

SFE Learning Model for High School Mandarin Teachers in Tebing Tinggi City

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ABSTRACT

This research is entitled 'SFE Learning Model for Mandarin Language Teachers at Senior High Schools in Tebing Tinggi City.' This activity aims to provide assistance in an effort to improve teacher skills in teaching Mandarin to high school students. This teaching training was carried out through a community service program with partner teachers in Tebing Tinggi City High School. This activity started from the anxiety of the principal, where the teacher had not been able to create an attractive and effective learning model. The research used training and mentoring method, starting with socialization activities and then opening in the form of offline motivational seminars. Furthermore, training activities were carried out online using the Zoom Meeting media for two months, involving teachers. The strategy in this activity used the Student Facilitator and Explaining (SFE) type of cooperative learning model. The results of this study are expected to be useful for all teachers in creating an interactive learning atmosphere, with various forms of games and facilitated by current technological advances.

KEYWORDS

Learning Model; SFE; cooperative; interactive; Mandarin.

INTRODUCTION

Mandarin is one of the official languages recognized by the United Nations. As reported by Foreign Direct Investment data, in recent decades the economic and industrial development of China and the large number of native speakers of this language have made it the second international language after English. In Indonesia, the need for language skills is also starting to appear. The 2013 curriculum structure, in the language specialization group, Mandarin is one of the alternative choices. The Minister of Education and Culture recommends the addition of language subjects, such as Mandarin, according to the characteristics of each school (Sutami, 2016).

Traditional Chinese culture is one of the oldest and most complex cultures in the world and has a great influence on countries in the Southeast Asian region, including Indonesia. The freedom of the ethnic Chinese in carrying out religious rituals, customs, and allowing the expression of their culture in Indonesia, since the repeal of Presidential Instruction No. 14/1967 in the era of President Abdurrahman Wahid. Furthermore, respect for racial freedom for the Chinese ethnic group continues to this day. This can be seen from the freedom given to organize Mandarin language courses throughout the country. Mandarin has also become a major foreign language subject besides English. Parents and educators are aware that mastering Mandarin from an early age will help improve their standard of competence in the future (Jung, 2021).

Judging from the need for Mandarin teachers, to fulfill the Mandarin learning process in schools is still very limited. This is in terms of the number of schools according to data from the Ministry of Education and Culture (Kemdikbud), for the city of Tebing Tinggi, there are 15 schools at the junior high school level, 9 schools at the high school level, and 5 schools at the vocational level, so if every school has Mandarin as its local content, it is necessary at least 39 Chinese teachers just to meet his minimal needs. But the current number is far below that, so the need for Chinese language teachers is increasing every year (Julina, 2020).

Besides the limited teacher resources, the main problem in learning Mandarin is in terms of content, where the intonation or pronunciation is much different from Indonesian which does not pay attention to tone. Mandarin has unique characteristics, both letters, writing, and pronunciation. In Chinese pronunciation, each note has its own meaning, different intonations will cause the wrong meaning. In Mandarin class, students are motivated to be actively involved in learning activities, especially in exploring a number of reading materials, both in the form of print media and electronic media. Learning Mandarin requires passion and self-discipline. For students who learn Mandarin, it is expected that they can achieve basic Chinese competencies, namely listening, speaking, reading, and writing. In an effort to meet these needs, it is necessary to develop learning methods that are supportive and significant. According to Aoshuang (2013), a Mandarin expert from Minzu University of China, as well as the head of the Teaching and Research Section of the Chinese Teaching Methodology, said that the Chinese language learning method would be more attractive to students if it was carried out with various forms of games and facilitated by technological advances currently available.

RESEARCH METHODS

The use of learning methods in schools is still dominated by conventional learning methods, namely the lecture method. This certainly does not motivate students to learn Mandarin, even more so to achieve the learning objectives as expected. The use of innovative and appropriate methods is urgently needed. Because in addition to motivating students to be more active and enthusiastic about learning Mandarin, as a foreign language subject taught in schools, Mandarin is very different from the mother tongue and Indonesian that is spoken by students every day. To overcome the problems and difficulties in the Mandarin learning process, it is necessary to select and use innovative teaching strategies. The teaching strategy in this service uses the Student Facilitator and Explaining (SFE) type of cooperative learning model. The choice of this teaching strategy is in accordance with language learning which requires students to play an active role both verbally and in writing with the teacher, and fellow students, so that they are accustomed to communicating and writing in Mandarin. This teaching strategy also leads students to motivate and correct each other.

Based on the description above, service in the form of teaching training really needs to be done, namely by mentoring and teaching Chinese language skills to teachers, which is the opening key to learning Mandarin at high school level students. The results of this study are expected to be a breakthrough in efforts to assist Chinese language teachers in creating an interactive and fun learning atmosphere, by applying the latest learning models. That way, this learning strategy can help improve students' ability to learn and understand Mandarin, especially in reading and speaking competence.

RESULTS AND DISCUSSION

Cooperative Teaching Strategy

The use of innovative learning methods can not only overcome students' learning difficulties but also can affect students' learning motivation. The learning method is the method used by

the teacher as an educator in establishing relationships with students during the teaching and learning process. In other words, this method is used in the context of a personal approach between educators and students, so that students are interested and like the material being taught (Sutikno, 2014).

The selection of teaching methods greatly influences the success of the learning process. In addition to using innovative methods, teachers as the main figures must choose the right teaching method, because there are many and varied learning methods. Besides being able to increase learning motivation and overcome students' learning difficulties, the use of appropriate methods can make it easier for teachers to deliver teaching materials to students (Amelia, 2021).

Teaching strategies continue to develop along with the growing needs of teaching in the world of education. The development of teaching strategies continues to be used as an instrument to facilitate the learning process in schools. A cooperative teaching strategy is one of the teaching strategies that are often used in the learning process in schools. Basically, the cooperative teaching strategy directs students to work together with other students in the form of groups, to make it easier to understand and master the teaching materials and assignments that have been prepared by the teacher. By using this teaching strategy, students are not only required to be active but also interact with other students to discuss and correct each other in groups (Monika, 2021).

Cooperative learning is learning that conditions students to learn in one small group with different levels of ability. In completing group assignments, each member works collaboratively and helps to understand a learning material, check and correct friends' answers, and other activities to achieve the highest learning outcomes. According to Slavin (2005), states that there are three goals of cooperative learning, namely:

- a. Academic Learning Outcomes. Cooperative learning in addition to covering a variety of social goals also improves student achievement or other important academic tasks. This learning strategy is also beneficial for students who have low, medium, and high achievement because they can work together in dealing with problems with peer-to-peer advice.
- b. Acceptance of Diverse Opinions. The next goal of cooperative learning is the wide acceptance of people who are different based on race, culture, social class, ability, and inability to work together in dealing with academic problems. And through the reward structure, students respect each other.
- c. Development of Social Skills. The third objective of cooperative learning is to teach students the skills of working together and collaborating. Students need to have social skills because currently many young people are still lacking in social skills.

According to Huda (2014), one of the assumptions underlying the development of cooperative learning (cooperative learning) is that the synergy that arises through cooperation will increase motivation much greater than through an individual competitive environment. Integrative social groups have a greater influence than groups formed in pairs. Feelings of connectedness, according to them, can generate positive energy.

Based on the description above, it can be understood that all students or students in high school in the city of Tebing Tinggi must master Mandarin learning materials. Because the purpose of cooperative learning is different from conventional or ordinary learning. Conventional learning only pays attention to the mastery of the material on individual students, while cooperative learning requires that all participants in the group must understand and master the Chinese language learning material.

Cooperative Learning Model Type of Student Facilitator and Explaining (SFE)

In 1990 the type of cooperative learning model Student Facilitator and Explaining (SFE) was first proposed by Adam and Mbirimujo. The SFE learning method is a series of presentations of teaching materials through a communicative approach that begins with an open explanation, gives students the opportunity to explain back to their colleagues, and ends with the delivery of all materials to students (Widayati, 2019).

This learning model uses giving opportunities for students to re-explain the material that has been delivered by the teacher. The use of the SFE learning model allows students to better understand and master teaching materials because students are required to re-explain and explore teaching materials with other students. At the end of the lesson, the teacher as the main facilitator again explains all the teaching materials as a whole.

Student Facilitator and Explaining learning can encourage students to use linguistic skills, shown in the form of activities or behavior using language fluently, able to express and appreciate and perceive words with complex meanings (Widyawati, 2016).

The use of the SFE Type Cooperative Learning Model is very appropriate and relevant to language learning, especially foreign languages because language learning must be communicative. This allows all students to pay close attention, in order to be able to re-explain the teaching material presented. Besides, the repetition of material from students to other students can make students more fluent in mastering foreign language learning, especially Mandarin.



Figure 1. Training atmosphere with teachers, 2021

The Steps of Student Facilitator and Explaining (SFE)

1. The teacher conveys the competencies to be achieved, the first step is the teacher explains the basic competencies that must be conveyed back to other students. Thus, students are required to master the teaching material that will be delivered by listening to the teacher's explanation.
2. The teacher demonstrates or presents an outline of the learning material. The teacher as the main introduction to the material conveys teaching material to students. In addition, the teacher must also motivate students to be confident in repeating the material being taught.
3. The teacher gives students the opportunity to explain to other students. The appointment of students who come forward can be done in turns or randomly.
4. The teacher concludes the ideas or opinions of students. At this stage, the teacher concludes the things that have been conveyed by the students, as well as assesses and corrects what has been conveyed.

5. The teacher explains all the material presented at that time. If there is teaching material that has not been delivered by students, then the teacher explains the teaching material as a whole.
6. Closing. The teacher concludes the teaching material briefly and clearly.

Advantages and Disadvantages of Student Facilitator and Explaining (SFE)

The implementation of the learning method, of course, has advantages and disadvantages. Shoimin (2013), said that the student facilitator and explaining method has the following advantages and disadvantages:

1. Advantages:
 - a. The material presented is clearer and more concrete.
 - b. Can increase students' absorption because learning is done by demonstration.
 - c. Train students to become teachers because students are given the opportunity to repeat the teacher's explanations that he has heard.
 - d. Stimulate students' motivation to be the best in explaining teaching materials.
 - e. Knowing the ability of students in conveying ideas or ideas.
2. Disadvantages:
 - a. Students who are embarrassed do not want to demonstrate what the teacher ordered them or many students are less active.
 - b. Not all students have the same opportunity to do it or explain it back to their friends because of limited learning time.
 - c. There is the same opinion so that only some are skilled.
 - d. It is not easy for students to make concept maps or briefly explain teaching materials.
 - e. Classroom management is still not efficient.

Interactive Learning Strategy

Interactive learning strategies refer to forms of discussion and sharing among students. Seaman (2018), explains that discussion and sharing will provide opportunities for students to react to the ideas, experiences, views, and knowledge of the teacher or group, and try to find alternatives in thinking. Interactive learning strategies are developed in the range of grouping and interactive methods, in which there are forms of class discussions, small group discussions or group task work, and working in pairs.

Interactive learning strategy is a learning method or technique used by teachers when presenting lesson materials, where the teacher becomes the main actor in creating educational interactive situations, namely the interaction between teachers and students, students and students, and with learning resources in supporting the achievement of learning objectives.

Based on some of the opinions above, it can be concluded that interactive learning is designed to make the teaching and learning atmosphere centered on students so that they actively build their knowledge through investigation of the questions they ask themselves. Students are freed and have the opportunity to engage their curiosity by asking questions about the topic to be studied, then conducting investigations on the questions they ask themselves.

The development of interactive learning can be carried out by teachers on all subjects, provided that they must pay attention to nine things, namely motivation, the concentration of attention, student background, the context of subject matter, individual differences of

students, learning while playing, learning while working, learning to find and solve problems and social relations.

In an interactive learning process, the teacher acts as a teacher, motivator, facilitator, mediator, evaluator, mentor, and reformer, thus the position of students in learning activities in the classroom is through an active role, where activities can be measured by observing, taking notes, asking questions, answering, express opinions, and work on assignments both group assignments and individual assignments. In such a learning situation, students will get a memorable, fun, and not boring experience (Barus, 2021).



Figure 2. Paper cutting art activities (Jiǎnzhǐ), 2021

Characteristics and Conditions of Interactive Learning

Sabari (2006), describes the requirements that must be considered by a teacher in the use of interactive learning strategies, namely as follows: (1) The learning model used must be able to arouse students' motivation, interest, or passion for learning. (2) The learning model used can stimulate students' desire to learn further, such as interacting with teachers and other students. (3) The learning model must be able to provide opportunities for students to provide their responses to the material presented. (4) The learning model must be able to guarantee the development of student personality activities. (5) The learning model used must be able to educate students in self-study techniques and how to acquire knowledge through personal effort. (6) The model used must be able to instill and develop student values and attitudes in everyday life.

The teacher's role in interactive learning has a close relationship with how to activate students in learning, especially in terms of skill development. This is what the USU community service team instructs to Mandarin teachers as an effort in thinking skills, social skills, and practical skills, which can then be developed in interactive teaching and learning situations between teachers and students and students with students.

Interactive Learning Stages

According to Faure and Cosgrove (in Harlen, 1992), the interactive learning stage consists of seven stages, namely: (1) the preparation stage; (2) the initial knowledge stage (before view); (3) activity stage (exploratory); (4) child questions stage; (5) the investigation stage (investigation); (6) final knowledge stage (after view); and (7) the reflection stage. The stages in interactive learning can be seen in the following chart:

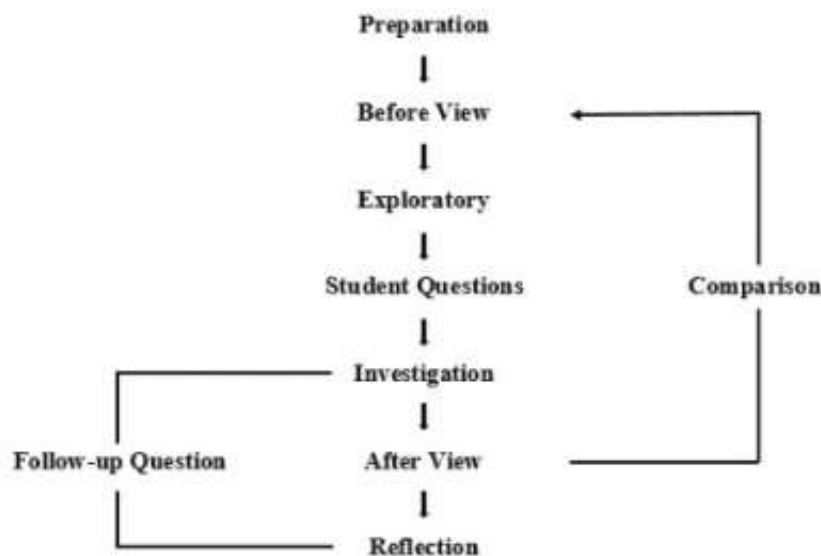


Figure 3. Stages of interactive learning

Preparation

The initial activity stage of interactive learning, namely the preparation of teachers and students looking for background topics that will be discussed in learning activities. In this case, Mandarin teachers at Tebing Tinggi city high schools were asked to collect resources that would be used in learning activities, such as experiments that would be used, and what media would be used to support learning. Apperception is given by the teacher at this stage by providing opportunities for students to restate the material that has been studied at the previous meeting. At the preparatory stage, more is done before learning activities such as preparing experimental tools and learning media in Mandarin.

Stage of Initial Knowledge (Before View)

At this stage, teachers can explore students' initial knowledge of things that are already known about the topic to be studied. This student's initial knowledge can be explored by presenting a problem related to the topic to be discussed, then asking students' opinions on the problem. The initial knowledge of these students can be used as a benchmark to compare with their knowledge after carrying out Mandarin learning activities.

Activity Stage (Exploratory)

The activities carried out in this third stage are displaying activities to provoke the curiosity of students. Furthermore, students are encouraged to ask questions related to the topic of the activity in question. Activities carried out to arouse students' curiosity can be asked in the form of questions, demonstrations, displaying phenomena through videos or pictures. Then the writer asked the students to tell and ask their opinion about what they had seen.

Stage of Student Questions

After carrying out exploration activities through various demonstration activities or phenomena, at this stage, each student is given the opportunity to make questions in his group. Then students read the questions made in the group. Meanwhile, the teacher writes the questions on the blackboard. At this stage, all student questions are written on the blackboard. In this stage, all student questions are written on a piece of paper, then collected at the end of the learning activity. At this stage, it is possible for students to have difficulty

in making questions, therefore, the teacher must motivate and stimulate students to want to ask and direct students' questions. Teachers should direct students to choose questions related to topics whose answers can be investigated through inquiry and investigation activities.

Stage of Investigation

In the investigation process, there will be interactions between students and teachers, students with students, students with media, and students with tools. At this stage, students are given the opportunity to find concepts through collecting, organizing, and analyzing data in an activity that has been designed by the teacher. Meanwhile, the teacher helps students to find answers to the questions they ask, in groups students conduct investigations through observation or observation.

Stage of Final Knowledge (After View)

In the final stage of knowledge, students read the results they get. The teacher directs students to conduct class discussions. Students' answers are collected and compared with prior knowledge before students carry out previously written investigations. Students are asked to compare what they now know with what they previously knew.

Reflection Stage

The last stage is reflection, which is the activity of thinking about what has just happened or has just been learned. The point is to rethink what has been learned, then put it forward into a new knowledge structure. At this stage, students are given time to digest, weigh, compare, appreciate, and conduct discussions with themselves. Students are also allowed to ask follow-up questions if something is not understood after conducting an investigation, and the teacher provides reinforcement and corrects things that are still wrong.

Based on the description above, it can be understood that the interactive teaching and learning process can develop effective questioning techniques or conduct creative dialogue by asking questions to students. The nature of the question can reveal something or have the nature of the inquiry so that through the questions asked, students can develop the ability to think creatively in studying other Chinese learning materials.

CONCLUSION

After carrying out community service activities at Tebing Tinggi City High School, the author concludes that Mandarin language teachers have different educational backgrounds, as well as their respective abilities, and experiences in teaching and learning. The teachers also have not emphasized the correct pronunciation of notes. As a first step, teaching Mandarin for the high school level in Tebing Tinggi city can be started from simple learning materials, so that it can be accepted, and practiced directly by students. It is hoped that teachers can build a pleasant learning atmosphere, by applying the Student Facilitator and Explaining (SFE) type cooperative learning model, as well as interactive learning models, such as question and answer activities, watching videos, singing, and games, to foster student interest in learning. Furthermore, teachers can repeat every material taught, as well as give daily tests to determine the students' ability to learn Mandarin.

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