

Teachers Effective Teaching Strategies Viewed from Psychology Educational Perspective

Sokip¹ ; Agus Purwowidodo² ; Liatul Rohmah³ ; Frisna Septian Renaldi⁴

¹Arabic Education Department, Postgraduate of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Indonesia

²Islamic Elementary School Teacher Education Department, Postgraduate of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Indonesia

³Islamic Education Management Department, Postgraduate of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Indonesia

⁴Arabic Education Department, Postgraduate of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Indonesia
e-mail: sokip@uinsatu.ac.id



Abstract — The impact of the advanced age and the developing innovation can be noteworthy in early childhood brain research. Children of an early age tend to be more responsive to computerized situations that progressively rule lifestyle. In any case, disgraceful abuse of screens and computerized substances can result in rest disarranges, expanded levels of uneasiness, and trouble concentrating. Therefore, it is necessary to study psychological values as a predictor of successful education. To answer the research problem, this study employed a literature review from several experts related to the method of making scientific papers. The data was obtained from the results of scientific books and journals. The result revealed that to succeed the education and learning preparation, teachers must have complex information about the students' development within the school. The teachers are required to be able to understand the common issues of understudies and to understand the age of learners when they can unique considering, understanding the behavior of learners both positive and negative.

Keywords — Educational Psychology, Effective Strategy, Teachers.

I. INTRODUCTION

The modern age and the ever-expanding technology have had an impact on Indonesian education life. Digital technology has changed the human way of life. Humans can easily access anything using modern technology (operating only the Internet and cell phones) (Sumaryanti, 2018). Such influences are occurring in the young generation of nations currently receiving education, in both casual, informal, and non-formal institutions. A common example occurred in the younger generation of the 5.0 era where everything was accessible using artificial intelligence technology. Artificial intelligence is having positive and negative effects on the world of education. Education has the goal of directing changes in each individual in a positive direction. According to the 2003 National Republic of Indonesia Number 20 Act, learning is a process of educational interaction between learners and learning resources directly occurring in a learning environment. According to Sokip and Asngad, learning is a process of deepening an ability that has the goal of achieving individual insight (Sokip and Rudisunhaji, 2023). In addition, learning can be seen as an interaction process that involves the main components, namely, learners, educators, and learning resources that directly

occur in a learning environment. Thus, the learning process is a system that involves an interrelated and interrelated set of components.

The influence of the modern age and the growing technology can be significant in early childhood psychology. Children of an early age tend to be more responsive to digital environments that increasingly dominate daily life. Ease in accessing information and interactive games through technology tools can affect their cognitive, social, and emotional development (Sokip, 2019). Positively, technology can be an effective learning tool for young children, helping them develop cognitive skills such as problem-solving, creativity, and digital literacy. Using educational applications specifically for children can provide interactive and fun learning experiences, stimulating their intellectual growth. However, improper overuse of screens and digital content can result in sleep disorders, increased levels of anxiety, and difficulty concentrating (Zarina, 2023). Direct social interaction can also be impeded, as physical interaction in a child's social development is an important growth process. Early child psychology approaches became important. Teachers and parents need to understand the individual needs of the child, provide proper supervision of the use of technology, and create a balanced learning environment between digital experiences and conventional activities that support children's emotional and social development.

Education psychology is viewed as a practical science that can explain learning by scientific principles and facts about human conduct. It applies the knowledge of how a person develops in learning (Zarina, 2023). Education can teach what is needed and needs to be learned. In teaching, the rate of success depends on the ability to progress in development, meeting needs, and harnessing potential learners. Within the psychological factors are seven factors influencing learning: intelligence, attention, interest, talent, motivation, maturity, and preparedness (Zarina, 2023). These factors need to be noticed by learners to control and organize learning processes to take place effectively and optimally. Psychology in the field of education is essential, for in embracing the age of globalization, education plays a crucial role and becomes one of the most defining factors in the development of a nation. But if one nation fails to progress, it will certainly be able to compete with another. Teachers must be able to understand and understand the problems or constraints of a learner and the psychological problems of a learner. The teacher who can understand the subject of learners is a teacher who doesn't force the student's wants, who can listen to the complaints about learning, and neither does he put the learner above their ability to understand. Therefore, it is necessary to study psychological values as a predictor of successful education.

II. RESEARCH METHODS

This study inferred a subjective investigative approach, which included a writing survey, specifically looking into a few of the most literature and those related to the subject beneath consider. Library investigation was characterized as a research strategy that utilized writing assets to inquire about information within the shape of unique books, diaries, and a few comes about of research by individuals to analyze the idea so that a modern concept or hypothesis arises. Strictly library research limited its activities only to library collection materials without the need for field research (Ma'arif, 2018). Research results from literature studies of this kind contain a topic that contains several ideas and/or information obtained from literary sources (Sokip and Ma'ruf, 2019).

The data sources obtained were types of scientific works in the form of scientific books and scientific journals which presented cases related to psychological values as a predictor of successful education

Information collection utilized a few stages counting; (1) Reading a few past studies based on each address inquiry, both related to preparatory composing methodologies and logical paper abstracts; (2) Trying to find similitudes and contrasts to induce one conclusion; (3) Giving unique clarifications for focuses collected as information based on related writing (Sokip and Prastiyo, 2023).

Analyzing the collected information was done in a deductive way. The deductive examination was characterized as a way of considering to induce conclusions that begin from common to particular articulations by utilizing coherent thinking. In addition, researchers can prove a certain event including the correct view, meaning that they logically and automatically can conclude that the truth in the matter becomes the truth of that particular event (Prastiyo, et., al, 2019).

III. RESULT AND DISCUSSION

1. Educational Psychology and Learning Planning

Education psychology and the formation of the curriculum are intertwined with one another. Education psychology discusses the psychological discipline that deals with the theory and the question of education in some respects. One of these

aspects is the curriculum development and renewal problem. Some matters should be brought to the attention regarding the content of the curriculum, covering (1) the curriculum that is taught to be uniform, meaning teaching materials that do not meet the level of maturity, and individual differences can become new problems in future learning processes, (2) mismatch teaching systems, assessments, and teaching learning experiences are some of those discussed in the management of the class. The management of the class is a complex set of behaviors, in which educators are required to develop and organize class conditions that will enable students to achieve the purpose of learning efficiently (Abror, 1993). This is in line with Syah (2013) that educational psychology discusses the discipline of psychology which is certainly related to educational theories and problems in several aspects, one of which is curriculum development and renewal. Apart from that, psychology makes a contribution to educators in terms of input, process, and outside education such as the behavior and personality of students. So the educational curriculum should be able to provide opportunities for each student to develop their abilities both academically and soft skills

Apart from that, the contribution of psychology requires an educator to be able to develop a curriculum according to the character of students, both socially and emotionally. In line with the statement from Woolfolk-Hoy (2000: 263) that “the teachers in a questionnaire, educational psychology assists them to compose learning activities that equal their students’ characteristics, next increase, and control the students’ engagement in those activities. Besides, teachers investigate methods of encouraging the social and emotional development of their students”. What this means is that educators, especially teachers in the survey, want educational psychology to help them “design” learning activities that suit the characteristics of their students, then get and maintain student involvement in these activities. Additionally, teachers are looking for ways to support their students’ social and emotional development.

On the other hand, Woolfolk-Hoy formulates aspects that must be discussed in the educational curriculum by considering psychological aspects. “Six fields of educational psychological principles that are applicable for teachers, are learning, individual and group differences, motivation and management, teaching methods, development, and assessment” (Woolfolk Hoy, 2000). What this means is that there are six aspects of educational psychology for educators including the learning process, development, differences in individual and group learning, motivation and management, teaching methods, and assessment or evaluation. These aspects must be included and discussed in curriculum planning before being used as teaching guidelines. However, several things must be paid attention to regarding the content of the curriculum. According to Djiwandono (2006: 262) to create effective learning, (1) The curriculum taught must be uniform, meaning that teaching materials are not appropriate to the level of maturity, and individual differences can become new problems in the learning process later, (2) Incompatibility of the teaching system, assessment, and teaching and learning experiences are some of the things discussed in classroom management. Classroom management is a complex series of behaviors, in which teachers are required to develop and organize classroom conditions that will enable students to achieve learning goals efficiently.

2. The Psychology of Education and the Learning Process

An educator’s role in learning activities in the class is very dominant and influential in the learning process. The readiness of learners to receive knowledge depends largely on how an educator governs and administers the learning system. The psychological presence in administering the class lies in how an educator maintains harmony in the learning process in the class so that learners are able and always motivated to follow the learning process (Syah, 2013) According to Nezhad and Vahedi “psychology careers a vast on the world of education in all educational processes (Ahmadi, 2023).

Students learning abilities greatly determine their success in the learning process, in which there are many influencing factors, including motivation, attitudes, interests, study habits, and self-concept (Djaali, 2013: 101). The motivation aspect is very much in line with research conducted by Prastiyo, et al (2019: 5) that “the teacher as the only direction directly in the classroom has a central capacity to advance students’ activities and their motivation in class. Consequently, the teacher must have good representation and competence in approaching his teaching field”. From research conducted by Prastiyo, et al, it is explained that educators are the only guides in the class who directly have the role of managing students’ learning activities and their motivation. This motivational ability should be possessed by every educator and should master his/her teaching field.

Apart from that, an educator must be able to reduce the level of mental tension (stress) experienced by students in class. In general, having a friendly nature is one of the best ways to reduce tension levels. According to Sabbah’s findings,

“educators should create stress-free learning circumstances by assigning the language classroom environment more friendly and not too formal” (Sabbah, 2018: 28).

In another aspect, the role of psychology in educators can also be seen from the aspect of the material to be taught., the material must be appropriate to the level of thinking of students, and then supported by teaching media, teaching strategies, comfortable classrooms, and educators who are humorous but still serious. This is done to increase students' self-confidence and reduce their negative feelings or behavior. According to Sabbah in his research on anxiety about learning English, psychologically several learning activities can motivate students to be comfortable in the learning process.

The contributions of psychological education can be made through communication activities such as role-playing, drama, multimedia, strategies that trigger motivation, generate a sense of achievement and success and reinforcement strategies. Educators must also instill self-confidence in their students by stopping acts of sarcasm in the classroom. So it can be concluded that the presence of Psychology in classroom learning has a very positive impact, especially regarding students' learning motivation. In this way, an educator is required to be a good example for his students or in other words a motivator. Because one of the factors in forming motivation is influenced by an educator first. If in a class there is an educator who inspires his students, then we can be sure that this will give rise to students' creativity.

3. Education Psychology and Learning Evaluation

Evaluation is an inseparable part of learning which is usually placed or carried out at the end of learning. Many experts interpret this evaluation as an assessment of a student's learning outcomes after receiving teaching material from educators. Evaluation has the meaning of assessing the level of success of students in achieving the goals that have been set in a program, in other words in education there are tests, exams, or exams (Syah, 2013: 139). At this stage, the existence of psychology is still needed as a basis for an educator to provide mental assistance to students and even motivation so that in the assessment process a student does not feel pressure when taking a test. This is Saidah's opinion that the role of teachers is becoming greater as those who provide services and assistance so that students have high motivation can achieve high academic achievements and have personality integrity (Saidah, 2016: 312). In fact, according to the results of research in Kenya, “the motivation of educators can enhance students' achievement in the examination” (Bett, 2014: 547), or motivation can improve students' achievement even when they are facing exams.

On the other hand, one form of evaluation with an element of ability assessment that is often made by educators for students is the Remedial test. According to Saidah (2016: 326) Remedial is the provision of intervention or treatment in the form of learning improvements given to a group of students who have not achieved learning completeness. Remedial procedures include (1) Identifying students who have not reached the KKM; (2) Analyzing the location of difficulties or topics that have not yet been discussed; (3) mastered by students; (4) Implementing learning improvements; (5) Providing assignments, exercises, experimental activities, observation activities or book summary reports; and (6) Giving exams.

At this point, the very existence of psychology remains required as a basis for an educator in giving mental counseling to learners, even motivations so that in the process of a learner's assessment there is no sense of pressure when taking tests. The role of educators becomes larger as those who provide service and fellowmen so that learners have high motivation to achieve high academic achievement and have personal integrity. Even according to studies obtained in Kenya, “the achievement of great students can gain students' achievement in the examination.” The psychology of an educator will make it easier to understand the development of learners' behavior, especially in those aspects of what learning participants experience after going through the learning process. Education institutions especially educators, therefore, need the role of psychologists to broaden their horizons regarding the psychological circumstances of learners through some types of psychologist tests (Suwarno, 2009).

From the explanation, the contribution of educational psychology to learning evaluation focuses more on the changes that occur and develop in students. This was concluded by Slameto (2010: 2) that psychologically, learning is a process of change, namely behavior as a result of interaction with the environment in meeting one's life needs. Slameto describes the types of changes that occur as a result of learning evaluations, including:

- a. Changes that are conscious and deliberate (Intentional). The behavioral changes that occur are a conscious and deliberate effort on the part of the individual concerned.

- b. Continuous change (continue). The increase in knowledge or skills possessed is a continuation of the knowledge and skills that have been previously obtained.
- c. Functional changes. Every behavior change that occurs can be utilized for the benefit of the life of the individual concerned, both for present and future interests.
- d. Positive changes. The behavioral changes that occur are normative and indicate progress.
- e. Active changes. To obtain new behavior, the student concerned actively tries to make changes.
- f. Permanent changes. Changes in behavior obtained from the learning process tend to persist and become an inherent part of oneself.
- g. Purposeful and directed change. In learning activities, there must be goals to be achieved, both short-term, medium-term, and long-term goals.
- h. Change in overall behavior. Changes in learning behavior are not just about gaining knowledge but also changes in attitudes and skills (Slameto: 2010, 3).

4. The Psychology of Education and the Urgency of the 5.0 era

21st-century skills are defined as a broad set of knowledge, skills, work habits, and existing characters that are believed to be very important for success in today's world, especially in contemporary college and career programs and workplaces, and can be applied to all academic subject areas and in all educational, career, and citizenship settings in entire student life. 21st-century skills are needed to be able to solve complex problems, collaborate and communicate well with others, acquire new skills and information independently, and adapt to rapidly changing conditions to compete within today's rich and global economy (Arifin & Setiawan, 2020). Education psychology has a central role in meeting and understanding the challenges and opportunities that arise in the 5.0 era marked by profound changes in human interactions with technology. Artificial intelligence (AI), the Internet of Things (IoT), big data, and other advanced technologies include aspects that become integral to daily life. The psychology of education was urgent to respond to some important urgency (Suwarno, 2009). First, helping individuals and education institutions adapt to rapid technological changes by understanding the effects they have on the cognitive and emotional development of learners. Second, devising a learning strategy that facilitates the development of 21st-century skills such as creativity, problem-solving, critical thinking, and digital literacy. Furthermore, education psychology helps in the management of the psychological impact of technology use such as digital addiction, cyber security, and constant change of stress, and supports inclusive and responsive education to individual diversity. Education psychology also supports lifelong learning concepts and the development of learning self-reliance, which is key in dealing with the dynamics of the 5.0 era. By applying the principles of education psychology, education institutions can play a key role in preparing the young generation for challenges and taking advantage of opportunities in the 5.0 era (Suwarno, 2009).

Therefore, an educator must have complex knowledge of the growth and growth of participants in his education. Educators are required to be able to understand the common problems of students and to understand the age of learners when they are capable of abstract thinking. Understanding the behavior of learners both positive and negative. This needs to be pointed out to be a top priority that will eventually affect the learning process (Kenneth and Ben, 2012).

IV. CONCLUSIONS

To sum up, to succeed in the teaching and learning process, an educator must have complex knowledge of the student's growth in the school. Educators are required to be able to understand the common problems of students to understand the age of learners when they are capable of abstract thinking and to understand the behavior of learners both positive and negative. Because these needs will eventually affect the learning process. Hence, educators should make a plan, process, and learning evaluation by including the point of view of Psychology to reach well learning atmosphere.

REFERENCES

- [1] Abu Ahmadi, *Psikologi Umum*. (Jakarta: PT. Rineka Cipta, 2003), 7.

- [2] Aidha, F. A., & Maulida, S. Z. (2023). *Idiolect Use of Bahasa Malay Patani in Indonesia Language by Thai Student at UIN Sayyid Ali Rahmatullah Tulungagung* (pp. 123–134). https://doi.org/10.2991/978-2-38476-162-3_17
- [3] Arifin, M. Z., & Setiawan, A. (2020). Strategi Belajar Dan Mengajar Guru Pada Abad 21. *Indonesian Journal of Instructional Technology*, 1(2), 37–46. Retrieved from <http://journal.kurasinstitut.com/index.php/ijit>
- [4] A. Woolfolk Hoy, Educational Psychology in Teacher Education. *Educational Psychologist*, 35(4),2000: 257-270. https://www.tandfonline.com/doi/abs/10.1207/ S1532698 5EP3504_04, 259
- [5] A. R. Abror, *Psikologi Pendidikan*. (Yogyakarta: Tiara Wacana, 1993), 10.
- [6] J. Sakerebau, Memahami Peran Psikologi Pendidikan Bagi Pembelajaran. *BIA': Jurnal Teologi dan Pendidikan Kristen Kontekstual*, 1(1), 2018: 96-111. <https://doi.org/ 10.34307/b.v1i1.22>, 96.
- [7] J. T. Prastiyo, Sokip, A. Tanzeh, Soim, and Akhyak, (2019) “Investigating EFL Students’ Psychological Anxiety in Reading Performance,” *SJSS (Sumerianz J. Soc. Sci.*, vol. 2, no. 8, pp. 148–154
- [8] Kenneth F and Eller Ben. *Educational Psychology and The Learning Environment*. (Dubuque: Property of Kendall Hunt Publishing Co. 2012)
- [9] L. Sumaryanti, Role of Intuiting Type Educators in Indonesian MI/SD Learning. *Jurnal Bahasa Lingua Scientia*, 10(2), 2018:199-214.
- [10] Maarif, M. A. (2018). Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif. *Ta'allum: Jurnal Pendidikan Islam*, 6(1), 31-56.
- [11] M. Ichsan, Psikologi Pendidikan dan Ilmu Mengajar. *Jurnal Edukasi: Media Kajian BimbinganKonseling*, 2(1), 2016: 60-76. <http://dx.doi.org/10.22373/je.v2i1.691>, 63.
- B. S. Sidjabat, *Menjadi Guru Profesional*. (Bandung: Kalam Hidup, 1993), 8.
- [12] M. Komarraju, S. J. Karau, & R. R. Schmeck, Role of the Big Five Personality Traits in Predicting College Students’ Academic Motivation and Achievement. *Learning and Individual Differences*, 19(1), 2009: 7-52.
- [13] M. P. Kuntjojo, *Psikologi Abnormal*. (Kediri: Universitas Nusantara PGRI Kediri Press, 2009), 7.R. B. S. Fudyartanta, *Psikologi Kepribadian Neo Freudianisme*. (Yogyakarta: Zenith Publisher, 2005),17.
- [14] P. A. Prawira, *Psikologi Pendidikan Dalam Perspektif Baru*, (Yogyakarta: Ar-Ruzz Media Group,2012), 27.
- [15] S. K. Nazimuddin, 2015. A Study of Individual Differences in Educational Situations. *International Journal of Scientific Engineering and Research (IJSER)*, 3(7), 2015: 180-184. <https://www.ijser.in/archives/v3i7/IJSER15365.pdf>, 180.
- [16] Sokip, Kontribusi Teori Behavioristik Dalam Pembelajaran. *Ta'allum: Jurnal Pendidikan Islam*, 7(1),2019: 175-190. <https://doi.org/10.21274/taalum.2019.7.1.175-190>, 176.
- [17] Sokip, A., & Ma'ruf, H. (2019). Children Emotional Parenting and Islam Perspective. United Arab Emirates: Saudi Journal of, 6256(1).
- [18] Arifin, M. Z., & Setiawan, A. (2020). Strategi Belajar Dan Mengajar Guru Pada Abad 21. *Indonesian Journal of Instructional Technology*, 1(2), 37–46. Retrieved from <http://journal.kurasinstitut.com/index.php/ijit>
- Sokip and Prastiyo, J. T. (2023). The Strategy of Constructing an Introduction for Scientific Writing at University. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 38(1), 105–115. <https://doi.org/10.4324/9781003118572-3>
- Sokip and Rudisunhaji, M. A. (2023). Teacher Thinking Paradigm in Achieving Arabic Learning Goals at State Islamic Senior High Schools in Tulungagung , East Java , Indonesia. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 42(1), 311–317. Retrieved from <https://ijpsat.org/index.php/ijpsat/article/view/5883/3683>
- [19] Syah, (2013)., *Psikologi Pendidikan dengan Pendekatan Baru*

- [20] Wiji Suwarno, *Psikologi Perpustakaan*. (Jakarta: Sagung Seto, 2009), 7.
- [21] Zairina, N. et al., 2023. *Urgensitas Pembelajaran Psikologi Pendidikan Bagi Pendidik Jenjang Anak Usia Dini*. Jurnal Pendidikan dan Konseling, 5(1)