Analysis on Teaching Style of Mathematics Teachers of Masohi City

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Abstract. Mathematical material makes students less able to understand and solve mathematical problems faced. In addition, mathematics learning that is deductive requires the teacher to be able to use skills in teaching mathematics material so that students are able to understand and solve mathematical problems properly. Therefore, some research have been conducted related to the teaching style of teachers when doing learning. This study aims to analyze the teaching style of junior high school mathematics teachers in Masohi City. The subjects in this study were junior high school mathematics teachers in Masohi City, the selection of research subjects based on the educational background and tenure of the teacher, as well as the experience of the teacher attending the workshop and/or other related strategies or the use of instructional media. While the object of research is the teaching style carried out by the mathematics teacher. The research method used is quantitative descriptive, in which the quantity of data obtained is described descriptively. In addition, data collection techniques use observation, questionnaires, and interviews with research subjects. Observations were made to see events when the research was conducted. The questionnaire is used to find out how far the teaching style used is able to direct students to think mathematically in class activities, assignments, and other performance. While the interview was conducted to find out the truth of filling out the questionnaire and as a discussion material to follow up on the results obtained.

Keywords: Teaching style, Mathematics teacher teaching style

1. Introduction

Learning is said to be an activity of sharing knowledge, content problems of a material, and skills in accordance with the learning goals / objectives to students [1]. The parties involved in learning are students and teachers who are conduct educational interaction. So that the teacher has responsibility for all things during learning about
the development of student learning [2]. Therefore, the teacher needs to do learning to students in various ways or teaching styles that can attract students' attention and interests related to the learning provided. This is because, the teacher's attitude towards mathematics influences the ways and approaches used in learning.

In essence, the teaching style possessed by the teacher is the teacher's strategy in transferring knowledge related to learning material in accordance with the planned learning objectives [3]. In addition, the teaching style of the teacher is also said to be the method used by the teacher when conveying learning that aims to attract students' interest and become a differentiator with other teachers [4, 5, 6].

There has been much attention in the education literature regarding teacher teaching styles [7]. This is because, when the teacher's teaching style does not meet the needs of students' learning styles, there is not much learning going on in the class [3]. Therefore, it can be said that the teacher's teaching style is very closely related to student learning styles.

When traced to the teacher's teaching style has been done, an overview of the interaction between the teacher, students, and the content of the learning will be obtained. In practice, the style or teaching habits of a teacher differ from one another, even with the same learning objectives. This is because the presentation of the same material with different teaching styles is closely related to the teacher's experience and personal characteristics [1, 8].

Research that can be used as a literature review is the result of research on the art of teaching a mathematics teacher of students' dreams, which shows that a math teacher's dream of students starting a lesson must be in a good way so that students can concentrate at the beginning of the meeting, so that the material obtained can be useful [9]. Presentation of mathematical material must be able to make students understand and absorb well. In addition, an ending learning requires a special thing, which aims to make students want to quickly meet with the next mathematical material. This makes the teaching style of teachers and student learning interrelate, support each other, and become one of the determinants of learning success.

Based on observations by researchers at the junior high school level in Masohi City Subdistrict, it is known that in the learning process, most of the teachers have not used appropriate learning media, have not been able to manage learning time efficiently, have not been able to master mathematical symbols, and have not mastered mathematics learning. This made the researchers interested in researching the teaching style of junior high school mathematics teachers in Masohi City District, with the aim of the study was to analyze the teaching style of junior high school mathematics teachers in Masohi City District.

2. Material and Methods

This study was conducted to analyze the teaching style of junior high school mathematics teachers in Masohi City District. Therefore, the research approach used is a qualitative approach with the type of descriptive research. The subject in this study
was a junior high school mathematics teacher in Masohi City District, while the object in this study was the teacher's teaching style.

The source of the teacher's teaching style was obtained from 16 junior high school mathematics teachers in Masohi City District. Research data was obtained through filling out questionnaires, non-participatory observations, and unstructured interviews. The teacher's teaching style questionnaire is given to the teacher before entering the class. Non-participatory observation is carried out when learning takes place. Researchers only became observers and did not take part in learning, because researchers only saw the way or style of the teacher when giving mathematics material to students during the learning process.

The interview with the teacher is done after the learning ends. Interviews were conducted to find out the difficulties / obstacles of teachers when learning, and as a reinforcement of questionnaire data and observations that had been done before. The instruments in this study were teacher teaching style questionnaire sheets, observation sheets based on the questionnaire, and unstructured interviews.

3. Results and Discussion

Based on the questionnaire filling out given to the teacher, it is known that the average teacher still cannot provide mathematics learning by actively involving students. In addition, the use of teaching strategies is not implemented properly by teachers. It can be seen from the teacher's teaching style that is monotonous and only looks at the textbook.

After sorting data based on questionnaires, non-participatory observations, and interviews, there are several data that are considered important in this study. The table of several statements considered important in the teacher teaching style questionnaire, as follows.

<table>
<thead>
<tr>
<th>Table 1. The statement on the questionnaire that is most considered important</th>
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<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Facts, concepts and principles are the most important things students should know</td>
</tr>
<tr>
<td>My teaching goals and methods address a variety of student learning styles.</td>
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<tr>
<td>Activities in this class encourage students to develop their own ideas about the content of a problem.</td>
</tr>
<tr>
<td>I usually show students how and what to do to master the subject matter.</td>
</tr>
<tr>
<td>Students design one of the independent learning experiences</td>
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<tr>
<td>It’s my responsibility to determine what students should learn and how they should learn it.</td>
</tr>
<tr>
<td>Examples of my personal experience are often used to illustrate points about material.</td>
</tr>
<tr>
<td>Students are responsible for teaching part of the classroom learning session.</td>
</tr>
<tr>
<td>I want students to pass this subject with mature knowledge so they can learn more in this field”</td>
</tr>
</tbody>
</table>
The selection of the statement above is based on the selection of the "YES" column from the teacher's teaching style questionnaire statement. Which, the teacher does not realize the statement in learning. A statement on the table, balanced with mutually supportive class observations. Some of them are very related to the necessity of using various teaching styles.

The results of observations during learning, showed that when learning process took place, the teacher only provided material with the lecture method and continued with the provision of practice questions to students individually and in groups. However, many of the students did not understand the material presented by the teacher. One of the causes is the teacher's teaching style that is direct to the learning material, without building an understanding of concepts related to the material taught first.

Although on the questionnaire sheet, some of the teachers chose YES in the statement column "facts, concepts, and principles are the most important things students should know", but the implementation is not realized. Teacher's unchanging teaching style makes students not evenly able to receive the material being taught. So at the point two (2) on the questionnaire sheet with the statement "my goals and teaching methods to overcome various student learning styles" became neglected. It would be better if the teacher often provides learning by looking at the same student response if it is not good, then the teacher's teaching style needs to be changed.

Not all teachers experience the same thing, because there are teachers who do realize the revelation of "facts, concepts, and principles are the most important things students should know" in learning. For example, when teachers provides material about ‘set’ with sub material ‘slices and a combination of two sets’, the giving concepts and facts is done in a realistic and contextual manner in accordance with the student learning environment. So that the material becomes easily understood by students. This is seen when students are given individual practice questions, and students answer correctly. So that the statement "my goals and teaching methods address various student learning styles" can be categorized well.

In addition, there are teachers who always provide motivation to support students by giving training questions to students who have not yet been completed regarding the material. This is a positive step for students, because it can direct students' learning abilities to be better. However, certainly with the supervision of the teacher.

Another thing that was also seen was that all the teachers chose the YES column in the questionnaire in point 16 related "I want students to pass this subject with mature knowledge so they can learn more in this field", but in the implementation of classroom learning it does not support that things. Because if the teacher wants to provide learning by seeing what and how students must be taught, then these points can be approved logically. Keep in mind that, students always assess teacher performance when
teaching in front of the class. So it is not impossible for students to be unhappy with the teacher’s teaching style, which if the teacher gives an explanation of mathematics material, but is always poorly understood then students will be a little withdrawn and not dare to learn things that are difficult for themselves.

Besides, the full use of textbooks makes students not think critically. Because everything the teacher asks is written neatly on the textbook, so students only answer by reading the text in the textbook. The teacher also asked more questions about things that students did not know because the material taught included new for students. However, the teacher still always asks the new thing. One of them is the teacher always asks how to solve things that have not been taught due to the use of textbooks for each student. So students continue to answer without knowing / understanding the stages of the problem given. This can be seen when students are asked to complete the practice questions, which are precisely the work and the results are wrong.

Another thing that needs to be considered is the mathematics class hours which are considered to be less. According to the teacher, five hours of lessons in one week are not enough to share math material with students. Because mathematical concepts are considered difficult, and become an additional obstacle in a little learning time. In addition, the distribution of hours of mathematics lessons which are mostly obtained when finished second break, also makes students lazy and difficult to concentrate on the material provided.

The important thing we encountered when observing was the lack of classroom management when learning, which made students noisy and the teacher shouted more for students' attention. This is also supported by the results of interviews. Some teachers say that mathematics learning that has been considered difficult by students makes the teacher must be extra in reaching students' attention when learning takes place. The teacher even said that the character of the "ambon" students were stubborn, making it difficult for the teacher to organize classes when learning took place. Moreover, the education system that asks teachers not to play hands with students, also makes students less respectful of teachers.

If we have discussed in terms of learning, then there are important points related to the teacher, namely the participation of teachers in various workshops. Although the teacher has participated in various workshops related to curriculum 2013 (K-13), Association of Teacher with the same subject (MGMP), and others. But the teacher did not realize what they got when the workshop was followed. This is a further question for us, that whether to realize a new thing becomes difficult in learning? Even though it makes a change that looks a little better. Or it can be said to minimize the low level of student ability to be better.
Many of the junior high school mathematics teachers in the Masohi City District provided mathematics material with the same teaching style, namely a monotonous classical teaching style. Even though it was added by giving a lot of practice questions, the performance of students when completing the exercise of the question was not visible. Because students repeatedly ask the teacher when they are wrong doing, instead of they gives the correct answer to the step of the work to the student. There are even some teachers who give negative feedback due to the wrong student workmanship.

4. Conclusion

Monotonous learning makes students bored when receiving mathematics material. The nature of mathematical material that has often been said to be difficult by students also makes the learning style and teaching style of the teacher need to be considered. After conducting the research, and based on the results of the research that has been explained, it can be concluded that the teaching style of junior high school mathematics teachers in Masohi City Subdistrict is a classic monotonous teaching style and adapts to students' abilities in general.

Classic teaching style is a teaching style that the delivery of learning is dominated by the teacher so that it is passive to students [10, 11]. Classic teaching style is not based on student interest. Moreover, the curriculum 2013 system requires students to be more critical and creative individually in learning, to be not properly organized.

But this style of teaching cannot be blamed completely. Because if the classroom learning conditions are very possible to apply the classical teaching style for students. The teacher also does not arbitrarily provide a learning system at will, but always follows the status and abilities of students taught.

Therefore, the teacher needs to slightly change or collaborate his teaching style so that students with various learning styles and different abilities are able to follow the learning well, as well as better understanding of learning materials.

5. Reference


