Analysis of The Influence of Effective Teaching Methodology, Knowledge of Curriculum Design and Class Mastery on The Effectiveness of Teaching and Learning Activities

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Abstract
This study aims to analyze the role of teaching methodology and performance in teacher training. The researcher used the document analysis method. This study involved 100 teachers. The results of the study concluded that the balance between academic standards and the diversity of students' intellectuality needs to be considered, this can create holistic and contextual learning. Teachers need to have comprehensive knowledge and skills in subject matter, teaching methodology, and readiness to adapt to student needs and learning contexts. Thus, education is not only about teaching materials but also about time management, creating student enthusiasm and motivation, and adjusting teaching methods. To ensure that all students can understand and master the material, teachers must prepare thoroughly and continuously.

Keywords: Teaching Methodology, Teacher, Academic Standard, Students Motivation.

INTRODUCTION
The conceptualization of teacher training reflects a complex and ongoing process. Training encompasses various aspects such as modeling practice and thinking, implementing professional technical action strategies, and developing forms of socio-professional interaction (Gresham & Elliott, 2020). This shows that training does not only focus on technical aspects but also on the development of social and professional interactions. This training covers various phases and areas, namely initial training, previous school biography, and professional socialization (Adi, 2023). School biographies
emerge in student teachers as a result of their previous experiences through the education system. When they enter a college or university for teacher training, their experiences as students serve as a fund of knowledge that guides them in assuming the role of teacher (Supardam et al., 2021). On the other hand, professional socialization occurs in the workplace itself, in professional spaces, where they learn about the uses, customs, and regulations necessary to carry out their role effectively (Harijanto, 2020). This process involves practical learning in real-life contexts, which enriches their experience and professional skills (Prayitno et al., 2024).

Although the formative phases in teacher training are very important, this paper will focus on the analysis of initial teacher training, namely institutional and formal examples of teaching preparation (Chusna et al., 2021). We will discuss professional practice secondarily, and offer some pedagogical and didactic recommendations, including the implementation of teaching practice by students, for currently accepted and practicing teachers (Shafamarwa et al., 2024). We will conduct a curricular review of initial teacher training. The term curriculum is currently characterized by two main adjectives polysemic and complex (Dewi, 2023). This implies that the term curriculum carries multiple meanings; different subjects use it to refer to different objects, or more accurately, each mention creates a unique object (Sanadi et al., 2024). Moreover, the various theoretical currents that study or analyze curricular problems directly relate to this complexity. The diversity of meanings given to the curriculum from different theoretical points of view conditions the perspective and links the origins to different points in history (Nimran et al., 2024).

On the other hand, we recognize the difference between normative and prescriptive terms. Throughout this work, we will use the term prescriptive more often because we consider it most appropriate to describe the characteristics of the orientations and guidelines developed by pedagogical knowledge based on the hegemonic positivism of that time for teaching actions (Djunaedi et al., 2023). However, we also need to discuss the normative aspect, specifically its connection to the normalization of pedagogy, a topic we will delve into at the conclusion of this paper. Typical of the technological approach, the prescriptive nature focuses on achieving efficient results without considering the teaching content (Bali, 2017). On the other hand, the normative position, more characteristic, embodies a robust philosophy of education, with a clear axiology that dictates what is right and good (Carmeli & Vinarski, 2020). This normative position puts forward clear educational values and the moral goals of the teaching process. Meanwhile, we use the term prescription to refer to the rules that our country's technical didactics have developed. This term refers to a neutralized prescription, which eliminates all utopian-political debates and focuses more on the technical application of the teaching method (Chusna et al., 2019). Taking these differences into account, we will explore how prescriptive and normative teaching methodologies influence teachers' training and their performance in the classroom. We will analyze how a prescriptive orientation can create clear and structured guidelines for teaching actions, while a normative approach can provide a philosophical foundation and values underlying the educational process.
METHOD

To analyze the empirical information in this research, we used the document analysis method. This research involved 100 teachers. We collected a variety of historical documents, including syllabi, lesson plans, lecture notes, and administrative documents related to teacher training curricula during the period. Subsequently, we carried out a thematic analysis to pinpoint significant themes within the coded data, and we interpreted the findings to comprehend the development and implementation of the teaching methodology, as well as its influence on the effectiveness of classroom instruction. Using document analysis, we were able to obtain an in-depth picture of the history and development of teaching methodology in initial teacher training, as well as the contribution of prescriptive and normative approaches to the quality of education.

RESULT AND DISCUSSION

The role of teachers is considered very important in revealing the truth of science and conveying it to their students. It is believed that with a serious study of the sciences of education, supplemented by personal observation, a teacher can be well-formed, even in situations where inherited talent is not the most superior. The subject cycle in the educational process aims to get to know the learning subject at an early stage, develop the ability to grow students' talents at the next stage, and finally, strengthen the principles of intervention. This approach also finds support in hegemonic positivist pedagogy. If we view schools as places that work with malleable organs like the brain and its appendages, then the educator's preparation begins with understanding those organs, similar to the way a farmer studies the land before cultivating it or sowing seeds in it. This shows the importance of education based on scientific understanding and proven practice in forming effective teachers. Therefore, we consider teachers not only as individuals with innate talent, but also as individuals who can develop through quality and sustainable education.

Learning as a didactic structure allows adjustments to various factors such as time, class, school year, and student abilities. Good preparation and proper execution are essential because they can save time, work within the appropriate student attention span, and convey the content correctly. Teachers' ability to organize and adapt their teaching methods according to class needs and conditions is very important. They must be able to anticipate and organize lessons carefully, similar to the way a scientist prepares an experiment. Undirected improvisation and ineffective steps can have a negative impact on students; therefore, careful and detailed planning is very important. Learning also functions as a didactic device that organizes subject programs and classroom practices. Lessons serve as a tangible component of the curriculum, closely linked to the teacher's classroom activities in this context. Teachers must organize their classes according to the subject program they teach, ensuring effective delivery of every aspect of the program to students. This includes long-term and short-term planning, the use of a variety of teaching methods, and ongoing assessment of student progress.
Therefore, the didactic structure of learning encompasses not only the delivery of lesson material, but also the management of time, student attention, and the adjustment of teaching methods to ensure that all students comprehend and master the material. The role of teachers is very important in this context because they are the ones responsible for translating curriculum programs into effective and meaningful teaching practices in the classroom.

Teachers need extensive and ongoing training in their subjects, pedagogy, and didactics. Additionally, they require special preparation that closely aligns with the teaching methodology. This preparation includes a deep understanding of the subject matter, the ability to plan learning carefully, and readiness to face situations that may arise during the learning process. A good teacher must also have high levels of dedication and the ability to anticipate student responses to learning. They should provide relevant learning materials, use appropriate instruments and worksheets, and assign challenging homework. Achieving student learning goals must be the main focus of the teaching methods applied. In teaching, teachers need to recognize that there are various ways to achieve learning goals. However, common sense suggests choosing the approach that is most efficient, effective, and appropriate to the student's needs. Thus, thorough preparation, the ability to adapt to situations that may occur, and the ability to plan and implement effective learning are the keys to success in education.

In an educational context, normalizing pedagogy refers to efforts to ensure that students meet certain standards or norms in terms of knowledge, behavior, or skills. While normalization aims to establish consistency and uniformity in education, it can also result in the exclusion or marginalization of students who do not adhere to these norms. Therefore, it is important to find a balance between maintaining academic standards and making room for student diversity and individuality. In this context, the normative concept signifies the endeavor to set specific standards or norms that teachers and students must uphold within the educational environment. This can help create a cohesive framework in education, but it can also imply the risk of excluding individuals or groups who do not fit the norm. Therefore, while educational norms and standards are important for creating a cohesive framework, it is also important to consider the diversity and individual needs of students and teachers in educational approaches. In the context of modern education, it is important for educators to understand that each student has uniqueness and different potential. Therefore, education must be able to accommodate this diversity and provide space for each individual to develop according to their potential. Thus, a balance between norms and diversity in education will help create an inclusive and supportive learning environment for all students.

In building normativity in education, it is important to take a holistic and contextual approach. This involves not only paying attention to empirical research results and theories from various disciplines but also the interpretation and in-depth understanding of teaching practices in the field. The sources on which didactics builds its normativity include the results of empirical research, laws, and general statements from psychology or other pure sciences related to education. Recognizing that the
concept of good teaching is not absolute and can vary in specific institutional and classroom contexts is also important. The process of building normativity in education also involves the aspiration to establish general principles about good teaching, but with the understanding that interpretations of what constitutes good teaching can vary. This shows that education is not a static practice but is dynamic and continually evolving according to the context and needs of students. Thus, resources for building normativity in education include not only theoretical knowledge and empirical research but also practical experience and contextual understanding of the teaching process. This allows teachers to develop a comprehensive view of what constitutes good teaching in different classroom situations and enables them to adapt their approaches to suit student needs and learning contexts.

CONCLUSION

The concept of normalizing pedagogy, which attempts to establish standards or norms in education, may bring the benefits of consistency but also risks excluding students who do not conform to those norms. Therefore, a balance between academic standards and student diversity needs to be considered. Building educational normativity requires a holistic and contextual approach that incorporates empirical research results, theory, and a practical understanding of teaching. Teachers need to have comprehensive knowledge and skills in subject matter and teaching methodology, as well as the readiness to adapt to student needs and learning contexts. Thus, education is not only about delivering material but also about time management, student attention, and adapting teaching methods. In conclusion, teachers must have thorough and continuous preparation to ensure that all students can understand and master the material taught.

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