

Teaching Methods in Indonesian Curriculum An Analysis Using Video Recordings of History Lessons

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ABSTRACT

This study analyzes videos in which teacher candidates applied the 1994 Indonesian curriculum in the delivery of a history lesson during practice instruction. The curriculum was challenging to implement as it required students to master all the subject lessons. This in turn meant that teachers, including teacher candidates, had to perform a wider range of tasks. Simultaneously, the curriculum required teachers to choose a method that actively engaged with students. Therefore, this study seeks to identify the teaching methods that teacher candidates adopted. The study uses videos of teacher candidates delivering a history lesson in an Indonesian Teacher Education Institution (TEI). The videos were originally intended as a reflection tool. Nonetheless, they can be used as historical sources for pedagogical research, even if such alternate perspectives have been lacking. Moreover, history lessons have rarely been investigated using video analysis. Qualitative content analysis was applied. Using ATLAS.ti software, the teaching methods were examined by comparing the duration of conversation by teacher candidates and students. The results indicate that teachers dominated the talking rather than students, which means that they applied a teacher-centered rather than a student-centered approach.

Keywords: *Teaching methods, Indonesian curriculum, Video recordings analysis, History lesson.*

1. INTRODUCTION

This study analyzes videos in which teacher candidates applied the 1994 curriculum to a history lesson during practice instruction. The 1994 Indonesian curriculum was a product of the New Order era [1]. This curriculum was implemented by Act No 2/1989 of the Indonesia National Education System, which complemented and revised the previous curriculum [2]. It is essential to study the 1994 history curriculum as it required teachers to ensure that students gained mastery of all lessons in the subject. Simultaneously, teachers had to choose a method that actively engaged students [3]. These two factors made the curriculum particularly challenging to implement.

Little improvement in student performance was observed in the 5 years after the introduction of the 1994 curriculum. Thus, the implementation of the curriculum at that time was unsuccessful, even though it applied active learning (*Cara Belajar Siswa Aktif*). Changes to the education system required teachers to deliver lessons in ways that comprehensively reflected National Educational Development in the New Order era. However, teachers were unable to fully implement

this change while also ensuring student mastery of subject lessons and student engagement. Moreover, the curriculum did not yet apply new learning media as the basis of information and technology, which stagnated the teaching of history [4].

Three changes were applied in this curriculum: (1) changing the educational system from semesters to quarters, (2) deleting the unit History of the National Struggle (*Pendidikan Sejarah Perjuangan Bangsa*) that had been added in the previous curriculum, and (3) focusing on mastery of all subjects in a history lesson [5].

One way to examine the challenge of implementing the 1994 curriculum in a history lesson is by using videos collected from Teacher Education Institutions in Indonesia. Schluß and Jehle [6] pioneered the approach, though it remains underdeveloped as a historical source for pedagogical research. Moreover, history lessons have been analyzed in this way only rarely in comparison with mathematics and science lessons [7].

The study of Schluß and Jehle that used video recordings as historical sources for pedagogical research was conducted using teacher training videos recorded in

the 1970s and 1980s and then collected from Humboldt University [6]. Their book focused on different subject areas, such as geography, mathematics, language, and history. The researchers connected these studies didactically to ideological objectives, teaching methods, sociopolitical circumstances, indoctrination of political-ideological pamphlets based on linguistic characteristics, and camera perspective, to investigate teacher training in East and West Germany [7], [8], [9], [10]. Subsequently, the study was followed by Jehle and Blessing's examination of socialist values in a civics lesson [11].

This study adopts the procedure of Schluß and Jehle [6]. However, unlike their studies, it focuses on the teaching methods implemented in response to the 1994 Indonesian curriculum for history lessons and uses video recordings taken from a teacher Education Institution (TEI) in Indonesia. Most studies in Teacher Education Institutions in Indonesia generally produce videos for that purpose [12], [13], [14] rather than studying videos that already exist [6]. The teaching methods implemented in response to the 1994 curriculum can be examined using existing videos from a TEI. Moreover, the videos themselves become a historical source for pedagogical research.

The methods used by teacher candidates to involve students actively can be identified from the time spent by teacher and student talking. In this study, a student-centered approach was applied, which emphasizes student talking time as more significant communication in the learning process [15].

2. METHODS

This study adopts a case study approach that concentrates on the case or phenomenon to be analyzed. Such an approach is limited, for instance, by location and time [16]. Here, the researcher's own perspective is central to understanding specific issues. Further, a case study denotes an exploratory study related to a single phenomenon [17]. Thus, the case study method was chosen to analyze the implementation of the 1994 history curriculum in recorded lessons collected from a TEI in Indonesia.

Since the study sought to use video recordings of teacher candidates that had not been used otherwise by the TEI, it proved challenging to acquire video collections. Thus, a snowballing sampling strategy was employed to search for video material from various persons. The objective was to find video recordings of history lessons that used the 1994 curriculum. Snowballing or chain sampling is a unique qualitative research procedure used to track the object material from dynamic networks through travel routes [18].

2.1. Video Materials

Eight video recordings in the Betamax format were found. The videos did not include the year of the recording, but they did contain each teacher candidate's enrolment year. The videos were recorded by TEI staff as a regular activity for teacher candidates undertaking teaching practice as part of their course of study. During their teaching practice, teacher candidates were required to implement the curriculum.

After digitization, the videos were analyzed further. The year of recording could not be directly determined and was thus calculated by adding three years to the teacher candidates' date of enrolment since the videos were recorded in year three of their studies.

After identifying the year recorded, examples of the 1994 curriculum could also be identified since the teacher candidates applied the curriculum in effect during that year. Eight videos consisting of 89 clips were found that applied the 1994 curriculum. These clips consisted of opening or closing, explaining, questioning, leading group discussions, and a variety of stimuli.

2.2. Data Analysis

Of 89 clips, 6 with different teacher candidates were selected for observation and analysis based on the recording quality. These six clips are questioning' clips and included a very high degree of interaction between teachers and students. Here, a non-direct-action style of observation style was used [19]. The analysis applies qualitative content analysis based on video transcription [20]. Using ATLAS.ti software, the duration of conversation by teacher candidates and students was compared.

The time spent by the teacher candidate and students as they talked was categorized and classified. Other activities, such as writing on the board or pausing between sentences while talking, were excluded, and classified as others.

3. RESULTS AND DISCUSSION

Figure 1 shows that teachers' talk is higher than students' talk in all clips. The most significant difference between the teacher and students' talk appears in clip 6, in which the teacher talks about 54%; meanwhile, students' talk is less than 7%. Then, it is followed by clip 5, in which the teacher's talk is about 61%, and students' talk is about 14% of overall class activities. Even though in clip 3, students' talk seems higher, which is about 32 %, the teacher's talk is still higher than students' talk, which is about 46%.

The graphs in Figure 1 indicate that teachers dominated the talking in comparison with students. Since teacher talking time was more significant relative to student talking time, it can be said that teachers in all clips tended not to apply the student-center approach stipulated by curriculum [3]. A student-centered approach requires that students talk more than teachers [15]. However, the videos prove that teacher candidates talked more than students, which means that they adopted a teacher-centered approach as their teaching method.

Although teacher talk is a vital tool in encouraging student engagement [21], teachers, including teacher candidates should consider the proportion of teacher and student talk time in selecting the method of student-centered approach and fostering students' active learning.

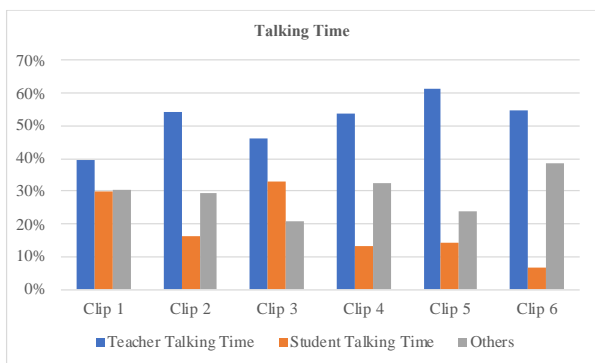


Figure 1 Video observation in questioning clip.

While teacher candidates applied a teacher-centered approach in which they spoke more than their students, their talk components vary in the recordings. Figure 2 shows that they were explaining, questioning, conforming to students' answers, answering students' questions, opening, and closing. This corresponds with some studies that teachers talk more in class while undertaking teaching activities such as explaining, questioning, feedback, correction, and preparing assignments [22], [23], [24].

In Figure 2, explaining is the most frequent component of teacher talk. The second most frequent component is questioning, which is unsurprising since these six clips are about questioning. Meanwhile, opening (e.g. greeting) is the smallest component relative to the others.

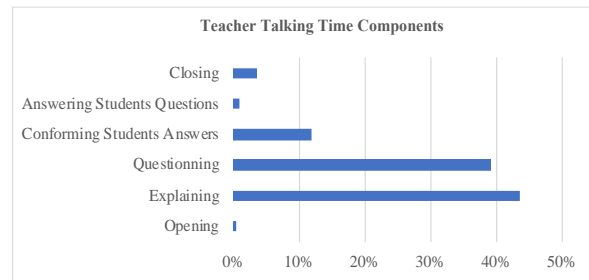


Figure 2 The components of teacher talking time.

Figure 2 indicates teachers' dominance in talking when delivering lesson material in the form of explanation. It is to be expected that teachers talk more in this context; otherwise, relevant material cannot be delivered [24]. This corresponds with the requirement of the 1994 curriculum that students achieve mastery of all subject lessons [3]. Thus, explanation from the teachers is particularly prominent in the recordings.

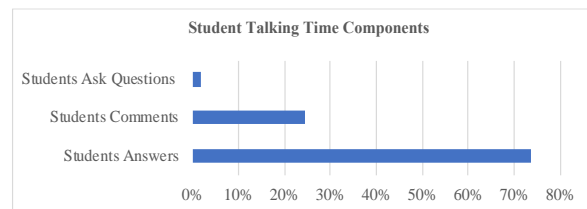


Figure 3 The components of student talking time.

Figure 3 demonstrates that the variety of student talking components is less than teachers', which is likely to be the case when a teacher-centered approach is used [15]. Students answer teachers' questions is the most frequent component, followed by students' comments.

4. CONCLUSION

In response to the implementation of the 1994 Indonesian curriculum for history, these results show that the curriculum was not delivered in the expected manner. Specifically, this study provides video evidence that, when implementing the 1994 curriculum, teacher candidates chose a teacher-centered rather than a student-centered approach. This is demonstrated by the teacher candidates dominating speech in comparison with the students. Notably, explanations by teachers are the most frequently observed teaching component in the recorded videos.

AUTHOR'S CONTRIBUTIONS

Ira Darmawanti is a Ph.D. candidate in the Department of Education, Faculty of Philosophy and Education, University of Vienna, Austria. She is under the supervision of Univ. Prof. Dr. Henning Schluß. She is also a lecturer at the Department of Psychology,

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