

## **LEARNING PROCESS BASED ON STUDENT CENTERED LEARNING (SCL) IN IMPROVING NURSING STUDENT KNOWLEDGE**

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### **1.Introduction**

Education today is a very important need in society, because education is useful for the continuity and progress of human life. Through education, humans can transfer knowledge, values, skills, and technology to future generations. Education is also what guarantees the sustainability of human culture and civilization on this earth. Education has two meanings, namely education which is broadly interpreted as meaning that education is part of life itself and lasts throughout life. Meanwhile, education in a narrow sense is defined as teaching held in schools (Soyomukti, 2010).

The educational process that occurs on campus generally still uses conventional learning models, where lecturers hold a central position as a learning resource that provides knowledge and skills to students. Lecturers as subjects carrying cultural values and norms occupy a central position in the educational process (Bernadib in Murtiningsih, 2004).

In Indonesia, the learning model used is conventional, which makes students an object, not a subject. This learning model assumes all students are the same, even though each individual has different abilities. The existing education system generally limits every movement of student space. Students receive all knowledge given by lecturers, because lecturers are a source of knowledge (Murwani, 2006). This kind of learning model in education is known as uniformity, regardless of the potential and needs of each student is different.

The conventional learning approach in which the lecturer as an expert conveys knowledge to students like this is commonly called Teacher Centered Learning (Chrosby in O'Neil and McMahon, 2005) In its development the Teacher Centered Learning (TCL) approach is no longer in accordance with what happened to real life.

TCL is an approach that is considered to see all students equally. For some conditions, TCL activities are good enough, but when dealing with the conditions of students who have various different characters, this paradigm is no longer wise to apply. The learning process that occurs should use a constructivism approach, where the learning process emphasizes that students in the learning process must be active in building knowledge individually, not just accepting the knowledge they get (Anggriamurti, 2009).

Knowledge that exists in humans is a construction (formation) of ourselves, formed when individuals interact with their environment. The theory of constructivism learning is supported by Piaget, who through cognitive development theory argues that knowledge cannot be acquired passively but must be active through action (Trianto, 2009).

The SCL (Student Centered Learning) education approach emerged as an alternative educational approach to address the non-conformity of the TCL approach. SCL is a student-centered learning approach. In the SCL learning approach, lecturers must be able to carry out their roles well, namely not only as a teacher, but also as a motivator, facilitator, and innovator. Lecturers are not only required to teach in front of the class but also have a role in helping students to solve problems when students experience difficulties in the learning process.

Natawijaya in the Ministry of National Education (2005) states that active learning is a teaching and learning system that emphasizes student activity physically, mentally, intellectually and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective and psychomotor aspects. Maryam Nur Azizah conducted research in 2011 on "The Effectiveness of Using Student Centered Learning Methods Based on Classroom Blogging to Improve Learning Outcomes of High School Students". This study compares a class using Student Centered Learning learning method based on Classroom Blogging and a class using conventional methods. The research carried out concluded that the learning process using the Student Centered Learning learning method obtained higher learning outcomes (Azizah, 2011).

Today more and more campuses are implementing Student Centered Learning-based learning processes. The Graha Medika Institute of Health and Technology, Kotamobagu, is a private campus that

implements Student Centered Learning (SCL) -based learning. This private institution has been established for approximately 11 years with extraordinary achievements and is able to compete with public and private institutions in North Sulawesi Province.

During the Covid-19 epidemic, learning was carried out through an offline (practicum) and online (theory) hybrid system, with various online applications to support learning activities. However, there are often obstacles from external factors (surrounding environment, internet network providers, etc.) which often make students not focus on learning and following the material. So, SCL becomes the right method, when the learning process is student-based, so that students are required to listen to and understand the material presented by the lecturer, because through this learning method, students take a major role or become the center in the learning process. Based on the description above, the researcher is interested in describing how the learning process is based on Student Centered Learning at the Graha Medika Institute of Health and Technology, Kotamobagu and the obstacles that arise in the learning process based on Student Centered Learning.

## 2. Discussion

Learning is a process of developing thinking creativity that can improve students' thinking skills, and can increase and construct new knowledge as an effort to improve mastery and good development of recovery materials. Learning itself is divided into two, namely learning that focuses on lecturers or learning that focuses on students.

Learning that focuses on students is called Student Centered Learning (SCL), which according to Robert in 1983 is an approach or development in terms of learning in which students or students are required to choose not only what to learn but also how and why the material is studied.

Student Centered Learning is also defined as a way of learning that makes students an important part or a major part or influences the content of the material, activities, and the material itself and influences the speed of learning. Through this learning method, students take a major role or become a center in the learning process, so whatever is concerned with student learning materials must be independent in finding sources and learning references with guidance from the lecturer. Then the lecturer can also be called a facilitator whose role is to facilitate what students have been looking for.

Compared to the Teacher Centered Learning (TCL) learning system which is centered on lecturers as a source of information, Student Centered Learning (SCL) makes student understanding deeper and more specific about the field they are engaged in by making students the center of learning, so that in the end it can improve student quality. itself.

### 1. CHARACTERISTICS OF SCL METHOD

As a student-centered learning method, several characteristics that distinguish SCL from other learning systems are as follows:

#### a. Active Learning

Active learning is learning that occurs when students are given the opportunity to interact more with fellow students or with lecturers about the subjects they are facing, develop knowledge, not just receive information from the lecturer.

b. Interactive Learning In interactive learning every student must do something, according to the material he is studying.

c. Independent Learning Independent learning is a student-centered learning approach in which the learning process and experience are regulated and controlled by the students themselves.

d. Collaborative Learning Collaborative learning is a method in which students from various backgrounds work together in small groups to achieve general learning objectives. Students are jointly responsible for the learning process they carry out. The success of a student is the success of his friends.

e. Cooperative Learning In group cooperative learning students will acquire new knowledge with better quality, contextual and relevant when compared to individual or independent learning.

f. Contextual Learning Contextual learning is a learning principle that combines content with the daily experience of individuals, society and the environment / work environment. Contextual learning can increase self-confidence because it can understand the relationship between theory and practice. Contextual learning also fosters a group work approach to solving a problem. Practical skills / doing something (hands-on) and thinking (minds-on) are the principles of a contextual approach.

## **2. BENEFITS AND LACKS OF STUDENT CENTERED LEARNING COMPARED TO TEACHER CENTERED LEARNING**

As a learning method that has different characteristics from other methods, Student centered learning has its own advantages and disadvantages. The following are the advantages and disadvantages of Student centered learning when compared to the Teacher centered learning method:

- a. The advantages of SCL over TCL
  1. Students can be motivated to find new information.
  2. Students can train themselves to have the courage to argue in groups.
  3. Lecturers can add insight from things that were not known and experienced before.
  4. Students can build knowledge both individually and in groups.
  5. Lecturers have more roles as FEE (Facilitating, Empowering, Enabling) and guides on the sides rather than as mentors in the centered.
- b. Disadvantages of SCL compared to TCL
  1. The lecturer cannot provide much material because he is only a facilitator.
  2. SCL requires quiet room conditions, while the SCL strategy is relatively busy and noisy due to discussions.
  3. SCL requires a special room that is separate from other groups.
  4. SCL requires a lot of media to extract information from outside such as the internet.

## **3. ASSESSMENT OF LEARNING OUTCOMES**

Benchmarks in assessing student learning outcomes can be seen in the Decree of the Minister of National Education number 232 / U / 2000 concerning Guidelines for Higher Education Curriculum Development and Assessment of Student Learning Outcomes Article 12 paragraph (1) which states "Regarding student learning activities and progress, periodic assessments are carried out which can take the form of exams, assignments, and lecturer observations. "

Article 12 paragraph (2) states "Exams can be held through midterm exams, final semester exams, final study program exams, thesis exams, thesis exams, and dissertation exams." Article 12 paragraph (3) states that "Assessment of learning outcomes is stated in letters A, B, C, D and E, each with a value of 4,3,2,1 and 0."

Then in article 16 paragraph (1) states "Assessment of student learning outcomes is carried out thoroughly and continuously in a way that is in accordance with the characteristics of the education concerned," and in article 16 paragraph (2) states that "To encourage the achievement of higher academic achievement. can be developed a reward system for students and graduates who get high achievement."

Assessment in student centered learning focuses on the activeness of students in the learning process. Students are required to be able to gain knowledge from various sources independently, review information by thinking critically in dealing with problems or questions, and being able to communicate with others in solving these problems or questions. However, it does not mean that students are simply released. This can be realized by forming groups.

According to Karl Smith from Texas A&M University, group assessment can be done in several steps, including:

- a. keep the group small
- b. assign roles
- c. giving random questions to one person in the group to explain the material
- d. give students assignments before holding group meetings
- e. instructs students to use their study groups to complete individual assignments
- f. make sure all group members understand, participate and understand, and
- g. observe and record individual contributions.

Group assessments can be carried out in large meetings where each group presents the results of their discussion in front of other groups accompanied by teaching staff related to the material presented. Student centered learning assessments can also be done in a formative and summative way. Formative assessment is a formal or informal assessment carried out individually or in groups or in class at the end of the material in measuring mastery and learning progress. Meanwhile, summative assessment is a formal assessment that is carried out within a scheduled and periodic time. Summative assessment is carried out on a grade or level scale to measure progress or achievement on a campus scale.

### **C. Suggestions**

1. Further exploit other methods of SCL
2. Exploiting other educational tools that can be more effective in meeting SCL needs

3. Increase the number of question banks to further minimize the leakage of answers from online quizzes
4. Using local infrastructure for e-quiz and e-learning development to make it more reliable
5. Using its own application which is more configurable and compact
6. SCL activities for students continue to pay attention to the Covid 19 Health Protocol, which aims to prevent its spread and transmission.

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### Author's Curriculum Vitae and Photos



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