Student-Centeredness by Knowledge Sharing: An Effective Learning in Madrasah

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ARTICLE INFO	ABSTRACT
Keywords: Effective Learning; Knowledge Sharing; Student-Centered learning. *Article history:* Received 2021-11-10 Revised 2021-12-10 Accepted 2022-01-31	This study analyzes effective learning management through student-centred learning assisted by knowledge sharing at an Islamic-based junior high school in Krejengan. The qualitative case study method was employed in this investigation. In order to gather information, the researchers used interviews, observations, and documentation. When it comes to data analysis, there are several steps to follow: data gathering, data reduction, data presentation, and conclusions as study findings. The results showed that effective learning management with a student-centred learning approach assisted by knowledge sharing at an Islamic-based junior high school in Krejengan was carried out through the stages of planning, implementing, and evaluating systematically by the teacher to obtain maximum effective learning outcomes. Student-centred learning approach assisted by knowledge sharing designed in such a way can make learning effective. This can be used as a reference by educators in creating effective learning to achieve optimal learning objectives.

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1. INTRODUCTION

Effective learning is carried out with genuine efforts, namely through formal and non-formal education, both of which have the same goal: to make a complete human being (Perawironegoro, 2019; Hersi & Bal, 2021). Indonesia has declared 12 years of compulsory education; this proves that the government is serious about the implementation of education, for that the government is constantly making improvements for the sake of gain to improve the quality or quality of education from primary education to higher education (Mundiri & Nawiro, 2019; Asiya, 2021). The government still experiences various obstacles to implementing education in Indonesia, including human resources factors, facilities, and infrastructure (Pamungkas et al., 2019; Blegur et al., 2021). To realize quality education, of course,

the government, in this case, the school, makes every effort to improve or achieve quality education (Yusup et al., 2018; Ahmad, 2021).

Quality education is one of the nation's development efforts. The government continuously and periodically improves the quality and quality of national education (Mahmud, Widat, & Fuadi, 2021). Therefore, proper education management is needed. Effective educational learning management is an essential aspect of teaching and learning activities to realize national education goals (Iltiqoiyah, 2020). Students are always looking for or seeking knowledge. The development of science and technology is an essential factor that requires students to improve their ability to keep pace with the times (Raza et al., 2021; Syahril et al., 2021). In addition to enhancing their knowledge, students must be fostered in their faith and devotion to Allah SWT, promoting attitudes or morals in their practice in everyday life (Yulianti, 2018).

The Indonesian government regulates the implementation of curriculum teaching on Process Standards for Primary and Secondary Education Units (Ashrafi et al., 2020). According to the rule, every instructor in the education unit must establish a syllabus and a comprehensive and systematic Learning Implementation Plan (RPP) so that learning is engaging, inspiring, enjoyable, demanding, and encouraging for students to engage. Active and allow enough room for pupils' talents, interests, and physical and psychological growth to lead to initiative, creativity, and freedom (Baharun, 2015; Thoyibi et al., 2021; Yunita & Bahriah, 2021). If the student-centred approach is used in the classroom, this is essentially its essence. Student-Centered Education is a method of teaching that focuses on the needs of students rather than the needs of other persons involved in the educational process, such as instructors and administrators (Mufidah, 2019; Akdemi & Özçelik, 2019; Sugiarto, 2021).

This approach has many implications for curriculum design, course content, interaction, additional courses. This student-centred approach is also adapted to the psychology of the age of the students (Muqarramah, 2016; Akyıldız & Seçil, 2019). The student-centred approach can assist students in achieving learning objectives, especially in learning Islamic Religious Education at MTs Al-Muttahidah, Krejengan, Probolinggo East Java, as the site of this research. This strategy enables students to evaluate their learning outcomes, assists them in working in groups, and ensures that they understand how to use all of the learning tools that are accessible to them. Through student-centered, students will be more active, and learning objectives can be realized optimally (Sugilar, 2020; Tunagür et al., 2021).

Learning by focusing on students is a strategy applied by an Islamic-based junior high school in Krejengan to run effectively and provide maximum results. Facts on the ground show that students at these institutions' teaching and learning activities are still less focused, especially on learning the Islamic Religious Education family, which includes learning Aqidah Akhlaq, Al-Qur'an Hadith, and Fiqh. Students tend to be indifferent to the material, considering that Islamic education (PAI) learning is not tested in national exam activities. Moreover, there are attitudes and behaviors of students who often talk in class, are sleepy during learning, lack concentration on the teacher's material, and are passive.

Therefore, these obstacles need to be addressed immediately to achieve learning targets optimally, namely by designing a student-centred learning environment through knowledge sharing. Learning with this model is a strategy that emphasizes students to play an active role and share and help each other solve the questions given (Emanet & Kezer, 2021). This means that when students cannot answer a question or have difficulty, other students who can answer questions can help their friends complete the questions given. Knowledge sharing is a good learning strategy to attract students' attention to the subject matter and can form study teams and share knowledge with other friends, and can be used to assess the level of expertise (Weda, 2018; Areekkuzhiyil, 2019; Silviani et al., 2021).

This research is based on preliminary research from Boiliu & Sinaga (2021), which says that learning carried out with a student-centred learning (SCL) approach can empower and develop students' potential during the learning process. Rini (2019) explained that the SCL approach could be applied through the teacher's creativity to every stage of the cognitive, affective, and psychomotor aspects. According to Hermawan et al. (2021), student-centred approaches allow students to participate

actively in the learning process by being creative and innovative. They also enable students to interact with one another and the environment they are learning. According to Hermawan et al. (2021), the deployment of online-based student-centred learning was made possible through information technology optimization.

Trisnaningrat (2019) the implementation of student-centred learning-based learning has its characteristics in improving learning outcomes. Therefore, teachers need to apply the Think Pair Share learning model. Lubis & Putri (2019) said that student-centred learning could develop student activities to get satisfactory grades, provide meaningful education, and activate every activity students need. Therefore, this teacher approach needs to be applied in every educational and learning activity to obtain optimal learning

From some of the opinions of the researchers mentioned above, it can be understood that student-centred learning has a large enough role and potential in making learning effective. Therefore, teachers at an Islamic-based junior high school in Krejengan design their learning with student-centred learning so that the learning process can run optimally and the set learning targets can be achieved properly. Knowledge can be practical and successful if students understand and understand what is being learned.

The thing that makes the difference and novelty in this study is the combination of the student-centred learning model combined with knowledge sharing in the learning of Islamic Religious Education materials in *madrasah*, where the teacher tries to make learning more effective and the results of student understanding more optimal. Therefore, in this case, the researcher focuses his study on implementing student-centred-based effective learning with a student-centred approach assisted by knowledge sharing at an Islamic-based junior high school in Krejengan, Probolinggo, East Java, Indonesia.

2. METHODS

Using a qualitative case study approach, this research was conducted at an Islamic-based junior high school in Krejengan, Probolinggo, East Java, Indonesia. In determining the informants, the researcher used a purposive technique, which consisted of the principal, vice-principal, teachers, and students. To get an idea of the effective management of student-centred learning through knowledge sharing, the researchers used in-depth interviews with eight informants, consisting of two leaders, two teachers, and four students in grade VII and grade IX, to obtain information according to the research theme. To strengthen the data, the researcher observed various learning activities carried out by teachers, student activities in learning, and the results of learning evaluation activities. In addition, researchers also document different essential data related to the research theme, such as lesson plans made by teachers, teaching materials, media, student test scores, and so on.

The data analysis process begins with presenting the study data as a whole, which includes information gathered through interviews, observations, and documentation while on the field. Then the researcher conducted data reduction, namely sorting and selecting the data that a predetermined theme had collected so that data systematically arranged by the research focus would be obtained. Furthermore, the researcher presents the research data by the order in the study and ends with a conclusion drawing as a research finding.

3. FINDINGS AND DISCUSSION

The findings revealed that effective learning management through student-centred learning assisted by knowledge sharing at an Islamic-based junior high school in Krejengan through the use of the following strategies:

SCL Planning Design through Knowledge Sharing

Planning results from a rational and systematic thinking process in determining the goals and objectives to achieve by teachers at an Islamic-based junior high school in Krejengan. KM, as the head

of the madrasah, said that the lesson plans in this *madrasah* include; first, planning learning activities systematically through determining learning objectives, developing materials, determining strategies, methods, and teaching approaches that refer to student-centered learning designs with knowledge sharing techniques; second, preparing media and learning resources that are adapted to the learning materials; third, planning the evaluation technique that will be used to determine the achievement targets to be implemented. The teacher designs all these plans by preparing a Lesson Plan (RPP).

AH, as a Fiqh teacher, said that the learning plans made by teachers were not only in the form of lesson plans, but there were still many plans created by teachers here, such as making annual programs, effective week planning, semester programs, syllabus development, teaching journals and others. Etc. The relation with student-centred learning is usually reinforced in selecting learning strategies and methods, such as discussion, problem posing, recitation, and other techniques.

The planning design made by the teacher in student-centred learning based learning through knowledge sharing at MTs Al-Muttahidah can be described as follows figure 1.
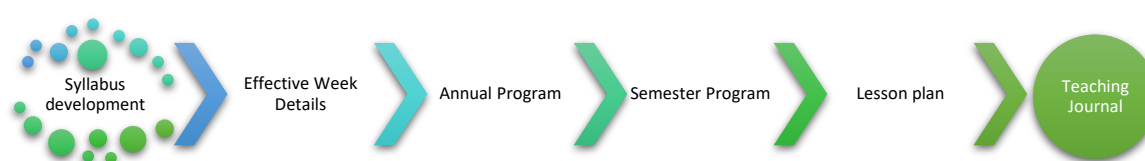

Figure 1 Teacher-made learning design

The purpose of the planning made by the teacher according to ZN as the deputy head of the madrasah part of the curriculum, namely; first, so that the learning objectives carried out by the teacher are directed; second, the teacher has more mastery of the material or material to be delivered; third, to be able to choose and determine the appropriate method; fourth, to determine the various media and learning resources that will be used; fifth, to know the level of success achieved.

Some of the informants' statements show that teachers at MTs Al-Muttahidah design their learning according to the recommendations in the 2013 Curriculum, where teachers must make systematic plans so that education can be directed, effective and efficient. When teachers attempt to teach students, they select, define, and develop strategies to attain the intended learning goals. The creation of this method was guided by the conditions that existed at the time of development. The term "learning resources" or "teaching materials" refers to teachers' information, tools, and texts to plan and evaluate learning activities. Learning tools are essential because they serve as a reference, standard, and guide for attaining goals and delivering material.

As Aqidah Akhlaq teacher, AG said that teachers are learning resources to organize creative learning and a conducive environment. Therefore, teachers must choose and determine the strategies and approaches to be selected, including the determination of student-centred learning through a combination of learning methods. The learning atmosphere becomes more lively. As an Al-Qur'an Hadith teacher, SF stressed the importance of interactive dialogue between teachers and students and between students and their peers to share knowledge about the learning taking place in the classroom.

According to KM, along with the dynamics of the development of information and technology, which impacts easy access to information, teachers should design student-centred learning. In addition, so that the learning atmosphere is not dull, combining methods, such as discussion, question, and answer, is necessary to exchange information with other friends.

Some of the information conveyed by the informant shows the importance of choosing student-centred learning approaches and strategies, which are combined with other methods. The determination of student-centred learning through knowledge sharing appears in the conclusion of the approach and learning method, where the teacher chooses a collaborative and active learning design. Through this process, the plans developed by the teacher are adequately structured and lead to

optimizing the role of students in the classroom, hence creating an environment favourable to and practical learning at an Islamic-based junior high school in Krejengan.

Implementing SCL through Knowledge Sharing

Teachers in learning activities have an essential role in achieving learning objectives because teachers directly relate to students as objects and learning subjects. The teacher's ability to implement educational competencies and other competencies must refer to the learning designs that have been made previously.

Teachers at an Islamic-based junior high school in Krejengan, in carrying out student-centered learning-based learning through knowledge sharing, refer to the planning designs that have been made previously so that they can focus on the targets to be achieved. As a Fiqh teacher, KM said that according to the plan I made in the lesson plans, I tried to create a class atmosphere to be student-centred. This means that as a teacher only as a facilitator, the children as actors in learning activities. According to the instructions I made, they provide information, experience, and new knowledge to their friends from the structured tasks they have completed. That way, they are happy and enjoy learning in class.

ADB grade VIII students said they were pleased when the teacher invited them to share ideas, gave assignments to find materials on the internet, and presented them in front of the class. Likewise, the NSA is very enthusiastic about getting new information and knowledge, both from teachers and friends, especially when they share information and experiences from searching on the internet.

The informant's submission is by the facts on the ground, where when the researcher observes the learning atmosphere when it is carried out offline (face to face), a conducive learning atmosphere is obtained, students are very enthusiastic when their friends make presentations in front of the class, and they also provide input and information of their performance at home.

KM said that implementing lessons designed to be student-centred and exchanging information between one friend and another gave them a new feel and atmosphere. They are always motivated and want to compete to bring out the best in their performance. ZN said that a student-centred approach and making them actors in their learning must remain under the supervision and direction of the teacher so that they do not go anywhere so that education remains focused. Teachers must understand the role and function of the approaches and methods used.

Teachers must carry out learning strategies for students to understand the presented material (Ramdani et al., 2021). The quantum learning approach uses reading, taking notes, remembering, and writing strategies. This strategy encourages students to learn so that the material taught by educators can be easily understood and remembered by students.

As a Fiqh teacher, AH said that the selection of student-centred learning through the design of knowledge sharing that will be used in teaching has taken into account the suitability factor for the instructional objectives and its implementation by considering the available time and facilities. Advances in science and technology will influence the preparation and learning strategies.

The implementation of student-centred learning through knowledge sharing in religious learning is carried out as follows; The lesson was opened with greetings by the teacher and conveyed the learning objectives and material to be studied together. The learning contract is the next stage and continued with the division of student study groups. Each group has a leader and is given sub-materials, which will be discussed independently while still being monitored by the teacher. When there are difficulties, the teacher will become a facilitator and overcome these difficulties.

Students ' problems can also be resolved from learning activities designed with student-centred learning through knowledge sharing. Students have started to be motivated in learning, focus on the material presented, are enthusiastic when listening to and delivering material, and are already able to become actors in classroom learning.

SCL evaluation through knowledge sharing

Evaluation of learning carried out by teachers at an Islamic-based junior high school in Krejengan assesses success and measures student growth and development in understanding the material received, followed up with further improvements.

Based on the study results, the evaluation technique used by teachers at an Islamic-based junior high school in Krejengan uses formative evaluation techniques and summative evaluations. Formative assessment is a type of assessment that occurs during a lesson and is used to determine how students have mastered the material taught and explained by the teacher. Once the evaluation results are known, the teacher can make changes or keep the students in the class. At the same time, the summative test aims to determine the extent to which students have mastered or understood the lessons taught to improve the following material.

According to KML, evaluation is also used to determine the effectiveness of teachers in their classrooms. In his capacity as a teacher of Hadith from the Al-Qur'an, SF asserted that teachers must be able to translate and analyze the findings of their students' evaluations of their learning to make adjustments in the implementation of the next lesson. These improvements include how the strategy of delivering material is acceptable to students and enjoyable and implementing remedial or repairs for students who do not complete or do not reach the minimum completeness criteria (KKM). Has SCL through knowledge sharing been effective or not? So that comprehensive and valid information will be obtained to determine the following action.

Lessons in learning evaluation are carried out by teachers at an Islamic-based junior high school in Krejengan, beginning with planning, which includes creating grids and questions, implementing them, managing grades and analyzing evaluation results, holding remedial sessions for students whose scores fall below the minimum completeness criteria (KKM), and enriching sessions for students whose scores exceed the KKM average.

The assessment carried out by teachers at the institution, according to ZN, as the deputy head of the madrasah portion of the curriculum, occurs in a planned and sustainable manner, he says. This implies that all indicators are measured. The findings are examined to establish which Basic Competencies have been and have not been acquired by students and which pupils are experiencing learning challenges. AG as Aqidah Akhlaq teacher, said that the assessment or evaluation system at an Islamic-based junior high school in Krejengan includes several aspects of attitude, knowledge, and skills. This can be described as follows figure 2.
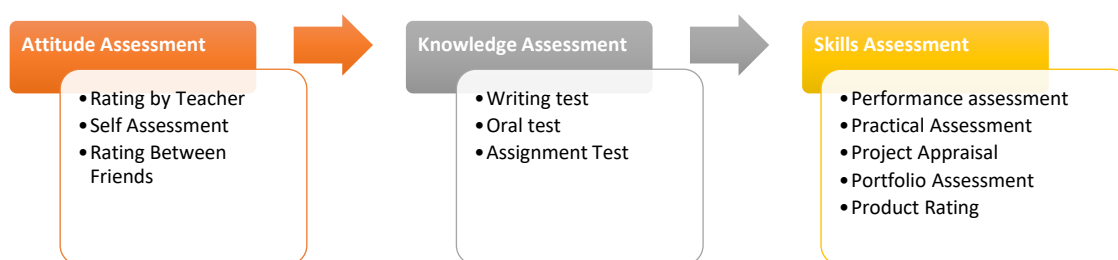

Figure 2 SCL assessment through knowledge sharing

Educators' assessment of learning outcomes is the process of gathering information and data on student learning outcomes that are carried out in a planned and organized manner. First and foremost, teachers at MTs Al-Muttahidah through behavioral observations, conduct attitude evaluation consistently. The outcomes of the comments awards in a journal kept by the teacher for one semester. The second step is self-evaluation. To coToassessment, teachers ask students to identify their strengths and flaws in behavior. Students' views regarding subjects can also be influenced by their assessments, and the results of student self-assessment can be used to support or refute previous assessments. Third, Inter-Friend Evaluation is a form of assessment in which pupils evaluate the behavior of their

classmates. Interactions between friends can help students develop objectivity and empathy, appreciate diversity and differences, and self-reflection.

The following are examples of knowledge assessment: There are two types of tests: written tests and oral tests. A written test is a set of questions or assignments in a written form intended to measure or obtain information about students' ability to learn Islamic Religious Education at an Islamic-based junior high school in Krejengan. An oral test is a set of questions or assignments in said form. In the written test instrument, multiple-choice questions, entries, short responses, true and false, matching, and descriptions allude to the development of higher-order thinking skills are used to assess these skills (HOTS) (Fatimahtuzzahroh et al., 2021). The oral test distributes questions that students must respond to verbally for the second time. The educator produced the oral test instrument in a list of questions provided directly to the students in questions and answers during the class period. In the third instance, the assignment exam takes the shape of homework assignments and projects completed either individually or in groups depending on the features of the task at hand.

When PAI teachers assess students' skills, they use performance assessment techniques such as practice tests, projects, and portfolio assessments. Performance assessment is a type of assessment that requires students to demonstrate a specific competency through practice tests, projects, and portfolio assessments. In a second instance, practical assessment is an evaluation that necessitates students' replies in the form of abilities to do an activity or behavior in response to the needs of the material that the PAI teacher has provided. Third, project assessment is a learning task that includes designing, implementing and reporting in writing within a specific time. Fourth, teachers carry out a Portfolio assessment by assessing a collection of all student works in a particular field to determine students' interests, developments, achievements, and creativity within a certain period. Fifth, product assessment includes an assessment of the ability of students to make works, products, technology, and art.

Effective learning is not easy. Effective learning is not just a matter of achieving all the specific learning objectives. Many aspects are involved because effective learning is a complex process. Effective learning is related to learning aspects and how well the teacher can determine a learning experience that leads to achieving the expected (learning) results (Finori, 2019). In order for this to happen, every student must be involved in learning activities. Effective learning can be understood as learning that successfully achieves students' learning objectives as expected by the teacher. There are at least two main elements in practical learning, namely; 1) the teacher must have a clear idea of the expected learning objectives; and 2) the planned and delivered learning experience can be achieved (Wahid et al., 2020).

The student-centred approach through knowledge sharing is a technique to help students find their learning style, understand motivation and master the learning skills that are most suitable for them. It will be precious and helpful throughout their lives. The student-centred approach through knowledge sharing includes the following elements: reliance on active learning, emphasis on deep learning, understanding, increased responsibility on the part of students, increased feelings of autonomy for learners, sharing, acceptance, and respect, interdependence between teachers and students, and interdependence between teachers and students (Hwang, 2020). This approach is a learning strategy that emphasizes students' activeness in seeking and sharing knowledge through collaboration to help each other complete tasks or questions (Punniyamoorthy & Asumptha, 2019; Kurtianti et al., 2021). By exchanging knowledge, students will be more motivated to learn the subject matter. In addition, it makes the memory of the subject matter last longer (Patalinghug et al., 2021).

Students take total responsibility for their learning activities while using a student-centred approach that involves knowledge sharing with their peers. This is especially true when students actively participate in and share information with their peers (Murphy et al., 2020; Hadijah et al., 2020). The students have an equitable relationship with one another, which is evident in their willingness to work together in groups to complete a learning activity, both organized and unstructured. More than anything, the teacher serves as a facilitator, assisting pupils in their development. They are not the primary source of learning (Abdil et al., 2021). Students' participation has been encouraged from the

outset through learning designs that consider the information, abilities, and learning experiences of students that have already been acquired (Fajri et al., 2021).

Students discuss with members of their group and share knowledge with students from other groups represented by a student in the use of student-centred through knowledge sharing (Areekkuzhiyil, 2019a). During this time, students will ask and answer questions, submit opinions and share knowledge that has been discussed in groups regarding the topic being discussed; it is hoped that students will readily accept and understand the subject matter because they construct their knowledge, and it is expected that students will readily take and understand the subject matter because they make their knowledge, it is hoped that students will readily accept and understand the subject matter because they construct their knowledge (Korkmaz & Toraman, 2021; Rasto et al., 2021).

4. CONCLUSION

In conclusion, an Islamic-based junior high school in Krejengan implemented effective learning management through student-centred learning assisted by knowledge sharing at an Islamic-based junior high school in Krejengan. This was accomplished through the following processes: systematic learning design planning, implementation of learning, and evaluation carried out continuously to determine the level of success of the activities carried out by the teacher, followed by continuous improvement. Learning Islamic Religious Education materials that apply student-centred learning through knowledge sharing at an Islamic-based junior high school in Krejengan can provide effectiveness in learning which is marked by a new atmosphere and climate in the classroom, where students can be motivated and actively involved in learning, concentration, and focus in learning, enthusiastic in providing input to colleagues, enjoy and enjoy learning in class.

Of course, the findings of this study cannot be applied to all subjects or educational institutions, nor are they applicable to all educational institutions. Although the results of this study are limited to the educational institutions that are the subjects of this research, they are influenced by the cultural backgrounds, geographical locations, and socioeconomic conditions of the students who live in the surrounding areas of these institutions. This is the limitation of this research, making it possible to conduct further research with the same theme or develop a theme with different cultural, geographical, and student backgrounds and contexts to obtain new information about effective learning management in the classroom.

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