

Use of the Interactive Lecture Method for Increasing Student Learning Activity

Sisi Indah Megahutami

Postgraduate Program, UIN KH Abdurrahman Wahid

Sisi.Indahmegahutami99@gmail.com

Abstract

The diverse and unenthusiastic character of students in learning can affect learning discipline in students' understanding during the learning process, students become inactive in asking questions when material is delivered, so that learning objectives are not yet said to be effective. So the teacher applies the interactive lecture method in which there are question and answer methods, discussions and lectures. The research method used in this study uses a descriptive qualitative method. The purpose of the article is to examine more deeply the use of the interactive lecture method to increase learning activity. The interactive lecture method provides an explanation of the steps and student interactions that can fulfill indicators of student activity in learning such as asking questions, providing answers to questions, and explain the results of the assignments made in front of classmates. The use of the interactive lecture method is not only a learning goal, but also a solution to improve student learning so that learning becomes effective and efficient.

Keywords: Interactive lecture method, liveliness, study discipline

A. Introduction

School is a place to study to develop talents and interests and to create an intelligent generation (Slameto, 2003). In education in schools, the teaching and learning process is the most basic activity, meaning that learning can be achieved depending on how the results of student learning are explained (Savira, Fatmawati, et al, 2018). Teaching and learning activities consist of several components including: students, educators, and teaching methods and so on, to develop student learning activeness it is necessary to have an appropriate method needed in the subject matter.

So that the achievement of learning objectives can be achieved and students feel happy, understand the material presented (Fatimah & Mahmudah, 2020). There are several methods in Islam that can be used or applied to support success in the learning process, one of which is the interactive lecture method (Tambak, 2014). The lecture method is an interaction between the teacher and students through orally (Sagala, 2009). Meanwhile, according to Wina Sanjaya, the lecture method is to speak orally which directly explains to a group of students (Sanjaya, 2010).

This thinking has a similarity in that the delivery of material uses orally (Basyiruddin, 2022). To be able to improve students' learning, teaching methods are needed that are easy for students to understand and as interesting as possible so that the learning process can be achieved properly (Raden Rizky A, Abdul

Fadhil, et al. 2014). So far, in learning activities there are many obstacles that must be faced by teachers to achieve learning objectives. One of the obstacles that arose from the results of observations at school X was that students were not enthusiastic and the lack of response from the teacher towards students, even though the teacher had done his best in teaching students but the results were not successful. so that students do not understand what has been explained even though students are silent in class and only listen not to chat alone but it makes students sleepy and there is no reciprocity or a response when the teacher finishes explaining. Do they understand enough what is conveyed or the learning process is not fun.

As a result of these problems, it will be examined more deeply by making efforts to conduct interviews with students and teachers. According to the teacher that what makes students not active is because students depend on the subject matter and the teacher, whereas according to students learning is boring because the teacher is not fun in delivering material that is too serious, monotonous, the teacher is scary, so students are embarrassed and afraid to ask questions, lazy in learning even in doing the exam can do carelessly.

(Rikawati & Sitinjak, 2020), based on the results of the interview that we can conclude that the activeness of student learning depends on the methods used in learning and the closeness of students to teachers during learning, therefore it is necessary to apply good learning so that active learning is achieved and effective (Shoimin, 2013). Choosing a method in learning that is not appropriate then the purpose of learning is not achieved. With accuracy in choosing a method will make learning effective and efficient so that students easily absorb what is conveyed and increase activeness in learning (Aminah, 2018).

The subject of history is a lesson that is considered not easy because there are many verses of the Qur'an that must be understood and memorized some of the meanings contained therein, therefore a teacher creates a learning that is fun and easily absorbed by students, so that students not only memorize but understand the material presented (Kartikasari, Nurhayati, Redjeki, 2013). Activeness is in active student learning activities asking questions, giving opinions and discussing which is student-centered, according to (Helmiati, 2016) active learning has the goal of optimizing student potential based on character so that achieve active learning outcomes. Educators can find out the activity of students with indicators of activeness in learning (Indriyani, et al, 2020).

The characteristics of active learning according to (Rusman, Maftukhin, & Nurhidayati, 2012) namely, students are enthusiastic, and have the courage to ask and answer questions in learning, dare to ask questions during the learning process, dare to answer questions given, and dare to present in front of what has been explained by the teacher. With these indicators, the teacher can find out the activeness of students in learning and the extent to which students understand the material and the achievement of learning objectives. According to Nurwahyuni & Suwason (2010) student activity affects the quality of learning and student learning outcomes.

The method applied in learning history is an interactive lecture method in which students and teachers interact with each other, students actively ask

questions, discuss and answer. With this method it is very appropriate in learning history where students have to be creative not just listen and there needs to be active questions so that students understand the material and easily memorize the material being explained again. Looking at the background of this article, "How does it affect the interactive lecture method applied to increase student activity in learning" while the purpose of making this article is, the impact of the application of the interactive lecture method to increase student learning activity.

B. Research methods

The method used in research on the application of the interactive lecture method is descriptive qualitative where data is collected through literature review and PPL results portfolio documents.

C. Research Results and Discussion

Teenagers today are really different from teenagers in the past, teenagers in the past can still be given advice and obey, while nowadays many teenagers like to argue with what their parents say, this is a lack of parental education so that it has a negative impact on children, namely related to learning discipline at school and at home . Teenagers now like to find their own satisfaction so they forget their obligations as students to study and be lazy. (Korry & Dwiya, 2017).

The following research results found students who did not obey the rules in the classroom during learning. The rules applied by teachers and schools make students uncomfortable. In the end, students are reluctant to learn and are not enthusiastic about studying while learning.

The learning tool is only a complement and is not used to read it, as a result students do not understand the material conveyed by the teacher properly, therefore it is necessary to have a method that can be applied in learning history so that students want to study actively in earnest where students study discipline in in class, in determining learning methods have considerations so that students learn to be active and learning objectives are achieved, because the method used is not optimal, the teacher applies the right method to support the success of student activity in learning.

The teacher must understand that history lessons do not only tell stories, so there needs to be a change for students' activeness in learning to understand the material presented. The interactive lecture method is an appropriate method for history lessons. This method is applied because historical material does not only listen when the teacher explains, but it needs student responses to ask questions, because that way students become active and not monotonous, they only need to listen and students do not necessarily understand what is being conveyed. So there is a need for integrative lectures which includes discussions, questions and answers, lectures.

In order for learning to be fun and to create an active atmosphere the teacher gives questions to students to answer if not they will be given interesting sanctions and students are given the task of making a summary of important points. This is so that students don't get sleepy during class, get bored, just keep quiet, and don't forget the material that has been explained. So the summaries they

make themselves will help students in answering questions and working on questions. Furthermore, the teacher also asks whether the students understand what the teacher has explained by summarizing the material presented so that students can be sure that they have understood it.

In addition, the teacher appoints students because that way students are required to be able to answer, there is courage to try to find answers so students want to learn to find out the answers. While giving the opportunity to ask questions, only certain students want to ask questions. Lack of student activity in class by summarizing what has been delivered as a reference for students' capacity to understand the material conveyed by the teacher. As an encouragement the teacher gives motivation an advice so that students are open to enthusiasm in learning.

Encouraging students to ask questions so that it triggers students' curiosity to find out more about the meaning conveyed. For example, according to western figures, humans originate from human beings, and according to Islam humans do not originate from monkeys, but the essence of the soil. What do you know about ground starch extract? and why do some say it comes from monkeys? with questions that lead to learning objectives, students will be enthusiastic about following the lesson well.

The activities carried out are activities that trigger student activity at the beginning of learning and build a classroom atmosphere. That interaction has a large enough impact on increasing student learning, good relations between teachers and students, adds insight. Through this right, several indicators were found in increasing student learning activity. First, students were willing to respond and answer questions, where students were serious in learning while making summaries when learning took place. Students did not chat with their peers. Students paid attention to the teacher when explained. Students tried to ask unknown things. This is in line with what was conveyed by (Hollingsworth & Lewis, 2006) that one of the characteristics of active learning is when students have enthusiasm when learning.

Increasing student activity itself still uses the same method, namely holding discussions after the teacher explains the material then students respond in it by asking questions and discussing it, previously the teacher did various ways, namely giving motivation or enthusiasm so that students are active in learning, but now students are more enthusiastic and have changes on students such as asking, answering and responding when the teacher explains the material for discussion this is an increase in student activity in as said (Riandari, 2012) student activity can be seen from active students asking, answering, responding, discussing etc.

We can see the activeness of students during the teaching and learning process of history in the classroom, it is known that there are several indicators even though historical material makes it boring, but students are enthusiastic and actively excited in learning when the teacher applies the interactive lecture method, this makes students like history and don't just listen. students ask and have curiosity in the history (Helmiati, 2016). That the interactive lecture method is effectively applied in this lesson, especially historical material.

Because each student has various characteristics, this is where the role of the teacher is to make sure that students want to learn and are enthusiastic about studying. If the teacher only delivers material without involving students, learning activities will not go well, because sometimes students feel embarrassed if they want to ask questions and only tend to listen, which makes students feel bored and will result in students having difficulty answering questions.

Seeing this character the teacher gives other tasks to discuss with his friends, then questions and answers arise between students and teachers and answers from friends, because historical material becomes a bullet there is teacher guidance so that in carrying out their assignments the teacher accompanies and does not leave students in class the teacher is happy to help answer it, this is to find out how much students understand after receiving the material that has been explained, that is where you can see the activity of students with their friends when discussing assignments that have been given students actively work together to find answers, and all help each other after that it is presented in front and the teacher helps explain in detail clear.

After that there is a student question and answer response to the teacher. We can see other indicators of student activity in learning during learning, courage when asking and answering. There are students who don't understand and then asking their teacher is the courage to ask then there are students who help answer questions from their friends who understand them. This proves that students have the courage to answer or respond to both the teacher and their friends. This is according to the statement (Rusman, Maftukhin & Nurhidayati, 2012) we can see if students are willing to ask questions and are able to answer questions.

The next step is that the teacher can see that the students are more active with interesting learning using the interactive lecture method and it can be seen that students' understanding of the material presented is by giving assignments and asking questions directly to students regarding the material after explaining historical material. The purpose of giving assignments at home is for students to be able to learn and be able to do the questions well.

Then students are welcome to convey the results of their assignments in class, this right so that students are confident in learning, so they are not ashamed to ask or answer questions. With this training, it will create an active and conducive atmosphere and make students enthusiastic about learning without feeling embarrassed and afraid. During teaching and learning activities there is interaction between students and teachers and with other friends where there are questions, answers and discussions.

The statement (Sadirman, 2008) cited in (Afifah, 2012) we can see interactions in learning activities such as answering questions, giving questions and looking for discussion solutions which create an active learning atmosphere, which previously passive students become active want to ask questions about material that has not been he knows without any shame or fear if he is wrong. In this way, the teacher can find out to what extent students understand and a teacher gives directions in the form of the right answer.

In teaching and learning activities with the lecture method the most important point here is the interaction between students and teachers so as to create an active condition and increase student activity in learning . Something to understand the needs of students is not only conveying the material but making students understand the material presented, so that they can find the right way to support the success of student activity in learning. That way an active class will be created, learning is fun, the material is easy to understand, and easy to remember so that you can do your assignments well, establishing good relationships between teachers and students, achieving learning goals,

In class you can relax but be responsible meaning that in learning conditions students can relax but still comply with existing rules, not arbitrarily in class, the importance of humanism in interactive lecture method activities in order to achieve active learning goals. Based on the research results we can conclude that there is the application of the interactive lecture method in historical material has a positive impact on students and teachers teaching and learning activities become fun and active so that learning objectives can be achieved where students do not just listen but students are willing to ask and answer questions given and reduce bad traits in students such as lying down, staying silent, not wanting to ask questions, and being able to overcome problems in doing assignments.

REFERENCES

- Aliyah Raden Rizky, Abdul Fadhil, Sari Narulita. (2014). Application of the Lecture Method and Discussion on Improving PAI Learning Outcomes at SMA Negeri 44 Jakarta. *Journal of Al-Qur'an Studies: Building the Tradition of Qur'anic Thinking*,10(2),119-120.
- Aminah. (2018). Improving Science Learning Outcomes Through Learning Models Interactive using the Question and Answer Method. *JNSI: Journal of Natural Science and Integration*, 1(1), 121-131.
- Basyiruddin Usman. (2022). *Islamic Learning Methodology*. Jakarta: Ciputat Press
- Fatimah, S., & Mahmudah, U. (2020). How E-Learning Affects Students' Mental Health During Covid-19 Pandemic: An Empirical Study. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 114-124.
- Fatmawati Rahma, Annisa Nima Savira, Muhammad Rozin Z, Muhammad eko S. (2018). Increasing student interest in learning by using interactive lecture methods. *Factor M*, 1 (1), 43-44.
- Helmiati. (2016). *Learning Model*. Yogyakarta: Aswaja Pressindo.
- Indriyani, I., Rizqi, U., & Mahmudah, U. (2020). Bagaimana Kreativitas dan Keaktifan Mahasiswa Mempengaruhi Pemahaman Materi Abstrak Matematika Melalui E-Learning. *Al Khawarizmi: Jurnal Pendidikan dan Pembelajaran Matematika*, 4(2), 112-131.
- Kartikasari, Y., Nurhayati, ND., and Redjeki, T. (2013). Comparative Study of Learning with the TGT and STAD Methods on Student Achievement in Hydrocarbon Material in terms of the Memory Ability of Class X Students of SMA Negeri Kebak kramat Academic Year 2012/2013. *Journal of Chemistry Education*, 2(4), 118-126.

- Korry, PDP, & Dwiya, KGS (2017). The Effect of Hedonism in Mediating Fashion Involvement of Impulse Buying Behavior in the Millennial Generation in Bali. Scientific Journal of Management & Business, 2(2), 311–323.*
- Nurwahyunita, L, & Suwasono. (2012). Application of Learning Models A combination of Numbered Heads Together (NHT) and Problem Based Learning (PBL) to Increase Student Activity. *TEKHNO, 17(1), 33-38.*
- Rusman, Maftukhin, A., & Nurhidayati. (2012). Utilization of the Snowball Throwing Model to Increase the Activity of Learning Science in Class V11-E Students of SMP Negeri 22 Purworejo. *Radiasi, 1(1), 87-90.*
- Rikawati Kezia, Debora Sitinjak. (2020). Increasing Student Activeness With Use of Meted Interactive Lectures. *JEC. 2(2), 2715-3029.*
- Sagala Syaiful. (2009). *The Concept and Meaning of Learning to Solve Learning and Teaching Problems.* Bandung: Alfabeta.
- Sanjaya Wina. (2010). *Learning Strategies with Process Standards Education.* Jakarta: Media Group.
- Shoimin, A, (2013). *68 Innovative Learning Models in the curriculum 2013.* Yogyakarta: Ar-Ruzz Media.
- Slameto. (2003). *Learning and Factors Influencing It.* Jakarta: PT Rineka Create.
- Tambak Syahraini. (2014). Lecture Method: Concepts and Applications in Learning Islamic Religious Education. *Journal of Tarbiyah, 21(2), 375-376.*