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# **Implementation of the Student Centered Approach in the 2013 Curriculum in Social Studies Learning**

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**Abstract:** This research aims to: 1). Describe the use of Student Centered in the 2013 curriculum in social studies learning. 2). Identifying factors for teachers using Student Centered in the 2013 curriculum in social studies learning. 3). Describe the benefits of using a Student Centered approach in the 2013 curriculum in social studies learning. This research uses a qualitative approach with descriptive research type. The data sources obtained were based on observations, interviews and documentation. The research results show that at MTs. Tarbiyatun Nasyiin 1 Pamekasan uses a student centered approach in the 2013 curriculum in social studies learning using a learning model, namely the cooperative learning model, using the discussion method indirectly to teach cooperation, and creating interaction between students or between teachers, so that students are actively involved in the discussion. The quiz method indirectly teaches responsibility, trains students to express their opinions. Apart from that, there is a project based learning model, where the teacher gives assignments and tries to find pictures, attach them so that they form a project, namely clipping. There are several factors for teachers using a student-centered approach in the 2013 curriculum, namely: making students more active in speaking, asking questions, observing and reasoning, helping teachers to overcome difficulties in learning by using learning models. There are also benefits from using the student centered approach in the 2013 curriculum, namely: The positive impact of student centered is that students are more active in the learning process, both asking questions, observing and collaborating in group discussions. The negative impact of student centered is lack of time, not suitable for students who are not used to being active, independent and democratic.

**Keywords:** Student Centered; 2013 Curriculum; Social Studies Learning.

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## **1. Introduction**

A learning model is a conceptual framework used as a guideline in conducting learning that is structured systematically to achieve learning goals involving social systems and support systems [1], [2]. A learning model is a plan or pattern that is used as a guide in planning learning in the classroom [3], [4]. In learning methods, there are still many teachers who explain directly without involving students to think deeply [5]. This method is a traditional method used by teachers in ancient times. So teachers must provide understanding to students. This learning model is considered to lack exploration of students' insights and knowledge. The existence of a system for changing the learning process, which previously used a teacher-centered approach and now uses a student-centered approach, is expected to encourage students to be actively involved in building knowledge. [6], [7].

Student centered is a learning activity that is centered on students in classroom learning by prioritizing all aspects, including asking, having opinions, answering, refuting other people's opinions and so on. The Student-centered learning model means that students are put into small groups, where students are expected to be able to participate and develop critical thinking regarding the topics being taught, case studies,

or projects. For example, in terms of discussions, students are expected to be able to collaborate, motivate and think critically[8].

Schools in Indonesia have a curriculum that can be used as a guide for learning. The existence of this curriculum helps teachers in the learning process that is applied to each lesson. The curriculum is the foundation used to guide students towards the desired educational goals through a number of knowledge, skills and mental attitudes[9]. The 2013 curriculum emphasizes developing creativity and strengthening students' character[10]. So, the 2013 curriculum can make it easier for teachers to convey learning, for example teachers can use discussion methods (cooperative learning), problem based learning, inquiry learning, project based learning and so on.

One school that uses a Student Centered approach in the learning process is MTs. Tarbiyatun Nasyiin 1. A learning process that focuses on students is expected to be more active and creative in the learning process. The many methods in the 2013 curriculum make it easier for teachers in the learning process[11]. The methods in the 2013 curriculum are: cooperative learning), problem based learning, inquiry learning, project based learning[12]. Thus, the 2013 curriculum can help using any method, so that teachers can provide understanding to students using the desired strategies.

The purpose of this research is to determine the implementation of the student centered approach, identify the factors that make teachers use student centered, and describe the benefits of using the student centered approach in the 2013 curriculum for 9<sup>th</sup> grade social studies learning. Thus, it is hoped that this curriculum will become a domain in delivering the material desired by teachers and students, making learning more active and creative. The thinking process is not only carried out by teachers, but students are also involved in critical thinking in the learning process

## 2. Results

This research began with observations carried out during learning, observation and documentation were carried out on 11-26 January 2023. Interview activities were carried out on 28-29 January 2023.

### **Implementation of Student Centered in the 2013 curriculum in social studies learning in 9<sup>th</sup> grade MTs. Tarbiyatun Nasyiin 1 Pamekasan**

The 2013 curriculum is suitable for use by schools, both private and state. A learning process that involves students and changes learning styles means that students do not feel bored or fed up with learning. As a teacher, you must be as creative as possible in choosing learning methods and learning media. Because with media, students will respond better and learning will be active in the classroom. Teachers must also have skills in communicating, inviting students to try to speak so that students are not stiff when asking questions. In the 2013 curriculum, what is emphasized is the attitude and knowledge possessed by each student, so that students can learn independently, actively, responsibly and also skillfully.

MTs. Tarbiyatun Nasyiin 1 uses a student centered approach in the 2013 curriculum in social studies learning. With several models and methods that can be used by teachers. The observations made resulted in stages in the use of cooperative learning and project based learning models. The stages of the student centered approach with the cooperative learning model are carried out using discussion and quiz methods. The stages in the discussion method are that students are divided into several groups, then the teacher provides material that will be discussed by each group so that finally the students come forward to present the results of the discussion, and the other group members ask those presenting in front. The quiz method is carried out in the following stages: students are divided into several groups or individualists with the mother giving questions to the students, then the students answer the questions, but if the students do not know the answer then the students get a punishment, if the students can answer they will get gift (reward).

Meanwhile, the student centered approach uses a project based learning model in the form of making clippings with the following stages: students are divided into several groups, and the teacher gives them the task of looking for pictures according to the material, after that the students understand and paste the pictures that are suitable for the task proposed by the teacher, after that Students attach them so that they become project material which is called clipping

#### **Factors for teachers using Student Centered in the 2013 curriculum in social studies learning in 9<sup>th</sup> grade MTs. Tarbiyatun Nasyiin 1 Pamekasan**

Social Sciences teacher at MTs. Tarbiyatun Nasyiin 1 uses a student-centered approach and is strengthened by the teacher's lesson plans when learning takes place. With this approach students are more active in asking questions, communicating, giving opinions and also discussing. Teachers can create several groups to hold discussions and quizzes so that learning is more active and fun.

Based on the observations made, it can be seen that the teacher has prepared learning tools in the form of lesson plans for use in 9<sup>th</sup> grade. which also includes learning models, namely cooperative learning, project based learning, and discovery learning. Cooperative learning is a group learning activity by working together, sharing knowledge, experiences, tasks, and practicing interaction. Meanwhile, project based learning is an activity carried out by students to carry out assignments in the form of projects to show performance and be accountable for the results of their work. And discovery learning is a learning activity that involves students' ability to search and investigate and discover knowledge, attitudes and skills as a form of behavior change. This shows that the curriculum indeed helps teachers develop students' interest in learning.

Social studies teachers use a cooperative learning model with discussion and question and answer methods. Some students are active and some are passive. At the MTs Tarbiyatun Nasyiin 1 school, the 2013 curriculum is implemented with several models in it. But not all models are used, such as discovery learning and problem based learning. The cooperative learning model with the discussion method consists of 4 to 5 groups divided into groups. So that students can discuss according to the learning material.

The factors that make teachers use a student-centered approach are, first, students are actively involved, both in terms of asking, arguing, communicating and observing in the learning process. Second, the 2013 curriculum makes it easier for teachers to deliver learning using learning models and methods. Evidence of the use of the 2013 curriculum is the lesson plan, which contains activities during the learning process. Third, overcome learning difficulties. Fourth, make teachers more creative in using learning methods. Fifth, students are required to be creative and innovative, students' interests and talents in learning are more developed.

#### **Benefits of using the Student Centered approach in the 2013 curriculum in social studies learning in 9<sup>th</sup> grade MTs. Tarbiyatun Nasyiin 1 Pamekasan**

There are several benefits that can be taken from using the student centered approach in the 2013 curriculum. The various learning styles in the 2013 curriculum can make it easier for teachers to implement it. This means that students are given the freedom to explore knowledge and develop their interests and talents. The negative impact is that teachers in remote areas do not have adequate facilities as well as limited infrastructure. However, it has no effect on learning if you use a learning model such as cooperative learning, because the learning is done in groups, therefore teachers are required to be creative in using learning methods.

Apart from that, students are more active in asking, conveying, communicating and speaking and students are not bored (bored) in social studies learning if the teacher prepares fun learning media. It is not easy to make media, but teachers must use it as much as possible.

### 3. Discussion

Learning model used at MTs. Tarbiyatun Nasyiin 1 is a cooperative learning model and project based learning. From this cooperative learning model, the teacher creates several groups to use as material for discussions and quizzes. The results of this research are in line with the research results of Endang, et al.[13] and Sumik, et al.[14]. Then for the project based learning model, the teacher gives tasks such as making clippings and so on. This is in line with the research results of Wahyudi, et al.[15], Indrawijaya, et al.[16], and Lutfi, et al[17].

The benefits of using a student-centered approach are that students are more active in communicating, collaborating, asking questions and responding and are more skilled. The results of this research are in line with research by Suryadhistanto, et al.[18], Pertiwi, et al.[19], Nastiti, et al.[20], and Anas[21]. In fact, the 2013 curriculum refers to student involvement in the learning process, not only that, students prioritize critical thinking.[22], [23] and students can learn independently[24], [25]. The 2013 curriculum is a teacher's strategy for increasing educational attainment. The orientation of the 2013 curriculum is to increase and balance between attitude, skills and knowledge.[26].

### 4. Materials and Methods

This research uses descriptive qualitative methods. The researcher's presence is as a data collector. The instruments used in this research include interviews, observation, documentation, so that the presence of the researcher is absolute. Because researchers have to interact with teachers at the school and make direct observations at the research location. This research was conducted at MTs. Tarbiyatun Nasyiin 1 Pamekasan located in Grujungan Village, Larangan District, Pamekasan Regency. There are two data used in this research, namely primary data and secondary data. Primary data consists of the results of interviews with one social studies teacher and three 9<sup>th</sup> grade students. Meanwhile, secondary data is data obtained from literature in the form of books, journals, lesson plans, as well as the Profile of MTs. Tarbiyatun Nasyiin 1 Pamekasan and those produced by previous research. Data was collected using observation, interviews and documentation. Data analysis was carried out in three stages, namely data reduction, data display, verification and drawing conclusions. To check the validity of the data, researchers carried out extended participation, diligent observation and triangulation.

### 5. Conclusions

Based on the results of the research carried out by the researchers above, the following conclusions can be drawn:

Use of Student Centered in the 2013 Curriculum in Social Studies Learning in 9<sup>th</sup> grade MTs. Tarbiyatun Nasyiin 1 Pamekasan where in conducting learning, teachers must involve students to be actively involved in the learning process. The models used are cooperative learning and project based learning.

Teacher Factors Using Student Centered in the 2013 Curriculum in Social Studies Learning in 9<sup>th</sup> grade MTs. Tarbiyatun Nasyiin 1 Pamekasan is a student centered approach that can make students more active in speaking, both asking, observing and reasoning. Then the 2013 curriculum can help teachers overcome difficulties in learning by using learning models.

Benefits of Using a Student Centered Approach in the 2013 Curriculum in Social Studies Learning in 9<sup>th</sup> grade MTS. Tarbiyatun Nasyiin 1 Pamekasan. The positive impact of student centered is that students are more active in the learning process, both asking questions, observing and collaborating in group discussions. The negative impact of

student centered is lack of time, not suitable for students who are not used to being active, independent and democratic.

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