Application of Student-Centered Learning Model in Guidance and Counseling Course for Students

Penerapan Model *Student-Centered Learning* pada Mata Kuliah Bimbingan dan Konseling Bagi Mahasiswa

Nia Juwita Purnika Sari[1*], Dwi Ratnasari[2], Sri Purnami[3]
UIN Sunan Kalijaga Yogyakarta, Indonesia[1,2,3]
e-mail: [1*]juwitapurnika@gmail.com, [2]dwi.ratnasari@uin-suka.ac.id, [3]purnami19januari@gmail.com

Abstract

Among the student-centered approaches, there is one that stands out: student-centered learning (SCL). This model emphasizes students' ability to learn and make decisions. This research uses a qualitative approach with a case study method; examining how the student-centered learning paradigm is applied in the field of guidance and counseling is the main objective of this research. The informants in this study were field study students in the Islamic Education Program (PAI) at UIN Sunan Kalijaga Yogyakarta from October to November 2023. The students involved were all registered in the guidance and counseling course. Data collection techniques include observation and interviews. Based on the results of the study, it was concluded that the application of the student-centered learning model in guidance and counseling classes B and C in the odd semester of 2023 proved effective in increasing student activeness. The increase in student activity can be seen in the increase in critical thinking skills, communication skills, and skills in solving problems. In addition, the lecturer acts as a facilitator of learning practices and is responsible for overseeing the entire learning process.

Keywords: *Student-Centered Learning, Activeness, Guidance and Counseling.*

Abstrak

Diantara pendekatan yang berpusat pada siswa, ada satu yang menonjol: Pembelajaran Berpusat pada Siswa (SCL). Model ini menekankan pada kemampuan siswa dalam pembelajaran dan pengambilan keputusan terkait pertumbuhan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, mengkaji bagaimana paradigma pembelajaran yang berpusat pada siswa diterapkan dalam bidang bimbingan dan konseling menjadi tujuan utama penelitian ini. Informan dalam penelitian ini merupakan mahasiswa studi lapangan di Program Pendidikan Agama Islam (PAI) UIN Sunan Kalijaga Yogyakarta dari Oktober sampai November 2023. Mahasiswa yang terlibat semuanya terdaftar pada mata kuliah Bimbingan dan Konseling. Teknik

pengumpulan data melalui observasi, wawancara dan dokumentasi. Berdasarkan hasil penelitian, diperoleh kesimpulan bahwa penerapan model *Student-Centered Learning* pada kelas Bimbingan dan Konseling B dan C pada semester ganjil tahun 2023 terbukti efektif dalam meningkatkan keaktifan mahasiswa. Peningkatan aktivitas mahasiswa dapat dilihat dari meningkatnya keterampilan berpikir kritis, keterampilan berkomunikasi, dan keterampilan dalam memecahkan masalah. Disamping itu, dosen berperan sebagai fasilitator praktik pembelajaran yang bertanggung jawab mengawasi seluruh rangkaian pembelajaran.

Kata Kunci: Pembelajaran Berpusat pada Siswa (SCL), Keaktifan, Bimbingan dan Konseling.

A. Introduction

Higher education is an important milestone in the development of individuals and society. In the current era of information and globalization, the challenges faced by students are increasingly complex, both in terms of academics and personal development. In this context, guidance and counseling courses in higher education play a central role in helping students deal with a variety of issues that may arise, from choosing a major to personal issues that affect their well-being.[1]

In dealing with the various academic and personal obstacles that students face when enrolling in higher education, guidance and counseling classes play an important role. In short, guidance and counseling is a powerful instrument to help students' personal growth and maximize their academic potential.[2] However, to achieve this, we may have to rethink these tried-and-true classroom teaching methods. Diversity in student readiness, interests, and learning styles is a constant in today's dynamic educational landscape. Here, the most important thing for teachers is to choose a learning model or style that is suitable for their students or a model that gets them involved in their learning.[3]

The Student-Centered Learning (SCL) model is gaining popularity as a way of educating because it puts students at the helm of their education.[4] The

---

[1] Devi Syukri Azhari et al., "KONSELING DI PERGURUAN TINGGI," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 4 (December 15, 2023): 3449–57, https://doi.org/10.31004/jrpp.v6i4.22821.

[2] Hosianna R. Damanik, "PENGEMBANGAN POTENSI SISWA MELALUI BIMBINGAN DAN KONSELING," *Warta Dharmawangsa* 13, no. 4 (December 16, 2019), https://doi.org/10.46576/wdw.v0i62.505.

[3] Reza Rindy Antika, "Proses Pembelajaran Berbasis Student Centered Learning (Studi Deskriptif Di Sekolah Menengah Pertama Islam Baitul 'Izzah, Nganjuk)," *Jurnal Biokultur* 3, no. 1 (2014): 251–65.

[4] Peter S. Westwood and Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Aust Council for Ed Research, 2008).

SCL model, better known as the student-centered approach, transforms learning from one that relies on teacher instruction to one that allows students to adapt to their abilities and act directly on what they learn.[5] The SCL philosophy emphasizes that students should actively participate in their education. The SCL model can be an alternative learning model for guidance and counseling as it provides students with the opportunity to develop their own academic, personal, and emotional progress.[6]

The traditional model of education places the instructor at the center of the classroom, tasked with imparting information and knowledge to students. Advances in research on how people learn have changed this model.[7] The basic principle behind this change is the theory of constructivism with the belief that students should play an active role in creating their knowledge. This constructivist approach gave rise to student-centered learning as a result of its application.

In Indonesia, discussions, lectures, and student-centered learning (SCL) training are still very much in demand, especially in face-to-face learning.[8] Educational theorists such as Vygotsky, Jean Piaget, and John Dewey initiated a shift from a teacher-centered to a student-centered approach to education. This approach is known as student-centered learning. Belief in this school of thought is supported by evidence from research into the structure and function of the brain.[9,10] Moreover, the fact that students learn most effectively when they are actively involved in the process.

One of the characteristics of the SCL learning model is the active participation of students in assignments and discussions with people in the teaching and learning community.[11] Advances in information and

---

[5] Desilia Devanti and Wifda Muftiana, "TRANFORMASI GURU PROFESIONAL PENERAPAN PENDEKATAN STUDENT CENTERED LEARNING (SCL)," *AZKIYA : Jurnal Ilmiah Pengkajian dan Penelitian Pendidikan Islam* 6, no. 2 (2023).

[6] Wina Mustikaati et al., "Pengaruh Model Pembelajaran Studi Center Pada Perkembangan Kognitif Siswa Sekolah Dasar Kelas VI SD Negeri 5 Nagrikaler," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 1 (January 10, 2023): 2369–72, https://doi.org/10.31004/jpdk.v5i1.11329.

[7] Inge Kurnia Mardia Lestyaningrum et al., *Pendidikan Global Berbasis Teknologi Digital di Era Milenial* (Surakarta: Unisri Press, 2022).

[8] I Gede Sedana Suci et al., *Transformasi Digital dan Gaya Belajar* (Jawa Tengah: CV. Pena Persada, 2020), //library.uicm.ac.id%2Findex.php%3Fp%3Dshow_detail%26id%3D583.

[9] Edmund T. Rolls, "On the Relation between the Mind and the Brain: A Neuroscience Perspective," *Philosophia Scientiæ. Travaux d'histoire et de Philosophie Des Sciences*, no. 17–2 (May 1, 2013): 31–70, https://doi.org/10.4000/philosophiascientiae.849.

[10] Nicolas Rouleau and Nicholas Cimino, "A Transmissive Theory of Brain Function: Implications for Health, Disease, and Consciousness," *NeuroSci* 3, no. 3 (September 2022): 440–56, https://doi.org/10.3390/neurosci3030032.

[11] Ruty Jacoba Kapoh and Mochamad Arief Komarudin, *RAGAM METODE PEMBELAJARAN Pedoman Bagi Pengajar Dan Calon Pengajar Dalam Melaksanakan Proses Belajar Mengajar Terkini, Efektif Dan Menyenangkan* (Jawa Tengah: Lakeisha, 2023),

communication technology have made students' access to learning resources easier. Thus, new learning models can be developed to support efforts to achieve the expected competencies. This advancement also allows students to conduct formal and informal learning activities with various media and sources. Some models of SCL learning are as follows

Small Group Discussion (SGD), In this model, teachers and students work together in small groups to talk, debate, and analyze a particular issue or topic.[12] Using this method, the teacher acts as the designer, moderator, and reviewer of the discussion materials and rules. At the same time, students have to work in groups of five to ten, write a paper, and then discuss it in class.

Role Play and Simulation (RPS), This model involves several students working together on a task using visual aids such as symbols or tools to simulate real-world processes, events, or systems.[13] The teacher's task in this model is, first, educators can create a classroom environment similar to real-world situations with the help of tools such as role plays, models, and computers. Second, it addresses how well students are performing in class by doing one of two things: (1) conducting research and completing assigned tasks, or (2) conducting trials of various models that have been prepared.

Discovery learning (DL) In this model, students are given a learning or research task to find the solution themselves, without teacher intervention.[14] The teacher's role in this method is to facilitate the student's learning process, not to provide answers or solutions directly. Teachers implementing this model have two main responsibilities: first, ensuring that students have access to the data or resources needed to keep track of what they learn; second, reviewing and analyzing student learning outcomes to provide additional guidance and support if needed.

Meanwhile, students perform several key actions. First, they research to gather relevant information related to the topic being studied. This process may involve using a variety of sources, such as textbooks, scientific articles, the internet, or conversations with experts in the field. Furthermore,

---

https://books.google.com/books?hl=en&lr=&id=3n3nEAAAQBAJ&oi=fnd&pg=PA1&dq=info:TKnL0cJL8McJ:scholar.google.com&ots=dyvRm1r4_F&sig=tv__71bt-4bCoYNeFT4d-wlj1dk.

[12] Lina Susanti, Mutmainnah Mustofa, and Fatimatus Zahroh Fatimatus Zahroh, "IMPROVING ENGLISH SPEAKING SKILLS THROUGH SMALL GROUP DISCUSSION," *Journal of English for Academic and Specific Purposes (JEASP)* 4, no. 2 (December 20, 2021): 243–53, https://doi.org/10.18860/jeasp.v4i2.14430.

[13] Fanzhu Kong, Lily Zhao, and Cheng-Hung Tsai, "The Relationship Between Entrepreneurial Intention and Action: The Effects of Fear of Failure and Role Model," *Frontiers in Psychology* 11 (March 5, 2020), https://doi.org/10.3389/fpsyg.2020.00229.

[14] Ilham Muhammad and Dadang Juandi, "Model Discovery Learning Pada Pembelajaran Matematika Sekolah Menengah Pertama: A Bibliometric Review," *EULER: Jurnal Ilmiah Matematika, Sains Dan Teknologi* 11, no. 1 (2023): 74–88.

students organize the information they collect in such a way as to form a new, more complete, and in-depth understanding of the topic. In addition, students also express their understanding through various ways, both verbally and non-verbally. This could include group discussions, presentations, creative projects, or even physical demonstrations if the topic is practical. In this way, students not only learn to understand concepts theoretically but also develop communication and problem-solving skills that are essential for success in the real world.[15]

Overall, discovery learning places students as active agents in their learning process, allowing them to develop a deeper and sustained understanding of the subject matter while acquiring the critical skills necessary for future success.

Self Directed Learning (SDL), This model assigns readings and summaries to students as their learning tasks. The educator is in charge of inspiring and helping students while guiding them and giving feedback on what they are doing in their learning.[16] Students in SDL have the responsibility to develop their learning strategies. They should be able to determine how best to understand the material, select relevant resources, and plan their time effectively. In addition, students are also responsible for carrying out and evaluating their own learning experiences. This includes monitoring their progress, reflecting on what has been learned, and adjusting their learning approach if needed.[17]

By giving students greater control over their learning process, SDL promotes the development of autonomy, initiative, and responsibility skills that are essential for success in the real world. In addition, this approach also encourages students to become lifelong learners, as they learn how to lead and manage their learning, rather than just receiving information from external sources. Thus, SDL not only prepares students to succeed in school but also to become self-reliant, skilled individuals in the future.

Cooperative Learning (CL), Cooperative learning is when small groups of students work together to improve their own and their groupmates' knowledge. This cooperative learning method considers human tendencies,

---

[15] Ni Suarjani, "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR," *Adi Widya: Jurnal Pendidikan Dasar* 4, no. 1 (July 23, 2019): 40, https://doi.org/10.25078/aw.v4i1.928.

[16] Elya Umi Hanik, "SELF DIRECTED LEARNING BERBASIS LITERASI DIGITAL PADA MASA PANDEMI COVID-19 DI MADRASAH IBTIDAIYAH," *ELEMENTARY: Islamic Teacher Journal* 8, no. 1 (May 20, 2020): 183–208, https://doi.org/10.21043/elementary.v8i1.7417.

[17] Suarjani, "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR."

is goal-oriented, divides tasks, and is goal-driven.[18] Students are prepared and familiarized to share information, experiences, tasks, and responsibilities as they utilize facts and learn in cooperative groups. Cooperative learning includes collaboratively building concepts, solving problems, and asking questions. Students engage in cooperative learning when they work in small groups to improve their learning and the learning of each other.[19]

Contextual Instruction (CI), The purpose of contextual learning is for students to feel the benefits of the material presented, motivation to learn arises, the world of students' minds becomes real, and the learning atmosphere becomes fun. In this model, students participate by doing and experiencing, not just observing and recording, and by building their social skills.[20] According to Johnson, the CI model can help students use their ability to gather information in a meaningful way and be motivated to do more than just observe spatial events.[21]

The implementation of contextual learning is based on seven learning components, namely: First, constructivism; second, inquiry; third, discovery; fourth, learning community; fifth, modeling; sixth, reflection; and seventh, real assessment. Using this model, teachers should equip students with field-based assignments that link classroom theory to real-world scenarios or work practices. On the other hand, students engage in field studies, where they go out into the real world to test theories and discuss how they are applied in real-life scenarios.[22]

Problem Basic Learning (PBL), according to more than 120 medical schools around the world, problem-based learning (PBL) is one of the most effective approaches to dealing with real-world problems. This model guides students to learn through problem-solving.[23] At the core of problem-based learning (PBL) is a complex problem with more than one correct solution.[24] Students find out what they need to know to solve problems in groups. They learn on

---

[18] David W. Johnson et al., "Cooperative Learning: The Foundation for Active Learning," in *Active Learning - Beyond the Future* (IntechOpen, 2018), https://doi.org/10.5772/intechopen.81086.

[19] Ibid.

[20] Suarjani, "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR."

[21] Agus Budiman et al., "The Development of Direct-Contextual Learning: A New Model on Higher Education," *International Journal of Higher Education* 10, no. 2 (November 17, 2020): 15, https://doi.org/10.5430/ijhe.v10n2p15.

[22] Suarjani, "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR."

[23] V. Perez-Cabezas et al., "A PROBLEM-BASED LEARNING AND KNOWLEDGE BUILDING METHOD TO LEARN BASIC THEORICAL CONCEPT," *INTED2017 Proceedings*, 2017, 1645–48, https://doi.org/10.21125/inted.2017.0518.

[24] Hanik Mahliatussikah, "Problem Based Learning (PBL) Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah," in *Seminar Nasional Pendidikan Dan Pembelajaran*, 2023.

their own time, apply what they have learned to the problem, and finally, evaluate their progress and the results of their efforts.[25] Some aspects of this learning model are metacognition, elaboration (analysis), interpretation, induction, identification, investigation, exploration, conjecture, synthesis, generalization, and inquiry. As a facilitator and motivator, teachers are expected to encourage learning tasks by using various alternative problem-solving methods. In the same way, students acquire knowledge by investigating the subject, gathering relevant information, applying that knowledge to real-world problems, and evaluating how they did it.[26]

Collaborative Learning (CbL), In this method, students work in groups to achieve a common goal, such as completing a project or solving a problem.[27] Students are encouraged to collaborate and find as many answers as possible through this method. Teachers can act as facilitators and motivators by creating open-ended tasks using this strategy to facilitate the guidance and assessment process.[28] Students form groups to work together on tasks and decide on evaluation strategies and formats based on group consensus.[29]

Project Based Learning (PjBL), This learning model asks students to complete project tasks using their library resources. As part of this learning strategy, students complete assigned project tasks. The teacher is responsible for creating the task and enabling the guidance and assessment process. Meanwhile, students work on systematically designed tasks, take responsibility for the results of forum efforts, and complete projects with specific objectives.[30]

The goal of the SCL model is to help students become better thinkers and more independent learners so that they can achieve their goals and succeed in life.[31] In this situation, students can learn about complex problems

---

[25] Cindy E. Hmelo-Silver, "Problem-Based Learning: What and How Do Students Learn?," *Educational Psychology Review* 16, no. 3 (September 1, 2004): 235–66, https://doi.org/10.1023/B:EDPR.0000034022.16470.f3.

[26] Suarjani, "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR."

[27] Marjan Laal and Seyed Mohammad Ghodsi, "Benefits of Collaborative Learning," *Procedia - Social and Behavioral Sciences*, World Conference on Learning, Teaching & Administration - 2011, 31 (January 1, 2012): 486–90, https://doi.org/10.1016/j.sbspro.2011.12.091.

[28] Ali Mustofa Arif Muadzin, "Konsepsi Peran Guru Sebagai Fasilitator Dan Motivator Dalam Proses Pembelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Islam* 7, no. 2 (September 1, 2021): 171–86, https://doi.org/10.37286/ojs.v7i2.102.

[29] Nayanika Singh, "Student-Centered Learning (SCL) in Classrooms — A Comprehensive Overview," *Educational Quest: An International Journal of Education and Applied Social Sciences* 2, no. 2 (2011): 275–82.

[30] Muadzin, "Konsepsi Peran Guru Sebagai Fasilitator Dan Motivator Dalam Proses Pembelajaran Pendidikan Agama Islam."

[31] Mawar Sari et al., "MENINGKATKAN KEAKTIFAN BELAJAR SISWA MELALUI MODEL PEMBELAJARAN STUDENT CENTERED LEARNING," *Warta Dharmawangsa* 18, no. 1 (January 31, 2024): 219–30, https://doi.org/10.46576/wdw.v18i1.4267.

Application of Student-Centered Learning Model in Guidance and Counseling Course for Students
Nia Juwita Purnika Sari, Dwi Ratnasari, Sri Purnami

125

by utilizing various resources, discovering their strategies to solve the problem, and then working together to present and negotiate their solutions. Nonetheless, incorporating the SCL model into guidance and counseling classes is still a challenge. Therefore, teaching methods, teacher tasks, and the overall classroom environment need innovation. There are many learning models that teachers can use to enhance classroom learning. These include student-centered learning methods.

Before conducting class action research, researchers have conducted preliminary observations to review how Guidance and Counseling learning in the fifth semester Islamic Religious Education (PAI) class. Especially in the learning method. The results found were the lack of student activeness in attending Guidance and Counseling classes. Some students complain that the methods used during learning tend to be boring, making students reluctant to learn Guidance and Counseling.

This research explains that the student-centered learning approach is relevant and effective in learning at boarding schools. The equation with this researcher is the same method, namely the Student-Centered learning method. The difference between researchers lies in the subject, object, and place of research. Where Muntoha applies this SCL method for the design of SCL-based pesantren curriculum development.

Reflecting on several studies that discuss SCL learning methods, including research written by Muntolib et al, Student center learning approach (discovery, inquiry, problem-solving learning) implementation in Islamic boarding schools.[32] Pada penelitian ini dijelaskan bahwa pendekatan student centered learning merupakan metode yang relevan dan paing efektif dalam pembelajaran di pondok pesantren. Persamaan dengan peneliti ini terdapat metode yang sama yakni metode *Student Centered Learing*. Sedangkan perbedaan peneliti terletak pada subjek, objek, dan tempat penelitian. Dimana Muntoha menerapkan metode SCL ini untuk desain pengembangan kurkulum pesantren berbasis SCL.

Based on the problems that researchers found in the class, the researcher intends to implement the SCL method in Guidance and Counseling learning in the 5th-semester PAI class at UIN Sunan Kalijaga. This research aims to find out whether the SCL model can be used well in classes B & C This research will highlight the potential use of the SCL model in guidance and counseling classes and offer practical suggestions to organizers to improve their learning approaches in higher education. The

---

[32] Muntolib et al., "Pendekatan Pembelajaran Student Center (Discovery, Inquiry, Problem Solving Learning) Dan Implementasinya Di Pondok Pesantren.," *TARBIYATUNA: Kajian Pendidikan Islam* 8, no. 1 (2024): 57–72.

results of this research are expected to help universities optimize guidance and counseling courses so that students can develop their full potential and be ready to face the challenges of a changing world.

B. Method

This research uses a descriptive qualitative approach carried out in the PAI study program at UIN Sunan Kalijaga Yogyakarta related to the application of the Student-Centered Learning model. The research subjects were students of Islamic Religious Education in the course of Islamic Guidance and Counseling. This research was conducted from October to November 2023. Data collection techniques using observation, interviews, and documentation. Observations were carried out with unstructured interviews which contained questions for students about learning in the classroom. Data analysis uses data reduction, namely summarizing, sorting, and focusing on which data is important, making it easier for researchers to collect further data and researchers will process the data. Data validity techniques were used in this study using triangulation techniques. The SCL Implementation Model that researchers use is Collaborative Learning, problem-based learning, Small Group Discussion, and directed Learning. students enrolled in Guidance and Counseling courses participate, and researchers double as Lecturers. This study aims to assess the potential benefits of using the SCL model on student engagement in guidance and counseling courses.

C. Results and Discussion

The Implementation of Student-Centered Learning (SCL) Model

The application of the SCL model in the Guidance and Counseling course in class C of the fifth semester of the PAI study program numbered forty students, while Class B numbered thirty-seven students. This class action research consisted of three meetings as described in the following paragraphs:

The first meeting began with an observation. The learning process showed that some students tended to be less active in the learning process. The manifestation of this can be seen in low levels of participation, lack of initiative in class discussions, and perhaps also a lack of engagement in learning activities may require further understanding to identify the causes and design strategies to increase the level of student engagement in learning. The results of interviews with students illustrate that the learning atmosphere feels monotonous and less stimulating. Students expressed boredom and lack of understanding of the material, highlighting the lack of

Application of Student-Centered Learning Model in Guidance and Counseling Course
for Students
Nia Juwita Purnika Sari, Dwi Ratnasari, Sri Purnami

127

variety in teaching methods. An in-depth review of learning approaches is required to improve student engagement and teaching effectiveness.[33]

In the second meeting, the Practitioner took over the learning session. In addition to deciding what to cover in class, it should also practice outlining the skills and knowledge it wants to acquire by the end of the semester. The material presented will be linked to the competencies that have been delivered. This initial explanation gives students a general view of the concept and sets the learning objectives. After that, the lecturer proceeds to provide the material in more detail using the lecture method. Lectures help convey essential information in a systematic and structured way. After providing the material the lecturer does not simply end the interaction but continues by explaining the activities that will be undertaken in the learning session. This explanation gives students an idea of the learning approach that will be used, whether it is a group discussion, case study, or practical activity.

In the main stage of learning students are formed into discussion groups commonly referred to as Collaborative Learning, an approach that emphasizes active student involvement and collaboration sharing ideas and building a shared understanding in understanding learning materials. In discussion groups, students not only consume information but also actively engage in the learning process by discussing concepts, formulating, discussing questions, and seeking solutions together. Students can engage in meaningful conversations with each other as they learn in a classroom that emphasizes collaborative learning. Knowledgeable colleagues can create a social good called collaborative learning when they reach a consensus.[34]

After students conduct group discussions, they then present the results of their discussions through group presentations. In the presentation session, each group has the opportunity to convey their findings, analysis, and understanding of the topic discussed. This presentation does not only focus on conveying information but also illustrates the thought process and collaboration among group members. Students can present their arguments, explain their solutions, and provide an in-depth understanding of the key aspects they discussed. This creates an opportunity for the whole class to listen and understand the diverse perspectives that emerge from each group. This process not only enriches the individual learning experience but also builds presentation, communication, and problem-solving skills in a group context.

---

[33] Mahasiswa, Interview dengan Mahasiswa PAI Semester 5 menggunakan media "Goggle From," n.d.

[34] Purwati Zisca Diana, *COLLABORATIVE LEARNING DALAM PEMBELAJARAN BAHASA INDONESIA*, n.d.

At the end of the session, the practitioner provides a review that summarizes the day's learning, this review aims to provide students with a holistic view, clarify learning points, and detail the relevance and practical application of the material. Furthermore, students are also allowed to convey their understanding of the benefits of learning. This process not only allows students to voice their views but also helps to improve concept understanding, hone speaking skills, and garner positive responses to the learning material.

In the third meeting, there was a noticeable increase in student activity in the learning process, the learning process was better, and how to convey, participation in discussions was seen. Practitioners use the Self Directed Learning approach model, namely giving reading material assignments. This learning approach requires students to take full responsibility for their learning. By giving reading assignments they are expected to understand the material independently. Then continued using the Small Group Discussion approach, students form groups to convey their understanding of the material and collaborate to explore deep understanding and different points of view. Problem-based learning in a short movie screening is the next step, forcing students to apply their knowledge in a real-life context. The process of analyzing the movie not only demands critical skills in connecting theory with real-world situations but also invites students to think creatively in formulating solutions.

At the end of the session, students present the results of their understanding and analysis. This presentation not only conveys the findings from the case study or movie analysis but also creates a platform for students to unify their thoughts, share ideas, and contribute views to the learning material. This whole process builds collaboration, creativity, and practical application of the concepts learned. For now, it is most important to act as a guide and mentor overseeing the group talks.

The SCL model encourages students to participate more actively in their education. In addition to listening to lectures and reading assignments, students actively participate in class discussions, work together to solve problems, and complete group projects. This learning model provides greater control over students' learning, which can increase their motivation and understanding. Finally, students can develop their critical and creative thinking skills in a more engaging classroom setting. As Marlies conveyed the importance of building an interesting learning atmosphere through

innovative teaching methods that are not monotonous.[35] Constructivist learning theory is the philosophy of developing an approach that places students at the core of learning. Constructivist learning theory emphasizes student involvement in the learning process rather than the authority of the teacher or subject matter so that students can be motivated to learn more actively and independently with a student-centered approach.

Student's Activeness in Learning through SCL

According to the results of the study, the level of student engagement in guidance and counseling classes can be increased by implementing a student-centered learning paradigm. The concept of student-centered learning has become a major focus in the field of education as it places students as the main subject in the learning process, where teachers act as facilitators who support and guide However, it is important to remember that SCL is not a magic solution that can be applied universally in all educational contexts. However, if implemented appropriately, SCL has the potential to make a significant impact.

This study shows that the implementation of SCL can produce several important benefits for students in the context of guidance and counseling classes. One of the key benefits is an increase in student interest in the learning process. By focusing on individual needs and interests, SCL allows students to feel more engaged in the subject matter and feel more in touch with their learning. In addition, SCL can also improve students' ability to retain information and understand the material, as they are more actively involved in the learning process.

In addition, SCL also helps students to develop critical skills which are very important. In a student-centered learning environment, students are encouraged to take an active role in their learning, both through participation in group discussions and through the development of critical thinking skills. This allows them to hone their ability to analyze information, evaluate arguments, and make informed decisions.

The results also show that the implementation of the SCL model in the context of guidance and counseling can create a motivating learning environment. By giving students control over their learning process, SCL allows them to feel more responsible for their education and feel more motivated to achieve their learning goals. In addition, SCL can also increase

---

[35] Marlies Baeten et al., "Using Student-Centred Learning Environments to Stimulate Deep Approaches to Learning: Factors Encouraging or Discouraging Their Effectiveness," *Educational Research Review* 5, no. 3 (January 1, 2010): 243–60, https://doi.org/10.1016/j.edurev.2010.06.001.

interaction between students, facilitating collaboration and the exchange of valuable ideas.

On the other hand, SCL can also support the development of students' social and emotional skills. By encouraging cooperation in groups and promoting effective communication, SCL helps students develop interpersonal skills that are crucial for success in their personal and professional lives.

Overall, the findings from this study suggest that the implementation of the SCL model in the context of guidance and counseling can have a significant impact on students' learning experiences. The implications of these findings may help in the improvement of teaching methods in similar courses as well as enrich the understanding of the effectiveness of the SCL model as a whole. Thus, SCL is not only an alternative learning approach but also a model that has the potential to create a meaningful and impactful learning environment for students in the context of guidance and counseling.

Teacher's Role as Facilitator in Learning Practice

In the implementation of the SCL model, teachers do not merely act as facilitators, but also as prime movers in creating a dynamic and inclusive learning environment. They have the responsibility to create a classroom that is not only friendly and stimulating, but also a place where students feel comfortable to express and develop their potential optimally. Moreover, in their role as educators, teachers not only plan learning according to the course objectives but are also responsible for adapting their learning approach to each student's learning style and needs.

As facilitators, teachers are expected not only to have a comprehensive knowledge of the learning materials but also to understand well the needs and interests of their students. They must be able to create an environment where students feel heard and valued, and feel motivated to be active in the learning process. The ability to build strong relationships with students, as well as encourage collaboration and teamwork, is key to success in this role.

In addition, flexibility in developing learning strategies is also very important for teachers in SCL. They must be able to adapt their learning approach according to the needs and dynamics of the class and respond effectively to changes in the curriculum or learning technology. The ability to adapt and learn continuously is also a crucial aspect in carrying out the role of facilitator in SCL.

Moreover, teachers in SCL are also expected to be agents of change who support students' growth and development. They must be willing to face challenges and critical questions, as well as actively engage in motivating and

providing support to their students. Thus, the teacher's role as a facilitator is not just about delivering information, but also about creating meaningful and relevant learning experiences for each student in SCL.

D. Conclusions

Based on the results of research on the Guidance and Counseling PAI course class of the fifth semester of UIN Sunan Kalijaga, it can be concluded that the findings and analysis of the use of Student-Centered Learning in Guidance and Counseling learning have proven effective in increasing student activeness and skills. This can be seen from the enthusiasm of students when participating in learning using the SCL model, such as critical thinking skills, communication skills, and problem-solving skills. One of the benefits of student-centered learning in the context of guidance and counseling education is to encourage more active participation from students and position lecturers as learning facilitators. The responsibility of the educator as a facilitator in supervising learning at all stages of the model from planning, and core learning to evaluation is very important for its successful implementation.

Bibliography

Antika, Reza Rindy. "Proses Pembelajaran Berbasis Student Centered Learning (Studi Deskriptif Di Sekolah Menengah Pertama Islam Baitul 'Izzah, Nganjuk)." *Jurnal Biokultur* 3, no. 1 (2014): 251–65.

Azhari, Devi Syukri, Afnibar Afnibar, Ulfatmi Ulfatmi, and Gusril Kenedi. "KONSELING DI PERGURUAN TINGGI." *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 4 (December 15, 2023): 3449–57. https://doi.org/10.31004/jrpp.v6i4.22821.

Baeten, Marlies, Eva Kyndt, Katrien Struyven, and Filip Dochy. "Using Student-Centred Learning Environments to Stimulate Deep Approaches to Learning: Factors Encouraging or Discouraging Their Effectiveness." *Educational Research Review* 5, no. 3 (January 1, 2010): 243–60. https://doi.org/10.1016/j.edurev.2010.06.001.

Budiman, Agus, Muchlas Samani, Rusijono Rusijono, Wawan Hery Setyawan, and Nurdyansyah Nurdyansyah. "The Development of Direct-Contextual Learning: A New Model on Higher Education." *International Journal of Higher Education* 10, no. 2 (November 17, 2020): 15. https://doi.org/10.5430/ijhe.v10n2p15.

Damanik, Hosianna R. "PENGEMBANGAN POTENSI SISWA MELALUI BIMBINGAN DAN KONSELING." *Warta Dharmawangsa* 13, no. 4 (December 16, 2019). https://doi.org/10.46576/wdw.v0i62.505.

Devanti, Desilia, and Wifda Muftiana. "TRANFORMASI GURU PROFESIONAL PENERAPAN PENDEKATAN STUDENT CENTERED LEARNING (SCL)." *AZKIYA : Jurnal Ilmiah Pengkajian dan Penelitian Pendidikan Islam* 6, no. 2 (2023).

Diana, Purwati Zisca. *COLLABORATIVE LEARNING DALAM PEMBELAJARAN BAHASA INDONESIA*, n.d.

Hanik, Elya Umi. "SELF DIRECTED LEARNING BERBASIS LITERASI DIGITAL PADA MASA PANDEMI COVID-19 DI MADRASAH IBTIDAIYAH." *ELEMENTARY: Islamic Teacher Journal* 8, no. 1 (May 20, 2020): 183–208. https://doi.org/10.21043/elementary.v8i1.7417.

Hmelo-Silver, Cindy E. "Problem-Based Learning: What and How Do Students Learn?" *Educational Psychology Review* 16, no. 3 (September 1, 2004): 235–66. https://doi.org/10.1023/B:EDPR.0000034022.16470.f3.

Johnson, David W., Roger T. Johnson, David W. Johnson, and Roger T. Johnson. "Cooperative Learning: The Foundation for Active Learning." In *Active Learning - Beyond the Future*. IntechOpen, 2018. https://doi.org/10.5772/intechopen.81086.

Kapoh, Ruty Jacoba, and Mochamad Arief Komarudin. *RAGAM METODE PEMBELAJARAN Pedoman Bagi Pengajar Dan Calon Pengajar Dalam Melaksanakan Proses Belajar Mengajar Terkini, Efektif Dan Menyenangkan*. Jawa Tengah: Lakeisha, 2023. https://books.google.com/books?hl=en&lr=&id=3n3nEAAAQBAJ&oi=fnd&pg=PA1&dq=info:TKnL0cJL8McJ:scholar.google.com&ots=dyvRm1r4_F&sig=tv__71bt-4bCoYNeFT4d-wlj1dk.

Kong, Fanzhu, Lily Zhao, and Cheng-Hung Tsai. "The Relationship Between Entrepreneurial Intention and Action: The Effects of Fear of Failure and Role Model." *Frontiers in Psychology* 11 (March 5, 2020). https://doi.org/10.3389/fpsyg.2020.00229.

Laal, Marjan, and Seyed Mohammad Ghodsi. "Benefits of Collaborative Learning." *Procedia - Social and Behavioral Sciences*, World Conference on Learning, Teaching & Administration - 2011, 31 (January 1, 2012): 486–90. https://doi.org/10.1016/j.sbspro.2011.12.091.

Lestyaningrum, Inge Kurnia Mardia, Dr Anita Trisiana MH S. Pd, Destyn Ayu Safitri, Supriyanti, Alfian Yuda Pratama, and Ta'at Putra Wahana. *Pendidikan Global Berbasis Teknologi Digital di Era Milenial*. Surakarta: Unisri Press, 2022.

Mahasiswa. Interview dengan Mahasiswa PAI Semester 5 menggunakan media "Goggle From," n.d.

Application of Student-Centered Learning Model in Guidance and Counseling Course
for Students
Nia Juwita Purnika Sari, Dwi Ratnasari, Sri Purnami

133

Mahliatussikah, Hanik. "Problem Based Learning (PBL) Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah." In *Seminar Nasional Pendidikan Dan Pembelajaran*, 2023.

Muadzin, Ali Mustofa Arif. "Konsepsi Peran Guru Sebagai Fasilitator Dan Motivator Dalam Proses Pembelajaran Pendidikan Agama Islam." *Jurnal Pendidikan Islam* 7, no. 2 (September 1, 2021): 171–86. https://doi.org/10.37286/ojs.v7i2.102.

Muhammad, Ilham, and Dadang Juandi. "Model Discovery Learning Pada Pembelajaran Matematika Sekolah Menengah Pertama: A Bibliometric Review." *EULER: Jurnal Ilmiah Matematika, Sains Dan Teknologi* 11, no. 1 (2023): 74–88.

Muntolib, Abas Mansur Tamam, Imas Kania Rahman, Akmad Alim, and Hasbi Indra. "Pendekatan Pembelajaran Student Center (Discovery, Inquiry, Problem Solving Learning) Dan Implementasinya Di Pondok Pesantren." *TARBIYATUNA: Kajian Pendidikan Islam* 8, no. 1 (2024): 57–72.

Mustikaati, Wina, H. Agus Muharam, Shavega Julia Robin, Septiani Panca Wardani, Khaila Syanin, and Ashtiani Kholida. "Pengaruh Model Pembelajaran Studi Center Pada Perkembangan Kognitif Siswa Sekolah Dasar Kelas VI SD Negeri 5 Nagrikaler." *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 1 (January 10, 2023): 2369–72. https://doi.org/10.31004/jpdk.v5i1.11329.

Perez-Cabezas, V., J. A. Moral-Muñoz, C. Ruiz-Molinero, and B. Nuñez-Moraleda. "A PROBLEM-BASED LEARNING AND KNOWLEDGE BUILDING METHOD TO LEARN BASIC THEORICAL CONCEPT." *INTED2017 Proceedings*, 2017, 1645–48. https://doi.org/10.21125/inted.2017.0518.

Rolls, Edmund T. "On the Relation between the Mind and the Brain: A Neuroscience Perspective." *Philosophia Scientiæ. Travaux d'histoire et de Philosophie Des Sciences*, no. 17–2 (May 1, 2013): 31–70. https://doi.org/10.4000/philosophiascientiae.849.

Rouleau, Nicolas, and Nicholas Cimino. "A Transmissive Theory of Brain Function: Implications for Health, Disease, and Consciousness." *NeuroSci* 3, no. 3 (September 2022): 440–56. https://doi.org/10.3390/neurosci3030032.

Sari, Mawar, May Mingga Sonia Ningsih, Mala Febriani, Astrid Febrianty, Tri Widia Prawita, and Alia Nurjannah. "MENINGKATKAN KEAKTIFAN BELAJAR SISWA MELALUI MODEL PEMBELAJARAN STUDENT CENTERED LEARNING." *Warta Dharmawangsa* 18, no. 1 (January 31, 2024): 219–30. https://doi.org/10.46576/wdw.v18i1.4267.

Singh, Nayanika. "Student-Centered Learning (SCL) in Classrooms — A Comprehensive Overview." *Educational Quest: An International Journal of Education and Applied Social Sciences* 2, no. 2 (2011): 275–82.

Suarjani, Ni. "STUDENT CENTRE LEARNING (SCL) DALAM PEMBELAJARAN DI SEKOLAH DASAR." *Adi Widya: Jurnal Pendidikan Dasar* 4, no. 1 (July 23, 2019): 40. https://doi.org/10.25078/aw.v4i1.928.

Suci, I Gede Sedana, Irjus Indrawan, Hadion Wijoyo, and Ferry Kurniawan. *Transformasi Digital dan Gaya Belajar*. Jawa Tengah: CV. Pena Persada, 2020. //library.uicm.ac.id%2Findex.php%3Fp%3Dshow_detail%26id%3D583.

Susanti, Lina, Mutmainnah Mustofa, and Fatimatus Zahroh Fatimatus Zahroh. "IMPROVING ENGLISH SPEAKING SKILLS THROUGH SMALL GROUP DISCUSSION." *Journal of English for Academic and Specific Purposes (JEASP)* 4, no. 2 (December 20, 2021): 243–53. https://doi.org/10.18860/jeasp.v4i2.14430.

Westwood, Peter S., and Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. Aust Council for Ed Research, 2008.