

NEW WAYS OF TEACHING METHOD IN HIGHER EDUCATION

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ABSTRACT

Higher Education now, stifled from the paradigm of teaching into learning. Learning concept of higher education, we now emphasizing more in the process of developing thinking skills rather than the process of mastering information. In this new paradigm, students are taught to master their thinking skills rather than memorizing some information. If we try to look forward, education must be built on the three strong foundations on knowing how to learn, knowing how to think and knowing how to live.

Student ability to develop their own knowledge should be induced in our new teaching process. In order not to depend on the teacher, students should have and develop their own learning skills. The ability to think critically is always important, and of course it is indispensable for the citizen of 21st century. To improve the quality of our decision it is badly needed the presence of critical thinking. Recent studies in Indonesian students have shown a gloomy picture of the current status of critical thinking. Many students do not have an adequate thinking and learning skills. Moreover, in facing their reality, we should also develop student living skill. To let the students living above the line (De Porter, 1999), we should encourage the student responsibility, adversity, inspiration, enthusiasm, and other living skills.

Keywords : learning skills, thinking skills, living skills

INTRODUCTION

The concept of teaching in Higher Education has been shifted from the paradigm of teaching based into the paradigm of learning. Teaching in university level has also role as morale force agents. As regards to the learning concept of higher education, we now emphasizing more in the process of developing knowledge management rather than mastering many information. In this new paradigm, students are taught to master their learning skills and thinking skills rather than memorizing some information. Further more, in effort to improve the student life, teacher of Higher Education also prepare a living skills.

The Recent Teaching Condition

Nowadays, when we try to look upon the university teaching and learning process, we will find and interesting picture. Students come and just starting writing down and just listening to the teachers talking. No one of them even seems to have

courage to ask questions. And when the teacher asks him to raise a question, nobody will response it, until the teacher pushes him to do it.

As we know, Higher Education atmosphere often presents students with a lot of information and concept, and even more, leaves the students to struggle on their own analysis without any consideration to prepare with the thinking process. Lecturers at this point of time still emphasize in the learning result without giving any consideration to the process how the students can master the concept.

Students in Higher Education are matured enough to be treated as knowledge and information source in the classroom. Regarding to this reality, lecturer should not respect the students as an object of learning. Lecturers should develop their learning process into more adult learning approach. The main concept in adult learning approach is let the students develop and manage their own knowledge. The impact of this adult learning approach cause the teaching method shifts to facilitation method. The role of lecturers also shifts from teacher to facilitator. Of course, there are many consequences from the changes.

In respect to this condition, of course, the need of a lecturer who can stimulate their students to go beyond their comfortable zone is becoming urgent. The process of modifying and creating a new mental structure is often uncomfortable and sometimes even painful, especially for the major mental structure renovations. The urgency need for a lecturer who can assure the comfortable and safe atmosphere to construct student's mental process is then being felt. The ideal lecturer who has the skills of dialogue, developing group dynamic and creating student motivation is needed.

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Although lecturers are mostly good in research and developing their own knowledge. We have to realize that a good lecturer is a good facilitator to deliver dialogue, group dynamic and motivation. The good lecturers with a best research will be more valuable if they can also provide with the dialogue skills, group dynamic skills and the skills to provoke students to go beyond their comfortable zone. After these three lecturers skills are develop of course it can be used to provoke students cognitive process to construct their own knowledge. At the end of the result students will master the competency of making good quality knowledge. Furthermore, students will apply their knowledge to struggle their life.

Inducing 3 (three) main skills through hidden curriculum

As a result of an accelerating global change, higher educator should rethink their roles and concentrate on their delivery method that can stimulate students to

manage their own knowledge. If we try to look forward, education must be built on the three strong foundations on knowing how to learn, knowing how to think and knowing how to live. Traditionally our schools have required the students to learn, remember, make decision, analyze arguments and solve problems without ever teaching them how to manage and develop it. There has been implicit assumption that adult students already know “how to think”. Yet, the case of Indonesian universities shows that this assumption is not warranted.

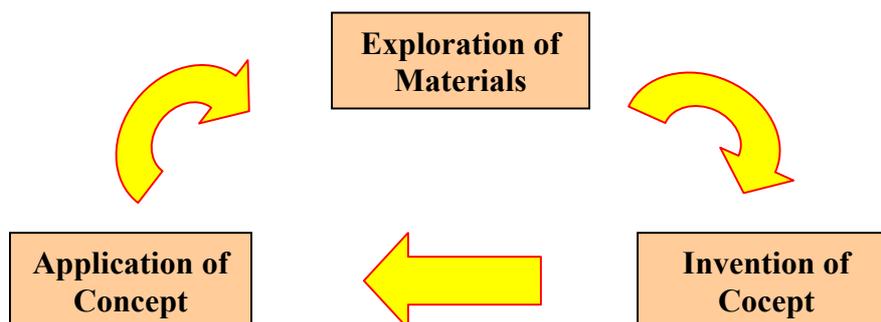
Teaching how to learn and think are about teaching students in ways that allow them to use previous knowledge to create a new one. Knowledge is not static. It is dynamic, by means that we build on the knowledge which is created by others to create a new knowledge. Thus the acquisition of knowledge, of course is an active mental process. In this matter, teacher should endow students with skills to develop and manage their own learning process.

In order to induce the three major skills (learning, thinking and living skills), we suggest to use hidden curriculum as a means. Hidden curriculum is kind of curriculum that occur as a consequences of teaching and learning interaction. It can not be avoided, but it can be systematized. By taking charge hidden curriculum to teach the students ability of learning to learn, learning to think and learning to live, we can improve the role of university as morale force.

The focused of this project is to improve teacher morale force role by inducing learning, thinking and living skills in their teaching method. The output of the project will be a method of teaching that can stimulate students to mastered those three main skills. And yet the outcome of the project will be the quality improvement of university graduate in their competencies as a value add up of the skills, knowledge and attitude.

CONCEPTUAL FRAMEWORK

Many studies has been undergone to fulfill the need of a best possible teaching and learning method in Higher Education, in regard with the relevance issues. Karplus (in Meyers, 1996) try to proposed Learning cycle Approach, which try to involve students in the exploration of experiments or problem based learning. The Learning cycle method are drawn as follows :



There are two major assumptions underlie in this approach, which are: (a) teacher must know the essentials of what they want the students to learn; (b) enough time must be set aside to fully engage to the activities in a cycle.

Additionally, to this concept there is a strong belief that there will be no mental development (learning process) without interest, The role of interest in the learning process is very important (Meyers, 1986). Thus, the central task of teacher,

or lecturer in this matter is to build students interest. This is not an easy task for some lecturers. Some of the lecturers are good researchers, but it is very difficult for them to be a good lecturer.

Meyers (1986) furthermore, suggest five keys to create an interactive and interesting classroom. Those five keys are (a) begin each class with a problem or controversy; (b) the silence to encourage reflection; (c) arrange classroom to encourage interaction; (d) wherever possible, extend class time and (e) create a hospitable environment.

While De Porter (1999) in her book of quantum teaching, try to put forward that it is important to create effective learning environment, designing good curriculum and delivering content, and finally facilitating the learning process. In order to fulfill those things, we should alter teacher role into facilitator.

METHODOLOGY

Some conclusion from the studies that we have shared before, we know that students can be taught to learn and think more critically when they receive instruction that is designed for the purpose. Those three main skills do not automatically result by product ended. A systematic educational effort to improve the three main skills is needed to obtain the better way of learning.

The purpose of the project is to improve student characteristics by designing a method in delivering material that can stimulate the existence of learning, thinking and living skills. The main idea of the project is designing the teaching method that can accommodate student's learning ability, critical thinking and self-management.

In supporting this idea, first we will develop a training program that can improve lecturer quality of teaching method in inducing those three main skills. The most problem is that we usually have large size class. Moreover, most lecturers are not skilled in the use of dialogue and discussion as teaching tools; the lecturers are also not well grounded in dealing with group dynamic.

Certain training for lecturers will be developed in related to induce the three main skills. The target of the training is all lecturers of social science in Gadjah Mada University who want to extend their ability and skills in teaching, especially for the junior staffs The training program will cover certain substances such as the following:

1. Building Dialogue Process (5 hours)
2. Handle Group Dynamic (5 hours)
3. Working with Students Motivation (5 hours)
4. Introduction to Critical Thinking Process (5 hours)
5. Empowering Hidden Curriculum (5 hours)
6. Action Planning (4 hours)

The training program will be offered every semester during the inter semester off. The Evaluation of each training will be conducted in 2 forms, which are the reaction-evaluation and the impact-evaluation. The reaction-evaluation deal with the reaction of participants to the training performance. And the impact evaluation deal with the behavior result of the training program. The impact evaluation will be conducted two times, first is a month after the training program and the second will be the next 6 months after the training program. The impact evaluation can be considered as a monitoring action.

Study on value inventory will be performed before the training. There will be some workshops in this study to touch on the “value of life” to be induced. The value should be held by the university graduate to face their accelerated global change. Those “value of life” then should be planned to be induced to the students through hidden curriculum.

The need of lecturers who can stimulate students learning, thinking and living skills is urgently required. Lecturers teach on the way they feel comfortable without any regard to their student condition. When the students finished the university, they face a big problem in dealing with their changes world.

CONCLUDING REMARKS

The university members have sensed the urgency need of new ways of teaching method. In order to improve the quality of university graduate, we need to draw up a teaching method that can accommodate the existence of learning skills, thinking skills and learning skills. Those three main skills can be seen as a value added to the education results of skills, knowledge and attitude.

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