

The Implementation of Student-centered Learning Program on *Basic Concept of Early Childhood Education* Class for the First Semester Students of Early Childhood Education Department of Al Muslim University Bireun Aceh

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ABSTRACT. This research was conducted by using the Student-Centered Learning (SCL) activity program carried out to the first semester students of academic year 2019/2020 with a background of learning problems from Konsep Dasar PAUD class. The results of adaptation and evaluation at the last odd semester meeting seems that students still found it difficult to understand text and theoretical material in the basic concepts of Konsep Dasar PAUD Class. The motives conducting this study is as the response to monotonous activities practiced in previous classes by repeatedly reading the text. This study used a qualitative descriptive design. The research subjects were 10 students and one subject lecturer. The results showed that the SCL activity program in the Basic Concepts of Early Childhood Education lectures was very suitable for the implementation of improving the quality of learning in the Early Childhood Education Department and the process of implementing learning activities went optimal. This research accommodates abilities that are more than just intellectual thinking but also other ability skills like communication skills, where the students' activity does not only share opinions but also give a place to teach themselves cognitively as well as provide new experiences. The purpose of this paper is to obtain an overview of the implementation of the SCL activity program and its techniques in the basic concepts of early childhood education for students in the first semester.

Keywords: *Early childhood education majors, Student Center Learning program, Intellectual thinking.*

1. INTRODUCTION

Teaching students is certainly not easy but also not too complicated to improve. Learning applications that are intended for beginner students or in the first semester category aim to overcome their characters that mostly still think rigidly and monotonously. Therefore the learning created must be flexible and nuanced with fun learning, especially in Early Childhood Education Teacher Education study program, where the vision of this study program is to form the character of millennial and Islamic teacher candidates but in practice it is not easy, one of the common problems encountered is the attention or focus of learning of beginner students who are often divided or weak in responding. If the nuances of learning in lecture activities are only about books and lecturers' explanations, then one of the anticipations that can be done is by presenting a Student Center Learning (SCL) Program where SCL is a learning program that empowers students to become the center of learning, heed attention during the learning process. Learning that is rigid

instruction from educators is transformed into learning that provides opportunities for students to adjust to their abilities and behave directly in accepting their learning experience. This program aims to make the tutor or teacher focus the learning process on changing the behavior of the students themselves and experience them directly to form the concept of learning and understanding. Furthermore, the concept of learning experiences from Dale's triangle proves that learning to experience itself in real or real conditions and controlling the learning process is a better fulfillment of learning experiences than learning by observing.

Accordingly, problem formulation and objectives of the study are formulated as follows: (1) how is the implementation of the Student Center Learning (SCL) program in the Basic Concepts of Early Childhood Education course for semester 1 students at Al-Muslim University PG PAUD?; (2) This study aims to see the optimization of student learning activities so that they can be a reference in applying learning activities where this program

makes it easier for students as learners to develop abilities that are more than just intellectual thinking but also other skills. This goal is in line with the contribution of expert opinion, namely Westwood (2008) [7] that what the teacher teaches is best when students volunteer to develop themselves in learning by involving their thinking skills and energy so as to produce comfort for them.

2. THE IMPLEMENTATION OF STUDENT CENTER LEARNING

The Student center learning program is a joint activity under the FKIP initiative where Student Center Learning (SCL) is a learning method that empowers students to become the center of attention during the learning process. Learning that is rigid instruction from educators is transformed into learning that provides opportunities for students to adjust to their abilities and behave directly in accepting their learning experience. The premise of SCL Silberman [6] is constructivist learning theory. The principles of constructivist theory come from the learning theory developed by Jean Piaget, Jerome Bruner, and John Dewey, which focuses the learning process on changing the behavior of students themselves and is experienced directly to form the concept of learning and understanding [7]. Furthermore, the concept of learning experiences from Dale's triangle proves that learning to experience itself in real or real conditions and controlling the learning process is a better fulfillment of learning experiences than learning by observing [7]. When viewed from the condition of students when they receive their learning experience, the anxiety that always burdens students will decrease along with their interactions in the learning process. The burden of having to be able to master the ability at the end of the lesson will be broken down into pieces of ability that form one ability or final competency by itself [1] Operationally, in SCL students have the freedom to have all their potential (creativity, initiative, taste), explore fields / knowledge that he is interested in, builds knowledge and then achieves competence through an active, interactive, collaborative, cooperative, contextual and independent learning process [3] The SCL method approach according to S. Milkova (2012) [4] has the following characteristics: (a) students must be actively involved in the learning process which is triggered by intrinsic motivation; (b) the topic, issue, or subject of learning must be interesting and trigger intrinsic motivation; (c) earning experiences are obtained through real or actual situations and are

relevant to the knowledge and skills needed and used in the workplace.

Further, the task of the lecturer in the SCL approach follows the stages in accordance with the program and these steps cannot be separated from the opinion of Djamarah (2006) [2]: (a) facilitating: Books, teaching modules, handouts, journals, research results, and time; (b) motivating: By paying attention to students. Providing material that is relevant to the ability level of students and with contextual situations, Gives enthusiasm and confidence to students that they can achieve the expected competencies, Gives students satisfaction with the learning that we carry out; (c) giving tutorials: Shows ways / ways / methods that can help students explore and find solutions to problems related to learning material; (d) giving feedback: Monitoring and correcting the way of thinking / performance results in order to achieve optimum targets according to their abilities.

3. THE MODEL

This study used a qualitative approach by Lexy J. Moleong (2014) [5] with a field research study design, while the objectives to be achieved were to obtain an overview, explain and analyze the techniques and learning methods used in the SCL program activities. The research subjects selected in the study were 7 students in the 1st semester of the 2019/2020 academic year and 1 lecturer who taught snowball techniques (snowball sampling) who could be asked for information in connection with the implementation of SCL activities in the implementation of cooperative learning. The research subjects were selected using purposive sampling with the consideration (1) the research subject was directly involved (2) the party who controlled the problem, had data and was willing to provide information. [5] Data collection was carried out using interview and observation methods. Data analysis was carried out using three streams of data reduction activities, data presentation and drawing conclusions.

The researcher discusses the results of the research conducted. It is known that the PG PAUD Study Program is a study program that has a future vision for students to be formed as teachers who have good intellectual and creative skills, with the main learning concept being cheerful and energetic learning. This is in line with Hamalik's (2011) opinion. [3], therefore the implementation of the SCL (Student Center Learning) program is a program that is in line to realize the vision of

character building for prospective teacher students in the PG PAUD study program through the Basic Concepts of Early Childhood Education course. In the implementation of this program students are not only directly involved in learning, but at three meetings they are also given directions in the E learning learning system. For semester 1 students this is something new and fun, this condition triggers them to be more aware of or respond to the use of

gadgets towards the millennial and productive, This SCL program takes place starting in August with the preparation of the RPS and its tools and then compiling the appropriate material and then establishing the guidance for implementing E Learning, so a schedule is born for the preparation of cooperative learning activities that fulfill the SCL program as Table 1 shows.

TABLE 1. Schedule Of Scl Program Activities In The Basic Concepts Of Early Childhood Education Course

No	Cooperative Learning	Sub Topic	Assessment	Meeting
1	Two Stay Two Stray	The Nature and Essence of Early Childhood Education	Write down the results of the study on the nature of early childhood education and the principles of DAP	I
2	Jigsaw	The material details are the position of PAUD based on the National Education System Law, the difference between formal and non-formal PAUD	Describe in writing the objectives, activities and objectives, Kindergarten, Playgroup and TPA.	II
3	Numbered Head Together	The relationship between the empirical basis of the need for early childhood education and the juridical background of PAUD	Answering Essay Questions	IV
4	Problem Based Learning	The essence of behavior and cognition theory and its application in AUD learning	Complete the grouping of early childhood learning theory (groups)	XI
5	Simulation	Creating an early childhood learning environment	Practicing simulated learning activities outside / inside the classroom (Group)	XII
6	Recitation	Understanding of early childhood Assessment	Describe the Assessment Components	XIV

This SCL program provides fresh and flexible activities where there are several stages of lectures that require them to be able to access several tests prepared through their smart phones and also at several meetings coordinated through literature review activities then present them through presentations and discussions that are capable and in-depth, lecturers in This activity becomes a guide with various preparations not only from their own sources but also from students, in some of these meetings the lecturers carry out cooperative learning activities where the cooperative foundation is based on student-centered learning activities or called Student Center Learning where the program becomes a lifetime experience. which is in accordance with active learning activities that produce quality learning outcomes.

4. RESULT AND DISCUSSION

Based on the description of the discussion of the research results found in the implementation of the student center learning (SCL) activity program in the basic concepts of Paud for semester I students of the PG Paud Study Program at Al-Muslim University, by involving cooperative learning activities where these two aspects are connected to each other. another, with the suitability of time, the subjects involved and the subjects that are able to make. The implementation of the learning process through the Student Center Learning (SCL) program runs optimally even though there are still some obstacles that are not so worrying. So, this research produces learning activities as a whole for students

and is expected to accommodate abilities that are more than just intellectual thinking but also other skills, namely communication skills sharing opinions in this program students are not only given a place to learn themselves cognitively but also provide new experiences. In expressing the ability to present knowledge and strengthening good motor skills in accordance with common goals in Student Center Learning [4]

5. CONCLUSION

Students are not only given a place to learn themselves cognitively but also provide new experiences. The implementation of the learning process through the Student Center Learning (SCL) program runs optimally. So, this research produces learning activities that are expected to accommodate abilities that are more than just intellectual thinking.

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