

Teachers' Attitudes toward the Implementation of Student Active Learning Approach in Teaching Learning Activities

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Abstract: The objective of this study was to obtain an empirical evidence concerning the attitudes of teachers of elementary schools in Pekalongan Sub District, East Lampung District toward the implementation of the student active learning (CBSA) approach in teaching-learning activities. The data were collected through questionnaire and observation, and were analyzed by t-test. The results indicated that there were significant differences in attitudes between young teachers and old ones, between teachers with a bachelor's degree and those without the degree, and between teachers with less teaching experience and those with more teaching experience. Additionally, there were no significant differences in teachers' attitudes in terms of sex and training experience.

Keywords: teachers' attitude, the student active learning, teaching-learning activities.

During Indonesian Long-Term Development Program I, there were three innovations of education implemented in Indonesia, one of which was the implementation of student active learning (CBSA) in teaching-learning activities (Tilaar, 1995). The implementation of this CBSA was relevant to increase the quality of education.

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The main objective of student active learning was to give an opportunity to students to be more active to develop their personal capability, such as: (1) to study subject matter or concepts with full interest; (2) to obtain knowledge through experiences; (3) through learning materials, to develop curiosity and personal characteristics, such as honesty, diligence, discipline, and creativity; (4) to study in groups to find out individual characteristics, as well as the characteristics and the ability of friends; (5) to think, try out, and develop concepts of values; (6) to study certain phenomena to be able to develop new ideas; and (7) to indicate ability to communicate ideas and to use new invention as well as to have comprehensive values, either oral or written values (Azhar, 1993).

CBSA approach has been implemented in the Indonesian education system since the introduction of the 1984 curriculum. In fact the 1984 curriculum is still relevant now in teaching-learning activities. It gives the practical directions to teachers in the hope those teachers will be able to carry out teaching-learning activities more effectively and efficiently. Each learning activity has been directed to the CBSA approach and the process skill. It means that teaching-learning activity has been oriented to the optimalization of the thinking process of students (Muslich, 1994). Thus, in the 1994 curriculum teachers are still expected to implement the CBSA concept as one of education innovations to increase the quality of education in Indonesia.

In Five-Year Development Plan V, the experiment to improve teaching-learning process using CBSA approach was carried out (Tilaar, 1995), beginning from elementary-school level to secondary-schools level through training by the government. The teachers who had been trained were expected to improve their teaching skill by implementing the CBSA approach in their teaching-learning activities.

After the teachers had been trained, they had the knowledge about CBSA; they knew what CBSA was and how it should be implemented. Would they implement the CBSA approach in their schools or not? How would they disseminate this CBSA approach to their colleagues? How would they develop this CBSA approach to be appropriate to their subject matter? All these depended on teachers' attitudes in implementing their jobs as teachers.

Krech, Crutchfield, and Ballachey (1962) suggest that man's social actions-whether the actions involve religious behavior, ways of earning,

of living, political activities, or buying and selling goods-are directed by his attitudes. Rogers and Shoemaker (1971) suggest that the attitude toward an innovation at the persuasion stage in the innovation-decision process is generally (but not perfectly) predictive of decision to adopt or reject. Therefore, the attitude is a factor which determines the actions or acts of human beings in handling the objects which are in the circle of their lives.

Teacher's attitude toward the implementation of student active learning approach in teaching learning activities (CBSA as innovation of education) tends to have a positive or negative action. This case happened because this CBSA approach was considered a new and different method of teaching compared to the conventional method. Implementing CBSA approach is a new incentive for teachers and can lead them to the harmony or disharmony in their cognitive system. The harmony and disharmony situation may determine the attitude of the teachers.

Based on the Balance Theory of Heider (in Krech, et al., 1962), when teachers feel the situation of balance with the CBSA approach in teaching-learning activities, then they feel harmonious with the approach. Therefore, the teachers will use CBSA approach with a consistent consequence, and it means that the teachers have a certain positive attitude toward the implementation of the CBSA approach. On the contrary, when teachers feel the situation of unbalance with the CBSA approach in teaching-learning activities, the teachers are in the condition of disharmony with the approach. Therefore, the teachers will not use it, and they will still use the conventional method, which means the teachers have a certain negative attitude toward the implementation of the approach.

The Balance Theory asserts that a person will try to delete the unbalanced cognitive system by taking any alternative way which is the easiest one (Sears, 1988). In a formal organization, the alternative way which is the easiest one usually changes the attitude gradually. Rogers and Shoemaker (1971) suggest that when an individual's attitudes are dissonant with the overt behaviors demanded by the organization, the individual will attempt to reduce the dissonance by changing either his attitudes or his behaviors.

In connection with the implementation of this CBSA approach, it can be predicted: (1) there will be teachers who accept the implementation of the approach with a sense of full responsibility; (2) there will be

teachers who are still consistent to use the conventional method; and (3) there will be teachers who implement the approach because they want to fulfill the instruction of authority. Therefore, those predictions will have an impact on the teachers' attitudes toward the implementation of the CBSA approach. The differences of the teachers' attitudes toward the approach will be based on the differences of their age, sex, level of education, teaching experience, and training experience.

The following hypotheses concerning student active learning approach were then tested: (1) young teachers would be more innovative than the old ones; (2) female teachers would be more innovative than male teachers, (3) teachers with a bachelor's degree would be more innovative than those without the degree; (4) teachers with less teaching experience would be more innovative than those with more teaching experience; and (5) teachers with more training experience would be more innovative than those with less training experience.

The objective of this study was to obtain an empirical evidence concerning the attitudes of teachers of elementary schools in Pekalongan Sub District, East Lampung District toward the implementation of student active learning approach in teaching-learning activities as one approach which was developed by the government to better the quality of education in Indonesia.

METHOD

The study was conducted in the months of March and April, 2000 at the elementary schools in Pekalongan Sub District, East Lampung District. There were approximately 359 subject-matter teachers of 56 elementary schools, as the population of this research. The sample of this study was 60 subject teachers selected by random sampling technique.

The teachers' attitudes were measured by an instrument called an attitude scale which had been constructed on the basis of the six established components as indicators of the student active learning approach. Interview and observation were also used to gather the data regarding the conditions, facilities, and teaching-learning processes of each elementary school.

To test the hypotheses, t-test was used to determine the differences between the means, with the level of significance = 0.05.

RESULTS

The 60 subject-matter teachers consisted of 36.67% male teachers and 63.33% female teachers. Female teachers were more interested in education. According to their age the young teachers were more in number than the old ones (58.33% : 41.67%). Such data imply that the majority of the elementary school teachers in Pekalongan Sub District were still young.

Based on the level of education, teachers with a bachelor's degree were 26.67% where as those without the degree were 73.33%. Teachers who already had teaching experiences were 43.33% and those who did not yet have the teaching experiences were 56.67%. Thus, the majority the elementary school teachers in Pekalongan Sub District did not yet have the teaching experiences and the bachelor's degree.

The number of teachers with more training experiences was 35% and that with less training experience was 65%. The data show that more than 50% the elementary school teachers in Pekalongan Sub District did not yet follow the training.

Based on the data collected, the mean scores of the teachers' attitudes in Pekalongan Sub District toward the implementation of the CBSA approach in teaching-learning activities were positive. The Mean scores ranged approximately between 184.29 and 198.64, which were close to 200, the 'approve' category, as can be seen in table 1.

Table 1 Mean Scores of Teachers' Attitudes toward the Implementation of CBSA in 2000

No.	Group of Teachers	Mean	S
1.	Older teachers	186.51	4.355
2.	Younger teachers	198.64	4.795
3.	Female teachers	192.84	7.413
4.	Male teachers	189.36	7.365
5.	Teachers with a bachelor's degree	191.94	5.409
6.	Teachers without a bachelor's degree	184.96	8.298
7.	Teachers with less teaching experience	196.18	5.962

No.	Group of Teachers	Mean	S
8.	Teachers with more teaching experience	185.54	4.474
9.	Teachers with less training experience	190.05	8.267
10.	Teachers with more training experience	192.38	7.069

The figures in the table show that in general the teachers of elementary schools in Pekalongan Sub District have positive attitudes toward the implementation of CBSA in teaching-learning activities. On the whole the mean scores close to 200 (50 items with the score of 4), form a total score indicating agreement on and positive attitudes toward CBSA.

The five hypotheses formulated were then tested using t test, the results of which can be seen in table 2.

Table 2 The Results of t-test

Hypotheses	t	p	Notes
1	10.1950	< .05	H ₀ Rejected
2	1.7595	> .05	H ₀ Not Rejected
3	3.7910	< .05	H ₀ Rejected
4	7.8973	< .05	H ₀ Rejected
5	1.0730	> .05	H ₀ Not Rejected

The results of t test in Table 2 indicate that the first, third, and fourth hypotheses were accepted whereas the second and fifth hypotheses were rejected. This implies that there were differences in attitudes in terms of age, level of education, and teaching experience. More specifically, it is said that: (1) young teachers were more innovative than the old teachers; (2) teachers with a bachelor's degree were more innovative than those without the degree; and (3) teachers with less teaching experience were more innovative than those with more teaching experiences. In addition there was no difference in level of innovation between male teachers and female teachers, and there was no difference in level of innovation between teachers with more training experience and teachers with less training experience.

DISCUSSION

The data regarding teachers' age show that the majority of teachers of elementary schools in Pekalongan Sub District were still young. They liked to change, liked to wander were, brave to take risk, and challenged to the traditional method. People who are young in age here can be classified as earlier adopters of innovation. Until be able to guessed that the younger teachers can be classified as earlier adopters of CBSA approach in teaching-learning activities.

The data regarding level of education indicate that the majority of the teachers were without bachelor's degree while the results indicate that teachers with the degree were earlier adopters of innovation. Therefore, teachers with the degree were guessed to be more eager to accept CBSA in teaching-learning activities.

The data regarding teaching experience indicate that the majority of the teachers were teachers that did not have much teaching experience. The teaching experience in this study was to connected to the time work as elementary school teachers in Pekalongan Sub District. The longer time work a teacher had the more teaching experience they would be considered to have. The teachers with less teaching experience were earlier adopters of innovation. Therefore, the teachers with less teaching experience can be classified as earlier adopters of the CBSA approach in teaching-learning activities.

The data regarding the frequency of training activities indicate that the majority of the teachers were teachers that did not have much training experience. They did not have the knowledge about CBSA. Teachers who did not have the training experience were later adopters of the innovation.

Based on the data analyzed, the first hypothesis (H_1), the third hypothesis (H_1), and the fourth hypothesis (H_1) were not rejected, hence $\rho > .05$. Furthermore, the second hypothesis (H_1) and the fifth hypothesis (H_1) were rejected, hence $\rho < .05$.

In addition to doubt that mentioned above, so become doubt from concept of some variables this study who was not it that clear, especially regarding teachers training experiences (teachers with more training experiences and teachers with less training experiences). There were the teachers who has already many trainings, but was not relationship CBSA. Even so, about limits of the young teachers and old teachers, only to

use formula of middle value alone. Likewise with teachers teaching experiences, only was guided by time work as civil servant.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The elementary school teacher in Pekalongan Sub District, East Lampung District, declared to agree on the implementation of CBSA in teaching-learning activities and had positive attitudes toward the implementation.

There were significant differences in attitudes toward the implementation of the CBSA approach between the young teachers and the old ones, between teachers with a bachelor's degree and those without the degree, and between teachers with less teachers experience and those with more teaching experience. These differences imply that young teachers, teachers with a bachelor's degree, and teachers with less teaching experience were more innovative. On the other hand, there were no significant differences in attitudes between female and male teachers and between teachers with more training experience and those with less training experience.

Suggestion

Since positive attitudes might change to negative ones, establishment of these attitudes in Pekalongan sub district still needs to be encouraged, for example through a communication forum by coordinating institution. The establishment can be enforced by the head master or the head of establishment division.

The positive attitudes revealed in this study imply a positive impact on the development of educational technology for the betterment of the quality of elementary education in Pekalongan sub district in the future.

The positive attitudes of the teachers indicate that the teachers are willing to welcome innovations. This should be followed by control by the authority and by provision of fund for the sustained application of the approach.

The empirical data showed that teachers' with the bachelor's degree were more innovative than those without the degree toward the imple-

mentation of the CBSA approach. It suggested that teachers get a priority to participate in a training, especially the training to better the quality of teacher's ability in teaching learning activities.

The empirical data showed that the young teachers were more innovative than the old teachers toward the implementation of the CBSA approach. It suggested that the young teachers get a priority to participate in a training, especially the training to upgrade teachers' ability in teaching-learning activities.

The empirical data showed that the teachers with less teaching experience were more innovative than those with more teaching experience toward the implementation of the CBSA approach. It is suggested that teachers with less teaching experience have get a priority to participate in a training, especially the training to upgrade teachers' ability in teaching-learning activities.

Empirical data showed that is not differences of teachers' attitude toward the implementation CBSA based on the differences of training experiences. This case give to show that the teachers with more training experiences not yet fully to implement CBSA. When was related to positive attitude of teachers mentioned, it mean the positive attitude was not followed with its action. Therefore, very important for decision maker in order that increase control its, give to motivation in order that the teachers is implement CBSA, and give to facility that enough in order that implementation CBSA was carried out with good as possible.

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