

Effectiveness of Student – Centered Learning to Increase Learning Motivation of Students in Inventory Assessment Class

Rooswita Santia Dewi,

Department of Psychology,
Faculty of Medicine,
University of Lambung Mangkurat,
Indonesia

Faridya Khairina Ekaputri,

Department of Psychology,
Faculty of Medicine,
University of Lambung Mangkurat,
Indonesia

Dwi Nur Rachmah,

Department of Psychology,
Faculty of Medicine,
University of Lambung Mangkurat,
Indonesia

Meydisa Utami Tanau,

Department of Psychology,
Faculty of Medicine,
University of Lambung Mangkurat,
Indonesia

ABSTRACT

Learning motivation is crucial for student in order to master the specific field and to accomplish achievements for students who take Inventory Test Class. Student-centered Learning (SCL) aim to overcome the weakness in previous conventional method by assigning students as the center of the learning in class. This research aim to find the effectiveness of student-centered learning to increase the learning motivation of student in Inventory Assessment Class in major of psychology, Faculty of Medicine, Lambung Mangkurat University in South Kalimantan, Indonesia. This study aims to determine the effectiveness of student-centered learning to improve students' learning motivation in Inventory Assessment Class. Participants were 34 students in Inventory Assessment Class. The experimental method using a quasi experiment with the one group pretest and posttest design analyzed by paired sample t-test. The researcher measured the learning motivation scale at pretest, the SCL program for 12 sessions, then gave posttest. Results showed the value of $t = -3.997$ ($p < 0.01$) which means that the SCL learning method with role-play and simulation effectively increases student learning motivation.

Keywords: Student-centered learning, SCL, learning motivation.

INTRODUCTION:

Mastery of psychological testing tools is crucial for psychology students. The outlook is that psychology students can become skilled at using psychology testing tools in the work field as needed and based on their code of ethics. Psychological test can predict the various aspects of individual life, such as intelligence, personality structure, interests and talents.

Psychological tests will produce a score based on the response given from the individual. These results can provide information about the character and performance of individuals according to the educational, occupational or clinical context (Anastasi & Urbina, 1997). According to (Kaplan & Saccuzzo, 1993), there are two types of psychological tests, personality and ability tests. Personality is usually measured using a self-assessment questionnaire like in Inventory Assessment Class.

Inventory Assessment Class are given to psychology students to increase their knowledge about psychological testing tools. Inventory Assessment Class are conducted mostly with practical activities to

provide understanding and skills to apply the procedures for using certain test kits to students. The learning process of the Inventory Assessment Class needs to be made more interesting and meaningful for students. At the very least, students will have the motivation to learn about inventory test kits.

There are 2 factors that can motivate someone to learn that is intrinsic and extrinsic factors. Intrinsic motivation is defined as the desire to do something for something itself, while extrinsic is to do something to win prizes or avoid penalties that are external (Passer & Smith, 2007).

Learning refers to information processing, making sense, and progress in understanding or mastery that occurs when a person acquires knowledge or skills; while performance refers to a demonstration of knowledge or skills after being acquired. Strategies to stimulate student learning motivation do not only apply to performance (doing assignments or examinations) but also to information processing that involves learning content or skills in the first place (attending lessons, reading to understand, understanding instruction, putting things into their own words). Thus, stimulating students' motivation to learn includes encouraging them to use wise information processing and skill development strategies when they study. This is very different from only offering incentives for good performance later (Brophy, 2004).

Along with the current development, namely the convenience of having various books as a reference and the sophistication of internet technology made the participants able to find information from anywhere. The concept of learning that emphasizes the process of one-way learning (teacher center learning) as a conventional approach such as lectures is considered to be inappropriate in the learning process. Participants teach to be less active and productive, while teachers can experience disadvantages because the teacher becomes difficult to detect the abilities and understanding the participants. According to (Glowa & Goodell, 2016), the concept of learning with teachers as the center generates the ability of students, that students don't know anything, and limits the opportunities for students to learn and develop in this world. Whereas the students learn at different steps, have different talents and enter classes with different background experiences and knowledge.

Student-Centered Learning (SCL) emerges to answer the deficiencies of the teacher-centered learning method. SCL is a learning method that place the teacher as a supporter and student as the center (Hamalik, 2004). SCL is a concept that should be considered for the higher education. There are various characteristics of SCL according to (Harsono, 2008): (a) adult learners who are active (mentally not physically), interactive, independent, responsible for learning, able to learn beyond the classroom, and have lifelong learning souls, (b) the freedom for students to develop their full potential, explore and transform science, (c) collaborative, cooperative and contextual learning, (d) the transfer of lecturers' functions from the main sources of science to become a full facilitator.

The SCL concept that allows students to be active in class can increase learning motivation for students. This is evidenced by the results of research conducted by (Rasiban, 2013) which helped strengthen the effectiveness of SCL in the learning process, specifically the SCL model can effectively improve student processes in memorizing the meaning of Kanji letters and make it easier to work on test questions.

This study aims to improve student learning motivation, through SCL by using role play and simulation methods to students of Inventory Assessment Class. The hypothesis proposed is SCL effective in increasing the student learning motivation. The result of this research is hoped to be able to give benefit for the participant of the research, that is the increasing of learning motivation. Another benefit is to make students more understanding and trained in conducting inventory assessment.

LITERATURE REVIEW:

Learning Motivation:

Motivation is a theoretical construction that is used with the purpose of explaining an impulse, direction, intensity, perseverance, and quality of behavior, especially behavior directed towards goals (Maehr & Meyer, 1997). Passer & Smith, (2007) defines motivation as a process that influences a direction, perseverance, and strength for goal-oriented behavior. Motivation is an impulse that is in the individual to try to make behavioral changes that are better in meeting their needs (Uno, 2008). Meanwhile, the definition of learning motivation according to (Uno, 2008) is an internal and external drive on students who are learning to make behavioral changes.

According to (Sardiman, 2014) motivation has three functions:

- a. Encourage people to act, as stimulus or motors that release energy. Motivation in this case is the driver of every activity that will be done.
- b. Determining the direction of action, motivation gives the goal to be achieved by someone.

c. Selecting actions, motivation encourages individuals to determine the direction of action. Chernis & Goleman, (2001) compile aspects of learning motivation as follows:

1. Encouragement of achieving something:

A condition for individuals who struggle with something to achieve standards in the learning process.

2. Commitment:

Commitment in class encourages individuals to recognize the importance of learning and doing personal and/or group assignments on schedule.

3. Initiative:

Individual readiness to act when seeing an opportunity that comes to him. Individuals in the learning process are able to do their tasks without direction and understand things independently.

4. Optimistic;

A persistent attitude to achieve goals even though the process fails. Individuals will continue to strive to accomplish better achievements, even though the previous achievements have not been satisfactory.

Student-Centered Learning:

Student-Centered Learning (SCL) is a learning method that places the teacher as a supporter and student as a center (Hamalik, 2004). According to (Harden & Crosby, 2000; Rusman, 2010) SCL emphasizes students as learners and what students do to succeed in learning compared to what is done by the teacher. Teachers only act as facilitators who guide students in learning. The fundamental difference between student-centered learning (SCL) and teacher-centered learning (TCL) is clearly seen in its orientation (Rogers, 1983). The orientation of the SCL strategy emphasizes the occurrence of learning activities by students, or oriented towards learning (learning oriented), while the TCL strategy is more content oriented, so teaching with the SCL concept is no longer understood as a process of transferring information, but as process to facilitate learning.

SCL consists of several methods, they are Small Group Discussion, Role-Play & Simulation, Case Study, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Instruction, Project Based Learning, and Problem Based Learning (Aipni, 2012).

METHODOLOGY:

The number of participants in this research are 34 people picked through the method of stratified sampling. The participants are students of Inventory Assessment Class in major of psychology, Faculty of Medicine, Lambung Mangkurat University in South Kalimantan, Indonesia. Inclusion criteria for the participants is follow all research activities (pre-test, treatment, until post-tests) conducted in the class process.

This research was conducted using the Role-play & Simulation method as a Student Centered-Learning approach to be given to students as participants. In the Role-play & Simulation method the teaching participants are conditioned to learn and practice a role assigned to them. While the teaching assignment here is to design an activity that resembles the actual conditions, it can be role playing and or simulation exercises, and then evaluate the performance of the teaching participants. Role-play & simulation is given in twelve meetings, with a duration of approximately 100 minutes at each meeting.

The method used in this study is a quasi experiment with one group pretest and posttest design (Shadish, Cook, & Campbell, 2002). The researcher measured the learning motivation scale at pre-test, gave the SCL program for 12 sessions, and gave post-test. Preliminary analysis is carried out before being given treatment which aims to determine the ability of students before being given treatment. The data analysis technique used to test the research hypothesis is by using parametric t-test statistics. The hypothesis of this research is the effectiveness of the SCL program on student motivation.

FINDINGS AND DISCUSSION:

The results of data analysis from learning motivation variables by comparing pre-test and post-test data showed a value of $t = -3.997$ with $p < 0.01$ which means that there was a difference in the level of 99% learning motivation between before and after the SCL learning method with role-play and simulation. This demonstrates that the student-centered learning method with role-play and simulation was proved effective in increase learning motivation of students in the Inventory Assessment Class.

Table 1: Statistical Data Description

Variable		Mean	SD	t	Sig (2-tailed)	N
Learning Motivation	Pre-test	88.79	6.646	- 3.997	.000	34
	Post-test	95.74	6.842			

This research aims to test the effectivity of the student-centered learning to increasing the learning motivation of student in Inventory Assessment Class. This study demonstrates that student’s learning motivation can be improved by the SCL method by seeing the change in motivational learning scale in pre-test and post-test. The SCL learning method is presented to encourage students to carry out a learning activity with their own, but still guided by the lecturer. This result is in accordance with previous research. In other research by (Listyaningrum, 2012), SCL also has a relationship with student learning motivation. Sugiyo, Kusumo, & Wahyuni, (2009) research shows that Student-centered learning method based on classroom blogging can improve learning outcomes in high school students. Another study conducted by (Rasiban, 2013) proved that SCL effectively improves student processes in memorizing Kanji letters and makes it easier to answer test questions. According to (Williams & Williams, 2011), one of basic approaches for supporting and cultivating motivation in the classroom is helping the student to develop tools that will enable them to be self-regulated. In this study, SCL was able to facilitate students to do various things during the learning process, and this experience was more embedded in the memory of students than just being a one-way listener. In addition, SCL makes students active and independent in their learning process, able to find sources of information to be able to answer their questions and have the ability to build and present their knowledge based on learning resources, within certain limits students are able to choose for themselves what which they will learn (Pongtuluran & Rahardjo, 1999; Kassim & Ali, 2007). According to (Ramdhani, 2014), SCL has several advantages, i.e., students can be motivated to find new information, students can train themselves to argue in groups, students can build knowledge both individually and in groups, lecturers can add insight from unknown things and experienced before, and lecturers no longer become mentors but rather become facilitators who support and reinforce student findings. The advantages of SCL are also experienced in this study, namely students as research subjects are encouraged to look for other information when preparing presentation materials. The research subjects also became more motivated to submit opinions both in their own groups and also in front of all fellow students at the presentation. In addition, the lecturer is no longer a mentor but facilitates and supports and gives input if necessary. This study and others at past can support the learning process in college to push the student competent results in their fields.

CONCLUSION:

Based on the results of this study, it can be concluded that the SCL learning method with role-play and simulation effectively increased student learning motivation in the Inventory Assessment Class in major of psychology, Faculty of Medicine, Lambung Mangkurat University in South Kalimantan, Indonesia. Through this research, it can be seen that students' internal learning motivation can be improved by the SCL learning method which is an external motivation. SCL is able to facilitate students to do various things during the learning process, and this experience is more memorable for students than just being a one-way listener.

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