The Advance Organizer Model to Improve Primary School Teacher Education Students' Learning Activities and Achievement in the Philosophy of Education Class

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Abstract: The purpose of this study is to describe the implementation of advance organizer model to improve learning activities and achievement of students in the philosophy of education class in Primary School Teacher Education Program (PGSD), Faculty of Educational Sciences (FIP), Universitas Pendidikan Indonesia (UPI). To this end, a classroom action research was conducted, involving 49 students enrolled in the even semester of lecture year 2015/2016. The data were collected through field notes, observation, and test. Qualitative data were analyzed through the phases of data reduction, data classification, data display, data interpretation, reflection, and conclusion drawing, and quantitative data were analyzed using statistical calculation. The results show that: (1) The implementation of advance organizer model in the philosophy of education class through discussion method requires the syllabus and course unit to be equipped with a teaching scenario. (2) The implementation of advance organizer model improved the teaching and learning activities. The lecturer actively prepared the lesson through a lecturing orientation, chaired students' discussion, motivated students to learn, and help them relate the materials to their prior knowledge, so the concept map is easily understandable. At the same time, the students actively delivered the material, conferred with each other, drew a concept map, and answered questions. (3) The implementation of advance organizer model improved student absorption rate up to 77% from 68% in the previous year. It is recommended that the advance organizer model be implemented not only in the philosophy of education class, but also in other classes.

1 INTRODUCTION

The philosophy of education course in the structure of PGSD curriculum, Department of Pedagogy, FIP, UPI, is assigned to the faculty specialized expertise course (MKKF). This course aims to enable students to understand the concepts of philosophy and the philosophy of education, to understand the basic concepts of several schools of educational philosophy (traditional, modernism and postmodernism), to understand the basic concepts of national educational philosophy (Pancasila), and to criticize the basic concepts of educational philosophy from various schools based on national educational philosophy of Pancasila.

During the lecture, all students are expected to actively participate in the learning process. At the end of the course, ideally the students can achieve the course objectives according to the minimum standard of absorption rate set out in the curriculum. In the even semester of 2015/2016 term, only few students actively took part in discussions during the lecture, and most students were silent listeners. The result of evaluation show that student absorption rate in the philosophy of education class only reached 68%, and the minimum standard set out by the curriculum was 75%. There were of course many factors contributing to this condition. Of those suspected to be determinant factors among others are student learning habits, textbooks, and teaching approach and model. However, essentially there is a demand for an effective teaching model.

Considering the importance of philosophy of education as it will serve as a theoretical foundation of educational practices, the lecturer is demanded to select and implement an effective teaching model in order for the students to be able to achieve the course objectives. The failure of students to achieve the learning objectives in the philosophy of

education is projected to negatively affect their educational practice once they become teachers in the future because misconceptions about educational philosophy may imply educational malpractices.

To get to know about the advance organizer model, a literature study was carried out. Advance organizer belongs to the information processing model; however, looking at its characteristics, the writer hypothesizes that this model could improve students' learning activities and achievement in the philosophy of education class. The research problem is then formulated in the form of this question: how is the advance organizer model implemented to improve primary school teacher education students' learning activities and achievement in the philosophy of education class? This problem is then elaborated as follows:

1) How should the advance organizer model be designed to be implemented in the philosophy of education class?

2) How should this model be implemented in the philosophy of education class?

3) How significant can this model improve students' achievement?

The purpose of this study is to describe the implementation of advance organizer model to improve learning activities and achievement of students in the philosophy of education class in Primary School Teacher Education Program (PGSD), Faculty of Educational Sciences (FIP), Universitas Pendidikan Indonesia (UPI). Specifically, this study is aimed to describe the course design of the philosophy of education class in which the advance organizer model was implemented and students' achievement after its implementation.

This study is useful for students, lecturers, and PGSD. For students, this study improved their learning process quality and achievement. For lecturers, this study is useful to solve teaching-learning problems, so the lecturers could effectively facilitate the learning so as to achieve the objectives. As for PGSD, the result of this study is useful for the development of practical pedagogy.

2 MANUSCRIPT PREPARATION

The advance organizer model is developed by David Ausubel (Joyce and Weil, 1986). Using this model, Ausubel defends his theory of the effectiveness of presentation method as a meaningful verbal teaching model against the criticisms from the proponents of discovery method.

This model is developed to strengthen students' cognitive structure. Students' cognitive structure is one of the most determinant factors in determining if the new material is meaningful and how this new material can be acquired and preserve. Before presenting a new material, we should consider what students need and their prior knowledge. Strengthening their cognitive structure make it easy for them to acquire and preserve new information. This is one of the main goals of this model.

Ausubel rejects the assumption that meaningful material cannot be presented, but through personal discovery. Ausubel argues that it is down to the students to make sure if the material is meaningful rather than the delivery method. The material meaningfulness is a result of the interrelation between new teaching material and prior knowledge available in their cognitive structure.

In this model, the lecture may use an informative lecturing strategy or discussion, and the role of students is to receive and acquire new information. The advance organizer model deals with the material organization and presentation, especially through informative lecturing strategy and discussion."

Ausubel argues that there is a relevance between how the teaching material is organized and how students organize knowledge in their cognitive structure. He suggests that every academic discipline has a hierarchically organized structure of concept (and/or proposition); i. e., at the top of each discipline (science) there are a lot of very broad abstract concepts, encompassing more concrete concepts at the lower organizational stage.

To make the learning process effective, the advance organizer model suggests two principles: 1) the principle of progressive differentiation, which refers to the teaching of general concept before presenting its derivative concept, and 2) the principle of integrative reconciliation, which refers to relating new teaching material to the previously taught materials.

The advance model organizer has three stages as outlined in the following table.

Table 1: Syntax of the advance organizer model

STAGE ONE: PRESENTATION OF ADVANCE ORGANIZER	STAGE TWO: PRESENTATION OF COURSEWORK OR MATERIAL

Explaining lesson objectives
Presenting the organization
    Identifying determinant
    attributes.
    Providing examples.
    Providing contexts.
    Repeating.
Raising awareness of students
knowledge and experience
	Presenting materials
	Keeping students' attention
	Making the organization explicit.
	Making material logical structure
	explicit.

STAGE THREE: COGNITIVE ORGANIZATION STRENGTHENING
Using principles of integrative reconciliation Encouraging active acceptance Designing critical approach Clarifying

In the curriculum of Universitas Pendidikan Indonesia, the philosophy of education is assigned to the faculty specialized expertise course (MKKF), 2 credit hours, coded IP300.

This course aims to enable students to understand the concepts of philosophy and the philosophy of education, to understand the basic concepts of several schools of educational philosophy (traditional, modernism and postmodernism), to understand the basic concepts of national educational philosophy (Pancasila), and to criticize the basic concepts of educational philosophy from various schools based on national educational philosophy of Pancasila.

The course outline includes the following twelve topics:
1) Definition of philosophy.
2) Educational philosophy.
3) Idealism educational philosophy.
4) Realism educational philosophy.
5) Pragmatism educational philosophy.
6) Scholasticism educational philosophy.
7) Existentialism educational philosophy.
8) Progressivism educational philosophy.
9) Essentialism educational philosophy.
10) Perennialism educational philosophy.
11) Constructivism educational philosophy.
12) Pancasila-based national educational philosophy. (Callahan and Clark, 1983; Kneller, 1971; Ozmon and Craver, 1981; Ornstein and Levine, 1985; Power, 1982; Sadulloh, 2003; Syam, 1984; Syaripudin, and Kurniasih, 2008).

The course of Philosophy of Education is considered important to be mastered by students as prospective educators. The reason, that this course will provide an understanding of the philosophical foundation as an assumption of practice and educational studies. The understanding and application of these assumptions is expected to reduce the possibility of errors in the practice of education and educational studies.

This study used a classroom action research (CAR) method, adopting the model of Kemmis and McTaggart of Deakin University Australia (Suyanto, 1996; Wihardit, 2008).

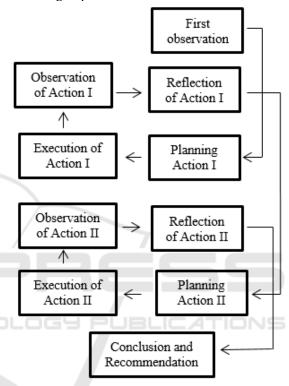Classroom action research is carried out through the following steps:

Figure 1: Kemmis and McTaggart's CAR Model.

The present study was carried out in the Primary School Teacher Education Program, Department of Pedagogy, Faculty of Educational Sciences, Universitas Pendidikan Indonesia located at Jl. Dr. Setiabudhi No. 229 Bandung. The subjects were 49 students attending the philosophy of education class in the even semester of lecture year 2015/2016. The research instruments consisted of field notes, observation sheets, and test.

1) Field Records
Field notes are notes made by lecturers to record important events in the form of student activities and lecturers in learning.

2) Observation Sheet
The observation sheet is the sheet used in the observation process as the lesson takes place. The

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observation sheet is used to record lecturer activities and student activities during the lesson.

Observation is done openly, therefore the type of observation sheet used is an open observation sheet. However, as a guideline, first set of activity points should be observed.

3) Test

The test sheet is given to each student to work individually. The goal is to know the results of student learning after following the lesson.

Qualitative data were analyzed through the phases of data reduction, data classification, data display, data interpretation, reflection, and conclusion drawing, and quantitative data were analyzed using statistical calculation.

The implementation of advance organizer model in the philosophy of education class improved students' learning activities and achievement. This improvement requires a careful plan in the form of comprehensive syllabus and course unit. The implementation of this model in the classroom is reflected in discussion, students' assignment of creating a concept map about the lesson they are studying. Students actively relate new information to their prior knowledge. During discussion, students took part in revising and refining the concept map presented by their peers. The lecturer helped students relate the material to their prior knowledge and encouraged them to actively involved in the discussion and criticize the teaching material. In addition, the lecturer also plays a role of clarifying the conceptual systems and/or students' concept maps.

Students' improvement is evidenced in the average of their absorption rate of the educational philosophy teaching material. In the first cycle, their average absorption rate reached 69%, in the second cycle 72%, in the third cycle 75%, in the fourth cycle 76%, and in the fifth and sixth cycles 77%. This indicated a consistency in their achievement, justified by their average absorption rate as much as 77% in the final examination. This achievement is higher than that of the previous year where the average absorption rate only managed to reach 68%.

Application of the Advance Organizers Model in the lectures of Philosophy of Education declared successful. This success includes two things, namely: (1) with regard to the increase in student learning activities, and (2) an increase in student learning outcomes. The success of the Advance Organizers model application in improving student activity and learning outcomes is supported by several factors. First, an understanding of the theory of the Advance Organizers model that forms the basis for its application in learning. Second, the

learning plan is good enough, that is by the syllabus of the course, the lecture unit and the learning scenario are continuously improved in each learning cycle. Third, adequate learning facilities.

Found some obstacles in learning by applying the Advance Organizers model. Obstacles basically arise because initially the method chosen in the context of applying the Advance Organizers model is the method of presenting the information, but the lecturer hopes that students are more active in learning. In this connection, the presentation of information is represented through printed media, which is a textbook. The problem is, the presentation of information on certain subjects in the textbook turns out that the structure of writing, explanation and giving examples is not in accordance with expectations as demanded by the applied learning model. Therefore, it should be every subject in the textbook is structured with a coherent structure so that it will be very easily understood and made a concept map. This also needs to be supported by the explanation of the concepts in contextual with the level of students' thinking ability, the state of the physical environment and the social and cultural environment.

Another lesson to be learned from this research is that the application of the Advance Organizers model using the discussion method requires an adequate textbook in terms of presentation of the concepts. Before learning begins, careful preparation is required. This starts with the orientation of lectures, assignments, examples of concept maps, and rules and rules of discussion. In addition, the task of drafting concept maps and presentation tasks in groups alone is not enough to motivate all students to stay focused and to participate in learning. Therefore, it should also be given the task of preparing a concept map individually on the subjects that will be presented and discussed in the classroom.

David Ausubel (Joyce and Weil 1986: 172), although the application of the Advance Organizers model uses the method of presenting information, but does not mean passive students in learning. Because, with the application of this learning model requires students to actively think in processing new information. They should seek to link new material with the knowledge they possess, to weigh which concepts or propositions accommodate new knowledge. They struggle to see new material from different angles, combining it with the same information, or perhaps with the contrary, and finally translating it into their own terms of reference and terminology.

To streamline learning by applying the Advance Organizers model using information processing methods, the teaching materials should be organized

from simple to complex, from the general to the special teaching material as its derivative, and all of it is made in a hierarchical manner. Again, it should be mentioned, that every concept taught must be connected with the concept that has been owned by the student.

3 CONCLUSIONS

The implementation of advance organizer model in the philosophy of education class in improved students' learning activities and achievement. This improvement requires a careful plan in the form of comprehensive syllabus and course unit. The lecturer and students carried out various activities in the learning process according to steps in the classroom where the advance organizer model is implemented. As for students' absorption rate, there was an increase in their achievement up to 77% from 68% in the previous year.

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