

Learning Journal as A Tool to Show Students' Understanding in Learning Analysis of School Curriculum

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Abstrak

Jurnal pembelajaran merupakan catatan pemikiran siswa selama kegiatan belajar mengajar yang memiliki beberapa kriteria. Bagaimanapun, siswa tidak menyangkup semua kriteria tersebut. Tujuan dari penelitian ini yaitu mendeskripsikan sejauh mana jurnal pembelajaran siswa menyangkup kriteria yang diberikan. Desain penelitian dari penelitian ini adalah kualitatif. Subjek dari penelitian ini yaitu tiga mahasiswa dari jurusan Bahasa Inggris di salah satu universitas negeri di Surabaya, dan seorang dosen sebagai subjek pendukung dalam pengumpulan data. Wawancara semi terstruktur dan dokumen pra-rekaman digunakan untuk mengumpulkan data. Kemudian, data yang terkumpul dianalisis dan dijabarkan secara spesifik berdasarkan interpretasi peneliti secara deskriptif. Dengan demikian, temuan telah menunjukkan lima kesimpulan. Pertama, Jurnal siswa memenuhi kriteria pertamasebagai tugas individu. Kedua, jurnal siswa memenuhi kriteria untuk menulis berdasarkan topik dari guru. Ketiga, jurnal siswa melengkapi kriteria untuk memberikan deskripsi singkat materi. Keempat, jurnal siswa tidak memenuhi kriteria pemberian ide tambahan terhadap materi ajar. Kelima, jurnal siswa memenuhi kriteria keterampilan penyelesaian masalah.

Kata Kunci: *jurnal pembelajaran, media, pembelajaran.*

Abstract

A learning journal is a kind of record of the students' thought during teaching and learning materials which has several criteria. However, students do not fulfil the whole criteria of writing learning journals. The purpose of this study was to describe the extent to which learning journal written by students fulfil the criteria given. The basic interpretive research of this study used qualitative approach. The subjects of this study were three students from English Department in one of university in Surabaya, and the teacher as the supporting subject in collecting the data. The semi-structured interview and prerecorded documents were applied to collect the data. Then, the data obtained were analyzed and explained specifically based on the researcher's interpretation descriptively. Thus, the findings have shown five conclusions. First, the students complete the criteria as an individual task. Second, the students complete criteria to write based on topics given by the teacher. Third, the students complete criteria to describe the materials. Fourth, the students did not complete criteria to give additional ideas toward learning materials. Fifth, the students complete criteria to solve their problems in learning materials.

Keywords: *learning journal, tool, learning*

INTRODUCTION

Learning materials have been the part of teaching and learning process that students need to comprehend. Having notes in the form of journal will be able to help them to comprehend the material easily. Based on several theories, learning journal is a kind of record of the students thought during learning process that will be reflected in a writing log (Hedlund et al., 1989). He also stated that students will have responsibilities to rewrite of what their focus in a certain theme. According to Moon (2010), learning journal can keep a record of the students' explicit learning that has been done in the class. If the students have written their self-reflection, the teacher will be easy to decide what he/she needs to do in order to help students in comprehending learning materials. Moreover,

learning journal is data collection of students as a reflection to keep a record of their understanding (Moon, 2010). Therefore, a learning journal has several criteria that must be completed, such as an individual writing task, writing based on the topics of the materials given, brief description of the materials, additional ideas toward the materials, problem-solving skills of the students's difficulties.

Applying an appropriate learning tool will help students in comprehending learning materials. Learning journal can be a way to solve students' problem in comprehending learning materials. Moreover, learning journal is a kind of writing assignments that students need to rethink or review what they have learned during teaching and learning process. Learning journal is a way to improve students' comprehension, and it is able to

evaluate students' understanding (Connor-Greene, 2000). It can also engage the students in the learning process (Park, 2003). Students can keep focus on what they are studying in the learning process and keep the materials that they have been learned in the classroom. In the process of applying learning journal, there are several steps that the students have to follow. Those are gathering the learning materials that they got in the class during learning process, formulating materials that they still did not understand, and solving the materials that they did not understand. In addition, learning journal can be applied in every student level and subjects, and it has many kinds of names, such as dairies, logs, and portfolios (Moon, 2010).

Furthermore, learning journals have several advantages which can be a learning tool for students and teachers. Students can use learning journal as their self-reflection of their understanding and ideas (Hashemi & Mirzaei, 2015). Learning journal can also be applied to improve the students' listening and reading comprehension in modern standart Arabic (Saad & Ahmed, 2015). The students can reflect their understanding during process and do self-reflection of their mistakes and correct it. Also, learning journal can be effective if it is connected to the topic discussed in the classroom (Saad & Ahmed, 2015).

However, less students use learning journal as a tool to comprehend learning materials that have become a problem for them, especially for those who do not have notes of the materials had been learned. The students may also get difficulties in learning materials because they do not know what they are going to learn in the next meeting. Less preparation in learning materials should be decreased by applying an appropriate way to help students in learning materials. Several students are not interested in writing notes on their notebook, so it can be the reason why they cannot comprehend the learning materials. Furthermore, they need to comprehend the whole materials during the class started until finished. Whereas, human's brain cannot input all details of the information that already received. According to Synder, the soft-spoken director of the department of neuroscience at Johns Hopkins University in Baltimore, humans normally can focus on conceptual thinking rather than details. Thus, it is very important for students to have notes on their book during teaching and learning process. Besides, few students want to take notes on their book. In a meeting, there are some main points that students need to comprehend and keep a record. If they do not want to take a note, it means that it can influence them in comprehending the learning materials. Meanwhile, the studnets need to comprehend the learning materials theoretically and practically. If the students do not understand the theory of the materials, the students may

get difficulties in practicing the theory, or they can practice the theory ineffectively.

On the other hand, based on previous studies, some researchers who conducted research about learning journal only focused on the students in low education level. Some researchers from students university in State University of Surabaya who already conduct research about learning journal (Prakoso, 2003) and diary in junior high school students showed that learning journal can help students to improve their writing, recount text (Andrey, 2017). Meanwhile, other reseachers conducted research about learning journal for students in Modern Standard Arabic showed that learning journal can help students to improve students' listening and reading comprehension (Saad & Ahmed, 2015). Therefore, based on the previous studies, in this study the researcher wants to conduct research about learning journal as a tool for higher education level in helping student to learn materials by considering all of the criteria in writing a learning journal. Also, Based on the problem that has been explained about the importance of comprehending learning materials above, the research problem of the study is formulated:

To what extent does learning journals written by students fulfil the criteria given?

As stated in the background, a learning journal has five criteria. Those are an individual writing task, topics of the materials given, brief description of the materials, students' additional ideas, and problem-solving skills toward the materials (Moon, 2004).

Based on the criteria above, there are some research questions that are expected to be answered by the researcher for conducting this study for three students such as good, intermediate, and low student. The research questions are formulated:

1. How do students complete learning journals as an individual writing task?
2. How do students complete learning journals based on topics of learning materials?
3. How do students complete description of the materials learned on their learning journals?
4. How do students complete their additional ideas on their learning journals toward learning materials?
5. How do students solve their problems in learning materials on their learning journals?

RESEARCH METHODS

The research design in this study was qualitative research as the basic interpretive.. This study described learning journals as a tool to help students to learn materials given by the teacher in the classroom. According to Richards

(2003), qualitative research is one of the basic interpretive to analyze data. described and also summarized the implementation of learning journal in learning materials by using words, sentences or paragraph to explain or to describe it (Cohen et al, 2007: 461). Moreover, based on the research problem about the extent does learning journals written by students fulfil the criteria given, the research described how students complete learning journals as an individual writing task, to describe how students complete learning journals based on topics of learning materials, to describe how students complete description of the materials learned on their learning journals, to describe how students complete their additional ideas on their learning journals toward learning materials, and to describe how students complete problem-solving skills on their learning journals. The data obtained from this research was analyzed based on the researcher's interpretation in the form of narrative or descriptive. Therefore, this study used qualitative research which in line with the research problem and research questions above.

The following parts would describe research setting, subjects, data and source of data, data collection, and data analysis.

The setting of this study is in a classroom which is in English Department, Curriculum Analysis class in one of university in Surabaya. Moreover, both of the department and the university already achieve A for their accreditation. It also has professional teachers and provide sufficient facilities for the students in the learning process. There are some facilities that the students can get in the classroom in order to support the teaching and learning process, such as LCD, Projector, Whiteboard, Air Conditionair, and desks. The researcher decided to choose this class under the consideration that the students were given a kind of tasks, learning journals.

The subject in this study focuses on the students from English Department in one of university in Surabaya. The researcher chose this level under the consideration that the students were given a kind of task, learning journal for each meeting after doing learning process in the classroom by the teacher. Furthermore, the teacher would be the supporting subject in collecting the data in this study.

Moreover, this study used purposive sampling to choose several students as the subjects of this study. Purposive sampling is a kind technique to take the sample as the research subject by considering the typical of the sample which can answer the research questions (Ary et al., 2010). In this study, the researcher chose three students as the subjects purposively in one class applied learning journals in their subject. The subjects are divided into three, such as a good student, an intermediate student,

and a low student. Those students are chosen and classified based the the students' score in the class given by the teacher.

Data is certain information used as the basis material of the analysis to get the answer of the research questions. The data used in qualitative research to answer the research questions of this study would be the students' answer on their learning journals and the students' utterances in the interview. Meanwhile, the source of the data in this study would be taken from the students' learning journals and the students' answers in the interview.

The data collection techniques of this study would be using prerecorded documents and doing a semi-structured interview. The prerecorded documents were used by the researcher to know how the students used learning journals to keep a record of what they have learned in the classroom. The researcher also used the semi-structured interview guide as the instrument in this study which included combination between closed and opened list of things to ask or to observe while interviewing the students. An instrument is a tool used to collect data and to analyze it (Ary et al, 2010).

The researcher would collect three samples of the students' learning journals for three meetings. The researcher would read and reread students' learning journals and did coding. The researcher would use some codes in order to get the important data which was needed to answers the research question in this study. After that, the researcher would do reducing in order to reduce the unimportant data which was not needed to answer the research questions in this study.

Also, the researcher did an interview with three students from Telaah Kurikulum class. The researcher would interview each student in the classroom by using the same instrument which is instrument guide that includes some questions in order to answer the research questions. After doing interviews, the researcher would transcript the results of the interview with the students. Then, the researcher would do coding in order to code the important data from the results of the interview with the students so that it can be used to answer the research questions in this study. Also, the researcher would do reducing in oder to reduce the unimportant data which is not needed to answer the research questions in this study. Then, the researcher would categorize and familiarize the data collected from the result of the interview with the students based on the research questions.

Therefore, the researcher would collect all of the data from the students' learning journals and the results of the interview with the students and interpret the codes that have been collected. Then, the researcher would represent

the data in detail in order to answer the research questions in this study.

The result of the data would be analyzed descriptively which in line with this research design in this study, qualitative research. The researcher needs to analyze the learning journals written by the students based on the materials that they have learned in the classroom and the result of the interview from the students. Moreover, the data analysis techniques are divided into several steps. Those are organizing and familiarizing, coding and reducing, and interpreting and representing. (Ary et al, 2010)

First, the researcher would read and reread the students' answer on their learning journals and transcript the result of the interview from the students in order to organize the data. Then, the researcher would categorize and familiarize it based on the research questions in chapter one.

The researcher would organize and familiarize based on each research question in chapter one. There were five research questions that would be answered. The researcher would organize the data from the students' learning journals and the result of the interview. Then, the researcher would familiarize the data collected based on each criterion of a learning journal as the research questions of this study.

Second, after reading the students' learning journals and receiving the data from the result of the interview with the students, the researcher would do coding and reducing. The researcher would use some codes to identify and classify the important data from the students' learning journal and the result of the interview. Also, the researcher would do reducing in order to reduce the unimportant data which was not needed to answer the research questions in this study.

Last, the researcher would interpret the codes that have been collected from the students' learning journals and the result of the interview with the students. Then, the researcher would represent the data in detail in order to answer the research questions in chapter one. In order to answer the research questions in chapter one, the researcher would represent it based on the criteria of a learning journal which were as an individual writing task, writing based on topics, description of materials, additional ideas, and problem solving skills. Moreover, there are several aspects of the students' learning journals. Those are students' identity (name and students' register number), learning sources, chapter, title/topics, pages, content description, problems and questions.

RESULT AND DISCUSSION

This section describes how the students fulfil their learning journals. A learning journal is a kind of learning

log used to reflect what the students understand about the materials given by the teacher and the textbook. The students were asked to write what they understood and what they did not understand about the materials (Reiss, 2005). Also, they had to write their problems and questions that they did not understand toward the materials.

Based on the data that the researcher took from the subjects of this study conducted in Curriculum class in one of university in Surabaya which were students' learning journals, it showed that the students were given a task by the teacher to write learning journals as individual work. The students had to write the learning journals for every meeting before having the lesson. Moreover, they had to do it individually at home. The students were able to write their learning journals as homework so that they could complete it at home as individual work.

Furthermore, the form of learning journal already prepared by the teacher so that the students just needed to follow the format while writing learning journals. The learning journals had several aspects included in the format. Those are the name of the student, the student's register number, the learning sources that the students used while writing learning journals, the chapter/ title/ topic discussed on the next meeting, pages of the textbook that the students used in writing learning journals, content descriptions of the materials that the students understood about the materials, and the problems and questions that the students had toward the materials.

Weekly Learning Preparation	
Name :	
NIM :	
Learning Sources	
Chapter Title / Topic	
Pages	

<p>Content Description</p>	
<p>Problem and Questions</p>	

be submitted in the next meeting. Moreover, learning journals is a kind of reflective learning for personal experience (Moon, 2010). The learning journals were written based on each student's knowledge and experience, so they were able to do it independently. Students are able to write their own learning journals which can be valuable for those writers (Moon, 2010). Therefore, the students complete the criteria of a learning journals as an individual task by giving their personal identity.

Topics of Learning Journals

In this section, the researcher would answer the second research question in chapter one which was how the students complete learning journals based on topics of learning materials.

The students started to write their first learning journal in the second meeting which was on February 5th after having introduction in the first meeting. In the introduction, the students were already given BCO (Basic Course Outline) about what they would learn on that class. The students were given a task to write learning journals, and the topics were already prepared by the teacher on the BCO. The students needed to complete the learning journals by considering the topics given by the teacher which was taken from a handout used in the class. The handout used was "Curriculum Development in Language Teaching" written by Jack C. Richards. The students needed to take the topic from the handout started from the first chapter of the book, one chapter for one meeting. A learning journal is a kind of record of the students' thought written in a certain theme (Hedlund et al, 1989). Students need to write what they are going to reflect or to describe (Moon, 1999). Therefore, the students complete topic of the learning journals by writing learning journals based on the topics given by the teacher.

Description of Materials on Learning Journals

In this section, the researcher would answer the third research question in chapter one which was how the students complete description of the materials learned on their learning journals.

Since the topics of the learning journals were already prepared by the teacher, the students needed to understand the materials and gave brief description on the learning journals to reflect their understanding. Reflective writing leads the students not only to reflect their understanding, but it also leads the students to think critically by evaluating and questioning what they learn (Moon, 1999). Based on the students' learning journal and the interview from the students, the students complete the description of the materials by writing brief description of the materials based on their understanding. In order to complete it, the students would read the materials from the chapter which in line with topic of their learning journal. Then, the students would write their understanding of the

In this section, the researcher would answer the first research question in chapter one which was about how the students complete learning journals as an individual writing task. In order to answer the first research question, the researcher took three learning journals for three meetings written by the students from Curriculum Analysis class. The researcher also did interview with three students who wrote those learning journals.

Based on the students' learning journals and the interview from the students, the students were given a writing task which was learning journals by the teacher. The students needed to complete their learning journals individually by writing their personal identity, such as their name and their students' register number. The name and the student's register number would show that the learning journals belonged to the name written on the learning journals. Moreover, they needed to write the learning journals for every meeting individually. By writing learning journals, students are able to show their self-reflection of their knowledge on their writing (Hettich, 1990). The format of the learning journal already prepared by the teacher, and the students just needed to complete it by themselves in the form of hand-writing. The learning journals were written by the students individually at home before having the class, and it would

materials on their learning journal briefly in their own words. Furthermore, students need to give description to describe what they learn during learning process (Gibbs, 1988). Therefore, the students complete the description of the materials by giving brief description of the materials by using their own words.

Additional Ideas toward materials on learning journals

In this section, the researcher would answer the fourth research question in chapter one which was how the students complete their additional ideas on their learning journals towards learning materials.

Based on the students' learning journals and the interview from the students, the researcher could not find the fourth criteria of writing a learning journal which was giving additional ideas toward the materials, such as feeling, emotion, experience, relevant other knowledge, suggestion from other, further observation, and format theory of the materials. Feeling are able to included in the learning process. It can help the students to recall the memory or knowledge which is missed (Moon, 2004). Moreover, emotion are able to affect learning process in some cases. Those are recalling our knowledge and affecting in learning new materials as our internal experience (Moon, 2004). In the format of learning journals given by the teacher, there is no column for writing the student to give their additional ideas toward the learning materials. However, the students already looked for other resources, expressing their feeling, emotion, or giving suggestions each other related to the materials directly without writing it on their learning journals. Therefore, the students did not complete the criteria of giving additional ideas toward materials on learning journals.

Problem-Solving Skills on Learning Journals

In this section, the researcher would answer the fifth research question which was how the students complete problem solving skills on their learning journals.

In writing learning journals, the students got several difficulties such as understanding the materials that they had to complete in the materials description column. Based on the students' learning journals and the interview from the students, the researcher found that the students complete the problem-solving skills by asking questions of their difficulties and writing the answers of the questions on their learning journals. Learning journals are able to develop students problem solving skills. Also, it is able to engage students' critical thinking by questioning while learning the materials (Moon, 2010). When the students had questions about the materials, they would look for the answers. Indirectly, they would try to solve the problems so that they can train their problem solving skills.

The questions that the students wrote on their learning journals were based on each students difficulties while understanding the materials. The student might ask questions and the questions would be answered in the next meeting. By writing the questions, the students would remember what they difficulties after learning the materials, so that they would get better understanding. The students could ask questions to the teacher or friends.

Moreover, the students would write the answer of their questions on the learning journals before submitting it to the teacher. If they ask questions to their friends and the answer was wrong, the teacher would revise it so that the students could correct it directly on their learning journals. Learning journals provides formative evaluation for the teacher to improve and to evaluate the teaching and learning strategies better (Lohman & Schwalbe, 1996). Therefore, the students complete the criteria of problem solving skills by asking questions and write the answers on their learning journals.

CONCLUSION & SUGGESTIONS

Conclusion

There are five conclusion drawn from the results and discussion in the previous chapter. They as as follow.

First, the students completed their learning journal which was as an individual writing task by giving the students' personal information on their learning journal. The results showed that the students completed their learning journals individually so that each student had to write a learning journal for each meeting. The students wrote their own identity on their learning journal for each meeting before submitting it to the teacher. There were several things that the students write such as, name and the student's register number.

Second, the students completed learning journal which was writing based on topics of the materials by writing the topics already devised by the teacher. The results showed that the students completed their learning journals based on the topics given by the teacher. The topic was decided based on the chapters in a book used as the main reference in the class.

Third, the students completed learning journal which was description of the materials by giving brief description of the students' understanding about materials they learned by using their own words. The results showed that the students completes this criterion by giving the learning sources used to complete the learning journal. They also wrote the page of the learning sources and gave brief content description that they already understood. The students were able to describe the materials of each chapter on their learning journal by using they own words. Moreover, the teacher gave a comment to the students who were able to describe the

materials briefly and students who needed to give more description for the materials on their learning journal.

Fourth, the students did not complete learning journal in giving additional ideas on their learning journals toward learning materials. The results showed that the students did not give their additional ideas about the materials included the students' feeling and experience, relevant other knowledge of the materials, suggestion from friends or the teacher, further observation and formal theory of the materials.

Fifth, the students completed learning journal in solving the students' problems on their learning journals. The results showed that the students completed this criterion by asking questions to the teacher or to their friends and writing the answers of the questions on learning journals. The students could ask questions by writing their problem or the materials that they do not understand on the learning journal. Later, they also write the answers on the learning journal. Moreover, the students are able to completed this criterion by asking questions and looking for the answers from the teacher, friends, and other resourses such as, browsing on the internet or reading books.

In general, the students' learning journals completed four criteria of learning journals such as, an individual writing task, writing based on topics of the materials, description of the materials, and problem-solving skills on their learning journals. Besides, there was one criterion which did not include in the students' learning journals, additional ideas on their learning journals toward learning materials.

Suggestions

In accordance with the conclusion above, there will be some suggestions to the teachers and futher researchers who will take this matter into account. Those are as follow.

For teachers, it is suggested that the teacher should applied all of the criteria of a learning journal such as, an individual writing task, writing based on the topic of the materials, brief description of the materials, additional ideas toward the learning learning materials, and problem-solving skills on the learning journal. based on the result and discussion, there is one criterion of learning journals which incomplete, additional ideas of the students toward the materials. Moreover, it is suggested that high school teachers can applied learning journals as one of the learning tool to help students in understanding the materials.

For further researchers, it is suggested to read carefully first at the results and discussion of this study so that the further researchers will be able to reveal something uncompleted. Furthermore, the further

researchers may try to conduct the similar study with students in different education level and different research paradigm.

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