

## **Task and Forced Instructional Strategy: Instructional Strategy Based on the Character and Culture of the Indonesian Nation**

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### **Abstract**

Received: March 31, 2018  
Revised: April 3, 2018  
Accepted: April 3, 2018

The application of instructional strategies must be considered in relation to the characteristics and culture of the students to achieve optimal learning results. The Indonesian character to be based on this strategy is not to finish the task well if there is no compulsion or punishment. This character serves as a backdrop for a purposeful task and a forced instructional strategy. This strategy emphasized a routine task and a well-planned task for the students, notifying them of the deadline for completing the task and the consequences of not completing it on time. This strategy can serve as an alternative approach to enhance learning quality, particularly in developing students' awareness of the importance of self-study.

**Keywords:** Instructional strategy, task and forced, Indonesian character

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**How to Cite:** Leonard. (2018). Task and forced instructional strategy: Instructional strategy based on the character and culture of the Indonesian nation. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 8 (1): 51-56. <http://dx.doi.org/10.30998/formatif.v8i1.2408>

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We can say that the learning process in the classroom is successful if students can effectively control knowledge and apply it when necessary, and build their awareness of the important knowledge they have received. Besides this, the learning process must be fun and full of a friendly atmosphere. However, the essentials of the student's obligation to understand the material from the teacher must also be present. The teacher must control the ability to design this atmosphere, so the aim of the learning can be reached. However, the fact is that too many teachers cannot create a fun atmosphere; instead, they prioritize learning materials based on the learning goals as the foundation of their learning process (Leonard, 2015). This needs to be addressed, and certain efforts should be made to improve the learning quality. Suparman (2012) said that the effort to increase the quality of the learning process can be done by doing the systemic activity to learning development using learning technology, such as (a) learning identification, (b) learning development, and (c) learning evaluation.

Koehler & Mishfra (2005) stated that learning by design appears to be an effective instructional technique for developing a deeper understanding of the complex web of relationships between content, pedagogy, and technology, as well as the contexts in which they function. It shows that designing the learning process is primarily done by the teacher to enhance the quality of learning. However, nowadays, we often find that learning is taking place, but it is often done without a good plan. The learning process can run smoothly if the student receives accommodations that allow them to learn about their personality aspects, such as character and culture. This research has demonstrated that a culturally

responsive pedagogy acknowledges the cultural knowledge, prior experiences, and values of the community in question. The learner's context and experience play a central role in the learning process (Thanabalan, Siraj, & Alias, 2015). This situation implies the teacher's obligation to develop learning based on the community and the students' culture that they have taught. Teachers should be exposed to the indigenous community and their cultural practices so that effective instruction can be developed to match the needs of the indigenous learners (Thanabalan, Siraj, & Alias, 2015).

As a large nation, Indonesia has a rich history and a unique culture that can be analyzed and utilized for learning and development. Indonesia is home to numerous cultures and characters, which can be viewed from both positive and negative perspectives. However, the effects of the colonial invasion for 350 years and the invasion of Japan for 3.5 years made many differences for Indonesians. Despite the struggle, Indonesians are people who never give up and have a strong fighting spirit, especially during the invasion era. On the contrary, the negative character appear as a result of the invasion is there is the weak of mentality generation, the weak character (Husaini, 2010), Less of initiatives, tended not to make a work if there is not monitored or being forced by the leader, doing something because of forced by the punishment or other situation or the other reason.

Due to their character, some Indonesians are assigned tasks to work and are compelled to do so, even facing punishment if they fail to do so. Therefore, the writer attempts to develop an instructional strategy based on this background. The strategy's name is given as the task and force strategy. This strategy aims to address some of Indonesia's weaknesses, enabling the learning process to run effectively. Even theoretically, it contradicts the general learning theory. Shell et al. (2010) write In the ULM (Unified Learning Model), all effective classroom practice is anchored in the three principles of learning: 1. Learning is a product of working memory allocation. 2. Working memory's capacity for allocation is affected by prior knowledge. 3. Working memory allocation is directed by motivation. Learning effectively with specific principles will be difficult to achieve if conventional instructional strategies are used, because in Indonesia, especially at the university level, students require step-by-step guidance with clear rules and targets. The process of assignment and compulsion was carried out correctly, enabling us to understand the philosophy of the learning process, including force, coercion, and culture, as well as the characteristics of civilized nations.

Cohen (2005) stated that an instructional strategy, also referred to as an instructional method, is based on a decision about how information should be presented or taught most effectively. Lohr (Cohen, 2005) adds that it is derived from the analysis of learner, task, and context that preceded it. Learning is not only about delivering materials, but also about the strategy needed to ensure the learning process is effective and efficient in delivering the materials. Hopkins (2007) explained that teaching is more than just presenting material; it is about infusing curriculum content with appropriate instructional strategies that are selected to achieve the learning goals the teacher has for their students. Instructional strategies and tasks can help increase students' awareness of the importance of learning and ultimately make them understand that studying is a compulsory activity they must undertake to develop themselves. Shell et al. (2010) stated that the five rules of learning provide specific guidance for implementing the three principles of learning. These say that effective instruction must do the following: 1. direct student attention to the desired knowledge to be learned. Help students focus their attention on relevant materials and avoid distractions within the learning environment, instructional materials, and by connecting to students' prior knowledge. 2. Provide necessary repetition. Provide multiple exposures to the knowledge to be learned and opportunities for recall and practice. 3. Facilitate connections. Provide ways for students to connect what they are learning to what they have

previously learned in the class, what they have learned in other classes, and their other prior knowledge. Please help them to construct meaningful connections between what they know and what they are learning. 4. Provide a learning environment that facilitates motivation. Recognize that learning can be challenging and provide support to help students maintain their effort. 5. Remember that learning is learning. Directing attention, providing repetition, facilitating connections, and offering motivation are essential components of effective instruction. There are no shortcuts; good teaching does not follow fads.

Task and force strategy can be implemented simultaneously with the model or other learning methods. We can say that this instructional strategy is an additional activity beyond the other planned activities. The point is that this instructional strategy emphasized comprehensive planning related to assigned tasks for the students, complete with the threat of punishment if they did not complete the task well. The writer's experience in applying this strategy is:

1. Students were asked to buy an educational and learning book, then read and summarize the book. The students have only a week to complete the assignment and create a summary in their own handwriting. Next, students exchange their books with classmates, then repeat the reading process and create a summary for the week.
2. Students were made familiar with the given task in every meeting with the lecturer; it must be finished a day before the next meeting. This assignment is usually related to the material given. In the writer's case, regarding the research methodology, the task typically involves downloading research articles, conducting a study to analyze the problems, limiting the scope of the interview to teachers or students, collecting important theories or key sentences about the research, and so on.
3. Every question from the students about the materials will be a private assignment or group, and must be finished on the same day, and must be reported through the message on the WhatsApp application.
4. There will be a punishment given to the student if they do not do the assignment well and on time, such as a reduction of the score, the loss of the opportunity for the other assignment, and failing the research methodology subject.

Technically, there are numerous challenges and obstacles to applying this strategy. Many students complain, especially those who do not usually complete many assignments in a short time. However, this is what is being restored. Laziness, giving up, being overwhelmed by a task, and doing it with a heavy heart are set aside to make way for a new habit of reading and completing assignments at the right time. Initially, many students complain, but ultimately, they express appreciation, because with the little force they have, they can face future challenges, especially in the final stage of the research design lecture. The keywords must be included in the notice for applying the task and force strategy. There must be a regular and planned assignment that requires the teacher's readiness according to the subject or material, along with the task's deadline and the consequences if the task cannot be completed well.

Yau, Cheng, & Ho (2015) said there are extensive educational literature which is related to the student's motivation for learning and the instructional strategies affecting the student's motivation (Keller, 1984; 1987; 2010; Oliver & Reeves, 1996; etc.) in generally, to provide the motivation, could do by some ways, such as students are given the gift by the teacher, given the appreciation, and even given the task and force. Initially, there may be numerous complaints and contradictions, but if we refer to Thorndike's theory of learning, specifically habituation, this strategy can be a way to educate students. (Shih, Liu, & Sanchez, 2013) In the past, school instruction was primarily focused on course designs and teachers' instructional strategies, which were believed to be sufficient for promoting effective learning. Over time, we have come to understand that teaching quality is deeply

affected by students' characteristics, the teacher's teaching styles, and the teaching environment (Keefe, 1987).

Task and force strategy, hopefully, can be an additional treatment for students to enhance learning quality. Notice that this strategy must be tailored to the characteristics of the students being taught so that it can have a better influence. In this short paper, the target audience is college students, who are treated with andragogy. This should be of concern and should be adjusted if it is to be used with students at the basic level, such as elementary school, junior high school, and senior high school, who are treated pedagogically.

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**Formatif: Jurnal Ilmiah Pendidikan MIPA**

Vol. 8, No. 1, April 2018, pp. 51-56

p-ISSN: 2088-351X

e-ISSN: 2502-5457

DOI: <http://dx.doi.org/10.30998/formatif.v8i1.2408>

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