STUDENTS PERCEPTIONS IN LEARNING ENGLISH BY THE IMPLEMENTATION OF STUDENT CENTERED LEARNING APPROACH AT MAN 2 PONOROGO

THESIS

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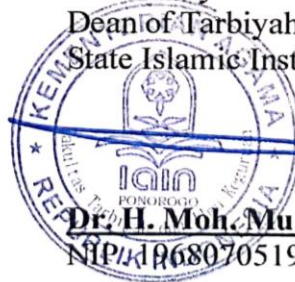
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I fully understand the gravity of the consequences of any form of academic dishonestly, and plagiarism and I take full responsibility for the audacity and originality of this thesis.

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Sincerely,

Aldi Nicko Awailun Firmansyah

CHAPTER I

INTRODUCTION

A. Background of the Study

The most important function of education is to train individuals who have self-confidence, curiosity, creativity, innovation and are also able to understand the material well, especially in learning English. Teaching and learning settings should be organized in a way that encourages students to develop their creativity in this area to encourage the spread of creative thinking among students in the classroom. To do this, appropriate instructional strategies, methods and procedures must be used.

Students bring strengths in many forms, from knowledge of similar or complementary disciplines to language and cultural diversity, as well as energy and enthusiasm. Students need to know from outlets that they are not just empty vessels waiting in line to be filled and then tested for the quality of the contents at the end of the assembly line. Their success includes the value of their ongoing contributions. Creating a student environment is an urgency in order to create superior human resources. In this case, choosing the right system will hone students' basic abilities and release the limits of students' critical thinking.[1]

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[1] bruce m. Shore, "The Graduate Advisor Handbook A Student-Centered Approach" (University of Chicago Press, 2014), 6.

There is strong evidence about the essential role that learning outcomes play in instruction and enhancing student learning.[2] In the face of this evidence, teachers have begun efforts to clearly articulate learning outcomes at departmental and course levels. The selection of methods, strategies, or learning support media greatly influences student learning outcomes. Therefore, the teacher must pay attention to the selection of the right method. The selection of the method is based on the situation and condition of the students as well as the condition of the classroom.

Learning carried out between teachers and students should refer to increasing student activity and participation. Teachers not only carry out activities to convey knowledge, skills and attitudes to students, but teachers are expected to be able to encourage students to be active in various forms of learning, in the form of discovery learning, independent learning, group learning, learning to solve problems, and so on. Apart from being influenced by learning methods, student learning outcomes are also influenced by student participation. If students are active and participate in learning, then not only the achievement aspect, but the social aspect will be developed.

English is a subject that has its own challenges for teachers. Some problems can be encountered when learning English. The difficulties in using a foreign language a long side of their native language, their feelings of shyness and fear in participating in an English conversation, or even problems arising from teachers who do not frequently speak English in the classroom are all

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[2] Santiago Toledo and Justin M. Dubas, "A Learner-Centered Grading Method Focused on Reaching Proficiency with Course Learning Outcomes," *Journal of Chemical Education* 94, no. 8 (2017): 1043–50, https://doi.org/10.1021/acs.jchemed.6b00651.

common issues. Students who tend to be passive and inactive will hinder students in understanding the material. Teachers must continue to innovate and be creative to respond to the limitations and obstacles that arise from students in order to minimize the obstacles that occur.The current learning approach that is most often used is an approach that focuses on student activity and participation called Student Centered Learning. Student centred learning is an instructional approach where the main focus is the student.[3] Students are people who will play a role in the content, activities, learning materials. The focus of student centered learning is different from more conventional methods such as subject centered learning. In the first, student satisfaction takes precedence over the delivery of subject matter. Teacher provides opportunities for students to learn independently from each other and this will help them improve their soft skills or self-improvement skills.

Student centered learning shifts the focus of activity from the teacher to the learners. These methods include: Active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. Currently, the group discussion learning model is very often used by teachers.The discussion is like interactive dialogue, group members should be influenced most by those with whom they interact in the discussion.[4] Discussions can take place after content-based lessons for a variety of reasons. Students may try to reach a conclusion, share opinions about

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[3] Rose Rachman, "Student Centred Learning," *Practice* 1, no. 2 (1987): 173–89, https://doi.org/10.1080/09503158708416841.

[4] Nicolas Fay, Simon Garrod, and Jean Carletta, "Group Discussion as Interactive Dialogue or as Serial Monologue: The Influence of Group Size," *Psychological Science* 11, no. 6 (2000): 481–86, https://doi.org/10.1111/1467-9280.00292.

an event, or identify a solution in their discussion groups. The teacher must determine the aim of the discussion activity prior to the discussion. As a result, discussion points are relevant to this goal, and students do not waste time talking about unrelated things.

The procedure for using the student centered learning approach is that teachers must make more efforts to improve the way they teach students and improve their technological skills in order to broaden their horizons in terms of giving lessons. Don't forget to also provide new innovations in the climate of the teaching and learning process in order to attract students to return to the current subject. As in application to English subjects.

Student centered learning involves students in selecting and evaluating classroom learning. This will give rise to students' perceptions about its application. Assumption or perception is a process that involves entering messages or information into students' brains.[5] These student perceptions will emerge after students have had learning experience when the student centered learning approach is applied. Therefore, students' perceptions about the application of student centered learning will provide stimulation that allows for responses from students, both positive and negative.

Students can have positive perceptions and some can have negative ones. Perception is the experience of objects, events or relationships obtained by deducing information, analyzing and interpreting messages.[6] Any perceptions expressed by students will emerge based on events experienced

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[5] Slameto, "Belajar Dan Faktor-Faktor Yang Mempengaruhinya" (Jakarta: Rineka Cipta, 2015), 102.
[6] Jalaluddin Rakhmat, "Psikologi Komunikasi," 5th ed. (Bandung: PT. Remaja Rosdakarya, 2010), 5.

from experience during the teaching and learning process and then provide conclusions on this information.

Perception can also be said to be a process of receiving stimuli by an individual through the senses or also called a sensory process. However, the process does not just stop, but the stimulus is continued and the next process is a perception process.[7] It can be concluded that perception is a person's way of looking at a particular object, through their senses. Each student will perceive all external responses through the senses and then respond to these responses.

Perception is an internal factor that comes from within the individual, whether someone is motivated to do something or not depends a lot on the cognitive process in the form of perception.[8] Thus, students' perceptions regarding competency in implementing Student Centered Learning can be interpreted as students' views or assessments regarding the extent to which learning is implemented, evaluating learning outcomes, as well as helping students develop the various potentials they have. Students who respond positively to a learning approach can provide a good teaching and learning process, will be more enthusiastic in participating in the learning process which ultimately can improve their learning outcomes.

The results of observations made at Man 2 Ponorogo, the application of the Student centered learning method can be a real option for overcoming problems in teaching English in class. Several learning models that focus on the use of student-centered learning such as Small Group Discussion (SGD),

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[7] Bimo Walgito, "Pengantar Psikologi Umum," 5th ed. (Yogyakarta: Andi Publisher, 2010), 87–88.

[8] Zainul Muchlas, "PENGANTAR MANAJEMEN" (Malang, 2015).

Role-play and simulation, self-directed learning, cooperative learning, have been carried out by teachers to teach English classes.

One application in the classroom is for the teacher to form a small group discussion. The small group discussion model is a learning model that involves groups of students and teachers to analyze, explore, or exchange opinions on a particular topic or problem. The teacher quickly formed several small groups and instructed students to discuss and asked students to explain the results of their discussions. The students seemed to actively exchange opinions and the class became lively. This is an example of the positive impact of implementing student centered as an effective and efficient learning method in teaching English.

Role-play and Simulation is a way of mastering learning materials through developing students' imagination and appreciation. Learning outcomes are obtained by students after they follow the learning carried out in class. Role-play and Simulation at MAN 2 Ponorogo is implemented by providing certain topics of discussion, then students create short dialogue texts based on the topics that have been determined. Students will act out roles based on the text they have created. Apart from students having to play certain roles, students can also develop social skills with their friends.

On student perceptions, the application of Student Centered Learning has a positive impact on students. Students can get opportunities for self-development and take an active role in their learning process. Students become more confident in expressing opinions, exchanging ideas, and are more flexible in exploiting their potential. The teacher as a teacher only acts as a student

guide so that the full potential of students can be achieved. Improving the quality of students will create a good, healthy and harmonious educational environment.

Based on the findings above, it can be concluded that student centered learning is a learning approach that is worth considering. This research aims to explain or provide information about the implementation of the student centered learning approach in English language learning and student perception in learning English by the implementation of student centered learning. This study offers informative data as a reference source in choosing the right English learning approach.

B. Focus of the Study

This study focused on the eleventh grade of MAN *2* Ponorogo. Then, this reseach also focused on the implementation and the students perceptions by the implementation of student centered learning approach that applied in the eleventh grade of MAN 2 Ponorogo.

C. Statements of the Problems

Based on the reseach background and scope and limitation of the study the statement of the problems of this research are:

1. How is the implementation of Student Centered Learning as a learning English approach?

2. What is students' perception about the implementation of Student Centered Learning as a learning English approach?

D. Objectives of the Study

Based on the statements of the problems above, the objectives of this study are:

1. To analyze the implementation of student centered learning as a learning English approach.

2. To analyze students' perception about the implementation of student centered learning as a learning English approach.

E. Significances of the Study

By conducting this research, it is expected to contribute useful information for educational environment in theoritecally and practically.

1. Theoretical Significance

Researcher is expected that this research will contribute theory to develop literature, especially in analyzing students' perceptions about the application of student centered learning approach.

2. Practical Significance

a. Teacher

This study will provide a clear picture of students' perceptions of the application of student centered learning which can later be used as evaluation material in choosing a better learning approach.

b. Student

After knowing this research, students are expected to increase their participation in class.

c.   Other researchers

With these results, further researchers can develop research on students' perceptions of student centered learning learning methods and these results are expected to be a basic study for their research..

F. Organization Of The Thesis

The following's one is the organization of this thesis:

1. Chapter I : contains background of the study, focus of the study, statement of the problems, the objectives of the study, the significances of the study, and organization of the proposal.

2. Chapter II: contains theorical background and review of the previous studies.

3. Chapter III: contains research design, the researchers' role, research setting, data source, data collection technique, data analysis, and data validation.

4. Charter IV: research results and discussion. This section explains the research results and provides answers to questions about existing issues.

5. Chapter V: conclusions and recommendations. This is the final section which will explain the conclusions of the discussion and research results

CHAPTER II

LITERATURE REVIEW

A. **Theorical Background**

1. **The Consept of Perception**

Perception is the process by which people select, organize, interpret, retrieve and respond to information from the world around them. In other words, perception relates to how a person can interpret and respond to information that comes from outside.[9] Each individual has a different view in interpreting something. Therefore, many different points of view will emerge on one piece of information.

Perception is the knowledge we have of objects or of their movements by direct and immediate contact.[10] Perception is the knowledge we have about an object or its movement through direct and immediate contact. Human senses will respond to all forms of stimulation that humans receive. In this case, perception is considered as an influence or impression by an object solely using sensory observations. This perception is defined as a process that combines and organizes human sensory data (sensing) to develop it in such a way that it can be aware of the surrounding environment.

Another definition states that perception is the ability to differentiate, group, and focus attention on one stimulus object. This can mean that the process of grouping and differentiating perception involves a process of

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[9] Maropen Simbolon, "Persepsi Dan Kepribadian," *Jurnal Ekonomi Dan Bisnis* 2, no. 1 (2008): 52–66, https://jurnal.unai.edu/index.php/jeko/article/view/516.

[10] Jean Piaget, "The Psychology of Intelligent," in *The Psychology of Intelligent*, Routledge (Routledge, 2001), 59.

interpretation based on experience of an event or object.[11] Perception arises through a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through the sense organs or also called a sensory process. However, the process does not just stop, but the stimulus is continued and the next process is a perception process. It can be interpreted that perception is a process of organizing, interpreting the stimulus that is sensed so that it becomes something meaningful, and is an important response within the individual. Therefore, in sensing, people will associate it with the stimulus, while in perception, people will associate it with the object.

In interpreting an object, it will also be influenced by the influence of the environment in the form of a stimulus, so that perception is a process of selecting a stimulus from its environment and organizing and interpreting it according to the context that is faced. In fact, all the time people are exposed to a large number of objects and events. The number of stimuli faced at the same time forces a person to make a selection because it is impossible for him to capture all the stimuli simultaneously. These differences in choices can lead to differences in one's perception of others in dealing with the same object.

From various understandings regarding perception, it can be understood that perception is a process that is preceded by a sensing process, namely the process of receiving a stimulus by an individual through the

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[11] Abdul Rahman Shaleh, "Psikologi Suatu Pengantar Dalam Perspektif Islam," 5th ed. (jakarta: Kencana Prenada Media Group, 2015), 88.

sense organs or also called a sensory process. Then it will be selected by the mind, giving rise to a new thought about an object.

2. The Factors of Perception

There are factors that influence it. There are several factors of perception such as functional factors, situational factors, structural factors, and personal factors.

a. Functional Factors

Functional factors are personal factors. For example, individual needs, age, past experience, personality, gender, and other subjective matters.

b. Personal Factors

Personal factors that influence people's perceptions of us or vice versa are experiences and self-concepts. Personal factors have a big influence on interpersonal perception, not only on interpersonal communication, but also on interpersonal relationships. Some personal factors consist of experience, motivation, and personality.

c. Situational factors

Situational factors refer to people's perceptions that are influenced by time, circumstances/place of work, social circumstances.[12]

[12] Yoedo Shambodo, "Faktor Yang Mempengaruhi Persepsi Khalayak Pendatang UGM Terhadap Siaran Pawartos Jogja TV," *Jurnal Al Azhar Indonesia Seri Ilmu Sosial* 1, no. 2 (2020): 98–110.

3. General Characteristics of Perception

Sensing occurs in a certain context, this context is referred to as the world of perception. In order to produce a meaningful sensation, there are certain general characteristics in the world of perception:

1. Modality: the stimuli received must be in accordance with the modality of each sense, namely the basic sensory properties and each sense (light for sight; smell for smell; temperature for taste; sound for hearing; surface properties for touch and so on).

2. Spatial dimensions: the world of perception has spatial properties (spatial dimensions); we can say top-bottom, high-low, wide and narrow, foreground-background, etc.

3. Time dimension: the world of perception has a time dimension, such as fast-slow, young-old, etc.

4. Context structure, unified whole: objects or phenomena in the world of observation have a structure that is integrated with their context. This structure and context constitute a unified whole.[13]

4. Conceptions of Learning

Learning is all the teacher's efforts to apply various methods to achieve the expected goals. Thus, learning methods emphasize how the teacher's teaching activities and children's learning activities.[14] Teachers are required to be able to implement appropriate methods at each meeting. Things that must be considered in determining learning methods and models

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[13] Shaleh, "Psikologi Suatu Pengantar Dalam Perspektif Islam."
[14] Zukhairina Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini* (jakarta: Prenada Media Grup, 2014).108

include learning objectives, materials, student conditions, and learning media

Learning theory is a conceptual structure that conveys how information is absorbed, processed, and stored during learning. Cognitive, emotional, and environmental factors as well as previous experiences are important in influencing students in understanding how learning is acquired, or changed, and enable the attainment of new skills and knowledge, while maintaining previously learned skills.[15]

The learning system emphasizes that reading and thinking about how the material can be related to other things that are already known and applying previous knowledge is a better way to learn. Thus, the closer the learning approaches and methods are to the information methods that will be used and remembered, the more effective students will be at learning goals. In addition, implementing a system of remembering and retrieving what students need to know, especially in terms of material, will strengthen what is remembered over time. The information process of continuously retrieving data from students' memories is carried out using the use it or lose it rule. In this case, the student's knowledge will remain within the student as long as the student often remembers and applies the knowledge he has learned.

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[15] Edward Spooner, *Interactive Student Centered Learning A Cooperative Approach to Learning* (The Rowman & Littlefield Publishing Group, 2015).

5. The Learning Principles

Several learning principles have been identified that generally seem to relate to the way students learn. The following factors provide a brief overview of this principle:

a. Readiness: Individuals learn when they want to learn. This is the teacher's responsibility, namely preparing students to learn.

b. Practice: Repeated questions are often the ones that are best studied.

c. Effect: Problems become stronger when the event is pleasant and satisfying and weaken when it is unpleasant. So, creating a pleasant learning atmosphere is an urgency for teachers.

d. Primacy: Events learned first are the most impressive and retained but are difficult to change if they are wrong.

e. Regency: Current events are the easiest to remember.

f. Perception: The basis of all learning is directed to the brain by one or more of the following five types of senses: visual, auditory, kinetic, olfactory, or taste.[16]

6. The Concept of Student Centered Learning Approach

Student centered learning; a learning method that places students at the center of the learning process itself. When applying the concept of student-centered learning, students are responsible, proactive in identifying learning needs, finding resources to meet their needs, and presenting them informatively in a proactive learning process, and are expected to become independent participants. About their needs and the resources they find.

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[16] Spooner.

Within certain limits, students can choose what they want to learn. Assuming each student is a unique individual, the learning process, materials and methods flexibly adapt to each student's interests, talents, speed, style and learning strategies. The availability of these free choices is intended to explore their own essential motivations for learning according to individual needs.The concept of student-centered learning is to bring the classroom and students to life. The teacher is considered a "guide on the side", assisting and guiding students to meet the goals that have been made by the students and the teacher.[17] Students of all academic levels work together in small groups as a team. This type of grouping brings out the strength of each student to meet a higher level of critical thinking. The grouping of students from all academic levels, mixing boys and girls, active and passive, breaks the social structure that is often found in schools. This learning structure leads to better communication skills, and brings students together to solve problems.

Oemar Hamalik believes that a student-centered learning approach is a learning process based on the needs and interests of students.[18]

Student centered learning is a student centered learning approach. As previously stated, the teacher only serves as a facilitator in the ongoing learning process. The teacher must be able to explore and direct the knowledge that has been formed by each student. The students' abilities and knowledge that will be formed and possessed by these students can be

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[17] Kimberly Overby, "Student-Centered Learning" 9 (2011).
[18] Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2004).

actively developed. This will be achieved through a process of discussion and group work.[19]

Student centered classrooms are based on organized expectations set by teachers and practiced by students. Teachers tend to learn as much as students during the process. This helps to understand our tolerance for varying classroom activities, noise, and collaboration and to clarify ideas about often vigorous teaching strategies.[20]

The use of student centered learning has been shown to help students reach higher levels of critical thinking, problem-solving, learning attitude, and overall attendance. Students must apply the curriculum if they are to succeed in the global society that has resulted from technological improvements. The use of technology by the teacher to engage the class will help to encourage students to reach their maximum potential while making education more exciting and enjoyable.

7. **The Characteristics of the Student Centered Learning Approach**

Each learning approach has authentic characteristics. In student centered learning, the approach concerns various elements of education: teachers, students, facilities and learning techniques. However, this approach still focuses on students as the main actors in the educational process. Students will be motivated to find new things, because students are

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[19] Eden Handayani Tyas, Sunarto Sunarto, and Lamhot Naibaho, "Evaluasi Implementasi Pembelajaran Students Centered Learning Oleh Mahasiswa Ppl Fkip-Uki Di Sekolah Mitra â€" Pskd," *Jurnal Selaras : Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan* 1, no. 1 (2018): 69–80, https://doi.org/10.33541/sel.v1i1.775.

[20] Karrell Hickman, *Literacy Projects for Student Centered Classrom: Tips and Lessons to Engage Students*, 1st ed. (Thousand Oaks, California: Corwin Press, 2007).

more flexible in exploring their potential. Following are some of the characteristics of the student centered learning approach:

a. Learner-centered teaching includes explicit teaching of skills. Teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses. All study skills are important for mastering material in a scientific discipline.

b. Learner centered teaching encourages students to reflect on what they learn and how they learn it. Learner-centered teachers talk about learning. The learner-centered teacher includes an assignment component in which students reflect, analyze and critique what they learn and how they learn it. The aim is to make students aware of themselves as learners and make learning skills something that students want to develop.

c. Learner centered teaching motivates students by giving them control over the learning process. In the student centered learning approach, the teacher facilitates learning models that will be used by students. Teachers might give students several choices about which assignments they complete. They might make class policies something students can discuss. They might let students set assignment deadlines within a certain timeframe. They might ask students to help create scoring criteria.

d. Student centered learning encourages collaboration. The student learning process is not only related to the teacher and students. Students can learn with fellow students and with other parties that

are in line with the educational process. In student centered learning, students work to develop a structure that encourages shared commitment to learning.[21]

8. Type of Student Centered Learning approach method

The learning process through curricular activities must be carried out systematically and structured through various subjects with a measurable learning load and using effective learning methods according to the characteristics of the course. Learning methods that can be chosen for the implementation of course learning include: small group discussion, role-play & simulation, case study, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual instruction, Project based learning, problem based learning and inquiry.[22] Following are several types of student centered learning approaches that can be used by teachers;

a. Small Group Discussion

Small grup discussion is an element of active learning and is part of many other student centered learning models. The teacher will form a group with several students as members. With small group activities, students will learn to be good listeners, work together on common assignments, give and receive constructive feedback, appreciate varied points of view. Small group discussion activities can include: generating ideas, concluding important

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[21] "Five Characteristics of Learner-Centered Teaching | Faculty Focus," 2012, 2012, http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/.

[22] Kementerian Pendidikan and D A N Kebudayaan, "Buku Kurikulum Pendidikan Tinggi," 2014.

points, accessing skill and knowledge levels, reviewing topics in previous classes, processing learning outcomes at the end of class, commenting on the progress of the class, comparing theories, issues and interpretations, completing problems, and, brainstorming..

b. Demonstration Simulation

Demonstration simulation is a model that brings situations similar to real ones into the classroom. Simulation can take the form of; Role playing (role playing). In the example above, each student can be assigned their own role.

c. Discovery Learning

Discovery learning is a learning method that is focused on utilizing available information, either provided by the instructor or sought by students themselves, to build knowledge by means of independent learning.

d. Self-Directed Learning (SDL)

Self directed learning is a learning process carried out on the initiative of individual students themselves. In this case, the planning, implementation and assessment of the learning experiences that have been undertaken are all carried out by the individual concerned. Meanwhile, the instructor only acts as a facilitator, providing direction, guidance and confirmation of the learning progress that the individual student has made. This learning method is useful for awakening and empowering students,

that learning is their own responsibility. In other words, individual students are encouraged to be responsible for all their thoughts and actions. In this case, teachers and students must have a complementary spirit in seeking knowledge.

e. Cooperative Learning

Cooperative learning is a group learning method designed by teachers to solve a problem/case or do an assignment. This group consists of several students, who have diverse academic abilities. This method is very structured, because the group formation, the material discussed, the discussion steps and the final product that must be produced, are all determined and controlled by the teacher. In this case, students only follow the discussion procedures designed by the teacher. Basically, Cooperative learning like this is a combination of teacher-centered and student-centered learning. This method is useful for helping to grow and hone:

1) Active learning habits in students
2) A sense of individual and group responsibility of students
3) Ability and skills to collaborate between students
4) Students' social skills.

f. Collaborative Learning

Collaborative learning is a learning method that focuses on cooperation between students based on consensus built by group members themselves. The assignment problem does come from the

teacher and is open ended, but the formation of groups based on interests, group work procedures, determining the time and place for discussion or group work, up to how the results of discussion or group work are to be assessed by students, are all determined through consensus together among group members.

g. Contextual Instruction

Contextual instruction is a learning concept that helps teachers relate subject content to real situations in everyday life and motivates students to make connections between knowledge and its application in everyday life.

h. Project-Based Learning

Project based learning is a systematic learning method, which involves students in learning knowledge and skills through a long and structured process of searching or digging (inquiry) on authentic and complex questions as well as tasks and products that are designed very carefully.

i. Problem-Based Learning/Inquiry

Problem based learning/inquiry is learning by utilizing problems and students must search or extract information (inquiry) to be able to solve these problems. In general, there are four steps that students need to take in problem based learning or Inquiry, namely:

1) Receiving problems that are relevant to one/or several competencies required by the subject, from the instructor;

2) Search for relevant data and information to solve problems.

3) Organize data and relate data to problems.

4) Analyze problem solving strategies.

9. **The Role of Teachers and Students in Student Centered Learning Approach.**

Responsibility for learning naturally shifts to students in a learner-centered environment. This change forces teachers and educational institutions to adjust to the new changes. Teacher should act on the consequences rather than make adjustments to accommodate student failures in achieving learning goals. Their main worry is getting good grades, and when this doesn't happen, it's the teachers who are to blame. This is also accompanied by reduced student morale in respecting the teachers. In student centered learning, students are free to exploit learning materials outside of teacher instructions. Students will not only be stuck waiting for instructions from the teacher, but individually active in finding sources of reference material.

Effective implementation of new pedagogies requires an understanding of teachers' roles and responsibilities in transformed classroom education. Student-centered classroom literature defines the roles and responsibilities of teachers in classrooms that implement student centered pedagogy. In constructivist classrooms the teacher's role is to encourage and accept student autonomy and create a comfortable atmosphere for student expression acting as a guide for their students.

Constructivist teacher behavior is in sharp contrast to traditional teaching where the teacher dominates the class and provides direct instruction focused on the acquisition of content knowledge. Teachers are partners with students who work in institutions rather than teachers who are positioned as enforcers, disciplinarians and police officers.[23]

Student centered learning itself emphasizes changing the role of students who become the center in the teaching and learning process so that teachers must realize that students must be involved in all collaborative processes in the learning process. Teachers act as facilitators who help students access all available learning resources. Teachers are not the only source of student learning.

Students have a major role as the center of educational efforts. Students guide all decisions regarding what they will do and how to achieve understanding of the material. In some learning approaches, most of the learning activities in the classroom are carried out by the teacher. Teachers select and organize content, interpret and apply concepts, and evaluate student learning, while students' efforts are only focused as recipients of information. This will cause students to tend to be passive, and teachers will tend to be too dominant in the class. Student centered learning offers an approach that is centered on students. This approach provides opportunities for students to control their learning because this method requires students

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[23] Leslie S. Keiler, "Teachers' Roles and Identities in Student-Centered Classrooms," *International Journal of STEM Education* 5, no. 1 (2018), https://doi.org/10.1186/s40594-018-0131-6.

to take responsibility for their learning by being actively involved in the learning process rather than just passively receiving information.

Teachers must stop always carrying out learning tasks such as organizing content, generating examples, asking questions, answering questions, summarizing discussions, solving problems, making diagrams, and so on. The role of the teacher who dominates the class too much will make students tend to be passive. Teachers can start giving responsibility and involving students in shaping lesson material. However, teachers who act as guides in the learning process must continue to monitor student development.

Teachers play an important role in preparing and designing classes. Designing student-centered classrooms first requires awareness of existing educational beliefs regarding learning and teaching as well as adaptive professional competencies on the part of the School. Students will learn well and in depth with several indicators as follows:

a. Learning environments embody aligned curricular design elements that enable students to engage with relevant and challenging content (e.g., questions, assignments) so that they achieve desired learning outcomes.

b. Students are positioned to actively participate in the construction and interaction of knowledge as responsible authors, active and vocal participants, and responsible co-designers.

c. Teachers implement adaptive teaching strategies to support students' participatory processes in knowledge construction and

foster a productive and supportive classroom learning community over time so that teachers utilize the best knowledge available in the subject area concerned and utilize sophisticated educational technology.[24]

10. Benefits, Requirement and Procedure of Students Centered Learning (SCL)

a. The Benefit Students Centered Learning

There are four benefits that can be achieved from the student centered learning learning method, namely:

1) Increase thinking power based on existing knowledge/experience and sharing knowledge/experience from group friends.

2) Foster a sense of respect for others, empathy, sympathy and tolerance.

3) The availability of sharing knowledge/experience with others is useful for increasing collective knowledge.

4) The sharing process also gives students additional knowledge for themselves.

b. The Requirement of Students Centered Learning

There are nine conditions for the student centered learning learning method to be applied, these conditions are:

1) Organizing students in various ways, for example: knowledge, observation skills, and ethnic differences.

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[24] Sabine Hoidn, "Student-Centered Learning Environments in Higher Education Classrooms" (Palgrave Macmillan, 2017), 343.

2) Tasks and learning structures must be described in detail.

3) Students already have learning experience.

4) Provided a way to contribute to speaking fairly.

5) Each student contributes in giving their opinion. Students are able to explain their own arguments.

6) Students accept all their friends' arguments.

7) The result of the discussion is a "list of arguments and ideas" that is accepted by all group friends.

8) The learning process must respect each other in order to foster a positive climate.[25]

c. Procedure of Students Centered Learning (SCL)

The procedures that must be carried out by educators in student centered learning activities are:

1) Identify the skills you want to achieve through assessment.

2) Determine the conditions and factors that might facilitate smooth learning.

3) Planning learning.

4) Start learning that organizes daily data.

5) Determining part of the learning process is discussed by students and educators.[26]

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[25] M. Muzamzam Diar Achda, "Efektivitas Penggunaan Metode Pembelajaran Students Centered Learning(Scl) Berbasis Handout Pada Kompetensi Dasar Mendiskripsikan Permasalahan Lingkungan Hidup Dan Upaya Penanggulangannya Dalam Pembangunan Berkelanjutan Terhadap Hasil Belajar Ips Siswa Ke" (Universitas Negeri Semarang, 2013).

[26] Achmadi Priyatmojo, Amitya Kumara, and Antari Innaka, "Buku PanduannPelaksanaan Student Centered Learning," 2010, 12.

B. Review of Previous Studies

The first research was conducted by Peni Rahmawati and Nuryadi with the title "*Persepsi siswa tentang penerapan model pembelajaran berbasis proyek ditinjau dari reativitas dan hasil belajar siswa'*. This study aims to describe how the implementation of the project-based learning model is implemented in circle material and describe how students' perceptions of the circle material project-based learning model consist of several aspects, namely: (1) the suitability of the learning model to the material being taught, (2) student learning creativity, (3) student learning outcomes. This type of research is survey research with a quantitative descriptive approach using a descriptive survey research design. The similarities between previous research and this research are that both of these studies discuss students' perceptions of the application of learning methods. On the other hand, this research has differences in the learning approaches used and different research methods.

The second research was conducted by Abderrahim, Sana Anwar Lashari, Tahira Anwar Lashari, Muhammad Waleed Shehzad and Wu Deli with the title *"Exploring the Perception of Students using Student-Centered Learning Approach in a Malaysian Public University"*. This research examines students' perceptions of language courses using a Student Centered Learning approach. Student perceptions are measured through a model called environmental, cognitive, affective, and metacognitive mediation (ECAM) which is a teaching and learning technique commonly used in classroom activities. To assess the implementation of ECAM. This research uses qualitative analysis based on observations of student activities in two language

courses. Research findings show that students use ECAM model techniques. However, cognitive mediation learning techniques are widely used by students. This research proves that students also respond positively to student-centered learning approaches. The similarity of this research is that both of them examine students' perceptions of the application of student centered learning. The similarities between the two studies are also found in the methods used. This study used qualitative research methods. The difference in this research is in the education level of the respondents which this study uses data sources from college students.

The third research was conducted by Rosane Medriati, Eko Risdianto with the title "*Penerapan Pendekatan Student Centered Learning (SCL) Untuk Mmeningkatkan Keterempilan Berpikir Kreatif Dan Komunikatif Mahasiswa Pendidikan Fisika Semester III Univertas Bengkulu*". This study used a descriptive statistical approach. This research was classroom action research which consists of 3 cycles, where each cycle consists of four components including; planning, action, observation and reflection. The instrument used to collect data in this study was an observation sheet. The conclusion of this research was that the application of the Student Centered Learning approach in the Physics Learning Strategy course can improve the creative thinking skills and communicative skills of third semester Physics Education students from cycles one to three. The equation of previous research and research is to examine the application of learning approaches. The difference between previous research and this research is the subject or research instrument. The

second difference is in the use of research methods used to collect and process data.

The fourth research was conducted by Yahdi Siradj with the title *"Implementasi SCL (Student Centered Learning) Pada Pembelajaran Kuliah Jaringan Komputer (Studi Kasus: Politeknik Telkom)"*. This research focuses on the application of Student Centered Learning as a learning approach for Computer Networks courses. In the Computer Networks course at Telkom Polytechnic, the SCL method is implemented by combining e-quiz, cloud based sharing files, token games and dividing class teaching sessions into one hour of discussion and 1 hour of discussion by the lecturer. The combination of these methods makes learning Computer Networks more effective, interactive and fun. This study has the same research focus, namely focusing on the implementation of Student Centered Learning and how students respond to the application of a learning approach. Meanwhile, there are differences in research subjects where previous research used students as data sources.

The fifth research was conducted by Zulhelmi, Yennita, Dina Syaflita with the title *"Persepsi mahasiswa terhadap perkuliahan telaah kurikulum dan pengembangan pembelajaran fisika melalui penerapan pendekatan SCL tipe SGD"*. The learning approach used by lecturers influences student perceptions of lecture implementation. The aim of this research is to find out how students perceive lecture activities in studying the curriculum and developing physics learning using the SGD type SCL approach. This type of research is pre-experimental research with a one shoot case study design. This research was applied to the curriculum review and physics learning development course with

the research subjects being 37 students of the Physics education study program, semester V of the 2019/2020 academic year. The assessment instrument used was a questionnaire with a Likert scale. The data analysis technique used is descriptive analysis technique. The results of this research show that curriculum review lectures and physics learning development that apply the SGD type SCL approach provide perceptions in the very good category. Previous research has differences in research techniques and methods. There are also differences in the educational level of the data subjects, namely that previous research used respondents who had a tertiary education level
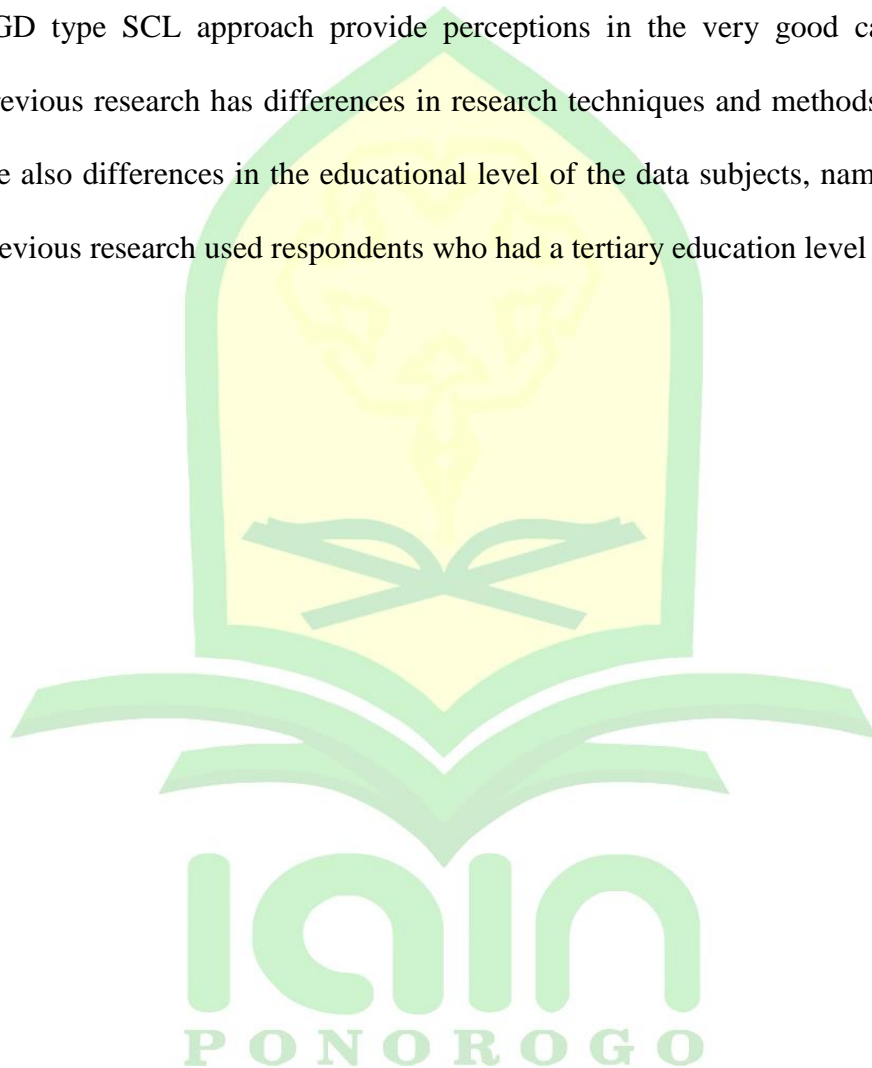
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Research Approach

   Qualitative method was used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generated non-numerical data. The integration of qualitative research into intervention studies was a research strategy that was gaining increased attention across disciplines. Although once viewed as philosophically incongruent with experimental research, qualitative research was recognized for its ability to add a new dimension to interventional studies that cannot be obtained through measurement of variables alone.[27]

   In the descriptive qualitative method, research begins with field observations, then observation data is collected by means of in-depth interviews and also document analysis and reinforced with forms of documentation such as supporting photos or videos. Based on this explanation, it can be determined that qualitative research is research that produces data in the form of literacy.

   In this study, researchers analyzed how teachers implemented the student centered learning approach, then researchers analyzed and concluded students' perceptions of the application of student-centered

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[27] AbrahamSamuel Babu et al., "Clinical Trial Registration in Physiotherapy Research," *Perspectives in Clinical Research* 4, no. 3 (2013): 191, https://doi.org/10.4103/2229-3485.115387.

learning methods. The first thing to do is collect data by observing the teacher teaching, student responses, and class conditions. The interview method is carried out by interviewing teachers and students. Apart from that, data collection is carried out by processing documents in the form of learning plans and class documents. Then, the data is processed and the results of the analysis are displayed and conclusions are drawn in this research.

This research used qualitative descriptive. The goal of descriptive research was to describe a phenomenon and its characteristics.[28] It could be seen clearly that qualitative research describes research which emphasized natural settings so the results could be used to interpret actual phenomena. Therefore, observation and survey tools were often used to gather data. The results of the data that had been collected was displayed in a narrative form.

B. Researcher's Role

Researcher was the key to doing research. The role of the researcher in qualitative research was to try to access the thoughts and feelings of study participants. This was not an easy task, as it involved asking people to talk about things that may be very personal to them. Researcher had an important role in making plans, collecting data, analyzing data.

C. Research Setting

The location of this research was conducted at MAN 2 Ponorogo. MAN 2 Ponorogo is located at Jalan Soekarno Hatta No.381, Sablak, Keniten,

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[28] Hossein Nassaji, "Qualitative and Descriptive Research: Data Type versus Data Analysis," *Language Teaching Research* 19, no. 2 (2015): 129–32, https://doi.org/10.1177/1362168815572747.

Ponorogo District, Ponorogo Regency, East Java 63412. Man 2 Ponorogo had an advanced education system. English was one of the mandatory subjects that students must take. The application of various learning approaches had been carried out by teaching MAN 2 Ponorogo. This made MAN 2 Ponorogo the right place for research. The students were used as respondents to fill out the data.

D. Data Source

Data sources in research are sources from which data is obtained to make it easier to identify data sources. In this research, the data sources that researcher used were data sources that start from person, place and paper.

1. Person

    Person is a data source in the form of a person who can provide data in the form of answers verbally through interviews and the main data sources in the form of interviews in this research are teachers and students of MAN 2 Ponorogo.

2. Place

    Place is a data source in the form of a place, namely a data source that presents a display in the form of still and moving conditions, in this case the school environment which is the object of research, this environment can be the condition of school facilities and infrastructure as well as observations of a conducive atmosphere in the school. The facility data had gotten from deputy head of facilities and infrastructure and web of MAN 2 Ponorogo.

3. Paper

Paper is a data source in the form of sheets, namely a data source that presents data that has been presented through sheets in the form of documents related to the school and important archives from students.[29]

This research uses data sources from three aspects, namely; person, place, paper. The person source comes from the results of the answers from the MAN 2 teacher and student interview process through interviews. The place data source comes from the research location, namely MAN 2 Ponorogo. Paper aspects come from learning documents and school documents. However, the main data source in this research comes from the results of interviews with teachers and students at MAN 2 Ponorogo..

E. Data Collection Technique

Data collection is interactive with data analysis, data collection is an integral part of data analysis activities.[30] Data collection technique was the steps that were taken to obtain data from the object to be studied. Research data could be obtained by exploring primary and secondary data. Primary data was data obtained from research objects or informants while secondary data was data obtained through literature sourced from journals, books or others.

This research used several data collection methods. The choice of method was based on the data the research subject. The following data collection methods were used in this research;

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[29] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (jakarta: Rineka Cipta, 2002).

[30] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81, https://doi.org/10.18592/alhadharah.v17i33.2374.

1. **Observation**

Observation is a complex process, a process composed of various biological and psychological processes. Two of the important ones are the processes of observation and memory.[31] Observation methods consist of two types, namely participant and non-participant observation.

a. Participant Observation

This type of observation involves the researcher with the daily activities of the object of observation or which is used as a source of research data. These observations can be classified into four, namely: passive participation, moderate participation, active participation and complete participation.

1) Passive participation means that the researcher only comes to the place of activity of the person being observed to make observations, but is not involved in the activity.

2) Moderate participation means the researcher collects data by participating as participant observation in some activities but not all.

3) Active participation means that the researcher participates in what the object of observation is doing, but it is not complete.

4) Complete participation means that the researcher takes part in all activities or is fully involved in what the data source does.

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[31] Sugiyono. Metode Penelitian kuantitatif, kualitatif dan R & D / Sugiyono. Bandung:: Alfabeta,, 2014.

b. Non Participant or Unstructed Participant

Non-participant or unstructured observation is observation that is not systematically prepared about what will be observed.[32]

Observation was used to collect data and formulate problems. This research focused on observing the formulation of the problem obtained which then became the focus of the researcher in formulating the research results. Participant observation was used with the passive participant type by only observing the teacher delivering learning material and analyzing student responses. Data collection through observation was carried out by observing the learning environment and all aspects related to supporting learning factors such as facilities, quality of teachers, learning methods, and internal factors of students. In addition, it could also be done by recording events that are happening.

2. **Interview**

In conducting qualitative research, interview was a series of techniques to obtain data from individuals or groups using structured, semi-structured, or unstructured question formats. Data collection was done by asking several questions to the respondent. The questions are tailored to the the data that was needed. To minimize data errors, the interview text had been tested on different objects. The interview process must created a good relationship with the informant, namely a psychological state that states the

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[32] Sugiyono, "Metode Penelitian Pendidikan," 11th ed. (Bandung: Alfabeta, 2010), 310–12.

informant was ready to cooperate, willing to answer questions and provided information as it should be.

3. Documentation

Documents are data sources used to complete research, whether in the form of written sources, films, images and monumental works, all of which provide information for the research process.[33] Researchers collect documentary data by collecting written or printed evidence, images, and so on. Using the documentation method, researchers obtained data on the MAN 2 Ponorogo school profile. Among them are: a brief history of the founding of MAN 2 Ponorogo, the vision, mission and objectives of MAN 2 Ponorogo, the location plan for MAN 2 Ponorogo, and the organizational structure of MAN 2 Ponorogo. Apart from school data, researchers received class data in the form of lesson plans, class student data, as well as data in the form of photos of interview activities.

F. Data Analysis

Data analysis is the process of identifying data in a form that is easy to read and interpret. Data analysis is an effort to systematically search for and compile notes on the results of observations, interviews and other results to increase research understanding of the problem being researched and present it as a discovery for others..[34]

Qualitative data was in-depth and detailed, so it was also lengthy. As a result, qualitative data analysis was specific, especially to summarize

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[33] Natalina Nilamsari, "Memahami Studi Dokumen Dalam Penelitian Kualitatif," *Jurnal Wacana* 13, no. 2 (2014): 177–81.

[34] Noeng Muhajir, *Metode Penelitian Kualitatif* (Yogyakarta: Rake Sarasin, 1996).263

the data and put it together in a flow of analysis that was easily understood.[35] Data analysis in this research used data reduction, data display, and conclusion.

1. Data Reduction

    The results of data reduction were processed in such a way that it looked more complete. It could be in the form of sketches, synopsis, matrices, and other forms; It was very necessary to facilitate the presentation and affirmation of conclusions.[36] In data reduction, researchers filtered the data and classify the data based on the research focus.

2. Data Display

    Data display was a stage of qualitative data analysis techniques. Presentation of data was an activity when a set of data was arranged systematically and easily understood, thus providing the possibility of generating conclusions.

3. Conclusion (Verification)

    The last process of data analysis was making conclusions. The data that had been processed is concluded in a dense and clear manner. Conclusions were explained in the form of descriptive narrative which explained the problems that was encountered in the research focus.

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[35] Huberman and Miles, "Teknik Pengumpulan Dan Analisis Data Kualitatif," *Jurnal Studi Komunikasi Dan Media* 02, no. 1998 (1992).

[36] Rijali, "Analisis Data Kualitatif."

G. Data Validation

Ensuring validity in qualitative research is something all researchers should strive for, yet it is not always clear how this actually proceeds in data analysis. Data was continuously and from a variety of sources collected using a qualitative technique. Thus, all available data sources were combined in data validation processes (interview, observation, and documentation)[37]. The researcher used triangulation.

Triangulation refers to using more than one particular approach when doing research in order to get richer, fuller data and or to help confirm the results of the research.[38]

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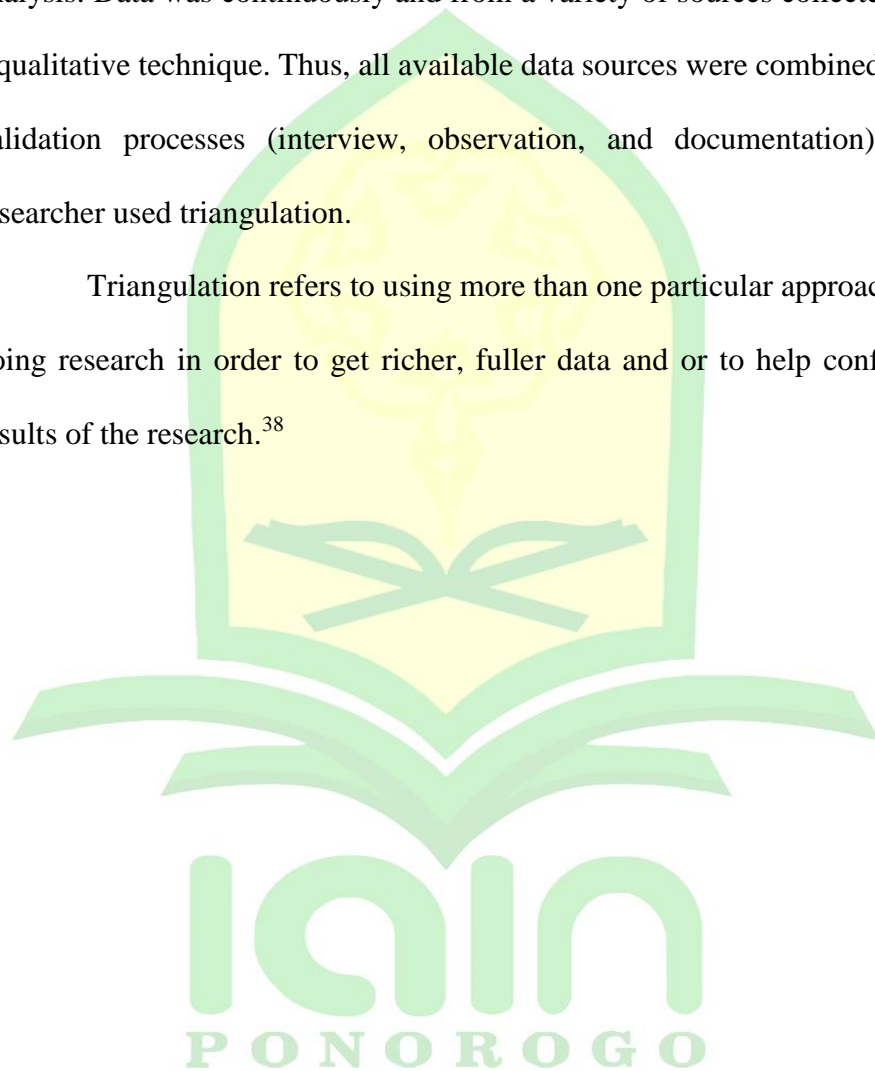
[37] Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, ed. Husnu Abadi, *Angewandte Chemie International Edition, 6(11), 951–952.*, First Edit, vol. 7 (Yogyakarta: CV. Pustaka Ilmu Group Yogyakarta, 2020).

[38] Herbert Zuze and Melius Weideman, "Keyword Stuffing and the Big Three Search Engines," *Online Information Review* 37, no. 2 (2013): 268–86, https://doi.org/10.1108/OIR-11-2011-0193.

CHAPTER IV

FINDING AND DISCUSSION

A. General Profile of MAN 2 Ponorogo

1. The History of MAN 2 Ponorogo

Ponorogo Regency is one of the districts in East Java Province, Indonesia. Ponorogo Regency is located at coordinates 111 17' 111 52' East Longitude 7 49' -8 20' South Latitude with an altitude of between 92 and 2,563 meters above sea level and has an area of 1,371.78 km. Ponorogo Regency is located to the west of the city of East Java Province and borders Central Java Province. The motto of the city of Ponorogo is to improve towards being more advanced, cultural and religious.

Ponorogo Regency is known as Reog City because Ponorogo is the city where the Reog art originates which is world famous. Besides that, Ponorogo Regency is also known as the Santri City because Ponorogo has many large and small Islamic boarding schools, even the Darussalam Gontor Islamic Boarding School is well known not only in Indonesia but also throughout the world. Judging from the world of education, Ponorogo does not only consist of Islamic boarding schools, but also many universities, both state and private, including: IAIN, INSURI, UNMUH, STKIP, Darussalam Gontor University and Wali Songo Ngabar University. Likewise, the basic education level consists of educational institutions from PAUD, TK, SD/MI, SMP/MTS and the secondary education level consists of MA/SMA/SMK, one of which is MAN 2 Ponorogo.

Madrasah Aliyah Negeri (MAN) 2 Ponorogo is one of the educational institutions under the auspices of the Ministry of Religion. Madrasah Aliyah Negeri (MAN) 2 Ponorogo with Madrasah Statistics Number 131135020002 has the status of a State Madrasah which is the transfer of functions from PGAN Ponorogo as stated in the Decree of the Minister of Religion of the Republic of Indonesia Number 1990 and Number 42 of 1992.

MAN 2 Ponorogo is located in an urban area, precisely on Jalan Soekarno Hatta 381 Ponorogo, occupying a land area of 9,788 m2. The location of MAN 2 Ponorogo is to the south of the Selo Aji Terminal. There are Islamic boarding schools including Thorikul Huda Czechok Islamic Boarding School, Nurul Hikam Keniten Islamic Boarding School, Ittihatul Ummah Distance Islamic Boarding School, Duri Sawo Islamic Boarding School and Tahfidhul Quran Islamic Boarding School in Patihan Wetan, where some of the students come from outskirts. /in Ponorogo became a satri/santri female student from these Islamic boarding schools. This strategic location allows MAN 2 Ponorogo to become a madrasa that continues to develop and has better prospects.

Since the inception of MAN 2 Ponorogo until now there have been several leadership changes, including:

1.	Z.A Qoribun, B. BA	1990-1996
2.	Drs. H, Muslim	1996-2000
3.	Kasanun, SH	2000-2006

4.	Imam Faqih Idris, SH	2006-2007
5.	Abdullah, S.Pd	2007-2011
6.	Drs. H Suhanto,MA	2011-2015
7.	Nasta'in, S.Pd, MPdI	2015-2023
8.	Drs. Tarib, M.Pd.I	2023-now

The history of the founding of MAN 2 Ponorogo cannot be separated from the long history of PGAN Ponorogo's journey. Madrasah Aliyah Negeri 2 Ponorogo with Madrasah Statistical Number 131135020002 has the status of Madrasah Nengeri while transferring functions from PGAN Ponorogo as stated in the Decree of the Minister of Religion of the Republic of Indonesia Number 1990 and Number 42 of 1992.

The founding of PGAN began with PGA NU Ronggowarsito Tegalsari, Jetis District, Ponorogo Regency, founded in 1966 on the initiative of Tegalsari ulama figures, namely Kyai Muchsin Qomar, Kyai Sarjuni, Kyai Yasin and Kyai Iskandar, who then moved to Karang Gebang Jetis. In 1968 PGA 4 years was transformed into PGAN 4 years with the principal being Mr. Zubairi Maskur (deceased). In 1970, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 240 of 1970, the status of PGAN 4 years Jetis was upgraded to PGAN 6 years Jetis Ponorogo with the division of classes 1 to 4 with a length of study of 4 years known as PGAP (First Religious Teacher Education) and Classes 5 to Class 6 takes 2 years to study, known as PGAA (Upper Religious Teacher Education).

In 1978, based on the Decree of the Minister of Religion Number 19 of 1978, the 6-year PGAN was changed back to 3-year PGAN, with the Decree from the Minister of Religion changing the 6-year PGAN to 3 years, the 6-year PGAN was divided into 2, namely: Class 1, 2 and 3 became MTsN Jetis and 4.5 and 6 became PGAN Ponorogo.

As the learning process progressed, PGAN was moved based on orders from the center for PGAN to move to the city. Because it did not have its own building, it rented the building north of the Ponorogo Grand Mosque and rented the houses of the residents around it. In 1980, PGAN was only able to occupy its own building in Keniten Village, Ponorogo District, precisely on Jl. Soekarno Hatta no. 381 Ponorogo.

In order to improve the quality of Religious Teacher Education in Elementary Schools/Madrasah Ibtidaiyah (SD/MI) is to increase the qualifications of Religious Teacher Education in SD/MI from secondary education level (PGA) to higher education level. Through the Decree of the Minister of Religion of the Republic of Indonesia Number 1990, PGAN Ponorogo was converted into Madrasah Aliyah Negeri Ponorogo II and through the Decree on Refinement dated 27 January 1992 Number 42 of 1992 became Madrasah Aliyah Negeri 2 (MAN 2) Ponorogo.

2. **Vision, Mision, and Goal of MAN 2 Ponorogo**

Vision and mission are very important elements in schools, where vision and mission are used so that operations move along the path mandated by stakeholders and hope to achieve the desired conditions in the future. Basically, this mission is a method to achieve school goals which

will help the community and the country in making the nation's life more intelligent. The vision, mission and objectives of an educational institution must be clear so that it can become a reference for the direction the institution wishes to achieve in the future.

a. **Vision of MAN 2 Ponorogo**

The word vision comes from English, Vision, which means vision, seeing, view, dream or image. Etymologically, it can also be a view accompanied by deep and clear thinking that reaches far into the future. Vision means the ability to see the essence of the problem. Thus, in simple terms, the word vision refers to an ideal, wish, wishful thinking, imagination and ideal dream to be achieved in the future which is formulated simply, briefly, concisely and clearly but contains a broad, distant and full meaning.

The vision promoted by MAN 2 Ponorogo is RUBI (Religious, Superior, Cultured, Integrity). This vision reflects the important things that MAN 2 Ponorogo wants to achieve as a madrasah which aspires to form madrasah residents who behave religiously, have faith and piety, have a creative and disciplined mentality, appreciate the culture, and are harmonious in their words and actions. The following is a description of the vision for MAN 2 Ponorogo.

a. **Religious**

As a madrasa or school based on Islamic religion, this vision is an important point for the realization of religious teaching values as a tradition in behavior and organizational culture which is followed by all

residents at the MAN 2 Ponorogo educational institution. Therefore, in this vision, MAN 2 Ponorogo formulates various indicators as follows;

1. Strengthening faith and piety

2. Sincerity in charity

3. Have good morals

4. Orderly congregational prayers

5. Regular prayer, reading and memorizing the Al-Qur'an, and Asmaul Husna

b. Superior

The word "superior" has two meanings, namely 1) as an adjective which means "higher" (smart, good, capable, strong, durable, etc.) than others; main (best, especially), and 2) as a verb that shows "win". Superior Human Resources (HR) with high quality is a demand for every organization to be able to achieve its set goals. Therefore, in order to form superior madrasah citizens, MAN 2 POnorogo formulated the following indicators in this vision;

1. Excel in creativity

2. Excellent in discipline

3. Excelling in curriculum development

4. Excelling in the learning process

5. Excellent in literacy

6. Excellent in information and communication technology

7. Excel in obtaining NUN

8. Excel in science Olympiads and competitions

9. Excellent in scientific work

10. Excelling in the arts

11. Excel in sports

12. Excel in talent development

13. Excel in national and global competition

14. Excelling in madrasa management.

c. Cultered

In the world of education, culture can be used as a means of transmitting knowledge, because what is actually covered by culture is very broad. MAN 2 Ponorogo includes a cultural vision as one of the madrasah visions to preserve positive cultures in the madrasah environment with the following indicators:

1. Local culture

2. Have a culture of mutual cooperation

3. Have a culture of independence and responsibility

4. Have a culture of loving the environment

5. Have a culture of healthy living

d. Integrity

Integrity is defined as a person's reputation for being trustworthy and honest to explain the term "trust" in an organizational context. With this vision, MAN 2 aspires to become a madrasa with integrity and to form madrasah citizens with integrity with the following indicators:

1. Harmony between words and actions

2. integrity in service

3. Integrity in work

4. Integrity in learning

5. Integrity in the process

6. Integrity in results

b. The Mission of MAN 2 Ponorogo

Mission is a more pragmatic and concrete guideline that can be used as a reference for developing strategies and activities within an institution or organization so that it can be concluded that mission is an action or effort to realize the vision.

To formulate the tasks, obligations and design of actions that need to be realized or put into practice in order to fulfill the demands of MAN 2 Ponorogo's vision, namely RUBI, the following points were formulated which are more specific manifestations of the ideals of the madrasah, namely RUBI.

Religious:

1. Fostering religious behavior that strengthens faith and devotion.

2. Cultivate enthusiasm and habits of sincerity in giving charity

3. Realizing behavior that has good moral character

4. Creating awareness of congregational prayer

5. Maintain orderly implementation of prayers, reading and memorizing the Al-Qur'an and Asmaul Husna

Superior:

1. Developing a creative mentality for madrasah residents

2. Implementing a culture of high discipline for madrasah residents

3. Developing the curriculum according to future needs

4. Carrying out effective and efficient learning in accordance with the demands of cultural and technological developments.

5. Develop the habit of reading, writing and producing work

6. Applying Information and Communication Technology in madrasah learning and management.

7. Applying a high level thinking process for madrasah residents

8. Increasing national exam scores

9. Increasing the competitiveness of students in continuing to the favorite national and international higher education levels

10. Winning regional, national and international science competitions and Olympiads

11. Developing research for madrasah residents

12. Developing arts activities

13. Winning the arts competition

14. Develop sports activities

15. Win regional and national sports champions

16. Developing the potential and talents of madrasah residents in accordance with current developments

17. Providing facilities and infrastructure of national and international standards

18. Increasing the competitiveness of madrasas at regional, national and international levels.

19. Improving the quality of madrasa management

20. Implementing participatory management by involving all madrasah residents and related institutions.

Cultered:

1. Develop appreciation for regional and national culture and cultural diversity

2. Implementing a culture of mutual cooperation for madrasah residents

3. Developing a person who is independent and responsible for tasks

4. Increasing the participation of madrasah residents in a culture of environmental conservation

5. Increasing awareness of madrasah residents in the culture of preventing environmental damage

6. Increasing the role of madrasah residents in the culture of preventing environmental pollution

7. Developing a culture of healthy living for community members

8. Becoming a healthy madrasah with the School Health Business movement

Integrity:

1. Instilling harmony in words and actions for madrasah residents

2. Making the character of integrity the basis for madrasah residents in providing services, working, studying, processing and obtaining results.

c. **The Goal Of MAN 2 Ponorogo**

In carrying out its mission, MAN 2 Ponorogo has formulated several objectives, including:

1. Fostering religious behavior that strengthens faith and devotion.

2. Cultivate enthusiasm and habits of sincerity in giving charity

3. Realizing behavior that has good moral character

4. Creating awareness of congregational prayer

5. Maintain orderly implementation of prayers, reading and memorizing the Al-Qur'an and *Asmaul Husna*

6. Developing a creative mentality for madrasah residents

7. Implementing a culture of high discipline for madrasah residents

8. Developing the curriculum according to future needs

9. Carrying out effective and efficient learning in accordance with the demands of cultural and technological developments.

10. Develop the habit of reading, writing and producing work

11. Applying Information and Communication Technology in madrasah learning and management.

12. Applying a high level thinking process for madrasah residents

13. Increasing national exam scores

14. Increasing the competitiveness of students in continuing to the favorite national and international higher education levels

15. Winning regional, national and international science competitions and Olympiads

16. Developing research for madrasah residents

17. Developing arts activities

18. Winning the arts competition

19. Develop sports activities

20. Win regional and national sports champions

21. Developing the potential and talents of madrasah residents in accordance with current developments

22. Providing facilities and infrastructure of national and international standards

23. Increasing the competitiveness of madrasas at regional, national and international levels.

24. Improving the quality of madrasa management

25. Implementing participatory management by involving all madrasah residents and related institutions.

26. Develop appreciation for regional and national culture and cultural diversity

27. Implementing a culture of mutual cooperation for madrasah residents

28. Developing a person who is independent and responsible for tasks

29. Increasing the participation of madrasah residents in a culture of environmental conservation

30. Increasing awareness of madrasah residents in the culture of preventing environmental damage

31. Increasing the role of madrasah residents in the culture of preventing environmental pollution

32. Developing a culture of healthy living for community members

33. Becoming a healthy madrasah with the School Health Business movement

34. Instilling harmony in words and actions for madrasah residents

35. Making the character of integrity the basis for madrasah residents in providing services, working, studying, processing and obtaining results.

3. **Short Profile of MAN 2 Ponorogo**

The following is a brief profile of Madrasah Aliyah Negeri 2 Ponorogo:

1) Madrasah Name: Madrasah Aliyah Negeri (MAN) 2 Ponorogo

2) Madrasah Identity Number (NIM): 20584466

3) Madr asah Statistics Number (NSM): 131135020002

4) Madrasah Address: Jl. Soekarno-Hatta No. 381

5) District: Ponorogo

6) District / City *) Province : Ponorogo

7) Postal Code: 63412

8) Telephone & Facsimile: (0352) - 481168

9) Email: man2ponorogo@gmail.com

10) Madrasa Status: State

11) Establishment/Institutional Deed Number: Decree of the Minister of Religion No. 42

12) Date 27 - 01 -1992

13) Madrasah Land Area: 9,788 m²

14) Madrasah building area: 2,444 m²

15) Land Status: Government

B. **Research Finding**

1. **The Implementation of Student Centered Learning Approach In English Subject At MAN 2 Ponorogo**

    In the initial stage of observation there were several findings regarding the difficulties of class 11 students at MAN 2 Ponorgo in learning English. The researcher observed learning activities when the teacher was delivering asking and giving opinion material. Students appear to respond to the instructions given by the teacher. Speaking skills are the main focus in learning. This is based on observations that show students interact more. In other side, writing and reading skills tend to be simpler.

    The other finding comes from the results of interviews with data sources of students who experience difficulties during learning. The following are the data findings from class 11 students at MAN 2 Ponorogo. Dea Lovita Indratama, Class 11 student at MAN 2 Ponorogo said: Sometimes you don't understand what the teacher has said.[39]

    Rofiq Mahardika P S said:

    Lack of practical work makes it difficult to practice English language skills.[40]

    Lukman Ma'ruf Akbar added

    Stammering in pronouncing vocabulary and memorizing English words.[41]

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[39] Look at interview transcript number 10/I/5-X/2023
[40] Look at interview transcript number 08/I/5-X/2023
[41] Look at interview transcript number 03/I/5-X/2023

To overcome this problem, the teacher guides students to think critically by giving students the opportunity to solve the problem. This finding is an example of the application of Student Centered Learning to students, where this approach strengthens students' critical thinking and provides freedom in choosing appropriate problem solving.

Student centered learning is an educational approach that focuses on the needs of students, rather than the needs of other people involved in the educational process, such as teachers and administrators. The role of teachers and the school is to be good facilitators in supporting the student learning process. This is in line with the findings made at MAN 2 Ponorogo.

According to Mrs. Ulfa as an English teacher, she said:

> The Student Centered Learning (SCL) learning approach is a student-centered learning approach, so it is not only the teacher who always controls the class where learning activities generally use the lecture method, but we try to explore this from the students themselves; the extent of student knowledge and allowing students to be active or student-based.[42]

Choosing a student centered learning approach as one of the learning approaches in English subjects has an important urgency in order to make it easier for students to achieve learning success. The success of learning activities can be indicated through students who respond actively during learning activities. This is explained in the interview results as follows:

Mrs. Ulfa said:

> The achievements of implementing student centered learning can be seen when students are faced with a new problem that they have to solve, they will have a responsive response and be able to find the problem solution quickly.[43]

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[42] Look at interview transcript number 01/I/5-X/2023
[43] Look at interview transcript number 01/I/5-X/2023

In implementing the Student Centered learning approach, teachers use various results such as the following interview results:

Mrs. Ulfa said:

> The student centered activity that I usually do is forming groups. Then the teacher provokes the students by asking trigger questions to find out the students' initial knowledge. After the trigger questions that lead to the material the teacher will teach, the teacher will give a problem. Then students will have a communication session where each group will communicate what has been discussed in the group.[44]

Then, teacher preparation in preparing lessons such as preparing lesson plans and learning modules. This aims to make learning more structured and efficient. However, the formation of learning plans is not always appropriate when implemented in class. This is because class conditions and student characteristics are sometimes different from expectations. In the results of the interview the teacher provided the following information:

Mrs. Ulfa said:

> Implementation of learning plans sometimes does not match the initial plan. Sometimes, there are additions or subtractions according to student characteristics and class conditions.[45]

The choice of method plays a very important role in student learning success. The Student Centered Learning approach which focuses on students has a variety of teaching methods. Based on the results of the interview, the teacher uses a learning method based on Student Centered Learning with the following data:

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[44] Look at interview transcript number 01/I/5-X/2023
[45] Look at interview transcript number 01/I/5-X/2023

Mrs. Ulfa said:

> The method that I often use is group discussion. I very rarely use games. I usually use in pairs or divide students into several groups containing 4-5 students according to the number of students and the material that will be presented.[46]

Facilities and infrastructure have an important role in achieving effective learning implementation. Based on the results of the interview, the following data was obtained:

Mrs. Ulfa said:

> The infrastructure that is often used in the classroom is an LCD projector because every class already has projector facilities. I also use IT-based learning tools such as electronic devices and provide base papers. The equipment that will be used is appropriate to the material that will be presented. In terms of facilities and infrastructure, the school has been supportive.[47]

In teaching and learning activities, there are definitely supporting and inhibiting factors. With supporting factors, the material taught can be conveyed well and correctly. Meanwhile, inhibiting factors are definitely a problem for teachers when providing teaching materials because they are not distributed properly to students. After that, the learning process sometimes has obstacles which result in the implementation of Student Centered Learning being hampered and less effective. As explained in the interview results below:

Mrs. Ulfa as an English teacher at MAN 2 Ponorogo said:

> The obstacle to implementing Student Centered learning is class conditioning. In the early hours of learning, it is very possible to implement Student Centered Learning. On the other hand, at the end of the subject there are obstacles to student motivation in learning. The role of the teacher is very

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[46] Look at interview transcript number 01/I/5-X/2023
[47] Look at interview transcript number 01/I/5-X/2023

important in conditioning the class. In the final hour, the teacher usually gives a game as an ice breaker.[48]

Next, Mrs. Ulfa added:

Human resources and infrastructure are important factors in implementing Student Centered Learning.[49]

Other data was obtained from observations and class documents in the form of learning plans. The following are the results of observations of learning activities in class 11 at MAN 2 Ponorogo:

Pre Teaching:

In pre-learning activities, English teachers at MAN 2 Poanonorogo prepare several things to support learning such as: theoretical framework, lesson materials, learning media or tools, learning documents. The teacher prepares the theoretical framework and lesson material in accordance with the criteria or standards provided by the education office. This preparation allows teachers to minimize obstacles when learning takes place. The learning preparation process produces products in the form of learning plans and teaching modules.

Opening Class

The lesson opens with the teacher greeting the students and leading them in prayer. Next, the teacher checks student attendance and provides motivation. The teacher conveys the objectives and benefits of learning about the topic to be taught. After that, the teacher

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[48] Look at interview transcript number 01/I/5-X/2023
[49] Look at interview transcript number 01/I/5-X/2023

gives trigger or stimulus questions that lead to the topic to be discussed. At the final stage of opening the lesson, the teacher provides an outline of the scope of the material and learning steps.

Learning Activity

The English teacher at MAN 2 Ponorogo divides this learning activity into several stages. The following are the findings that have been obtained through observation and analysis of the teacher's learning plan:

Literation activity

The teacher instructs students to observe several materials that are formed in such a way as to become products in the form of videos, images, animations. then the learning material is displayed using school facilities in the form of a projector and LCD screen. Students provide statements or opinions according to the material presented. Apart from using technology-based learning media, MAN 2 Ponorogo teachers also use books or reading materials that contain material. Students are asked to read the book.

Critical Thinking

The teacher provides the opportunity to determine the social function, text structure, and linguistic elements of the material that has been given.

Collaboration

Students are given the opportunity to discuss, collect information, determine, re-present, and exchange information regarding the social function, structure of the text, and linguistic elements of the text related to the material provided.

Communication

Students explain the results of individual analysis classically, express opinions on the presentations made and then respond back to the individual they are thinking about.

Creativity

Teachers and students make conclusions about things they have learned, then students are given the opportunity to ask questions about things they have not understood.

Closing

In the closing activity, teachers and students reflect on their learning experiences. The teacher gives appreciation to students for what has been achieved during the lesson. Next, the teacher presents the learning plan at the next meeting and closes the learning activities.

Evaluation Procces

In the evaluation process, the teacher creates evaluation indicators by observing the student process and class conditions

during learning. The evaluation will of course have follow-up. The following are the findings from the follow-up class evaluation;

Bu Ulfa as a English teacher said:

> Teachers carry out daily assessment analysis. Analysis of daily assessments will reveal material and questions that students have not been able to answer. Furthermore, if there are children who do not understand, they will be gathered with students who have better basic abilities in the hope that students who have better abilities will teach students with poorer levels of understanding.[50]

2. **Student Perception by Implementation Student Centered Learning Approach In English Subect at MAN 2 Ponorogo**

The role of schools is very important in carrying out effective learning, which is useful for students in understanding the learning provided. One of the lessons taken is the English subject at MAN 2 Pronorogo using Student Centered Learning, which in the learning process places students at the center of learning activities which makes students play an active role in developing the ability to think actively and motivate students to take responsibility for the learning process.

The application of Student Centered Learning (SCL) in English subjects brings various responses from students. Raihan Bayu S, class 11 student at MAN 2 Ponorogo said:

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[50] Look at interview transcript number 01/I/5-X/2023

I have a positive view of the SCL approach because it can help develop students holistically and prepare students to face a complex world socially and emotionally.[51]

M Najiv A said:

In my opinion, this approach makes students more creative in answering a problem.[52]

The Student Centered Learning approach has a positive impact in its implementation. This is in accordance with the findings of several students' opinions.

Zahra Aninda Putri said:

In my opinion, the SCL approach is good to apply because the SCL approach empowers students as the main center in the learning process.[53]

Dea Lovita indratama said:

My opinion about SCL is that students can increase student activity in learning activities.[54]

Apart from that, the researcher also interviewed students about the motivation that students get in the Student Centered Learning (SCL) approach.

M Najiv A said:

By forming groups, learning becomes more exciting, students can exchange ideas with their friends.[55]

Rofik Mahardika P S said:

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[51] Look at interview transcript number 09/I/5-X/2023
[52] Look at interview transcript number 07/I/5-X/2023
[53] Look at interview transcript number 11/I/5-X/2023
[54] Look at interview transcript number 10/I/5-X/2023
[55] Look at interview transcript number 07/I/5-X/2023

Because with SCL students become more opinionated and are not constrained by existing material so students get more material.[56]

The Student Centered Learning approach helps students explore material more widely. This will build student motivation in learning.

Lukman Ma'ruf Akbar said:

Because of this approach students can explore the material more. [57]

Then, students have several responses regarding how the teacher applies SCL in the classroom.

Rofiq Mahardika P S, student of class MAN 2 Ponorogo said:

Teachers usually give assignments that are qualitative in nature so that students are not fixated on the material in the book.[58]

M Najiv A said:

The teacher provides material, assignments, and a problem that will be solved by students.[59]

Dea Lovita Indratama said:

Teachers encourage children to access learning resources such as allowing students to learn on their own, but if something is not understood, you can ask first.[60]

Based on the results of interviews with learning approaches using the Student Centered Learning (SCL) approach, students are able to increase their creativity and freedom in expressing opinions and explore students' abilities in depth. Applying SCL in class, the teacher uses the discussion

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[56] Look at interview transcript number 08/I/5-X/2023
[57] Look at interview transcript number 03/I/5-X/2023
[58] Look at interview transcript number 08/I/5-X/2023
[59] Look at interview transcript number 07/I/5-X/2023
[60] Look at interview transcript number 10/I/5-X/2023

group method as the main choice. Students responded well regarding group formation as a learning method. Students as the main actors in the class have views regarding the application of learning methods. Apart from forming discussion groups, teachers also use several learning methods. Researchers again interviewed students regarding the methods used by teachers in delivering material.

Dea Lovita Indratama said:

> Mentioning English vocabulary, presenting in front of the class, observing the school environment and describing it.[61]

Hilya Nasywadiala hasya said:

> Playing a game by naming adjectives.[62]

Furthermore, in the learning process every student is welcome to use media, from several interviews results obtained results that have the same answers, namely using cellphones, stationery, and internet sources.

The application of this learning approach certainly has advantages and disadvantages. Students have several views regarding the advantages and disadvantages of implementing the Student Centered Learning method in their classes. Following are the findings:

Rofiq Mahardika P S said:

> Students are too free to search for material. If you are not accompanied by a teacher, there is a possibility that students will receive inappropriate material, especially with the ease of internet access in this era.[63]

Hilya Nasywadiatam Haasya said:

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[61] Look at interview transcript number 10/I/5-X/2023
[62] Look at interview transcript number 02/I/5-X/2023
[63] Look at interview transcript number 08/I/5-X/2023

Difficult to implement in large classrooms and requires a lot of time.[64]

On the other hand, the Student Centered Learning approach has a positive impact on students. The following are the results of interviews with students:

Lukman Ma'ruf Akbar said:

> Students can study independently, get a lot of material and can explore a lot of knowledge.[65]

Hilya Naswadiatam Haasya said it encourages active learning and critical thinking [66]. M Najiv A added; students are given more freedom in expressing their opinions and ideas.[67]

Based on the findings of the advantages and disadvantages of implementing Student Centered Learning in the classroom, data was found that student freedom can have both good and bad impacts. If students are too free in searching for learning theory content, it is feared that students will be exposed to negative content. On the other hand, student liberation can train students in independent learning and critical thinking.

C. Discussion

1. The Implementation of the Student Centered Learning Approach in English Subjects at MAN 2 Ponorogo

Education has experienced significant developments in the digital era where technology and communication are integrated into all subjects. Access to education is so broad, it is not only limited to books and materials

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[64] Look at interview transcript number 02/I/5-X/2023
[65] Look at interview transcript number 03/I/5-X/2023
[66] Look at interview transcript number 02/I/5-X/2023
[67] Look at interview transcript number 07/I/5-X/2023

provided by the school. With the development of education in this digital era, students can explore and develop a lot of knowledge and become more agile and easy to learn. Responding to the challenges of education in this digital era, school principals and their staff and students must be able to communicate and adapt to flow with the times, in this case referring to developments in technology in the world of education, apart from that, with the progress of the educational era, it is directly proportional to the development of problems. -problems that require resolution by implementing an effective learning system.

Modernization of education is an effort or effort to improve one's education according to the needs and demands of society and leads to renewal in the future.[68] Modernization of education has had a major impact on the education system. The learning system is experiencing rapid development in order to advance an effective education system. The emergence of various learning approaches and shifts in teaching culture is one of the challenges that schools, especially teachers, must be able to face. The conventional learning process places the teacher as a learning resource who teaches knowledge and skills to students. The development of research on how a person learns influences the conventional learning process which places the teacher at the center of learning. The teaching culture is shifting from teacher focused learning to student-centered learning or known as student centered learning.

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[68] Hilya Banati Hajriyah, "Modernisasi Pendidikan Agama Islam Di Era Revolusi Industri 4.0," *MOMENTUM : Jurnal Sosial Dan Keagamaan* 9, no. 1 (2020): 42–62, https://doi.org/10.29062/mmt.v9i1.64.

The application of student centered learning in the teaching and learning process carried out in the classroom can help teachers to improve the learning material provided in the classroom. In this learning process, teachers act as facilitators, motivators and inspirers. Students are expected to be active and independent participants in the learning process, namely by being responsible and taking the initiative to recognize their learning needs, find sources of information to be able to answer their needs, build and present their knowledge based on the needs and sources they find. Students can choose for themselves what they will study with guidance from the teacher.

Implementation of Student Centered Learning the MAN 2 Ponorogo English teacher has implemented it in accordance with the SCL learning standards themselves. In its application, the teacher begins learning activities by providing stimulus or stimulation to students which is useful for finding out basic abilities and provoking students' critical thinking. After knowing the students' basic abilities, the teacher gives assignments according to the learning material. The assignments given are useful for strengthening students' understanding of the learning material. Then students look for their own teaching materials and discuss them with other students. Discussing with peers aims to improve students' social learning abilities. This will provide deeper opportunities for student understanding because students can exchange ideas with other students. With these findings, it can be concluded that the implementation of student centered

learning at MAN 2 Ponorogo emphasizes the role of teachers as facilitators who help students if they face difficulties in learning.

Preparing for class learning is the first step in preparing all the elements involved in learning. The success of a teacher in the teaching and learning process, apart from only mastering the learning material, attitude and voice, a teacher must also be able to create a conducive classroom that is comfortable for students both in terms of classroom arrangement, seating arrangements, facilities and infrastructure in order to achieve learning objectives easily.[69]

The results of research at MAN 2 Ponorogo in the 11th grade English subject obtained data that class management and class preparation were influenced by the condition and character of the students. Before teaching, the teacher has prepared a theoretical framework and planned a learning system. And the next method is similar to the procedure when implementing learning, such as providing an understanding of the material first, looking at the condition of the students to make it easier to determine the learning system that will be applied. When giving assignments to students, the teacher divides the group into several groups containing several students and presents the results of the discussion in front of other students. If students experience difficulties in learning, the teacher who acts as a learning companion accompanies and provides explanations and directions when the

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[69] Aslamiah, Diani Ayu Pratiwi, and Akhmad Riandy Agusta, "PENGELOLAAN KELAS," in *PENGELOLAAN KELAS*, ed. Ahmad Suriansyah (Depok: PT RajaGrafindo Persada, 2022), 96.

subject matter is not understood by the students through face to face and social media.

Teacher divide them into groups or individuals and present them every week, when the teacher giving assigments. Before students carry out the assignments given, the teacher explains the goals and benefits for students and teachers. If students experience difficulties in learning, teachers take the initiative to accompany them and provide explanations that students do not understand through face to face and social media.

When designing using technology, it is necessary to pay attention to the user's perspective; students, media efficiency; can be used according to learning objectives. Therefore, in building meaningful learning for students, teachers must be more innovative and creative in developing appropriate learning content. It is hoped that good learning media with good content will provide maximum learning experience for students. Literacy and good character can be trained through appropriate learning media. The steps in preparing learning media need to pay attention to several aspects such as considerations in terms of curriculum, users (students), costs or costs for making learning media, selection of learning content and ease of accessing learning media are considerations in preparing learning media. More ability or deep learning.[70]

The research results prove that when implementing student centered learning, students can explore a wide range of scientific sources. However, the selection of learning content must also be in accordance with standards

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[70] Miokti Yessi, "Pedagogical Content Knowledge (PCK) Dalam Pemiliah Media Pembelajaran Yang Relevan," *Jurnal Universitas Sebelas Maret*, 2021, 176–90.

and criteria that are appropriate to student development. Teacher assistance plays an important role in sorting student learning content. This aims to avoid students being exposed to content that students should not see. However, this does not limit students in learning to develop and expand students' knowledge independently.

Student centered learning is an approach that can be applied effectively in the classroom. However, student and class conditions can change without the teacher being able to predict. Everything that the teacher has prepared for class learning does not go according to plan. This is a challenge for teachers to overcome this problem in class. MAN 2 Ponorogo teachers overcome this by changing learning methods according to the conditions of the students and class, and adding material if the material being taught does not suit the condition of the class students during learning. It can be concluded that the teacher's role must be more flexible and ready to adjust the learning process if changes occur in the learning process.

In supporting the process of acculturating and empowering students, facilities are needed in the form of facilities and infrastructure that are able to provide role models, build motivation, and develop students' potential and creativity. Supporting facilities and infrastructure will make teaching and learning activities easier. Based on what the teacher said, the infrastructure at MAN 2 Ponorogo is very capable of implementing Student Centered Learning in each class. Apart from class facilities, students are given full access to electronic devices such as gadgets, computers and the internet.

2. Students Perception By The Implementation of the Student Centered Learning Approach in English Subjects at MAN 2 Ponorogo

The learning process in the classroom forms interaction activities that occur between teachers and students. The learning process is declared successful if the interaction process between students and teachers goes well. The choice of learning approach influences how interactions in the classroom can run properly. Students have different responses to the choice of teachers in choosing learning approaches. This research focuses on how students respond to the application of the student centered learning approach in the classroom. Next, the researcher continues to interview students regarding the process of implementing the learning that occurs in the classroom. How the teacher conveys lesson material in the classroom so that it is easier for students to understand.

Student learning achievement is also influenced by student learning motivation. Motivation is the driving force or driving force for students to carry out learning activities. Motivation has a very important role in students because it will encourage students to learn which will ultimately improve student learning achievement.[71] This is because students who have high motivation will concentrate more on what is being studied, be more persistent and never give up in doing assignments and vice versa, students who have low motivation to learn will have difficulty concentrating and give up easily, and will even be indifferent to what they are learning. being studied. Thus, learning motivation has a very important influence in

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[71] Sardiman A. M, *Interaksi Dan Motivasi Belajar Dan Mengaja* (Jakarta: Raja Grafindo Persada, n.d.).

determining the success of the learning process which ultimately increases student learning achievement.

Analysis of the findings at MAN 2 Ponorogo regarding the application of student centered learning describes that student learning motivation is much better when students can learn independently and freely. The teacher gives students the opportunity to search for information or learning materials through various sources. Of course, students will tend to choose what makes them enthusiastic, including choosing what teaching materials and methods they want.

The in pairs and group discussion methods help students learn to socialize and interact with peers. This method is one of the main methods used by MAN 2 Ponorogo English teachers. Students have a positive view of its application. Discussion groups encourage students to exchange ideas and build critical and weighty arguments. The diversity of members in group discussions makes assessments or opinions many and varied. Of course, this will encourage students to dare to convey their ideas.

The findings at MAN 2 Ponorogo showed that students responded positively to the implementation of student centered learning. Students are of the opinion that the freedom to explore and freedom of opinion can increase students' abilities and motivation in learning. Students become more active and exchange opinions with their peers. This also makes it easier for teachers to convey learning objectives. On the other hand, teachers must always face situations of class change when students' learning

motivation decreases. This is the role of the teacher as a student companion

must provide solutions to encourage student motivation to remain stabl

CHAPTER V

CLOSING

A. Conlusion

Based on the results of research and discussion regarding the application of student centered learning in the MAN 2 Ponorogo subject, it can be concluded that:

1. Implementing the student centered learning approach in English subjects is very important. The implementation of student centered learning is very urgent in order to help improve students' ability to understand material in depth in order to achieve student learning success. The successful implementation of student centered learning has supporting factors. The supporting factors include teacher competency, student quality, and very adequate infrastructure. On the other hand, the application of student centered learning is still combined with another approach, namely teacher centered. This is done because of several influencing factors such as changing class conditions, uncontrolled classroom atmosphere, and the need for triggers so that students are active.

2. From the research results, it can be concluded that students' perceptions of the application of the Student Centered Learning approach received a positive response from students. Students are able to think critically through an independent learning system andare able to increase students' ability to interact with each other

B. Recommendation

Based on the results of research and discussion regarding the application of student centered learning in the English Subject MAN 2 Ponorogo, there is a need for constructive suggestions as evaluation material and as a form of further better development steps..

1. School

    The school should facilitate teachers and students. And all elements of the school environment are not only infrastructure, but in the field of enrichment in scientific fields. Schools can facilitate teachers in work programs such as workshops and seminars so that the quality of educators continues to develop.

2. Teacher

    Teachers should follow current developments in terms of learning. Teachers can enrich themselves in the scientific field and improve their quality as teachers. The Student Centered Learning Approach has developed to produce many learning methods. It would be good if teachers also studied and used other learning methods.

3. Students

    Students must be more active in exploring and increasing their potential both inside and outside academics, fostering a genuine interest in learning in order to achieve learning success.

4. Other Reseacher

    This research is a scientific source that can be used as a source

of scientific literacy regarding the Student Centered Learning Approach. It is hoped that future researchers will be able to provide new findings, so that scientific resources will continue to develop.

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