

TURNITINIMPLEMENTATIONOF STUDENTSCENTEREDLEARNING

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**IMPLEMENTATION OF STUDENTS CENTERED LEARNING AT PERSEKUTUAN
SEKOLAH KRISTEN DJAKARTA**

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ABSTRACT

Objective: The purpose of this study is to know how the implementation of student centered learning at Persekutuan Sekolah Kristen Djakarta (PSKD). **Methods:** The research method used is survey method by using qualitative research approach. The respondents of this research were teachers, consisted of 31 teachers and they were selected from 66 teachers by using proportional random sampling. The instruments used in this study were questionnaires (consists of 24 statements) and interviews sheet. The data were analyzed descriptively by implementing likert scale. **Finding:** From the data collected through questionnaire and interview found that 70% of the teachers said that the implementation of student centered learning at PSKD is good, but 30% of teachers still believe that the implementation of student centered learning is still poor. **Application/Improvement:** Thus, it can be concluded the implementation of student centered learning at PSKD needs improvement so there will be better implementation at the next internship program.

KEYWORDS: Students centered learning, internship, PSKD, teaching method, approach

I. INTRODUCTION

Based on the curriculum that must be taken by students in the Faculty of Teacher Training and *Universitas Kristen Indonesia*, the students have exactly at the seven semester have to enroll on internship program. It means that *internship* is one of lecturing activities that must be passed by the students. In addition, it is also a culmination of all educational programs or as a program that gives chance to students to apply various knowledge, attitudes, and skills in the context of professional teacher formation. *Internship* requires integrated application skills from all previous learning experiences to training programs in the form of performance in all matters relating to the teacher's profession, both teaching and other teacher-related tasks.

The purpose of *Universitas Kristen Indonesia* to implement *internship* is to a) form a prospective teacher who has a set of knowledge, skills, values, attitudes, and behaviors necessary for his profession as well as competent and appropriate use in the provision of education and teaching in schools as well as out of school, and b) review and develop teacher training and education, strengthen Faculty of Education and Teacher Training - *Universitas Kristen Indonesia* partnerships and schools/educational institutions.

In the process of implementing the *internship* program, Faculty of Education and Teacher Training - *Universitas Kristen Indonesia* cooperates with PSKD in Jakarta as Lab School either at Junior High School level or Senior High School or Vocational High School. The implementation of *internship* in these two years has a distinct uniqueness from the previous years that is *internship* is implemented in an integrated manner of using student centered learning approach. All students who are enrolling on *internship* should understand and be able to implement the learning approach when teaching. To be able to achieve this, then before the students are sent to do the program of *internship*, they must first follow the *internship* debriefing (preparation before departure)

carried out for three days. This is done in order that students may have more knowledge to implement the learning approach.

To know whether the program is running well or not, of course there should be an evaluation, but during these two years this integrated *internship* program which has been done have never been evaluated yet. Whereas in fact, there are still many problems in implementation such as; 1) students are still not familiar with students centered learning, 2) less coordination among the field supervisors with principals, teachers, and students, 3) some students do not behave like a teacher, 4) student ability in making syllabus, annual program, monthly program, weekly program, and lessons plan are still very low, 5) low class management capability, and 6) poor time management.

In line with the demands of the curriculum in universities, the students in the seventh semester who are taking *internship* program should have been able to do the obstacles because it has been facilitated by the courses that can assist them in the implementation of *internship* at the previous semesters. This is what makes researchers feel very interested and challenged to conduct a study to evaluate the implementation process of student centered learning approaches, resulting in conclusions that can build the process of implementing *internship* based on SCL learning approach to a better direction on the next coming program.

Internship is a compulsory course that contains activities of student competence development by way of practicing the educational knowledge that has been studied throughout the lecture into the context of real learning¹, while Sukarno says that *internship* is a program that requires the ability of application and integrated from all previous learning experiences into training programs in the form of performance in all matters relating to the teaching profession, both teaching activities and other teacher duties². Both definitions above can be concluded that *internship* is a program of planned activities, programmed, and guided through apprenticeship activity in school for student of education program at university.

The benefits of the implementation of *internship* are as follows: 1) For students; equip students with the set of knowledge, attitudes, and skills necessary to implement professional learning. 2) For the school where the *internship* is; obtain inputs related to the development of education for the development of school learning processes. 3) For the Study Program; expand the network of cooperation with schools and improve the relevance of educational professionalism with the needs in schools. The purpose of the implementation of *internship* is to form a professional teacher candidate through training activities in partner schools, such as: a) knowing the physical environment, administration, academic, and social psychological school where the training takes place, b) mastering the basic skills of teaching, c) applying the proficiency of an integrated and integrated teacher profession, d) developing the personal and social aspects of the school environment, e) living the educational value of experience during the *internship* through reflection and pour it in the form of reports.

Students must have competence which of a set of knowledge, skill and behavior that must be possessed, experienced, mastered by teacher or lecturer in performing professional duties^{3,4}. The competencies that must be possessed in carrying out teaching and learning tasks are pedagogical competence, personality competence, social competence, and professional competence⁵. Before teaching, a student is expected to prepare well, ranging from mastery of matter and mental. Teaching units that have been prepared and will be submitted by a student in the form of Lesson Plan and must be in accordance with the steps that have been learned when participating in Curriculum and Material Development courses. All lessons to be conceived and submitted should be based on the material that has been given by the tutor and has been corrected by the supervisor.

Before discussing students centered learning, first, learning approach will be elaborated first. The learning approach is a common way of looking at the problem or object of study, so it has an impact⁶. Some characteristics of approaches in learning; 1) learners conduct various learning activities, 2) participants participate actively, either individually or in groups, 3) provide learning experiences for learners in improving the learners' potential, 4) the interaction built during the learning process shows the occurrence of multi-direction communication using various learning resources, methods, media, and learning strategies, 5) during teacher learning process acting as facilitator, mentor and leader⁷. There are several kinds of learning approaches in terms of process and learning materials. The learning approach in terms of process, includes: a) teacher oriented /institutional oriented approaches (traditional teacher / institution centered approach)⁸, and b) a student-

centered learning approach (Students Centered Learning). The two types of learning approaches above, according to Romiszowski⁹, known as expository and discovery. While Jacob¹⁰ gave the expository and inquiry terms, then Richard Anderson called the teacher centered and student centered¹¹. While learning approaches in terms of learning include: a) contextual approach, and b) thematic approach.

From the four approaches, the researcher only focuses his research on student centered learning approach, as will be explained further below: Student centered learning is classroom instruction and planning that emphasizes active and reflective learning and learners. In one study, students' perceptions of a positive learning environment and interpersonal relationships with teachers were the most important factors that reinforced student motivation and achievement¹². Further, Santrock says that in the student centered learning approach the teacher functions as a facilitator, ie the teacher facilitates the students' learning needs and as a student counselor, and the student can play an active role because the teacher does not provide rigid rules so that students can develop and explore their own abilities. The challenge for teachers as a companion of student learning, to be able to apply student-centered learning needs to understand about concepts, mindset, philosophy, method commitment, and learning strategies. To support teacher competence in student-centered learning process, it is necessary to increase the knowledge, understanding, expertise, and skill of the teacher as facilitator in student-centered learning.

While there is a theory similar to the learner center proposed by Santrock, while Sudjana suggests a student-centered learning approach is a learning activity that provides the widest opportunity to learners to engage in planning, implementation, and assessment of learning¹³. This approach emphasizes that learners are role-holders in the overall process of learning activities, while education serves to facilitate learners in conducting learning activities. From both the above theories can be interpreted that the learning approach of student centered learning is a learning approach in teaching-learning process that is centered on the students. The teacher acts as a facilitator in charge of exploring and directing the students' skills and knowledge. Students actively develop their knowledge and ability to understand and find their own understanding, it usually takes place with discussion and group work.

The student centered learning approach has six principles namely, learning process, learning process objectives, knowledge construction, strategic thinking, metacognition, and learning context. There are three strategies that teachers can develop Student centered: a) Problem-based learning-Where teachers provide problems to solve by students¹⁴, b) Essential questions-where teachers ask questions to students whose questions indicate content the whole of the topic to be studied, and c) the learning-learning lesson whereby the pupils find out for themselves the knowledge and build their own understanding.

A student-centered learning approach has several features. The characteristics are that learning focuses on the learner's activity, the learning activities are done critically and analytically, the motivation to learn is relatively high, the educator only acts as the facilitator (learner) in the learning activities, requires adequate time (relatively long) and require the support of complete learning advice. Another feature is that this learning approach will be suitable for advanced learning of previously learned concepts, learning from learners' experiences in life, and for problem solving faced in life. The weakness of learning strategy centered on the learners, among others: a) takes a longer time than the previously set learning time, b) activities and conversations in learning tend to be dominated by ordinary learners or who love to talk so that many other students follow the minds of learners who love to talk, and c) the conversation may deviate from the predetermined instructional direction.

A student-centered learning approach can basically be applied in all learning methods, ie individual learning methods, group learning methods and community or mass learning methods. However, the use of this learning strategy will be more effective in group learning methods, as is often done in school education units and outside educational units such as study groups, courses and training homes. Learning techniques such as discussion, demonstration, case study, critical problem solving and field visits will be appropriate for group learning methods through student-centered learning strategies. Thus in the implementation of this research and also data analysis will not discuss other approaches except the SCL approach. This is done because the implementation of internship in this semester is oriented on SCL learning. In the questionnaire grains also will only be focused on the SCL approach.

II. MATERIALS AND METHODS

The research method used in this research is survey method by using qualitative research approach^{4,6,17,18,19,20,21}. This research was conducted at PSKD Jakarta school which has become a partner and also as a Faculty of Education and Teacher Training-Universitas Kristen Indonesia Lab School. The respondents of this study were teachers of junior high and high school/SMK of PSKD, with a total number of 31 teachers determined by using proportional random sampling that is 10% - 20% of the total population of teachers 61 people. Research instruments which will be used in this research is questionnaire (qualitative data) and interview (data qualitative). The data obtained through questionnaire will be analyzed quantitatively by using Likert scale which has five classification value (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

III. RESULTS AND DISCUSSION

In this section will be presented research data that has been collected and then processed to attract research findings that answer the research questions as mentioned in the previous section. The data processed is data Questionnaire filled by teachers who were chosen to be the students' advisor at school as many as thirty one person.

From the data recapitulation (look at Table 1, p. 8) it can be seen that a) teaching students with SCL approach can improve students' understanding of subject matter taught by internship students, 68% of teachers who were chosen to be the students' advisor at school said agree and strongly agree. b) The majority of the students' advisor (77%) said that the student centered learning approach encourages students to learn more independently and in groups both in the classroom and outside the classroom environment. It can be said that most of the students who internship understand how to implement student centered learning² the classroom. c) student centered learning approach can develop students' knowledge in learning. This can be seen from the data indicating that 65% of teachers who were chosen to be the students' advisor at school say agree and strongly agree. d) 78% of the students' advisor said they agree and strongly agree that the approach can develop students' imagination and understanding in learning. e) 71% of the students' advisor said that the student centered learning approach can help students to be more responsible with the subjects and development of student science. f) 61% of civil service teachers said that the student centered learning approach can increase student involvement in the learning process. g) 65% of civil servant teachers said that the student centered learning approach can increase students' confidence in teaching and learning through the instructional techniques offered. h) 78% of civil servant teachers said that the student centered learning approach can shape students' understanding of teaching and learning. i) 61% of teachers said that student centered learning approach makes students more serious in learning because the learning is not monotonous. j) 68% of civil service teachers say that student-centered learning makes students more courageous in expressing opinions in discussions. k) 71% of civil service teachers said that student-centered learning makes students interested and enjoy learning more because of a better teaching and learning atmosphere. l) 77% of the students' advisor say student-centered learning makes students more courageous in expressing opinions in discussions. m) 61% of civil servants say S = students feel more comfortable learning with *internship* students when applying student-centered learning. n) 64% of the students' advisor said that implementing student-centered, learning-based *internship* can help students to be more responsible with the subjects and development of student science. o) 68% of the students' advisor said that student-centered learning can improve student learning outcomes. p) 71% of teachers said that students are increasingly motivated during learning by learning methods undertaken by *internship* students. q) Teachers who were chosen to be the students' advisor at school (74%) said that students are very enthusiastic in learning with learning methods applied by teachers. r) 81% of civil service teachers said that *internship* students are very familiar with the learning methods they implement. s) 61% of teachers said that students are very helpful with the learning methods applied by *internship* students during the learning. t) 64% of civil servants said that students of *internship* students always motivate students in teaching learning. u) 64% of teachers said that the students are very interested in the students' speech styles that are clear in the learning process. v) 68% of teachers claim that students are never tired of learning with the learning methods implemented by *internship* students. w) 78% of teachers said that students of *internship* students always teach the subject matter properly and correctly. x) 75% of teachers said that students are very interested and enjoy the teaching and learning process conducted by *internship* students during the study hours.

From the overall analysis, it is known that the total score answers of the students' advisor can be classified as follows (look at Table 2):

Tabel 2. Everage Scor Classification of Students Advisors' Answers

Classification	Answers Frequency	(%)
SD	52	6.989247
D	74	9.946237
N	98	13.17204
A	382	51.34409
SA	138	18.54839
Total	744	100%

If it is put in to a diagram, then it is shown as follows:

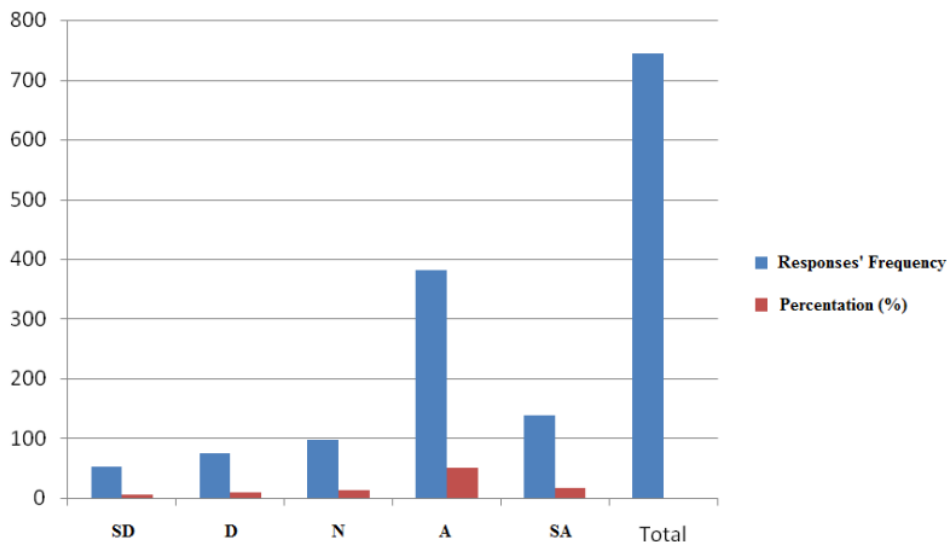


Diagram: Average Score Classification of Students Advisors' Answers

The diagram above shows that 70% of teachers said that the implementation of student centered learning at *PSKD* in Jakarta is good, and 30% of teachers still think that the implementation of the approach at *PSKD* is not good. This happens because of the many students sent by the Christian University of Indonesia to hold internship in Partners School *PSKD* of which still have not implemented the learning system (students centered learning). After traced through interviews with advisor teachers in the school can be seen that students who have not implemented or implemented student centered learning system learning due to their ability is still very lacking or not mastering the learning system. So in the implementation they do not fully apply it and tend to apply teacher centered learning system. It was further explored why it happened because in the training offered by the Christian University of Indonesia on the students centered learning before being deployed to implement the internship is still very limited, where the training only lasts for 3 days. This training is pre-departure of *internship*. In addition, in everyday life on the campus during the teaching and learning process, especially in

the pre-KKNI¹ curriculum, students are not accustomed to learning (lecturers have not applied) student centered learning system.

Table 1. Data Recapitulation

Statements	SD		D		N		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
1	3	10	3	10	5	16	16	52	4	13	4,32
2	2	6	2	6	3	10	18	58	6	19	4,68
3	2	6	3	10	5	16	15	48	6	19	4,52
4	3	10	2	6	2	6	17	55	7	23	4,64
5	3	10	3	10	3	10	15	48	7	23	4,52
6	3	10	6	19	3	10	15	48	4	13	4,16
7	3	10	3	10	5	16	16	52	4	13	4,32
8	2	6	3	10	2	6	17	55	7	23	4,68
9	2	6	2	6	5	16	15	48	7	23	4,64
10	3	10	3	10	4	13	16	52	5	16	4,40
11	1	3	5	16	3	10	15	48	7	23	4,60
12	2	6	3	10	2	6	15	48	9	29	4,76
13	3	10	4	13	5	16	15	48	4	13	4,24
14	2	6	5	16	4	13	15	48	5	16	4,36
15	4	13	3	10	3	10	16	52	5	16	4,32
16	1	3	4	13	4	13	16	52	6	19	4,60
17	2	6	1	3	5	16	17	55	6	19	4,68
18	0	0	0	0	6	19	20	65	5	16	4,92
19	2	6	5	16	5	16	14	45	5	16	4,32
20	3	10	3	10	5	16	15	48	5	16	4,36
21	3	10	4	13	4	13	15	48	5	16	4,32
22	0	0	4	13	6	19	16	52	5	16	4,60
23	2	6	1	3	4	13	17	55	7	23	4,76
24	1	3	2	6	5	16	16	52	7	23	4,76

Explanation:

SD : Strongly Disagree
D : Disagree
N : Neutral
A : Agree
SA : Strongly Agree

IV. CONCLUSION

Thus, it can be concluded that the implementation of student centered learning at PSKD is good, but still needs to be improved for more satisfactory results on next coming *internship* Christian University of Indonesia. With the hope that the students who will be deployed to take the program of *internship* in the next year are given better training, so that at the time of implementation the result is much more satisfying than comparing to the previous years.

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¹ KKNI is Indonesia National Qualifications Framework

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