

## **THE EFFECTIVENESS OF STUDENT CENTERED LEARNING (SCL) METHOD AT UPN VETERAN JAWA TIMUR**

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**ABSTRACT:** The development of science and technology have always challenged the student learning methods to be improved. Following this development, the Minister of Education, Culture, Research and Technology has recently designed the latest curriculum called Independent Curriculum with the suggested learning methods. One of the suggested learning methods is Student Centered Learning or SCL. Through this learning method, students are no longer being spoon-fed, rather they are expected to be more active and independent in their learning process. As a result, it is also expected that students understand the material better and apply the knowledge they have learnt in the classroom. However, many students might not be familiar with this teaching strategy and therefore the effectiveness towards SCL is questioned. This study explores the effectiveness of SCL at UPN Veteran Jawa Timur. The participants of this study were therefore UPN Veteran Jawa Timur students. Using quantitative research methods, the data was collected through online questionnaire. The findings revealed that the majority of students think that SCL is effective; 10% very effective, 43.3% effective, and 36.7% effective enough. Students also think that SCL is beneficial for their learning since 88% of participants agreed that SCL has more benefits than the drawbacks (5% very beneficial, 45% beneficial, 38.3% beneficial enough). Thus, the implementation of SCL is considered as effective at UPN Veteran Jawa Timur.

**Keywords:** Student Centered Learning, Independent Curriculum, UPN Veteran Jawa Timur, Learning Method

## **INTRODUCTION**

As is known, in February 2022, the Merdeka Curriculum was launched by Mendikburistik as one of the Merdeka Belajar programs to improve the quality of learning. The Merdeka Curriculum focuses on essential material and on developing the character of the Pancasila Student Profile. Education is an important factor in creating a competent next generation for the progress of the nation, the quality of education greatly affects it. The development of education in Indonesia today has shown some significant changes (Aditia & Fajrin, 2019). Increasing access to education, developing curricula, enhancing the caliber of educators, utilizing technology in the classroom, and creating institutions are some of the initiatives being highlighted in Indonesia's education development. Even if the advancement of education has now had a good effect, Indonesia still faces a number of challenges that can be resolved by raising educational standards. Improving the quality of education has been carried out starting from improving facilities and infrastructure, improving and innovating the curriculum, and improving the quality of teaching quality. The emergence of the idea of curriculum innovation, namely an independent learning curriculum that requires students to be independent, free and explore their interests in learning, is considered quite effective. Learning models and methods used in teaching and learning activities greatly affect the quality of learning and student learning outcomes. Each learning model has advantages and disadvantages, so the teacher must choose the right learning method to achieve the desired learning objectives (Anwar & Saputro, 2021). This curriculum also applies to higher education, which is called the higher education curriculum. In this curriculum, UPN Veteran Jawa Timur also participates in the independent curriculum learning program. In order to align with the Indonesian National Qualifications Framework (KKNI) and improve the quality of Indonesian human resources who have a level in their qualifications and achieve the formulation of learning outcomes (Learning Outcomes), this Higher Education Curriculum overhauls all universities. According to national regulations, undergraduate program graduates must at least possess "ability" accomplishments that are equal to the "learning outcomes" formulated at level 6 of the KKNI. One of the learning models in the independent curriculum is SCL which is the most widely used learning method, because the focus of this method is on students as the center of learning, the teacher is only a facilitator. The teacher is not the main source

of teaching material, but students are required to be active and independent in finding learning resources.

Students are free to explore according to their interests, think critically, express opinions, and actively participate in the learning process through activities such as group discussions, presentations, or group projects that can improve understanding of teaching materials. Although there are various learning methods that can be chosen, in fact in the teaching and learning process students still experience many obstacles. Students in this SCL program are required to be more active in the learning process such as searching for material literature independently, and understanding the material independently. This is in contrast to the previous program which was oriented towards teachers who provided material and was one-way only. The difference from this curriculum affects the condition and motivation of students in the learning process. Based on these reasons, researchers want to know the extent of effectiveness in the student centered learning program for UPN Veteran Jawa Timur students. The researcher's hope from the completion of this research is to find out the effectiveness of the program and also the researcher can provide a few suggestions so that the program can be implemented properly, effectively and efficiently, not only in the university environment but also in the compulsory learning environment.

### **Research Question**

How is the effectiveness of Student Centered Learning (SCL) method at UPN Veteran Jawa Timur?

### **Aims of the Research**

To analyze whether Student Centered Learning (SCL) is effective for UPN Veteran Jawa Timur students

### **Literatur Review**

#### ***What is Student Centered Learning?***

Student Centered Learning (SCL), according to Westwood (2008), is a teaching strategy that gives students the opportunity to command attention while they are learning. Learning that is strictly dictated by teachers is transformed into learning that gives students the chance to tailor their experiences to their individual needs and conduct themselves appropriately.

Student Centered Learning (SCL), according to Priyatmojo (2010), is a teaching strategy that puts students at the center of educational activities and encourages them to actively participate in improving their capacity for original and creative thought.

Student Centered Learning (SCL), a method of instruction that centers students in the learning process, as described by Pongtuluran (2000). This approach places a focus on each person's unique interests, needs, and skills, promising a learning model that examines intrinsic motivation in order to create a culture where people like learning new things.

Student Centered Learning (SCL), according to Siswono and Karsen (2008), is a learning model that places an emphasis on students' needs, talents, interests, and learning styles while using teachers as learning facilitators. As a result, each student becomes more active and capable of taking charge of their own learning process.

Based on the above understanding, the Student Centered Learning method is a form or form of learning model development. The learning model continues to change from time to time in order to keep up with the times. This is necessary because learning methods greatly affect the quality of students later. Given the increasingly advanced times, accompanied by increasingly diverse challenges, greater efforts are needed to overcome them. The results of this study are expected to be used as an in-depth evaluation of the application of Student Centered Learning and become a guide for educators so that the learning method can run well and produce maximum results. The findings of this study can also serve as a guide for other researchers who might be interested in carrying out related research in the future.

### ***Characteristics of SCL***

This SCL method certainly requires every instructor or lecturer to see that students have different abilities, talents, and development. SCL is directed to facilitate adaptive learning, which is learning that allows students to learn according to their own needs and pace. With this SCL method, the class that was previously lecturer-centered becomes a student-centered class to engage in roles and responsibilities in delivering instructional strategies and also in learning itself. Students interact through group work by teaching each other the goal is to create an active and interactive learning environment, where students can gain knowledge and skills through interaction with others. During the learning process, learners integrate what they have learned with

previous learning and construct new meaning (Moffett & Wagner, 1992). Group discussion can help students to collaborate and share their understanding of the topic being studied. Group discussion can also help them to see the topic from various perspectives. Another characteristic in this student center learning method is flexibility, this flexibility means flexibility in terms of time and place where the learning will be held, this allows students to learn according to the schedule and environment that is most comfortable for them. Utilizing many media for learning, in the SCL learning method, lecturers will direct students to use various media in the learning process (Panggabean, 2021).

The SCL paradigm, according to Siswono and Karsen (2008), features a number of qualities that serve as examples of the aforementioned attributes. The following are SCL learning's characteristics:

- a) The teacher supports students by acting as a learning intermediary who helps students be directed and, if necessary, takes part in helping students develop current material.
- b) Teachers are open-minded and accepting of suggestions from pupils as well as constructive criticism.
- c) The teacher employs a manner of presenting material that is seen to be relevant to the requirements and circumstances of pupils; in this situation, a teacher may employ a different teaching strategy for every class.
- d) The primary agents of learning are the students, who have the power to decide what will be taught in relation to the already-covered information and how it will be delivered.
- e) Students participate actively in their education and always offer suggestions and critiques. They take part in creating, producing, and digesting learning materials in addition to receiving it from the teacher.
- f) Instead of having to wait until class or when the teacher is present, students can create learning materials on their own at any time and anywhere.
- g) Students are allowed to assess their own performance and set goals for the learning process.
- h) Students work together on projects.

- i) Students keep track of their own learning so they can design effective learning strategies and get the best outcomes.
- j) Students are driven to accomplish the objectives they have established for themselves.
- k) Students form their own groups and learn how to function as a team.
- l) Learning resources are not intended to serve as learning benchmarks, allowing teachers and students to be innovative in developing the existing information rather than becoming focused on it.
- m) Learning is not just the process of receiving knowledge; it is also the process of actively seeking knowledge or the process of formulating knowledge.
- n) Students develop their own knowledge through the process of self-directed learning.

### ***Types of SCL***

According to the Minister of Education and Culture (2014), there are three types of SCL:

- a) SGD: Small Group Discussion. The discussion method is a teaching strategy where groups of students work together, or groups of students work with teachers, to study, investigate, or debate particular issues or themes.
- b) Self-Directed Education. Giving students learning assignments like reading assignments and summaries is one way to implement this strategy.
- c) Cooperative education. The cooperative learning paradigm is a learning exercise where participants cooperate in groups to develop concepts, resolve issues, or do research.

### ***Strengths and Weaknesses of SCL***

All learning models, including the SCL paradigm, typically include benefits and drawbacks. Setiadji (2010) lists the following as benefits or advantages of the SCL learning model:

- a) Encourage pupils to participate actively and critically in their learning.
- b) encouraging pupils to acquire information through research and discovery.
- c) Students can choose their preferred learning style based on personal traits.
- d) Pay close attention to the pupils' backgrounds and needs.
- e) gives the chance to create several strategic assessments.

The following are the SCL learning model's drawbacks or shortcomings:

- a) Implementation is challenging with huge classes.
- b) It takes longer
- c) Not suitable for students who are not used to being active, independent, and changing hands

## **METHODOLOGY**

This study employs quantitative research techniques. A research method is a method used in science to gather information for a certain aim (Darmadi, 2014). Arikunto (2019) asserts that the primary strategy employed by researchers to accomplish objectives and find solutions to problems is the research technique. The primary strategy employed by researchers to accomplish objectives and find solutions to problems is the research technique (Sukandarrumidi, 2012).

Utilizing numerical data to analyze information about what you want to know, quantitative research is a method of knowledge discovery. To assess the results, this research method turns the data into numbers. Depending on the correlation or association between the variables, quantitative research can be either descriptive, correlational, or associative. While correlation and associative research examine the link between two or more variables, descriptive quantitative research often merely examines the level of a variable in a population or sample. Associative correlation seeks to identify the cause-and-effect link between related variables, whereas quantitative correlation just reveals the relationship (Hamidi, 2008; Iskandar, 2008; Andi Prastowo, 2011). This approach generalizes to everyone and uses numerical data. The goal of the quantitative approach is to provide research findings that are pertinent and verifiable; ultimately, these findings will be generated and processed using mathematical theories and hypotheses that are consistent with observed natural occurrences.

The purpose of this study is to evaluate the efficacy of teaching strategies used at UPN Veteran Jawa Timur. The student centered learning approach is the one used here. The data was collected from a questionnaire consisting of 4 questions. In the questionnaire, respondents will be given 3 questions with a Likert scale of 1-5 and 1 questions with AGREE/DISAGREE answer choice. Here is a table that presents the question:

| No | Question   | Answer Choice   |
|----|--|---|
| 1  | Do you think this student centered learning method is effective?   | 1: Ineffective<br>2: Less effective<br>3: Effective enough<br>4: Effective<br>5: Very effective       |
| 2  | Do you agree that this method has more benefits than drawbacks?    | 1: Strongly disagree<br>2: Disagree<br>3: Neither agree nor disagree<br>4: Agree<br>5: Strongly agree |
| 3  | How much difficulty do you feel when this method is applied?       | 1: Very difficult<br>2: Difficult<br>3: Moderate<br>4: Easy<br>5: Very easy                           |
| 4  | Do you agree that this method is suitable to be applied in groups? | Agree/Disagree  |

## FINDINGS AND DISCUSSION

### Do you think this SCL method is effective?

According to the responses of 60 respondents on the first question, the majority of respondents believed SCL is an effective learning method. The survey showed 6 respondents (10%) said SCL is very effective and the other 26 respondents (43.3%) concurred that SCL is effective. In addition, the findings of this study revealed that 22



respondents (36.7%) concurred that SCL is effective enough. Meanwhile, only one person (1.7%) of the population thought SCL is ineffective and the other 5 people believed that SCL is less effective. Thus, it can be concluded that SCL is effective learning method which can be used in teaching learning process at UPN Veteran Jawa Timur.

**Do you agree that this method has more benefits than drawbacks?**

For the second question, the results of the study showed that the majority of respondents agree that the SCL method has more benefits than drawbacks. For a more detailed explanation, the survey described that 3 people (5%) strongly agree and 27 people (45%) agree that SCL has more benefits than drawbacks. Furthermore, 23 people (38.3%) neither agree nor disagree meaning that they believed that the benefits and drawbacks of SCL are equivalent. Meanwhile, only minority showed disagreement towards the statement that benefits of SCL are more than the drawbacks with 5 people (8.3%) disagree and 2 people (3.3%) strongly disagree.

**How much difficulty do you feel when this method is applied?**

For the third question, the results of this study indicate that applying SCL is neither difficult nor easy to do. This can happen because there may be people who are adaptable and feel that the SCL method is appropriate to be applied in learning, while on the other hand, there are those who have difficulty adapting to applying this SCL method, which may occur due to everyone's internal factors.

From the survey, it could be noted that 27 people(45%) said that implementing SCL is neither easy nor difficult to do; 15 people (25%) agree that implementing SCL is difficult to do; 14 people (23.3%) agree that implementing SCL was easy to accept and implement; 2 people (3.3%) agree that implementing SCL was very difficult to implement; and 2 people (3.3%) agree that implementing SCL was very easy to implement.

**Do you agree that this method is suitable to be applied in groups?**

For the fourth question, the results of this study indicate that the application of the SCL method is more suitable to be applied in groups than individually. For a more detailed explanation, 90% of the 60 respondents agreed that the SCL method was suitable for group work rather than individually, and the remaining 10% of the 60 respondents agreed that the SCL method was not suitable for group work.

For the fifth question, the results of this study indicate that the SCL method is also suitable for individual use. For a more detailed explanation, 60% of the 60 respondents agreed that the SCL method was also suitable for individual application, and the remaining 40% of the 60 respondents agreed that the SCL method was not suitable for individual application.

### **Discussions**

The results of this question had very varied responses. Most of the respondents, 43.3%, chose scale 4 in the question of whether the SCL method is effective to implement. It can be concluded that the SCL method seems to be well accepted by the majority of respondents. Vygotsky argued that learning will occur efficiently and effectively if children learn cooperatively with other children in a supportive atmosphere and environment, under the guidance of someone more capable, a teacher or an adult. This is supported by Vygotsky's theory of constructivism. Based on the results of the respondents, 38.3% chose scale 3 and 45% chose scale 4. It can be seen that respondents agree that SCL has many benefits rather than drawbacks. This is supported by the expression of Angele Attard from Education International. In this SCL method, students are more active in reading and learning because they are required to continue to complete the various scientific information they need to present in front of the class every week.

In the implementation of the SCL method, most respondents thought that SCL was easy to implement, as according to the opinion of Kementrian Pendidikan dan Kebudayaan (2014), one of the types of SCL is SGD: Small Group Discussion which provides an opportunity for students to work in groups and discuss topics that will be discussed in class and given responses and input by lecturers which will increase the knowledge of the respondents. Similarly, the opinion of Siswono and Karsen (2008) states that lecturers or teachers are only supporting the learning process where their job is to oversee the course of class discussions. During the discussion, lecturers who are insightful and open in nature will receive all input and criticism that will build their students.

Therefore, currently many education systems are switching from TCL (Teacher Centered Learning) to SCL, the TCL method tends to make respondents bored and less active in understanding the material because they are waiting to be explained by the

lecturer/teacher. One way to do the SCL method is in groups. As a result, almost all respondents stated that SCL is suitable to be implemented in groups. This is in accordance with the opinion of Siswono and Karsen (2008) who stated that SCL provides opportunities for students to work together to solve a case or topic discussed in class. That way, students will freely exchange ideas and add insights from different perspectives.

SCL makes students the center of attention Westwood (2008), which if done in groups allows them to share tasks and reduce nervousness when making presentations. not only in groups SCL can also be done individually. As a result, more than half of the respondents agreed that SCL can be done individually, but still not as many respondents stated that it is suitable to be done in groups. If done individually, SCL will be less active. That is because it wastes a lot of time if it requires all students to try to be the center of attention, and the burden of self-imposed nerves will disrupt learning activities.

In this survey, respondents not only agreed but also disagreed that SCL is effective. Given the opinion of Setiaji (2010), SCL has shortcomings, namely that it is not suitable for students who are not accustomed to being active, independent, and democratic. It can be said that respondents who disagree are students who are not active and difficult to learn on their own, and still need full guidance from lecturers. The disadvantage in this survey is that the respondents are not comprehensive, most of the respondents of this study came from the faculty of economics and business. Despite these limitations, the results of the survey will not have a major effect and do not change the survey results significantly. The research will produce a statement that the SCL method is effective in the world of lectures, because the SCL method is easy to understand and this method can be done in groups or individually.

## **CONCLUSION**

SCL is one of learning methods suggested in the Independent Curriculum. Through this learning method, students are expected to be more active and independent in their learning process. As a result, it is also expected that students understand the material better and apply the knowledge they have learnt in the classroom. However, the effectiveness towards SCL is questioned. This study explores the effectiveness of SCL

at UPN Veteran Jawa Timur. The findings revealed that the majority of students think that SCL is effective and beneficial for their learning. Thus, it can be concluded that the Student Centered Learning (SCL) learning method is effective at Universitas Pembangunan Nasional “Veteran” Jawa Timur. In addition, SCL is easy to implement and has more advantages than disadvantages.

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