

Interaction Patterns in Economic Learning Processes in Sintang Indonesia

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Abstract. Sintang is one of the regions in Indonesia that still experiences many problems in the learning process; one of the problems is the low motivation of student learning. Thus, the purpose of this study was to find out how the interaction pattern in the perspective of the economic learning process perspective of economic subject teachers and high school students in Sintang consisting of 12 (twelve) schools. This research is included into qualitative types in the form of survey and is presented in descriptive form. Research instruments are interviews, observation and documentation as well as questionnaires to obtain information related to student experience in the process of learning Economics. The research results obtained are that the learning method commonly used by Economics teachers in Sintang is the lecture method, question and answer and group discussion with one-way, two-way, three-way interaction patterns and multi-way interaction patterns found only in one research subject. While the factors that influence the chosen interaction pattern are teacher and student, student characteristics, class situation, material, methods and objectives of learning.

Keywords: Interaction Pattern; Economic Learning

1 Introduction

"Every teaching and learning activity always involves two active actors, such as teacher and student. Teachers as instructors are creators of student learning conditions that are designed intentionally, systematically, and continuously. While, the child as the subject of learning is that enjoys the learning conditions created by the teacher. The combination of these two human elements gave rise to educative interaction by utilizing teaching materials as the medium. In teaching and learning activities, both (teacher-students) influence and provide input. That's why teaching and learning activities must be activities that are lively, full of value and always have a goal[1] ”.

Some findings related to learning conditions have become discussions that never break up in education world. As the example, the study conducted by Emmanuel N. Odu, Francisca Odigwe's, Charles D. Ekpenyong entitled "Interaction Patterns of Economics Teachers in Cross River State Secondary Schools, Nigeria", in which this study was intended to find out how the forms or patterns of interaction used by teachers in learning Economy in Nigeria. This research was carried out on the grounds of teacher's oriented on the administration and the rules on paper. Indeed the learning process requires more good interaction between teachers and students[6].

West Kalimantan is one of the provinces in Indonesia which is still classified as a province with a low level of education. BPS data from West Kalimantan Province (2016), shows that the level of public education is at the level of junior high schools (SMP). On the other hand, the Head of the West Kalimantan Education Office stated that the main problems of education in Sintang are: 1) Limited access to education, 2) Low quality, relevance and output competitiveness (out-put) of education, and 3) Governance, public imaging and accountability of various activities that exist in schools.

Related to the statement, several studies that show how the process of education in secondary schools in West Kalimantan is carried out by Roza Lianti. She stated that the low discipline of learning in junior high school students in one of the state schools in Sintang. The results of the study showed that the low discipline of students was caused by the teacher's explanation which was difficult to understand[8]. The other study conducted by Novi Irmawati showed that some of the factors faced by teachers in improving student concentration in one of the state high schools in Sintang were low student learning motivation and a school environment that was less supportive for a conducive learning process[5]. Another study by Julianto stated that high school students in Sintang experienced a level of learning difficulties reaching 69.33% in the high category. This was influenced by intelligence factor 58.6%, physical condition 51.1% and environment 61.6%[3].

The problems above shows the suitability between the low level of education in Sintang with the influencing factors. Conditions are very alarming and have an impact on the low human resources in Sintang. On the other hand, development in the aspect of education continues to be echoed, which then seems to be just an afterthought. It is undeniable that the addition of the number of school buildings both at elementary, junior high and high school levels has doubled in 2017. However, the quality of learning is still at a low level. This raises the question, how is the condition or process of learning in school going on.

Thus, the researchers wanted to do the research related to interaction patterns used by Economics teachers in Sintang District of Indonesia with the aim of being able to find interaction patterns commonly used in the economic learning process as well as factors that influence teachers in determining the chosen interaction pattern. This study also aimed at finding interaction patterns that are expected by students to be used in economic learning.

This article contains the background of the study in the first part, the second part describes the forms of the interaction patterns are often used in economic learning as well as the efforts that have been made by the government to overcome educational problems in West Kalimantan, Indonesia. In the third section, the researchers discuss the research methodology used in this study. Section four is the result of the analysis or finding of the study. Section five is part of Conclusions and Suggestions.

There are several types of interaction patterns in economic learning, they are: one direction, feedback, teacher feedback, students learning from each other, multi-directional patterns and circular patterns[11]. Efforts to Improve Education Quality in West Kalimantan[2]. Gerson states that quality is anything that customers consider as quality. In the coordination meeting of the Governor of West Kalimantan, the head of the Education Office stated that improving the quality of teachers in West Kalimantan was carried out with the following efforts:

1. Receive civil servant teacher staff in accordance with the stipulated quota based on the required skill requirements.
2. Increase the number of specialized service education centers.
3. Improve the role and function of school supervisors.
4. Organize the mobile teacher program gradually.
5. Encourage increased budget allocations in district / city APBD.

6. Reactivate improving the quality of school teachers and principals through the PKG, MGMP, and MKKS programs.
7. Increase the number of SNP standard schools with a minimum accreditation of B.
8. Increase the number of RSBI at each level of education in each district / city.
9. Improve services for teachers who will take the educator certification test.

2 Research Methods

This study uses a qualitative approach in a form of study survey research and is presented in descriptive form in which the data that has been obtained was described in detail in accordance with the findings in the field. Subjects in this study were teachers and high school students in Sintang District, West Kalimantan Province.

The number of the teachers is 12 (twelve) all of them are teachers of Economics subjects. While, the number of the students as the subject of the study was 120 (one hundred twenty) selected purposively. The students were selected based on the following considerations: (1) 10 (ten) students from each research school. (2) The student concerned receives Economic lessons from the teacher who was also the subject of the research, (3) The 10 (ten) students were divided into 3 (three) categories of students with good, medium and less economic value. The object of this study is learning activities with the patterns of interaction carried out by the teacher in learning economics.

The data collection tool used in this study is an interview sheet to determine the interaction patterns used by the teachers in teaching Economics. The interview data is supported by observations in the field, where the observations are conducted. Other data collection tool is questionnaire. The questionnaire is used to find out the student's perspective related to the interaction patterns used by the economic teacher in teaching learning process.

The Analysis of this research data is descriptive qualitative with interactive model data analysis techniques according to Miles & Huberman consisting of four stages that must be carried out by researchers, namely data collection, data reduction, data display, and conclusions or verification stages^[4]. While the data in the form of questionnaire results were analyzed using descriptive statistics with the formula^[10]:

$$P = (f/n) \times 100\%$$

Note:

P: Percentage

f: The frequency of each answer that has been chosen by the respondent

n: Number of respondent

3 Results and Discussion

3.1 Preliminary Findings

Based on the results of interviews with 12 (twelve) Economics teachers as informants from twelve Senior High Schools in Sintang District, the following findings were obtained:

It was found that high school economics teachers in 12 (twelve) schools in Sintang district used various methods in teaching Economics. The average respondents had used various teaching methods. The results of the respondents' answers indicated that the methods often used in economic learning were lectures, question and answer and group discussions. However,

respondents 8 (eight) had included games in learning besides the lecturing method, question and answer and group discussion.

As the reasons for using the method above, respondent 1 (one) answered " the lecture is used as an introduction, whether students have learned the material at home or not" . From this, it can be seen that the lecture is only used as an introduction to the process of learning Economics. Respondent 2 said "because if we tell, we are speaking. If you just tell them, it is quite traditional. There should also be a question and answer session, there was a discussion, then the lecture varied." The lectures were not monotonous but varied. Respondents 3 and 11 stated the reason for using the method because it was easy to implement and there were no supporting facilities at school. Respondents 4, 5, 6, 7 and 10 stated that the use of the lecture method was used because students had not been able to be independent, lack of reading at home and the lack of facilities in the school. Respondents 8 stated that the game method was often used because students were sleepy during the day, so if using a lecturing method, students would become more sleepy. Respondent 9 stated that discussion method and question and answer methods were used so that interaction occurred. Whereas respondents 12 stated that the use of the lecture method actually helped students to be active and not sleep in class.

Then respondents have varied answers related to factors that influenced the pattern of interaction between the teacher and students in the learning process. Respondents 2, 9, 10, 11, and 12 said that teachers and students were the factors that determined the pattern of interaction between teachers and students in learning economics. What was meant by the teacher and students was that learning cannot take place without the readiness of students especially the physical readiness of students. The characteristics of students were also considered by the respondents that it affected the way teachers interacted with students. While other respondents explained that the interaction pattern was influenced by the classroom situation, material, methods and the objectives of learning.

Related to the difficulty of interacting with students, 4 (four) respondents answered that they had never had difficulty interacting with students. While 5 (five) respondents answered that they ever had or had difficulty interacting with students. 1 (one) respondent answered he had infrequent interaction with the students and another answered often had difficulties.

In the last question, the interaction pattern that had an influence on learning and was ideal for students according to the respondents were many directions from respondents 1, 6, 7, 8, 9 and two directions according to respondents 2, 3, 5, 10, 11 while respondents 4 and 12 said one-way interaction patterns.

3.2 Discussions

The results of the interviews showed that the interaction pattern used by the Economic teachers in Sintang District was a one-way, two-way and many-way interaction pattern in which the choice of interaction patterns was determined by teacher and student, student characteristics, class situation, material, methods and objectives of learning[9]. This was in line with the Sardiman theory that "The relationship between the teacher and students or students in the teaching and learning process was a very decisive factor. However good the learning material given, however perfect the method used, if the teacher and student relationship was not harmonious, it could create an undesirable outcome. Teaching and learning was an active relationship between teachers who taught students who learned to achieve the instructional objectives that had been determined[7].

The results of observations on teacher and student interaction patterns in economic learning were based on several aspects observed. The description of the observation results was as follows:

When starting learning the teachers used lectures, both as an introduction to equalize students' perceptions and as an effort to prepare students for receiving further material. After the lecture, the teacher then continued learning with group discussions and with questions and answers. Some research subjects chose to use the question and answer method at the end of the explanation, while the other subjects used question and answer to interlude when explaining the material.

Other observations found that only a few research subjects that gave students the task of cases to be discussed. Students were actively involved in learning while the teacher was only a facilitator. However, from the results of observations on other subjects, it was found that teachers only acted as lecturers. The questions asked were only to ensure whether students understand the teacher's explanation or not. Varying methods were not found in the learning process so it could be concluded that respondents dominantly used one-way interaction patterns. This is in accordance with the theory of W.S. Winkel that one-way interaction pattern is "all didactic procedures included in the term member review, such as conveying information giving an explanation of giving a lecture, telling a story, expressing a problem and giving a demonstration. Teaching activities are mainly verbal, so students must listen, even though various audiovisual media are used to support verbal reviews, such as whiteboards, maps, models, pictures or photos and so on. While giving a review, the teacher stands in front of students [13]".

The methods such as talking stick, team games tournament, problem solving and so on that should be used to improve learning activities were not found.

The results of the students' questionnaire on the teacher and student interaction patterns in Economics learning showed that out of 120 (one hundred and twenty) respondents, it was found that 80% of students answered that they did not like learning by using lectures because they get sleepy easily because they only listened to the teacher's explanation. Thus, it could be concluded that students did not like learning in one-way methods.

Statements 3 (three) and 4 (four) which were indicators of two-way interaction patterns obtained answers that was 83% students felt happy when given the opportunity to ask questions by the teacher after the teacher explained the learning material. Another reason was that students felt they could understand well if the teacher gave the opportunity to ask questions. The statement 4 (four) found that 74% of students stated that they liked learning with questions and answers between teachers and students at the time of the explanation.

The next were statements 5, 6, 7, 8 which were indicators of three-way interaction patterns or many directions. From the results of the questionnaire, it was found that 80% of students answered that they were happy when they could discuss with friends in learning process, 81% of students felt happy if they did not understand the teacher's explanation, they could ask friends who already understood the material, 79% students said they were happy when studying in groups. The reason stated was that they could help each other among friends in learning, could interact more and could exchange opinions. Then, 82% of students said they would ask the teacher if the group discussion had problems. This shows that the teacher acted as a facilitator and mediator in learning and showed the linkages of all aspects of the learning process. Students could interact with teachers and fellow students. Thus, the findings in this study showed alignment with the results of Julianto (2017) study that high school students in Sintang District experienced learning difficulties in the high category, where 61.6% were influenced by the environment. The environmental factors that were specifically meant were school environments that lack facilities so that the learning process cannot take place maximally.

4 Conclusion

From the results of research on the patterns of interaction in the process of economic learning in Sintang District, West Kalimantan, it could be concluded that the learning methods commonly used by high school (SMA) Economics teachers in Sintang District were lectures, question and answer, and group discussions. The interaction pattern that was often used by high school (SMA) economics teachers in Sintang District is one-way interaction patterns, two-way and three-way interaction patterns. Factors that influence the interaction pattern chosen by the Economic teacher are teachers and students, student characteristics, class situation, material, methods and the objectives of learning. Then from the results of the students' questionnaire, it was found that the interaction needed was a pattern of interaction in many directions. Thus, varied learning methods such as talking sticks, team games, problem solving and other games are recommended for use in the process of learning economics.

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