

TEACHING TO VARIATION IN LEARNING FOR NONFORMAL EDUCATION DEPARTMENT

Elihami Elihami¹, Suparman Suparman²

¹(Jurusan pendidikan Luar Sekolah, STKIP Muhammadiyah Enrekang, Indonesia)

✉Corresponding email: elihamid72@gmail.com¹

ABSTRAK

ABSTRACT

This study recognizes the role of variations in teaching in the learning process of third semester students in the Non-Formal Education STKIP Muhammadiyah Enrekang. The problems of this study are: 1) What is the role of variations in teaching in the learning process of third semester students in the Non-Formal Education STKIP Muhammadiyah Enrekang; 2) Whether through the role of variations in teaching in the learning process in Non Formal Education STKIP Muhammadiyah Enrekang can improve student learning outcomes in the third semester. The research that will be used is descriptive research and reflects deeply on several aspects of teaching and learning activities. The focus of this research is to improve student learning outcomes in the subject of the role of variations in teaching in the third semester student learning process of the Non-Formal Education Study Program STKIP Muhammadiyah Enrekang. The research subjects were all students in the third semester of the Non-Formal Education STKIP Muhammadiyah Enrekang with 75 students consisting of two classes namely class B totaling 35 and class A totaling 40. The instruments to be used were observation, tests and documentation. The data will be processed by percentage analysis and presented in the form of a description and presentation. The implementation plan begins by asking questions, thinking together and answering; 2) The application of the role of teaching variation in the third semester student learning process in the Non-Formal Education STKIP Muhammadiyah Enrekang will improve student learning outcomes. The aims and objectives of education held in schools are non-formal education channels. The main target of education can be achieved well, it needs to begin with the concept of integration through the role of variations in teaching in the learning process of students.

Keywords: *the role, learning, variation, non formal education*

INTRODUCTION

The problems faced by the Indonesian people today is the low quality of education when compared to other countries, especially Western countries. The indication is that the national education system that has been built today has not been able to answer the needs and challenges of national and global today. The number of population of primary education age outside the national education system still shows a very large number. Meanwhile, the quality of education is still far from what was expected.

To solve the problem above, according to the opinion of the writer is that the government should make various efforts conceptually and conceptually. These efforts include improving educational facilities and infrastructure, as well as improving the quality and qualification of teachers in the field, especially in remote areas. The existence of a teacher for a nation is very important, especially for a developing nation. According to Usman (2004: 7), "the more accurate the teachers carry out their functions, the more guaranteed the creation and

development of one's readiness and reliability as human development."

Lecturers as educators, tasked with providing teaching in schools. In the learning system, the role of the teacher is crucial for the success of educational goals. Lecturers must try to create changes in attitudes, skills, habits, appreciation and social relations for example through the teaching they provide. To achieve these goals, the teacher needs to understand the depth of knowledge relating to aspects of learning in school and master well the teaching methods and techniques. According to Usman (2004: 74), as a teacher must understand and be able to carry out a variety of teaching skills as follows: questioning skills, reinforcement skills, variation skills, explaining skills, skills to open and close lessons (set induction and closure), skills to guide small group discussions, class management skills, and individual teaching skills.

All teaching skills mentioned above, also determine success in the learning process of students in schools. Furthermore Usman (2004: 4) states that "the teaching-learning process is the core of the overall education process with the teacher as the main role holder". Furthermore, Bafadal (2003: 21) also states that "teaching and learning activities are the core of the whole educational program in schools ... With the existence of variations in teacher teaching, students always show perseverance, enthusiasm, and full participation. For this reason, Usman (2004) expressly states that "a teacher or prospective teacher needs to train themselves in order to master these variations of teaching skills".

Responding to these conditions, researchers conducted observations in

classes A and B in the Non Formal Education study program. As the results of pre-research conducted in January to June 2018 revealed that: 1) Lack of use of varied methods, 2) Less involvement of students in group learning, 3) There is no interaction between students who are smart, moderate, and normal, this is evident most students complain when given a lesson about the PLS; 4) Achievement of student learning outcomes is still low, it can be seen from the courses that only reach an average value of 3.01 From the data obtained from the academic section of STKIP Muhammadiyah Enrekang.

DISCUSSION

The word "variation" in the Big Indonesian Dictionary (2003) has many meanings, namely; (a) the action or result of a change from the original state; Intermezzo; (b) other forms; (c) additional decoration; (d) hereditary form changes. While the word "teach" can be interpreted as giving a lesson. Based on the above meanings, the variation of learning can be limited within a number of understanding limits, for example; interlude in giving lessons; forms of giving lessons; and additional decoration in giving lessons.

Furthermore J.J. Hasibuan and Moedjiono (2004: 64) state that using variation is interpreted as an act of the teacher in the context of the teaching and learning process aimed at overcoming student boredom, so that in the learning process students always show perseverance, enthusiasm, and actively participate. So according to the author that teaching variation can be defined as the skills (skills) of teachers in providing subjects to their students in class. Variation skills in teacher teaching styles, and variations in the use of media or teaching materials. Variations in teacher teaching styles, for example; sound variations and movement variations. While

variations in the use of teaching media, for example; variations of tools or materials that can be seen (visual aids). Teaching skills focus on the movements and / or appearance of a teacher's body parts. Included in this case are the problems of teaching techniques applied by the teacher. Teaching skills can be divided into three classifications, namely those related to aspects, readiness capital and operational skills (Sudirman A.M: 2000).

In the material aspect is closely related to the problem of the material taught to students, namely about how to draw students' attention to the material being taught. In the aspect of capital readiness is closely related to the attitudes that must be considered by the teacher during teaching, including the posture of the body when teaching, the attitude to the conditions of space or number of students, to the needs of students and others. Whereas the operational skills aspect is closely related to the various skills in teaching and learning interactions that need to be developed.

Teacher teaching variations, including supporting factors for the success of the learning process in the classroom. Therefore, it is no exaggeration to say that a teacher must be able to make variations in giving lessons to students. Teachers who are not able to hold variations in teaching often make students bored and tired of attending lessons. Boredom factors caused by the presentation of learning activities that just like that, will result in attention, motivation, and student interest in learning will decrease (J.J. Hasibuan and Moedjiono: 2004). Based on the descriptions above, the main purpose of procuring variations in teacher teaching is to overcome student boredom. In addition, there are other objectives. In this case, Uzer Usman (2004) stated several objectives and at the same time the benefits of the skill of making variations, namely;

1. To generate and increase student attention to relevant aspects of teaching and learning
2. To provide opportunities for the development of talents to want to know and investigate in students about new things
3. To foster positive behavior towards teachers and schools in a variety of ways for more lively teaching and a better learning environment.
4. To provide opportunities for students to find ways to accept the lessons they enjoy.

In line with the purpose of the skill of using variations in teaching as mentioned above, several uses will be found to cause variations in teaching in the classroom.

J.J. Hasibuan and Moedjiono (2004) suggested that the usefulness of skills using variations in teaching is;

1. Maintain and increase student attention to matters relating to aspects of learning
2. Increasing the possibility of curiosity motivation functioning through investigative and exploration activities

Form a positive attitude towards teachers and school

1. The possibility of serving students individually so as to facilitate learning

2. Encourage learning activities by involving students with a variety of activities or learning experiences that are interesting and useful in various cognitive levels.

By paying attention to the understanding, purpose, and usefulness of learning that has been explained above, it has implications for the formulation of the importance of variations in teacher teaching skills in providing subjects to students in class. This is mainly aimed at overcoming student boredom, so as to

create a good atmosphere of teaching and learning. To achieve this goal, the principles of variation in teaching must be understood and mastered by their use.

The principles in the Big Indonesian Dictionary (2003) are interpreted as principles or or basis. Thus the principles of teaching variation are the basics that need to be understood in using teaching styles or variations in using media and teaching materials in class. From all the literature that the author reads, it seems that educational experts differ in opinions about the principles of teaching variation . For more details, the following two opinions are quoted regarding the principles of variation in teaching.

1. The principles of variation in teaching according to Uzer Usman (2004: 85), are:

a. variations should be used with a particular purpose that is relevant to the objectives to be achieved

b. variations must be used smoothly and continuously so that they will not damage the attention of students and not interfere with the lesson

c. well planned, and explicitly included in the lesson plan or unit of study

2. The principles of variation of teaching according to J.J. Hasibuan and Mudjiono (2004: 66), are:

a. the changes used must be effective

b. the use of variation techniques must be smooth and precise

c. the use of variation components must be strictly structured and planned in advance

d. the use of variation components must be flexible and spontaneous based on student feedback

From the two opinions above, we can see that there are very basic differences in the principles of variation in teaching the teacher. However, in the author's view that both are equally true, because they only differ in aspects of the components. Uzer Usman emphasizes the principle of using variations in aspects of the use of teaching materials or tools, while J.J. Hasibuan and Mudjiono emphasize the principle of variation in aspects of the teacher's teaching style.

The principle of the use of variations in aspects of the use of teaching materials or tools, related to the media components used by teachers, for example; posters that can be seen (visual aids), radio sounds that can be heard (auditive aids) and others. The use of teaching media like this, must be relevant to the objectives to be achieved, their use must also be smooth and well planned.

Regarding the principle of variation in aspects of the teaching style of the teacher, related to several components, for example; loud and weak sound variations, fast and slow sound variations. Loud sounds are then interspersed with weak voices, must be effective, smooth, precise, structured, flexible and spontaneous.

The principles of variation in teaching must be comprehensively understood and applied proportionally in teaching and learning activities, because it will bring a very positive

influence for teachers and students to interact. Learning and teaching are two different events, but between the two there is a relationship that very tight. Even between the two interactions occur with each other. Both of these activities, mutually influence and support each other.

There are several notions of learning put forward by education experts, both micro (narrow) and macro (broad). Understanding learning micro learning is "adding knowledge" or "learning is changing". In this case, what is meant by learning means an effort to change behavior. Whereas the understanding of learning in a macro scale is as a psycho-physical activity leading to complete personal development.

In the book *Psychology of Learning* by Muhibbin Syah (1999: 64), found a variety of definitions of learning, namely among others that learning is:

1. ... a process of progressive behavior adaptation, that is; learning is an adaptation process
2. ... acquisition of any relatively permanent behavior change as a result of practice and experience, that is to say; learning is the acquisition of behavioral changes that are relatively settled as a result of practice and experience
3. process of acquiring responses as a result of special practice, that is; learning is the process of obtaining responses as a result of special training.

In addition to the three definitions above, several limitations regarding learning are still found. According to Rusyan, et al (1992: 17) that "learning is modifying or reinforcing behavior through experience; or a process of change in individual behavior through interaction with the environment.

Learning always shows a process of behavior between individuals based on certain practices or experiences. With this understanding, the concept contained in the learning process is an activity and not an outcome or goal.

In line with the above understanding, Oemar Hamalik (1983: 29), states that "learning is not a goal but is a process to achieve goals." Based on this statement, the authors understand that learning is the steps or procedures taken to achieve a destination.

Correspondingly, Arikunto (1990) states that "learning is also interpreted as a process that occurs because of an effort to make changes to human beings who do, with the intention of obtaining changes in themselves, whether in the form of knowledge, skills or attitudes."

The emergence of various definitions and limitations about learning, also gave birth to different learning concepts. However, it can be concluded that the learning process is closely related to the value of change and behavior. Or in other words that the conception of learning is an activity carried out because it fulfills one of the three instincts possessed by every living thing, namely the instinct for self-defense; self development; and maintain offspring. These three instincts are interrelated with one another. Because this is the case, the learning process is also related to things that allow the learning process to take place.

The continuity of the learning process, especially in schools, is very much related to teaching problems. In other words, teaching basically supports the learning process. If learning is said to belong to students, teaching is a teacher's activity.

According to Ali (1987: 12), teaching is "an effort to convey learning material to students." With this understanding, it can be formulated that teaching is the process of pouring some information from teacher to student.

Wider understanding, Sudirman AM (2000: 46) states that teaching is interpreted as "an effort to create conditions conducive to ongoing learning activities for students." Understanding teaching like this, gives the concept that teaching is to provide conducive conditions, ie creating environmental systems that allow the learning process to be optimal.

The intended environmental system is composed of several components that interact with each other in creating a learning process that is directed at a particular goal. The components are; teachers, students, teaching objectives, subject matter, teaching methods, teaching media, administrative and financial factors.

When the learning process occurs, then the teaching process occurs together. This would be easy to understand, because if there is learning, of course there will be those who teach it, and vice versa if there is teaching, of course there will be learning. Furthermore, in the teaching and learning process, the teacher as a teacher and students as the subject of learning.

Based on the explanation above, the teaching and learning process can be divided into two parts, namely: the teaching and learning process in terms of the teacher's point of view, and the learning process in terms of the students' point of view. Viewed from the teacher's point of view, the teaching and learning

process is tangible in teaching activities. While the teaching and learning process from the point of view of students, is a series of students' efforts to develop their intellectual abilities.

Effective teaching and learning to achieve certain goals depends on the condition of each element involved in the teaching and learning process factually. Maybe for a teaching program at one time it is seen as more effective delivery by the lecture method, at other times it may be group discussion and at other times questions and answers may be asked.

Therefore, teachers must be cleverly using methods that are appropriate to the situation of students, so that learning objectives can be achieved. The main purpose of the learning method is to grow students' cognitive, which is more about behavior in the aspect of thinking / intellectual. Likewise, developing a psychomotor, which has much to do with aspects of motor skills or movement of students. The latter is to grow and develop affective, which is more concerned with aspects of feelings, values, attitudes and interests of students (Syaodih: 1996).

CONCLUSION

In the field research (field research) assessment is intended to have been found specifically and realistically about educational and social phenomena that occur in the community and the formal and non formal education environment. In addition, this research is also included in the case study category or case study because it discusses concerning certain problems and conditions that occur in formal and non-formal education schools in Sidenreng Rappang Regency. Therefore, the data

collected is a whole that is interrelated between one another. Even though the case study object is classified as small, it is carried out in depth because the proposed problem is examined in detail, so as to produce a concise and comprehensive conclusion.

In addition, this research is also categorized as a qualitative descriptive study. It was said so because not only his theory was developed in the field, but also problems or problems and questions might experience development, change or shift in accentuation. While said to be a qualitative study because the data collected are qualitative data and are analyzed qualitatively as well.

This research is located in Sidenreng Rappang Regency, South Sulawesi Province with the object of research being kindergartens and playgroups located in all sub-districts in Sidenreng Rappang Regency. Determination of primary school children as the object of research, based on the data sources in this study, consists of: data sourced from library research, namely; books or scientific papers on education and other books relating to the substance of research and data sourced from field research as main data, in the form of information, phenomena or social facts, and the findings of researchers in the field. Sources of data in the form of informants or consultants determined by purposive and snowball. Purposive technique is the determination of the number of informants based on certain objectives, while the snowball technique is the number of informants at first only a little, then develops into many according to the data requirements needed.

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