Strategies for Student Interest in Learning Systems at State Polytechnic of Bengkalis

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Abstract

The background of this research is to find out what kind of strategies can make students interested in the current learning system in higher education. Researchers will conduct a study that aims to determine student interest and find out the percentage of student interest, especially at state Polytechnic of Bengkalis campus to the learning system that is currently being carried out. The results of the study found the percentage of students' interest in learning strategies. By conducting this research, students can find out the interest of students from the learning system and can recommend what strategies are good for learning.

Keywords: Student, Interest, System, Higher Education, Learning Strategy

1. INTRODUCTION

According to Ahmat Taufiq, (2018), studying in college is a privilege for students, because not many people can participate in these learning activities. Graduates from this institution are expected to have more complex competencies than those from lower educational institutions.

Learning is a core activity of the whole process in the world of education, both from the elementary school (SD) level to the university level. One of the most important indicators in improving the quality of education in higher education can be seen from the process, results and quality of learning for each student. Teachers and Lecturers are also very influential in this matter, especially related to the learning system they apply in the teaching process.

According to Putu Agustana, (2017), learning or teaching is basically an activity for lecturers to create situations for students to learn. The main purpose of learning or teaching is for students to learn. Teaching and learning are two activities that cannot be separated, like a double-edged coin. However good the lecturers teach, if there is no learning process for the students, then the teaching is not good, and does not work. On the other hand, although the method or method used by the lecturer is very simple, if it encourages students to learn a lot, the teaching is quite successful.

According to research by Hidayat. S.H from the article on Learning Systems in Higher Education, it is stated that the quality and quantity of education is still the most prominent problem in any attempt to reform the national education system. Both problems are not easy to handle simultaneously because in an effort to improve quality, quantity problems are neglected and vice versa.

According to Luh Gede Krisna Dewi (2016), students as students are considered as objects who passively receive some information from the lecturer. Lecturers act as lecturers whose job is to deliver lecture material without any feedback from students. The learning process also becomes slow and causes students to lag behind in keeping up with the times.

Several teaching systems applied by lecturers in providing learning materials make it possible that not all students can accept and understand what is taught by the lecturer. Also they are not interested in the way the learning system is given. Because the ability of each student is different in terms of how to capture points from each explanation that has been given.

This study was conducted to determine the percentage of students' interest in the learning system in higher education, and what kind of system could increase their interest in the learning system that is currently being implemented.

2. LITERATURE REVIEW

Tinjauan Pustaka memuat penelitian terdahulu dan teori pendukung terkait dengan permasalahan yang dibahas. Sumber pustaka yang digunakan harus dicantumkan pada daftar pustaka. Penulisan acuan menggunakan pola “penulis, tahun” yang mengacu pada karya di daftar pustaka. Dalam teks, karya yang diacu menggunakan ketentuan berikut:

a. Luh Gede Krisna Dewi (2016), students as students are considered as objects who passively receive some information from the lecturer. Lecturers act as lecturers whose job is to deliver lecture material without any feedback from students. The learning process also becomes slow and causes students to lag behind in keeping up with the times.
b. Hidayat. S.H from the article on Learning Systems in Higher Education, it is stated that the quality and quantity of education is still the most prominent problem in any attempt to reform the national education system. Both problems are not easy to handle simultaneously because in an effort to improve quality, quantity problems are neglected and vice versa.
c. Putu Agustana, (2017), learning or teaching is basically an activity for lecturers to create situations for students to learn. The main purpose of learning or teaching is for students to learn. Teaching and learning are two activities that cannot be separated, like a double-edged coin. However good the lecturers teach, if there is no learning process for the students, then the teaching is not good, and does not work. On the other hand, although the method or method used by the lecturer is very simple, if it encourages students to learn a lot, the teaching is quite successful.
d. Ahmat Taufiq, (2018), studying in college is a privilege for students, because not many people can participate in these learning activities. Graduates from this institution are expected to have more complex competencies than those from lower educational institutions.
e. Sugiyono (2019), "research methods are basically a scientific way to obtain data with certain goals and uses". Thus, in conducting research, an appropriate research method is needed to obtain data to be examined in a study.
f. The student centered learning approach is a learning approach that places students as active and independent learners, with psychological conditions as adult learners, fully responsible for their learning, and able to learn beyond the classroom. Meanwhile, lecturers switch roles to become facilitators, including as learning partners, and are no longer the main source of knowledge (Harsono, 2008).

g. Small group discussion is an innovative learning strategy that provides opportunities for students or students to be more active and work together in a small group (usually consisting of 5-6 people) in order to achieve a goal (Ngalimun, 2016).
h. Role play and simulation is a learning strategy that encourages students' understanding of learning materials to increase through the development of their appreciation and imagination (Aqib, 2015).
i. Discovery learning is a learning strategy where in the teaching and learning process lecturers allow students to find information that is traditionally only told or lectured (Suryosubroto, 2009)

3. METHODOLOGY

According to Sugiyono (2019), "research methods are basically a scientific way to obtain data with certain goals and uses". Thus, in conducting research, an appropriate research method is needed to obtain data to be examined in a study. This study uses qualitative methods. This method aims to explain more about student interest in learning strategies that are currently being applied in higher education. In addition, this research must be able to find out what kind of strategies are good to attract students' interest in the learning system.

The reason for taking the qualitative method in this study is to reveal the phenomena regarding student interest in the learning system. In general, this research does not include the type of field research, because this study uses a questionnaire. In this qualitative research, the main object is the students at state Polythecnic of Bengkalis. The use of the questionnaire technique in this study is very suitable for research. Because it can understand, find and obtain data on all students.

4. FINDING AND DISCUSSION

The implementation of the learning system is very important both at the elementary school (SD) level to the university level. So, what kind of application is good so that students are interested in the learning system applied in higher education? The following is an explanation obtained from Hidayat's. S research. on his research.

Hidayat, S. H., (2017), suggests that "independent learning and active learning as an alternative learning system in Higher Education".

1. Self-Study

Independent learning provides opportunities for students to determine their learning goals, plan their learning process, use the learning resources they choose, make academic decisions and carry out the activities they choose to achieve their learning goals. Students actively participate in determining WHAT they will learn and HOW to learn it. Independent learning is not an attempt to isolate students from the guidance of the lecturer, because the lecturer functions as a source, guide and encouragement. Independent learning shows that students do not depend on continuous supervision and direction from lecturers, but students

also have their own creativity and initiative and are able to work independently by referring to the guidance they receive (self-directing learning).

In independent learning, students have a great responsibility for the learning process. Independent learning requires students to complete a task or problem through in-depth analysis, synthesis and evaluation of a subject topic, sometimes also through communication between knowledge gained from other courses.

Self-study can help students become excellent problem solvers, excellent time managers and skilled learners. The forms of activities that can provide opportunities for students to learn independently individually or in groups are case studies, literature reviews, research projects and seminars.

Some things that need to be considered by lecturers in implementing independent learning are:

1. Lecture must plan their instructional activities carefully, carefully including a variety of tasks that students can choose to do.

2. Planning of instructional activities and assignments should be made based on the abilities and initial characteristics of students. Lecturers also need to provide guidance on how to take advantage of available learning resources.

3. Lecture needs to enrich himself continuously with the knowledge and skills he has not mastered.

4. Adequate learning facilities and resources are required, such as laboratory libraries, studios and others.

2. Active Learning

Active learning is marked not only through the activeness of students who study physically, but also mental activity. In fact, mental activity is very important and main in active learning compared to physical activity.

Active learning or often known as the Active Student Learning Method is an approach in managing the learning system through active learning methods towards independent learning. independent learning ability is the ultimate goal of active learning. To be able to achieve this, lecture activities are designed in such a way as to be meaningful for students. Meaningful learning occurs when students play an active role in the learning process and are finally able to decide what to learn and how to learn it.

The participation of students and lecturers in the context of active learning is very important. Lecturers act as facilitators who help make it easier for students to learn, as resource persons who are able to invite students' thinking and creative power, as managers who are able to design and implement meaningful learning activities and who can manage the necessary learning resources. Students are also involved in the learning process with lecturers, because students are guided, taught and trained to explore, search, question things, investigate answers to questions, manage and convey their results communicatively. Students

are guided to be able to determine their needs, analyze the information received, select the important parts and give meaning to new information. Students are also expected to be able to modify the knowledge they have received. In addition, students are also fostered to have skills so that they can apply and utilize the knowledge they have received in new problems they face.

Strategies that can be used by lecturers to achieve these goals include:

1. Reflection, namely the lecturer asks students to regularly or periodically reflect on things that have been learned in lectures, for example through journals.

2. Student questions, for each subject or meeting the lecturer assigns students to write down questions about things that have not been understood or things that need to be discussed with the lecturer and other student friends.

3. Making summaries, teachers (lecturers) can familiarize students with making summaries of the results of group discussions conducted in class or as independent assignments. Besides, the summary can also be a task to evaluate or assess something such as books, journals, magazines, articles and others based on the principles that have been learned in lectures.

4. Cognitive mapping, cognitive mapping is an instrument to make students actively think about concepts, relationships between concepts (propositions) and schemas. Thus cognitive mapping can also be used to foster active student .

5. learning processes. To be able to design activities that actively involve students and challenge students intellectually, lecturers who have high creativity and professionalism are needed.

Learning implies the process of learning and teaching. Learning according to behavioristic theory is defined as the process of changing behavior caused by the interaction between stimulus and response. While teaching is the ability to condition situations that can be used as a student learning process. Broadly, learning is a systematic effort by teachers (lecturers) to make the learning process run effectively and efficiently starting from planning, implementation, and evaluation (Aqib, 2015). While learning strategies are the ways that will be chosen and used by a teacher to deliver learning materials so that it will make it easier for students to receive and understand learning materials, which in the end the learning objectives can be achieved at the end of learning activities (Aqib, 2015).

The student centered learning approach is a learning approach that places students as active and independent learners, with psychological conditions as adult learners, fully responsible for their learning, and able to learn beyond the classroom. Meanwhile, lecturers switch roles to become facilitators, including as learning partners, and are no longer the main source of knowledge (Harsono, 2008). Some learning strategies with this approach are small group discussion, roleplay and simulation, discovery learning, cooperative learning, contextual learning, problem based learning, collaborative learning, and so on.

Small group discussion is an innovative learning strategy that provides opportunities for students or students to be more active and work together in a small group (usually consisting of 5-6 people) in order to achieve a goal (Ngalimun, 2016). In its implementation, students are stimulated to further explore ideas, improve understanding, improve problem solving techniques, encourage the development of ways of thinking and communicating and increase cooperation between group members. This learning strategy encourages students to be more independent and active in their learning process.

Role play and simulation is a learning strategy that encourages students' understanding of learning materials to increase through the development of their appreciation and imagination (Aqib, 2015). In this learning strategy, it forms an interaction between two groups of students, each of which plays a role in accordance with the simulated conditions. In this method displays symbols or equipment that replace the actual process, event, or object.

Discovery learning is a learning strategy where in the teaching and learning process lecturers allow students to find information that is traditionally only told or lectured (Suryosubroto, 2009). This method can be done by giving study or research assignments to students with the aim that they can find answers or complete assignments without the help of teachers or lecturers.

Cooperative learning is a learning strategy that uses small groups of students to work together in order to maximize learning conditions to achieve learning goals (Aqib, 2015). By studying cooperatively in groups, students are trained and accustomed to sharing knowledge, experiences, tasks and responsibilities. Help each other and practice interaction-communication-socialization because cooperatives are a miniature of social life, and learn to be aware of each other's strengths and weaknesses.

Contextual learning is a learning strategy that helps lecturers relate the material being taught to students' real-world situations and encourages them to make connections between their knowledge and its application in their lives as family and community members (Aqib, 2015). With this concept, the learning process takes place naturally, where students do and experience, not just watch and take notes, and develop socialization skills.

Problem based learning is a learning strategy that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve problems (Ngalimun, 2016). This method trains and develops students' ability to solve authentic problem-oriented problems from students' actual lives, to stimulate higher order thinking skills.

Collaborative learning is a learning strategy that emphasizes sharing experiences and opinions in discussion groups, and is not a competition among learners (Harsono, 2008). In the discussion group, each individual plays an active role, contributes to each other, respects the opinions and abilities of others.

5. CONCLUSION

Based on the description above, we can conclude that learning strategies are very important in the teaching system in universities. This has a huge impact on the understanding of each student. The teacher or lecture must also be able to understand and understand what difficulties are faced by each student. They must be sensitive to the difficulties faced by students in any given spending, also they must be able to create student interest in the learning system that is currently applied.

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