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## **Student's Perception of their Teacher Teaching Style's**

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### **Abstract**

The purpose of this study is to describe how the students' perception of their teacher teaching style's in math learning. This is qualitative research. The samples in this research are 66 students from class X and class XI which are randomly selected from 600 students of class X and class XI. The data collection used questionnaires about how students' perception of their teachers teaching style's. The results obtained state that the mathematics learning model that has been taught and the general student learning experience is still teacher-centered.

**Keywords:** Student's Perception; Teaching Style; Student Centered Learning; Teacher Centered Learning.

### **1. Introduction**

Teaching and learning are main aspects of learning activities that affect student achievement. The authors in [1] stated that students' learning styles and teaching styles affect the student's cognitive, affective, and psychomotor which ultimately will affect learning outcomes. According to [2] which stated that there are 4 important components in the learning process are: 1) Adequacy of students' background for a particular course, 2) Amount of students' work (efforts) in a particular course, 3) Standards in educating, examining and evaluating, 4) Quality of teaching in a course. Standards in educating will guide the learning to run in accordance with the objectives of learning.

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Good teaching will lead to learning so that learning goals can be achieved. The authors in [3] stated that one of the factors that influence students to want to learn math is teachers and books at school. This states that the teacher and the way of teaching is an important factor that affects the students to want to learn and will ultimately affect the achievement of students in learning mathematics. Over the last few decades, it has been widely debated how mathematics should be taught. This begins with criticism of the absolutist view of mathematics that mathematical truth is absolute, that mathematics is the only and perhaps the only field of knowledge that is certain, can't be questioned and objectively. This view gets the criticism from the fallibilists who argue that mathematical truths can be improved, and never be viewed as revisions and corrections [4]. This philosophical view of the fallibilist established the constructivism model of learning, where students no longer gain knowledge from the teacher, but instead build their own knowledge.

There is a striking difference in the teaching of mathematics when viewed from the view / philosophy of mathematics. The teaching of mathematics according to the absolutist centered on the teacher (teacher centered) while the teaching of mathematics in the views of fallibilists oriented on the student (Student centered). Several studies have shown that student-centered learning models are more effective than teacher-centered learning models, such as the problem-based learning strategies [6,7,8,9,10,11], inquiry learning model [12,13,14,15], project-based learning model, and others. Especially in Indonesia, the change of teacher-centered learning to student-centered learning appears in the application of the K-13 curriculum implemented in 2013. In [16], the principles of learning in K-13 used were student-oriented learning model.

This affect in the learning model being used. The learning model that teachers have used in schools is teacher-centered learning, where teachers tell and students listen. This is no longer compatible with the K-13 curriculum that emphasizes student-centered learning. In K-13 students are no longer notified but instead find out. Appropriate learning models include problem-based learning model (PBL), Discovery / Inquiry learning model and also project-based learning (PjBL). The curriculum change's in 2013 is expected to change the teacher-centered become student-centered in order to improve students' higher-order thinking skills such as reasoning, problem-solving skills, critical thinking, and so on. Therefore, this study aims to see how the learning of mathematics with the application of K-13 in SMA Brigjen Katamsa whose has implemented the curriculum. More specifically this study aims to describe how student perception of their teacher teaching style's in teaching mathematics.

## **2. Teacher Centered Learning**

Teacher-centered learning is a learning model where teachers are the main source of teaching learning processes. In teacher-centered learning, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. The author in [17] asserts that teacher-centered learning actually prevents students' educational growth. The authors in [18] stated that in teacher-centered classrooms, control is of primary importance and "authority is transmitted hierarchically", meaning the teacher exerts control over the students. To help teachers maintain control over students, instructional methods that promote a focus on the teacher are frequently used, such as lectures, guided

discussions, demonstrations and “cookbook” labs [19]. These forms of instruction lend themselves to having the teacher stand in the front of the classroom while all students work on the same task. Similarly, the physical design of the classroom often promotes a focus on the teacher and limits student activity that disrupts that focus.

### **3. Student Centered Learning**

Student-centered learning is the perspective which focuses on the learners’ experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners [20]. Weimer in [21] proposed five areas that needed to change in order to achieve learner-centered teaching. These areas are: the choice of content, the instructor’s role, responsibility for learning, the process of assessment, and the power relationship between teacher and learners. Students needed to have ownership of their own learning, contribute to the design of curriculum, and the responsibility for some levels for instruction. Student centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The student centered approach reflects and is rooted in constructivist philosophy of teaching. Brown in [21] stated that in constructivism, the learners are learning by doing and experiencing rather than depending on the teachers’ wisdom and expertise to transmit knowledge.

### **4. Methods**

This research is a qualitative descriptive. This research was conducted at SMA Brigjend Katamso. The sample in this research is 66 students from class X and class XI which are randomly selected from 600 students of class X and class XI. The instrument used in this study is a questionnaire about students' views of the teacher’s style in teaching adopted from [21]. Questionnaire contains 30 questions divided into 3 parts. The first section contains 10 statements about student’s personal data and to which they like mathematics. The second section contains 10 statements about students' perception of how their teachers teach. While the third contains 10 statements about student’s learning experience of mathematics classroom. The questionnaire assessment was measured using 4 types of student responses: 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

### **5. Result**

Based on the finding of questionnaire, obtained that in general mathematics learning that took place in SMA Brigjend Katamso is still a teacher-centered learning.

This can be seen from the high calculation of the questionnaire value for statements no 1-5 in section 2 which has a number of values ranging from 112-139. The high number of scores for the no. 1-5 statements in section 2 on students' views on the way their teachers teach states that many students who respond disagree (point 3) or strongly disagree (point 4) that the way their teacher taught was so student-centered . For more details of the questionnaire results can be seen in the following table:

**Table 1:** Student perception of their teacher’s teaching (n = 66)

	Statements	Score
Student centered	The teacher expects us to learn through discussing our ideas in class	112
	The teacher asks us to compare different methods for solving questions	139
	The teacher encourages us to make and discuss mistakes	139
	The teacher asks us to work in pairs or small groups	118
	The teacher encourages us to invent and use our own methods	135
Teacher centered	The teacher prevents us from making mistakes by explaining things carefully	122
	The teacher asks us to work through practice exercise	120
	The teacher shows us to which method to use and then asks us to use it	122
	The teacher tells us which question to attempt	117
	The teacher expects us to follow the textbook closely	132

This is according to student's learning experience in mathematics which is still a passive learner. it can be seen from the high questionnaire value for the 1-5 statements in section 3 of the student learning experience. The results of the questionnaire assessment for students' views on their experiences of learning mathematics can be seen in the following table:

**Table 2:** Student perception of their experience in learning mathematics (n = 66)

	Statements	Score
Active learning strategies	I discuss my idea in a group or with my colleagues	127
	I compare different methods used to solve questions	148
	I ask the teacher questions when i do not understand	114
	I look for different ways to solve problems	151
	I make my own questions and methods	162
Passive Learning Strategies	I listen while the teacher explains.	111
	I copy down the method from the board or textbook	107
	I attempt easy problems first to increase my confidence	108
	I only attempt questions i am told to do	141
	I work on my own	117

It can be seen in the table, that questionnaire scores for statements no 1-5 ranges from 114-162. This indicates that the learning that has been done does not make the student active, but on the contrary, the learning make the student passive, it can be seen in the low number of questionnaire score part 3 for the statement no 6-10 indicating that most students choose strongly agree (point 1) and agree (point 2) for statements that reflect that they are passive learners.

## **6. Discussion**

The implementation of the 2013 curriculum in Indonesia, launched since 2013, seeks to change teacher-centered learning patterns into student-centered learning so that students are no longer passive learners but active learners.

Although the implementation of the 2013 curriculum has not been implemented throughout the school, some schools have implemented the curriculum. One of them is SMA Brigjend Katamso Medan, Indonesia.

The demands of the 2013 curriculum that require student-centered learning seem to have yet to materialize. This can be seen from the results of research showing that the way teachers teach is still teacher-centered and cause students to become passive learners.

Based on the analysis of questionnaire results that have been given, mathematics learning in SMA Brigjend Katamso still apply direct learning model, that is learning model specially designed to support student learning process related to declarative knowledge and well-structured procedural knowledge that can be taught with the pattern of activities Gradually, step by step [22].

Direct instruction is a teacher centered teaching model. This can be seen in the methods commonly used in direct learning by lectures, demonstrations, training or practice, and group work with teacher guidance [22].

In direct learning, the teacher usually explains the procedures for solving a problem while the student takes notice and then teacher ask to student to work on other issues in the way the teacher has shown.

In the questionnaire of characteristics of direct learning are shown in the statements no 6-10 in Section 2. The results show that 80% -97% of students stated strongly agree and agree to the no 6-10 statements. This shows that the learning of mathematics that has been applied in SMA Brigjend Katamso Medan still apply teacher-centered learning. This is closely related to the learning experience of students. Based on the questionnaire results in the section of students, most students stated strongly agree on the statement no 6-8 which shows that the learning experience of students is still a passive learner.

This fact shows that although the 2013 curriculum has been implemented in Brigjend Katamso Senior High School, the instructional is not much different from the instructional in curriculum 2004 (KTSP). As disclosed by [23] in their research in 2004 which stated that learning at the time was teacher-centered learning. This shows that there is no significant difference between the implementation of the 2013 curriculum and the previous curriculum in terms of field practice.

Similarly research result is the author in [24] who found that teacher teaching style's in mathematics learning at senior high school 5 Karawang, Indonesia still teacher-centered. Intisari added if teacher-centered learning makes negative perception student's of mathematics course. Student see mathematics course as something that full of formula and rule so their perception about mathematics is boring and difficult course. To change student's perception about mathematics course, we need to change teaching style's to be more pleasing for student.

## **7. Conclusion**

Based on the results of research that has been done, it can be concluded that the learning activity done in SMA Brigjend Katamso is a teacher-centered learning and students are still a passive learner. It can be seen from the number of students who answered agree and strongly agree to the statement in the questionnaire that shows that the learning applied by teachers in the classroom is a teacher-centered learning and students are passive learners.

## **8. Limitations**

The limitation of this study is:

- The study is only conducted on one school so that representation of student's perception of their teacher teaching style's in math learning in Indonesia is not available.
- The study only uses questionnaire whom given to the students and doesn't compare the questionnaire results with the implementation plan of learning made by teacher, so that the assessment of the teacher teaching style's of teaching in mathematics not very impressive.

## **9. Suggestions**

Based on conclusion and limitation of this study, we have suggestion for teachers to adapt their teaching style's to mathematics course, student characteristic and curriculum that implemented in their country. And for other researchers who are interested in researching similar things, it is advisable to expand the scope of the research so that the results obtained research more generalize.

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