

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of the research. The data collected from an observation, interview, and documentation which are discussed based on theory and concept from the previous chapter. This chapter is presented on the research problem stated in the first chapter.

A. Finding Research

In this section, the researcher will explain about the result of an observation and interview dealing with Diagnostics of English Learning with the Student Center Model in Class IX of MTS Miftahul Ulum Sumber Kembang Pamekasan 2020.

There are two research focuses that will be explained by researcher. They are How does the teacher used students Center Model in learning English at Ninth Grade of junior high School Miftahul Ulum Sumber Kembang Pamekasan 2020, What are advantage and disadvantage of students Center Model in learning English at Ninth Grade of junior high School Miftahul Ulum Sumber Kembang Pamekasan 2020.

To obtain data related to Diagnostics of English Learning with the Student Center Model in Class IX of MTS Miftahul Ulum Sumber Kembang Pamekasan 2020. Researchers conducted research starting on January 11, 2021 to January 23, 2021. Conducted in four meetings, the first meeting was held on 13 January 2021 the second meeting was held on January 16, 2021, the third meeting was held on January 19, 2021, and the fourth meeting was

held on January 23, 2021.

a. **The teacher Uses of learning English by using the students center model at ninth grade of junior high school miftahul ulum sumber kembang 2020.**

In this part, the researcher is going to present the finding that dealing with the teacher used students Center Model in learning English at Ninth Grade of junior high School Miftahul Ulum Sumber Kembang Pamekasan 2020, the data are obtained from an observation, interview, and documentation. The researcher had gathered the data from the observation and documentation on teaching students center in learning english. From the result of the observation, the researcher described the teacher's activity in the class. After doing observation while taking picture as documentation, the researcher interviewed the teacher who teaches at the junior high school Miftahul Ulum Kembang Pamekasan and the purpose of the interview is to make the data which gotten from observation clearer and deeper.

The first observation was conducted on 13 januari 2021. The researcher came to the class in order to observe how the teacher use student center model in learning english at the junior high school Miftahul Ulum kembang pamekasan. The observation began at 08.00 A.M. the researcher came to the classroom, and became a passive observer who just observed the activity in the class. Based on result of observation, there are many steps on English Learning with the Student Center Model.it can be simplified into three major steps of teaching namely Pre-teaching,

Whilstteaching, and post teaching. Here are the complete steps:

1. The first Meeting (13th january 2021)

a. Pre-teaching

1) Saying *Salam*



2) Greeting and praying together before starting the class.

3) Check student attendance as a disciplinary attitude

4) The teacher reminds the material by asking students a question.

Picture 4.0 teacher remind the material before asking to the students

b. Whilst – teaching

- 1) The teacher provides instructions related to the material, but before giving it to students, the teacher explains a little first then gives it to students to discuss or learn on their own.
- 2) Students listen and pay attention to what the teacher says
- 3) Students form groups with teacher guidance
- 4) Students in groups discuss the material presented



- 5) Each group presents the results discussed
- 6) Students with teacher guidance conclude the results of the discussion according to the material given
- 7) The teacher provides an assessment through observation or formative tests during the discussion process



Picture 4.1 teacher set up group and control it

Picture 4.2 the teacher asked the group representative to read the results of the discussion

c. PostTeaching

- 1) Teacher orders students to make a resume dealing with the core points of thematerial.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.



4) The teacher closes the lesson by saying Salam.

Picture 4.3 teacher give motivation and spirit for study hard to the students

2. The second meeting (16th January 2021)

a. Pre-teaching

1) Saying *Salam*



- 2) Greeting and praying together before starting the class.
- 3) Check student attendance as a disciplinary attitude
- 4) The teacher reminds the material by asking students a question.

Picture 4.4 teacher pray together with students

b. Whilst – teaching

- 1) The teacher provides instructions related to the material, but before giving it to students, the teacher explains a little first then gives it to students to discuss or learn on their own.
- 2) Students listen and pay attention to what the teacher says
- 3) Students form groups with teacher guidance



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- 5) Each group presents the results discussed
- 6) Students with teacher guidance conclude the results of the discussion according to the material given
- 7) The teacher provides an assessment through observation or formative tests during the discussion process

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Picture 4.5 teacher watch over each group



Picture
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Teacher
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ative to read the results of the discussion

c. PostTeaching

- 1) Teacher orders students to make a resume dealing with the core points of the material.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying Salam.

3. The Third meeting (19th January 2021)

a. Pre-teaching

- 1) Saying *Salam*
- 2) Greeting and praying together before starting the class.
- 3) Check student attendance as a disciplinary attitude
- 4) The teacher reminds the material by asking students a question.

b. Whilst – teaching

- 1) The teacher provides instructions related to the material, but before giving it to students, the teacher explains a little first then gives it to students to discuss or learn on their own.
- 2) Students listen and pay attention to what the teacher says
- 3) Students form groups with teacher guidance
- 4) Students in groups discuss the material presented
- 5) Each group presents the results discussed
- 6) Students with teacher guidance conclude the results of the discussion according to the material given

- 7) The teacher provides an assessment through observation or formative tests during the discussion process



Picture 4.7 teacher writes material for students to discuss

c. PostTeaching

- 1) Teacher orders students to make a resume dealing with the core points of the material.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying Salam.

4. The fourth Meeting (23rd January 2021)

a. Pre-teaching

- 1) Saying *Salam*
- 2) Greeting and praying together before starting the class.
- 3) Check student attendance as a disciplinary attitude
- 4) The teacher reminds the material by asking students a

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Picture 4.8 teacher pray together with students before to study

b. Whilst – teaching

- 1) The teacher provides instructions related to the material, but before giving it to students, the teacher explains a little first then gives it to students to discuss or learn on their own.
- 2) Students listen and pay attention to what the teacher says

- 3) Students form groups with teacher guidance
- 4) Students in groups discuss the material presented
- 5) Each group presents the results discussed
- 6) Students with teacher guidance conclude the results of the discussion according to the material given
- 7) The teacher provides an assessment through observation or formative tests during the discussion process

c. PostTeaching

- 1) Teacher orders students to make a resume dealing with the core points of the material.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying Salam.

Based on the results of observations in the English learning process using the student center model, the strategy used is the way the teacher provides the material that the students will discuss, but before the teacher explains a little about the material, after that the teacher instructs students to create groups and discuss related material. has been given, after that students present the results of the discussion then give conclusions and in the end the teacher provides an assessment or formative test for students to test whether the student really understands the material.

The result of the observation above supported by the result of interview with teacher at MTS Miftahul Ulum Sumber Kembang Pamekasan 2020. that can be described below:

“memanggil salam sebelum masuk kelas. Sebelum memulai materi membaca doa bersama setelah itu saya mengabsen siswa. Memulai materi, dengan memberikan pandangan terhadap materi yang akan di sampaikan kemudian saya menyuruh siswa membentuk kelompok untuk berdiskusi terkait materi tersebut setelah itu saya memberikan kesempatan kepada siswa untuk mempresentasikan hasil diskusinya ke depan kelas dan melibatkan kelompok lain untuk mengajukan pertanyaan kemudian dari setiap kelompok tersebut memberikan kesimpulan dan saya selaku guru memberikan penilaian dan evaluasi terkait materi yang disampaikan.”

“Penerapan Student Center ini bertujuan untuk membiasakan siswa berfikir kritis dan kreatif serta aktif dan tidak malu dan mempunyai rasa tanggung jawab terhadap materi yang sudah di pelajarinya sehingga para siswa bersemangat untuk menambah pengetahuan yang lebih luas. Kemudian alhamdulillah dengan adanya penerapan model student center ini mengharap siswa mampu bekerja sama dan mempunyai integritas yang tinggi supaya lebih baik lagi kedepannya.”

“Langkah dalam melaksanakan model student center ini adalah yang pertama dengan cara mengadakan kelas diskusi, yang kedua curah gagasan, yang ketiga belajar dari pengalaman dan terakhir adalah dengan cara problem solving (pemecahan masalah).”¹

"Calling greetings before entering class. Before starting the material for reading the prayer together, after that I took the students' attendance. Starting the material, by providing a view of the material to be conveyed then I asked the students to form groups to discuss the material after that I gave students the opportunity to

¹Interview Teacher in MTS Mifatahul Ulum on 13th January 2021, at 08.30 a.m

present the results of the discussion to the class and involved other groups to ask questions then from each group gave conclusions and I as a teacher provide an assessment and evaluation related to the material presented. "

"The implementation of the Student Center aims to get students to think critically and creatively as well as be active and not ashamed and have a sense of responsibility towards the material they have studied so that students are excited to increase their broader knowledge. Then, thank God with the application of the student center model, we hope that students will be able to work together and have high integrity to make it even better in the future. "

"The steps in implementing this student center model are the first by holding class discussions, the second is brainstorming, the third is learning from experience and the last is by problem solving."



Picture 4.9 reasearcher interview with english teacher

2. The Advantage And Disadvantage Of Students Center Model In Learning English At Ninth Grade Of Junior High School Miftahul Ulum Sumber Kembang Pamekasan 2020

This section, the researcher would like to present the result of interview with some students in class IX of junior high school Miftahul Ulum Sumber Kembang Pamekasan 2020. It aims to know the advantage and disadvantage of student center model in english learning at class ix of mts miftahul ulum sumber kembang pamekasan 2020.

The researcher conducted an interview on Tuesday 13th januari 2021. The interview also conducted on 16th Januari, and 23rd Januari 2020 at MTS

Miftahul Ulum Sumber Kembang Pamekasan 2020.

Based on the result of interview which were conducted in MTS Miftahul Ulim Sumber Kembang Pamekasan 2020 students gave various responses based on what they felt after learning english with the student center and help it enhances their mindset and made students learn to take responsibility for the material it passes. Here the result of interview:

“Menurut saya kak pembelajaran dengan model student center ini membuat saya yang dulu sering diam dan takut untuk bertanya maupun maju kedepan maka sekarang ada sedikit peningkatan untuk lebih aktif dalam belajar juga membuat saya selalu percaya diri bahwasanya saya akan mengalami perubahan dalam kehidupan saya kak. Akan tetapi penerapan model ini banyak memakan waktu sehingga molor dalam jam istirahat”²

"In my opinion, the learning model with the student center model made me, who used to be often silent and afraid to ask questions or move forward, now there is a slight increase to be more active in learning as well as making me always confident that I will experience changes in my life sis. However, the implementation of this model takes a lot of time so that it is delayed during the break "



Picture 4.10 reasercher interview with student

² Interview Diki student in MTS Miftahul Ulum on 13th January 2021, at 09.00 a.m

The statement above is supported by interview with other student

“Kelebihan dari model ini adalah membuat siswa lebih aktif lagi dan belajar lebih menyenangkan. Belajar bahasa Inggris model student center kak saya lebih menguasai kelas dan juga sering berinteraksi dengan siswa yang lainnya kak sehingga banyak pengalaman dan pengetahuan yang saya dapatkan dari teman-teman dan saya merasa bertanggung jawab atas pelajaran dan materi yang harus saya kuasai.”³

"the advantage of this model is to make students more active and study more enjoyable. Learning English with the student center model, I mastered the class better and also often interacted with other students, so I got a lot of experience and knowledge from my friends and I felt responsible for the lessons and materials I had to master."



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re 4.11 reasercher interview with student

³Interview Haikal student in MTS Miftahul Ulum on 16th January 2021, at 09.00 a.m

According to Noval Firdausi, the model is able to change the mindset to be more active and also easy to be responsible, he explained as follows.

“Menurut saya sangat baik bagi siswa. dengan belajar dan menggunakan model seperti ini maka siswa akan puas karena bisa belajar dan memahami sendiri apa materi hari ini juga mampu mengasah pola fikir mereka yang cenderung diam menjadi lebih aktif dan juga mudah bertanggung jawab terhadap pekerjaannya.”⁴

"I think it is very good for students. By learning and using a model like this, students will be satisfied because they can learn and understand for themselves what material today is also able to hone their mindset, which tends to be silent, to be more active and also easily responsible for their work. "



Picture 4.12 reasercher interview with student

⁴Interview Noval student in MTS Miftahul Ulum on 23rd January 2021, at 09.00 a.m

Achmad Maulana Fikri said that with this student center model, students were given full rights and responsibilities to master the material. This is the statement:

“Menurut pendapat saya mengenai model ini maka saya kira lebih menyenangkan karena para siswa diajak berbaur terhadap siswa yang lain, selain meningkatkan intelektual juga mampu membentuk ikatan sikap yang toleransi dan saling tolong menolong ketika dalam hal kesulitan. Respon dari teman – teman juga baik dan ada yang mengalami perubahan dari pendiam dan malu menjadi lebih aktif lagi. Namun ini dirasa sangat sulit ketika ada seorang siswa memang tidak terbiasa aktif sehingga menyebabkan rasa bosan dalam kelas bahkan tertidur.”⁵

"In my opinion about this model, I think it is more fun because students are invited to mingle with other students, in addition to improving intellectuality, they are also able to form bonds of tolerance and help each other when in trouble. The response from friends was also good and some experienced a change from being quiet and shy to being more active. However, this is considered very difficult when a student is not used to being active, causing boredom in class and even falling asleep."



Picture 4.13 reasercher interview with student

⁵Interview Fikri student in MTS Miftahul Ulum on 23rd January 2021, at 09.00 a.m

Fairuz as a student at MTS Miftahul Ulum also said that the application of the student center model made me more serious in studying because it prioritized students' thinking patterns. But some of them also find it difficult to understand because they tend to be inactive and afraid, this is Fairuz's statement:

“Menurut saya model seperti ini sangatlah bagus untuk mengasah kemampuan berfikir siswa yang kemudian menjadi aktif dan cenderung percaya diri bahwasanya ada potensi atau bakat dalam dirinya. Selain itu model student center ini membuat saya mempunyai rasa tanggung jawab penuh terhadap materi yang sudah di berikan terhadap kami sehingga dengan ini saya berharap teman – teman sedikit demi sedikit mampu menguasainya dan insyaallah menjadi yang terbaik.”⁶

"In my opinion, a model like this is very good for honing the thinking skills of students who then become active and tend to be confident that there is potential or talent in them. Apart from that, this student center model makes me feel full of responsibility towards the material that has been given to us so that with this I hope my friends will be able to master it little by little and God willing to be the best. "



Picture 4.13 reasercher interview with student

⁶Interview Fairuz student in MTS Mif tahul Ulum on 23rdJanuary 2021,at 09.00 a.m

hal ini juga dinyatakan oleh salah satu guru bahasa inggris yaitu sebagai berikut:

"pada dasarnya keuntungan yang diperoleh dari model seperti ini adalah siswa dapat merasakan bahwa pelajaran mejadi miliknya sendiri karena diberi kesempatan luas untuk berpartisipasi, pikiran dan pengetahuan yang lebih luas lagi, belajar bertanggung jawab atas apa yang sudah diamankan. Namun harus dipertimbangkan lagi untuk menerapkan model ini karena kelemahannya adalah banyak memakan waktu dan sulit diterapkan jika ada siswa yang memang pendiam dan tidak aktif sehingga menyebabkan siswa tersebut malah sulit untuk belajar."⁷

This was also stated by one of the English teachers, namely as follows:

"Basically, the advantage obtained from a model like this is that students can feel that the lesson becomes their own because they are given a wide opportunity to participate, as well as broaden their mind and broader knowledge, learn to be responsible for what has been entrusted. However, it must be considered again to apply this model because the weakness is that it is a lot of time consuming and difficult to apply if there are students who are quiet and inactive so that it makes it difficult for the student to learn and even fall asleep. However, it must be reconsidered to apply this model because the weaknesses are many. time-consuming and difficult to implement if there are students who are quiet and inactive, causing the student to find it difficult to study and even fall asleep."



Picture 4.14 reasercher interview with english teacher

⁷Interview Sri Mutiah As Teacher in MTS Miftahul Ulum on 23rd january 2021, at 09.00 a.m

Based on the results of the interview, it can be concluded that learning with the student center model aims to make all students become active and master the material and be able to assume a sense of responsibility for what has been ordered, but not limited to that, the model is able to make their thinking patterns more useful. and their intellectuals are more sharpened so that students are independent and as much as possible less dependent on the teacher who has to explain from the beginning to the end of the lesson. Therefore, the application of this model seeks to ensure that as much as possible students should think about completing their tasks and responsibilities, for example by discussing among their friends, sharing experiences and even conducting a debate system to gain knowledge. It is clear that in the end students will determine the extent to which he learns and is active in the classroom without fear and insecurity about failure. But in terms of its drawbacks, this model spends too much time so that some students get bored and tend not to listen anymore, also from all of these students who are not used to being active and tend to be passive so it is difficult to do this model.

B. Discussion

Teaching which is implied in the first definition of learning. May be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know understand.⁸ The term of teaching could not be separated with the term of learning because the teaching is the process of assisting someone to learn, the teaching activity can be done in the school or formal place or in informal place or outside school. In this research, the researcher only focuses with teaching where it can be done in the school namely teaching reading comprehension.

The process of teaching is not an easy way because the activity can be called as teaching when accommodates at least providing knowledge and guiding someone to understand so that the students can make a sense from what they have learned. The teacher is one who conveys knowledge should master it before teaching to the students and also the teacher as the guider of the learner should study and understand something should know with what kind of the strategies that wants to use in teaching learning process, it is called as the way or strategy which be used by the teacher to guide the students in order to study something.

In teaching learning process, the strategy which is used by teacher plays an important role to make students in good and high progress because the strategy is interpreted as steps or procedures used to achieve certain

⁸Brown, Teaching by Principles an Interactive Approach to Language Pedagogy,7.

goal.⁹. In this case, the English teacher uses the strategy which is compatible with students' volition in order to achieve the goal namely to make students' proficiency in English particularly on reading better and better. The strategy which implemented determines the goal and output of teaching. In this section, the researcher would like to give a detail discussion about diagnostic on learning English by using students center model at ninth grade of junior high school miftahul ulum sumber kembang pamekasan 2020.

The researcher had conducted a research by doing observation, interview with the English teachers and English students and also taking pictures as documentation. In this case the researcher will explain The teacher implementation of learning English by using the students center model at ninth grade of junior high school miftahul ulum sumber kembang 2020 and the students response English learning with the student center model in class ix of mts miftahul ulum sumber kembang pamekasan 2020. These two core point will be discussed by the researcher in detail.

1. The teacher Use of learning English by using the students center model at ninth grade of junior high school miftahul ulum sumber kembang 2020

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.

⁹Syifa S.Mukrima, *53 Metode Belajar Dan Pembelajaran* (Bandung: Bumi Siliwangi, 2014), hlm.45.

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 the main role or become the 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 students' understanding deeper and more specific about their field by making students the center of learning, so that in the end it can improve student quality.

In implementing English learning by implementing a student center, before the teacher does the model there are several steps that must be known, including the following:

- a. Before the teacher enters the class, there is a prayer together before the lesson begins which is led by one of the students.**

This is evidenced by before starting the lesson, together with saying prayers to him, he just hopes to get blessings from him in learning to study. Because knowledge is important and compulsory for anyone, we shouldn't want to learn because we should be grateful to be given the opportunity to study at school or madrasa instead of other people who are only on the streets and are not as lucky as us, therefore we must increase our gratitude. we to Allah SWT who has given us the opportunity to learn and obey his teachings, namely faith and Islam.

b. The teacher asks to form groups and supervise each group to discuss the material.

It can be seen that this student center is a model in which the approach to students, the way of learning gives students freedom of thought, meaning that students have full power over the material given to be discussed and held accountable. This is in line with the words of Froyd et al who said this student center is one way for students to be active in learning because the focus of this student center is the students themselves, students must be more active than teachers or other words are giving liberation to all students to learn. active and independent by holding group discussions or the like.

c. After discussing the teacher invited students to come forward and deliver the results of the discussion

With the delivery of the results of the discussion from each group, it is expected to provide more knowledge and have a separate

understanding of the material being studied so that students learn independently.

So active learning and the application of this student center serves to provide opportunities for students to play a more active role in the learning process by preparing a learning environment so that students do not feel pressured and happy to carry out learning activities.

In the learning process in class, sometimes there are students who are active, some are quiet because they are embarrassed to answer because they are dealing directly with the teacher. So with this student center model that gives fully to students, it is hoped that students who tend to be less active can be active because of encouragement from their friends who are then used as tools to provide stimulation to always be active in class and eliminate their shame and fear.

2. The Advantage And Disadvantage Of Students Center Model In Learning English At Ninth Grade Of Junior High School Miftahul Ulum Sumber Kembang Pamekasan 2020

There are various advantages of students center model in learning english at ninth grade of junior high school miftahul ulum sumber kembang pamekasan 2020. One important in this study because the researcher can know whether this model is good or not to used in learning .

Based on the interview that the researcher did, there are advantage and disadvantage of this model in student center learning in MTS Miftahul Ulum

Sumber Kembang Pamekasan 2020.

a. The advantage of students center model in learning english is as follow:

1) Student Center Model Help The Students Have Greater Knowledge

With this student center, it is able to assist students in increasing broad knowledge, meaning that it is not only enough to know the surrounding conditions but also to be sensitive to external stimuli, such as challenges faced from outside.

Agree with what George M Jacobs and Willy A Renandya said in their book *Student Centered Cooperative Learning Linking Concepts in Education to Promote Student Learning* that this model is very useful for student knowledge so that all students are able to think broadly and pleasantly.¹⁰

In its application, students are expected to be active and independent participants in the learning process, who are responsible and have the initiative to recognize their needs in learning so that students are able to choose what they will learn.

2) Student Center Model Help The Students Active In The Class

Learning is not just transferring knowledge from teachers to students. Learning requires the mental and physical involvement of students. So that there is an interaction between teachers and students, students and students that have an influence on student learning outcomes. Student learning outcomes will last a long time and will not be forgotten in the long term if learning is carried out through active learning activities. Active learning

¹⁰George M. Jacobs, *simple, powerful strategies for student centered learning*, (Singapore: springer, 2016), XV.

must be agile, fun, passionate and passionate. Active learning activities cannot be separated from the role of a teacher in designing effective and efficient learning strategies so that learning is meaningful and achieves learning goals. In order to achieve learning objectives, every teacher is required to understand the learning strategies that will be applied. A teacher must think about which strategy or approach to use in learning. The choice of strategy must be appropriate, namely in accordance with the situation and conditions faced so that it has an impact on the level of student mastery both cognitively, psychomotor and affective as well as student learning achievement.

3) Student Center Model Help Students To Have The Courage To Argue In Groups and Build Students Self – Confidence

Being active in group discussions is indeed the goal of the student center learning model, so that it is likely to increase self-confidence that he can. Self confidence is very important having by someone especially for the student who study in language course such as English department, Indonesian department etc. they must be develop their ability and talent to grow up their creativity in their life.

b. The disadvantage of students center model in learning english is as follow:

1) Create A Crowd Atmosphere

In this case, the student center model allows a crowded atmosphere in the classroom because students are required to be active in discussions so that it makes the class feel noisy and can have an impact on classes

that do not apply a model like this.

2) Teacher cannot provide much material because they are only facilitators.

in this case the teacher does not really provide complete material because in this model the teacher is only a facilitator who provides direction and guidance so that everything is left to the students. with this students are able to think broadly and not limitedly so that a lot of knowledge will be gained from both their group friends and other groups.

So, from the statement of the speakers above, it can be concluded that this student center focuses on all students so that they are able to learn independently, actively, and confidently that they have their own talents and strengths so that there should be no fear and give up trying.

in chapter two also explained that Student center learning is a process by which students have a view of learning and instruction that puts students in the heart of the learning process education and unlocks extensive supervision and contributes to the learning to support a deep conceptual understanding.¹¹ Student Center Learning will learn where students, individually and with peers, have a role in designing, implementing, analyzing and evaluating their own learning.¹²

Student Center is an emphasis on students, students are required to be creative, active so that learning outcomes are expected to be better than the application of teacher-centered learning. Student Center is expected to

¹¹ Sabine Hoidn, *Student-Centered Learning Environments in Higher Education Classrooms*, (New York: plgrave MacMillan, 2017), 4.

¹²George M Jacobs and Willy A Renandya, *Student Centered Cooperative Learning Linking Concepts in Education to Promote Student Learning*, (Singapore: springer, 2019), 3.

provide increased student learning outcomes, both hard skills and soft skills.

Student Centered Learning (SCL) models make teachers a facilitator in the classroom, in which case teachers are able to provide facilitation in the learning process that makes the teacher a companion for the students in the learning process, meaning that teachers are able to help students create a sense of comfort in the teaching process, so that students have the courage to express or discuss their feelings and beliefs which in the end the learning process can take place as expected.¹³

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.¹⁴

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.¹⁵

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

¹³ Titih Huriah, *metode student center learning*, (Jakarta: PRENADAMEDIA GROUP, 2018), 7

¹⁴ Kurdi, Fauzan Nuraini. *Student Centered Learning dari Teacher Centered Learning Mata Ajar Ilmu Kesehatan pada Program Studi Penjaskes*, 2009, hlm.34

¹⁵ Sacramento *Teaching Excellent in Adult Literacy. Student Centered Learning*, :American Institutes for Research, 2010, hlm.67

of the material, activities, and the material itself and influences the speed of learning. Through this learning method, students take the main role or become the 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 students' understanding deeper and more specific about their field by making students the center of learning, so that in the end it can improve student quality.¹⁶

¹⁶Ibid.,hlm.68