IMPROVING THE QUALITY OF EDUCATION THROUGH THE APPLICATION OF STUDENTS CENTERED LEARNING: A THEORETICAL REVIEW

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ABSTRACT

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This study aims to describe the application of student-centered learning to improve the quality of education. The results of this study show how the application of student-centered learning has an increase in improving the quality of education, namely: (1) one of factors that can improve the quality of education that must be done is “the children as the center” is excavated so that the school can install the power in the student; (2) the learning process is to built through a continuous question and answer process to improve students' thinking skills so as to obtain knowledge that is constructed by themselves; (3) educational institutions that manage effectively and efficiently will have a positive impact in achieving effective and efficient learning as well, which ultimately results in institutions and develops superior ones. The student-centered learning process can support the expected competencies.

KEYWORDS

Quality of Education, Student Centered Learning

INTRODUCTION

Effective education is education that allows students to learn easily, fun and achieve the expected goals (Nurrita, 2018). Thus, educators are required to be able to increase the effectiveness of learning so that learning can be useful. The development of the world in this era of globalization demands a change in the national education system that is better and able to compete in a healthy manner in all fields. One way that must be done so as not to be left behind with other countries is to improve the quality of education first.
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The learning system that tends to be the same has always been applied by teachers to their students so far, with the emphasis that learning is always teacher-centered when delivering material, students are not allowed to ask questions and only listen (Fedi, Gunsi, Ramda, & Gunur, 2019). This actually makes students lazy to ask questions and do not pay attention to the material presented, there is no active communication between students and teachers and students seem unable to work well with friends (Darimi, 2016).

This view must be changed, because education in Indonesia will be more competitive in today's global world. With the increasing quality of education, it means that the human resources that are born will be of better quality and will be able to bring this nation to compete in a healthy manner in all fields in the international world and produce competent output.

Jerome S. Arcaro in (Mukhid, 2007) explains that every quality program must pay attention to four important components, namely: (1) there is a commitment to change, both from school board members and administrators. (2) there is a good understanding of where our school or region is now. (3) there is a clear vision of the future that is shared by everyone in the institution/school. (4) there is a quality implementation plan in the institution/school. The plan must be a guide in the implementation process which is continuously updated as a feature of change, because the quality program is never stagnant.

The next concept that needs to be explained in improving the quality of education is the concept of learning. The concept of learning (instructional) can be distinguished from the concept of teaching (teaching). Learning is a deliberate, purposeful, and controlled effort so that other people learn or there is a relatively permanent change in a person (Wahyuningtyas, 2021). The teaching is an effort to guide and direct the learning experience to students which usually takes place in an official/formal situation. In order for changes to occur as expected, learning must be planned / programmed properly.

It is important for an education to make changes to be able to emphasize good quality, especially in the concept of teaching that is planned in order to have a positive impact on the progress of education in Indonesia through competitive human resources based on the background described (Andriyani, 2016). This is because the success of an education must be able to produce students who are competent in all fields and can compete in various other countries (Sinambela, 2017).

There are various ways that can be done in order to develop learning that is oriented towards creating a conducive learning climate so that it can arouse the curiosity of students, namely by presenting learning aimed at students according to the characteristics of the students themselves (Fadillah, 2019). Therefore, teachers must change the usual learning method, namely changing teacher-centered learning methods to student-centered learning methods (Rahmawati & Yulianti, 2020).

Success in the 21st century will depend primarily on the extent to which the right skills are elaborated to master the power, speed, complexity, and uncertainty, which are interrelated. The speed of the world is changing demands and requires faster learning abilities. The ever-increasing complexity of the world also demands the appropriate ability to analyze every situation logically and solve problems creatively (Rose and Nicholl, 2002) in (Rahmad Syah Putra, 1Murniati AR, 2017).

RESEARCH METHODS

The method used in this study is a descriptive method with a qualitative approach. The purpose of using these methods and approaches is to describe, analyze and characterize the application of student-centered learning-based learning in improving the quality of education with narrative exposure. The author uses data collection techniques through
literature review.

The focus studied in the qualitative approach covers the process of how student centered learning improves the quality of education.

RESULT AND DISCUSSION

1. Characteristics and Advantages of Student Centered Learning (SCL)

Characteristics of Student Centered Learning

Characteristics of student-centered learning based learning according to Wina Sanjaya (2007) in (NISA, 2017), namely: (1) Teaching is student-centered, not teacher-centered. (2) The learning process can take place anywhere. (3) Learning is oriented to the achievement of goals. (4) Student-centered atmosphere. (5) students who control the process. (6) responsible students. (7) Learning is cooperative, collaborative, or independent. (8) Students must cooperate with each other. (9) Students compete with their previous performance.

Marwiyah, St. Alauddin and Moh. Khaerul Ummah (38-42: 2018) mentions the role of educators in student-centered learning which is stated as follows: (1) Assessing the learning competencies presented by the teacher, (2) Reviewing the learning strategies offered the teacher, (3) makes plans for each lesson that he/she follows, (4) learns actively by observing, asking, trying, reasoning and communicating and more importantly engaging in higher-order thinking activities such as analysis, synthesis and evaluation, both individually and groups, (5) Optimizing their abilities both in intra-curricular, co-curricular and extra-curricular activities.

According (Suwarjo, Ika Budi Maryatun, 2012) mentions the specificity of learning with a student-oriented approach is a variety of learning activities using various strategies and methods alternately, so that during the learning process students or children actively participate both individually and in groups.

Jacobsen, et al. 2009 in (Suwarjo, Ika Budi Maryatun, 2012) reveals the characteristics of the student centered approach, namely the student or child is at the center of the teaching and learning process, the teacher guides the student or child, and the teacher teaches to emphasize deep understanding.

The advantages of SCL according to (Kurdi, 2009) include: (a) students can feel that learning is their own, because they are given wide opportunities to participate; (b) students have strong motivation to participate in learning activities; (c) The development of a democratic atmosphere in learning, so that dialogue and discussion occur for mutual learning and learning among students; (d) Increase the views of thoughts and knowledge for the teacher because something experienced and conveyed has not been previously known by the teacher.

Priyatmojo (2010) in (Saputro, 2018) emphasized that SCL has four benefits, namely: 1. Developing thinking ability by changing ideas between students. 2. The development of a sense of tolerance, empathy, sympathy, and respect for the opinions of others. 3. Increased knowledge, because of the opportunity to get and receive information from each other. 4. There is new knowledge for students who provide information. SCL has four benefits, namely: 1. Develop thinking skills by exchanging ideas between students. 2. Development of tolerance, empathy, sympathy, and respect for the opinions of others. 3. Increased knowledge, because of the opportunity to get and receive information from each other. 4. There is new knowledge for students who provide information.
2. Improving the Quality of Education Through Student Centered Learning (SCL)

(Mukhid, 2007) argues that internally, education faces the problem of the movement of education development which generally experiences very tight competition. While externally, education is faced with the problem of community demands for higher quality education. Educational institutions that are managed effectively and efficiently will have a positive impact in achieving effective and efficient learning, which ultimately produces excellent institutions and graduates.

The learning model adopted began to experience changes, namely from the form of Teacher Centered Learning (TCL) to Student Centered Learning (SCL). (1) support changes in learning models in higher education due to changes globally including increasingly selective competition followed by changes in the orientation of educational institutions, namely changes in work requirements. (2) there are increasingly complicated problems that need to be prepared graduates who have abilities outside their field of study. (3) rapid changes in all areas of life so that generic skills or transferable skills are needed. (4) old curriculum based on SK. Minister of Education and Culture No. 056/U/1994 is still content-based (Dewayani, 2006) in (Kurdi, 2009).

Advances in information and communication technology that provide many ways to obtain information on learning resources, provide opportunities to develop new learning patterns optimally so as to support efforts to realize the expected competencies.

According (Usman & A.R, 2019) explains schools are able to provide for the needs of students, determine educational programs that are suitable for their students and produce graduates who have good knowledge and skills.

Improving the quality of education in schools according to Sudarwan Danim (2007) in (Saifulloh & Hermanto, 2012) states that if an institution wants to improve the quality of its education, it must involve at least five prominent factors, one of which is the student approach that must be done is "children as the center" so that students' competencies and abilities can be explored so that schools can take an inventory of the strengths that exist in students.

Syaiful Sagala (2003: 63) in (Saifulloh & Hermanto, 2012) states that learning has two characteristics: (1) the learning process involves a thinking process. (2) in the learning process to build a dialogical atmosphere and a question and answer process on a regular basis which is directed to improve and enhance students' thinking skills, which on occasion the thinking skills can help students to gain knowledge that they design themselves.

Student centered learning (SCL) can improve the quality of an education by prioritizing and involving students' strengths so as to realize the expected competencies and support skilled output quality based on the results of the description described in the explanation above.

CONCLUSION

Education is basically an effort to develop human resources (HR). Student-centred learning (Student Centered Learning) is a mandatory approach for the learning process that puts students' interests and abilities first in learning so as to produce competent graduates. Student centered learning (Student Centered Learning) can provide space for students to learn according to their interests, personal abilities, and learning styles.

Therefore, a teacher must have what conditions are needed in teaching and building student learning to be effective in class, work together in learning so as to create a pleasant and respectful atmosphere so that targets in improving the quality of education can be achieved properly.
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