

Perception of Students on Active Learning

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Abstract: This study aims to determine student perceptions of active learning in three departments at the Faculty of Economics, Universitas Negeri Malang, especially in education study programs. Active learning is applied in the form of case studies, problem-based learning, project-based learning, inquiry, discovery, and discussion. The research method used is quantitative research with a descriptive approach. The sample used was 399 students in three departments, namely accounting, management, and economics. The sampling technique used is Stratified Random Sampling. Data collection techniques using questionnaires. Data analysis techniques using descriptive analysis. The results showed that all educational study programs in accounting, management, and economics more often used discussion methods than case study methods, problem-based learning, project-based learning, inquiry, and discovery.

1 INTRODUCTION

Active learning is still the main choice in the world of education. In active learning, students are involved in several activities that can stimulate them to think and interact with the information presented so as to create their own understanding and information through reflection. The learning experience is obtained by students by interacting with the teacher or with other students. Through active learning, students are expected to be responsible for their own understanding. Teachers acting as facilitators in learning are obliged to provide learning material, while students actively learn. The study of active learning models is able to facilitate the emergence of Life Skill behavior which can be referred to as the forerunner of the application of Life Based Learning that is designed and developed by the Universitas Negeri Malang at present. The application of Life Skill in practice is still not optimally applied in the learning process, so students only can master knowledge cognitively but knowledge in affective and psychomotor is still lacking. Life Skill ability is less trained in students, as a result, many students are good at memorizing but do not have life skills such as independence, confidence, courage, responsibility, and leadership, and environmental observation abilities.

Many previous studies have proven the success of active learning in increasing student enthusiasm

and interest in learning rather than using traditional methods such as lectures. Daouk (2015: 360) reveals that positive perceptions of active learning strategies and possible impacts can affect student performance in learning. Positive perception will build a good fortune for a person and will build a neural (neuro) brain so that it behaves positively and good luck. At the Faculty of Economics, Universitas Negeri Malang, there are several educational study programs which in the learning process are expected to be able to stimulate student activity so that they can realize the expected learning process. The role of the lecturer as a facilitator in learning is expected to be able to generate interest and motivation for student learning.

The reliability of active learning in improving learning outcomes has certainly been applied in almost all elements of education, especially in the Faculty of Economics. Students can choose one of the study programs in the three departments in the Faculty of Economics, namely the Department of Accounting, the Department of Development Economics, and the Department of Management. The unique characteristics of the subjects presented by each department are interesting to study because to see what type of active learning method is often used by lecturers to help students improve their learning outcomes. Research by Coram (2005: 13) shows that non-accounting majors have a positive perception of their learning experience and their

performance is better than the accounting department when viewed from the assessment at the end of the exam. Current research looks at the perception of active learning from the side of students involved in the learning process.

2 LITERATURE REVIEW

The term active learning has the connotation of constructivism, which is learning actively and constructed in a social context. Vasan (2018) active learning is generally defined as an instructional approach that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what and how they are doing. This is based on students getting understanding in learning through interaction with their environment and students involved in constructing their knowledge. Constructivist groups emphasize learning oriented on problem-solving so students actively do something so that it can transform information into knowledge. Epistemologically constructivism is a philosophical explanation of how knowledge is obtained. Constructivism leads to a humanistic approach. The humanistic approach emphasizes the three domains, namely cognitive, affective, and conative. The Role of Educators is more as a facilitator that is doing everything to help individuals build their identity and concept. Ulla (2015) the study of curriculum materials, textbooks and other teaching resources is an essential element in lesson and learning study. Students are involved in the learning process by being given successful experiences, acknowledged, accepted and valued. Here educators treat students as human beings with all their needs through four approaches namely self-esteem approach, creative approach, clarification, and moral development values approach and multi-talented approach.

Active learning that will be seen in this study emphasizes concept analysis models, creative thinking models, experiential learning models, and group research models (Bank, 1981). In the first model, this concept analysis model gives students systematic teaching about how to process information. This model is based on the assumption that students must learn to be able to conceptualize objects and make an understanding of their environment, and they must be given direct practice to improve the ability to do classification and discrimination. In this study, creative thinking models can be seen in the application of case

studies. Meanwhile, in this second model, the creative thinking model, this model is designed to improve fluency, flexibility, and originality when students interact with objects, events, concepts, and feelings. Creative thinking models are based on the assumption that students can and must be taught techniques that can stimulate their creativity. Creative thinking is often needed to solve the problems of everyday life. In this study, creative thinking models can be seen in the application of problem-based learning and project-based learning.

In the third model emphasizes experiential learning models, this learning model provides opportunities for students to move around with their surroundings and in one way like this students acquire thinking skills that are not related to any subject matter. Seth (2015) The experiential learning breaks learning model into processes as opposed to outcomes and contains four discrete phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This learning model has based on Piaget's discovery that cognitive development occurs when children interact with environmental aspects that seem contradictory and ambiguous. In this study, creative thinking models can be seen in the application of discovery and inquiry. The fourth model is a group research model, in this model trains students to learn in groups to examine complex topics. This model assumes that the ability to follow and complete tasks in group settings is important, both in and outside the classroom. In this study, the group research model can be seen in the application of discussions in each study program at the Faculty of Economics, Universitas Negeri Malang. According to Jason (2012) active learning techniques, when combining with access and reliable resources of core sustainability research, can in time move learners away from dependence on educators and towards a personal responsibility approach. The statement emphasized that active learning must be supported by other learning resources so that students obtain maximum learning outcomes and are free from teacher dependence.

3 METHODS

The type of research used in this study is quantitative research with a descriptive approach. Questionnaires with closed questions were distributed to 399 students in three departments, especially education study programs at the Faculty of Economics, Universitas Negeri Malang. These

three majors are Accounting, Development Economics and Management. Calculation of samples using the Slovin formula (figure 1) is expected to represent the sample population of 546 students of education study programs in the Faculty of Economics. The sampling technique used is the Stratified Random Sampling with details in table 1.

$$n = \frac{N}{Nxd^2 + 1}$$

Information:
n = sample
N = population
d = precision value 95% or sig 0.05

Figure1: Slovin formula

Table 1: Sample

No	Attitude	Score
1	Strongly Disagree	1
2	Disagree	2
3	Doubtful	3
4	Agree	4
5	Strongly Agree	5

The questionnaire is intended to determine whether active learning methods are a case study, discussion, problem-based learning, project-based learning, discovery, or inquiry which are often used in educational study programs at Faculty of Economics. Quantitative data analysis of the questionnaire was carried out by giving a score on the respondent's answer, using a Likert scale, with details in table 2.

Table 2 : Questionnaire Measurement

Majors	Undergraduate Program	No. of Student	No. of Samples
Accounting	Accounting Education	73	61
Management	Commerce Education	158	113
	Office Administration	153	110
Economics	Economic Education	162	115
Total		546	399

Scoring results are calculated using the formula in Figure 2. Furthermore, the results of scoring between departments will be compared and described to find out the students' perceptions of

what active learning methods are often used by each department.

$$P = \frac{X}{X_i} \times 100 \%$$

Information:
P = Percentage of Trial Subject Results
X = The number of scores by the test subject
X_i = maximum number of answers
100% = Constant number

Figure 2: Calculation of Scoring Result

4 RESULTS

Analysis of questionnaire data with descriptive analysis of the accounting education study program is shown in Figure 3. Active discussion type discussion method is most often used in the learning process by accounting education study programs with a percentage of 84.75%. Another method that is often used is Problem Based Learning (PBL) of 80.50% followed by Case Study of 78.25%, Discovery of 77.88%, Project Based Learning of 77.88% and Inquiry of 75.50 %.

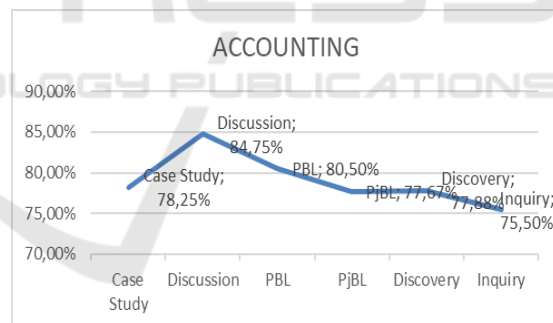


Figure 3: Active learning methods in accounting education

Analysis of questionnaire data with the descriptive analysis in the management department (office administration education and commerce education) is shown in Figure 4. Active learning methods of discussion type are most often used in the learning process by the management department with a percentage of 82.50%. Another method that is often used is Problem Based Learning (PBL) of 80.25% followed by Case Study at 79.25%, Discovery at 77.61%, Inquiry at 76.80%, and Project Based Learning at 75.75 %.

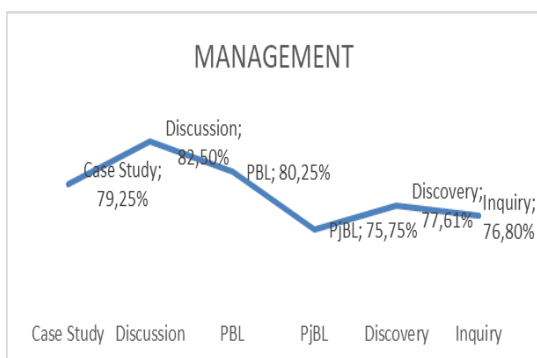


Figure 4 Active learning methods in management

Analysis of questionnaire data with descriptive analysis of the economic education study program is shown in Figure 5. Active discussion type discussion method is most often used in the learning process by the economic education study program with a percentage of 81.75%. Another method that is often used is 76.50% Case Study, Problem Based Learning (PBL) of 76.25% followed by Discovery of 74.84%, Inquiry of 75.50%, Project Based Learning of 77.88%.

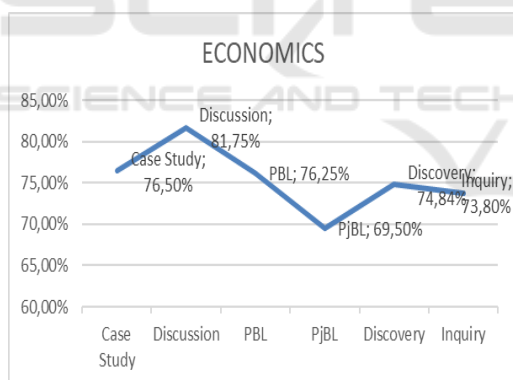


Figure 5 Active learning methods in economic education

The three research results show that all educational study programs in the three departments use discussion methods more often than other methods, with an average of 80%. The discussion method is the interaction of students with students, between teachers and students. The discussion is indeed an activity that is used in almost all active learning methods, because by entering the discussion process, whether intentionally formed or formed by itself, is expected to be able to support the success of other active learning methods. The Handbook from

Florida State University shows that the use of discussion in active learning makes students have the opportunity to express the subject matter and receive classroom feedback from the teacher about how well they understand the material.

5 DISCUSSION

In accounting education, economic education and management majors (trade administration education and office administration education), it can be seen that active learning methods that are widely used are discussion methods. This method is a conventional method where before various kinds of learning methods appear, discussion methods have been applied for a long time. The discussion method is almost inherent in all forms of emerging learning methods, but there are fundamental differences with the original discussion method. According to Rahman (2011), the discussion method will foster student activity and the interaction between students one with other students. The method of discussion will foster the social spirit of the child and will indirectly foster an active, creative, analytical, critical, and responsible attitude. Methods other than discussion also play an important role in forming more independent and responsible students, so that it can be said that all learning methods can be applied in all subjects by looking at the characteristics of students in the classroom. According to Lobo (2017), The overall goal of this strategy is to get higher levels of cognitive processes and the main method employed to access these is learning by doing. From this statement, it can be interpreted that whatever learning method is used by the teacher, the main goal is to bring students towards higher level thinking which is in accordance with the curriculum of the Universitas Negeri Malang that implements Life Based Learning.

Another method which consists of a case study, problem-based learning, project-based learning, discovery, and inquiry also has a positive impact on classroom learning, although the method is not dominantly applied in every study program in the economics faculty. The method is still able to make students become more active when following the teaching and learning process in class. Conor (2012) emphasizes that many studies have shown students to have evolved from passive recipients into active learners. The change from passive behavior in the classroom to being active is one of the effects of applying one active learning method. The difference in the percentage of use of learning methods in each

study program is the variation in the learning process. This can occur because the use of learning methods applied by lecturers in the classroom depends on the learning material presented. The application of various types of active learning methods can foster student learning experiences from one method to another. Joanna (2017) the introduction of an active learning assignment has been a multi-layered experience. From these statements indicate that active learning can generate experiences from various things.

6 CONCLUSION

All departments in the education study program at the Faculty of Economics, Universitas Negeri Malang have implemented active learning with methods that are more often used, namely discussion methods rather than other methods. Accounting, management, and economics departments have a high percentage of discussion activities followed by case studies in economics and problem based learning in management and accounting majors. This shows that discussion activities in learning are still the main choice, although other methods can be applied. The discussion is the parent of other learning methods based on student activities, so this method shows a high percentage compared to other methods that have been applied in the classroom. The discussion method emphasizes teamwork and collaboration between students and other students, so the discussion method is superior and widely used than the other methods. Suggestions for further research, researchers are expected to be able to compare methods of discussion with new methods that emerge due to the development of the times and the progress of technology, information and communication is very rapid.

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