Rationalizing the Limitation of Passive Students through Contextual Teaching

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Abstract

This study was conducted to indicate the level of understanding in rationalizing the identified limitations of passive students through contextual teaching in T&L session from the perspectives among the primary school teachers at one private primary school in Johor. It acquire both knowledge and experience of teachers in identifying the limitations of their passive students, and the data was collected through their perception. These perception of teachers in identifying the limitations of passive students gathered through interviewed, then the understanding on how the process in rationalizing them with the contextual teaching approach collected by survey. This research is using mix-method strategies by using questionnaire and interview. These instruments was adapted from Sharifah (2009) and Zanariah (2002). Mix method strategies (questionnaire and interview) was used as method. In rationalizing the identified limitation through contextual teaching in T&L session, researcher measured the perceived perception from teachers in three dimensions, which are 1. Instrumental, 2. Relational and 3. Logical. The level of understanding in implementation the contextual teaching in order to overcome the limitations of passive students was moderate (3.62). Data was analyzed using (SPSS) version 19.0. Researcher had proposed the organization of the school, to allocate more provisions as to provide the appropriate

teaching aids as well as they need to review the required courses and their teachers attended to in accordance with the subject and the current needs of the students of this school especially for limitations of passive students. Recommended further studies be conducted on a larger population groups in particular of teachers and culture especially at non-government and primary schools throughout Malaysia.

1. Introduction

Learning methods can involve students through experiential learning. Learning through experience is also known as contextual learning approach. In this approach, the T&L (teaching and learning session in classroom) will be associated with the student experience or everyday life that make teaching and learning more meaningful to students. However, some students have their own limitation, in recognizing their own talent and skills which are already acquired through their life. These passive students' limitations explains how the importance of contextual teaching approach must be used optimize by their teachers in enhancing the higher performance in academic as well with their surrounding survival. To realize all the desire in the Philosophy of Education *Falsafah Pendidikan Negara (FPN),* one aspect that should be emphasized is that the process of T&L. In the history of the development of education in Malaysia, there are a variety of approaches, techniques, strategies and activities used in the process of T&L. All five of these concepts give a different meaning but have characteristics that are interrelated and complementary to each other. In 2011 the Ministry of Education (MOE) has introduced KSSR in primary school and pre-school. Standard curriculum for Primary Schools (KSSR) integrate multiple disciplines to make T&L is more interesting, fun and meaningful. Hence, an appropriate method should be taken into account to develop the potential of individual students according to their own abilities and learning styles so that all students can be harnessed to maximize performance and progress. The choice of method is one of them through contextual teaching. As is known in linking the activities of hands-on and minds-on, students are trained to solve problems based on existing experience and apply it in the real world with the help of teaching materials or aids, *Bahan-bahan Mengajar, Alat Bantu Mengajar (BBM & ABM),* then one of the methods that should be used by the teacher is teaching using contextual approach. Solution in KSSR ensure the creative process and innovative practice in teaching and learning processes in the classroom in order to practice and being cultured among students. Thus, the element of creativity and innovation have been injected to form transformation in KSSR aimed at producing human capital capable of resilient to face the challenges ahead. In seeking an approach to apply creative thinking and innovation started from primary school, the Ministry launched this idea of KSSR in January 2011 and it was an appropriate way because not all students were born with the talent but not impossible to form such skills since childhood. The implications of this study was conducted to increase the number of studies dealing with passive students' learning in the classrooms. Passive students behavior define as accepting or allowing what happens or what others do, without active response or resistance (Oxford Dictionaries, 2010). Passive learning has a large range of causes, and for some reason many of them are exhibit to the students, and shown in the classroom as their response.Student passivity is preventing students from achieving their personal best and outstanding results may be denied to students who have the capacity to achieve at very high levels. Many studies on teachers' preparation process T & L, but still less talk about contextual learning in the process of stimulating the passive students by teachers in overcome their limitations. The teachers who have understand the concept of contextual teaching, and able to implement contextual approach in their daily T&L dwell, hence stimulate the passive students in overcome their limitations. In planning and teaching of this approach, the teachers must

aware the characteristics of limitation of passive students include building instrumental, relational and logical study of the method that will be used. In the context of this study, which examined the readiness perception in the involvement of teachers on the implementation of contextual teaching from the point of attention to three aspects as well, which are instrumental (activities are hands-on use of appropriate teaching aids for the passive students), relational (learning can be achieved and the time allotted should be used by teachers need smart planning, organizing and managing class thought) and logical (the teacher is able to relate the activities of hands-on and minds-on according to the teaching objectives, teachers' understanding, circumstance and situation of students). Ibn Khaldun (1993) have pointed out that at present, there are so many teachers still lack knowledge about the concept of teaching. There are teachers who began teaching with students' knowledge issues that are not clear. Therefore it is important for teachers to learn the concepts of contextual teaching methods in particular, which is to be examined in order to give a good impression to student learning especially those in category of passive students.

2. Method

The design of this study is a case study which used a mixed methods strategies. By using this mix-method, simultaneous or concurrent strategies applied for collecting data in mix-method. Survey which is quantitative, supported by qualitative research in the form of an interview. By this method, the researcher can observe the level of understanding in implementation the contextual teaching in P&P session, in order to overcome the limitations of passive students. Questionnaires were used to investigate the perception of a phenomenon. An interview was used structured interviews and open so that all the required information can be communicated to the researcher. Qualitative data obtained through these interviews is to ensure the validity of the themes identified supporting quantitative data. Therefore mixed methods triangulation is used to look deeper and combine the two forms of data for convergence answer the questions of the study. The instrument used was a questionnaire that contains 30 detailed questions. Structured interviews were chosen and the instruments used including two individuals (the researcher and respondent), then the voice recorder, a notepad and a set of interview questions. Questions asked include what the limitations of passive students they see through T&L sessions which they conducted   the class all the years and how implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students. This study was conducted on all the teachers who teach at that school. As mention this is a case study, the entire population was selected as respondents in all. However, only five teachers are selected among all teachers in the school to undergo interviews to collect qualitative data. All questions answered in the form of structured and closed.

Respondents simply answered by choosing the answer in the form of 'Likert Scale' to suit themselves. In each section the researchers will use the mean frequency and percent for respondents agreed level indicators. Min and a high percentage considered high approval level indicators for the level of understanding in implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students and vice verse. In this study, researchers have set the desired range in scores through three stages. Level will reflect the perception shown by the respondents based on the consent of the items submitted. The

range of level used based on 'likert scale' numbering (5-1)/ (3) = +1.33 (UTM, 2007).

Table 1. The Range Level of Understanding in Rationalizing the Identified Limitations of Passive Students through Contextual Teaching in Classroom (T&L session)

Level of understanding in implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students	Range of min score
Low	1.00-2.33
Moderate	2.34-3.67
High	3.68-5.00

The level will reflect the level indicated by the respondents by agreement of the items in each dimension variables submitted. The content analysis was used to analyze the interview data. This analysis is often used in qualitative research and are used to identify themes, concepts and meanings. Thus, content analysis requires coding system associated with a research information. Coding facilitate researchers understand the information obtained and to guide him to choose whether that should be focused in answering the research questions. Advantages of this content analysis which is performed after the data collection process (Burn, 1995). Triangulation by Cohen et. al., (2008) is the use of two or more methods of collecting data in a study of human behavior. Triangulation was used to look with more depth about issues that are being studied as using triangulation study does not stand alone but only one finding of two or more. Thus, the use of triangulation in this study is to obtain additional information to view more detail about the issues studied. In Concurrent Triangulation Strategy involves two forms of data are compared which of the quantitative data with qualitative data to allow researchers to get a convergence issues or answers to questions that have been studied (Creswell, 2003). The pilot test results were analyzed using Cronbach Alpha which a measurement commonly used to test the reliability of the questionnaire. Usually the results of the analysis must have an alpha value of at least 0.7- 0.9 to prove that a survey can be trusted (Mohamed, 2003). According to Sekaran (2000), the higher the value of the coefficient approaches the value 1, the better an instrument. Mohd Majid Konting (1994) also argues that the study achieved an alpha value greater than 0.6 is validity and reliability high. A pilot study on all items in the level of understanding in implementation the contextual teaching in T&L session, rationalize the limitations of passive students shows the coefficient Alpha for the entire items is 0.770 . This means that questionnaires designed is to have high validity and reliability, as has been in the range of 0.7 to 0.9. Hence, all the items in the questionnaire received and no questions were dropped.

3. Results

In identifying the level of understanding in implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students. The level of understanding were measured into three dimensions, which are 1. Instrumental, 2. Relational and 3. Logical. The descriptive statistical analysis of mean range was used to identify the level of

understanding. Finding showed that the level of understanding in implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students was moderate (3.62). The passive behaviors exhibited by students as a result of the fear of being wrong and making mistakes have becoming serious consequences for student learning. This has becoming serious for personal issue and even broad consequences. The most noticeable theme ones observed by teachers and being told to researcher for this study during interview session were those characterized by silence in the classroom. The silence factors observed for the purpose of the study were as follows. Students tended to avoid and refuse: answering questions; asking questions; and participating in discussion. Another theme gathered from this interview is stillness. The characteristics for stillness in the classroom occurred at the same way for passive students averagely. The stillness factors were refusal or reticence to: volunteer; participate in demonstrations; write answers on the whiteboard.

Table 2. Result of The Data Gathered by Survey and Interview

	Level	Explanation
Level of understanding in implementation the contextual teaching in T&L session, in order to overcome the limitations of passive students.	3.62	Moderate
	Theme	Explanation
Limitation of passive students through interviews	Stillness and Non-participants	-In group activity show low attitude in talking about idea or suggestion during T&L -Low activity in volunteering in public speaking during T&L
	Silence and Sleep	-Almost sleeping along the classes started during T&L

4. Conclusion and Discussion

The results of the data analysis showed how moderately teachers' level of understanding in implementation the contextual teaching in T&L session, in helping their passive students to overcome the limitations. The common limitation for these students observed by teachers during all years teaching are stillness and silence. By comparing these two forms of data, the researcher believes that the readiness of teachers in implementing contextual teaching in

school daily T&L is still at a moderate level. This is so because there are obstacles such as time constraints in each T&L session, and also some topics that still need to be adjusted for the implementation of contextual teaching. This implementation approach in order to overcome the limitation of passive students is also still need to think creatively and critically by teachers. The teachers whose are only armed with experience courses for KSSR and related consequences of not getting the exposure basic pedagogical education, as the average educational level of teachers teaching at this private school choose in this study mostly a non-education diploma. As said by Abdul Rahim (1999), creativity and high innovative enabling a method of teaching pedagogy influenced the development of the mind, emotions, attitudes and values of the students. In accordance for this study on the level of understanding, the discussion of the relational and logical dimensions, other studies support these findings is the study conducted by Hussain in 2007. He studies on the effectiveness of teaching with teaching skills and student learning activities. His research shows these three variables is dependent on each other, however, in the context of the results of this study also deals with teaching skills can affect the effectiveness of the teaching in the aspects of electing the activities of the relational and logical in T&L session. Congruently when almost half of the respondents were disagreed with this statement item "Culturally my students are not in accordance with this method that encourages students to be equally active in group activities". The results of this analysis are also discussed for some elements in Kumboltz Social Learning Theory (in Hussain 2007). The key defining characteristic that leads to these behaviors is fear. Specifically the fear of being wrong and it appears to have a strong relationship with low self-efficacy. Helping students develop their self-efficacy is an essential element in helping them overcome their fears. Any discussion about fear in the classroom must take into account Maslow's hierarchy of needs. Although the hierarchical nature of the model as well as the relative weight of different levels in the hierarchy has been questioned (Wahba & Bridwell, 1976 in Tay & Diener, 2011), the existence of such needs is widely accepted, and esteem needs appear to have a very important role (Tay & Diener, 2011).It must be easy to implement and focus on sound teaching strategies that build student self-efficacy and address student fear of failure and making mistakes in order to fulfill their "esteem needs". Based on the results, the researcher believe the level of understanding in implementation the contextual teaching in T&L session, by helping their passive students to overcome the limitation will be enhanced if some alternatives provided. Hence the researcher suggest the organization of the school, to allocate more provisions as to provide the appropriate teaching aids as well as they need to review the required subjects and their teachers attended to in linear with the subject and the current needs of the students of this school especially for limitations of passive students. In the conclusion, with some limitation of this study, researcher also recommended further studies be conducted on a larger population groups in particular of teachers and culture especially at non-government and primary schools throughout Malaysia.

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