

Students' Attitude Toward Active Learning

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Abstract: Active learning's effectiveness as a technique varies greatly depending on the students attitude toward it. However, research on student attitudes toward active learning remains ambiguous some are positive, while others are negative. More research on attitudes toward active learning is needed. The objective of this study was to describe student attitudes toward active learning approaches, especially for students of English Education Teacher. The descriptive quantitative research design was used. This study assess the attitude used questionnaire contains Cognitive, affective, and conative aspects. The validity of this questionnaire around 0.339 – 0.599. Item validity of the developed attitude assessment instrument. The reliability Cronbach's alpha was 0.807. The participants are 134. The result shows most students were positive (35.07%), neutral (59.70%), and a negative attitude (4.48%). The large percentage of students who have a positive attitude and the impact was discussed.

Keywords: students attitude; active learning

INTRODUCTION

Implementing active learning in the classroom can improve both the quality of learning and the quality of education in general. Several studies have also looked at students' attitudes toward active learning, and some have found that student attitudes influence both teaching and learning success. The fact that some students still have negative attitudes toward the subject does not imply that all students do, and vice versa. Many students are enthusiastic about the subject. According to [1], attitude can be defined as a psychological tendency to favor or disfavor a specific object or behavior, or as one of the causal factors that created people's motivation towards the language learning process, its culture, and people to achieve a specific goal. Furthermore, [2] stated that attitude is an expression of a person's emotions or feelings toward an object that reflects likes and dislikes. Some researchers concentrate on the attitudes of students who used a specific active learning method. The educator's or teacher's role in mastering the learning process is less dominant. Instead, it only serves as a (facilitator) to make life easier for students by stimulating their physical, mental, social, and emotional activity, among other things [3]. Most of studies focus on students' attitudes toward active learning because students' active role in forming a creative generation and producing something for the benefit of themselves and others is significant [4]. In fact, many negative attitudes are still addressed by students due to a variety of factors. [5] said that the effectiveness of active learning as a technique varies greatly depending on how it is applied. As a result, research on student attitudes toward active learning is still ambiguous; some are positive, while others are negative. In other words, more research on

attitudes toward active learning is urgently needed. Therefore, research on attitude assessment toward active learning was required for the 2021/2022 Academic Year at Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program.

METHOD

This study's population consists of students enrolled in the Faculty of Teacher Training's English Language Education Program at Universitas Muhammadiyah Jember for the 2021/2022 academic year. There are 134 students as the total population. This study's sample was divided into two, four, six, and eight semesters. There are 41 respondents from second semester, 35 respondents from fourth semester, 29 respondents from sixth semester, and 29 respondents from eight semester. The number of the male gender is 29 people. At the same time, the female amounted to 105 people.

To measure students' attitude a questionnaire was developed. At first, this questionnaire consist of 21 items later 2 items was deleted because they were not significant. Each item contains a statement followed by alternative answer in Likert scale form with four options: (1) Strongly disagree, (2) Disagree, (3) Agree, and (4) Strongly agree. The scoring for the negative statements by reverse the original score. So, the lower score is 19 and the highest score is 76. The score, then, categorized as positive, neutral, and negative. The psychometrics properties of the questionnaire were tested from its validity and reliability of 19 items. The correlation between each item and total score was used to test the item validity by Pearson Product Moment Correlation. As a result the correlation range between 0.339 – 0.599 and significant at 0.05 level. So, the questionnaire item validity was enough. And then continue with reliability measurement using Cronbach's Alpha formula, and the result was 0.807. This coefficient shows the high reliability.

RESULTS AND DISCUSSION

The objective of this study was to describe attitudes toward active learning of students in the English education study program. The results can be summarized as follows.

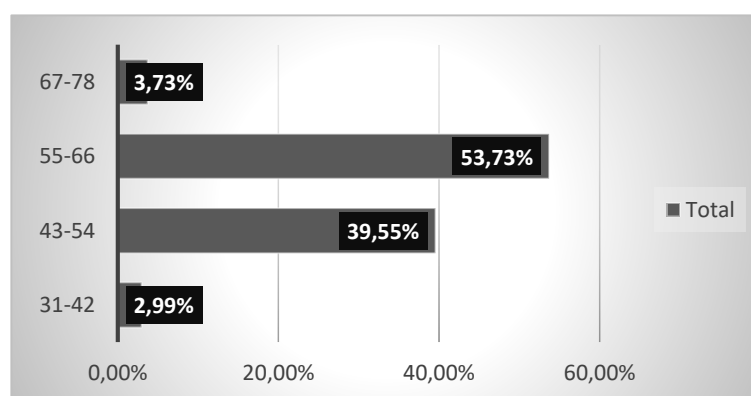


Figure 1. Student Attitude Toward Active Learning (n=134)

The figure above shows that students attitudes were very positive (3.73%), positive (53.73%), neutral (39.55%). It was found that there were a few students who had a negative attitude (2.99%), and none of them were very negative.

Furthermore, descriptive statistical analysis using SPSS to calculate the minimum, maximum, mean, and standard deviation values gives the following results.

Statistics	Value
Minimal	39
Maximal	71
Mean	55.81
Standard Deviation	5.82

Tabel 1 Descriptive Statistics of Student's Attitude

In the table above, it is known that the mean obtained is 55.81. From the questionnaire score which the scores were obtained, this mean is relatively high. The questionnaire consisting of 19 items, provides four answer choices. A very-negative attitude is given a score of 1, and a negative attitude is a score of 2, so the highest score for a negative attitude is 38. In other words, if a student scores 38 or less, it indicates a negative attitude. On the other hand, a positive attitude is indicated by a score of 3 each item, so the lowest total score for the positive category is 57. It turns out that the mean score of students is 55.81, which is close to the value for the positive category. Thus, it can be interpreted that, on average, teacher training students tend to have a positive attitude toward active learning.

First, the findings of this study are consistent with previous research that students, on average, have a positive attitude toward active learning methods. The following are previous studies that support the findings of this study. [6] and [7] the findings indicate that active learning pedagogy activities are important factors in increasing students' satisfaction with their individual and group learning processes. Furthermore, active learning pedagogical activities positively influence students' satisfaction with their learning processes. According to [8], attitudes are a relative trend to react in a way good or bad for people or specific items. In this case, an embodiment of student learning behavior was marked by the appearance of a new trend that has turned into objects and values. The intrinsic pleasure of Active learning techniques may have more to do with personal preferences and personality traits (see [9], [10]) than whether the technique is perceived or not. Second, the large percentage of students who have a positive attitude towards active learning provides a more optimistic hope for the future of the education sector, given that the respondents are prospective teachers. Their positive attitude towards active learning can be expected to influence their choice of the learning methods they will use when they become teachers.

CONCLUSION

Based on the analysis results, it is known that students who are positive attitude have the largest portion, namely 53.73% and those who are neutral are 39.55%, while students who are negative are only 2.99% and none of the students are very negative. This result in line with the previous study

about student's attitude toward active learning. Thus, it can be concluded that, on average, students of English Language Education Program tend to have a positive attitude toward active learning.

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