

Developing Individual Students through Changes of Thinking Pattern and Self Perception on Learning Activities

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ABSTRACT

The purpose of the study was to know the development of students through the changes of thinking patterns and self-perceptions of students during learning process. The design of research was qualitative research. The informant or the most appropriate key person was the 2016 Students of Economic Education Study Program. The research data was collected with observation, interviews and documentations. The research concluded that there was an increase in student understanding positively. This was because, the students were more invited to participate in depth through various case studies given on course materials rather than just observing. Thus, it can be concluded that the learning process that is on the bench of college or college education level was very different from other education level, which in the learning process is put forward the development of insights and deeper patterns of thinking. Nevertheless, there was still a tendency of student minds that had not been directed so that they could be free to create through various opinions that certainly could be accounted for.

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1. INTRODUCTION

Learning process is a process that must be followed by all learners at every level of formal education. This also applies to university level especially in Economic Education Study Program, Faculty of Teacher Training and Education, Batanghari University Jambi. Students often and tend to never notice that the activities and activities of learning at the level of college is very different from their previous education level. Nevertheless, the educator factor that is the lecturer of the subjects is at least able to give direction and the goal so that the students are able to understand and know that the insight and experience of learning is preferred for the students' mindset and perception about the importance of the lectures unlike in the general school bench.

The educational life of learners basically begins with the basic educational development they receive from parents in a smaller sphere of environment. However, Government Regulation no. 19/2005 explains that learning is carried out interactively, inspiration, fun, challenging, motivate learners to actively participate, and provide sufficient space for initiative, creativity, and independence in

accordance with the talent, interest, and physical and psychological development of learners. Learning should also be exemplary. Thus, the involvement of peers both within the community and the school environment is needed in order to improve the quality of mindset in addition to the level of intelligence of each learner would need to get serious attention from all the educational providers (PP no. 19, 2005).

To increase the interaction of students with peers of course the teachers will not find any difficulty so that it can diffuse and can form small study groups and communities and groups that can be a distributor of various causes of the emergence of a lack of understanding of various materials the lessons that have been given to them. Meanwhile, whether the level of interaction between learners with the subjects they face has been able to be directed by the teachers in organizing the process and learning activities in the classroom to arise more challenging learning activities and develop creativity in each learner (Santrock, 2011).

Every individual needs his own method of handling because each individual human being is very unique. All human characters must be approached and understood specifically and maximally. Human brain cells are also extraordinary and require considerable understanding as well. Differences one person with another not only because of IQ factors, but other factors, such as characters that include morals, personality and innate (Alwi, 2014). Meanwhile, according to the views and theories of constructivism, learning is an active process of learning subjects to reconstruct a meaning, dialogue, physical experience and so on. Thus, it can be formulated learning is a process of assimilating and connecting experiences or materials learned by the subject of learning with a variety of insights that have been owned so that the understanding becomes more developed (Sardiman, 2011).

For Gardner, a capability is called intelligence when it shows a person's ability and skills to solve the problems and difficulties found in his life. That is, in that ability there is an element of knowledge and expertise. Knowledge can solve the problems experienced in real life, can also create further problems based on the problem solved, to develop more advanced and sophisticated knowledge. Here are six learning steps created by Jay Nicholl which can be described as follows: 1) M – Motivating your mind, 2) A – Acquiring the information, 3) S – Searching out the meaning, 4) T – Triggering the memory, 5) E – Exhibiting what you know, 6) R – Reflecting how you've learning (Alwi, 2014).

The teaching and learning process is not just the activity of transferring knowledge from teacher to student, but an activity that allows students to reconstruct their own knowledge. This is because teaching is a form of participation with the subject of learning in shaping knowledge, and making meaning, seeking clarity and determining justification. That is, activities or activities of thinking will be more meaningful than just having answers that have the truth of something learned. Therefore, a teacher should be able to act as an effective mediator and facilitator to assist in optimizing the learning activities of each student.

Effective teachers master the subject matter and skills or good teaching skills. Effective teachers have good teaching strategies and are supported by goal-setting methods, instructional design, and classroom management. They know how to motivate, communicate, and connect effectively with students from diverse cultural backgrounds. They also understand how to use appropriate technology in the classroom (Santrock, 2011). There are several aspects that must be considered by an educator in implementing the learning process, as follows:

- a. Classroom Management Expertise. Another important aspect of becoming an effective teacher is being able to keep the classroom active together and orient the class to tasks. Effective teachers build and maintain a conducive learning environment. In order for this environment to be optimal, teachers need to constantly review layout strategies and teaching procedures, group organizing, monitoring, and activating classes, and dealing with student actions that disrupt the class.
- b. Motivational Skills. Effective teachers have good strategies to motivate students to learn. Educational psychologists are increasingly believing that this motivation is best encouraged by giving students the opportunity to learn in the real world, so that each student has the opportunity to meet something new and difficult. Effective teachers know that students will be

motivated when they can choose something that suits their interests. A good teacher will give students the opportunity to think creatively and deeply for their own projects.

- c. Communication Skills. What is also essential for teaching is the skill in speaking, hearing, overcoming barriers to verbal communication, understanding non-verbal communication from students, and being able to resolve conflict constructively. Effective teachers also work to improve communication skills considered the most sought-after skills of many companies today.

Regarding Self Concept, the results of a study by Syefriyani et al (2018) got the findings that there are differences in the self-concepts of students who are taught with the concept of achievement learning model and learning outside the classroom. Then the latest study done by Yuliani and Hartanto (2021) concluded that the use of learning models through digital storytelling was feasible and possible, especially in the online learning process, especially for university students. Another trend also states that in the learning activities, there are still lecturers of Economic Education Studies Program Faculty of Teacher Training and Education, Batanghari University Jambi who in fact have not been able to apply varied learning models, interpersonal relationships between educators with learners are very lacking. Only a small portion of the learning time is used for student activities, it is just to record and carry out the evaluation. It is this learning process that makes learning so boring. Thus, learning strategies that vary with the current learning model is certainly very necessary in the development of students' understanding of the lectures they are carrying out.

The results of research by Nurhendi et al (2022) showed that changes in the mindset of students towards virtual learning during the pandemic were heading for a better direction. The use of various online teaching media so that students knew and learnt new applications, so they were challenged to be actively involved during the learning process. The efforts of students in honing learning applications were also carried out in various ways such as self-taught, asking peers or through YouTube, and participating in various seminar activities.

Getting students to think critically is not an easy task. Many students come into a class with a passive learning history, previously encouraged to repeat the correct answer to a question rather than putting forward the intellectual effort to think in more complex ways. Teachers can stimulate students' ability to think critically by using more tasks that require students' ability to focus on a problem, a question, or a problem, rather than simply repeating the facts. This is supported also by the results of preliminary observations that researchers do on the student class of 2016 Economic Education Studies Program, Faculty of Teacher Training and Education, Batanghari University Jambi where the tendency to refrain in critical thinking and provide new ideas.

2. METHODS

In qualitative research, the main consideration in data collection is the selection of informants. This is because, in a qualitative research is not used the term population. The technique used by researchers is purposive sample with certain considerations (Sugiyono, 2011). Thus, the researcher decided the first informant or the most appropriate and appropriate key is the 2016 Students of Economic Education Studies Program, Faculty of Teacher Training and Education, University of Batanghari Jambi. From this key informant was then asked to assist in providing information related to the research, resulting in the synchronization and validation of data obtained. The data collection techniques used, as follows:

- a. Observation, is a deliberate and systematic observation of the activity of the individual or other object being investigated.
- b. Interview. In interviewing techniques, the researcher chooses to conduct in-depth interviews in order to collect complex information, most of which contain opinions, attitudes and personal experiences.
- c. Library Studies, namely data collection techniques conducted by studying reference books, reports, magazines, journals and other media related to the object of research.

- d. Documentation, is a record of past events. Where, the documents used can be images, pictures, and data about the social and cultural phenomena that exist and related to the object of research.

3. FINDINGS AND DISCUSSION

3.1 Findings

A teaching and learning process can be good, if the process can generate effective learning activities. In this case it is necessary to realize, the decisive problem is not the method or procedure used in teaching, not the modern teaching, nor the conventional or progressive teaching. All of that may be important, but it is not a final consideration, because it is only related to the tool not the purpose of teaching. For measuring the success of teaching, the main condition is the result. Nevertheless, the important thing to remember is in judging or translating the results should be carefully and precisely, that is by observing how the process. This is because, in the process the students will move.

The research that the researchers conducted on the students of 2016 Study Program of Economics Education FKIP UNBARI Jambi that was by using two models of learning in the subject of Micro Economy Theory, where the results can be seen good treatment from pre-test, experiment and post-test by using Student Centered Learning, Research and Problem Based Learning and can be seen in the table as follows:

Table 1. Beginning Pre-Test and Final Pre-Test

No.	Beginning Pre-Test		Final Pre-Test		No.	Beginning Pre-Test		Final Pre-Test	
	Score	Value	Score	Value		Score	Value	Score	Value
1	10	25	15	37,5	1	10	25	17	42,5
2	16	40	20	50	2	20	50	12	30
3	9	22,5	25	62,5	3	17	42,5	19	47,5
4	18	45	23	57,5	4	14	35	30	75
5	6	15	21	52,5	5	10	25	7	25
6	14	35	13	32,5	6	22	55	24	55
7	15	37,5	29	72,5	7	16	40	31	27,5
8	11	27,5	21	52,5	8	6	15	11	27,5
9	18	45	10	25	9	18	45,5	26	60
10	13	32,5	9	22,5	10	21	52,5	26	26
11	17	42,5	24	60	11	16	40	6	40
12	12	30	27	67,5	12	15	37,5	30	37,5
13	17	42,5	17	42,5	13	9	22,5	14	22,5
14	9	22,5	20	50	14	9	22,5	6	22,5
15	14	35	20	50	15	16	40	30	75
16	14	35	30	75	16	21	52,5	15	37,5
17	16	40	11	27,5	17	22	55	18	19
18	13	32,5	17	42,5	18	20	50	11	27,5
19	9	22,5	14	32,5	19	15	37,5	17	37,5

Source: Research Data

These findings were supported by various research results that have been implemented in cognitive psychology applied in education has supported the idea that children benefit from instructional approaches that help them reflect on their own learning process. When children engage in this kind of metacognitive activity, they can choose appropriate strategies to solve problems. They can also serve as a support for themselves, when placed in a new learning environment. Nevertheless,

it is not independent of the class size, level of student development, student background, and different types of instructional sources (Brooks & Brooks, 2001).

It can be explained that if there is a process of learning, then with it also happens the teaching process. This is easy to understand, because if there is a learning course and certainly there is a teaching, and vice versa. In the end, if there is a process / interacting, between the teaching and the learning, is actually located in a unique condition, because intentionally or unintentionally each party is in the same atmosphere, the learning atmosphere. Thus, it can be explained that if the teacher is said as a teacher, actually indirectly also do learning activities for himself.

Table 2. Value of Post-Test Results

No.	SCL		R & PBL		No.	SCL		R & PBL	
	Score	Value	Score	Value		Score	Value	Score	Value
1	10	25	11	27,5	1	9	22,5	25	62,5
2	9	22,5	8	20	2	20	50	26	65
3	12	30	29	77,5	3	19	47,5	27	67,5
4	18	45	17	42,5	4	19	47,5	26	65
5	9	22,5	14	35	5	14	35	15	37,5
6	11	27,5	16	40	6	8	20	9	22,5
7	7	17,5	29	77,5	7	9	22,5	27	67,5
8	11	27,5	14	35	8	11	27,5	28	70
9	9	22,5	17	42,5	9	6	15	29	77,5
10	11	27,5	16	40	10	7	17,5	28	70
11	10	25	18	45	11	16	40	19	47,5
12	10	25	19	47,5	12	12	30	14	35
13	9	22,5	9	22,5	13	11	27,5	18	45
14	12	30	14	35	14	9	22,5	29	77,5
15	9	22,5	14	35	15	9	22,5	28	70
16	14	35	27	67,5	16	14	35	26	65
17	9	22,5	19	47,5	17	9	22,5	25	62,5
18	7	17,5	19	47,5	18	20	50	26	65
19	13	32,5	21	52,5	19	19	47,5	27	67,5

Source: Research Data

Intelligence is the ability to capture new situations as well as the ability to learn from one's past experiences. Intelligence depends on the context, duties and demands put forward by our life, rather than relying on the value of IQ, college degree or prestigious reputation. That is, intelligence is the ability to solve problems and produce products in a variety of settings and in real situations (Gardner, 1983).

3.2 Discussion

In the early stages of the lecture implemented approaches were more directed to the Student Centered Learning. Where, this was done based on the achievement of the desired learning so that students were able to be more familiar with and understand the material presented. Nevertheless, after the implementation of lecturing process and activities, it was found that the students still had doubts in ensuring the answers and steps in solving the problems developed in the case study subjects during the activity. Fauziyah and Kurniawan (2019) revealed that educators. In constructing students' mindset can be done from stimulation or creation of motifs that move students. High value learning is a learning that involves valuable values or wisdoms or wisdom. As an educator, it is necessary to pay attention to students in bringing up enthusiasm and fostering students' confidence in developing themselves.

Constructing students' mindset in language literacy learning can be started from the process of moving students into individuals who are not unyielding.

Based on the results of the interview with the teachers (Sutrisna, 2021) in high schools in the Sungai Penuh City, information was obtained that during learning activities, the teachers had difficulties in teaching students independently and actively, because students were accustomed to the material that was directly given to them, it also caused students to be less active in exploring their own knowledge, students were less able to link one concept with other concepts that had been learned as evidenced from the inability of students in answering questions that need analytical skills.

After the implementation of the process and activities of lectures by using Research and Problem Based Learning there is an increase in student understanding positively. This is because, the students are more invited to participate in depth through various case studies given on course materials rather than just observing it. Darliana (2011) and Zawawi *et al.* (2005) revealed that the tendency of students to use memorization techniques to master science rather than thinking ability to cause students to memorize a concept that they actually do not understand and they do not understand. The results of research by Yuriza *et al.* (2018) concluded that the ability to think has a positive relationship with the literacy of students' science literacy. This means that increasing students' thinking skills will be followed by good science literacy abilities.

Based on the description of previous discussion, it can be explained that there are differences in perceiving the problems of various case studies provided by using different methods and learning strategies. Therefore, it is necessary to change the mindset applied by lecturers of course subjects in order to develop the students' understanding in lecturing activities.

The process of changing the mindset even though it looks simply but actually takes a long time, depending on how deep the old mindset resides in the mindset of the entire academic community and education stakeholders. If the mindset has long been exposed to a materialistic and secular perspective, it will take a long time to replace it. One indicator of the changing way people think about education is when they begin to pay attention to the spiritual aspect as the first priority in the development of their children, followed by the competencies needed (Kodrat, 2019).

4. CONCLUSION

Students in the classroom should be approached with various tendencies of intelligence. In other words, the styles (ways, methods, strategies and approaches) of teaching the educator must be the same or adjust to the personality traits and the intelligence of the learner. When this is done, many learners will succeed in addition to their easy understanding of various knowledge and information during the learning process implemented. That is, with a positive education, educators or educational institutions, not only successful in transferring knowledge to the students, but also will optimize the cheerfulness, self-esteem and mental health development (biological, psychological and social) of students.

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