

The main foundation for educators in carrying out the learning process

ELIHAMI

Gmail : eliamid@ymail.com

Universitas Muhammadiyah Enrekang

Abstract

The principles of learning are the main foundation for educators in carrying out the learning process. With these principles in place, the learning process in the classroom, both educators and students, will forgive all elements of learning. The principles of learning in general are attention and motivation, activeness, direct involvement, repetition, challenges and individual differences. Attention and motivation is Motivation is the energy that moves and directs one's activities. Motivation has a close relationship with interest. Students who have an interest in a particular field of study tend to be attracted to it and thus the motivation to study it arises. With motivation, it will provide a stimulus to students for motivation in participating in learning. Activeness is the seriousness of students in discussing the subject matter that has been discussed. Direct involvement is an active student effort in the learning process. Repetition is giving students the opportunity to review material again so that students understand the material that has been presented. The challenge is to provide a variety of materials that are difficult for students to solve. Individual differences are differences between students from each other.

Keywords: The principles of learning, educators and students

1. Introduction

In the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System in chapter XI article 39 paragraph it is emphasized that: Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service especially for educators at the higher education level. Based on the mandate of the law above, it is known that an educator is a professional staff in carrying out their duties and functions in providing guidance and transferring knowledge to students, in addition to sharing knowledge, educators must carry out research and service as fulfillment of the tri dharma of education. Based on the mandate of the National Education Law, it is very clear that a heavy burden is on the shoulders of educators because they have to educate the lives of the nation's students. Students as actors in the teaching and learning process who sometimes become learning objects must be given full attention and provide motivation to remain serious in the transfer of knowledge or knowledge so that learning outcomes are achieved.

In planning lessons, learning principles must be the basis for preparing lesson plans. The success or failure of the learning process in the classroom greatly influences the learning plan because the learning process will arrive at learning outcomes depending on the learning plan. In lesson planning, this principle can reveal the limits of possibilities in learning activities. In practice, knowledge of learning principles can assist educators in choosing the right course of action. Educators can avoid actions that

seem good but in fact do not succeed in improving student learning outcomes. In addition, the principles of learning have and develop the attitudes needed to support the improvement of student learning. Nana Sujana said that, "the principle of learning is one of the efforts of educators in creating and conditioning learning situations so that students carry out learning activities optimally". So basically, the implementation of learning principles is the teacher's tips in creating a conducive learning atmosphere so that students can be more active and passionate about learning, sympathetic and fun.

In such conditions students can focus their attention and be more motivated to participate in learning. In general, students have a positive response and behave well if educators pay attention and are also responsive to their students, provide assistance when students experience difficulties in learning. Student motivation is positively influenced by educators who are passionate and enthusiastic about the material being taught. Therefore, educators are expected to be able to create a pleasant classroom atmosphere, so as to arouse the enthusiasm and passion for learning of students to achieve satisfactory learning outcomes. For this reason educators are required to have various kinds of competencies in carrying out learning activities.

B. Learning Principles

Some learning principles put forward by several scientists, some are the same and some are different but in general there are some general learning principles as follows:

1. Motivation and attention

Motivation and attention are determining factors in achieving learning outcomes. Some even say that without attention, learning will be in vain. This sees the reality in the ongoing learning process, an educator must be able to pay attention to all the actions of students while providing motivation to students in absorbing the material that has been explained.

Apart from attention, motivation also greatly supports the success of the learning process in class. Gage and Berliner define motivation as the energy that moves and directs one's activities. Motivation can be compared to the engine and steering wheel in a car. So motivation is a force that moves and directs one's activities. Thus motivation can be compared to an engine and a steering wheel in a car. Motivation has a close relationship with interest, students who have an interest in a particular field of study tend to get their attention and motivation arises to study that field of study.

2. Liveliness

Learning is a process of change from not knowing to knowing or a process of changing character as a result of learning and learning activities. Learning is the interaction between educators and students so that learning objectives can be achieved. Learners are a process of mental and emotional change as a change from the influence of teaching materials. While educators are the learning process as something.

Learning is something that cannot be delegated to other people so that learning in the classroom is influenced by the activeness of students

Students are unique individuals, meaning that no two students are exactly the same, each student is different from one another. The difference is in the psychological characteristics, personality, and characteristics that affect the way and student learning outcomes.

The classical system that is carried out in schools pays little attention to the problem of individual differences, generally the implementation of learning in classes with averages, more or less the same habits, as well as knowledge.

Classical learning that ignores individual differences can be corrected in several ways, for example:

- a) The use of various teaching-learning methods or strategies
- b) Use of instructional methods
- c) Provide additional lessons or enrichment lessons for students
- d) clever and provide tutoring
- e) In giving assignments, it should be adjusted to the interests and abilities of students

In Learning Edgar Dale in the classification of learning experiences as outlined in the list of his experiences argued that the best learning is learning through direct experience. In learning through direct experience students do not just observe directly but they must live, be directly involved in actions, and be responsible for the results.

The importance of direct involvement in learning was put forward by John Dewey with his "learning by doing". Learning is best experienced through direct action. Learning must be carried out by students actively, both individually and in groups, by solving problems (problem solving). The teacher acts as a guide and facilitator.

3. Repetition

The principle of learning that emphasizes the need for repetition put forward by the theory of Psychology By holding repetition, these power will develop. Just as a knife which is always being sharpened becomes sharp, so the faculties which are trained by repetition will become perfect.

Many human behaviors occur due to conditions, for example students lining up to enter class when they hear bells ringing, vehicles stop when traffic lights turn red. According to this theory, individual behavior can be conditioned, and learning is an attempt to condition a behavior or response to something.

Teaching is forming a habit, repeating an action so that it becomes a habit and habituation does not always need to be a real stimulus, but can also be accompanied by a stimulus.

4. Challenge

Kurt Lewin argued that students in learning situations are in a field or psychological field. In learning situations students face a goal to be achieved, but there are always obstacles, namely studying learning materials, a motive arises to overcome these obstacles, namely by studying these learning materials. In order for children to have a motive to overcome obstacles well, learning materials must be challenging. The challenges faced in learning materials make students excited to overcome them.

Lessons that provide opportunities for students to find concepts, principles, and generalizations will cause students to try to find and find these concepts, principles, and generalizations. The use of

experiential, inquiry, and discovery methods also provides a challenge for students to learn more, actively and seriously.

5. Reinforcement

The learning principles related to feedback and reinforcement are especially emphasized by the Operant Conditioning learning theory from B.F Skinner, in operant conditioning that is strengthened is the response. Students will be more enthusiastic if they know and get good results. Good results will provide pleasant feedback and have a good effect on further learning efforts. Students study hard and get good things in tests. Good grades will encourage children to study harder. A good value can be operant conditioning or positive reinforcement. Learning formats in the form of questions and answers, discussions, experiments, discovery methods, and so on are ways of teaching and learning that allow for feedback and reinforcement.

C. Conclusion

For more effective learning, in interacting between educators and students, it is necessary to pay attention to learning principles such as attention and motivation, activeness, direct involvement, repetition, challenges and individual differences. The implications of the principles of learning for educators can be seen from the form of behavior in managing and implementing learning, selecting methods, relevant learning media, characteristics of students, giving assignments and exercises/repetition, assessing and showing the results to students when giving evaluations. While the implications of the principles of learning for students can be seen from their serious attention in participating in learning, having high motivation, being active and directly involved in the activities and exercises provided by educators, being enthusiastic in participating in challenging learning and self-determining the activities to be carried out.

References

- Aminah, I., Elihami, E., & Masnur, M. (2022). Influences of gadgets on students' learning achievement for early childhood. *Sublim: Jurnal Pendidikan*, 1(2), 60-90.
- Assidiq, I., Firdiani, D., Jabri, U., Samad, I. S., Sudirman, M. Y., Halik, M. I., ... & Wisnah, W. (2023). E-KKN Tematik Universitas Muhammadiyah Enrekang: Pengabdian Kepada Masyarakat dalam Bidang Pendidikan dan Kesehatan di Desa Pasang Kecamatan Maiwa. *MASPUL JOURNAL OF COMMUNITY EMPOWERMENT*, 5(1), 25-29.
- Busa, Y., & Elihami, A. QUA VADIS PENDIDIKAN MUHAMMADIYAH: KONFIGURASI LAYANAN E-LEARNING OF MOODLE DENGAN PENDEKATAN SOSIAL KULTURAL DI ERA TANTANGAN VIRUS COVID-19. *TANTANGAN DAN STRATEGI*, 13.
- Elihami, E. (2022). Learning Management System for learning Al-Islam and Muhammadiyah in Indonesia: An Analysis of comparison lectures and students. *Sublim: Jurnal Pendidikan*, 1(2), 50-59.

- Elihami, E. (2023). Implementation of Religious Culture in Fostering Student Discipline Attitudes in Elementary Schools. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 4(1), 19-26.
- Elihami, E. (2023). Pembelajaran Pendidikan Agama Islam pada Sekolah Dasar di Kawasan Ajatappareng. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 4(1), 135-153.
- Elihami, E., & Melbourne, M. (2023). The Development Teacher Role and Counseling at Madrasah Ibtidaiyyah. *Jurnal Pendidikan Islam*, 9(1), 29-40.
- Elihami, E., Lin, M., Biqing, C., & Ya, M. (2023). Ethical Practices in Facilitating Learning and Improving Educational Technology and Alternative Education by Using Google Classroom. *Edumaspul: Jurnal Pendidikan*, 7(1), 1278-1284.
- Fadli, M., & Elihami, E. (2023). Peran Penyuluh Agama Islam Terhadap Pendidikan Islami Terhadap Majelis Taklim dalam Mewujudkan Keluarga Sakinah (Studi Kasus di KUA Kecamatan Mallusetasi Kabupaten Barru). *Al-Mirah: Jurnal Pendidikan Islam*, 5(1), 42-61.
- Idris, M., Ali, N., Hardianto, H., Elihami, E., & Muwaffaq, M. A. (2022). The Use of Collaborative Education-Strategies in Learning Al-Qur'an and Hadist to Engage All Elementary School Learners. *Jurnal Basicedu*, 6(5), 9070-9078.
- Kristiawan, M., Suryanti, I., Muntazir, M., Ribuwati, A., & AJ, A. (2018). Inovasi pendidikan. *Jawa Timur: Wade Group National Publishing*, 1-7.
- Masnur, M., Aminullah, A., & Elihami, E. (2022). Pelatihan Pengembangan Modul Projek Profil Pelajar Pancasila pada Sekolah Penggerak Jenjang SD. *MASPUL JOURNAL OF COMMUNITY EMPOWERMENT*, 4(2), 469-476.
- Salam, A. M. I., Taufiq, M. S., Kusmin, A. F., Ismail, S., Usri, U., Elihami, E., ... & Hendrawan, H. (2023). Pendidikan Karakter Melalui Manajemen Stres pada SMAN 1 Wonomulyo. *MASPUL JOURNAL OF COMMUNITY EMPOWERMENT*, 5(1), 30-39.