

ENHANCING INNOVATION BY STUDENT CENTERED LEARNING (SCL) ON ONLINE LEARNING IN DISRUPTIVE ERA

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ABSTRAK

Abstrak: Corona telah membuat banyak gangguan yang tak terduga di masyarakat. Ada banyak lockdown yang terjadi di berbagai tempat di dunia yang mengubah kegiatan sehari-hari, seperti pendidikan. Seperti halnya kegiatan lainnya, pendidikan harus beradaptasi dengan menggunakan pembelajaran online. Masalahnya adalah tidak setiap siswa siap untuk berubah dan beradaptasi untuk melakukan student-centered learning (SCL) dengan menggunakan teknologi untuk pembelajaran online yang sangat berbeda dari pembelajaran yang biasa mereka lakukan di sekolah. Student-centered learning (SCL) adalah cara belajar yang menjadikan siswa sebagai pusat perhatian dan memberikan kesempatan untuk menyesuaikan dengan kemampuan atau perilaku mereka dalam belajar. Inovasi diperlukan dan akan meningkat untuk melakukan student-centered learning (SCL) selama perubahan yang tiba-tiba dan tidak dipersiapkan ini. Oleh karena itu masalahnya adalah bagaimana inovasi berperan selama pandemi dalam pendidikan. Metode kualitatif dengan teknik pengumpulan data melalui literatur, seperti buku, internet, dan sumber-sumber lain akan digunakan untuk menyelesaikan masalah tersebut. Hasil dari penelitian ini adalah student-centered learning (SCL) dalam pembelajaran online adalah sebuah inovasi yang juga meningkatkan inovasi siswa. Hal ini berarti dengan menerapkan pembelajaran yang berpusat pada siswa, siswa akan lebih inovatif, di mana mereka dapat membuat atau meningkatkan gagasan.

Abstract: Corona has made a lot of unexpected disruptive in society. There has been a lot of lockdowns happening around the world that change daily activities, such as education. Like working, education has to adapt by using online learning. The problem is not every student is ready to change and adapt to do student-centered learning by using technology for online learning which was very different from their usual learning at school. Student-centered learning is ways of learning that make students as the center of attention and giving the opportunity to adjust to their abilities or behavior in learning. Innovation was needed and will increase to perform student-centered learning during this sudden unprepared change. Therefore the issue will be how innovation plays a role during this pandemic in education. Qualitative methods with data collection techniques through literature, such as books, research, the internet, and other sources will be used to solve the issue. The result of this study is student-centered learning in online learning is an innovation that also improves student's innovation. That means by implementing student-centered learning, students will be more innovative, where they can create or upgrade the ideas.



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A. INTRODUCTION

Not only talking about the future possibilities of disruptive events, Even right now the world is also living in a disruptive era because coronavirus has been making a lot of changes in a lot of sectors. During May, Indonesia has more than 10000 cases of people with contact with this virus (Gugus Tugas Percepatan Penanganan COVID-19, 2020). Everything has changed since large-scale social restrictions rule applied. This has affected more than Jakarta as the capital city has been changing teaching and learning activities through online learning since March 2020 (Huda et al., 2017). It is estimated that there are more than 290 million school students worldwide were asked to study from home (Thamrin, 2013).

Students and teachers now can do their activities from home. Despite those facts, students feel stress, unhappy, and find online learning difficult (Mediana, 2020). The teachers are also not that familiar with this learning, so they just give a lot of works in quantity for students. Furthermore, parents also complain that their children have way too much homework. Retno says that school works can be in a variety of forms and fun (Inas Widyanuratikah, 2020).

As the issue stated above, it can be seen creativity and innovation should be implemented during studies. The teacher should be innovative by making different types of schoolwork that their students can do with little supervision from online learning. Students need to also be innovative to find a way to solve the school work problem. Not only during the pandemic, because of industry 4.0, but innovation is also very needed in almost every job. Barry says that innovation is one of the ten skills that is needed by students to work in the 21st century. One of the solutions to use innovation is by implementing a student-centered learning model (Nurhidayah, 2015).

The school adapt and overcome the problem by improving their model of learning. Student-centered learning is one of the most fitted models that can help the student to learn in this situation because it is harder for the teacher to supervise each child through online learning. Student-centered learning is ways of learning that make students as the center of attention and giving the opportunity to adjust to

their abilities or behavior in learning (Kaimuddin, 2015). In Indonesia, student-centered learning has been used since the curriculum of 2013. Moreover, people have been living with technology including the students who do online learning now. Therefore this research should be done.

Innovation while doing student-centered learning can be observed anywhere and anytime while the student is learning with this model. While in this research, the context is learning using student-centered learning at home by using technology. This research is important because innovation is needed especially in the digital world right now. People need to know more about the importance of innovation and student-centered learning because after people graduate from school they will not stop learning, student-centered learning will happen with or without supervision. People who do not innovate will always be left behind. Moreover, during a pandemic, innovation should be learned and implemented. The goal of this research is to know what is an innovation role in student-centered learning. This research will do literature research to know the role of innovation in student-centered learning. The scope of this study is limited to education in schools, classes 1-12 especially in Indonesia.

B. METODE

The methodology of this research is Qualitative. Rahardjo (H. Mudjia Rahardjo, 2010) says one type of qualitative research is a document/text study, which is research about analysis based on the context from written material. This methodology was chosen because it is suitable to solve the issue and achieve the goal of the research. The problem of this method is the research was not done first hand on the subjects. In spite of that, the data of this research comes from researches that have their primary data from meeting the actual subjects. Besides, all the research has been published and was credible from a trusted source.

This research will collect some data from the literature, such as books, research, the internet, and other sources that will be used to solve the issue. The written material that will be analyzed was chosen from the compatibility of the theory and context. The data that was collected will be analyzed

by connecting the theory to the problem and context, which will answer the goal of the research.

Uslan (Uslan dan Nuriyah, 2018) used library research which analyses the previous literature. While Kustijono (Kustijono, 2011) used classroom action research where he taught the class with student-centered learning. These two pieces of literature were chosen because it was still recent where the publications were below 10 years published. Besides, they connect the innovation with student-centered learning. The result of this literature can be used to answer the problem statement.

C. RESULTS AND DISCUSSIONS

Dikti stated that student-centered learning is ways of learning that make students as the center of attention and giving the opportunity to adjust to their abilities or behavior in learning (Ma'sum, 2015). There are some types of student-centered learning, such as small group discussion, role-play and simulation, discovery learning, self-directed learning, cooperative learning, contextual learning, problem-based learning, collaborative learning, project-based learning. Discovery learning allows the student to find their answer to their problem without the teacher's help. Self-directed learning encourages the student to plan and be initiative on their own learning. Innovation is needed to do these two types of student-centered learning while also enhancing them. Uslan (Uslan dan Nuriyah, 2018) claim the process of an innovative integrated student-centered learning can be a stimulus for students that is lead by teachers. Innovative student-centered learning should be used in the learning and teaching process because each student has a basic skill that is related to integrated learning in cognitive, affection, and skill.

There are some main principles of student-centered learning, such as responsibility, participation, fairness, independence, being critical and creative, communication, teamwork, and integrity. Thinking critically allows the student to be creative, innovative, and analytic by using intelligence and emotions. Kustijono did classroom action research by implementing student-centered learning in physics class (Kustijono, 2011). The result of this research is a significant increase in student's soft skills, such as teamwork, work ethic,

time management, and innovation. Even though during the first class, there were more than 50% of students in level 2 (lacking) on innovation, but when it is on the second time, the number of students with level 2 (lacking) innovation is only 17%. By implementing student-centered learning periodically, it will increase students' innovation skills. This result is supported by the statement from Santa Margarita Catholic High Schools' experiential where a culture of innovation is promoted by a student-centered approach to succeed (Eka, 2019). Not only student that is benefitted from the innovation of student-centered learning. Indrawati (Siti Zubaidah, 2016) stated that student-centered learning can function to develop innovative education or a new learning method. Santyasa agrees (I Wayan Santyasa, 2018) that student-centered learning is an innovative learning alternative to prepare the professional teacher in the 21 century.

It is an innovation when usually students spend most of their day learning at school, now they must do online learning from home with student-centered learning. In research on implementing student-centered learning with the internet, Nursa'ban (Nursa'ban, 2007) says that the implementation of student-centered learning is an innovation that affects the changes of knowledge, skill, or values. Waryanto (Waryanto, 2006) consider online learning as an innovation in learning. Porter (in Haryanto, 2003) state that online class can be effective if it could be freedom for academic and provide a place for application and trial. By doing student-centered learning, it will make online learning effective as the student will have the freedom to do the task while being innovative to perform it.

From the literature above, it can be seen that the previous research supports the idea of student-centered learning improving the students' innovation. Despite differences in the previous methodology, the result remains the same. The previous literature agrees that student-centered learning develops students' cognitive, values, and skills. There is a positive significant correlation between student-centered learning and innovation for students.

Not only for students, but it is also stated if doing student-centered learning is considered an innovation that gives a lot of positive impacts for the

curriculum or education too. Especially doing student-centered learning on online learning is a better improvement and innovation as it fits and helps to solve the learning issue during a disruptive event now. The teachers need to be willing to do innovation so student-centered learning can be implemented well. By being innovative, the teacher will be more professional and develop the subject's way of learning so it will make the subject more interesting. This will be a great example for other teachers to improvise the curriculum or their competency on teaching skills.

Student-centered learning improves student's innovation. This result was expected because some researches have stated the same results. It happens because student-centered learning allows students to be independent and have the freedom to solve their own problems with little supervision. This trait allows the student to be innovative while doing their work. If the research was repeated correctly, it should have a similar result.

Previously, Indonesia still uses teacher-centered learning. This method was different from student-centered learning as the center of education is the teacher not a student. Every student was very dependent on the teacher. In contrast, student-centered learning allows students to have the freedom to do their homework. Besides, the research from Kustijono (Kustijono, 2011) says the student-centered learning principles are responsibility, participation, fairness, independence, being critical and creative, communication, teamwork, and integrity. These principles allow students to increase their innovations. The students can learn at their own pace and be independent and responsible for the school studies given.

Kustijono (Kustijono, 2011) discusses the attributes of student-centered learning are work in a team, discussion, writing, presentation, problem-solving. While there are some types of student-centered learning, such as small group discussion, role-play and simulation, discovery learning, self-directed learning, cooperative learning, contextual learning, problem-based learning, collaborative learning, project-based learning (Muqtadiroh & Muklason, 2012)(Kuswanti et al., 2017). These attributes can be implemented in selected types of student-centered learning to maximize the innovation development of students. By using online

learning, these student-centered learning should be applicable as it is easier to look for sources for learning. It is also easier to find examples and store the student's progress for the teacher to supervise the student.

D. CONCLUSIONS AND SUGGESTIONS

The summary of this result is student-centered learning is an innovation that improves the student's innovation. Improving students' innovation through education is important. However other aspects like the readiness of the teacher and technology should be thought thoroughly so it will not burden the students too much. The major deficiency of this research is this research does not do the actual experiment on the participants, but only analyze other's researches. Every learning method has its own advantages and disadvantages. The benefits of student-centered learning will improve student's innovation where it was very needed for 21-century workers. The applications might not be easy but it is learnable where the teacher will be a great example to innovate the model to develop student's innovation. As this research is not perfect, there are some improvements needed. For future research, which type of student-centered learning can be considered. Not only the type but also which subjects fit the most which type of student-centered learning as we know each subject has its own characteristic.

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