Teacher's Perspective on Student Center Learning Paradigm in Inclusive Madrasa

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Abstract

Student center learning (SCL) is a paradigm emphasized in the learning approach in the Merdeka Curriculum. Furthermore, the Merdeka Curriculum highlights that differentiated learning must be carried out by teachers in conducting learning. In fact, inclusive madrasahs receive various types of obstacles for students with special needs have implemented differentiated learning with curriculum modifications for students with special needs. The purpose of this study is to analyze the SCL paradigm from the perspective of teachers in inclusive madrasah. The place of this research is MTs. Terpadu Ar-Roihan Lawang Malang which is an inclusive madrasah since 2014. Data were obtained from observations, interviews, and documentation, and analyzed through data reduction, data presentation, and conclusions. Teachers in this madrasah have understood the SCL learning approach and the meaning of learning differentiation even though some teachers still use teacher center learning (TCL) as a learning approach that is more center on the teacher's authority. Interestingly, there is an interchange between TCL and SCL when teachers must deal with students in this inclusive madrasa.

Keywords: student center learning, teachers' perspective, inclusive madrasa

Abstrak

Student center learning (SCL) merupakan paradigma yang dititikberatkan pada pendekatan pembelajaran dalam Kurikulum Merdeka. Lebih lanjut, Kurikulum Merdeka menekankan bahwa pembelajaran berdiferensiasi harus dilakukan oleh guru dalam melaksanakan pembelajaran. Pada kenyataannya, madrasah inklusi yang menerima berbagai macam hambatan siswa berkebutuhan khusus telah menerapkan pembelajaran berdiferensiasi dengan modifikasi kurikulum untuk siswa berkebutuhan khusus. Tujuan dari penelitian ini adalah untuk menganalisis paradigma SCL dari perspektif guru di madrasah inklusi. Tempat penelitian ini adalah MTs. Terpadu Ar-Roihan Lawang Malang yang merupakan madrasah inklusi sejak tahun 2014. Data diperoleh dari hasil observasi, wawancara, dan dokumentasi, dan dianalisis melalui reduksi data, penyajian data, dan kesimpulan. Guru-guru di madrasah ini telah memahami pendekatan pembelajaran SCL dan makna diferensiasi pembelajaran meskipun beberapa guru masih menggunakan teacher center learning (TCL) sebagai pendekatan pembelajaran yang lebih berpusat pada otoritas guru. Menariknya, ada pertukaran antara TCL dan SCL ketika guru harus berhadapan dengan siswa di madrasah inklusi.

Kata kunci: *student center learning, perspektif guru, madrasah inklusif*

INTRODUCTION

The education paradigm in Indonesia and the world has changed in recent years. Whereas in the past teachers were the centre of learning or teacher centre learning (TCL) and the transmission of knowledge, now the educational paradigm has shifted to students as active learners or student centre learning (STL) (Berata, 2022; Keiler, 2018; Siddiqui & Khatoon, 2013). The old pattern in education that places the teacher as the centre of learning makes students inactive in digging for data and information, being passive in exploring material, and playing a

weak role in learning that they actually need themselves (Panggabean et al., 2021), so it is logical that the education curriculum should be overhauled according to the demands of the times and technological changes. The paradigm challenge (perhaps not something new) of STL still seems to be a concern that must be analysed for educators.

Now, facing the demands of the present era, the Merdeka Curriculum launched by the Ministry of Education and Culture not only refers to the student centre learning (SCL) paradigm, but also differentiated learning that allows various types and intelligences of students to be accommodated in the classroom (Herwina, 2021). The application of this differentiated SCL paradigm is still something needs to be clarified in madrasa, which are structurally affiliated with the Ministry of Religious Affairs of the Republic of Indonesia. Meanwhile, schools under the Ministry of Education and Culture already have programmes such as penggerak schools, penggerak teachers, and penggerak principals, each of which has moved and formed networks in spreading the differentiated learning paradigm (Mansur et al., 2023) in this curriculum.

Differentiated learning is basically learning that accommodates and focuses on the needs of diverse types of students and their abilities (Herwina, 2021). The purpose of differentiated learning is to optimise learning outcomes according to learning interests, prepare students' diverse learning readiness, help students to be independent and active in learning, and encourage students to appreciate the differences of their friends in diverse classes (Faiz et al., 2022). In conventional learning, differentiation is troublesome because the teacher acts as the centre (TCL) and assumes that students' abilities are measured and assessed equally without regard to each individual's strengths and weaknesses. Is there a difference in teachers' paradigm views towards inclusive madrasa where students have clear differentiation?

At the implementation level, some madrasas implement differentiated learning through inclusion program that allow students with diverse needs to enter their schools. The limited number of inclusive madrasas is a school that services various types of students with differentiated abilities, barriers, interests, and talents (Cahyani, 2022). In inclusive madrasa where students with special needs and regular students are combined in one class, it will make problems for teachers in preparing learning, implementing learning, and evaluating learning because the diversity is very clear. It all begins with a paradigm change that is hard to shift.

The differentiated student center learning (SCL) paradigm is crucial to understand and then implement in inclusive madrasa. Therefore, it is necessary to analyze the concept of the paradigm from the perspective of inclusive teachers by research question how was the teacher's perspective in inclusive madrasa. The impacts of this study are important for other madrasas that will offer inclusive services in their madrasas to prepare their teachers.

METHOD

This research was conducted using a qualitative approach with data collection in the form of observation, in-depth interviews to 15 teachers and 1 madrasa inclusion coordinators, and literature studies with relevant discussions. The research was conducted at Madrasa Tsanawiyah Terpadu Ar-Roihan Lawang Malang, which is the only inclusive madrasa tsanawiyah in Malang Regency through the Decree of Inclusive Madrasa from the Office of the Ministry of Religious Affairs of the Republic of Indonesia Malang Regency.

The steps of research were: 1). Identify the research question how was the teacher's perspective in inclusive madrasa to investigate teachers and learning in MTs. Terpadu Ar-Roihan Lawang. 2). Select the case, the relevant case in this topic are students center learning (SCL) paradigm and inclusive madrasah. 3). Collect data, through interviews, observations, surveys, and document analysis. 4). Analyze the data, using analytical techniques to analyze the data collected include coding, categorizing, and identifying patterns and in the data. 5). Draw conclusions by explaining the significance of findings, and drawing generalizations about teacher's perspective in inclusive madrasah about student center learning (Yin, 2009).

The categorizings for this study are: a). Implementation of Student Center Learning (SCL) in MTs. Terpadu Ar-Roihan Lawang, b). the use of model learning for teachers in that madrasa, c).

Understanding a new paradigm SCL, d). Preparation of teaching materials, e). Readiness of teacher about Merdeka Curriculum in madrasa.

RESULT AND DISCUSSION

Basically, reversing a paradigm is not something easy, if a paradigm has previously been embedded for years, then changing it also requires time and consistency. Likewise, at MTs. Terpadu Ar-Roihan Lawang Malang when the educational paradigm of teacher center learning (TCL) with some of its shortcomings is tried to be improved through a more active student learning process through student center learning (STL).

Teacher center learning is characterized by a view of learning that is only a transfer of knowledge, the highest authority lies with the teacher, the teacher's role is vital as the director of learning instructions, students only work individually, referring to only one method to solve problems, the curriculum developed is static, there is a hierarchy in the assessment of subject matter, learning content and products are predetermined, knowledge experience is built with facts, concepts, and skills, focus on content and products only, learning process is structured by the teacher, motivation in students is mainly extrinsic motivation (comes from outside), assessment is product-oriented, leads to achieving test scores, criteria are clearly defined (Kaymakamoglu, 2018; Rock et al., 2008; Serin, 2018). These criteria are also found in MTs. Terpadu Ar-Roihan Lawang Malang briefly.

In contrast to teacher center learning (TCL) which is teacher-centered, student center learning is whole learning characterized by knowledge transformation (co-constructed by teachers and students), facilitating group learning in both large and small groups, favoring collaboration, students are active in the learning process, knowledge is constructed personally, problems are identified together, dynamic in nature, looser organization of subject matter including open and integrated sections, emphasis on students experiencing the learning process, students are directed to seek their own knowledge, social and communication skills, motivation is intrinsic (comes from within students), assessment is more on the learning process (Kaymakamoglu, 2018; Paris & Gespass, 2001; Serin, 2018).

Meanwhile, at Madrasa Tsanawiyah Terpadu Ar-Roihan Lawang, in the beginning, there was confusion and anxiety about the student centre learning (STL) paradigm which became the new paradigm in the Merdeka Curriculum. The teachers are comfortable teaching with the model that has been practiced for years at MTs. Terpadu Ar-Roihan Lawang Malang. The lecture learning method that ends with assignments and homework is an example of what is usually done in the madrasa, which was established in 2014. The learning process is only spent with the lecturing or what is commonly said as "teaching" students. Then the anxiety of students for hours sitting folding their hands on the table coupled with listening to lectures that sometimes do not understand, but they must continue day after day.

Although teachers understand that SCL may be a better learning process, they still conduct TCL learning. Teachers who still think that they are the center of everything in learning have their own arguments. That if students are just left alone to do whatever they want (including in discussions) sometimes it is not the subject matter they discuss, sometimes it deviates to other topics that are not appropriate. In the end, it is not the understanding of learning that they get at school but only vanity. Even the learning outcomes or final scores are also not in accordance with the minimum completeness criteria. It is different if the teacher is the center of learning which makes students more diligent and reduces noise in the classroom.

Surprisingly, the lesson plans made by the teachers have written about the SCL approach with learning models such as discovery learning, inquiry, problem-based learning, and project-based learning that are more student-centered.

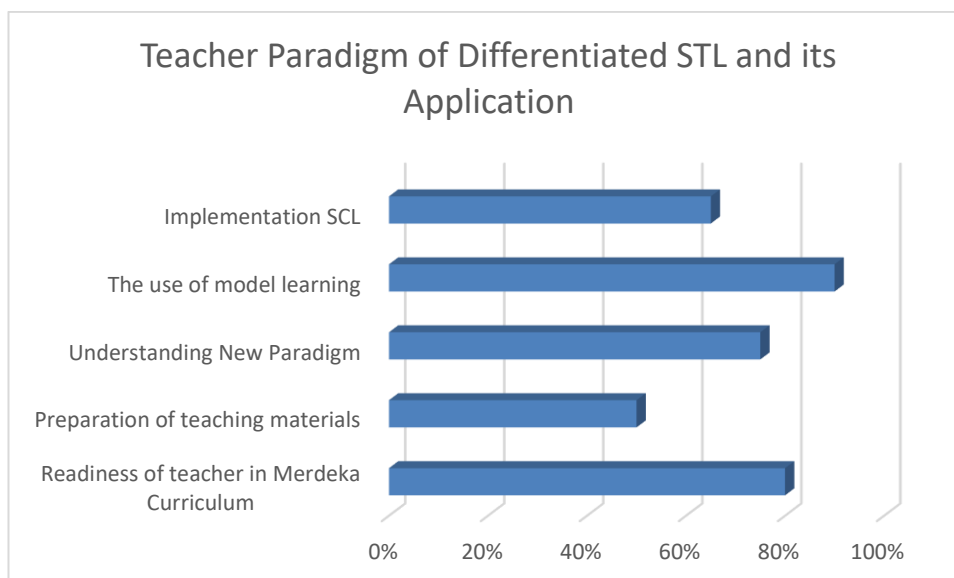Teacher Paragidm of Differentiated STL and its Application

Figure 1. Teachers' Perspective of SCL Paradigm in MTs. Ar-Roihan

The findings explored at MTs. Terpadu Ar-Roihan Lawang, which is an inclusive madrasa, include: 1). The SCL paradigm is beginning to be understood as a new paradigm that requires teachers to change their ways and methods in learning, especially because this madrasa is an inclusive madrasa, 2). The opening of teachers' perspectives to the paradigm of student differentiation is clearly illustrated because the madrasa is willing to accept students with special needs who are certainly individually different from regular students, 3). Awareness of understanding SCL is reflected in lesson plans and lesson implementation, as many as 80% of teachers have used SCL teaching methods, 4). The teacher's perspective on the SCL paradigm and its implementation as an inclusive madrasa has changed that students do not have to be the same in terms of material absorption, assessment, and expressing themselves according to their interests and talents.

MTs. Terpadu Ar-Roihan Lawang, located at Jl. Major Abdullah 248 Lawang, Malang Regency, East Java Province, is an inclusive madrasa. The designation as an inclusive madrasa is contained in the Decree of the Head Office of the Ministry of Religious Affairs of Malang Regency Number 312 of 2022 regarding the Determination of Madrasas Implementing Inclusive Education in 2022.

The presence of students with special needs is a challenge for the madrasa, which has 22 teachers and 5 of them are special guidance teachers. These challenges include facilities (facilities and infrastructure), the modified curriculum that each special guidance teachers must make for the special needs students they hold, and the school environment. In the 2022/2023 academic year, there were 17 students with special needs out of a total of 106 students from grade VII to grade IX.

This teaching differentiation is not a new thing for teachers at MTs. Terpadu Ar-Roihan Lawang. However, the authority for differentiation in learning in this class is apparently held by the special guidance teacher, while other subject teachers only make lesson plans and carry out learning in accordance with the curriculum and materials taught by the teacher. However, basically in the lesson plans made by subject teachers, differentiation in teaching is clearly illustrated because there is a column for the percentage of students' learning modalities (visual, auditory, and kinesthetic) and students with special needs.

The treatment of students with special needs is the same as regular students in activities, habituation, and others and is not made a distinction. However, the learning process, materials, assessment, and special matters cannot be equated. In one class, there are at least 2-5 students

with special needs who are accompanied by a special guidance teacher, so that the teacher knows more about curriculum modifications in madrasa.

At certain times students with special needs and the special guidance teacher are not in the same class with regular students for several reasons, including: 1). The level of saturation of full day school at MTs. Terpadu Ar-Roihan, 2). The level of thinking of students with limited needs so that they cannot join for long in one class, 3). Unconducive classroom due to special need student tantrums.

Meanwhile, 16 subject teachers at MTs. Terpadu Ar-Roihan Lawang continue to teach students with special needs who are mixed with regular students (segregation) with the use of lesson plans. The lesson plans that are made have a special column for students with special needs and what kind of differentiation the subject teachers will do later. Most curriculum for students with special needs is modified curriculum.

Teacher Center Learning versus Student Center Learning

TCL is basically a teacher-centered learning process. In theory, TCL is an idea derived from Behavioristic Theory in which stimuli come from outside a person (teacher) to student (Skinner, 1974). TCL is a process where the teacher becomes a transmission of knowledge that makes students more knowledgeable than before. When the teacher holds all the control during the transfer of knowledge, students become inactive, they are also unable to collaborate, even communicate the knowledge they gain (Serin, 2018).

In the TCL process, teachers usually favor one type of textbook to teach (Kaymakamoglu, 2018). Pathways from other sources of learning are ignored, limiting students' problem-solving and decision-making. Dialogues and discussions that allow students to share their ideas are also closed, which stifles a variety of student perspectives from different ideas.

Criticism of TCL is clarified by the theory of constructivism (Vygotsky, 1978) which states that students should construct their own knowledge. The teacher is only a facilitator so that students build their own knowledge through learning activities in the classroom. Constructivism also gives students the freedom to develop their own competence and knowledge.

Meanwhile, in democratic principle, SCL process learning gives responsibility to students and enables them to act effectively, and stimulates reflective and critical thinking. SCL is an effective pedagogical paradigm for producing a more democratic society (Dewey, 1997). Building democracy in schools can be organized between students, students and teachers, as well as between the community and educational institutions (Rahmatullah et al., 2022). This democratic learning is realized if the teacher's paradigm changes from being the only source of learning to always being right and being the highest authority in the classroom whose opinion cannot be rejected.

The SCL paradigm has not been evenly perceived and implemented in the realm of pedagogy by teachers at MTs. Terpadu Ar-Roihan Lawang Malang. Teachers who adapt to the new SCL paradigm can be seen when learning in class. The principal of MTs. Terpadu Ar-Roihan Lawang Malang roughly determines teachers who apply TCL and SCL during classroom learning supervision. Some teachers who have implemented the STL paradigm use discovery learning, inquiry learning, problem-based-learning, and project-based-learning learning models in the classroom. The differences between TCL and SCL paradigm teachers can be seen in the table 1.

Table 1.
Comparison of TCL and SCL Paradigm

Aspect	Teacher Center Learning	Student Center Learning
Role	Teacher as center process learning	Student as center process learning
Acceptance of knowledge	Students receive knowledge passively	Students receive knowledge actively
Method	Using one method learning	Using variety of learning methods
Media	Single learning media	Many types of learning media
Sources	Teachers refer to only 1 textbook	Teachers seek out diverse learning resources
Assessment	Separate assessment	Integrated and continuous assessment

Building an effective, fun, and engaging learning environment that involves more students is clear evident in the comparison column that leads to SCL. Students who actively construct their own knowledge with a variety of learning experiences and a democratic classroom will in turn increase students' self-confidence. Student confidence is certainly not underestimated as one of the determinants of future success (Serin, 2018).

Some teachers at MTs. Terpadu Ar-Roihan Lawang still uses the old style when teaching (TCL). The reason is that student center learning does not even make the material absorbed well because structured learning often deviates. This is because students are not responsible for the task and only discuss other topics. Group work also only benefits two or three students who are actively working, while the other students are just fans who are silent or chatting to themselves while their group mates are working.

In classrooms using STL learning, teachers found it difficult to control student conditions as in behavioristic theory (Serin, 2018). The recommendation for teachers during STL learning is that teachers encourage students' motivation to be more responsible for their learning tasks. Although STL is seen as a learning paradigm that suits the current conditions, teachers still have an essential role that is effectively irreplaceable in the classroom.

The vital role of teachers also needs to be underlined in learning because students certainly cannot develop and construct their own knowledge without the help of teachers. The concept of zone proximal development (ZPD) (Vygotsky, 1978) refers to the difference in students who get help from people around them, including teachers and peers, can increase their knowledge than students who only learn alone. ZPD theory will also bring students to actively socialize with each other to help each other in learning. The role of peers can improve students' understanding of learning, which has been dominated by the role of the teacher in the classroom (Chng & Lund, 2018; Double et al., 2020).

Differentiated Learning in Inclusive Madrasa

In general, inclusive madrasa/schools should have a clear, holistic, and systematic concept of equity, and recognize the complexities involved in achieving better educational outcomes for "equity groups". It is based on research and enquiry, and an appreciation of the different contexts in which educational practices operate (Forlin, 2013). Furthermore, in inclusive madrasas, it is ensured that learning is differentiated, this is due to the differences in everyone attend in one class.

In the end, inclusive madrasas with different learning bases remain differentiated education because students with special needs who attend school are unique with their own characteristics. Differentiated learning is learning that focuses on students, knowing their needs, strengths, and interests, and responding to the diversity of students in the classroom (Marlina, 2019). In differentiated learning, teachers are required to continuously observe students' conditions, monitor their strengths and weaknesses, assess readiness, and use preferences that are not equal

because they accommodate the differences between students. So even though the learning goal is the same, students may take different paths to the same goal (Tomlinson, 1999).

The relationship between differentiated learning and humanizing education is closely connected because human beings are not meant to be the same. Humans have different potentials that are useful and beneficial for the continuity of their lives. Also, differentiated learning views that students as learning subjects are dynamic, always changing, and able to face the challenges of life because they already have the potential that will be developed at school. This humanization process shows that learning is not only built by teachers, but students are also given their rights as human beings who have different shortcomings and advantages (Zaini, 2019).

Differentiation in a classroom is directly demonstrated through the elements of learning which include: 1). Differentiated responses because the class has students with low, medium, and high abilities, 2). Learning strategies that are achieved show different methods for diverse students with diverse absorption, 3). The learning environment can make all students facilitated, 4). Learning materials provide understanding accommodatively to all students, 5). Learning design is made so that all students can actively contribute to the class, 6). Assessment and evaluation are different (Marlina, 2019).

Basically, all teachers at MTs. Terpadu Ar-Roihan realizes that when in inclusion class there are several children with special needs, it means that they cannot be generalized with regular students in the madrasa. The paradigm that all children have different innate potentials and talents has also been understood by teachers in this madrasa. The implementation of inclusive education also brings a new paradigm of optimal development for students with special needs because the educational environment is the determinant and key to success (N. A. Kurniawan & Aiman, 2020). It is also evident that students with special needs at MTs. Terpadu Ar-Roihan Lawang with hearing impairments won national champions in making posters and defeating normal students.

The paradigm that all children (regardless of their condition) have the right to learn is widely understood by teachers and educational institutions, including in developing countries (Forlin, 2013). The implementation of inclusive madrasah is part of this paradigm shift. Despite her research, Forlin states that developing countries are still reluctant to modify their curriculum to be inclusive.

However, at the level of institutions implementing inclusive madrasa, modifying the curriculum is not something taboo. The Islamic Religious Education curriculum, for example, for inclusive madrasa can be adjusted to the conditions of the students. For example, memorizing the Quran, worship, and giving alms can be carried out with an activity program that adjusts to the existing curriculum in the institution (R. Kurniawan, 2019).

Inclusive schools/madrasas apply several different systems in handling students with special needs. There are institutions that provide a special room (resource room) as a place to learn for students with special needs because it is felt that if they put these students into the classroom and mix with other friends, it will interfere with the learning process. There are also institutions that use the services of shadow teachers as student assistants from the beginning to the end of learning, and there are institutions that only leave the problems of students with special needs to special mentor teachers. Policy, economic and environmental issues are still some of the problems that surround inclusive education and have an impact on the handling of students with special needs (Mitchell, 2004).

Madrasahs also provide satisfaction to parents who hope that their children can go to school in a proper place. Therefore, parental satisfaction is also one of the causes of the establishment of inclusive schools (Abu Bakar et al., 2021). Moreover, inclusive education, which is the foundation for the establishment of inclusive madrasahs, serves as a fundamental basis for the emergence of additional inclusive madrasahs.

CONCLUSION

Although STL is considered a good learning approach today, at the level of implementation, teacher center learning is still the teacher's choice to teach because it controls students and for better competency achievement. Special needs students who sometimes still wait for clear instructions from the teacher should be taught in TCL. This will result in a better learning process than letting them learn with a group of students who may not be explicitly considered as "teachers". The middle way to such conditions is the interchange of learning approaches still using STL but the teacher as an important role holder in the classroom has full authority to control student behavior. Without clear and directed instructions from the teacher, it is impossible to achieve the desired competencies.

The suggestion for future researcher is Investigate the effectiveness of teacher-centered learning (TCL) compared to student-centered learning (STL) in different learning environments, including those with special needs students.

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