The Implementation Of Active Learning Pedagogical Practices In Senior High Schools

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Abstract *- This paper has the purpose to investigate how the active learning pedagogical practices were implemented in senior high schools. This investigation focused on analyzing the teachers' understanding in applying a shifting of the teacher-centered learning to the student-centered learning. A qualitative method was used in this study which employed three instruments: non-participant observations, interviews, and conversational group discussions. The study was conducted in two different senior high schools, including SMA 1 Langsa and SMA Langsa, Aceh. Four (4) classes of students in grade XI and four (4) teachers from two different schools were selected as the participants of study. The findings show that the teachers in SMA 1 has understood the functions of active learning pedagogy eventhough its implementation was still not executed holistically. Meanwhile, in case of the teachers in SMA 5, there were many missing points of active learning pedagogy which was not applied by the teachers, mostly regarding a lack of teachers' actions to build students' understanding, although the teachers were aware of the importance of active learning pedagogy for English subject.*

Keywords: *implementation, active learning, pedagogical practices, senior high school.*

I. INTRODUCTION

Indonesia is a developing country that is putting great attention on improving the quality of education. As part of this effort, the government reformed education, one of them in terms of how to prepare teachers and educators to plunge into the education system. In this case focused on improving the quality of teachers and professionalism focused on diverse pedagogy. Active learning is included in one of the pedagogy that is the goal.

Active learning has characteristics to engage and activate students through various classroom activities. It aims to promote an active role of students in the formation of lesson comprehension. In contrast to conservative learning that focuses more on learning at the level of surface learning, active learning involves more students in higher order thinking (Bonwell&Eison, 1991). To achieve learning that focuses on higher level order thinking, learning should focus on learning that enables students rather than implementing more teacher-centered learning (Courtney, 2008; Di Biase, 2000; Sri Rahayu et al, 2010). The implementation of active learning emphasizes the pedagogical shift from teacher centered learning to more student-activated learning (Courtney, 2008; In Biase, 2000; Sri Rahayu et al, 2010).

One of the dilemmas in active learning, this pedagogy is more focused on the concept of active questioning, whereas Indonesia is more accustomed to teacher-centered learning, and students only listen to the teacher (DiBiase, 2009). From this it can be interpreted that the implementation of active learning in a developing country like Indonesia can be seen as a need for shifts for teachers because it requires a great change in terms of ways of thinking and teaching.

Related to the scope of research that will only cover English learning in high school. Teaching English, active learning has a huge role in the process of acquiring a second language (Krashen, 1982). Krashen (1982) states that the acquisition of a second language will not occur if speakers do not use their language (experience and use the language). The concept of active learning can support teachers' efforts to enable students in English practice. From the above problem formulation can be formulated research questions as follows:

1. How does the teacher understand the active learning that can be seen through the implementation of classroom learning?
2. How are the challenges in this active learning implementation faced by teachers

II. METHODS

This research uses descriptive qualitative method, data collected in the form of word information, writing and behavior observed by researchers.

1. Research Instrument

This qualitative research will use three instruments, namely interview, observation and review document as the research instruments. In this case qualitative methods by using observation and interviews will be useful for collecting in-depth data on the implementation of active learning. Document review is expected to be a source of data to help researchers build a deeper understanding of the research problem.

2 Location and Time Research

This research was conducted in two schools, SMA Negeri 1 Langsa and SMA Negeri 5 Langsa. The research conducted from March until July 2017.

3 Methods of Data Collection

This qualitative research will use purposive sampling. This sampling method allows researchers to select a rich sample of information and fit the research objectives (Creswell 2008; Cohen et al., 2011; Mertens, 2005). This is due to the purpose of qualitative research to investigate more about the implementation of active learning in schools, not to generalize in large-scale research (Cohen et al., 2011; Creswell, 2008; Teddlie and Yu, 2007).

Research respondents were selected from two state high schools. SMA 1 Langsa will be the representative of the school located in the city. This school has more certified teachers and students have easier access to educational facilities. One other school is SMA 5 Langsa, this high school is located in a rural area, this School has fewer certified teachers from SMA 1 Langsa and its students more difficult to reach access to educational facilities.

In relation to its location farther from the city and its students who mostly come from the middle to lower economic community. While this study is not a comparative study, these two schools will serve as examples of two schools in two different circumstances, allowing researchers to conduct in-depth research and add a broad breadth of the analysis to the study. Respondents from each school will consist of principals, all English teachers and a number of students who are considered representative and rich in information.

4. Data Analysis

Data analysis will follow data analysis techniques initiated by Miles and Huberman (1994). As initiated by Huberman (1994) this study will use daily diaries to enable researchers to begin analyzing from the start of the field note. Data analysis from interviews, observation and document review will also follow the steps of Miles and Huberman (1994). First, all interviews will be recorded in the field diary, including personal opinions and other opinions expressed by the participants. Then the material from the daily field record will be grouped according to the same phrase, the relationship between variables, patterns, themes and differences between subgroups and common sequences. Supporting data will be obtained from reviewing documents available in schools, such as RPP, syllabus and other supporting documents, and additional supporting data from direct observation of classroom learning. The process will continue so that researchers can draw conclusions.

III. RESULT AND DISCUSSION

The whole process of data retrieval, observation and interviews was completed in July 2017 in two schools namely SMA Negeri I Langsa and in SMA Negeri 5 Langsa. The results will be described in the following table. Detailed descriptions will be elaborated in subsequent sub chapters of each observation, FGD and teacher interview results.

A. Observation and Interview Results

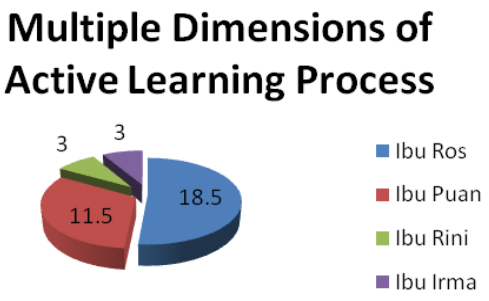
Multiple Dimensions In Active Learning Process In Four English Classes in High School by Auster and Wylie (2006)

Table1. Observation and Interview

No	Multiple dimensions of active learning process	Ibu R/ SMA I	Ibu P/ SMA I	Ibu Rn / SMA 5	Ibu I/ SMA 5
Teaching process-context setting					
1	Establishing a receptive, candid atmosphere for learning that facilitates student interaction and engagement.	✓	half	x	x
2	Preparation	✓	✓	✓	✓
3	Class delivery	✓	half	x	x
4	Continuous improvement-interact	half	half	x	x
5	Get to know the students	✓	✓	x	x
6	Communicate expectations and ground rules	✓	✓	✓	✓
7	Assemble appropriate physical environment	✓	✓	x	x
Class preparation					
1	Preparation for active learning in the classroom requires attention to both content and process (how content is delivered.)	✓	✓	x	x
2	Plan agenda for each class	✓	✓	x	x
3	Determine the most effective delivery modes for each agenda item	half	half	x	x
4	Allocate timing	✓	half	x	x
5	Plan visual aids	✓	half	x	x
6	Providing guiding question for each class	✓	✓	✓	✓

Class delivery					
1	Leverage students' experiences and inputs	✓	half	x	x
2	Manage student participation effectively	half	half	x	x
3	Use gestures, movement and voice modulation during class	✓	x	x	x
4	Recognize that different students may have different comfort levels with active preparation	✓	x	x	x
5	End every class with a wrap up				
Continuous improvement					
1	Seek verbal feedback during each class	✓	half	x	x
2	Obtain written anonymous feedback on content and delivery	x	x	x	x
3	Ensure comprehensive end of term feedback	x	x	x	x

Figure 1. Multiple Dimensions of Active Learning Process Points (Auster and Wylie, 2006) from Observation Results and Interviews towards English Teachers at SMA 1 Langsa and SMA Langsa 5



FromFigure 1 pie chart above can be seen that teacher from Sma 1 (Ibu R and Ibu P) have bigger point than teacher in SMA 5 (IbuRn and Ibu I)

A. Teacher's Understanding of the Pedagogy of Active Learning

After observing the learning process in both schools, and from the observations described above, from the observation between Ibu R and Ibu P from Sma 1 with RN's mother and Ibu I from Sma 5, there is a big difference between the implementation in SMA 1 total of 30 Points and total 6 Points in SMA 5. It is also supported from the interview result that it can be concluded that the teacher in SMA 1 has started to understand the function of active learning and has started to implement it in class. Although it has not implemented all the criteria contained in active learning.

Teachers in SMA 5 seem to have started to express the importance of active learning in English subjects, but in practice there are still many missing points (from the Multiple Dimensions table).

From the results of observation and interview can be concluded that missing points occur due to lack of action to build understanding that can be done by the teacher. For example from this research there are findings:

1. Teachers do not let students conclude by themselves which beginning with prompting curiosity
2. Lack of class management, seen from neglect of students who do not care about what happens in front of the class.
3. Lack of activity of using the language that can be prompting by the teacher
4. Learning activities focus only on drilling activities without increasing to the development activities of understanding
5. Lack of understanding that teachers should use all body language, movement and acquisition functions to be able to provoke students to build understanding and practice the language

From the education system, the exhaustion of teachers to administrative work, with no help of teacher assistants to provide learning media and the preparation of RPP.

This is also supported by the table (Jarvis 1983, 124) on the correlation between teaching and active learning as below:

Tabel 2. Corelation Between Teaching and Active Learning.

Types of teaching approaches	Didactic	Socratic	Facilitative
Educational focus	Teacher-centered	Teacher-centered, with some student participation	Student-centered
Teaching methods	Primarily lecture	Guided questioning	Active learning strategies

From the table and the results of teacher observations from both schools, we can see that teachers from SMA 1 have more understanding about pedagogy of active learning compared to SMA 5

C. Student's Opinion on the Pedagogy of Active Learning

From the focus group of students from both schools, most students are more interested if in the learning session, the teacher is using games in learning so that the learning atmosphere is much more fun. The interest of students in the understanding also lies on the teacher dialect in the use of English in learning. Assignment also makes students feel bored if the task given in the form of writing and only a few uses speaking activity. However, the concept of active learning is not from how only some students who already have basic English, but how teachers should create a learning

atmosphere that can encourage students more interested in where in the class each student has a level of English language skills are different, and this becomes a challenges for the teacher to make learning really active in every learning.

A. Challenges in Implementation

The teacher challenges found in this study according to observations and interviews are:

1. Still lack of teacher's understanding of active learning as a whole (Holistic)
2. There is still a lack of motivation from teachers to build understanding and acquisition of the language of students in English learning. Because according to the teachers implementation of active learning requires more energy and preparation than conventional learning
3. School Facilities and Infrastructures that have not been supported for the implementation of active learning for example the absence of audio visual media in the classroom. So the teacher should bring the heavy equipment to the classroom and take time to prepare the tool before the learning begins.
4. Lack of training, science updates and training required by teachers. Teachers expressed willing to learn or join the training that could add to their teaching skills, especially in active learning English subjects.
5. Cultural challenges do not appear to be a significant constraint in active learning. Because of the results of FGD students found that students no longer hesitate in expressing opinions. There is already a desire to gain active and creative learning from teachers over conventional learning. Although, there is still doubt from students to take an active role in the classroom when teachers expect participation.
6. Mix ability classes, students' basic English skills are not the same in one classroom is also a challenge for teachers to be able to invite the participation of students.

Pedagogy of active learning can be achieved and implemented if the teachers understand well every process of learning, which is currently for English subject are required to use active learning in every learning process. Active learning can be achieved if facilities and infrastructure also support teachers to carry out class activities. Training for teachers is also highly expected by teachers to improve the quality of teachers' teaching. Mix ability classes, students' basic English skills that are not the same in a classroom are also challenges for teachers to be able to invite the participation of students. Cultural challenges do not seem to be a significant constraint in active learning. Because of the results of FGD students found that students no longer hesitate in expressing opinions. There is already a desire to gain active and creative learning from teachers over conventional learning. Although, there is still doubt from students to take an active role in the classroom when teachers expect participation.

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