



Improving Student Learning Outcomes through Student-Centre Learning Methods in Class 2 of SD Inpres Bonde

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Abstract Monotonous teaching methods that are not student-oriented will cause a lack of motivation and student activity in the learning process, which in turn affects students' learning outcomes. Teachers need to determine appropriate methods as this impacts the success of learning. Therefore, teachers and students require an effective and innovative learning model. The learning model used in this study is the Student-Centered Learning model. This study aims to improve the learning outcomes of Grade I students at SD Inpres Bonde through the application of the Student-Centered Learning model. This study employs Classroom Action Research (CAR) methods, conducted in two cycles. The data collection technique used is a learning outcome test, while the data analysis technique applied is descriptive quantitative data analysis. The results of this study indicate that mathematics learning outcomes through the application of the Student-Centered Learning model for Grade I students have improved. This is evidenced by an increase in learning outcomes between cycles, from an average of 66, to 74, and then further increasing to 81.

Keyword: *Learning Outcomes; Learning Methods; Student Center Learning.*

A. INTRODUCTION

Education is a deliberate and planned effort, not an activity carried out regularly without clear goals or careful planning. Education, particularly in schools, plays an essential role in enlightening the nation. Its implementation cannot be considered an easy task. According to Mustadi (2020), education is an important part of human life and a fundamental aspect of a nation's development. Education is crucial for human life because it enables individuals to shape and improve their lives through the educational process.

Suprayitno (2020) also stated that national education must be based on a concept encompassing three main areas: affective, psychomotor, and cognitive domains. The success of education depends on understanding student learning methods and the effectiveness of teachers in teaching. Furthermore, Handiyani (2022) added that education must focus on efforts to develop the potentials of students as individuals with unique and distinct characteristics.

According to Kusumawati (2019), learning is a mental and emotional process. A person is said to be learning when their thinking and emotional (feeling) processes are active. These activities of thought and emotions cannot be observed by others but are felt by the individuals themselves. Teachers, as instructors, companions, and facilitators, cannot directly see students' thoughts and feelings. Teachers can only infer these from activities such as when students ask questions, respond, discuss, and solve problems. These activities manifest the students' mental activity. Learning is a

complex process that occurs in every person throughout their lifetime, starting from childhood until the end of life.

The teaching and learning process in the classroom is generally well-prepared and carefully planned. However, in reality, many students still lack motivation, enthusiasm, and participation in classroom learning, which consequently affects their learning outcomes. According to Satria and Zanthi (2019), students should be active participants in their own learning process, acting as both planners and implementers. Active engagement in learning is essential. Learning outcomes are defined as behavioral changes that occur through the learning process, where these modifications are the result of practice and experience.

Teachers, as educators, play an important role in imparting knowledge to students to equip them with the skills and competencies necessary to face real life. Teachers are responsible for producing quality young generations, both intellectually and morally. This can be achieved by creating effective learning environments. In the learning process, there is interaction among students, interaction between teachers and students, and interaction with learning resources.

The success of education in schools can be measured through students' learning outcomes. At the end of every learning process, evaluation is always conducted to determine the success of the learning process. Evaluation is the process of collecting data to assess the educational results that have been achieved (Suardipa & Primayana, 2023).

The researcher, who is a teacher at SD Inpres Bonde, observed several problems, including:

1. Students' lack of concentration when listening to explanations in class.
2. Some students pay attention, but when asked to try, they fail to understand.
3. A lack of interest among some students in completing exercises.

These issues significantly affect students' learning outcomes. Learning outcomes refer to the achievements students gain academically through tests and assignments. Additionally, active participation supports the acquisition of these outcomes. In the academic environment, it is often stated that educational success is not solely determined by students' report card or diploma grades. Instead, cognitive success can be identified through students' learning outcomes (Agustin, 2020).

Improving students' learning outcomes is the primary goal of every educational institution. Various learning methods and strategies have been implemented to achieve this goal. One method widely applied in elementary schools is Student-Centered Learning (SCL). The SCL method emphasizes active student participation in the learning process. Students are not merely recipients of information but active learners who construct their own knowledge.

Student-Centered Learning is a learning method that positions students at the center of the learning process. According to Ramadhani in Kuswandi (2021), in this model, teachers must effectively perform their roles, not only as instructors but also as facilitators and motivators. This approach is effective because it provides students with the freedom and opportunities to explore knowledge independently using various reference sources, leading to deeper understanding. Natawijaya in Kusmiati (2020) mentioned that active learning is a system of teaching and learning activities that focuses on students' intellectual and emotional engagement to achieve optimal learning outcomes, combining cognitive, affective, and psychomotor aspects.

Based on the problem identification and the Student-Centered Learning method described above, the researcher is interested in conducting a study titled "Improving Students' Learning Outcomes Through the Student-Centered Learning Method in Grade 2 at SD Inpres Bonde."

B. METHOD

This research is a classroom action research divided into two phases or cycles. The goal of the first cycle is to identify and understand various problems and challenges faced by teachers during the learning process using the Student-Centered Learning model. The experiences from the first cycle are then used as the basis for improvements and enhancements in the second cycle. This approach is

based on the theory proposed by Stephen Kemmis and Robin McTaggart, which consists of four main steps: planning, acting, observing and evaluating actions, and reflecting (Suprayitno, 2020).

This research was conducted according to a predetermined framework, beginning with Cycle I, which included preparations such as developing Teaching Modules that integrate the Student-Centered Learning method, creating worksheets for each learning session that students will follow, and preparing evaluation sheets or tests to measure students' learning outcomes after each learning activity.

In the implementation phase, teaching was carried out based on the previously prepared Teaching Modules. The learning process began with praying, taking attendance, and instructing students to prepare their writing tools. This was followed by an apperception session, then an explanation of the learning material to ensure students' attention was more focused on the lesson. Student motivation was enhanced by conducting question-and-answer activities to make the learning process interactive, with students actively participating in learning activities. Students individually completed practice questions using the Student Worksheet (LKPD). The teacher and students discussed the answers together, summarized the material collectively, conducted individual evaluations or exercises, and provided moral messages as a follow-up to encourage students to study more diligently at home

During the learning activities, monitoring was conducted to ensure everything proceeded according to plan. The researcher observed student learning activities and recorded detailed changes and activities in field notes. Student learning progress was evaluated through pre-prepared tests, while the effectiveness of the cooperative learning method, particularly the Jigsaw type, was monitored using objective test results.

The reflection phase aimed to comprehensively review the actions already implemented using the collected data to evaluate and optimize subsequent actions. In the context of action research, reflection involves analyzing and assessing the observational results obtained from each implemented action. Reflection is highly beneficial for identifying both positive and negative aspects of the planned actions in each cycle, allowing researchers to decide whether to proceed to the next cycle or stop, depending on whether the goals have been achieved or are unattainable. The results of this reflection are used to address any deficiencies in the implementation

This research utilized tests as the method and instrument for data collection. The collected data consisted of student learning outcomes obtained through tests in the form of questions. Data analysis employed a descriptive analysis method, which is a data processing technique applying descriptive statistical formulas such as frequency distribution and the mean (average). This approach enables the researcher to draw general conclusions about the object being studied (Sumardi, 2020)

According to Elfrianto & Lesmana (2022), the quantitative analysis technique to calculate the improvement in learning outcomes uses the following formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Information:

\bar{x} = Average value n = Many Students

$\sum x_i$ = Data Amount

C. RESULT AND DISCUSSION

Student-Centered Learning is a learning method that positions students as the center of the learning process. Ramadhani in Kuswandi (2019) states that in this learning model, teachers must be able to carry out their roles effectively, not only as instructors but also as facilitators and motivators. This approach is quite effective because it provides freedom and opportunities for students to explore

knowledge independently using a variety of references they can access, enabling them to delve deeper into the subject matter.

Additionally, the SCL model helps students develop skills needed in the workforce, such as critical thinking, communication skills, and teamwork. This is because the SCL model encourages students to work collaboratively and take responsibility for their own learning. Observations show that students adapt well and demonstrate a higher interest in learning when teachers provide engaging lessons compared to non-varied and monotonous lecture methods. From the results of the pre-cycle evaluation, it was evident that some students had not yet reached the Minimum Mastery Criteria (KKM), which was set at 65. Out of 20 students, 8 students had not reached the KKM. In percentage terms, the number of students achieving the KKM was 60%.

After implementing improvements in learning during Cycle 1, there was a significant improvement. Only 4 students remained who had not reached the KKM. In percentage terms, the number of students achieving the KKM increased to 80%. Therefore, the progress in evaluation results from the pre-cycle to Cycle 1 was 20%. This demonstrates an increase in students' scores between the pre-cycle and Cycle 1.

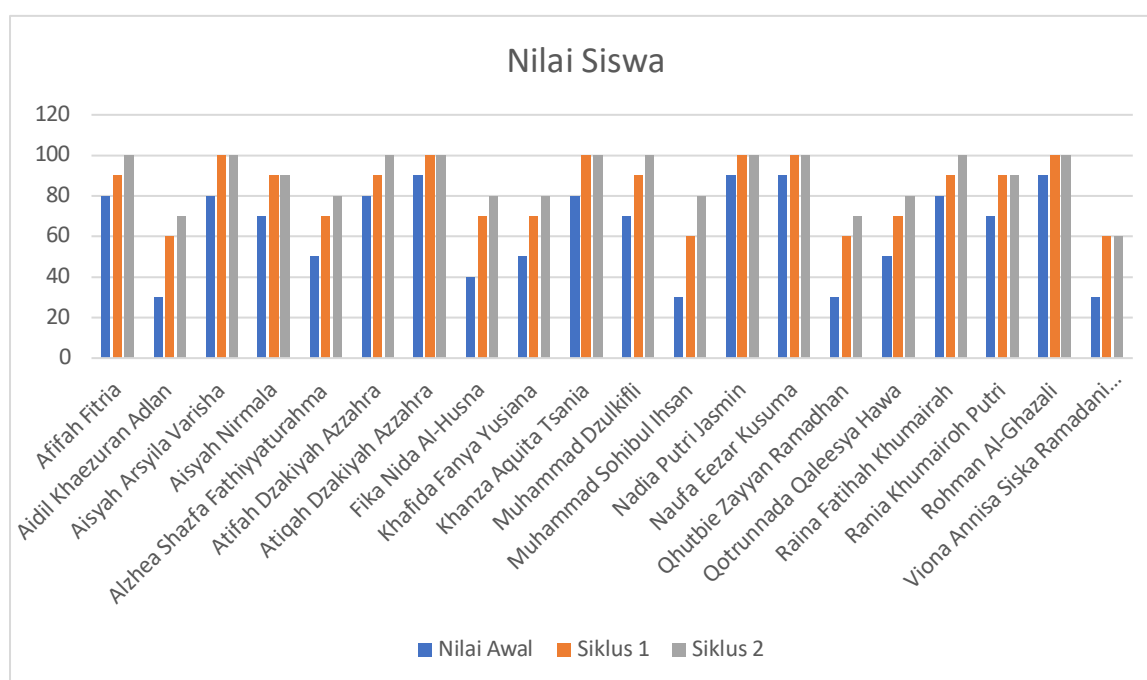
The results of the research using the Student-Centered Learning method in teaching mathematics for Grade 2 at SD Inpres Bonde are presented in **Table 1**.

Tabel 1

Number		Student Name	Score		
Serial Number	Master Number		Initial Score (Pre Cycle)	Cycle 1	Cycle 2
1		Afifah Fitria	80	90	100
2		Aidil Khaezuran Adlan	30	60	70
3		Aisyah Arsyila Varisha	80	100	100
4		Aisyah Nirmala	70	90	90
5		Alzhea Shazfa Fathiyaturahma	50	70	80
6		Atifah Dzakiyah Azzahra	80	90	100
7		Atiqah Dzakiyah Azzahra	90	100	100
8		Fika Nida Al-Husna	40	70	80
9		Khafida Fanya Yusiana	50	70	80
10		Khanza Aquita Tsania	80	100	100
11		Muhammad Dzulkifli	70	90	100
12		Muhammad Sohibil Ihsan	30	60	80
13		Nadia Putri Jasmin	90	100	100
14		Naufa Eezar Kusuma	90	100	100
15		Qhutbie Zayyan Ramadhan	30	60	70
16		Qotrunnada Qaleesya Hawa	50	70	80

17		Raina Fatihah Khumairah	80	90	100
18		Rania Khumairoh Putri	70	90	90
19		Rohman Al-Ghazali	90	100	100
20		Viona Annisa Siska Ramadani Supratman	30	60	60
Average			64	74	81
Value Above KKM			12 Orang (60%)	16 Orang (80%)	19 Orang (95%)
Value Below KKM			8 Orang (40%)	4 Orang (20%)	1 Orang (5%)

Grafik 1



Grafik 2.

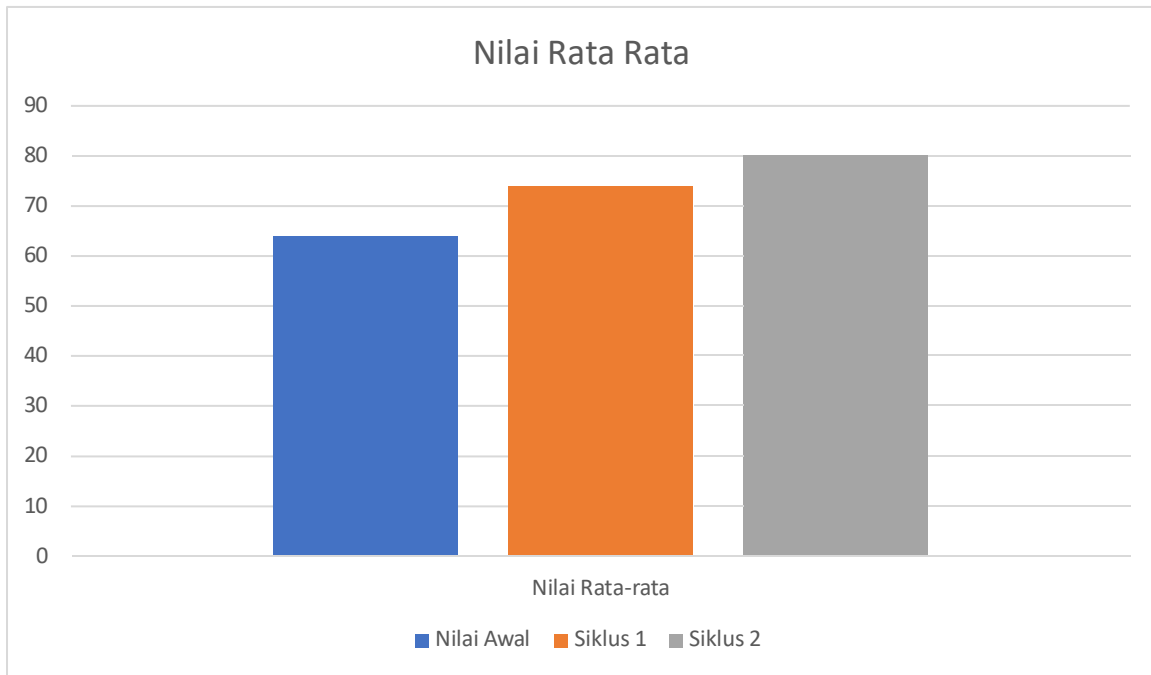


Table 1 shows that at the beginning of the learning process, the average score of students was 64, with 60% of students achieving scores above the Minimum Mastery Criteria (KKM) and 40% below it. This condition occurred because the teaching approach used by the teacher relied solely on a monotonous lecture method, which resulted in a lack of student interest in the lessons and negatively impacted their learning outcomes.

After conducting the pre-cycle phase with less effective teaching methods, the teacher then implemented Cycle 1 as a form of improvement. In Cycle 1, the teacher presented the material using a more active learning method, applying two-way communication where the teacher engaged the students with question-and-answer activities about incomplete numbers in blank columns. The teacher provided opportunities for students to share their thoughts, state numbers, and even come forward to fill in the blank columns. This method created a more active and lively classroom atmosphere, encouraging interaction between students and the teacher.

Following this, the teacher distributed student worksheets (LKPD) to further evaluate the students' understanding of the material. Once the students completed all the questions on the worksheet, the teacher reassessed their progress to determine whether the teaching method used in Cycle 1 was more effective compared to the pre-cycle phase. Of the 5 students who previously struggled to arrange numbers, 3 students improved, leaving only 2 students who still required additional guidance. However, there were still some shortcomings observed in Cycle 1. The teacher needed to ensure the use of clear language, concrete examples, **and** learning aids to help students grasp the concepts effectively. Additionally, teachers had to actively engage students in the learning process and provide opportunities to practice and apply the concepts being taught. The lecture method was found to be ineffective for all students, especially for those with different learning styles.

To address these remaining gaps, the teacher conducted Cycle 2 to further improve the students' understanding of numbers. In this cycle, the teacher enhanced the learning process by using media to simplify complex concepts. Concrete examples of numbers and visual aids were introduced to make it easier for students to comprehend the material. The teacher also utilized projector media to show educational videos that attracted students' attention and sparked their interest in the lessons. During Cycle 2, the teacher actively involved students by asking questions and encouraging them to answer. The students were also given opportunities to practice and apply the concepts they had

learned. With these additional improvements from the pre-cycle to Cycle 2, the teacher achieved better classroom learning outcomes, and the 2 struggling students showed significant progress.

This classroom action research demonstrates an improvement in mathematics learning outcomes. The increase in learning achievements from Cycle 1 to Cycle 2 highlights the success of implementing the Student-Centered Learning method in Grade 2 at SD Inpres Bonde. The successful implementation of this method reflects the students' positive adaptation to a more interactive learning approach. This success is supported by several key aspects that make this learning model effective in improving learning outcomes. The improvement in results from Cycle 1 to Cycle 2 emphasizes the effectiveness of Student-Centered Learning in Grade 2 at SD Inpres Bonde. These findings should encourage teachers to adopt cooperative learning models, such as the jigsaw method, in various classroom settings, although it is acknowledged that implementing this method may require additional time.

D. CONCLUSION

The use of the Student-Centered Learning method has proven effective in improving the learning outcomes of Grade 2 students at SD Inpres Bonde. This is evidenced by an increase in learning outcomes across cycles, with the average score rising from 66 to 74, and further increasing to 81. Therefore, it is recommended that teachers at the classroom level consider implementing this strategy, as it has been documented to enhance students' comprehension levels. Furthermore, it is advised that schools organize activities to develop teachers' skills in designing and conducting Classroom Action Research (CAR) to help them become more proficient in implementing innovative teaching methods, such as Student-Centered Learning (SCL).

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