawn.

RESULTS AND DISCUSSION

Details of teaching design and methods

As we know about the importance of education in the exchange of information, so it is time for us both to know some teaching methods or techniques that can be used in a teaching and learning activity, there are two groups of methods that are possible to use, including.

a. Non-directive teaching method

This method is designed to make education an active rather than passive activity. This method is done so that students can make their own observations, can present their own analysis, and can think for themselves. Students can not only understand other things, but this

can bring self-confidence in students in expressing themselves actively, not only as passive listeners to the exchange of information presented by the teacher argues that learning theory is an efficient, effective and quality learning method or technique in producing learning outcomes.

In this case, students can analyze themselves from scientific literature or experience in the field. Teachers only provide basic tasks that have been designed so that students can carry out observations on subject objects, analyze existing facts, conclude results from observations, describe the results achieved, and compare with other facts. Or even the teacher only gives problems that can present the thinking process of students, so that the learning object can develop properly. Thus, students can understand the science or knowledge they are looking for, be active in thinking and can arrange the core of the lesson well.

Several types of non-directive teaching methods include questions: It is a test of knowledge which is considered an effective method because it is interactive. The questions expressed by the teacher are intended to determine the knowledge or understanding of students who have been studied so that they help find the next method that must be taught further (Roll et al., 2018).

The curiosity of students can stimulate them to ask question after question. Teachers must be able to encourage this in a good way so that students can think critically and sharply so as to achieve an interactive learning atmosphere between teachers and students. This method is a method of presenting learning in the form of questions that must be answered, questions are usually given by the teacher to students but sometimes questions can be given from students to teachers (Bada & Olusegun, 2015).

The teaching method is in the form of explanations: several times explanations can be made based on the experience and knowledge of a teacher or a student, the explanation can also be given as a source of knowledge and inspiration for students. Meanwhile, in this method, the teacher must present a good and correct introduction and summary. Explanations must be accompanied by accurate examples so that students' understanding will be better. With this method the teacher can encourage the emergence of inspiration for hearing.

Teaching methods in the form of teaching aids: teaching aids are one method that can be used to assist visually for teaching and learning activities. Students will be better at absorbing information using media that can be captured visually. Learners can better understand a learning object by observing and understanding it.

All forms of learning methods or techniques have a vital force on teaching and learning activities, although they can be presented at every stage of learning. This will greatly help students to understand and conclude the various learning objects they have learned (Bonk & King, 2012).

The learning method is in the form of demonstration: learning techniques using demonstrations to students, so that students can develop learning objects and have an understanding of learning objects from another point of view. Demonstration is the presentation of each learning object along with the reasons and significance for understanding

the material in a better way. One example in this method is experimental activities on learning objects.

b. Teaching method based on interdisciplinary principles

This method was developed based on the realization that the problems that must be faced in this life can no longer be solved with only one scientific discipline.

The more we realize that the problems we face are getting more complicated and complex. Some of these problems require us to use an interdisciplinary or cross-disciplinary approach in order to solve them. If so, the result is that students are obliged taught as early as possible about interdisciplinary or transdisciplinary approaches (Adler, 2013).

Learning methods using an interdisciplinary approach must be guided by an expert in their field so that they can help students solve the problems they are facing. Complex and complex problems will be presented to students to be analyzed and discussed with one of the scientific fields and then explained thoroughly to others. Thus we can solve problems from various aspects of existing scientific disciplines.

In the end, students will be aware of and understand these complex problems which need to be resolved from various scientific or interdisciplinary fields, they will also understand the relationship and dependence between one science and another. So by itself in the mind will form a very good mindset.

This is exactly the case with dealing with problems in education, one example is the problem of the quality of graduates, to find out many things need to be done and then analyzed properly such as the curriculum, the quality of the teachers, the object of learning, the system of teaching and learning activities, student psychology, background scientific and cultural background and so on.

Therefore, there are times when students must be followed in the learning process with interdisciplinary methods in dealing with complex problems, so that students' knowledge develops well, their knowledge becomes wider, and has a well-structured mindset, as well as to minimize thoughts that do not enter. resourceful, narrow and small (Mosely, Wright, & Wrigley, 2018).

The learning method is in the form of collaboration: collaboration is a contemporary element of collaboration. The students are accustomed to be able to work in a group. The collaborative method has the aim of enabling students to have a good sense of responsibility. They learn to realize very effective methods or techniques and get maximum learning outcomes (Salmons, 2019).

This method aims to instill patience and develop a sharp and critical mind in analyzing a problem. In addition, it gives freedom to students to solve problems with good discussion and can work together between individuals. This method can also be called group discussion which can provide stimulation to students to be active in a group, by showing their respective advantages. This method can also be said to be the best learning method. According to Daryanto, the discussion method is a way of delivering information in learning activities such that students are given complex problems to discuss and solve together.

Furthermore, the learning method is in the form of a debate model: this method is one of the important learning methods to improve the individual cognitive abilities of students. Learning objects are selected and designed to be divided into packages of pros and cons. Students are divided into several groups and each group can be filled with at least four people. In this group, students will be separated into two people who will take the pro package and the other two will take the cons package and then debate about the material given by the teacher. The results of the report related to the debate will be given to the teacher to evaluate each student about the mastery of the material provided and also evaluate how effective and precise students are in learning using the debate method (Onwuegbuzie et al., 2012).

In the end, this is intended for the success of the method by producing something planned in cooperative learning, each method used must pay attention to the learning object that will be given to students so that they can collaborate between individuals and can solve problems properly. Skills in socializing are things that must be strived for in collaboration in order to achieve success in solving problems at hand. These skills can be taught to students and roles between individuals can be determined to facilitate the group learning process. The roles mentioned can vary depending on the material given, for example, there is the role of note-taker, conclusion maker. Coordinator of materials and teachers as supervisors in the teaching and learning process.

In addition to the methods already described, there are other methods that can be used to provide high-quality learning outcomes, such as the story or game method, seminars, presentations, and case studies. Methods that can be used in learning activities that can be understood by students must be based on the strengths and weaknesses of students. argues that teachers as educators must be able to master every situation in the classroom in order to create a good teaching and learning atmosphere in order to produce a quality learning process, a teacher must have good learning methods and are able to have a good impact on student learning outcomes. students, so that the ability of teachers is a basic thing that must be considered in applying good learning methods according to the needs of students. Teachers are required to meet these deficiencies from each student such as developing learning programs, using assistive media that can stimulate students to actively participate in teaching and learning activities. This study is in line with other studies which have found that learning methods have a positive and significant effect on learning achievement.

CONCLUSION

Teaching and learning activities are something that must be done and must be given to everyone, because it is the key to preparing for a future filled with people who have high quality or quality. From what has been explained that in each - each learning method has its own advantages, so that basically the most appropriate learning method for every situation of teaching and learning activities will be difficult to use only one method.

Seeing the importance of implementing appropriate and effective methods is an obligation. With the hope that learning activities will run as planned and not deadlocked.

Therefore, some methods of teaching and learning activities that are deemed appropriate and effective may be applied in the actual learning process.

To do that, we must develop other methods that are suitable and complement each other between methods. It can be concluded that each learning method applied can be said to be good if it meets the requirements such as, in accordance with the learning objectives that have been designed, can be applied according to the ability of the teacher, depending also on the ability of the students, the suitability of the number and size of the group, according to the time allocation in each learning object, paying attention to existing supporting facilities.

Herlambang (2018) argues that basically a teacher is a leader, facilitator and motivator for students in developing quality and making students according to their nature to be human. Therefore, in an effort to meet these requirements, teachers must be introduced to various learning methods. Next, just choose what method is suitable for use and in accordance with the abilities of students, with the hope that students can get maximum results in the teaching and learning process.

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