

Situational Learning Principles And General Systems Of Methods Learning

Utari Reskyana,

Islamic State University Of Alauddin Makassar Postgraduate Program
uryreskiani@gmail.com

Saprin

Islamic State University Of Alauddin Makassar Postgraduate Program
saprin@uin-alauddin.ac.id

Abstrak

Seorang guru juga harus mampu mengelola kelas dengan baik, terutama dalam hal merumuskan bahan ajar yang akan disampaikan, sehingga mampu untuk menyusun penilaian peserta didik. Hal tersebut dapat berjalan dengan baik apabila oleh setiap guru/pendidik telah mempersiapkan strategi dan metode pembelajaran yang sesuai dengan prinsip-prinsip situasi pembelajaran, sehingga terwujudnya tujuan pembelajaran yang efektif dan efisien. Dalam proses pembelajaran, guru dituntut untuk menciptakan, menyiapkan kondisi maupun situasi yang baik, agar peserta didik bersemangat dalam menerima pelajaran. Ilmu yang anak didik dapatkan dari sekolah akan ia ingat selalu apabila situasi pembelajarannya menyenangkan. Terkait itu, maka perlu untuk membahas secara mendalam mengenai prinsip-prinsip situasional pembelajaran dan untuk melengkapi pembahasan tentang prinsip tersebut, maka diperlukan bahasan mengenai sistem- sistem umum daripada metode pembelajaran.

Kata Kunci: Prinsip Prinsip Situasional, Sistem-Sistem metode pembelajaran.

Abstract

A teacher must also be able to manage instruction well, especially in terms of formulating instructional materials and creating student assessments. This can be done well if each teacher/educator is prepared to learn strategies and methods that correspond to the principles of the learning situation so that effective and efficient learning goals are achieved. In the learning process, teachers must create and prepare good conditions and situations so that students are ready to participate in class. In the learning process, teachers must create and prepare good conditions and situations so that students are enthusiastic to participate in class. The knowledge that students acquire in school will always be remembered if the learning situation is fun. In this context, it is necessary to discuss in depth the situational principles of learning, and to complement the discussion of these principles, it is necessary to discuss the general systems of learning methods.

Keywords: situational principles; systems of learning methods.

Introduction

The main task of a teacher is to teach students. The concept is that if the teacher acts as a teacher, it is expected that students learn. In learning activities the following things are found; the teacher has taught well, some students are actively learning, and some students pretend to learn, there are even students who do not learn. In this position, a teacher will certainly be confused about the situation of students.

Of course, a teacher must understand the situation in the learning environment. If you want a conducive and effective learning situation, then do various ways to create this situation. Teachers must also pay attention to the environment around students because if the classroom used for the learning process is dirty and uncomfortable, it will hinder the process of filtering knowledge in children.

As an educator, it is also his job to present knowledge to his students, delivered by the methods that have been formulated in advance, and the most important thing is that the method must be by the characteristics of students in understanding knowledge.

A teacher must also be able to manage the class well, especially in terms of formulating teaching materials to be delivered, to be able to compile student assessments. This can go well if every teacher/educator has prepared to learn strategies and methods that are by the principles of learning situations so that effective and efficient learning objectives are realized.

In the learning process, teachers are required to create and prepare good conditions and situations, so that students are eager to receive lessons. The knowledge that students get from school will always be remembered if the learning situation is fun.

Related to the explanation above, it is necessary to discuss in depth the situational principles of learning, and to complement the discussion of these principles, it is necessary to discuss the general systems of learning methods.

Result and Discussion

Situational Principles of Learning

As we understand before that the situation is the same as a certain situation, while learning is the process of interaction between students and educators with learning resources in a learning environment that includes teachers and students who exchange information. The equation of interpretation regarding the definition of learning is also reinforced by the opinion of Syaiful Sagala who says learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students.

Based on the description above, presenting an interpretation of the learning situation means that the intended learning situation is a situation in which knowledge and experience activities occur from the results of exchanging information between educators and students through various mental processing processes. This is in line with Gagne's opinion which defines that a learning situation is a situation in which there is an activity of exchanging information on knowledge and experience between educators and students and produces a change in behavior in students after they are placed in that situation.

Supporting Aspects of Situational Learning

According to Tessie Setiabudi and Joshua Maruta in his book *Cerdas Mengajar* presented by Bimba that: *Your Child Learns with 13 Surefire Tips*, to produce an effective learning situation, it is necessary to pay attention to three things, namely internal aspects, external aspects, and the environment.

a. Internal Aspects

The first thing that needs to be considered is the internal aspect which is included in the physical realm, meaning that the aspects that exist within educators and students include physical, mental, and emotional. First: physical, for example, teachers and students must have a fresh body because it will be easier to focus on the teaching and learning process, whereas if the body feels tired and sleepy it will hinder concentration in terms of teaching and learning. Then regarding the period of concentration, which here focuses on the ability of students, in general children can concentrate for a maximum of up to 20 minutes, more than that they tend to be bored and difficult to concentrate.

Second: mental and emotional, which is in the form of a good mood will affect the success of learning, students will succeed in learning, and educators will succeed in delivering their subject matter. Then free from psychological tension, which if you want a conducive learning situation then students and teachers are expected to be free from psychological tension. Next, free from threats, focused on the learning situation of students that if a child feels comfortable in learning without threats and coercion from parents who require them to learn this and that, then the child will learn by himself because he understands that learning is necessary and will do it with a happy heart.

b. External Aspects

This external aspect is an aspect from outside the educators and students, but this aspect is the same as the internal aspects which also provide comfort and conducive situations in the ongoing learning process. Some things that cover external aspects include; main facilities, for example, clean and comfortable tables and chairs, adequate classrooms, textbooks needed are available, and sufficient lighting. There are also supporting facilities, for example, a conducive learning environment requires supporting tools or facilities such as blackboards, making boards, computers and printers, and so on.

c. Environmental Aspects

A clean and comfortable environment will provide its sensation in the learning process. In this environmental aspect, among others; comfortable study room temperature, free of distractions or distractions, learning does not always have to be in a closed room, the most important thing is that the environment around us is safe, comfortable, and peaceful.

In addition to the three aspects above, some things that contribute to creating a conducive learning situation so that learning objectives are achieved include:

1) The learning design. Seels and Richey in Muhammad Yaumi's book, define design is a process for determining learning conditions. 2) Learning strategy. This is an important thing in supporting teaching and learning situations. Learning strategies are a series of activity plans designed to achieve learning objectives. 3) Learning methods. Must pay attention to what material will be delivered, then determine the method.

The principle of situational learning is essentially a process that creates an effective and efficient learning situation, so it needs a foothold like some of the supporting aspects previously described.

General Systems of Learning Methods

The general system of learning methods is a series of several words combined into one. Each of these words linguistically and in terms of terms has its meaning and independently can be formed into a complete meaning. For this reason, before discussing the general systems of learning methods, it is necessary to explore the meaning of each word, namely the meaning of the system, and the meaning of learning methods.

A system in terms of terms is a collection of things that are combined into a consistent whole because they are interrelated, and each order must have components that support each other so that the principles of effective and efficient performance occur.

Turning to the meaning of learning methods, namely the method used to implement the plans that have been arranged from the beginning of learning activities, to achieve the desired learning objectives. This means that learning methods are used to realize the learning strategies that have been determined.

Furthermore, if the two words, namely the learning system, and method, are combined into one, namely the 'learning method system', a straight line can be drawn that the word learning method system means a series of several components or elements of knowledge (methods) that help each other in the learning process, to achieve the desired learning objectives.

Identification of Common Types of Learning Methods

The types of learning methods that are commonly used in the learning process include:

a. Lecture method.

This method is a method used in developing the learning process through a lecturer. In the learning process, teachers usually do not feel satisfied if they do not lecture, because the lecture method is identical to the expository learning strategy used to implement the strategy.

It is also necessary to know the advantages and disadvantages of this lecture method, as for the advantages, among others:

1) This method is a cheap and easy way to do it. 2) Presents a wide range of subject matter. 3) Class organization can be arranged more simply. 4) Can provide the main points of material that need to be highlighted.

In addition to the advantages, there must be disadvantages to this lecture method, including:

1) The material that students master as a result of the lecture will certainly be limited to what the teacher has mastered. 2) This method is not accompanied by a demonstration, so it may cause verbalism. 3) This method is often considered boring way, especially for a teacher who lacks good speech skills. 4) This method does not guarantee that all students will understand what the teacher has explained.

b. Discussion method.

This method is a responsive scientific conversation between learners with each other, for example in a predetermined discussion group that contains an exchange of opinions containing questions, ideas, and testing of ideas or opinions. This method is common because it involves learners fully in groups and working together to express their



opinions, attitudes, and appreciation freely. Just like the lecture method, this method also has advantages and disadvantages, as for the advantages, among others:

- 1) Learners can get the opportunity to think.
- 2) Discussion can foster active participation among students.
- 3) Discussion can develop a democratic attitude and can respect the opinions of others.

In addition to the advantages, there must be disadvantages to this discussion method, including:

- 1) Discussion is too time-consuming.
- 2) Sometimes teachers do not understand how to implement this discussion method, which leads to question-and-answer sessions only.
- 3) Sometimes students also do not carry out the discussion well.

c. Demonstration method.

This method is quite effective because it helps students to find answers with their efforts based on facts or data. This method presents the subject matter by demonstrating and showing students about a certain process, situation, or object, either actual or imitation. Media that can be used in this method are videos, models, or artificial objects and also real objects. The advantage of this method is that the learning process will be more interesting because students not only listen but also see the events that occur. However, the disadvantage of this method is that this method requires more careful preparation, and requires special teacher abilities and skills so that this demonstration runs well and effectively.

d. Question and answer method

This method is a teaching method that allows direct communication to occur between educators and students where students are the questioners, and the teacher answers even vice versa, the teacher asks questions and students answer. This method is intended to stimulate students' thinking and guide them in achieving or gaining knowledge.

e. Simulation method.

Learning that uses this simulation method requires students to play an active role in bringing students into a situation that resembles real conditions. The use of this method can improve the ability in cognitive, effective, and psychomotor aspects. The main advantage of this simulation is that this method can be used as a provision for students in dealing with real situations later, in real life in the family and community environment. In addition, this method also has its drawbacks, namely that the experience gained from this simulation method is not always appropriate and by reality in the field, and psychological factors are also one of the important factors such as shyness and fear often affect students in carrying out simulations.

f. Assignment method.

This method is a method of presenting material using the teacher giving certain tasks so that students carry out learning activities. This method is also commonly used, because giving learning tasks to students is mandatory, so students always carry out learning activities every day, whether the tasks are carried out in class, outside class, in the library, at school, at home, and so on. This method also needs to know its advantages and disadvantages, as for the advantages, among others:

- 1) As a motivation for students to carry out individual and group learning.
- 2) Can foster responsibility and discipline.
- 3) Can develop students' creativity.

In addition to the advantages, this method also certainly has disadvantages, including:

1) Learners are difficult to control whether the task is carried out independently. 2) If the task is in a group, only one or two students are actively working on it. 3) It is not easy to give tasks that suit the individual differences of learners.

g. Presentation method.

This method is often encountered in lectures. Yes, precisely presentations are often used by learners, namely students in the learning process. Presentation is the presentation of information provided by lecturers, teachers, or instructors to students using the help of computers/laptops and projectors. This method also has advantages and disadvantages, as for the advantages, namely: the delivery of the material is only based on important points, and there is no need to explain all the material written on paper. More interesting, this is because the media and technology used in presentations can present material in a variety of ways. The disadvantages of this method include: it is difficult to implement for some students. Requires more preparation time.

The seven methods are a system that will provide results in achieving the expected learning objectives with various advantages and disadvantages according to their respective characteristics and educators need to understand the various models and use them according to the situation and conditions in the classroom.

Conclusion

Situational learning, which means that the intended learning situation is a situation in which knowledge and experience activities occur from the results of exchanging information between educators and students through various mental processing processes.

The principles of situational learning can be clarified from various aspects, among others: internal aspects which include physical and mental/emotional. External aspects, and environmental aspects. The selection of designs, strategies, and methods are also principles of situational learning.

The general systems of learning methods include lecture method, discussion method, demonstration method, question and answer method, simulation method, assignment method, and presentation method.

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