The Analysis of Student Teacher's Lesson Plan in Implementing Student-Centered Learning Approach

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Abstract

One of the key instruments to support teaching and learning process is the lesson plan. Developing a lesson plan can help teachers facilitate the lesson, set the teaching goals and learning objectives, organize and manage the teaching and learning activities, and set the means to accomplish them. This research aims to investigate the aspect taken in lesson plan in implementing student-centered learning approach and how it is implemented in the classroom. A qualitative method was employed to analyze as many as 6 lesson plans developed by 6 PPG Unesa student teachers. The data were gathered from document analysis. The documents were lesson plans and teaching videos. The theories were composed from several frameworks that were utilized to measure the aspects of student-centered learning approach in lesson plan such as active learning instruction, teacher as facilitator, differentiated instruction, and formative assessment. In conclusion, the implementation of this approach was still facing some challenges. These include a limited range of instructional materials, language proficiency issues, the use of repetitive activities, and a lack of feedback, which can impede the efficacy of a student-centered approach.

Keywords: Student-Centered Learning; Merdeka Curriculum

Introduction

In recent decades, Indonesia's educational curriculum has regularly experienced significant changes to keep up with the challenges of the times. These changes have been triggered by several factors such as socio-political, economic, cultural, and technological influences. The latest curriculum initiated by the government to replace the previous one is known as Merdeka Curriculum. This curriculum emphasizes on the 'flexibility', allowing the teachers to develop the teaching materials to the specific needs, talents, and interests of the students. The recent curriculum focuses on a shift towards a more adaptive and responsive educational framework. The changes are essential in order to navigate the increasing number of global challenges (Pak et al., 2020).

Furthermore, in line with the pedagogical issue, this regular shifting not only aims to develop critical competencies, but also fosters an educational environment that values equality and student empowerment (Peercy et al., 2024). To accommodate the demands of Merdeka curriculum, the student-centered learning (SCL) approach is assumed to be an appropriate approach to be implemented in English classes (Utari et al., 2023). SCL approach is an approach that places more emphasis on creating the students to become active learners. When SCL approach is applied, the students will be the central in the teaching and learning process through collaborative learning experiences (Ryan and Deci, 2017).

As a framework, SCL approach encourages the development of critical thinking, problem-solving, and autonomous learning, all of which are indispensable for 21st-century competencies (Ing and Nasri, 2024). Furthermore, the implementation of SCL

approach is also believed that it will contribute to fostering lifelong learning skills (Bremner et al., 2022; Pak et al., 2020). Regarding to the aforementioned statements, the success of the implementation of SCL approach will rely on several factors. One of the factors that can lead to the success of curriculum implementation is the capability of the teachers (Sesiorina, 2014; Coombe et al., 2020). These points are supported by Mokoginta (2013) who stated that implementing SCL approach is difficult, and it needs trainings of teachers and also learners.

In the educational context, SCL has demonstrated a substantial issue, that is to train pre-service teachers compatibility to implement this approach (Dardjowidjojo and Nur in Imperiani, 2012). Studies have shown that when teacher candidates are trained using SCL principles, they are more likely to transfer these practices into their future classrooms, leading to more engaging and effective learning environments (Orland-Barak and Wang, 2021). However, the transition from traditional teacher-centered methods to SCL is not without its difficulties. Research highlights that many educators, especially in contexts where traditional methodologies are deeply embedded, face challenges in adapting to the new paradigm (Herodotou et al., 2019; Yang et al., 2024).

In the process of implementing SCL, Jacobs and Renandya in Huda and Lubis (2019) also depicted a summary of the ten elements of SCL in the table below.

Table 1. Elements of Student-Centered Approach

Elements of Students	Brief explanation
Students and teachers as co-learners	Teachers do not regard themselves as the all-knowing people
Student-students interaction	Teachers encourage students to have constructive discussion and sharing
Learner autonomy	Teachers promote students' independency in decision making for their own learning
Focus on meaning	Teachers promote values and essence of the learning
Curricular integration	The connection between the lessons and every day circumstances is clear
Diversity	Treatment is dynamic based on the students' characteristics
Thinking skills	Teachers promote critical thinking skills
Alternative assessment	Teachers make use of authentic tasks to see the students' progress
Learning climate	More students' participation and initiation to learn by themselves are realized
Motivation	Intrinsic motivation dominates

Moreover, in order to provide an impactful lesson that is based on Student-Centered Learning approach, the teachers need to arrange every activity in the classroom in a purposeful and effective order. Considering to this, developing a lesson plan is a fundamental aspect that the teachers have to keep in view. Lesson plan is one of the learning tools or learning designs that are based on the existing curriculum, with the objective to assist the teachers in fulfilling predetermined competency standards. In preparing the lesson plan, the teacher played a pivotal role, as they are pushed to develop their critical thinking skills, thereby enabling them to innovate in the teaching modules they create (Salsabilla, Jannah & Juanda, 2023).

So, by integrating SCL approach into a good lesson plan, it is believed that the Merdeka curriculum implementation can be accommodated to its ultimate goals. Based on the aforementioned facts, this research aims to explore how the pre-service English

teachers at PPG Unesa develop the lesson plan which is integrated with SCL approach, and how SCL approach will be implemented in the classroom. The novelty of this research lies in its focus on the alignment of these lesson plans with SCL principles and their subsequent application in real-classroom settings. Through a combination of qualitative analysis and classroom observation, this study seeks to generate recommendations for enhancing teacher training programs and curriculum development, thereby contributing to the broader goal of improving educational practices in Indonesia.

Methods

This study employed a qualitative research and descriptive study to analyze the integration of SCL approach in lesson plan. The qualitative method was chosen for its effectiveness in exploring actual phenomena in real-world settings, enabling a detailed and more comprehensive understanding towards the case (Fusch & Ness, 2015; Merriam & Tisdell, 2016; Creswell & Poth, 2018; Yin, 2018). There were six lesson plans and participants in this study. The participants were secondary school teachers in Surabaya (from Junior and Senior High School teachers) who were enrolled in the PPG program at Universitas Negeri Surabaya. These teachers were selected based on various level of experience in teaching that ensured a diverse range of perspectives on SCL approach comprehension. The contents of SCL approach were sum up with the theories proposed by (Ryan and Deci, 2017; Jacobs and Renandya, 2019). Data collection was conducted through two primary techniques, that were document analysis and video observations. The lesson plans developed by the PPG participants were systematically analyzed to assess their alignment with SCL principles, focusing on elements such as active learning, collaboration, and learner autonomy. Video observations would provide more insights on how these lesson plans would be implemented, focusing on teacher-student interactions, student engagement, and the practical use of SCL approach. The data analysis process involved several steps, beginning with data condensation, where the raw data from document analysis, observations, and interviews. Were simplified and transformed into a more manageable form, ensuring a focus on the most relevant information related to the research questions (Miles et al., 2019). Then, the condensed data were organized into data displays to draw the connections between the SCL principles in the lesson plan and how it was implemented in the classroom. Conclusions were drawn by interpreting the data, focusing on the identified patterns, and these conclusions were verified through triangulation by comparing findings from the different data sources to ensure their accuracy and reliability (Patton, 2015). Moreover, ethical considerations were rigorously adhered to the participants, where their anonymity was kept by using pseudonyms to ensure compliance with ethical guidelines for educational research (Cohen et al., 2018)

Results and Discussions

All the lesson plans in this study were analyzed based on the theories of SCL approach proposed by (Ryan and Deci, 2017; Jacobs and Renandya, 2019). There are four frameworks that were analyzed, active learning instruction, teacher as facilitator, differentiated instruction, and formative assessment. Furthermore, those frameworks were used as an indicator to analyze the proper implementation of SCL approach that was reflected on the lesson plans.

1. Integrating Student-Centered Learning (SCL) Approach into The Lesson Plan

After analyzing the lesson plans, the data showed that the lesson plans have already exhibited some integrations of SCL principles. However, some significant areas still need improvement to fully embrace the SCL approach. Here is the breakdown of the findings:

a. Active Learning and Student Engagement

From the lesson plans developed by the participants, it can be noticed that the participants had clearly mentioned several activities that align with SCL approach, such as group activities, discussions, games, and also group presentations. Here are the examples of lesson plans that mentioned those activities:

Taken from (LPJ01)

1) *Mengorganisasikan Siswa Untuk Belajar*

a) *Guru membagi siswa menjadi beberapa kelompok*

b) *Tiap kelompok diberi LKPD berupa beberapa teks deskripsi, dan berisi beberapa pertanyaan untuk didiskusikan dengan kelompoknya*

2) *Membimbing Penyelidikan Kelompok*

a) *Guru membimbing siswa mengerjakan LKPD sesuai petunjuk*

b) *Guru mengamati kerja siswa dalam kegiatan diskusi*

3) *Menyajikan Hasil Karya*

a) *Tiap kelompok mempresentasikan hasil diskusinya didepan kelas*

b) *Kelompok lain menanggapi hasil diskusi kelompok*

4) *Evaluasi Pemecahan Masalah*

a) *Guru Bersama siswa mengevaluasi hasil diskusi kelompok*

Taken From (LPJ02)

Pendahuluan

Guru melakukan ice breaking (dengan melakukan permainan)

From the lesson plans, there were some activities that could be considered to be the fundamental aspect of SCL. The objectives of those activities were to develop learner engagement, where students are the central during the learning process. Additionally, the documents also highlight the SCL approach by allowing students to express their thoughts, ask questions, and engage deeply with the content. These all learning activities could increase their talk time and opportunities for sharing and discussing could help shift the focus more on the learners.

b. Teacher as Facilitator

The documents also suggest the role of the teacher during the learning process. In the lesson plan, it was clearly mentioned that the teacher played a role in facilitating group discussions and presentations, which indicated a shift from the traditional teacher-centered model to a more facilitative approach. This aligns with student-centered principles, where the teacher acts as a guide rather than the main source of knowledge. Moreover, the documents showed that the teachers spent less time discussing the materials. Still, they were eager to facilitate activities through diverse media and resources, which can help the learners experience a more engaging and effective learning process. Here are the examples of lesson plans that mentioned those activities: Taken from LPJ02 and LPJ01, lesson plans that mentioned facilitating group discussions and presentations:

1) *Penutup*

a) *Guru memfasilitasi siswa untuk mereview pembelajaran dan membuat kesimpulan pembelajaran yang telah dilaksanakan*

b) *Siswa mengerjakan refleksi di google form*

2) *Mengorganisasikan siswa untuk belajar*

a) *Guru membagi siswa menjadi beberapa kelompok*

b) *Tiap kelompok diberi LKPD berupa beberapa teks deskripsi, dan berisi beberapa pertanyaan untuk didiskusikan dengan kelompoknya*

2) *Membimbing penyelidikan kelompok*
   a) *Guru membimbing siswa mengerjakan LKPD sesuai petunjuk*
   b) *Guru mengamati kerja siswa dalam kegiatan diskusi*

c. Differentiated Instruction

Dealing with the SCL approach, the lesson plans developed by the PPG students also incorporated group work and presentations. Such activities may be regarded as a means of differentiation, as they allow students to engage in a range of activities that align with their individual strengths. Although there is no explicit statement of differentiated instruction tailored to individual learning needs, styles, or paces. However, the lesson plans tried to align with student-centered principles. This could be achieved by including approach that adapt to the varied needs of learners, such as offering multiple pathways for learning, providing choices in assignments, or using adaptive technologies. Here are the examples of lesson plans that mentioned those activities:

Taken from LPJ03 and LPJ02, lesson plans that mentioned differentiated media:

1) *Penyajian masalah*
   a) *Guru memutar lagu, untuk mengeksplor vocabulary tentang kata sifat (play the music).*
   b) *Guru memutar video berhubungan dengan materi Descriptive Text (play the video)*
   c) *Guru memberikan contoh teks deskripsi dan cara mengidentifikasi kata sifat dalam teks (melalui slide PPT)*
2) *Diferensiasi Proses dan Media*
   a) *Murid bekerja dalam kelompok mendeskripsikan atlet olahraga baik nasional maupun internasional (auditory-video)*
   b) *Murid bekerja dalam kelompok mendeskripsikan tokoh entertainment, Musisi, seniman, baik nasional maupun internasional (visual-gambar)*
   c) *Murid bekerja dalam kelompok mendeskripsikan tokoh penemu dalam bidang teknologi baik nasional maupun internasional (kinestetik-gambar, video, realia)*

d. Formative Assessment

In the lesson plan, it was also stated that the teachers mentioned formative assessment as a means of providing feedback. Formative assessments, including written assignments and immediate feedback on presentations, are identified as a key component of a student-centered approach to learning. These types of assessments are invaluable in providing ongoing feedback to students, which in turn enables them to enhance their learning processes. Here are the examples of lesson plans that mentioned those activities:

Taken from LPS01 dan LPS02, lesson plans that mentioned formative assessment:

1) *Assessmen*
   a) *Asesmen Diagnostik: Asesmen Diagnostik Non-Kognitif*
   b) *Asesmen Formatif:*
   (1) *Sikap (Profil Pelajar Pancasila)*
   (2) *Penugasan kelompok dan individu*
2) *Pengayaan dan Remedial: pengayaan diberikan kepada siswa yangMmenguasai materi dengan sangat baik, yaitu dengan memberikan ragam soal yang tingkatannya lebih tinggi.*

2. The Challenges And The Implementation Of SCL Approach

The following analysis is based on the data provided in the document (video recording) and aimed to examine the implementation of student-centered learning in real-world classroom settings, along with the challenges and successes observed. The findings

align with those of prior studies that have examined the implementation of standards-based educational reforms, which revealed discrepancies between the conceptualization and practice of instruction (Nielsen, 2019). Additionally, the results suggest that content- and task-based approaches, especially in the context of collaboration and cooperation, can foster positive attitudes and learning gains. This aligns with experimental studies examining the efficacy of content-based, collaborative, and cooperative language instruction (Mayo, 2018; Mohamadpour et al., 2018; Seah, 2020).

a. Implementation of SCL approach

According to Weimer (2013), there are several principles of SCL approach that the teachers need to consider. However, to manage the analysis work, those seven principles were simplified into three aspects, such as teacher as resource person, teacher as facilitator and developing students' task.

1) Group Discussions and Presentations

In implementing SCL approach, there are several activities that the teacher can provide during the learning process. In student-centered class, students are able to work alone, in pairs, or in groups (Zohrabi et al., 2012). Moreover, the findings showed that the teachers asked the students to make group discussions and presentations, which are identified as pivotal elements of the student-centered class. Students are organized into groups to engage in discussions about the topics covered, with each group providing summaries or responding to questions about the material. This method is designed to facilitate collaborative learning and to enable students to actively participate in their learning process. This approach is aligned with student-centered learning by shifting the focus from teacher-led instruction to student-led activities, thereby promoting engagement, critical thinking, and collaboration among students.

2) Formative Assessment

Formative assessments are conducted through written assignments and group presentations. These assessments are designed to provide ongoing feedback to students, enabling them to reflect on their understanding and identify areas for improvement. Formative assessments are a defining feature of student-centered learning, as they facilitate teacher adjustments based on students' needs and encourage students to assume ownership of their learning.

3) Teacher as Facilitator

The teacher's role is to facilitate group discussions and student presentations, meanwhile the students' role would be the actor during the teaching and learning process. This activity of learning process aligned with the student-centered approach (Yen, 2016). In this approach, the teacher guides the learning process rather than dictates it. By acting as a facilitator, the teacher encourages student autonomy and fosters an environment where students can explore and discuss content more deeply.

b. Challenges In Implementing SCL Approach

After analyzing the lesson plan and the implementation of SCL in the classrooms, it was found that some steps in the lesson plan were difficult to be implemented in the real-class environment. During the analysis process, the researchers found that there were several challenges that PPG students' face in implementing this type of approach, such as the quality of instructional material and media, lack of language proficiency in communication, lack of varied and engaging activities, and also inadequate feedback given by the teacher. These all challenges aligned with several previous studies which revealed that the teachers may face barriers in implementing SCL approach (Vavrus and Bartlet, 2012; Unal, 2017; An and Mindrila, 2020)

To begin with, the result of the findings found that the learning media employed were not sufficiently diverse, with a marked reliance on LCD presentations, student

worksheets, and a single video. Furthermore, the quality of the video and audio recordings was not optimal, impeding comprehension of classroom activities and limiting the efficacy of visual aids. This lack of diverse and high-quality instructional materials can impede student engagement and fail to accommodate different learning styles, thereby reducing the effectiveness of student-centered learning. Moreover, the teacher's proficiency in English is deemed to be inadequate, which negatively impacts the quality of instruction and constrains opportunities for students to hone their communicative abilities in English.

Language barriers can potentially impede the efficacy of a student-centered approach, particularly in language learning environments where unambiguous communication and practice are paramount. Additionally, the activities undertaken by students were described as lacking variety and engagement, with repetitive tasks like filling out worksheets and presenting group work. This result aligns with the previous study conducted by An and Mindrila (2020) who discovered that it is a common practice among educators to utilize cooperative learning methodologies in their instructional strategies. Repetitive activities have the potential to lead to disengagement among students.

A lack of varied activities fails to fully engage students and does not accommodate different learning styles, which is a fundamental principle of student-centered learning. Furthermore, the document indicates that the students who presented the results of their discussions did not receive feedback sufficiently, which represents a missed opportunity for reinforcing learning and guiding improvement. Feedback is a critical component of student-centered learning, as it helps students reflect on their performance and understand how to improve. The absence of feedback undermines the potential for growth and development.

Although the classroom practices described include elements of SCL approach, such as group discussions, formative assessments, and the teacher acting as a facilitator, several challenges impede the full implementation of this type of approach. These challenges include a limited range of instructional materials, language proficiency issues, the use of repetitive activities, and a lack of feedback. In order to enhance student-centered learning in a real-classroom environment, it is essential to address these challenges by diversifying the range of instructional materials, providing clear instructions and scaffolding, ensuring language proficiency, and offering regular feedback to students.

Conclusion

Although elements of SCL approach, such as group discussions, formative assessments, and the facilitator role of the teacher, are literally mentioned in the lesson plans made by the PPG students, Still, the full implementation of this approach is often hindered by practical obstacles. These include a limited range of instructional materials, language proficiency issues, the use of repetitive activities, and a lack of feedback, which can impede the efficacy of a student-centered approach. To overcome these challenges, ongoing professional development and support for teachers, as well as sufficient resources, are essential to establish an environment conducive to student-centered learning.

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