Blending Technology with Post Method Pedagogy for Teaching Learning Process

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Abstract. Pandemic era bring new paradigm in teaching learning process. The lecturers must work hard to create new model, new strategies, and new ways in transmitting their information to the students. This study appears blending technology with post method pedagogy, where the learning process focuses on students need. There are three principles of post method pedagogy, they are particularity, practically, possibility. The lecturers blend conventional interaction with learning based technology. It blends based on students’ need and the target of the material itself. Post method pedagogy gives us challenges to create appropriate method for our class. Lecturers should help the students to success the learning process. The lecturers can used post method pedagogy in main part. In applying three parameters; particularly, possibility and practicality based on students need.

Keyword: Blended, Pedagogy, Post Method, Teaching, Learning

1. Introduction

Developing technology is line with the success of teaching learning process. Pandemic era stressed the lecturers to create interest teaching method to keep the students more enthusiast follow the classroom activity. Pandemic era also make students cannot join in real classrooms. The learning teaching process moved on online class. Facing up this phenomenon, the lecturers must be upgrading his/him competencies. In Georgia, the general education has adjust in the springtime of 2020, when the primer event of coronavirus COVID-19 contagion was known increasingly to 211 local and more than 1,5 million contagion occurrence universal by the Apr. 8. 2020. Georgia became one of 188 countries in the world which has interrupted the learning-teaching process[1]. In 1 April 2020, the count of notice COVID-19 occasions in Indonesia has extended more than 1.500 cases (WHO, 2020). The global transmission of COVID-19 pandemic due to class postponement generating in the needs of online learning [2][3]. In other occasion Statistics Indonesia reported proximate 91.3% or about 1.5 billion students registered universal are unable to join schools causes the Covid-19 pandemic as of 17th April 2020 (UNESCO, 2020). This contain about 45 million students in Indonesia or approximately three percent of the contrived worldwide student inhabitant [4][7][8]. Therefore, the prompt deployment of Covid-19 has obliged ministry to lock schools and execute distance learning at home. Vary endeavor are in transit to guarantee learning process keep on notwithstanding presence of direct schooling.

In conducting school from home, the lecturers must work hard in creating new model, new method, new styles and new way to success the learning process. Recently, technology in this case Internet, handphone, television, android and gadgets are used in supporting school from home. The largest
suppliers of telecomunication in Indonesia registered an increasing on broadband stoppage of as much as 16% as from the Covid-19 disaster, focus relate to a escalate the online learning platforms usage[9]. The utilization of information and communication technologies (ICTs) in teaching-learning process apparently guide in giving amendment in the mission between lecturers and students, and smooth the mode to the emersion of fresh education surrounding and techniques based on technology. Several studies has conducted online learning as in traditional face to face classroom settings[10]–[13]. This article presents to help the lecturers produce new atmosphere in learning process. Drop Post method pedagogy in plus technology in equal proportion. Mix the two elements and the product is a reshaped, restructured, reformatted, reinvented, redesigned, refreshingly new ideas in teaching and learning process.

Widdowson also outlines 3 dimensions of language pedagogy that covers the pedagogy education teaching principles, managing classrooms and assignment, and the handing to the language[14]. However, it is Stern’s concept that inspired the most widely accepted Post method Pedagogy framework to date proposed by Kumaravadivelu, who proposes that as a breakthrough to the deficiency of the way, a post method concept based on variables, fundamentals and steps, and philosophical basis be set. The parameters are as follows: 1) Particularity which refuse the concept of a better method and as an alternative accentuate that lecturers’ critical consciousness of surrounding factors should be the main judgement for language pedagogy; 2) Practicality is given as a problem solving for lecturers to extend in their treatment with hypothesis from their application and using what they concept rather of belief on outside origin of information; 3) Possibility emphasizes that, via critical pedagogy, community imbalance can be unprotected, personality have the potential to reform their character, and community modification able get space [15][10], [16].

2. Methodology

Based on Kumaravadivelu’s statements, it can resume that there are four strategy categories are under reasoning in this study: preparation, method, goal and material in teaching [17]–[19]. Firstly, teaching preparation; how the lecturers optimizing the benefit of learning, facilitating learning process and decreasing perceptual unsuite. In this step, the study informed related micro strategies like the ways to make students enjoy, the situation in responding the questions in class, the lecturers’s way in giving response to the students etc. Secondly, the teaching technique, in this step the researcher concern activated students’ intuiting, contextualizing linguistics input, adopting technology in learning process and integrating language skills. In line with this step, the students got understanding from the lecturers about the topic that presented. Thirdly, the goal of teaching, it consist of assisting the students and maintaining language consciousness. It is discussed on reading textbook material, arranging scheme lesson, students’ attitude toward language use and realization. Fourthly, teaching content, in this step focus on students motivation in following class and students cultural consciousness.

Research question

Traditionally, Kumaravadivelu stated that the lecturers must take on distinct methods in teaching learning at classrooms. Almost lecturers think strange with new method and are fascinated in test them on class. This study authorized the teachers to quit think on their defect. Post method pedagogy suggest the lecturers solution to continue, and surmount the restriction of method-based pedagogy [20][21], [22]. This study focused on the lecturers’ and students’ perceptions about techniques and post methods. Its purposes to rerspose the main test in certainly: In cases of teaching starting, method, goal and material in teaching; what kind of teaching technique relate with post method pedagogy? What are the matters in the teaching technique blend with technology and post method pedagogy?

In this study five lecturers of higher education were selected from STAIN Mandailing Natal in Panyabungan, Nort Sumatera, Indonesia. The first, Lecturer A, is a male lecturers till 2 years proficiency in teaching, he never taught before. He graduated his S1 and S2 degree from stated university and the famous one in the city he lives. The second, lecturer B is a female lecturers, her teaching experience quite similar with the first lecturer, but she gradated her study S1 and S2 degree from private university.
The third lecturer, lecturer C is a female lecturer, a S2 degree also, has 5 years experience in teaching. The fourth lecturer, lecturer D is male lecturer, as master degree from state university has 10 years experience in teaching higher education. The last lecturer, lecture E is a candidate doctoral student. She has 15 years experience in teaching in junior high school and university. The entire lecturers taught at Islamic state Mandailing Natal start from first semester. They are new lecturers at islamic state Mandailig Natal.

The instruments of the research are interview, questionnaire, and observation. The three indicators and the elements of post method pedagogy are introduced as the guidance concept in designing interviews and questionnaires. The questionnaire consists of twenty questions based on three elements above, with 10 questions (particularly aspect) 5 questions (practically aspect) and 5 (possibility aspect). The indicators are categorized in four parts and put in Indonesian. Numbers 1-6 focus on lecturers preparation, like arrange by the lesson plan, prepare the assesment. Numbers 7-10 focus on methods in teaching-learning, shaped to verify the criteria of the practicality, i.e. activating students’ intuiting, adopting technology in learning process and incorporating the skills. Numbers 11-15 are about the lesson, focusing on material that appropriate to the students. Number 18 focus on students’ way in learning and number 19 focus on assessment. Question 20 focus on students’ selection for specific technique which the lecturers used in the classroom. One hundred twenty 120 questionnaires were shared and 116 were without indentity done collected. The lecturers are interviewed in getting the real data. The complete processes are registered and noted in Indonesian. The researcher use expert in getting reliability and validity of the data.

Focusing on teaching interaction, the results look like indicate some of the students prefer like class without reading, join with English course, and use the technology in learning English. These steps are in line with elements of post pedagogy method on particular aspect. Only a few portions of the learner are interested to participate in classroom for learning English. It is signified that nothing catchy tool or media in school activities. Facing pandemic era, the lecturers stress to take a chance on post pedagogy method as the solution in learning process. They can blind with many technology that relevance with classroom atmosfere.

The students got hesitance in responding lecturer’s question in classroom. It again showed the questions are difficult, confusing and ambiguous. Therefore the lecturers must create suitable media to transfer the difficult question be a simple question for the students. It can be through appropriate apps as tool or solution in learning process.

With the lecturers’ hesitance to answer students’ unconnected questions, it can be happen because the means a deep damage for the learners’ dryness in classroom, when the lecturers ghatering students’ questions, if appropriate and inappropriate, they must able to give the best answer for the students, or if really hard to answer, to talk, or to give the question into the class in a supple and brilliant way. Almost students told that their lecturers frequently told them their teaching-learning lesson plan. This is acceptable but the count is less relatively. Some of lecturers did not explain their goal to the students that give big space between lecturers’ target and students’ commentation. In other case, it can affect the quality of teaching and learning and students acievement.

Questions 6-9 are made to find out about teaching method, designed to examine the level of the practicality, i.e. activating students’ intuiting, adopting technology in learning process and integrating language skills. In possibility aspect the learners stated that their lecturers create enjoyble environment for classroom activities. The treated classroom is often use as a model in build up students’ motivation. That possibility means that the lecturers want to use all these in class, not stress on one item only or forgot another, but use all integrated skill in every competences. It hope that the competencies integrated each other.

In the observation, almost class discovered adopt lecturers-centered, that is not in accord to the post method strategy. Lecturers explained texts and give worksheets, and the leaners are stagnant addressee,
put note or checking their mistakes in their worksheet. Lecturers give many questions focus on topic. Students just keep silent and confused with their subject. In any time, the lecturers A, B and C created condition for students in conducting an activities, the students give less feedback with the rigidly instruction, and the students to train specific words or form till the action.

The learners felt bored and got less freedom in the play. It is not accordance with the students centre that suggested the school. Lecturers E and D’s classroom are different. They are more focused about the learner freedom. They introduced vary apps in teaching and learning process. Like whatsapp grup, google meet, hello English, Duolingo, Kahoot, hot potatoes. They often use digital text than hardcopy, it make new atmosphere. When they are managing classroom, they usually give their students more independence while they performance. They choose their topic with apps used. The apps choose must related with the topic. Lecturer E is more attractive, beside she got many years experience, she always motivate her students, she gave solution for students’ problems in learning. She able related the lesson based on students’ context.

3. Conclusion
In teaching interaction, the results of the study represent that lecturers must create more benefit of learning to the students. The communicating and concept from the lecturers are intended to minimize the space between the lecturers explanation and the learner commentation, so as to minimize perceptual unsuite. In case of teaching goals, lecturers informed students more boosters before leran, have emancipation, and more appease after it. Lecturers may use vary sources for students to learn, like internet, web, animation, apps.

In goal of teaching, it is thoughtful, for the lecturers in giving vary effort in making test for increasing students’ language conciousness and encourage learners’ independence. Like an idiom says, “don’t supplay me the food, but inform me the way in getting it”. Lecturers must support the learners in learning to use suitable strategies to appreciate the learning goal itself. This is the goal of teaching.

It had discussed the post method concept of the definition; it has three major elements, practicality, particularly dan possibility. The findings do not have common intention as the small representative. They are hard to take leveling the data. Data in qualitative analysis as inadequate substantiation in demanding study and finding. In this study the researchers got that many lecturers felt strange wih post method pedagogy, it is unfamiliar in their minset. Therefore the researchers hope the lecturers do not stop with this research just go on to find out insp irative method in teaching and learning process. No method is the best, but the effort from the great lecturer be solution for the students.

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