

Öğrenme Stratejisi ve Tarzının Jatisari'deki Yurttaşlık Öğrenme Başarısına Etkisi

The Effect of Learning Strategy and Learning Style on Civics Learning Achievement In Jatisari*

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ÖZET

Bu araştırma, öğrenenlerin öğrenme tarzlarına bağlı olarak alana dayalı ve alan dışı öğrenme tarzlarını içeren ortak ve sunumsal öğrenme stratejilerini kullanarak yurttaşlık öğrenme başarısını geliştirmeyi amaçlar.

Bu bağlamda, şu olgusal alan araştırma bulgularının açıklanmasının gereğini ortaya koyar: (1) ortak öğrenme stratejisi kullanımının sunumsal stratejiden ziyade yurttaşlık öğreniminde daha yüksek başarı sağlamaktadır; (2) öğrenenlerin öğrenme tarzlarına bağlı olarak, her ne kadar ortak öğrenme strateji kullanımının sunumsal stratejiden ziyade yurttaşlık öğreniminde daha yüksek başarı sağlasa da, sunumsal strateji, ortak öğrenme stratejisinden daha iyi sonuç verir; ve son olarak (3) öğrenenlerin yurttaşlık öğrenme başarıları üzerinde öğrenme stratejisi ve öğrenenin öğrenme tarzı arasında direkt bir ilişki mevcuttur.

Bu alan araştırmasının genel bir bulgusal önerisi olarak ortak öğrenme stratejisi, öğrenenlerin bağımsız öğrenme tarzlarını artırma şartlarını yurttaşlık öğrenme başarısını yükseltmek amacıyla Jatisari ilçesi ortaöğretim öğrencilerine rahatlıkla uygulanmıştır. Sonuçta bulgular göstermektedir ki, ortak öğrenme stratejisi modellemesi ve uygulanımı Endonezyanın diğer okullarına da genellenebilir.

Anahtar Kelimeler: Ortak öğrenme, öğrenme stratejileri ve tarzları, yurttaşlık öğrenimi, öğrenme başarıları ve öğrenenler.

Çalışmanın türü: Araştırma

ABSTRACT

This research aims to improve civics learning achievement by using different learning strategies, which are cooperative learning and expository learning strategies, with regards to learner's learning style which cover field independent learning style and field dependent learning style.

In this regard, after a field investigation it succeeds to describe the following factual findings: (1) the use of cooperative learning strategy has given higher achievement in learning civics than that of expository strategy; (2) with regard to learner's learning style, in cooperative learning strategy independent learning style has showed higher achievement in learning civics than expository strategy, but for dependent learning style, the expository strategy gives better results than that of cooperative learning strategy; and finally (3) there is an interaction between learning strategy and learner's learning style on learner's achievement in learning civics.

In the end, general recommendation of this field research is the cooperative learning strategy could be implied in Jatisari sub-district secondary schools so as to improve civics learning achievement in condition with increasing independent learning style of learner's. Thus the findings of this investigation can be taken as a proper ground for the modeling cooperative learning strategy and implement for the rest of Indonesian schools.

Keywords: Cooperative learning, learning strategies and styles, civic learning, learning achievements and learners.

The type of research: Research

Introduction

This field research applied to all students in the seventh grade, semester II, 2009/2010 education year of state secondary school of Jatisari sub-district Karawang District, in West Java province in Indonesia.

National Education Mission and Pattern of Indonesia evaluate civic education is as one of the most important subject matter especially within student in secondary schools. Beside that Jatisari sub-district is one of the growing sub-district which should more be handled and paid attention to seriously by educator.

First of all, I think, it will be better if we pose the crucial problematic questions, which led us through our field research process, so as to see where we stand for and how we respond to them. These leading or standing questions are presented as follows:

1. Are there any differences between cooperative learning strategy and expository strategy in achievement of learning civics by the student in Jatisari?

* Jatisari is one of the sub-district of Karawang in West Java Province of Indonesia (Jatisari, Endonezya'nın Batı Java Eyaletinin Karawang ilinin bir ilçesidir).

2. The student with independent learning style, are there any differences of learning civics performance by applying cooperative learning strategy and expository strategy?
3. The student with dependent learning style, are there any differences of learning civics result by conducting cooperative learning strategy and expository strategy?
4. Is there any interaction between learning strategy and learning style?

Keeping the questions in mind, we should state the fact that national missions or priority of Indonesia is to improve the quality of the education pattern in Indonesia with particular stressing references for preparing and providing students to appropriate ability, attitude and social skill in dealing with difficulties of life in modern society.

Later we shall see the fact that civics education is mainly focusing on education and preparation of student in dealing with better life and continuing their education for higher education level so as to achieve to the best living.

How can we give proper and factual answers to the questions given the above? What kind of method and technic should be used in order to obtain adequate data which lead us to promising results of research? Experiment method with (2x2) factorial design was used in this research. Learning strategy was acting as independent variable, while learning achievement as dependent variable and learning style as attribute variable.

Research sample technique conducted as follows: (1) research population was all the students in all the state secondary schools in Karawang District. Then using random sampling, all the students in all the state secondary schools in Jatisari sub-district chosen as sample in this research. (2) Again using random sampling all the student in the seventh grade, semester II in Jatisari sub-district chosen as final sample in this research.

Then, technique of data collections and data analysis done by means of questionnaire and study result in the following way:

1. Questionnaire. To be used for collecting data and information regarding student learning style using by sample student.
2. Study Result Tests. To be used for collecting data regarding student learning achievement in civics subject matter in every cyclus.

With respect to data analysis as mentioned earlier, for testing research hypothesis factorial design method was applied with two row model of varians analysis (ANAVA), then Tukey Test was conducted so as to know the average differences in civics learning achievement. Meanwhile validity of learning achievement was measured by correlation coefficient in biserial point formulation. Beside that population distribution normality test and varians homogeneity test also applied.

Combine those above, this research attempts to examine learning strategy and learning style for all students in secondary school in Jatisari sub-district in Indonesia through some hypothesis to be tested as follows:

1. The learner or student who are conducting or applying cooperative learning strategy will give higher achievement in learning civics than that of expository strategy.
2. The student with independent learning style in cooperative learning strategy will shows higher achievement in learning civics than that of expository one.
3. The student with dependent learning style in cooperative learning strategy will give lower achievement in learning civics than that of expository one.
4. There will be an interaction between learning strategy and learning style in achieving civics learning objective.

As can be understood from the above, cooperative learning strategy and expository strategy are as an alternative teaching learning strategy which could be applied by teacher in order to guide and manage student or learner to achieve stated learning objective. Further more for achieving learning objective learner study also has given important role to the best result.

Since civics education, on neutral ground, has been at least included two sided activity, in teaching-learning process student not only taking knowledge from teacher, but also performing an active role for better result. Thus it requires an active process which necessarily covers two involving active sides.

On the other hand, our research validated the point that the situation of learning-teaching process in Jatisari sub-district generally actualizing and showing a “teacher centered” process where the student taking is a passive role as audient (or namely as expository strategy). Based on this matter a cooperative learning strategy must introduced as an alternative learning strategy for teaching-learning process to as to increase better achievement.

One of those strategies is cooperative learning strategy which is stressing and focusing learning process on student as a main and active matter. It also takes student and values him or her then as an active agent of the learning process.

Let us expand this crucial point by applying several social scientist points within relevant literature frame. For instance, according to Witkin, besides learning strategy, so as to improve learning achievement, student learning style also has an importance influence and role on the process. Accordingly, there are two types of learning style of student: a) field independent learning style and b) field dependent learning style. (Witkin, 1981: 137-138)

On the other hand, it has to be well noted that teaching learning process is very important in education and in civics study. For instance, there are three different views about teaching-learning process. First, learning activity is started while student making stronger or weaker relation between stimulus and respond, second, learning is simply to increase knowledge where learner putting information gathered in his long-term memory and third, learning as knowledge construction (Reigeluth, 1999:143). Similarly, for Romiszowski (1981), teaching-learning process requires a set of activities which influence learner to conduct learning process.

In this regard, we have to point out that Indonesia Education Regulation no. 20 article 1 stated that teaching-learning processes is an interaction process between learner, teacher and teaching matter or sources in learning environment. The question is: how can we combine this general factual article with our research findings and the principles of the field literature?

In order to reply to the question, we could begin with stressing on the point that there are four very important matters in teaching-learning process namely: (1) learning is a process of changing behavior due to experience, (2) changing in learning should be permanent, (3) learning should be as changing in the positive direction which gives advantage for learner and (4) learning should be directed to reach the aim.

In accordance with teaching-learning process, we should, on this ground, state that there are five kind of learning achievements. These are: (1) intellectual ability, the ability which makes learner competence to subject matter so that he can do grouping identifying, demonstrating and generalizing things; (2) cognitive strategy, the ability which can control his intellectual activity in solving problem; (3) verbal information, the ability which learner can use spoken and written languages in order to explain things; (4) attitude the ability which learner able to receive or reject things; and (5) motor ability, the ability to coordinate muscle rightly and smoothly (Gagne, Briggs and Wager, 1979: 24-30).

Naturally, it is expected that each ability brings or comes along with several achievements. This generalization is valid with For example, learning achievement can be generally grouped as follows: (1) learning effectively which can be measured by learning achievement level from all categories or all aspects, (2) learning efficiency, which can be increased by learning time and learning experiences, (3) learning attractivity which can be increased as learner tendency to continue his learning activity (Reigeluth, 1983: 36-52).

These abilities have to be implemented by means of some teaching strategies. As Seels and Richey (1994: 31) indicate that, teaching strategy is as a specification for choosing and listing the event and learning actively in the best order manner. Teaching strategy has relations with creating the listening order so as to achieve the aims and decide how to apply instructional activities for each individual learner.

Moreover, teaching strategy is an approach to whole teaching is a systematic way, is also as a general guidance and activity pattern to achieve general learning aims which can be spreaded in philosophical and teaching theory (Miaso, 2005: 530).

In this research strategy is defined as a whole approach in a teaching system in the form of general guidance and activity so as to achieve general teaching objective and also contain a systematic procedure for teacher for organizing teaching experience, planning and organizing teaching materials for achieving teaching objective. Further more in this research there are two teaching strategies to be studied namely Cooperative Learning and Expositing strategy.

Cooperative learning strategy is a learning focused on learner or learner-centered principles of learning (Arends, 1998: 223).

According to Stahl (1994: 19) the characteristic of cooperative learning strategy are: (1) learning with friend; (2) face-to-face with friend; (3) hearing friends' ideas; (4) talking productively, the decision depends on learner or belongs to learner; and (5) learner learning actively. Furthermore he explained that there are several basic concepts which leave to be paid attention by teacher while applying cooperative learning strategy in the classroom namely: (1) the formulation of learning objective should be very clear, (2) the acceptance of learning objective by learner, (3) positive inter dependency, (4) the transparency of learning interaction, (5) individual responsibility, (6) honoring and respecting to the succeed groups, (7) group heterogeneity, (8) positive social attitude and behaviour, (9) satisfaction of learning (Stahl 1994: 10-15)

In this research cooperative learning strategy is more focusing on the cooperative activity between learners in learning group so as to achieve stated learning objective.

On the other hand, expository learning strategy is based on the information processing theory. This strategy strongly related with deductive approach which started with presenting information of principle and then followed by testing of understanding and actuating it in the form of sample in certain situation. (Romiszowski, 1981: 292-293).

In this research expository learning strategy is stressing on deductive process based on the meaningful reception learning. Most of the teaching-learning process is focusing on presenting information or explaining individual experiences by meaning of speech, demonstration and study report.

Each learning strategy necessarily requires a learning style. For example Witkin divides learning style in to two types namely: (1) field independent and (2) field dependent. These differences is relating with time consumed for finishing tasks and level of tests difficultness conducting by learner. (Witkin, 1981: 137-138)

Field independent learning style characterized by (1) can easily interpret and formulate again the environment situation, (2) lack of interest for social happenings or events but prefer to work under abstract principles and ideas, (3) more interest in natural sciences, and (4) has a tendency to create his own learning objective and mainly for stronger and better selves. (Klausmier, 1985: 135)

On the other hand, field dependent learning style is characterized by tendency to depend on pattern as a whole and has difficulty to differentiating between small aspects and also has tendency to human-social relation, social information pattern, for example it prefers to discuss things in group as to history or social subject matter (Chaplin, 1989: 91).

In this research field dependent learning style is characterized by: (1) doing something based on other people command, (2) doing something with other people, (3) taking things as it is, (4) showing more interest in social subject matter, (5) learning things without concept and abstract and (6) seeing thing as a whole or global.

For this reason, referring to the above, Stahl and Van Sickle (1992: 95) demonstrated that group learning system in cooperative learning application supporting social and individual responsibility, growing positive interdependency attitude, supporting and increasing study spirit and finally increasing stated curriculum achievement.

Moreover in relation with learning style, learner with field independent learning style showing more successful than learner with field dependent learning style in achieving study result. Also, retention of subject matter is better in field independent than field dependent style.

Based on all findings during execution of the research about the effect of the research on the effect of learning strategy and learning style on civics learning achievement in Jatisari sub-district state secondary school in Indonesia, several conclusion can be derived as follows:

1. As a whole average student achievement in civics subject matter which apply to the cooperative learning strategy higher than the student with expository learning strategy. This evidence shows that cooperative learning strategy capable of increasing student achievement in civics subject matter.
2. Regarding student learning style, the research result demonstrating that the student with independent learning style show higher achievement in civics subject matter with cooperative learning strategy than that of expository strategy. (Tukey Test shows: $Q_{\text{calculated}} > Q_{\text{table}}$ and $\alpha = 0,05$)
3. Meanwhile, student with dependent learning style shows lower achievement in civics subjects matter with cooperative learning strategy than that of expository strategy. (Tukey Test shows: $Q_{\text{calculated}} > Q_{\text{table}}$ and $\alpha = 0,05$)
4. Based on the result of varians analysis where $F_{\text{calculated}} > F_{\text{table}}$ ($\alpha = 0,01$) indicated that there is an interaction between learning strategy and learning style.

Conclusion

From all findings during research can be stated that to increase learning achievement in civics subject matter in Jatisari sub-district state secondary school it is strongly suggested that to conduct cooperative learning strategy because it gives better learning achievement and while applying it, it is importance to focus on student learning style as well. For student who has dependent learning style it is better for them to apply expository learning strategy.

After all, several implication of this research could be derived as follows:

1. For civics subject matter cooperative learning strategy should be introduced, applied and spread to every secondary schools in Indonesia; because it increases learning achievement.
2. Successful learning processes not only depend on teacher, but also the learner who actively include in the process. Cooperative learning strategy creates better learning groups which are focusing on main subject matter and learner could study each-other under teacher guidance so as to make easier to understand subject matter.

In the end, from overall findings, conclusions and implications, it is strongly suggested that especially for teachers in Jatisari state secondary school to apply cooperative learning strategy so as to achieve the best achievement in civics subject matter. Beside that teachers require to know and aware of student learning style in order to prepare learning strategy and learning material easier and better.

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