ANALYSIS OF MATERIALS, METHODS AND STRATEGIES AND THEIR ROLE IN THE TEACHING AND LEARNING PROCESS

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Abstract. *. This study aims to analyze the material, methods and strategies and their role in the teaching and learning process. The research method used is qualitative research and use descriptive data analysis as a tool in describing this research. The presence of Information Technology has an impact on changing all aspects of Indonesian life, especially in the learning process. Learning is the interaction between educators and learners in a learning environment. In the process of interaction carried out by educators with learners in the digital era today has a difference compared to before. Where the learning process (interaction) takes place is starting to shift into digital learning interactions. So that changes that occur in the learning process from generation to generation required learning strategies in accordance with the development of Information Technology. The results of the analysis of the material, methods and strategies are closely related and interdependent with each other in the teaching and learning process which in essence the three components are aimed at achieving student learning goals, such as in the selection of learning strategies must be in line with the learning method if the two components are not in line with, vice versa, if the two components are in line and the learning material is not organized properly, the results will not be in accordance with the intended purpose and the learning process becomes undirected.*

Keywords*: Analysis, Materials, Methods, Strategies, Teaching and Learning*

1. INTRODUCTION

Teaching and learning are two concepts that cannot be separated from each other. Learning is a conscious effort made by individuals in behavior change both through exercises and experiences that involve cognitive, affective and psychomotor aspects to obtain certain goals [1]. While teaching is the creation of environmental systems that allow the learning process [2].

The teaching and learning process is a process that contains a series of actions of teachers and students on the basis of mutual relations that take place in educational situations to achieve certain goals. Interaction or reciprocal relationship between teachers and students is the main requirement for the ongoing teaching and learning process. Interaction in the teaching and learning process has a broader meaning, not just the relationship between teachers and learners, but in the form of educational interaction [3]. The thing that dominates the success in the teaching and learning process at school is the quality of teaching or the way teachers teach.

Teachers as managers of the teaching and learning process play a strategic role in efforts to improve the quality of learning. Teachers must be able to master the material and be able to present a model and method that makes the teaching and learning process more enjoyable. This is in line with the responsibility of a teacher as a facilitator in learning, that is, a teacher must be able to stimulate, guide and improve the knowledge of learners [4]. In Law No. 14 of 2005, it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education through formal education, elementary education, and Secondary Education [5].

To create harmonious learning conditions in the classroom, the selection of strategies and methods to be applied in the material must be careful, because it greatly affects the quality of the teaching and learning process carried out, and for the selection is the ability and basic skills that must be possessed by a teacher. Teaching and learning strategies are defined as plans that will be carried out by teachers in teaching teaching materials to learners. Strategy contained in the plan of implementation of learning which is then derived in the method [6]. Therefore, teachers should be able to determine what strategies will be applied to the learning process. Determination of this strategy is certainly tailored to the level of cognitive development of learners.

Oemar Hamalik states that the method is a way to deliver learning materials in an effort to achieve the objectives of the curriculum." But he stated that the term method overemphasizes the activities of teachers. So that for now it is replaced by the term strategy that emphasizes student activities more. According to Hamalik, learning strategies are methods and procedures taken by students and teachers in the learning process in order to achieve instructional goals based on certain teaching materials and with the help of certain supporting elements. Hamalik asserted that the substance of the strategy is a method [7]. Based on the above background, this study aims to analyze the material, methods and strategies as well as its role in the teaching and learning process.

2. RESEARCH METHODS

In this study, the authors used qualitative research methods, critical discussions from the author's point of view, as well as support for literature searches, citations, expert opinions, and previous findings on the subject. The source of the data obtained by the researcher is not only the basic data obtained from previous research in scientific articles, but also theories that discuss the material, strategies, and methods and their role in the learning process [8]. Qualitative research tries to understand, explore and break through in it to a very deep symptoms and then interpret and conclude the symptoms in accordance with the context. So that an objective and natural conclusion is reached in accordance with the symptoms in the context of subjectivity [9]. In this study using qualitative descriptive data analysis, qualitative data analysis can be an examination of the validity of the data based on certain criteria, namely on the basis of trustworthiness (credibility), diversion, dependence, and certainty (the discovery really comes from the data, not highlighting the knowledge of researchers in conceptualization) [10].

3. RESULTS AND DISCUSSION

Analysis of materials, methods and strategies and their role in the teaching and learning process

1. Material

Materials or teaching materials is one way to meet the needs of learners in learning. Materials or teaching materials in a simple sense is a tool educators or instructors at the time of implementing learning in the classroom [11]. Materials or teaching materials can also be interpreted as a means or tool that supports learning that includes the content, methods, limits of learning and how to evaluate systematically designed and attractive as possible to help achieve the learning objectives enshrined in the basic competencies and core competencies [12].

Material or teaching material is an arrangement of subject matter that is organized systematically and completely in accordance with the principles of learning to be achieved by educators in the learning process. Systematic in this case is interpreted by the preparation of teaching materials in a row to facilitate learners in learning [13].

The definition of teaching materials or materials in the view of some experts has several differences as follows:

1) Abdul Majid in Khairul Abu Syairi defines teaching materials or materials as auxiliary means for educators in learning activities, materials or materials in this case are not only written or vice versa. The presence of materials or teaching materials is intended to make it easier for educators and learners to achieve core competencies and basic competencies in a sequential and systematic manner [11];

2) Panen in M. Abdul Hamid defines material or teaching material as any type of material or material that has been prepared systematically arranged and the track, material or teaching material is used by educators and learners to achieve an effective learning process [14];

3) Prastowo defines materials or teaching materials as all kinds of materials or materials that are systematically designed in the form of information, tools and texts. The preparation of materials or teaching materials contain all kinds of student achievement competencies in learning [15];

4) Prastowo defines materials or teaching materials as all kinds of materials or materials that are systematically designed in the form of information, tools and texts. The preparation of materials or teaching materials contain all kinds of student achievement competencies in learning [16].

Based on these explanations indicate that the material or teaching materials are unique and specific [17]. Unique in the sense that the material or teaching materials can only be applied to certain circles and in certain lessons. If one of the various teaching materials on the market contains subject matter but is not systematically arranged, then the material or teaching material cannot be regarded as teaching material [18]. Specific means that the materials or teaching materials that have been designed should help learners to achieve learning goals. The achievement of learning objectives should be adjusted to the character of the subject and object of a material or teaching material, the adjustment aims to make the material easily digestible. So it can be said that the teaching materials are prepared deliberately designed systematically with the aim of helping the achievement of learning objectives [18]

Materials or teaching materials in the implementation of learning has a very important position, as was mentioned in the previous discussion educators will experience obstacles to improve the effectiveness of the learning process in the absence of materials or teaching materials as well as vice versa without using materials or teaching materials educators will have difficulty positioning themselves in learning, this fact is supported if an educator at the time of delivering the subject matter quickly and less clearly so that learners will lose their way following the material presented and difficult to understand the material presented [17].

The position of teaching materials in learning is divided into three namely:

1) For Educators

Materials or teaching materials for educators will save time in learning in the sense that the presence of teaching materials makes learners able to learn in advance the material to be delivered at the time of learning and doing exercise tasks at the end of the discussion, so that educators do not need to explain further the subject matter but discuss the material [17].

2) For Learners

Materials or teaching materials for students today are very helpful in learning without the presence of an educator, meaning that students can learn by using teaching materials that have been arranged systematically and logically, so that students can learn anywhere and anytime. Teaching materials will make students more prepared to carry out learning because they already know the discussion to be learned, most simply students can understand the concept map to be learned [17].

3) Teaching materials or materials in learning

Materials or teaching materials in learning are divided into three kinds, namely: First, classical learning, which means that the teaching materials that have been prepared must be in line with the main teaching materials that have been agreed or as a complement [17]. Second, individual learning, which means teaching materials provide opportunities for learners to become the center of learning, educators in this case only be facilitators, producers and managers [17]. Third, group learning, which means group learning is based on the way students interact in small groups, the role of educators in this learning is more or less the same as individual learning [17].

In general, the function of teaching materials or materials is to guide the learning process and an overview of the competencies to be mastered by learners. Teaching materials or materials become guidelines in evaluating the achievement of learning outcomes, achievement competencies, subject matter and methods. Materials or teaching materials that have been properly prepared will provide convenience for educators in carrying out the learning process and the achievement of competence as well as for learners will get an overview of the competencies that will be achieved during the learning process [12].

While according to Joni materials or teaching materials have a very important function as follows:
a) As directions in organizing the teaching and learning process.
b) Prepare the needs to support learning activities such as tools and materials
c) As a medium of communication between educators and students.
d) Help learners to master a learning competence.
e) As an evaluation tool in making better teaching materials [13]

The function of materials or teaching materials as described then it can be concluded that the function of teaching materials in education is very important as expressed by education experts, at least the function of teaching materials can be seen from several points of view such as the function of teaching materials for students, teachers and in the teaching and learning process, all.

2. Method

A method is a way or set of ways, paths and techniques used by educators in the learning process so that learners can achieve certain learning objectives or competencies formulated in the subject syllabus [19]. Each learning process is required to use learning methods so that learning can be maximized in using learning methods at school, a teacher can use learning methods that vary between classes from one class to another, thus requiring the ability of teachers to master and apply various learning methods. The better the method, the more effective the achievement of goals [20].

Methods in the sense of the term has been widely put forward by experts in the world of education as follows:
a) Mohd. Athiyah Al-Abrasy means, the method is the path that we follow by giving students an understanding of all kinds of learning, in all subjects, it is a plan that we make for ourselves before we enter the class and we apply in the class after we enter it.

b) Mohd. Abd. Rokhim Ghunaimah defines methods as practical ways that carry out the goals and purposes of teaching.

c) Ali al - Jumbalaty and abu al-Fath attawanishi defined methods as the ways followed by teachers that convey information to the students ' brains [21].

From some understanding according to the expert above, it can be concluded, the method is a way used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. This means, methods are used to realize the established strategy. Thus, the method in a series of learning systems plays a very important role. The success of the implementation of learning strategies is highly dependent on the way teachers use learning methods, because a learning strategy may only be implemented through the use of learning methods [22].

The application of the method in general in the teaching and learning process has several phases that become the benchmark in implementing learning, namely:

a) Introduction is the preparation of educators regarding the material, mental, media, tools and so forth.

b) Discussion is the provision of material to students with the aim to review and analyze the material provided.

c) Closing is the process of inference of learning materials and the provision of reinforcement material by educators [23].

Good learning methods in general must meet several characteristics, namely: suitability of methods and learning objectives, suitability of methods and strategies, helping learners have practical abilities, learners are able to develop material, provide opportunities for students to argue and teachers are able to put themselves as their position in a learning [24].

In establishing a teaching method, a teacher must adjust to the learning objectives that have been determined. After the teacher determines the learning objectives, then the next problem is the teacher sets the method so that the goals that have been determined can be achieved optimally. Then a good learning method is a method that is able to bring students to achieve an educational goal and train students ' abilities in various activities [25].

In general, learning methods can be classified into three types based on the selection of strategies, namely, delivering information, solving problems and tasks [23], the methods used in learning are very diverse but to choose the appropriate or suitable method, there are several factors that must be considered, namely: learning objectives, materials, students, situations, facilities and educators [24]. Below are briefly some of the methods that can be used in learning.

a) Out door learning, this learning method provides opportunities for students to learn outdoors with the aim of finding learning resources that are around and then communicating [26];

b) Talking stick method, application of this type of learning method using the help of sticks or sticks, students who get the stick are given questions by educators related to learning materials that have been and will be held [26];

c) Simulation method, this method is a form of reenactment of a condition, activity or circumstance with the aim of achieving learning objectives [27];

d) Discovery learign method, this method focuses on students to find problems in a learning material and find solutions to these problems [28];

e) Brainstorming method, this method is the development of the method of discussion characteristic of this method is the idea of each student in a group in the container then made a concept map to reach a collective agreement [26].

Learning methods are closely related in the effectiveness of learning. Learning methods are ways, models, or a series of forms of learning activities that educators apply to their students in order to increase the learning motivation of the educated in order to achieve teaching objectives [29].

3. Strategy

Learning strategies are plans, rules, and steps that will be practically applied in the teaching and learning process in order to achieve certain learning goals [30] simply strategies as a way of doing something. While in the context of teaching strategy is defined as an outline that is the basis for achieving the goals that have been determined in learning [31], or it can also be interpreted as the selection of procedures in learning that involve learners to achieve learning goals, these achievements should be supported by the selection of strategies, media and technology to make learning run interestingly and effectively [32].

The definition of learning strategies in the view of some experts has several differences as follows:

a) According to Kemp (1995) explains that the learning strategy is a learning activity that must be done by teachers and learners so that learning objectives can be achieved effectively and efficiently [22];

b) According To J.R David (1976) learning strategy is planning that contains a series of activities designed to achieve certain educational goals.

c) Meanwhile, dick and Carey (1985) argued that the learning strategy is a set of learning materials and procedures that are used together to give rise to the learning outcomes of students or trainees [33].

From the above understanding, it can be concluded that the learning strategy is an Action Plan (series of activities) which includes the use of methods and utilization of various resources or strengths in learning prepared by teachers to optimize the potential of learners so that students are actively involved in learning activities and achieve the expected results.

As a pattern of educator – learner activity, learning strategies contain a number of components that form a chain of links in a container called a learning pattern. Dick and Carey mentioned that there are 5 components of learning strategies, namely preliminary learning activities, information delivery, student participation, tests and follow-up activities [34].

a) First, preliminary learning activities. Preliminary learning activities have an important role in the learning process. In this activity, educators are expected to attract students ' interest in the subject matter to be delivered. Preliminary activities delivered with interest will be able to motivate learners to learn.

b) Second, the delivery of information. In this activity, the educator will establish exactly what information, concepts, rules and principles need to be presented to learners. Here is the basic explanation of all learning materials. The main mistake that often occurs at this stage is to present too much information, especially if most of that information is not relevant to the learning objectives.

c) Third, the participation of students. The participation of learners is very important in the learning process. The learning process will be more successful if learners are actively doing the exercises directly and relevant to the learning objectives that have been set.

d) Fourth, the test. There are two types of tests or assessments that are commonly done by most educators, namely pretest and posttest. In general, tests are used by educators to find out whether or not specific learning goals have been achieved and whether or not the knowledge, skills and attitudes of the learners have really been possessed.

e) Fifth, follow-up activities. Follow-up or follow-up activities, in principle, have to do with the results of the tests that have been carried out. Because advanced activities its essence is to optimize the learning outcomes of learners [35].

A strategy in learning everything is focused on helping students achieve the desired learning goals, so the focus of an educator is to choose and sort out a strategy that is suitable for use in learning as the basic concept of learning strategy is to provide changes in students after the teaching and learning process takes place both on paedagogic, affective and psychomotor.

The presence of Information Technology has an impact on changing all aspects of Indonesian life, especially in the learning process. Learning is the interaction between educators and learners in a learning environment. In the process of interaction carried out by educators with learners in the digital era today has a difference compared to before. Where the learning process (interaction) takes place is starting to shift into digital learning interactions. So that changes that occur in the learning process from generation to generation required learning strategies in accordance with the development of Information Technology. There are several learning strategies that can be done by teachers or lecturers in the digital era, including developing models, innovating and evaluating learning with digital media. With the digital era learning strategy, it is expected that lecturers or teachers and students will get ease in learning. So that the goals to be achieved can be obtained with the maximum [36].

4. CONCLUSIONS

Based on the above explanation, it can be concluded that the material, methods and strategies are closely related and interdependent with each other in the teaching and learning process which in essence the three components aim to achieve student learning goals, such as in the selection of learning strategies must be in line with the learning method if the two components are not in, vice versa, if the two components are in line and the learning material is not properly organized, the results will not be in accordance with the intended purpose and the learning process becomes undirected

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