The Application of Student-Centered Learning (SCL) Strategies in the *Balaghah* Course at Universitas Negeri Malang

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Abstract. Learning strategy is the organization of course content, delivery of material, and management of learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process. Student-Centered Learning (SCL) is believed to improve the learning process optimally. In this SCL, students are expected to participate actively, think critically, be able to analyze, and be able to solve their problems. This study examines the form of SCL in the *Balaghah* course at Universitas Negeri Malang. The SCL learning process will occur when lecturers and students are actively learning. In SCL, students are facilitated to explore teaching materials and discuss various information obtained. Meanwhile, the lecturers actively accompanied them during the learning process, encouraging them to carry out a search, discussion, and conclusion on the results of the discussion. With SCL, students are more independent, responsible, and motivated to learn. Characters like this are needed in facing the 4.0 era. The method used in this study is a descriptive method with a qualitative approach. Data were collected through interview instruments and questionnaires. Data analysis was carried out by collecting, presenting, reducing, and inferring. The data that will be obtained through this research include how the form of SCL learning is carried out through (1) Self Directed Learning (SDL), (2) Collaborative learning, (3) Small group discussion, (4) Project-based learning, (5) Cooperative learning, and (6) Discovery learning, and (7) Simulation. Based on the research results, it is known that the SCL strategy that uses seven types of learning has been applied in *Balaghah* courses at Universitas Negeri Malang.

Keywords: Student-Centered Learning (CTL) · learning strategies · *Balaghah* course

1 Introduction

Learning strategy is the organization of course content, material delivery, and management of learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process. The learning strategy that will be studied in this research is Student-Centered Learning (SCL). SCL is believed to be effective in improving the learning process optimally. In this SCL, students are

expected to participate actively, think critically, and be able to analyze and solve their problems. With SCL, students can be free to develop their abilities and knowledge and be independent and competitive. Lecturers act as facilitators and motivators.

The *Balaghah* course that will be studied in this research is focused on the study of bayan, which includes *tasbih* (simile), *majaz* (metaphor), and *kinayah* (euphemism). The author wants to describe the learning process, including the lecturers and students' activities related to SCL. The strategies in question include (1) Small Group Discussion (SDG), (2) Role Play and Simulation, (3) Discovery Learning, (4) Cooperative learning, (5) Contextual Learning (CL), (6) Problem-based Learning (PbL), (7) Collaborative Learning (CL), and (8) Project-based Learning (PbL). Through this research, it will be known how far the implementation of the SCL strategy in *Balaghah* courses is.

2   Method

The method used in this study is a descriptive method with a qualitative approach. Data were collected through interview instruments and questionnaires distributed at *Balaghah* Course, Arabic Literature, Malang State University. Data analysis was carried out by collecting, presenting, reducing, and inferring. The data that will be obtained through this research include how the form of SCL learning is carried out through (1) Self Directed Learning (SDL), (2) Collaborative learning, (3) Small group discussion (SDG), (4) Project-based learning (pbl), (5) Cooperative learning, and (6) Discovery learning, and (7) Role Play and Simulation, (8) Contextual Learning.

3   Findings and Discussion

3.1   Bayan Learning Through Contextual Learning (CL)

Contextual Learning (CL) is an SCL model that directs students to dialogue related to real life. So that statement they can learn according to the context and needs of students. The CL model that is applied in Bayan Learning is carried out with the following steps: 1) the modeling step is carried out by introducing the students, and 2) the questioning step is carried out by directing students to the material. For example, *tasbih* material, 3) the learning community steps taken by working in the group about the material, 4) the constructivism step taken by preparing the appropriate work, 5) the reflection step was taken by evaluating the learning outcomes of the material that has been studied. This CL model makes it easier for students to understand the material and encourages them to take part in concrete learning by combining theory and practice [1].

3.2   Bayan Learning Through Problem-Based Learning (PbL)

Problem-based Learning (PbL) is an SCL model that presents an authentic problem for students to solve and to stimulate higher-order thinking processes. This model involves students in discussing and collaborating so that this model supports students' more profound understanding of learning materials [2]. In Bayan learning, this PbL model has been carried out on *majaz* material with the following learning steps: 1) The lecturer

divides the students into four groups of 5–6 people in each group, 2) The lecturer gives problems related to examples of poetry that use various figure of *majaz*, namely *majaz* aqli and lughawi, 3) the lecturer asks students to identify and differentiate the text into two kinds of *Majaz*, 4) Students discuss and prepare the results of problem-solving with PowerPoint, 5) then students present the results, and the lecturer evaluates.

3.3   Bayan Learning Through Collaborative Learning (CL)

Collaborative Learning (CL) is an SCL model that allows students to explore as much information as possible by interacting with students. The CL model is a type of approach that combines students' work/intellectual efforts. The implementation of bayan learning using the CL method is carried out with the following steps: 1) Students form groups to work on assignments. For example, the *kinayah* material finds examples of *kinayah* in the Qur'an. 2) Each group collaborates to identify and analyze the findings according to the group's agreement. 3) The lecturer appoints one group to present their collaborative results. 4) In collaboration, the group elaborates, intervenes, and revises before the group work results are collected. This CL model allows students to collaborate to become a more effective and efficient learning step [3].

3.4   Bayan Learning Through Project-Based Learning (PbL)

Project-based Learning (PbL) is an SCL model centered on a project or assignment to be completed by finding sources and based on related guidelines. In Bayan Courses, the PbL model is carried out with several steps of learning activities, 1) The lecturer conveys the learning topic. For example, on the subject of Tasybih. 2) The lecturer gives assignments to students to make a product, namely a concept map about *tasbih*, which includes understanding, types, and examples. 3) Lecturers ask students to make stages of product completion. 4) Lecturers monitor students working on products, and 5) Students present product results and get feedback from other student friends and lecturers. This PbL model is the PbL stage that consists of 4 things, Arranged, Begun, Changed, and Demonstrated [4]. The application of PbL is a step toward realizing 21st-century education, namely a production-based learning approach.

3.5   Bayan Learning Through Small Group Discussion (SDG)

Small Group Discussion (SDG) is an SCL model that divides students into several small groups to analyze information, explore, debate, and find solutions to a problem. *SDG*s aim is for students to have problem-solving skills.

SDGs in Bayan science learning is carried out with the following steps. (1) The lecturer divides the students into 4 to 6 people; (2) The lecturer gives problems for each group, for example, changing *tasbih* from *mursal* to *muakkad* or *mufashshal* to *mujmal* or *baligh tasbih* into *ghairu baligh* and looking for examples in the Koran; (3) Asking students to discuss the problem of *tasbih* and pouring the points of their discussion on the PPT; (4) Group representatives present the conclusions of their group discussions, within a maximum of 10 min; (5) ask other groups to respond; (6) the lecturer provides material reinforcement.

This learning step follows what was stated by Hardiansyah [5]. This SDG model has advantages including (1) all students can be active in learning activities, (2) teach students to respect the opinions of others and cooperate with other friends, (3) can train and develop social and democratic attitudes, (4) improve communication skills, (5) enhance student participation, both individually in groups and in class, (6) develop their knowledge because they can exchange opinions.

This statement is as stated by Dadahri [6]; the advantages of the small group discussion learning model include: (1) all students can be active in teaching and learning activities, (2) teach students to respect the opinions of others and cooperate with other friends, (3) can train and develop social and democratic attitudes for students, (4) improve communication skills for students, (5) enhance student participation both individually in groups and class, (6) develop knowledge them because they can exchange opinions between students both in their groups and with other groups.

3.6 Bayan Learning Through Cooperative Learning

"Cooperative Learning in VR Environment" is one of the suitable learning methods to be applied in the classroom so that students are not solely concerned with themselves in terms of learning success. Using this method, they will be trained to cooperate with their friends with full responsibility starting from the most miniature environment, such as in class [7].

From the explanation above, it can be understood that cooperative learning is one of the SCL models that makes students group together to find information related to learning topics. *Collaborative learning* is a learning method based on learning in small groups that emphasizes the ability of students both individually and in groups.

In principle, the procedures or steps for cooperative learning consist of 4 stages, namely as follows: (1) Material explanation: This stage is the stage of delivering the primary subject matter before students study in groups. The main purpose of this stage is to increase students' understanding of the subject matter; (2). Study Group; This stage is carried out after the teacher explains the material; students work in previously formed groups; 3). Assessment: Assessment in cooperative learning can be done through tests or quizzes, carried out individually or in groups. Individual tests will provide an evaluation of the ability of the group;

Meanwhile, according to Arends, the syntax/steps of cooperative learning include: (Phase 1) Presenting learning objectives and tools, namely the teacher conveying learning objectives and preparing learning tools, motivating students. (Phase 2) Presenting information, namely, the teacher offers information to students, for example, using demonstrations or text presentations. (Phase 3) Organizing students and study teams, where the teacher explains to students how to form a study team and helps the whole group to make the transition from an entire class situation to a group efficient. (Phase 4) Assisting team groups and team studies, where the teacher helps the learning team while working on assignments. (Phase 5) Carry out tests based on the study material; the teacher conducts a test on group work results. (Phase 6) Rewarding group performance, the teacher awards individuals and groups to find out various efforts and performance achievements.

From the learning steps above, there are several learning models included in cooperative learning, namely (1) Student Team Achievement Divisions (STAD), (2) Think Pair Share (TPS), (3) Group Investigation (GI), Number Head Together (NHT), and (5) JIGSAW [8].

So far, there are learning models that Universitas Negeri Malang often uses in *balaghah* learning, including the TPS (Think, Pair, Share) learning model. The procedures for implementing this method are:

1. The lecturer asks a topic or question (such as material *Kalam Khabar, Qhasr*). The question should be general and have a variety of opinions and explanations to explore and express.
2. Lecturers give students time to think. Students are given a few minutes to think about opinions and explanations about the topics or questions previously given.
3. Lecturers organize students into pairs. Students are randomly divided into teams or groups (two or more students). Choosing a random group is to avoid the gap between high and low students. As a result, they will have a higher chance of getting to know each other closely, increasing students' respect for others.
4. The lecturer asks students to discuss with their partners and express their thoughts. In this section, each student will present their own opinions and opinions. Explain to their partner in pairs. They will share their thoughts and discuss the best ideas and explanations that will be expressed later. Thus, this activity helps students develop their knowledge, communicative skills, and confidence.
5. The lecturer calls the students to share ideas with the class. The final step is to call on students to share ideas with the class. In this case, some students give their opinions and explanations, and others can also give their views and answers. So, it increases their confidence as well as their speaking ability.

3.7 Bayan Learning Through Role Play and Simulation

Role-playing is a learning method as part of a simulation directed at creating historical events, actual events, or events that may appear in the future. Role-playing can increase students' interest in a subject and subject matter, increasing their understanding of the concepts being taught. Therefore, Role Play and Simulation is an SCL model that requires student participation in simulating the process to determine the actual event's details.

While the steps of this method, namely: (a) Preparation. Identify and introduce the problem to be demonstrated (the main problem); (b) Select the cast. Identify existing roles and select students who will play a role. (c) Set roles. Explain the storyline (d) Prepare observers. Provide assignments and observation materials (e) Demonstration. We are initiating and overseeing demonstrations (f) Discussion and evaluation. Review the points of the rally shown; (g) Re-demonstration. Repeat demonstration, explain and provide solutions Actions; (h) Discussion and assessment. Same with the six syntaxes (i) Share experiences and conclusions. Relate problems to real life and conclude [9].

At Universitas Negeri Malang, none of them have used the Simulation & Role-Playing model because this model is more suitable for role-playing or game-based materials.

3.8 Bayan Learning Through Discovery Learning

Discovery Learning is an SCL model in the form of assignments to students to find information individually. Discovery learning is a mental process in which students can assimilate a concept or principle.

The steps for implementing discovery learning are: (1) Stimulation (providing stimulation); (2) problem statement (statement/problem identification); (3) data collection (Data collection): (4) data processing (Data Processing): (5) verification (Proof); (6) generalization (draw conclusions/generalization).

First, Stimulation (providing stimulation) is when the lecturer acts as a facilitator by giving questions, directions for reading texts, and learning activities related to discovery. Students are given problems, such as several engaging titles about the science of *balaghah*, such as repetition in An-Nas's letter, so they are confused, creating a desire to investigate it.

Second, the problem statement (statement/problem identification). The second stage of this learning is that the lecturer allows students to identify as many events as possible from the problem relevant to the subject matter. One of them is selected and formulated in the form of a hypothesis (quick answers to problem questions).

Third, data collection (Data Collection) serves to prove related to the formulation of the problem/existing statement so that students can collect appropriate information, read the right learning resources, observe objects related to problems, interview sources about issues, and conduct independent trials.

Fourth, data processing is an activity to process data and information previously obtained by students. All information received is processed and reduced in writing.

Fifth, verification is an activity to prove whether or not a pre-existing statement is true. That is already known and linked to the results of existing data so that the data becomes valid and reliable.

Sixth, generalization (draw conclusions/generaliza-tions). This stage is drawing conclusions where the process draws a conclusion that will be used as a general principle for all existing problems so that the answers to the problem formulations can be found. This statement is when the lecturer assigns individual article assignments to students.

4 Conclusion

Based on the research above, it can be concluded that the teacher-centered learning process (TCL), such as the lecture, reading, and audio-visual methods, has a low success rate, which is a maximum of 30% in the learning process. Meanwhile, learning methods that lead students to be active (SCL), such as class discussions, practice, and teaching others, have a high percentage of success, up to 90%. This statement is the basis that learning strategies that require students to participate (SCL) are capable and believed to be more effective in the learning process.

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