
THE IMPLEMENTATION OF STUDENTS CENTERED LEARNING PRINCIPLES IN TEACHING AND LEARNING PROCESS

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ABSTRACT: The teaching and learning in Indonesia follows the trend in current English language teaching that focusing on developing learners' communicative competence and on promoting active language learning strategies in classrooms. The change is the approach to language teaching from teacher-centered to students-centered. The aim of this research was to find out the teachers implementation toward the principles of students centered in teaching and learning process. This study was mix method research, where the sources of data were the result of observations with three English teachers of SMAN 2 Sungai Penuh, the data were collected from the teachers activities when they teach English. The finding of this research indicates that the teachers have variety of way in implementing students-centered learning principles in teaching and learning process. The variety of implementation of its principles seemed on the teaching activities and classroom instruction implemented by the teachers in teaching and learning process.

Keywords: *Implementation, principles, Students-centered learning, and teaching and learning process*

INTRODUCTION

Student-centered learning (SCL) is a learning approach placing students as the center of the learning. It is absolutely different from teacher-centered learning which only concerns on transferring knowledge from the teachers to the students. In this approach, the students encouraged and engaged in learning process. It means that the students-centered learning approach is a learning process that is focused on the students, thus makes the students dominants in learning process.

The students-centered learning is useful for the learners because it gives positive impact in improving their skills, motivations, and responsibility in learning and solves the problem particularly in language learning itself. It means that SCL facilitates active participation and independent inquiry, and seeks to instill among students the joy of learning inside and outside of the classroom. Students-centered learning shows the student's dominations and their active participation in learning process. The teachers become facilitators and guides who do not just transfer the knowledge to the students in classroom. Furthermore, in learning, the teachers are expected not to focus on using text books in the classroom only, they have to explore the students learning process more actively.

Students-centered learning requires the teacher not only to provide the students with new

scientific and cultural knowledge but also to develop their reasoning, creative abilities and team work skills. These requirements have pushed Indonesian educational authorities to change their perceptions of teaching and learning philosophies. They have considered that the traditional teaching and learning approach, with its emphasis on individual achievement and transmission of information has become inadequate in supporting the development of students' thinking and learning skills in today's global society.

Teachers seem to understand that it is now a government requirement to support students to become more active and independent in their learning. The present study found that the teachers do understand the concept of students-centered in a variety of ways. There were some variations of the implementation of students-centered learning principles conducted by English teachers at SMAN 2 Sungai Penuh. The teachers had implemented students-centered principles in learning and teaching in classroom, but they did not optimally implement all the principles in classroom.

The use of students-centered learning in schools is intended to improve the quality of educations by improving student's activity in teaching and learning process. Students-centered learning will support the students to enhancing, empowering and developing their critical ability.

According to Attard (2010:2), students-centered learning which is encouraged teacher to develop the effective learning for the students in order to construct and reconstruct their knowledge. Some of students-centered learning literature can be reviewed into the following concepts; (1) Focused on active learning rather than passive learning, (2) emphasis on deep learning and understanding, (3) increase responsibility and accountability on the part of the students, (4) increasing sense of autonomy in the learner, (5) interdependence between teacher and learner, (6) mutual respect of the relationship between teacher and learner, and (7) reflective approach to the teaching and learning process. Moreover Todorovski (2015:4) argues that students-centered learning also builds on the importance of teaching and learning process including interaction between teacher and students.

The important thing should be considered by the teacher in implementing student-centered learning is the understanding of student-centered principles. This principle explains the differentiations of each individual needs, interests and capacities in enhance the knowledge. According to Attard, *et al*, (2010:3-4), there are nine student-centered learning principles; (1) SCL requires an ongoing reflexive process, (2) SCL does not have a one size fits all solution, (3) students have different learning styles, (4) students have different needs and interests, (5) choice is central to effective learning in SCL, (6) students have different experiences and background knowledge, (7) students should have control over their learning, (8) SCL is about enabling not telling, and (9) learning needs cooperation between students and staff.

As additional McCombs (1997:5-7) divides twelve students-centered learning principles and also divides it into five factors that can guide decisions about content, environment and opportunities for students in learning at the classroom and outside of classroom. Those are: (1) Metacognitive and Cognitive Factors, (2) affective factors, (3) Developmental Factors, (4) Personal and Social Factors, and (5) Individual Differences

Furthermore, the students-centered learning principle needs to be adapted not only to students' types, but also to the disciplines and environment in which learning and teaching takes place. In other word the teachers has important

roles to facilitate the students and encourages them into students-centered learning.

Moreover, in the implementations of SCL principles, there some considerations should be considered by the teachers related on the way to assess the implementation of SCL in teaching and learning process. The SCL has accomplished as core of teaching effort and have shifted from a teacher-centered or discipline-centered learning to the student-centered learning approach by considering of the students-centered learning environment and classroom interactions. According to Rudolfo *et al* (2010:26-32), there are checklist to help teacher know SCL accomplished and learning has shifted from TCL to SCL. it is made up of two parts. The first part looks at how successful teacher increasing and maintaining a student-centered learning environment. The second part looks at the quality of classroom

In conclusion, students-centered learning approach has some principles and become an important part in teaching and learning process. It principles has big contribution in engaging and motivating the students to be active in learning process. Students-centered learning cannot well implement if the teachers did not implement it principles. In addition, active learning cannot be achieved if students-centered principles were not implemented. This research was focused on the implementations of students-centered learning principles in teaching and learning process. Moreover, the aim of this research was how do the teachers implement the principles of students centered in the classroom?

METHODOLOGY

This research were conducted as qualitative approach which involves exploratory from research's focus to respondents' point of view related to research issues in real context. According to Marzyck (2005:17), qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Qualitative research involves purposeful use for describing, explaining, and interpreting collected data.

This research was expected to describe how the implementations of student-centered learning principles in teaching and learning process, the problems faced by the teachers and also students' perceptions on implementations of students-centered learning principles in teaching and learning process.

FINDING AND DISCUSSION

The analysis of the implementation of students-centered learning principles in teaching and learning process was done by distributing questionnaire, observation and interview.

The data of this part described the implementation of students-centered learning principles during teaching and learning process. In this research students-centered principles were analyzed based on the observations sheet were fostered by Rudolfo *et al* (2010: 26-32), the observation checklist consist of two main parts and divided into some criteria. The description are divided based of participants in this research namely teacher I, teacher II and teacher III.

Table 1. The result of observation

No	Indicators	Teacher		
		I	II	III
1	SCL requires an Ongoing Reflexive Process	66, 66	64, 58	43, 75
2	SCL does not have a One Size Fits All Solution	72, 22	71, 42	41, 66
3	Students have Different Learning Styles	73, 33	75	53, 33
4	Choice is Central to Effective Learning in SCL	66, 66	66, 65	48, 33
5	Learning needs Cooperation between Students and Staff	82, 29	80, 20	50
6	Students have Different Needs and Interests	52, 77	55, 55	44, 44
7	Students have Different Experiences and Background Knowledge	82, 14	78, 57	59, 52
8	Students should have Control Over their Learning	61, 11	58, 33	48, 33
9	SCL is about Enabling not Telling	71, 42	75	42, 85
Average		69, 84	69, 47	48, 02

There are three teachers being observed, there are two teachers significantly implemented

students-centered learning principles in teaching and learning process they are teacher one and two, they acts as facilitator in teaching process and students more active in learning. They had knowledge, innovation, and positive efforts in increasing self-quality. Both of them identically had same idea in facilitating their students in order to active learning. For example, they explain to the students about learning objectives and also did bridging about last topic in learning as basic for students in order to make students understand what they will learn.

The English teacher were demanded to teach English learning by implementing all the principle of students-centered learning approach as current educational curriculum requires. Overall, based on the data analysis of observation sheet this research found that the three of SMAN 2 Sungai Penuh was good enough in implementing students-centered learning principle in teaching and learning process although there are a teacher that had not significantly implemented.

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In students' individual task, they usually give individual task with giving stimulates for students to re-memorizing last topics that had taught. It is in order to make students had some understanding to answer their individual task. In

giving clarification, the teacher facilitates the students by telling to the students the learning's' conclusion and had been written by the students. Impacts on it, the students had more participation in teaching and learning process, the students more active in expressing their ideas to another friends and teacher. From the total of students-centered learning principles being observed, there is a principle that not significantly implemented by both of teachers in teaching and learning process, these was on the instructions strategies include the teachers work with students to determine the appropriate instructional strategies.

In addition, teacher three during teaching and learning process tend to used teacher-centered approach in interacting with the students in the classroom. The students accepted knowledge and information from the teacher from teacher during teaching and learning process. The teacher controlled and dominated in teaching process, the teacher monitored all the students done in the classroom and also divided the learning instruction in learning process. From the observations that was done to the teacher three. Among the principle, there are no significantly of students-centered learning principles that was implemented in teaching and learning process in classroom daily activities.

CONCLUSION AND SUGGESTION

Based on the finding of implementation of Students-Centered Learning (SCL) principles by English teachers of SMAN 2 Sungai Penuh, which has been explained in previous chapter, can be concluded that:

The teachers have been implemented almost all of students-centered learning principles in teaching and learning English in the classroom. They are SCL requires an ongoing reflexive process, SCL does not have a one size fits all solution, students have different learning styles, students have different needs and interests, choice is central to effective learning in SCL, students have different experiences and background knowledge, students should have control over their learning, SCL is about enabling not telling, and learning needs cooperation between students and staff. From three teachers being observed, teacher I and teacher II has higher score in implementing SCL rather than teacher three, but there are some principle that not significantly implemented such as students should have control over their learning and SCL is about enabling not telling. In other side, teacher three

seems did not significantly implemented SCL principles in teaching English, teacher III still dominant in classroom from all of indicators.

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