



Implementation of Student-Centered Learning with Digital Media in Indonesian Language Learning in Junior High Schools during the COVID-19 Pandemic

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Abstract—*Learning based on student centered learning with digital media can be used in online learning. This study aims to describe the planning, implementation, and assessment of student-centered learning based on learning with digital media in Indonesian language learning in Junior High Schools during the COVID-19 Pandemic Period. The research was conducted on seventh grade students of SMP N 4 Purwokerto. The form of this research is descriptive qualitative with a case study research strategy. Data collection techniques used are observation, interviews, and document analysis. The data analysis technique uses data reduction techniques, data presentation, and drawing conclusions. The results of this research are: 1) Lesson plan based on student centered learning with digital media in Indonesian language learning 2) Implementation of learning based on student centered learning with digital media in Indonesian language learning 3) Assessment of learning based on student centered learning with digital media in Indonesian language learning which consists of three aspects of the assessment, namely the assessment of knowledge, skills, and attitudes.*

Keywords—*Student-Centered Learning, Digital Media, Languages, Online learning.*

I. INTRODUCTION

Currently, the COVID-19 pandemic is happening all over the world, including in Indonesia. This affects various fields of life, one of which is education, including in Indonesia (Rasmidatila, 2020, p. 90). To prevent the spread of COVID-19, the Ministry of Education and Culture issued circular letter number 15 of 2020 regarding the implementation of learning from home (BDR). Online learning appeared as an answer to situations and conditions that prohibit the face-to-face learning process during a pandemic (Wargadinata, 2020, p. 144). Therefore, this pandemic has resulted in a digital revolution in the education system through online learning, teleconferencing, digital open books, and online exams (Kapasia, 2020, p. 2)

Online learning is a new thing in Indonesia, making teachers and students experience problems when

learning. Changes in learning also make differences in learning styles between students very clearly visible (Jonge, 2020, p. 4). Online learning makes students think that learning from home is a vacation, so there is no sense of interest in the learning process. This has an impact on the lack of discipline and activity, as well as student interaction in the learning process. Whereas learning Indonesian requires students to have the competence to listen, read, watch, speak, and write. So, with these obstacles it is quite difficult to achieve the learning objectives. So, there is a need for approaches and learning media that can make students more active and interactive.

One of the things that can be done by every teacher, including Indonesian language teachers, in overcoming these obstacles is to conduct student-centered learning-based learning, which is a learning activity in which the center of learning is in the students themselves

and positions the student experience as a source of knowledge. (Odom, 2015, p. 88) student-centered learning or SCL provides a context for social interaction to get scientific knowledge. SCL has the potential to encourage student engagement and active learning that enhances students' thinking, knowledge, and independent skills, which can also enhance critical thinking. (Rezende-Filho, 2014), (Kustijono, 2011), and (Odom, 2015) also mention that student centered learning can make students more active during learning activities.

Learning based on student-centered learning cannot be conducted face-to-face, because currently students are learning from home. Therefore, learning media is needed to support SCL-based learning during the pandemic. Digital media includes media needed in learning activities from home. Digital learning media is understood as a technology that responds with content to user actions, enabling dialogue and participation (Nobre, 2020, p. 312). Digital learning media make it easier for students to carry out learning and make students active, so that they can make students' abilities increase during the learning process (Siemieniecka, 2017), (Lin, 2017) and (Tabor, 2013).

Indonesian teachers at SMP N 4 Purwokerto are Indonesian language teachers whose learning is based on student-centered learning. This is conducted in order to overcome learning obstacles during the Pandemic. Student-Centered Learning carried out by the teacher is supported by using learning media in the form of several applications and the web such as *WhatsApp*, *Google Classroom*, and *Google Form*. According to the teacher, learning using the above can make students more active, thus producing good learning outcomes as well.

The implementation of student-centered learning based on digital media during the COVID-19 pandemic can be a model for other schools to implement the same learning activities. This is because with the implementation, various things will be known including the process of planning, implementing, and evaluating learning, as well as student interactions with teachers and other students, student activity, student learning outcomes when learning Indonesian during the COVID-19 pandemic.

Therefore, this study will discuss the implementation of student-centered learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic. The research will be devoted to seventh grade material on personal letters and official letters. This study will focus on planning, implementing, and evaluating the use of student-centered

learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic.

II. METHOD

The form of this research is descriptive qualitative research using a case study research strategy. The case study research strategy was also used in this study. A case study is an inquiry that investigates a phenomenon that exists in a real-life context using evidence from various sources (Yin, 2018, p. 18). This study uses primary data in the form of information about planning, implementing, and evaluating student-centered learning with digital media in Indonesian language learning during the COVID-19 pandemic. Secondary data in the form of student values obtained after the implementation of student-centered learning with digital media. Sources of data in this study consisted of informants, events, and documents. Sources of informant data are Indonesian language teachers and seventh grade students at SMP N 4 Purwokerto who are learning Indonesian. Data collection techniques used in the form of interview techniques, observation, and document analysis. The data analysis technique used in this study is an analytical technique with an interactive model from Miles Huberman. Interactive model data analysis consists of data reduction or condensation, data presentation, and drawing conclusions (Miles, 2014, pp. 31-33).

III. RESULT AND DISCUSSION

The results of this research are in the form of planning, implementation, and assessment of learning based on student centered learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic.

Lesson plan

Lesson plan is an important part of the learning process. Planning is the process of preparing various actions that will be carried out in the learning process in order to achieve the learning objectives that have been set (Wahyuni, 2013, p. 13). By using the teacher's lesson plan, it will be easier to carry out learning. Lesson plan is also carried out by Indonesian language teachers at SMP N 4 Purwokerto.

The interviews and observations results with Indonesian language teachers at SMP N 4 Purwokerto. During the COVID-19 pandemic, learning activities have many limitations but must still refer to learning that is in accordance with the 2013 curriculum. Therefore, teachers through subject teacher deliberations (MGMP) can determine material reduction and choose the most

important material, and not too difficult. It was stated by the Indonesian language teacher in the interview that:

"At this time there is a reduction in learning materials. The material in lesson plan has been figured out by the subject teacher deliberations and has been adjusted to the current conditions where there is still a pandemic. In addition, by looking at the most core material and the level of difficulty of the material" (Teacher-01)

Based on the interview, the determination of the material to be taught refers to the limitations of the lesson hours, students' abilities, the importance of the material to be taught, and the level of difficulty of the material. After figuring out the material and Core Competencies (KI) and Basic Competencies (KD) that will still be taught, then it is developed into a syllabus. The syllabus is used by Indonesian language teachers at SMP N 4 Purwokerto to make lesson plan.

Every teacher at SMP N 4 Purwokerto, before doing the lesson the teacher makes a lesson plan. The making of lesson plans refers to the syllabus that has been discussed and agreed upon by the Indonesian language teachers in the subject teacher deliberations throughout Banyumas Regency. Then the Indonesian language teacher develops the syllabus into lesson plan adopted to the conditions and character of the students.

The results of the analysis of lesson plan made by Indonesian language teachers have referred to the components in Minister of Education and Culture Regulation number 22 of 2016. The components in the Indonesian language lesson plan made by teachers of SMP N 4 Purwokerto include school identity, subjects, classes/semester, subject matter, time allocation, basic competence, learning objectives, methods, media, tools and learning resources, learning steps, and assessment.

Lesson plan is also made so that learning is based on student centered learning. In addition, the teacher makes lesson plan that make students more active during learning.

Based on the lesson plan, in the implementation of teacher learning, the teacher will refer to student-centered learning assisted by digital media in the form of *WhatsApp*, *Google Classroom*, and *Google Forms*. This is conducted because learning is still conducted online.

Learning Implementation

The implementation of learning is the implementation of the lesson plan that has been made previously. Implementation of learning is an educational activity. In the implementation of learning, there is an

interaction between teachers and students which is carried out to achieve certain goals that have been formulated before the implementation of learning begins. The implementation of learning according to (Rusman, 2014, p. 12) consists of three stages, namely preliminary activities, core activities, and closing activities. This was also conducted by the Indonesian language teacher at SMP N 4 Purwokerto. Based on the results of the interview, the Indonesian language teacher stated that:

"The core learning activities are divided into three, namely introduction, core activities, and closing activities" (Guru-02)

Based on the results of observations of the seventh grade Indonesian language learning activities, the material for formal letters and personal letters, the learning activities began with an introduction which had activities to strengthen the student's character by greeting, praying before starting the lesson, checking attendance, and student health. In the preliminary activity there is also apperception, notification of material to be discussed and learning objectives.

In the core learning activities, there are several steps taken by the teacher. The core activity begins with the teacher only providing material points that will be studied through *Google Classroom*. Students must look for material and complete the material provided by the teacher through various sources such as books, *YouTube*, and blogs. This is in accordance with the learning carried out, namely student-centered learning. However, only a few students are actively looking for and completing information according to the material being studied, due to various limitations, such as internet signals.

In this activity, students see examples of official letters and personal letters given by the teacher via *Google Classroom*. In addition, students also look for examples of examples of formal letters and personal letters and compare them with the examples given by the teacher. After that, students identify the structure and language features of personal letters and formal letters.

The next activity carried out discussions related to identifying the structure and characteristics of personal letters and official letters through *WhatsApp* groups to find out the extent of students' understanding of the material being studied. In this activity, the teacher only acts as a facilitator and moderator who leads the discussion. Discussions were conducted through chat and voice notes. Students can ask questions and other students can respond. So that the learning carried out is dominated by interactions between students. In this activity, the students seemed enthusiastic in carrying out the discussion. These discussion activities also make students more active and

critical in asking and answering the questions given. And students find it easier to understand the material being discussed. In addition, learning becomes more fun. It was also conveyed by students during interviews that:

“Learning with discussion is fun, because we understand more about the material.” (Student-01)

“In my opinion, from the discussion activities, I became more understanding about the material for formal letters and personal letters because in the discussion there were questions and answers, from the question and answer, friends asked and answered each other and later corrected by the teacher.” (Student-02)

The discussion activities carried out are one of the characteristics of student-centered learning, because in these activities students are quite active, creative, and critically asking and answering each other regarding the material being discussed. In addition, in discussion activities the teacher only acts as a facilitator, moderator, and oversees the discussion. During learning activities students are also active in noting important things related to the material being discussed.

The closing activities of learning are carried out by teachers and students together to conclude the learning activities that have been carried out. Furthermore, the teacher carries out an assessment and reflection by asking questions or responses to students and vice versa from the activities that have been carried out as input for improvement in the next step. The lesson ends by presenting the lesson plan at the next meeting and closing the lesson by praying.

Based on the learning activities carried out by the Indonesian language teacher at SMP N 4 Purwokerto, they carry out student-centered learning. In student-centered learning-based learning, students actively learn the material being studied and students are actively involved during learning activities in class (Spooner, 2015, p. 75). By using the discussion method, students are quite active, enthusiastic, critical, and interactive during the learning process. In this learning, the teacher only acts as a facilitator. It was also mentioned in an interview with an Indonesian teacher that:

“Due to this pandemic, learning activities are limited. So, the teacher only gives material points and can only go with online learning. So, during this online learning, students must be more active in finding and studying the material on their own. For this reason, learning is more student-centered.” (Teacher-03)

Based on the results of these interviews. Indonesian language teachers conduct student-centered learning. So, the teacher must make learning activities that can increase student activity, one of which is the discussion method.

Learning Assessment

The last part of the implementation of student-centered learning is learning assessment. Assessment activities are a process that is deliberately planned to obtain information or data based on these data and then try to decide. Assessment becomes a process to find out or test or check an activity, activity process, output of a program is in accordance with predetermined goals or criteria. (Tuckman, 1995), (Gravells, 2015, p. 2).

Based on the results of interviews and observations with Indonesian language teachers. After the learning activities the teacher also conducts an assessment that refers to the three assessment competencies, namely knowledge, and attitudes so that student learning outcomes are obtained which consist of these three competencies. This is conducted so that teachers can find out the level of achievement of learning objectives. As explained by (Nurgiantoro, 2016, p. 59) that learning outcomes in the form of abilities, skills, attitudes, and behavior are the embodiment of achieving learning objectives. The assessment carried out by the teacher is also in accordance with the authentic assessment contained in the Education and Culture Regulation Number 23 of 2016 concerning Educational Assessment Standards.

Knowledge assessment is carried out by providing written questions about the learning materials carried out. The assessment is carried out through the media *Google Form*. While the skills assessment is carried out by assigning tasks to students to write official letters and personal letters. Assignments are sent through *Google Classroom*. Attitude assessment is carried out by the teacher by observing student attitudes during learning activities. The assessment was also mentioned by the teacher in his interview that:

“Assessment is conducted by giving a written test via Google Form and skill assignments via Google Classroom. This was done due to limitations, so all assessments were carried out online.” (Tacher-04)

Based on the results of the interview, it was also stated that all assessments were carried out online due to the COVID-19 pandemic, so learning and assessment were carried out online. The use of several digital media in learning and evaluation makes it easier for teachers and students in the learning process. In addition, it makes it easier for students to study and send assignments.

All assessment processes refer to the assessment guidelines that have been compiled in the lesson plan and are in accordance with the provisions. From the results of the assessment of student knowledge, it is sufficient to master the material being taught. The results of the skills assessment, students can make official letters and personal letters well. The attitude of students during learning is also quite active, critical, interactive, and enthusiastic. It is just that there are still some students who are less active and interactive because there are various limitations, one of which is cell phone signals and the lack of internet data quota owned by students.

IV. CONCLUSION

Based on the results of research and discussion of the implementation of student-centered learning in learning Indonesian in seventh grade SMP N 4 Purwokerto, it can be concluded that the application of learning is quite good. Before starting learning based on student centered learning, the teacher first makes a lesson plan that refers to the syllabus and is based on student centered learning. The lesson plans made also require students to be active in learning.

In the implementation of learning refers to lesson plan, so that learning is student-centered. With the help of the discussion method carried out using *WhatsApp* media, it can make students more active and interactive, and make it easier for students to understand the material. In practice, the teacher only acts as a moderator and facilitator. Therefore, the learning that has been carried out has been quite student-centered.

Student learning outcomes obtained from three aspects of the assessment, namely the assessment of knowledge, skills, and attitudes. The assessment is carried out based on the assessment guidelines that have been made during lesson plan and are in accordance with the good enough provisions. It is just that there are still some students who are less active due to various limitations, one of which is internet signal and internet data quota.

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