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Perceptions of Student about Use of Classical Learning Models Using Power Points

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Abstract. The use of classical learning models that have long been known among mathematics educators. The purpose of this study is to describe students' perceptions of mathematics education on the use of classical learning models with power points in the learning process in class. This research is a qualitative research that reveals students' perceptions of mathematics education study programs on the effectiveness aspects of classical learning models, student aspects, material aspects, and aspects of learning strategies through questionnaires and interviews to students consisting of two classes with a total of 66 students. Research subjects were involved in implementing Classical Learning models. The results of this study indicate that 77.27% of respondents agree that the use of classical learning models helps students understand mathematical concepts. As many as 65.15% of students agreed that all students, both low and high concept skills, needed learning using classical learning models. As many as 75.76% disagree that all mathematical material needs to be taught using classical learning models and as many as 63.64% of students think agree that special strategies are needed in teaching mathematics using classical learning models. The student's perception will continue to be developed in studying mathematics learning strategy courses.

Keywords: Perception, Classical Learning, Power Points

1. Introduction

Classical learning focuses more on the teacher's role in providing information through the subject matter presented [1]. The classical learning model uses classroom learning in the learning process. Classical learning model that has long been known among mathematics educators in Indonesia has been said to have been abandoned lately, even though this learning model in the past has produced a lot of progress, although in its implementation this classical learning model tends to be dominated by teachers who are often called "teacher center". Furthermore, the classical term can be interpreted as a classic stating that conditions that have long happened, usually interpreted as being of class [2]. So classical learning means conventional learning that is usually done in class so far, that is learning that sees students with different abilities so that they get lessons together, in the same way in one class at a time. Also, a teacher's teaching activities can combine several methods at the same time, for example lectures with questions and answers for a combination.

The lack of use of the classical learning model in schools is also triggered by the enactment of the 2013's curriculum, which has been in force from 2013 to the present teachers in schools have had to use this new learning model. Of course there is a reason for the government to impose this 2013's curriculum, one of the reasons for the use of this new curriculum is that the learning model is dominated by students or called the "student center". To see the advantages and disadvantages of

classical learning models along with the power points in this research, the writer asks students' perceptions from mathematics education study programs who are currently studying mathematics learning strategy courses that sit in the January-June semester of 2019.

In this study the teacher considers students the same ability in the classroom, so the delivery of material is done by a combination of lecture methods accompanied by question and answer with slide presentation. The teacher explains the material in front of the class assuming all students can receive teaching material well.

In the research the students' perception of;

a. Whether the use of classical learning models accompanied by power points can help students understand mathematical concepts
b. Do you agree that all students, both low and high concept skills, need learning by using classical learning models accompanied by power points.
c. Do you agree that all mathematical material needs to be taught using classical learning models accompanied by power points.
d. Do you agree that there is a need for a specific strategy in learning mathematics using classical learning models with power points.

2. TEORY

Classical learning is carrying out two activities at once, including;a. class management; and b. management of learning [3]. So it can be concluded that, the classical learning model / method is not entirely centered on the teacher alone, but the role of students is also actively required in the process of teaching and learning activities. Powerpoint can provide advantages, namely on every page. Presentations (slides), components can be inserted in the form of text, graphics, pictures, photos, sounds and films, so that it can attract the attention of students who ultimately have an impact on learning outcomes. that, powerpoint can also be connected to the LCD so it is more interesting for large class learning. By adding hyperlinks with slide, the teacher can easily create an interactive presentation that provides a non-linear learning environment for student to interact with the program and make choices [4].

Teachers are required to be able to use strengthening techniques in learning so that learning order can be realized. Classical teaching is felt to be more appropriate with a uniform curriculum, which is assessed through a uniform examination as well. J.H. Pestalozzi, a founder of a modern Swiss school, popularized this classical teaching as a substitute for individual instruction by a tutor. Classical learning is a necessity in dealing with the large number of students in a school as a result of democracy, industrialization, equitable education and the obligation of learning for every citizen. As a consequence of classical learning, textbooks published by the government must be uniform. Other books may be used as long as they refer to the curriculum published by the government.

Classical learning is the activity of delivering lessons to a number of students, which is usually done by the teacher by speaking in class [5]. The classical learning discussed in this paper uses the lecture and question and answer method with probing-prompting techniques so that students' participation and activities are high. In general students will learn (think-work) individually, so they can train themselves in fostering self-confidence. With this technique, indicators of the contextual approach are still considered. The sequence of activities in classical learning, namely:

a. The teacher explains the definition
b. Prove the formula
c. Give an example
d. Give practice questions

As a teacher, a person must be able to stimulate the process of thinking, must be able to help the growth of a critical attitude, and must be able to change the views of his students and is a fact that most of the teaching in secondary schools is given classically [6]. Many people think that classical teaching is considered efficient. But it must be noted that this form of teaching has advantages, it also

turns out to have disadvantages and limitations. Classical course the structure of electroninc courses consists of various parts often 12 to 15 or even 16 weeks where the instructor details the delivery time for exercises, projects, and final report [7].

3. Methodology

This study is a qualitative study, looking at student responses or students' perceptions of mathematics education study programs at Padang State University in the even semester of the academic year 2018/2019 as research subjects taking Mathematics Learning Strategy courses consisting of two classes involving students in lectures. all students are asked to fill out questionnaires and some of them are involved in interviews and the form of student maturity in this lecture is to discuss it in class in the form of group discussions to explore student perceptions. The variables of this study are students' perceptions of the classical learning model consisting of several aspects, namely; (1) understanding mathematical concepts using Classical learning models, (2) the need for learning using classical learning models, (3) seeing whether all mathematical material needs to be taught using Classical learning models, (4) specific strategies in learning mathematics using models classical learning. In order to collect data at the end of the lecture material, students are asked to fill out questionnaires to give responses in the form of student perceptions. Perception refers to how a person views and interprets something [8].

4. Result

This study collected a total of 66 students, who took the Mathematics Learning Strategy course in the even semester of the academic year 2018/2019. Most of the subjects were female, and they agreed that the classical learning model could help students understand mathematical concepts. In this study researchers applied classical learning accompanied by the use of power points. Based on the results of the questionnaire only one person stated that he did not agree that the classical learning model could help students understand mathematical concepts. In classical learning, students are involved in listening, writing and reading activities.

This questionnaire consists of 4 aspects consisting of several statements. Before being used, this questionnaire validated by two lecturers who taught learning evaluation courses from different university. Validation results can be seen in Table 1.

Tab1e 1. Results of Analysis of Student Perception Questionnaire Validation

No	Evaluation Aspects	Validator		Validation Mean	Category
		1	2		
1	Format	3,87	4.37	4.13	Very Valid
2	Content	4.10	4.17	4.14	Very Valid
3	Language	4.25	4	4.13	Very Valid
	Mean	4.37	4.47	4.13	Very Valid

Student perceptions of the use of classical learning models seen from 4 aspects, namely; (1) classical learning models can help students understand mathematical concepts, (2) all students, both clever and less clever, require learning by using classical learning models, (3) all material in mathematics lessons needs to be taught using classical learning models, and (4) special strategies are needed in learning mathematics using classical learning models. More detailed student perceptions can be seen in Figure 1 below.

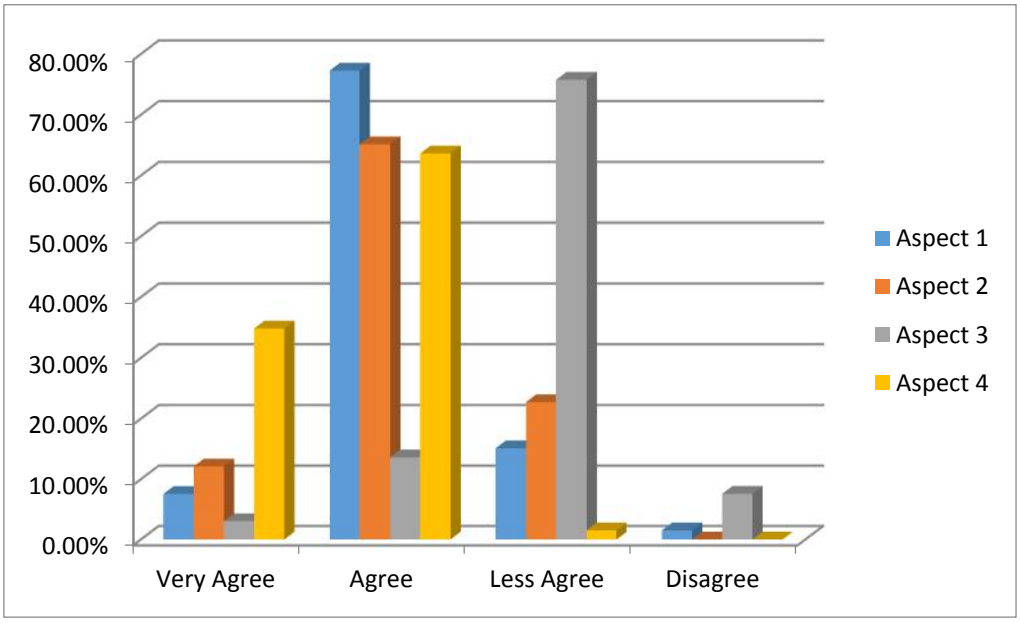

Figure 1. Perceptions of Mathematics Education Students' after Use of Classical Learning Models

Based on Figure 1, information is obtained that:

a. Student perceptions of classical learning models can help students understand mathematical concepts.

Based on the results of the questionnaire it is known that most students agree that the classical learning model can help students understand mathematical concepts. There were as many as 51 students who agreed with the statement and only 1 person who did not agree.

Conventional learning is carried out entirely through a classical approach, learning is done through listening, question, answer, and reading, learning orientation on learning materials, the role of teachers as managers of learning to meet the needs of all students in the classroom, focusing activities learning is aimed at students with intermediate abilities, and how to help students be done by the teacher in the form of classical question and answer [9]. Most students follow each explanation from the teacher, the teacher explains the learning material so that students only receive the material delivered by the teacher [10]. In this case, it can be concluded that the classical learning model is suitable for students with intermediate abilities. The use of powerpoint media in learning that is applied by a teacher is one of the factors that determines the achievement of learning outcomes of students, because the use of media in accordance with the material presented will affect the interests and activities of students in following the lessons which will ultimately affect the learning outcomes [11].

b. Students' perceptions of all students, both smart and less intelligent, require learning using classical learning models.

Based on the results of the questionnaire it is known that most students agree that all students, both clever and less intelligent, need learning using classical learning models. There were as many as 43 students who agreed with the statement, 15 people expressed their disagreement, and no one said they did not agree.

Classical learning tends to be used by teachers when in the learning process there are more forms of material presentation from the teacher. Presentation is more emphasized to explain something material that is not yet known or understood by students. Classical learning will provide convenience for teachers in organizing subject matter, because in classical learning in general, the subject matter will be uniformly absorbed by students in both the sequence and scope. Classical learning can be used if the subject matter is more informative or factual. Especially shown to

provide information or as an introduction to the teaching and learning process. So that in the learning process, students listen more or ask questions about the subject matter. The classical learning process can shape students' ability to listen or listen and form the ability to ask questions. Motivation and arousing students' attention are very important in classical learning because classical learning will succeed if there is a connection between stimulus and response in the teaching and learning process [12]..

c. Students' perceptions of all material in mathematics lessons need to be taught using classical learning models

Based on the results of the questionnaire, it was found that most students did not agree that all the material in mathematics should be taught using the classical learning model. Information was obtained that only a small number of students stated that they agreed with the statement, namely 5 students and in general students expressed their disapproval of the statement.

Classical learning can be used if the subject matter is more informative or factual. The classical learning process can shape the ability of students to listen or listen, form their ability to listen and the ability to ask questions [13]. Conventional classical learning models usually require high discipline from students, and educators have full authority in the classroom. Classical learning tends to be used by educators if in the learning process more forms of material presentation from educators. The presentation is more emphasizing to explain something material that is not yet known or understood by students. The method used tends to be the lecture and question and answer method varies. Classical learning will provide convenience for educators in organizing subject matter because, in classical lessons in general, the subject matter will be uniformly absorbed by students. So, it can be concluded that not all mathematical material can be taught using classical learning models.

d. Student perceptions about the need for specific strategies in learning mathematics using classical learning models

Based on the results of the questionnaire it is known that most students agree that special strategies are needed in teaching mathematics using classical learning models. There were as many as 42 students who agreed and none expressed disagreement with this statement. This shows that the classical learning model needs to collaborate with other learning models in order to realize effective learning.

5. Conclusion

The curriculum currently applied in Indonesia is effective for increasing student activity, but Classical learning model is still effectively used. Because in school learning still uses a classy system so that the teacher must really and provide understanding to students as well as possible with all the limitations of time and media in the learning process.

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