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Title

Teachers' Perspectives on Scientific Approach in Indonesian Educational Context

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Abstract

This paper examines the EFL teachers' perceptions toward the Scientific Approach in their classroom interaction in Indonesian school context, focusing particularly on their understanding, perspectives, and implementation of the scientific approach. It aims at exploring teachers' perception towards the Scientific Approach applied in the teaching and learning interaction. The study employs survey research to gain the data. Purposive sampling technique was employed in selecting the EFL teachers as the respondents. The result of the study demonstrated that there were marked differences in the way the EFL teachers perceive the scientific approach in their classroom teaching practices.

Keywords: *perception, Scientific Approach, learning interaction*

Introduction

Curriculum 2013 emphasize new learning process in supporting the learning process in Indonesian school education. It brings a responsibility that every level education system is developed as integrative science, application oriented, thinking ability development, learning ability, and curiosity. The general aim of learning process is to improve the knowledge, skill and attitude equally (Widiyatmoko 2016). In consequence, it serves Scientific Approach with

expectation to develop the students' knowledge, skill, and attitude.

Using a new approach in teaching English, the EFL teachers find dilemma between their needs and their responsibilities in teaching that give significant impacts to the learning process in the class especially in making students interested in English as a second language (Wong 2009).

As an attempt to anticipate the difference perspectives among the EFL teachers toward the Scientific Approach, it is important to find out their perception about understanding and implementation towards scientific approach in their classroom interaction.

Literature review

Teaching and Learning Approaches

Strategies and approaches to studying are specific to education and students comprehension, being contextual ways of providing learning materials involving characteristic combinations of intentions, processes and activities (Entwistle & Peterson 2004). It becomes an assistance for teacher to effectively perform the classroom. By using suitable approaches in teaching, it will make learning become easier, faster, enjoyable, effective, and transferred to new situations (Bouckenooghe et al. 2016).

Scientific Approach

Bloom et al. (1956) has earlier study on teaching and learning system by developing taxonomy that covers an educational-logical-psychological classification. It categorized the three major parts such as cognitive, affective, and psychomotor into educational domains as learning objectives. Regarding to the Bloom's perspective, in present study, these educational domains are adopted as learning outline to evolving learning approach in Indonesian curriculum. Furthermore it well known as Scientific Approach on 2013 curriculum.

Further explanation on Menteri Pendidikan dan Kebudayaan (2013), this curriculum emphasize three learning models in supporting the learning process such as discovery learning, project-based learning, and problem-based learning as part of the Scientific Approach. Recent study to the learning models in scientific approach, (Bernardini 2016; Ajmal et al. 2016) have been investigated the learning models related to the classroom practices. These study revealed the learning models of scientific approach are effectively support the improvement of students' achievement in English. Therefore, they are students centered and support students to improve their learning comprehension through intensive teacher guidance.

Method of the Study

A descriptive study was employed using survey questionnaire to collect data of the 34 EFL teachers' perception on scientific approach in their classroom interaction. They were selected based on their profession as the teachers implementing scientific approach method to their classroom teaching practices. As the preliminary survey, the participants were asked to provide basic demographic information. Further survey of the learning models in scientific approach was rated by participants to know what extent they perceive their understanding of scientific approach. The learning models in scientific approach included discovery learning, project-based learning, and problem-based learning (Hosnan 2014). Data was analyzed using a 5-point Likert scale to rate the questionnaire (1 = "strongly disagree," 5 = "strongly agree") (Brown 2010).

Findings and Discussion

The EFL Teachers' Perception on Scientific Approach

Mostly EFL teachers who implemented scientific approach in this study responded positively related to their classroom interaction. In addition, the EFL teachers also perceive that scientific approach on 2013 curriculum is understandable and applicable to their learning interaction. Figure 1 below describes the number of EFL teachers' perception towards scientific approach and its learning models.

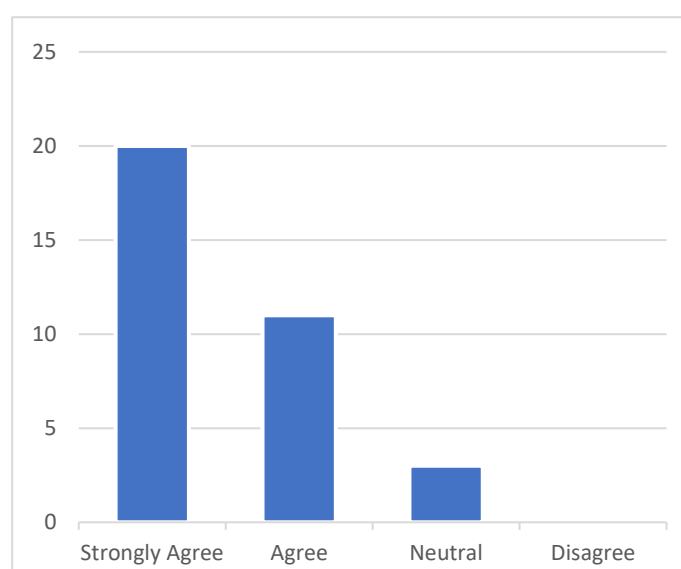


Figure 1 EFL Teachers' Perception towards Scientific Approach

As an indication of the Figure 1 above, the extent of EFL teachers strongly agree to which used of Scientific Approach on 2013 curriculum is implemented in Indonesia. The

detailed of the survey are described as 20 (58.82%) teachers were “Strongly Agree”, 11 (32.35%) teachers were “Agree”, 3 (8.82%) teachers were “Neutral”, and none “Disagree”.

Discussion

As a result, the EFL teachers’ perception divided into three categories: (1) Strongly Positive Teachers (SPT); (2) Moderately Positive Teachers (MPT); and (3) Less Positive Teachers (LPT). These categories are related to the EFL teachers’ understanding to scientific approach and implementation to their classroom interaction as follows:

- Strongly Positive Teacher

The Strongly Positive Teachers are characterized as teachers who have score interval above 73 as categorized ‘Strongly Positive’. There are 20 EFL teachers (58.82%) classified into this category. These teachers perceived their understanding to the use of the learning models and enable it to their classroom interaction such as interactively use discovery learning, problem-based, and project-based learning.

- Moderately Positive Teacher

The Moderately Positive Teachers are characterized as teachers who have score interval from 48 to 72 as categorized ‘Moderately Positive’. There are 11 EFL teachers (32.35%) classified into this category. These teachers perceived their understanding to the use of the learning models and enable it to their classroom interaction although the influence of conventional teaching method still on it.

- Less Positive Teacher

The Less Positive Teachers are characterized as teachers who have score interval below 48 as categorized ‘Less Positive’. There are 3 EFL teachers (8.82%) classified into this category. These teachers maintained their perspective to the conventional teaching method in their classroom interaction with less intention of implementing the scientific approach.

Conclusion

The study revealed that there were marked differences in the way the EFL teachers perceive the scientific approach in their classroom interaction. The EFL teachers’ perception felt into three categories: (1) Strongly Positive Teacher (SPT); (2) Moderately Positive Teacher (MPT); and (3) Less Positive Teacher (LPT). These categories related to the EFL teachers’ understanding to the scientific approach and their classroom interaction. All in all, the more positive of the teachers on scientific approach the better the practices they have in their classroom teaching practices reflecting the state bureaucracy in Indonesia by Gaus et al. (2016).

It is suggested that all efl teachers equipped themselves with the 2013 curriculum to make their classroom teaching practices more effective and interesting.

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