

Student Centered Learning to Resolve Learning Loss During Pandemic at SDN Baran I

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ABSTRACT

During the pandemic, learning is conducted online, resulting in gaps in access and quality of learning. This causes the emergence of learning loss and decreased student learning achievement. Entering the new normal era, it takes an adaptation and innovation in creating effective learning. It can be done by implementing the Student-Centered Learning (SCL) method. This method encourages students to learn more actively, independently according to their individual abilities. SDN Baran I implemented the SCL method to overcome learning loss during a pandemic. This type of research is descriptive qualitative research to describe or explain a problem. Data was collected by using literature study, interview and observation methods. The object of research is SDN Baran I. The results of the analysis of research data show that student-centered learning can overcome learning loss due to the pandemic. Because the results of the study show that the implementation of SCL has succeeded in overcoming the problem of learning loss, it is necessary to try using different methods so that learning becomes more innovative. Literature study was carried out by studying five relevant studies, conducting interviews according to the interview instrument, and recording the results of observations that had been made.

Keywords: student centered learning, learning loss, pandemic

1. INTRODUCTION

During the pandemic, learning is done online, resulting in gaps in access and quality of learning. This causes the emergence of learning loss and decreased student achievement. Based on research conducted by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the Covid-19 pandemic has caused significant literacy and numeracy learning losses. Since 2020, schools have been given two choices, namely using the full 2013 Curriculum, or using the Emergency Curriculum, namely the simplified 2013 Curriculum. The Emergency Curriculum is implemented so that learning during the pandemic can focus on strengthening character and basic competencies. During the pandemic, many changes occurred in Indonesian education. Not everyone can adapt to changes in education during a pandemic. With the poverty rate increasing, many students who come from underprivileged families and live in remote and remote areas have been forced to drop out of school, due to great economic pressure. They have to work to help the family's economy in the midst of the COVID-19 crisis. In addition to economic factors, many parents do not understand the role of schools when the teaching and learning process is not carried out directly. When studying at home, teachers cannot fully accompany students. Materials, assignments, and exams are given online so that teachers cannot see directly the process of student learning development. Distance learning carried out during the pandemic also has the potential to cause violence in children. In addition, without school, many children are caught up in the violence committed at home. Because the school mentoring process does not run directly. Various problems and changes cause disruption of student education, and ends in the emergence of learning loss. Students experience a decline in ability in the process of learning and understanding information.

Entering the new normal era, adaptation and innovation are needed in creating effective learning. Teachers have a very important role in determining the quality of learning carried out in the classroom. In connection with this task, teachers should always think about the efforts made to improve the quality of learning, including by planning, preparing, and implementing appropriate learning methods. This can be done by applying the Student-Centered Learning (SCL) method. This method encourages students to learn more

actively, independently according to their respective abilities. According to Westwood (2008), Student Center Learning (SCL) is a learning method that empowers students to be the center of attention during the learning process. Rigid learning instructions from educators are transformed into learning that provides opportunities for students to adapt to their abilities and behave directly in accepting their learning experiences.

Some characteristics of the Student Centered Learning (SCL) based learning model according to Sanjaya(2016), student-centered teaching not on the teacher, teachers guide children and teachers become facilitators, learning is oriented towards achieving goals, student-centered atmosphere, students who control process, students are responsible, learning is cooperative, collaborative, or independent, and students must work together. Innovative learning with the SCL method has a variety of learning models that require active participation from students. These methods include: (a). Sharing information (Information Sharing) by means of: brainstorming, cooperative, collaborative, group discussion (group discussion), panel discussion (panel discussion), symposiums, and seminars; (b). Learning from experience (Experience Based) by means of simulation, role playing (roleplay), games (games), and meeting groups; (c). Learning through Problem Solving (Problem Solving Based) by means of: Case studies, tutorials, and workshops. The SCL method is now considered more appropriate to today's external conditions which are a challenge for students to be able to make effective decisions on the problems they face. Through the application of SCL students must participate actively, always be challenged to have critical power, be able to analyze and be able to solve their own problems. Challenges need to understand concepts, mindsets, philosophies, method commitments, and learning strategies. To support teacher competence in the student-centered learning process, it is necessary to increase the knowledge, understanding, expertise, and skills of lecturers as facilitators in student-centered learning. The teacher in student-centered learning shifts from being a teacher to being a facilitator.

During the pandemic, learning was not carried out optimally. This was due to economic problems, lack of cooperation between parents, guardians and students, and domestic violence. Teachers apply a teacher-centered learning approach which is one of the causes of the decline in the quality of education in Indonesia. Although for some conditions of teaching and learning activities, teacher centered is actually quite good. However, when dealing with the conditions of students with different characters, this paradigm is no longer wise to continue to be applied (Brown, 2003). This shows that the paradigm shift has not been able to fully improve student learning outcomes to the fullest. For example, in learning that uses the group discussion method, students tend not to focus on the material presented by the teacher, and students even spend more time talking about their "world", rather than understanding the material given (Isjoni, 2007). If it continues like this in the learning process, it is feared that the learning objectives will not be achieved optimally, and in the end it will affect student learning outcomes.

Less than optimal learning outcomes are indicated by the value of Mathematics learning outcomes for grade I-VI students at SDN Baran I who still have not reached the Minimum Graduation Criteria standard, which is more than 50%. Based on the results of the final semester test for the 2021/2022 school year which the researcher obtained from the class teacher. Starting from the learning outcomes data in the form of test scores at the end of the semester, in order to improve student learning outcomes, it is necessary to conduct an assessment of the implementation of the SCL approach at SDN Baran I.

2. METHODS

The research method used is descriptive-qualitative method. The goal is that researchers can make a descriptive analysis systematically, factually and accurately in revealing facts about the implementation of the SCL approach at SDN Baran I. The subjects in this study were 1 principal, 6 class teachers and 104 students in grades I-VI who have high, medium, and low report cards, while the object of this research is the implementation of the SCL approach in learning, the factors that influence the implementation of the SCL approach and its relevance to student learning outcomes. Sources of data to be collected in this study are grouped into two, namely primary data sources and secondary data sources. Primary data sources, namely data directly collected by researchers from the first source. The primary data sources in this study were the principal, teachers and students in grades I-VI. Secondary data sources, namely data directly collected by researchers as a support from the first source of the first party. Data can also be arranged in the form of documents. The sampling technique was carried out by purposive sampling. Determination of the sample in qualitative research is not

based on statistical calculations. The results of the study will not be generalized to the population because the sampling is not random (Sugiyono, 2015). The data collection method used is library research, observation, and interviews. The data analysis of this research is qualitative and quantitative data analysis. Qualitative data analysis to determine the percentage of observations regarding the SCL approach. Miles and Huberman (Sugiyono, 2015) state that in data analysis there are 4 components carried out, namely: data collection, data reduction, data presentation and drawing conclusions. Quantitative data analysis techniques were used to determine the relevance of the implementation of the SCL approach to student learning outcomes.

3. RESULTS AND DISCUSSION

a. Study Literature

- 1) Model Student Centered Learning (Scl) Di Sekolah Dasar (Sd) Yang Inovatif Terintegrasi Pembelajaran Terpadu by Uslan and Nuriyah Dosen PGSD Universitas Muhammadiyah Kupang.

This type of research is literature research with documentation study method from various sources of books and scientific journals Discussion of research, reviewing: innovative integrated learning models in SD, SCL model function in KBM, integrated learning benefits, and SCL model correlation with integrated learning.

- 2) Pendekatan Student Centered Learning; Design Pembelajaran Aqidah Akhlak Untuk Madrasah Ibtidaiyah by Muqarramah Dosen Prodi Pendidikan Guru Madrasah Ibtidaiyah IAIN Antasari Banjarmasin.

Learning Aqidah Akhlak have a great responsibility for the lives of students. Sometimes teachers teach Aqidah Akhlak using conventional method. This causes students to lose meaning in Islamic learning so that students just accept without critical dogma in it. The teacher becomes a source of knowledge and passive students in learning. The background of this analysis is Student Centered Learning approach; Aqidah Akhlak design learning for elementary Islam. Based Problems and paradigms in Aqidah Akhlak classes, Student Centered Learning approach can be developed that Cooperative Learning, Group Discussion, PBL, Connecting methods and Learning Differ can help teachers improve learning in primary school moral creed of Isla.

- 3) Penerapan Strategi Pembelajaran Yang Berpusat Pada Peserta Didik Dalam Pembentukan Kreativitas Peserta Didik Di Sanggar Seni Art Talent's Sidoarjo by Nurus Sabila Jurusan PLS FIP Universitas Negeri Surabaya.

The research approach used is descriptive quantitative. Objects in this study is one of the managers, educators 1 and 13 students in the art gallery's art talent Sidoarjo. Data was collected using observations, interviews and documentation. Based on the results of this study concluded that, 1) the process of learning in the studio more emphasis on more active learners, learners who can be independent, and responsible. 2) Based on calculations using the percentage formula obtained results mean that using a percentage of the learning process learning strategies are categorized ya CTL was 63.2% while 57.7% are not categorized. 3) supporting factors, such as time, chance alone, encouragement, facilities, stimulating environment and constraints that limited time as there are busy, and lack the means and the tools or support to facilitate the emergence of a child's imagination.

- 4) Student Centered Learning Solusi Atau Masalah di Era Revolusi Industri 4.0 by Moh Shohib, and Ernawati Sekolah Tinggi Ilmu Hukum (STIH) Painan.

This writing describes how to improve the Quality of Teaching and Learning in the Industrial Era 4.0 with the linkage of Study Program Accreditation through a curriculum approach using the SCL (Student Centered Learning) method with information technology-based or digital-based learning support facilities. The data used in this study were entirely sourced from library materials.

- 5) Efektivitas Pembelajaran Berbasis Student Centered Learning Dalam Mengatasi Kecemasan Komunikas by I Yohanes Wendelinus Dasor Prodi PGSD STKIP St. Paulus.

Anxiety may also occur to a person in interpersonal communication. Therefore, it should be well treated by encouraging the students' bravery in communication. Student-centered learning (SCL) is a cooperative learning which emphasizes the students' participation and engagement in learning process. By

this method, the learners are able to develop their character and self-efficacy in performing public communication.

b. Implementasi Pendekatan SCL

Based on observations, the overall learning carried out by the model teacher has reflected the application of aspects of the student centered learning approach. More student activities dominate during. At the beginning of the lesson, the teacher opens the lesson by greeting. The teacher does apperception by asking students to ask questions. Students enthusiastically answer questions from the teacher. Beginning the lessons, the teacher tells the students the material taught at this meeting. The teaching method used is to explain the concept of the material, group discussion, and practice. The teacher explains the material being studied in order to give an initial picture to the students. After delivering the material, the teacher asks the students for material that has not been understood. The teacher invites students to do simple practices that are discussed with the group. The students looked enthusiastic during the practice and discussion. After doing the practice, each group was asked to present the results of the discussion from each group. At the end of the lesson the teacher invites students to conclude the lessons that have been done.

Based on the data from the observation of the model teacher that the researcher did using the teacher observation guide sheet that implements the SCL approach, it can be seen that the average score obtained is in the good category. According to the observations made by the researcher on the teacher, the model of the learning activities carried out in each class that is taught is in accordance with the characteristics of the SCL approach, although the implementation has not been maximized. The average score for the observation of model teachers who implement the SCL approach at SDN Baran I is presented in the following table.

Table 1 The average score of learning observations that implement the SCL approach

Kelas	Rata-rata	Nilai	Kategori
1	20	74	Baik
2	19,5	72,2	Baik
3	21,75	79,6	Baik
4	20,75	76,8	Baik
5	20	74	Baik
6	19,5	72,2	Baik

Based on the results of the interview stated that, SDN Baran I has implemented the 2013 curriculum since the 2013/2014 academic year. During that time, teachers have applied the SCL learning approach until now, it's just that it has not been maximal in its implementation. According to the principal, before the teacher carried out the SCL approach-based learning, the teacher had prepared a lesson plan that was made by himself. As long as the teacher implements the SCL approach in the learning process, sometimes when its implementation in the classroom can not be fully implemented because the teacher is faced with many obstacles, both from student attitudes and different student abilities in each class. From the analysis of data regarding student-centered learning (SCL) in grades I-VI of SDN Baran I, it shows that the application of learning carried out by teachers and students is adjusted to the characteristics of the SCL approach.

Through the application of student-centered learning, students are expected to participate actively, always be challenged to have critical power, be able to analyze and be able to solve their own problems (Karsen, 2008). The teacher acts as a facilitator who facilitates what is needed in learning and keeps students active during the learning process by choosing learning models that are combined with student centered learning approaches such as cooperative learning models, discovery learning, and problem based learning. The evaluation phase of learning is carried out by the teacher during the learning process by observing and assessing the attitudes (affective), knowledge (cognitive), and skills (psychomotor) of students so that teachers are able to monitor student learning progress in the hope that the evaluation can run optimally. Assessment for competence attitudes, knowledge and skills using a scale of 100.

c. The Relevance of the SCL Approach to Learning Outcomes

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Table 2 The average score of learning observations that implement the SCL approach

Kelas	Rata-rata	Kategori
1	85	Baik
2	93	Baik Sekali
3	84	Baik
4	90	Baik
5	86	Baik
6	87	Baik

Based on these data, it can be obtained the calculation of Mathematics learning outcomes in terms of report cards ($x = 75$) which is in the range of values from 84 to 93. From these data, students can be said to be complete in participating in learning and the data shows that the learning outcomes of class students of SDN Baran I are in the high category.

4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded as follows.

- Literature study shows that SCL is the right method to grow students' activeness.
- The implementation of the SCL approach in learning Mathematics at SDN Baran I is in the good category, although in practice it has not been fully implemented. This is shown from the indicators of each aspect that have adapted to the characteristics of the SCL approach, although some indicators have not been maximally carried out by the teacher.
- Learning by using the SCL approach is related to student learning outcomes in lessons.

ACKNOWLEDGMENT

Thanks to SDN Baran I for helping my research. Thank you to the principal, teachers and students of SDN Baran I. Hopefully this research will be useful.

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