

THE IMPLEMENTATION OF INTERACTIVE LEARNING STRATEGY TO FORMULATING LEARNING OBJECTIVES IN PACKAGE C PROGRAM

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ABSTRACT

The implementation of interactive learning strategy in teaching-learning activities may encourage multiple interaction between tutors and learners to achieve their learning objectives. This study aims to identify the effectiveness of interactive learning strategy by tutors to formulate learning objectives among learners in Package C program. The methodology used in this study is quantitative with descriptive approach in analysing the data. There were 30 Package C learners in Binuang Sakti Group in Padang involved with this study. They filled in the questionnaire related to their perception on interactive learning strategy applied by tutors during their study in the Package C program. The results of the study show that majority of learners agree that the tutors helped them to formulate learning objectives by implementing interactive learning in their classes. The conclusion of study is that the implementation of interactive learning in Binuang Sakti Group of Package C in Padang is effective to help learners to determine their learning objectives to participate in Package C program.

Keywords: Teaching learning, Learners, Tutors, Multiple interaction

PENDAHULUAN

The development of technology and information these days has given contribution to the growth of new patterns in education by providing new learning opportunities to learners (Bozkurt, 2019; Rolf et al., 2019; Carrillo & Flores, 2020). Learners can develop their knowledge, skills and abilities from home by using computer or smartphone with independent learning. They can learn many things and do exploration to prove them as digital generation. Educational system should support young generation to be innovative, creative and competitive (Serdyukov, 2017; Malik, 2018). The government of Indonesia has shown its commitment to present educational services by creating three line systems of national education policy such as formal, non-formal and in formal situation. This policy is released to ensure that every citizen gets their needs in education to improve their quality of life. It means that there is no reason for citizen to stop learning while the competitions out there to be more challenge to the youth (Ibrahim et al., 2021; Van-Halteren, 2021).

Package C program is designed to serve people who cannot attain the formal education (Eriyanto et al., 2021; Rosaldy & Syuraini, 2021). It helps learners to pursue education with the certificate equivalent with secondary high school. They might drop out from formal school triggered by various problems in their life (Sicam et al., 2021). When they decide to get to return to academic life, the government should provide the way to serve their needs. According to Eddy and Suryono (2019), Package C program is organized to fulfil the learning needs of the learners which can be conducted in various activities such as tutorial approach, group learning and independent learning. The tutors can use text books or modules as their teaching materials and strategies to improve motivation of learners to study (Syuraini et al., 2018; Pernantah et al., 2022). Yolanda and Syuraini

(2019) emphasize that teaching learning in Package C is not quite different from formal schools but the approach may be differentiated. Package C learners are the people who come from various socio-economic backgrounds, so the approach should be based on their problems in daily life activities.

Generally, Package C learners are adult people who have more experience and self-motivation to do learning (Rismawati et al., 2020; Fuadi et al., 2021; Abdurahman, 2021). The tutors in Package C should aware to this condition by creating a good learning situation to help learners to design and achieve their learning objectives (Syuraini, 2020; Rahman et al., 2022). They study not only for gaining certificate but they also need to improve their content knowledge and skills to use in workplace. According to Nugroho et al. (2018) the learning strategy in Package C is determined the participation of learners joining the program. They are more enthusiastic if the learning materials are suitable with their learning needs. The learners are more motivated if the tutors formulate learning activities based on learner centres by considering the previous learning experiences of the learners.

The implementation of interactive learning strategy in Package C program is one of the ways of tutors to help their learners to formulate their learning objectives. Interactive learning is a learning method or strategy used by teachers to present learning materials which the teacher plays the main role in creating educative interactive situations, between teachers and students, students and students and with learning resources in supporting the achievement of the learning objectives (Tasril & Putri, 2019; Yulando et al., 2019; Nguyen et al., 2021). Alfianti et al. (2019) explore that the characteristics of an interactive class are: (1) A class situation that involves communication patterns from learners to tutors, tutors to learners, and learners to learners; (2) The interactive classroom is a supportive place where learners are motivated to learn and they are given the freedom to investigate, find, and seek information; (3) In an interactive classroom, tutor-centred activities will be found as well as learner-centred activities. Sumiyati (2017) lists the objectives of interactive learning strategy such as: (1) To engage learning participation of learners; (2) To increase social understanding between learners and the environment; (3) To encourage learners in investigating by using their own concepts, easy to remember and not easily forgotten; (4) To help learners form effective ways of working together, sharing information with each other, and listening to and using other people's ideas; and (5) To train learners to analytical thinking and try to solve the problems.

The interactive learning motivates learners to speak up to deliver their ideas and have responsibilities related to their choices, attitudes, and decisions in their class. This study aims to investigate the implementation of interactive learning strategy by tutors to formulate learning goals among learners in Package C program

METODE

The methodology used in this study was quantitative descriptive by using questionnaire for data collection. According to Siedlecki (2020), descriptive quantitative study is used to describe individuals, events and conditions of the subject without manipulation. Participants of this study were the Package C learners in Binuang Sakti Group from SKB 1 Padang city. The technique used for sampling was census because all the population were involved in this study. The numbers participants were 30 from various backgrounds and ages. Generally, they were adult learners and some of them were married and had worked. The data in this study were primary data by distributing a set of questionnaire items to ask participants about the implementation of interactive learning by tutors to formulate learning objectives in their classroom. The pilot study had been done previously, with the 0.86 score in reliability test and 0.95 score in validity test which meant that the questionnaire could be used in actual study. Data were analysed by using SPSS 22 version to determine mean, standard deviation and interpretation of the level of learners' opinions related to the interactive learning strategy.

PEMBAHASAN

The participants were asked to answer the questionnaire which contains 11 items related to their perception of the implementation of interactive learning to formulate learning objectives during their study in Package C program. There were 30 participants in total and all of them gave positive feed-back to fill in the questionnaire. It has four likert scales in this study which can be used to interpret the quantitative data such as: low (1.00-2.00), moderate (2.01-3.00) and high (3.01-4.00).

Table 1
Mean, Standard Deviation, and Interpretation of Implementation of Interactive Learning Strategy to Formulate Learning Objectives

No	Items	Mean	SD	Interpretation
1	Tutors explain the learning objectives by involving learners.	3.37	0.504	High
2	Tutors are able to explain the learning objectives in detail.	3.27	0.632	High
3	The ideas of each learner are accommodated and listened by the tutors.	3.33	0.453	High
4	I feel involved by the tutors in expressing my opinions to formulate learning objectives.	3.4	0.645	High
5	The ideas of learners about the learning objectives were discussed together.	3.3	0.553	High
6	The tutors agree on the learning objectives based on the consideration of the learners' suggestions.	3.49	0.712	High
7	The tutors advice the learners to be serious in achieving the learning goals.	3.39	0.751	High
8	Tutors suggest learners to be committed to realize learning goals.	3.43	0.413	High
9	The tutors explain that the way to achieve learning objectives is our responsibility.	3.43	0.536	High
10	The tutors invite learners to discuss about the problems they face in the learning process.	3.43	0.661	High
11	The tutors emphasize that the success of the learning process depends on seriously studying of learners.	3.29	0.801	High

Table 1 shows the results of the analysis of the implementation of interactive learning to formulate learning objectives in Package C Banuang Sakti Goup, Padang City. It shows the mean, standard deviation (SD) and interpretation on scores. Based on the table, majority of learners agree in high mean score with the tutor implementing interactive learning strategy in Package C program. Item 6, "The tutors agree on the learning objectives based on the consideration of the learners' suggestions" is achieve the highest mean with 3.49, SD = 0.712. For item 8 "Tutors suggest learners to be committed to realize learning goals", 9 "The tutors explain that the way to achieve learning objectives is our responsibility", and 10 "The tutors invite learners to discuss about the problems they face in the learning process" have similar mean which each of them is 3.43 with SD = 0.413, 0.536, and 0.661

respectively. Item 4, “I feel involved by the tutors in expressing my opinions to formulate learning objectives” has 3.4 for its mean score and $SD = 0.645$. Item 7, “Tutors advice the learners to be serious in achieving the learning goals” has 3.39 for its mean score and $SD = 0.751$. Item 1, “Tutors explain the learning objectives by involving learners” has 3.37 for its mean score and $SD = 0.504$. Meanwhile, Item 3, “The ideas of each learner are accommodated and listened by the tutors” has 3.33 for its mean score and $SD = 0.453$. Item 5, “The ideas of learners about the learning objectives were discussed together” has 3.3 for its mean score and $SD = 0.553$. The next one, Item 11, “The tutors emphasize that the success of the learning process depends on seriously studying of learners” has 3.29 for its mean score and $SD = 0.801$. Furthermore, the lowest mean score is item 2, “Tutors are able to explain the learning objectives in detail” with 3.27, $SD = 0.632$.

Table 2
Distribution Frequency of the Implementation of Interactive Learning Strategy to Formulate Learning Objectives

Items	Response of Participants (N = 30)							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1	13	43,33	15	50	2	6,67	0	0
2	12	40	14	46,67	4	13,33	0	0
3	12	40	16	53,33	2	6,67	0	0
4	12	40	18	60	0	0	0	0
5	12	40	15	50	3	10	0	0
6	16	53,33	13	43,33	1	3,33	0	0
7	13	43,33	16	53,33	1	3,33	0	0
8	13	43,33	17	56,67	0	0	0	0
9	15	50	13	43,33	2	6,67	0	0
10	14	46,67	15	50	1	3,33	0	0
11	10	33,33	19	63,33	1	3,33	0	0

Table 2 shows the results of distribution frequency of learners related to implementation of interactive learning by tutors in Package C program in Binuang Sakti Group. It was measured by 4 scale items which consist of strongly agree, agree, disagree, and strongly disagree. Based on the data, it can be seen that majority of Package C learners choose to agree and strongly agree to the implementation of interactive learning by their tutors. The highest percentage is in item 11, “The tutors emphasize that the success of the learning process depends on seriously studying of learners” with 19 (63.33) participants are agree. However, no participant filled in the strongly disagree which is the lowest percentage (0.00%).

Formulation of learning objectives means to build similar perceptions between tutor and learner related to implementation of learning process (Syaharuddin et al., 2019; Onyema, 2020). Learning objectives are a detailed formulation of what must be mastered by the learner after they has join relevant instructional activities (Rahman et al., 2021). The formulation of learning objectives by applying an interactive learning strategy by the tutor can be identified with several characteristics in learning (Syatriana & Sakkir, 2020). The successful implementation of interactive learning strategy by a tutor can be shown such as criteria: Firstly, the tutor is able to direct a discussion about the learning objectives. Learners are invited to discuss what they want to achieve in learning, why they need to learn, and what competencies they want after participating in learning. The involvement of the

Package C learners in discussing learning objectives with good direction from the tutor, will encourage their enthusiasm to achieve the goals of the learning itself.

Secondly, the tutor involves the learner to give suggestions and opinions. The ability of the tutor in this case helps to improve the learning skills of learners in expressing their ideas in the midst of the public (Setiawati & Syuraini, 2018; Putri et al., 2019; Darmawan et al., 2020). In addition, they also be trained to listen to the opinions of others and respect them. Providing opportunities for fellow learners to convey what are their thoughts about where the desired learning direction is, so that the benefits can really be felt. This approach is applied moving from the principle of adult learning which is full of experience and the need for appreciation. They share their experiences on a daily basis and love to be appreciated, even by just listening.

Thirdly, the tutor supports learners to be more serious and focus to achieve their learning objectives. It means that tutors with all their abilities motivate learners to be really responsible with their learning activities (Sesti & Syuraini, 2018). Seriousness can be improved when they understand the purpose of the study, what the urgency is, and what implications it can have on their lives. In the formulation of goals, learners need to be motivated to realize the learning goals that have been designed together.

Lastly, the tutor encourages learners to be responsible for learning. A sense of responsibility comes along with the emergence of a sense of belonging (Goldin et al., 2017; Villardón-Gallego et al., 2018). When the tutor explains that the learning that is taking place is theirs, a provision for the learning community, and as a need in the future, then they will be responsible for realizing the goals of the learning. This kind of encouragement is actually given not only in the formulation of learning objectives but more emphasis on this aspect so that there is a common perception from the beginning between tutors and learners.

KESIMPULAN

Based on the findings of the study, it can be concluded the implementation of interactive learning by tutors in Package C Binuang Sakti Group in Padang is successful in assisting learner to formulate their learning objectives. It can be proven by the responses given by participants in answering questionnaire items with highly mean and percentage shown. This study also found that the learners should be involved in formulating learning objectives to improve their responsibility to the output of learning itself. In interactive learning strategy, tutors are the strong partner of learners that they can do multiple roles to communicate in classroom situation. Tutors need to guide learners with andragogy approach because they are adult people who have much experience.

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