



Review the Nature of learning Methods Learning Process in School

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Abstrak

Penelitian ini berupaya memberikan sumbangsi ilmu pengetahuan pada kajian hakikat metode pembelajaran dan proses pembelajaran di sekolah. Penelitian ini adalah library research, yaitu penelitian yang dilaksanakan dengan menggunakan literatur, baik berupa buku, catatan, maupun laporan hasil penelitian dari penelitian terdahulu. Teknik pengumpulan data dalam penelitian ini menggunakan wacana dari buku, makalah, majalah jurnal dan sumber internet ataupun informasi lainnya. Hasil penelitian adalah Metode belajar sangat diperlukan demi pembelajaran yang berdaya tarik, beberapa metode seperti : Model Pembelajaran Project Based Learning, Model Pembelajaran Kooperatif, Model Pembelajaran Kontekstual, Model Pembelajaran Inquiry.

Kata Kunci: Pembelajaran, Hakikat, Metode

Abstract

This research seeks to contribute knowledge to the study of the nature of learning methods and learning processes in schools. This research is library research, namely research carried out using literature, either in the form of books, notes, or research reports from previous studies. Data collection techniques in this study used discourse from books, papers, magazines, journals and internet sources or other information. The results of the study are that learning methods are indispensable for attractive learning, several methods such as: Project Based Learning Learning Models, Cooperative Learning Models, Contextual Learning Models, and Inquiry Learning Models.

Keywords: Learning, Nature, Methods

Introduction

Learning can be defined from various perspectives. One of the earliest viewpoints presenting the concept of learning was the behavioristic view. Based on this theoretical view, learning is said to be a process of changing the behavior of students by optimizing

the environment as a source of learning stimulus (Pebria Dheni Purnasari 2020). In line with the many behavioristic understandings developed by experts, further learning is interpreted as an effort to improve skills through gradual and detailed habituation of students in responding to the stimulus they receive which is reinforced by

proper behavior from the instructor (Febriana and Sasmita 2022). Learning in this definition places students in a disadvantageous position because students are considered to have less or even no individual potential (Febriani, Khairuna, and Hutagalung 2022).

(Ananda 2020) Another point of view that is commonly used to define learning is cognitive theory. Based on this point of view, learning is a learning process built by the teacher to develop creative thinking that can improve students' ability to construct new knowledge as an effort to improve good mastery of the subject matter. Based on this understanding, learning can be said to be the teacher's effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs. (Sulisworo et al. 2020) Learning in this definition is not a process of giving knowledge, but rather a process of forming knowledge by students and for students through optimizing their cognitive performance. Therefore, self-study can be said to be a process that students take to acquire various skills, skills, and attitudes by involving all their potential.

(Ronaldo Mota David Scott 2014) The third point of view that is commonly used to define learning is interactional theory. Based on interactional theory, learning is a process of interaction between students and educators and learning resources in a learning environment.

Based on this definition, learning is a learning process that bridges the process of interaction between the teacher, students and learning resources so that in the end students acquire knowledge both from the teacher and from learning resources as well as from the learning environment used during the process. Based on this concept, then learning is seen as having good quality if the interactions that occur are multi-directional, namely teacher-students, student-teachers, student-students, students-learning resources, and students-learning environment.

(Fajjah, Nuryadi, and Marhaeni 2022) The success of learning in this concept will depend heavily on the significance of the multidirectional interactions. Therefore, the

interaction referred to in the learning process is educational interaction, namely interaction that functions to develop the various potentials of students to build knowledge in themselves. This interaction must then be able to build inspirational, fun, challenging, motivating, and provide sufficient space for the initiative, creativity, and independence following the talents, interests, and physical and psychological development of students.

(Ronaldo Mota David Scott 2014) In simple terms, the term learning (instruction) means an effort to learn a person or group of people through various efforts and various strategies, methods and approaches toward achieving the goals that have been planned. Learning can also be seen as a programmatic teacher activity in instructional design to make students learn actively which emphasizes the provision of learning resources.

Furthermore, another term that has the same meaning as strategy is a method. According to Fathurahman, a method is a way. In a general sense, the method can be interpreted as a method or procedure that is used by the teacher to achieve certain goals. With learning, methods are defined as ways of presenting learning materials to students to achieve the goals that have been set. Thus, one of the skills that must be possessed by a teacher in learning is the skill of choosing a method. The choice of method is directly related to the teacher's efforts in presenting a teaching that is appropriate to the situation and conditions so that the achievement of teaching objectives is obtained optimally.

Therefore, one of the very basic things for teachers to understand is how to understand the position of the method as a component for the success of teaching and learning activities as important as other components in the overall educational component. The more appropriate the method used by the teacher in teaching, the more effective the learning activities will be. Besides that, other factors must also be considered, such as: teacher, child, situation (learning environment), and media.

The method comes from the word meta and hodos which means through and way of doing something. According to Oemar Hamalik, the method is a method used to convey subject matter to achieve curriculum goals. More broadly, Ahmad Tafsir defines educational

methods are all the methods used in education efforts.

While the method in Arabic is known as *Tariqah* which means strategic steps are prepared to do a job. When connected with education, this strategy must be realized in the educational process, in the context of developing mental attitudes and personalities so that students receive lessons easily, and effectively and can be digested properly.

In the view of educational philosophy, a method is a tool used to achieve educational goals.

Experts define the method as follows (Hasanah 2021):

1. Hasan Langgulong defines the method is a way or path that must be followed to achieve educational goals.
2. Abd al-Rahman Ghunaimah defines methods are practical ways of achieving teaching goals.
3. Al-Abrasy also defines the method is the path that we follow to provide understanding to students about all kinds of methods in various lessons.

Based on some of the definitions above, it can be concluded that the method is a set of ways, paths and techniques that must be owned and used by educators to convey and provide education and teaching to students so that they can occupy the educational goals contained in the predetermined curriculum.

Method

This research is library research, namely research carried out using literature, either in the form of books, notes, or research reports from previous studies. Data collection techniques in this study used discourse from books, papers, magazines, journals and internet sources or other information. As for data analysis using descriptive analysis and content analysis (Sari and Asmendri 2020).

Results and Discussion

The Nature of Learning and Approaches to Learning

Learning is a change in personality which is manifested as new response patterns in the form of skills, attitudes, habits, knowledge, and skills (Beautiful Melia Putri Siregar 2021).

According to Kokom, learning is a process of changing behavior in terms of knowledge, attitudes and skills acquired over a long time and with the condition that the changes that occur are not caused by maturity or temporary changes for any reason.

Harold Spears gives a limitation: "learning is to observe, to read, to imitate, to try something myself, to listen, to follow direction". learning is to observe, read, imitate, try something yourself, listen, follow directions. Meanwhile, according to Nana Sudjana, learning is a process of changing one's behavior thanks to experience and practice.

The learning approach is a basic concept that accommodates, inspires, strengthens, and underlies learning methods with a certain theoretical scope. One approach can also be translated into various learning methods. It can also be said that the method is a learning procedure that is focused on achieving goals.

With a more detailed explanation, the learning approach can be interpreted as our starting point or perspective on the learning process which refers to the view of the occurrence of a process that is still very general, in which it accommodates, inspires, strengthens, and underlies learning methods with a certain theoretical scope. Judging from the approach, there are two types of learning approaches, namely: 1) student-oriented or student-centered learning approaches (student-centered approach) and, 2) teacher-oriented or teacher-centered learning approaches (teacher-centered approach).

Hamruni said that the strategies and methods stem from two approaches to learning, namely a teacher-centered approach and a learner-centered approach. The teacher-centered approach reduces direct learning strategies while student-centered learning reduces indirect learning strategies. The learning approach is described as a general framework of the scenarios used by the teacher for student learning to achieve a learning goal. The following diagram shows more clearly the relationship between learning models,

approaches, learning strategies, learning methods, and teaching skills.

Use of Learning Methods in Schools

Project Based Learning (PJBL) Learning Model

According to Goodman and Stivers, Project Based Learning (PjBL) is a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups.

According to Afriana, project-based learning is a learner-centered learning model and provides a meaningful learning experience for students. The learning experiences of students and concepts are built based on the products produced in the project-based learning process.

Grant defines project-based learning or project-based learning as a learner-centered learning model to conduct an in-depth investigation of a topic. Learners constructively deepen learning with a research-based approach to problems and questions that are weighty, real, and relevant.

Meanwhile, Made Wena (Zaini 2019) states that the Project Based Learning model is a learning model that provides opportunities for educators to manage classroom learning by involving project work. Project work is a form of work that contains complex tasks based on very challenging questions and problems and guides students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently.

(Maksum, Wayan Widiana, and Marini 2021) Project-based learning can be carried out if the following conditions are met:

- a) Educators must be skilled at identifying basic competencies that place more emphasis on aspects of skills or knowledge at the level of application, analysis, synthesis, and evaluation;
- b) Educators can choose material or topics that will be used as project themes so that they become interesting;
- c) Educators must be skilled at cultivating

student motivation in working on projects;

- d) There are adequate learning facilities and resources;
- e) Educators must see the suitability of the project time with the academic calendar so that project activities are possibly be carried out.

Cooperative Learning Model

(Sani 2014) Cooperative learning is a learning model designed so that students can complete their assignments in groups. In cooperative learning, students are allowed to work with friends in their respective groups. Thus the feeling of loyalty to friends and wanting to move forward together is increasingly instilled in each student. Cooperative learning works well and can be applied to gifted, special education classes, and even to classes with "average" levels of intelligence, and is particularly needed in heterogeneous classes with varying levels of ability.

(Karim and Fathoni 2022) Cooperative learning can help turn differences into learning materials rather than problems. As schools move from a system of ability-based groupings to more heterogeneous groupings, cooperative learning is becoming increasingly important. Furthermore, cooperative learning has enormous advantages for developing relationships between students from different ethnic backgrounds and between academically retarded special education students and their classmates, this complements the reasons for the importance of using cooperative learning in classrooms. different.

The cooperative learning model was developed to achieve at least three learning objectives which are summarized by Ibrahim, et al as follows:

1. Academic learning outcomes. Some experts argue that this model excels in helping students understand difficult concepts.
2. Acceptance of individual differences. Wide acceptance of people who differ according to race, culture, social class, ability, or disability. Teaches them to respect one another.

3. Development of social skills. Teaching students the skills of cooperation and collaboration. These skills are important because many young people and adults still lack social skills

Contextual Learning Model

Contextual Learning Teaching and learning is a learning concept that helps teachers relate the material they teach to real-world situations of students and encourages students to make connections between the knowledge they have and its application in their daily lives, by involving the seven main components of effective learning, namely: Constructivism, Questioning, Inquiry, learning community, Modeling, and Authentic Assessment.

The meaning of constructivism is that students construct/build their understanding from new experiences based on prior knowledge through a process of social interaction and assimilation-accommodation. The implication is that learning must be packaged into a process of "constructing" not receiving knowledge. The essence of inquiry or investigating is the process of moving from observation to understanding. Therefore, in this activity, students learn to use critical thinking skills. Questioning or questioning in contextual learning is carried out by both teachers and students. The teacher asks questions intended to encourage, guide and assess students' thinking abilities. Meanwhile, asking questions is an important part of inquiry-based learning.

The reasons for the need to apply contextual learning are:

1. Most of the daily learning time at school is still dominated by the activities of conveying knowledge by teachers, while students are "forced" to pay attention and accept it, so it is unpleasant and empowering for students.
2. Learning materials are abstract-theoretical-academic, not related to the problems faced by students every day in the family, community, natural surroundings and the world of work.
3. Assessment is only carried out with tests

that emphasize knowledge, do not assess the quality and learning abilities of authentic students in authentic situations.

4. Learning resources are still focused on teachers and books. The surrounding environment has not been utilized optimally.

Johnson, defines contextual learning as an educational process that aims to help students see meaning in the subject matter they are studying by relating it to the context of their daily lives, that is, to the context of their personal, social, and cultural environment.

The word "contextual" comes from "context" which in the Big Indonesian Dictionary means part of a description or sentence that can support or add clarity to meaning. The contextual model is a learning concept that assumes that children will learn better if the environment is created scientifically, meaning that learning will be more meaningful if children "work" and "experience" what they learn themselves, not just "know it". Learning is not just an activity of transferring knowledge from the teacher to students, but how students can interpret what is learned. Therefore, learning strategies are more important than just results. In this case, students need to understand what learning means, what are the benefits, in what status are they, and how to achieve it. They realize that what they learn will be useful for their future life. Thus, they will learn more enthusiastically and mindfully.

According to Nadawidjaya (in Kunandar), in contextual learning the teacher's task is to facilitate students in discovering something new (knowledge and skills) through self-learning not what the teacher says. Students really experience and discover for themselves what they learn as a result of their own reconstruction.

Thus, students will be more productive and innovative. Contextual learning will encourage active learning. Active learning is a teaching and learning system that emphasizes the physical, mental, intellectual and emotional activity of students in order to obtain learning outcomes in

the form of a combination of cognitive, affective and psychomotor aspects.

Model Inquiry Learning

The inquiry learning strategy is a series of learning activities that emphasize the process of thinking critically and analytically to seek and find answers to a problem in question. The thinking process itself is usually carried out through debriefing between the teacher and students.

This learning strategy is often also called the heuristic strategy, which comes from the Greek, namely *heuriskein* which means I find. This strategy departs from the assumption that since humans are born into the world, humans have the urge to find their knowledge. Curiosity about the state of nature around him is human nature since he was born into the world. Since childhood, humans have a desire to know everything through the senses of taste, hearing, sight, and other senses. Until adulthood, human curiosity is continuously developed by using the brain and mind. The knowledge possessed by humans will be meaningful (meaningful) when it is based on that curiosity. It is within this framework that an inquiry strategy is developed.

Several things characterize the main characteristics of inquiry learning strategies. First, the inquiry strategy emphasizes maximum student activity to seek and find, meaning that the inquiry strategy places students as learning subjects. In the learning process, students do not only act as recipients of lessons through the teacher's explanation verbally, but their role is to discover for themselves the essence of the subject matter itself. Second, all activities carried out by students are directed to seek and find their answers to something in question, so that it is expected to foster self-confidence (self-belief). Thus, the inquiry learning strategy places the teacher not as a source of learning, but as a facilitator and motivator for student learning.

Learning activities are usually carried out through a question-and-answer process between the teacher and students. Therefore the teacher's ability to use questioning techniques is the main requirement in conducting the inquiry. Third, the

purpose of using inquiry learning strategies is to develop the ability to think systematically, logically and critically, or to develop intellectual abilities as part of a mental process. Thus, in inquiry learning strategies students are not only required to master the subject matter but how they can use their potential. Humans who only master the lesson are not necessarily able to develop their thinking skills optimally, but on the contrary, students will be able to develop their thinking skills when they can master the subject matter.

The main purpose of learning through inquiry strategies is to help students develop intellectual discipline and thinking skills by asking questions and getting answers based on their curiosity.

Inquiry learning strategy is a form of student-oriented learning approach (student-centered approach). It is said so, because in this strategy students play a very dominant role in the learning process.

Conclusion

Learning is seen from the first two angles as a system (consisting of several components, namely learning objectives, learning media, class organization, learning evaluation, and follow-up learning (remedial and enrichment)). Both learning as a process (consisting of activities carried out by the teacher starting from planning, and implementing activities to evaluation and follow-up programs).

Learning methods are needed for attractive learning, several methods such as: Project Based Learning (Pjbl) Learning Model, Cooperative Learning Model, Contextual Learning Model, Model Inquiry Learning.

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