

# Instructors' Efforts In Empowering Trainees Through Innovative Learning Methods

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## Abstract

This study aims to explore the efforts of instructors in empowering trainees through innovative learning methods at the Technical Implementation Unit of the Wonojati Vocational Training Center (UPT BLK) in Malang. The innovative learning methods applied include ice breaking, rewards, and participatory expository approaches. Instructors at UPT BLK Wonojati actively design and implement these methods by understanding the context and needs of the trainees.

The research findings indicate that the innovative learning methods applied successfully enhanced the trainees' motivation, participation, and learning outcomes. Ice breaking created a conducive and enjoyable learning atmosphere, while rewards provided additional encouragement for trainees to excel. The participatory expository method helped trainees better understand the material through active interaction.

In conclusion, the efforts of instructors in using innovative learning methods at UPT BLK Wonojati have had a positive impact on the learning process and outcomes. This study recommends the continued use and further development of innovative learning methods to improve the quality of training and the empowerment of trainees.

**Keywords:** innovative learning methods, ice breaking, rewards, expository, UPT BLK Wonojati, trainee empowerment.

## 1. Introduction

The Technical Implementation Unit of the Work Training Center (UPT BLK) Wonojati Malang is one of the vocational training institutions committed to improving the quality of human resources through various training programs. One of the efforts made by the instructors at UPT BLK Wonojati is to empower

trainees through innovative learning methods. These methods are considered effective in improving trainees' engagement, motivation and learning outcomes. This learning activity is about managing the class and changing the atmosphere in the classroom which was originally frozen then thawed out by each instructor's way. Thawing conditions means relaxing the limbs and mind from boredom in training learning. The first is in the form of limbs, such as whispering games in groups, guessing the definition of something from movements that give guesses and the like. The second form of brain games such as guessing pictures, finger speed movements and similar types of brain games. According to (Said, 2010: 1), ice breaking is a game or activity that serves to change the atmosphere of frozenness in the group. According to Sunarto (2012: 3) ice breaking in learning can be interpreted as breaking the ice or physical situation of students. Ice breaking can be intended as a form of encouragement of enthusiasm, enthusiasm for learning from students by educators. (Prodi et al., 2016).

The learning method that instructors can use in shaping the creativity of trainees and can also foster creativity according to their potential, namely the instructor can use the reward learning method, the reward method itself is a form of learning that focuses on efforts to increase the enthusiasm of trainees by giving appreciation using gifts, then the learning method by way of appreciation focuses on improving the learning outcomes of trainees. This learning method can motivate trainees in their readiness and seriousness to learn. Through reward learning methods, trainees will be more active in various knowledge and skills that allow them to learn from each other to form their own competencies in a better direction. This is supported by Muliawan (2016: 242). By using the reward method student learning outcomes can improve. Therefore, a teacher is expected to choose a good learning model so that students are more active.

The next learning method that can be used as a learning resource in delivering materials in trainee learning activities is the expository method or can also be called the ELM method where trainees will be presented with material in the form of images, videos and animations. They will be involved during the learning process and really understand the material presented by the instructor with a note depending on what stage they are at. The advantage of this method is that it is able to provide an efficient learning structure and help trainees sharpen their own thinking skills. According to Herman Hudoyo (1998: 133) expository

methods can include a combination of lecture methods, drill methods, question and answer methods, discovery methods and demonstration methods. Pentatito Gunawibowo (1998: 6.7) in learning using the expository method, the center of activity still lies with the teacher. Compared to the lecture method, in this method the teacher's dominance has been reduced a lot, but when compared to the demonstration method, this method still appears more. Teacher speaking activities in the expository method are only carried out at certain times, such as at the beginning of the lesson, explaining the material and guiding students in understanding the material and giving examples of problems.

## **2. Results and Discussion**

### **3.1 Result**

A. Innovative Learning Methods Innovative learning methods refer to various teaching strategies and techniques designed to make the learning process more interesting and effective. Some of the innovative methods applied at UPT BLK Wonojati include:

#### **1. Ice Breaking**

Ice breaking is a technique used to break the ice at the beginning of a training session. The aim is to create a conducive atmosphere and build positive relationships between instructors and trainees. Through interactive games and activities, participants can more easily adapt and feel comfortable. The effect of boredom on the psychological quality of learners when listening to or understanding a concept of knowledge is a problem that must be removed immediately. Then there are various efforts made by educators in removing boredom in students. There are times when students are experiencing a period of bad mood, sometimes educators still force students to do assignments or understand assignments on the grounds of completing the demands of the chapter that the meeting must be completed without considering the condition of the students.

Ice breaking has its own meaning. Language in the English dictionary means cold or frozen. Breaking linguistically breaks, breaks, stops, changes. In terms of ice breaking in learning, it is an activity or process to change a tense situation to cool down or an attempt to break the atmosphere to become more comfortable and relaxed. (Aniuranti et al., 2021) Meanwhile, according to Sunarto (2012: 4), "ice breaking is a form of learning that serves to break the condition of ice in a group. According to Sunarno (2005: 1), "ice breaking is a form of switching the atmosphere from sleepy, boring, saturated, unpleasant, tense, rigid, to relaxed, comfortable, fun, attracting attention and there is a sense of waiting for students in the learning to be carried out." (Aniuranti et al., 2021). Ice breaking according to Wihdad (2021: 11), is a game or activity in a simple, concise, light form that has the function of moving the situation from freezing, tension, and boredom. According to Sapri (2021: 2), in his journal quoting the opinion of (Satriant at al 2018) published in the Basicedu Journal, he said that ice breaking is an activity or process carried out by a group of people or a certain individual with the intention of attracting the attention of a group of people in the room with the aim of restoring the original state, namely a stable, vibrant state. According to Saroya (2014: 18), ice breaking is an effort aimed at changing the state of a group in a fun and vibrant way, it can be concluded from several opinions regarding the ice breaking learning model which has the function of managing the focus of students to stay focused when receiving learning by presenting activities that make students feel comfortable, relaxed but still in line with the discussion being studied.

## 2. Reward

Rewards are an effective way to motivate trainees. Rewards can be in the form of praise, gifts, tokens of appreciation, or the opportunity to become a teaching assistant. This method encourages participants to be more active and enthusiastic in participating in the training. The word reward is found in the big dictionary of the English language. then reward by definition in language is an award or praise. (Syawaludin & Marmoah, 2018). Furthermore, reward in the understanding in the world of education is an act of appreciation in the form of awards or prizes to students when they successfully perform the tasks given. (Fadilah & F, 2021). Reward is a form of appreciation that is commensurate with the efforts of someone who has been given a task. not only completed in the

assignment given, but these students in their behavior and personality are expected to motivate other students. So it is not just achievement in value numbers but also in attitude to be used as a condition for giving rewards. Reward is an activity that is very liked and eagerly awaited by students who can then be given to anyone who can fulfill or answer questions to achieve predetermined goals, or even be able to exceed and expand them. the size of an award or prize depends on the size of a predetermined challenge. the main form of reward is that which is still related to the discussion of the questions given. According to Sadirman (2014 p.46), reward is a form of learning motivation provided by educators.

Awards and prizes must also be given at the right time, namely when students succeed (not postponed), do not just give them a promise because the purpose of giving and giving them as a learning evaluation. Rewards and prizes are a learning method that is favored and liked by students, thus the form of learning provided in the form of gifts and awards is very important because it can be a motivation to learn more actively for students.(Pallot et al., 2017). The purpose of educators in giving awards is to foster more active in the learning efforts of students, which means that the willingness of students to learn is getting bigger and developing

in cognitive, affective and psychomotor aspects. Giving gifts or awards or briefly known as rewards, efforts to strengthen students in maintaining learning outcomes and efforts to increase the enthusiasm of students in learning, the gift is not solely due to the educator's love for the students but because it is based on the educator's efforts in involving students to be active in their learning. It can be concluded from the explanation above that the definition of reward-based learning is the educator's effort towards students to strengthen learning efforts and can achieve learning outcomes in accordance with the learning planning design. According to Syah (2013, p.153), reward is an example of extrinsic motivation that helps students learn ".

### 3. Expository

The expository method is a way of delivering material directly by the instructor. Although it may seem traditional, this approach is still effective when combined with participatory techniques that involve participants in discussions and Q&A. Thus, participants not only listen but also actively contribute to the learning process. Expository learning is a learning model that emphasizes the process of delivering material verbally from an educator to a group of students with the intention that students can master the material optimally. (Sanjaya, 2010: 179). Expository learning is a learning plan that is widely and often used in teaching activities. This is because this strategy or expository learning plan has several advantages: (a) by using this strategy or expository learning plan the educator can control or check the order and mastery of the learning material, thus he can find out to what extent the students understand the material, (b) the strategy or expository learning plan is considered very effective in the learning process, (c) the strategy or expository learning plan in addition to being effective can also make students listen more to the subject matter, also at the same time make students able to see or observe the material presented by the educator. For the expository learning method, several things that are considered to make this learning model effective are to activate students in the learning process. In the expository learning model there are demonstration activities that can be designed by educators in accordance with the learning material with the aim that students can explore the understanding of the material provided. (Expository Learning Method, n.d.).

The expository method may include a combination of the lecture method, drill method, question and answer method. In the expository method, trainees not only listen and take notes, but also work on exercise questions, the instructor can check the trainees' work individually or explain it back to the trainees individually or classically. According to Ausubel in Gunowibowo (1996:6,7) said that the expository method is the most effective and efficient way of teaching in instilling meaningful learning. There are several characteristics of the expository learning model. The expository

learning model is carried out by conveying the subject matter verbally, meaning that oral speech is the main tool in carrying out this learning model, usually the material presented is ready-made material, such as data or facts, certain concepts that must be memorized so that it does not require students to think again, the main goal of learning is mastery of the material itself, meaning that after the learning process ends students are expected to understand it correctly by being able to reexpress the material that has been described. (Ragin et al., 2020).

## B. Implementation of Innovative Methods at UPT BLK Wonojati

The instructors at UPT BLK Wonojati implement innovative learning methods by paying attention to the context and needs of the trainees. The following are some of the implementation steps taken:

### 1. Identification of Participant Needs

Before applying learning methods, instructors identify the needs and characteristics of the trainees. This is important to determine the most appropriate and effective method.

2. Planning and Preparation Instructors design training programs to incorporate innovative methods. Thorough preparation includes the preparation of materials, learning aids, and interactive activity scenarios. 3. Implementation and Evaluation During the training, the instructor actively engaged the participants through ice breaking, rewarding, and participatory expository techniques. After the training session, an evaluation was conducted to measure the effectiveness of the methods applied and obtain feedback from the participants.

## C. Outcomes and Impacts The implementation of

innovative learning methods at UPT BLK Wonojati has shown positive results. Some of the visible impacts include:

### 1. Increased Motivation and Participation

Trainees became more motivated and active in attending each training session. The provision of rewards in particular provides additional encouragement for participants to excel.

### 2. Conducive Learning Atmosphere

Ice breaking helps create a fun and conducive learning atmosphere. Participants feel more relaxed and engaged in the learning process.

3. Improved Learning Outcomes The combination of expository and participatory methods helped participants better understand the material. Evaluation results showed significant improvements in participants' understanding and skills.

## **3. Conclusion**

The efforts of instructors at UPT BLK Wonojati in empowering trainees through innovative learning methods have succeeded in improving the quality of learning and the results achieved by participants. The use of methods such as ice breaking, rewards, and participatory expository have proven effective in creating a conducive learning atmosphere, increasing motivation, and participant participation. By continuing to develop and adapt innovative learning methods, UPT BLK Wonojati is expected to continue to produce competent human resources who are ready to face challenges in the world of work.

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