

Implementation of the Student Centered Learning Approach in Improving English Learning Outcomes

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ABSTRACT

This research aims to investigate the implementation of the Student Centered Learning approach in improving students' English learning outcomes. The research method used is a quantitative experimental method with a One Group Pretest-Posttest Design. The research sample consisted of 20 class II mattayom students at Eakkapapsasanawich Islamic School Krabi Thailand. The research was conducted for one month by applying the Student Centered Learning approach in English language learning. Data collection was carried out through pretest and posttest with written tests. The result show that implementing the student center learning approach is more effective in improving learning outcomes in learning English integers for class II Mattayom students compared to applying conventional learning. Based on the results of the t test analysis using the pretest and posttest data normality test and the results are known that pretest $0.19 > 0.05$ and posttest $0.200 > 0.05$ can be accepted and normally distributed, which means there are differences in the positive influence and effectiveness of implementing the student center learning approach applied in the experimental class.

Key words: Student Centered Learning; English Learning Outcomes

INTRODUCTION

Education is a primary need in society, because education is useful for the continuity and progress of human life. Humans can transfer knowledge, values, skills and technology between generations through education. Education also ensures the continuity of human culture and civilization on this earth(Millah, 2015). In line with this, Pertiwi expressed her opinion that an education can be said to be

successful if it can show the quality of the education itself, starting from the quality of the education in the form of a process or from the quality of the graduates. In other words, education is successful if the teaching and learning process is carried out well, so that it can produce quality graduates (Pertiwi et al., n.d.). Appropriate learning can have a big impact on students, including developing creativity, critical thinking skills, analytical skills, being able to apply and identify learning materials, and increasing the ability to build new understanding to improve understanding of learning materials (Putu Widyanto et al., n.d.).

The achievement of educational goals through several supporting factors such as media, methods, teacher quality, infrastructure, and of course student learning outcomes as the fulcrum for the development of education. According to Datu et al, students' learning outcomes can range from good grades to quite good to bad, including learning outcomes that are not yet optimal. Learning outcomes that are not yet optimal are not learning outcomes that are too bad but rather outcomes that do not reach ideal standards. This condition seems interesting enough to become an issue that needs to be studied more comprehensively (Datu et al., 2022). In line with this, Sarumaha et al also expressed their opinion regarding learning outcomes that students' success in obtaining satisfactory learning outcomes reflects the implementation of a quality learning process from a teacher. For this reason, teachers are expected to have various abilities, both in terms of readiness and mastery of the material to be taught, selection of appropriate learning models, as well as class mastery and the use of varied learning models, which in essence lead to student learning outcomes (Sarumaha et al., 2022). From the results of research at the Eakkapapsasanawich Islamic school Krabi Thailand, several problems were found related to declining student learning outcomes, this was caused by several factors including a lack of teacher attention to students, inadequate facilities, monotonous media and methods which made students quickly get bored in learning activities. . In learning there are several elements that help achieve learning objectives, one of which is that learning requires a method to continue learning. Learning methods are ways of presenting learning material carried out by teachers so that a learning process occurs in students in an effort to achieve goals (Mahliatussikah et al., 2022).

Based on the problems above, the researcher tried to implement a student-centered learning approach, and provide space for students to develop their knowledge not only from the teacher but also from the surrounding environment. According to Widiyanto (Mudhar & Wirastania, 2020). The learning system known as student-centered learning is a system that students should be able to do without having to rely on teaching from the teacher. This is in line with what Chandra (Haryanti Chandra et al., 2016) said student Center Learning (SCL) is a popular learning model in the world of education. Student Center Learning (SCL) is a learning approach where students become the center of the learning process without having to rely on teacher teaching. The SCL method provides opportunities for all students to have the opportunity and freedom to develop their abilities. The SCL method is considered to be an effective method in learning because this model focuses on the

critical abilities of students so that they can be responsible for their learning and get optimal results (Carolus Borromeus Mulyatno, 2022).

Apart from that, according to Rindy (Antika, 2014), conveyed that the student center learning approach gives students the freedom to have the opportunity and facilities to explore their own knowledge so that they will gain in-depth knowledge (deep learning) and be able to improve the quality of students. The student-centered learning-based learning process utilizes various learning resources around the school. Thus, various student center learning literature is in line with Rini's opinion (Rini, 2019), said that this approach model is a learning approach that empowers students to become the center during the learning process. From some of the literature above, it can be concluded that student center learning is a learning method that focuses on students without having to rely on teaching from teachers, students are directed to gain learning from experiences they experience directly.

Based on the opinions of previous researchers and the results of research at Eakkapapsasanawich Islamic school Krabi Thailand, in practice English language learning has not been implemented optimally. This can be seen from the many problems that occur in the field, for example: lack of student motivation in learning English, limited media used by teachers in learning activities, monotonous learning methods that make students not enthusiastic about learning, approaches that are still teacher-centered or teacher-centered. learning that only gives students a little space to develop the knowledge they absorb in learning English. The impact of an approach that is too monotonous towards students is that many students leave the classroom while learning is taking place, the lack of attention and classroom management from teachers is one of the factors that causes this problem to occur frequently at Eakkapapsasanawich Islamic school Krabi Thailand.

To overcome the problems stated above, the researcher in this case tried to use a student centered learning approach which was implemented in English language learning at Eakkapapsasanawich Islamic school Krabi Thailand. This approach is used by researchers to determine student learning outcomes in learning English with the aim of increasing students' interest in learning and learning motivation so that the goals of education itself are carried out well.

Thus, the researcher took the title for this scientific article, namely "Implementation of the Student Center Learning approach in improving English language learning" with the aim of increasing students' interest in learning English. Apart from that, the specific aim of implementing the student center learning approach is to improve the learning culture which is always teacher-centered, and does not give much space to students, as well as the teacher's lack of attention to students so that there is no lagging behind or gaps in education which as time goes by is increasingly develop.

METHOD

Design and Samples

The method used in this research is a quantitative experimental method. Quantitative methods are methods where research data is in the form of numbers and analysis uses statistics (Ayu et al., 2022). This quantitative experimental method is carried out in research by collecting data in the form of numbers, by conducting experiments to find learning outcomes in controlled conditions. Researchers used a one group pretest - posttest research design with the aim of researchers being able to see student learning outcomes using the student center learning approach in English language learning before and after implementing this approach. The subjects who were observed were students at Eakkappapsasanawich Islamic school Krabi Thailand with two observations (pretest and posttest), using a pretest before being given treatment or what is meant by initial observation then being given treatment or treatment and posttest as final observation, the researcher carried out treatment or treatment only in one class as an experimental class to find out students' learning outcomes in English using a student centered learning approach.

Instrument and Procedure

This research uses a type of pre-experimental research. The design used is in the form of a one group pretest-posttest design. One group pretest posttest design is a pre-experimental design that contains a pretest (test before treatment) and posttest (test after treatment) in one group (Suwartono, 2014). This design can be described as follows:

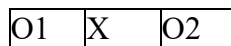


Image One group pretest-posttest design

Information:

X = treatment given (independent variable)

O1 = experimental group pretest

O2 = posttest experimental group (after being given treatment)

Data Analysis

The effect of treatment in this design is (O2-O1) (Sugiyono, 2013). The thing tested is the difference between O2 and O1. If there is a difference where O2 is greater than O1 then Brain Gym has a positive effect on increasing children's creativity, and if O2 is smaller than O1 then it has a negative effect (Sugiyono, 2009: 223). Variable X (Brain Gym) applies as treatment.

RESULT AND DISCUSSION

Analysis of initial test data (pretest)

Initial data collection was carried out by carrying out a pretest. The initial test (pretest) in the experimental class can be seen in table 1.

Table 1. *Experimental Class Pretest Results*

No	Description	Experiment
1	Sample Size	24
2	Average	61.4
3	Standard Deviation	9.73
4	Variance	98.86
5	Lowest value	40
6	The highest score	75

Based on table 1 above, it can be seen that the experimental group test results from a sample size of 24 people obtained the following data: mean (average) of 61.4; maximum (maximum value) of 75; minimum (minimum value) of 40; variance (variance) of 98.86; std. deviation (standard deviation) of 9.73. From the results of the initial test analysis (pretest), it can be concluded that the students' abilities in learning English before being given treatment were still not optimal in their learning. The results of the analysis of the initial test (pretest) between the experimental class and the control class were used to determine students' initial abilities before receiving treatment.

Data analysis of final test results (posttest)

Final data collection was carried out by carrying out a posttest. The final test (posttest) of the experimental class can be seen in table 2.

Table 2. *Experimental Class posttest results*

No	Description	Experiment
1	Sample Size	24
2	Average	83.9
3	Standard Deviation	5.7697
4	Variance	34,737
5	Lowest value	75
6	The highest score	95

Based on table 4 above, it can be seen that the experimental group test results from a sample size of 24 people obtained the following data: mean (average) of 83.9; maximum (maximum value) of 95; minimum (minimum value) of 75; variance (variance) of 34.737; std. deviation (standard deviation) of 5.7697. Based on table 3, it can be seen that there is a significant difference in the pretest results of the experimental class after being given treatment, so it can be concluded that the students' English learning outcomes improved after being given treatment with the student center learning approach. The results of the final test (posttest) analysis of the experimental class were used to determine students' initial abilities after receiving treatment.

Normality Test Pretest (initial test) and Posttest (final test)

Pretest and posttest data were then tested to determine the distribution of the data using the normality test. The results of the pretest data normality test can be seen in table 3.

Table.3 Normality test pretest posttest

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,212	20	.019	,918	20	,093
Posttest	,119	20	,200*	,948	20	,334

Based on table 3, it can be seen that the results of the pretest normality test are $0.19 > 0.05$ and posttest $0.200 > 0.05$ so it can be concluded that the results of the pretest (initial test) and posttest (final test) are normally distributed.

Based on the analysis of the normality test results in the table above, the results of the Lilliefors normality test for all experimental and control group data as well as the pretest and posttest show that the Kolmogorov-Smirnov and Shapiro-Wilk Sig values are > 0.05 . So, the conclusion from the pretest and posttest data for the experimental class and control class is that it is normal.

The results of the research above are the results of providing treatment to students by implementing a student centered learning approach with the aim of improving student learning outcomes in learning English. The learning activities are carried out in several stages within 3 weeks. Learning is carried out using the media and facilities available at Eakkapapsasanawich Islamic School Krabi, namely TV, laptop, books and simple game media. Stages of learning activities:

1. Opening

The opening activity in the lesson begins with reading a prayer together, followed by getting used to greeting each other in English, followed by recalling the material that has been presented and conveying the learning objectives and material to be taught.

2. Core activities

In the core activities students are required to be interactive, communicative and creative in learning English. In the core activity, students are first given material about English but not comprehensively, after that students are assigned to search for and complete the material from available learning resources, then continue with direct implementation of the material taught using small group techniques, students are required to present material and provide a question and answer session to strengthen the material that has been provided. After

the discussion is finished, students are invited to play smart games regarding the material presented.

3. Closing

Closing activities are carried out by reflecting back on the learning that has been presented and providing reinforcement and motivation to students. After that, it was continued with a closing prayer and a quiz on guessing words in English.

CONCLUSION

Based on the research results, data processing and data analysis that have been carried out by researchers, it can be concluded that implementing the student center learning approach is more effective in improving learning outcomes in learning English integers for class II Mattayom students compared to applying conventional learning. Based on the results of the t test analysis using the pretest and posttest data normality test and the results are known that pretest $0.19 > 0.05$ and posttest $0.200 > 0.05$ can be accepted and normally distributed, which means there are differences in the positive influence and effectiveness of implementing the student center learning approach applied in the experimental class.

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