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Development of Teacher-Centered Learning Model with Prophetic Values

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Abstract: In practice, the blended learning method still applies the Teacher Centered Learning (TCL) model because teachers have a role to control the learning condition remains conducive. This research aims to develop a Teacher Centered Learning model through prophetic integration in blended learning. The research was conducted at SMA Negeri 14 Bekasi and SMA Negeri 17 Bekasi with Research and Development method. The results showed that the average value of the usefulness of the TCL model was 82.48% (good) with the results of Shidiq (not imitating answers, not copying others work, daring to provide accurate information, and daring to give arguments) and Amanah (doing tasks well, playing an active role, and doing something that is ordered). Thus, the development of the Teacher Centered Learning model is feasible to apply in blended learning teaching.

Keywords: teacher-centered learning model, prophetic values, research and development.

Abstrak: *Dalam pelaksanaannya, metode blended learning masih menerapkan model Teacher Centered Learning (TCL) karena pendidik memiliki peran untuk mengendalikan suasana belajar tetap kondusif. Penelitian ini bertujuan untuk mengembangkan model Teacher Centered Learning melalui integrasi prophetic dalam pengajaran blended learning. Penelitian dilakukan di SMA Negeri 14 Bekasi dan SMA Negeri 17 Bekasi dengan metode Research and Development. Hasil penelitian menunjukkan nilai rerata kebermanfaatan model TCL sebesar 82.48% (baik) dengan capaian sifat Shidiq (tidak meniru jawaban, tidak menyalin pekerjaan orang, berani memberikan informasi tepat, dan berani memberikan argumen) dan Amanah (mengerjakan tugas dengan baik, berperan aktif, dan mengerjakan sesuatu yang diperintahkan). Dengan demikian, pengembangan model Teacher Centered Learning layak diterapkan dalam pengajaran blended learning.*

Kata kunci: *model pembelajaran berpusat guru, nilai-nilai prophetic, penelitian dan pengembangan.* .

▪ INTRODUCTION

Along with the optimization of education for technological developments, the learning process is currently experiencing renewal such as combining offline and online teaching methods or called blended learning. Blended learning is a combination of teaching carried out by educators for students by bringing together various strategies, both delivery methods, learning models and styles, to the choice of supporting media (Fatirul & Walujo, 2020).is Blended learning carried out through a balanced teaching percentage where 50% of learning takes place offline and 50% of learning takes place online (Cakmar et al., 2021).

The offline teaching process is carried out conventionally, while the online teaching process can be carried out in various places, for example at home. In the process, online learning requires internet data as a support for the continuity of teaching between educators and students. Effective and efficient online learning can be produced through various innovations from the creativity of educators, especially in the

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application of strategies, methods, media and other learning enhancements (Khoriah et al., 2021).

Online learning in Indonesia is a new learning model that is still being adjusted because it has changes in learning patterns that affect students' interests or learning outcomes (Idamayanti et al., 2021). This change in pattern has resulted in online learning becoming a difficult activity because the learning space is very limited so that the knowledge transfer process is also constrained. One of the drawbacks of online learning is the passivity of students where this passivity is not the goal of national education. Therefore, the 2013 curriculum is one of the ways used to achieve national education goals. Basically, the 2013 curriculum is centered on the activeness of students, especially in the formation of character or behavior so that the development of this curriculum changes the Teacher Centered Learning (TCL) learning model to Student Centered Learning (SCL). This is in line with an opinion which states that changes in student behavior due to a process that is carried out continuously as a result of learning is real learning (Ermawati et al., 2019). Then, the 2013 curriculum considers educators as facilitators, not key holders in the learning process.

Learning model is defined as an important benchmark when designing all teaching activities in schools, as well as determining the needs of each student and the phases of implementing learning in each class. The purpose of applying the learning model is to design the process of implementing teaching and learning activities more directed and coherent. Unfortunately, the application of the Teacher Centered Learning in the 2013 curriculum is currently still the teaching method that is often used by educators even though the Student-Centered Learning has been implemented. By definition, the Teacher Centered Learningis a teaching style that focuses on the learning focus of students as recipients of various knowledge from educators by means of unidirectional delivery in teaching and learning activities (Ramadhani, 2017). The application of the Teacher Centered Learning in learning activities has advantages and disadvantages. The advantage of applying the TCL model is that it makes educators an internal factor in the learning process because they have an important role when it comes to classroom conditioning (Mujahida & Rus'an, 2019). Conversely, the use of the Teacher Centered Learning in teaching is considered as an interaction of knowledge transfer where the learning process seems meaningless (Rozali et al., 2022). In addition, teaching materials in the TCL model developed by educators are monotonous so that students become passive and only act as objects or recipients (Salay, 2019).

Because the main focus of the 2013 curriculum is on active behavior, measurable results, both in terms of knowledge and attitude, can be aimed at determining the level of student character development. This is because character is related to all parts of a person's life towards his behavior (Ermawati et al., 2019). Character is the basis for the application of prophetic leadership to the formation of leadership in a person (Izzet et al., 2020). In Islam, a person's character and morals can be formed through the habituation of a prophetic leadership attitude based on the exemplary nature of the Prophet. The Messenger of Allah has four exemplary qualities, including Shidiq (honest), Amanah (trustworthy), Tabligh (delivering), and Fathanah (intelligent).

First, Shidiq's nature reflects that every individual must have honesty in actions and words (Alamsyah, 2017). Examples of Shidiq's characteristics include being honest, tough (hard to influence), courageous, consistent, and having a firm stance on positive

things (Rahayu, 2021). Second, honesty is a fundamental trait that is difficult to maintain in the nature of Trust (Setyowati, 2019). Individuals who have the nature of Trustworthiness will try not to lie in words and uphold truth and justice in deeds. Examples of characters that are in accordance with the nature of Amanah, namely the attitude of responsibility and discipline.

Third, the nature of Tabligh teaches individuals to behave boldly in telling something that is in accordance with Islamic teachings so that they become controllers of the surrounding life order. Examples of applying the nature of Tabligh in everyday life include alleviating other people's difficulties, always reprimanding on bad issues, and always centering on dishonorable actions (Rahayu, 2021). Fourth, Fathanah's character explains that someone who has a high intellectual attitude will act intelligently (Alamsyah, 2017). The implementation of Fathanah's nature can be seen clearly from the way one treats others, such as the process of setting time, and the pattern of managing the possession of special and valuable substances.

▪ METHOD

Participants

The population of this study was SMA Negeri 14 Bekasi and SMA Negeri 17 Bekasi with the sample of respondents coming from students in class XI MIPA or those taking physics subjects. On a small scale, 71 students were involved and 143 students were involved on a large scale. Then, the respondents were divided into two groups, namely the control group and the experimental group.

Research Design and Procedures

The method used in this research is research and development or Research and Development (R&D). Sugiyono in his book says, "research and development methods are research methods used to produce a particular product, and test the effectiveness of that product." (Sugiyono, 2015). In its implementation, this study uses the ADDIE development model design. As one opinion explains, "the ADDIE model is a systematic learning model design and consists of five stages, needs analysis (need analysis), design (design), development (development), implementation (implementation), evaluation (evaluation)." (Mursida et al., 2020). Following are the steps for developing the Teacher Centered Learning (TCL) model through Prophetic with the ADDIE research design.

The process of implementing the model developed for the respondents uses a pretest-posttest control group design research design. Acquisition of data obtained at the implementation stage in the form of an analysis of the level of understanding, student learning outcomes, and usefulness questionnaires from the application of the model.

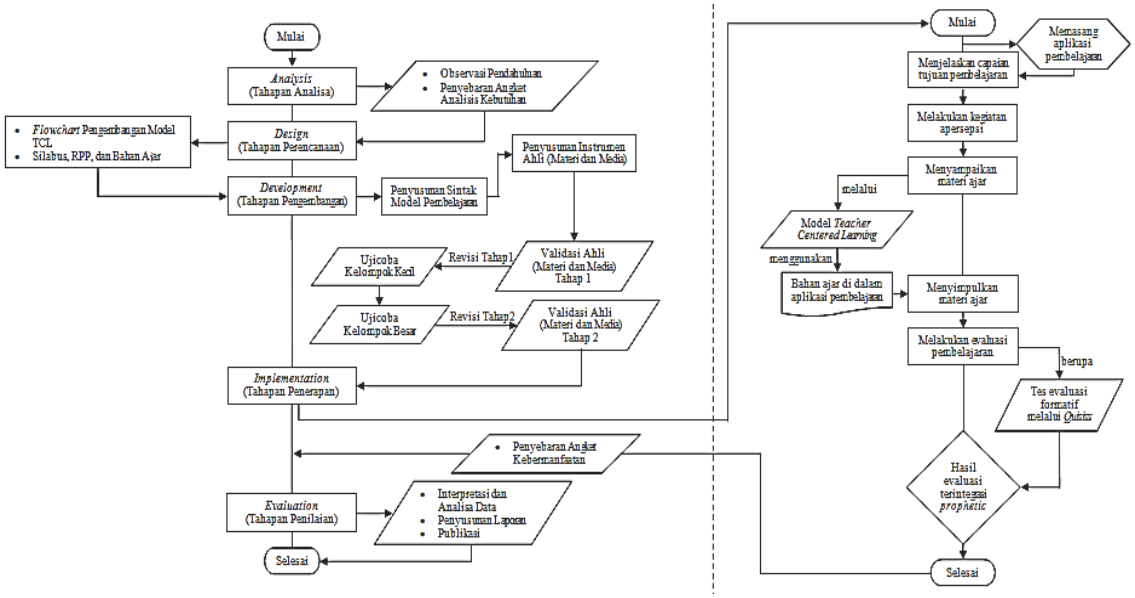

Figure 1. Flowchart of the development of teacher centered learning model through prophetic integration with the addie design

Instrument

This study used two types of instruments, namely test and non-test instruments. The non-test instrument is made in the form of a questionnaire with a rating scale, while the test instrument is made in the form of practice questions done through Quizizz. Then, other instruments made in this study were complete learning tools such as syllabus, lesson plans (RPP), teaching materials, and assessments. The results of the expert assessment of the test instruments made showed a percentage of 89.52% which was in the very good category. Furthermore, all the data obtained is integrated into the attitude assessment based on prophetic. The following is an indicator of attitude assessment according to the nature of the Prophet (prophetic).

Table 1. Behavior aspects in attitude assessment based on prophetic values

No.	Prophetic Values	Behavior
1	Shidiq (Honest)	Don't copy answers on tests Don't copy other people's work Dare to provide accurate information Dare to admit mistakes Dare to present a good argument
2	Amanah (Responsibility)	Do the job well Willing to accept the consequences Take an active role in group activities On time Doing something ordered

Data Analysis

Data analysis process in this study uses a mixed method. The mixed method is a way for researchers to make the final research results into descriptions and statistics. (Samsu, 2017). In other words, qualitative data is used as the main data and complementary data comes from quantitative data. Furthermore, all instruments in this study used the Likert, while the results of the assessment in the study were calculated using the following percentage value equation (Suherman and Sukjaya, 1991: 71 in Malik, 2018).

$$P = \frac{f}{n} \times 100\%$$

P, f and n are percentage value, the amount of data, and total data. Moreover, the results of the calculation of the data obtained are adjusted to the assessment reference below.

Table 2. Assessment reference (Purwanto, 2013)

Percentage	Score	Predicate	Criteria
86 – 100%	4	A	Excellent
76 – 85%	3	B	Good
60 – 75%	2	C	Fair
55 – 59%	1	D	Bad
≤54%	0	E	Very Bad

▪ RESULT AND DISSCUSSION

The results and discussion in this study are explained in line with the design of the ADDIE model where at the Analysis, the results of preliminary observations show that the Teacher Centered Learning is still used even though the peer tutor method and VAK (Visualization Auditory Kinesthetic) held, either offline or online. Meanwhile, the results of distributing questionnaires to the needs of respondents show that most schools in implementing online learning are not effective and the use of learning media is really needed by respondents. In the Design (planning) stage, flowchart a model development Teacher Centered Learning. In addition, complete learning tools are also made, such as syllabus, RPP (Learning Implementation Plan), and learning resources. The presentation of teaching materials is made into a digital version through an Android-based application.

Development stage, the syntax for the implementation of the developed model is compiled. The development of syntax comes from the syntax of the Teacher Centered Learning with the lecture method which is at the stage of delivering teaching material. then, expert instruments were prepared according to the needs of the assessment in the study. This expert instrument is intended for the validation process in reviewing the feasibility of the model and product trials to see the effectiveness of the model. In the implementation of the model, the intended respondents were not randomly selected and the design was carried out in the form of a pretest-posttest control group design.stage the pre-test, the results of the respondents' understanding were obtained through a questionnaire and practice questions through Quizizz. The following is the result of the recapitulation of the respondents' understanding.

Table 3. Rekapitulasi hasil pemahaman responden

Group	Percentage average ($\bar{p}$%)	Criteria
Control	69.79	Fairly good
Experiment	71.38	Fairly good

Table 3 shows that the average rating obtained by the control and experimental classes has a difference, although it is not large because all respondents have not received treatment. Then, the cognitive results of the respondents in the practice questions through Quizizz are shown in the diagram below.

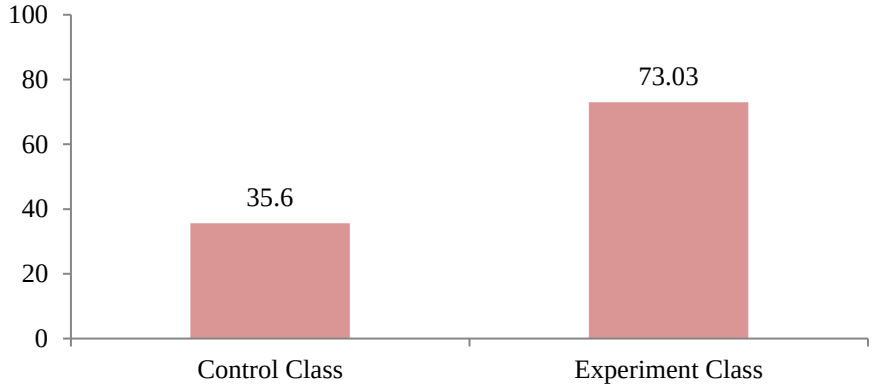

Figure 2. Respondents' Average Pretest Score

Figure 2 shows the average score of small group respondents in the control and experimental classes. It can be seen that the difference ranges with the ratio of values being very far and the categories for both are very bad to good. Furthermore, the Teacher Centered Learning is applied to the control and experimental classes. This stage is called treatment (treatment). In the control class, the TCL model is implemented according to the existing syntax, while in the experimental class the model is applied according to the syntax that has been developed. After that, the respondents entered the post-test. At this stage, respondents carry out a final assessment in the form of formative and summative evaluations. The formative evaluation carried out by the respondents was in the form of practice questions through Quizizz, while the summative evaluation was in the form of filling out a model usefulness questionnaire. The results of the respondent's formative evaluation work are explained in the Figure 3.

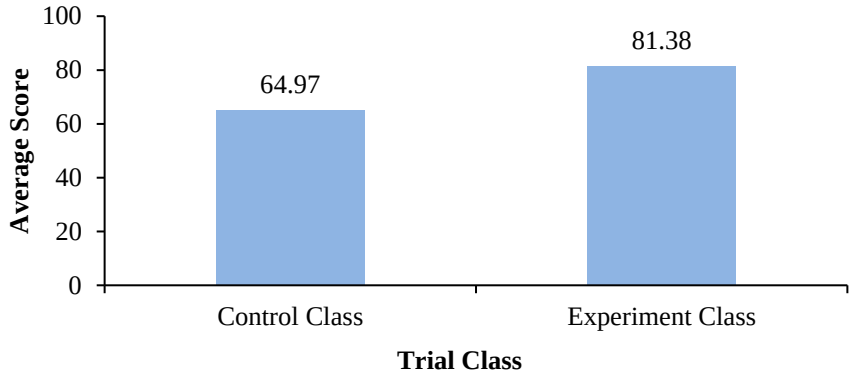

Figure 3. Nilai Rata-Rata *Post-test* Responden

Figure 3 shows the acquisition of the average value of small group respondents in the control and experimental classes and you can see the range of differences between the control class and the experimental class where the ratio of values is very far but both are in the pretty good to very good category. *Evaluation* stage, the feasibility and effectiveness of the developed model can be determined. Determination is obtained from a review of the character of students towards the application of the *Teacher Centered Learning* in learning. The results of the respondent's formative and summative evaluation work become the data used at the assessment stage. The results of the respondent's formative evaluation work were reviewed on a *prophetic*. *Prophetic* is an aspect of attitude assessment to determine the character of students which can be seen based on the results of cognitive assessment and skills during the learning process. The behavioral aspects of *prophetic* that are used as a reference in this study are Shidiq and Amanah. The following is a description of the results of the average respondent's attitude assessment in the nature of Shidiq.

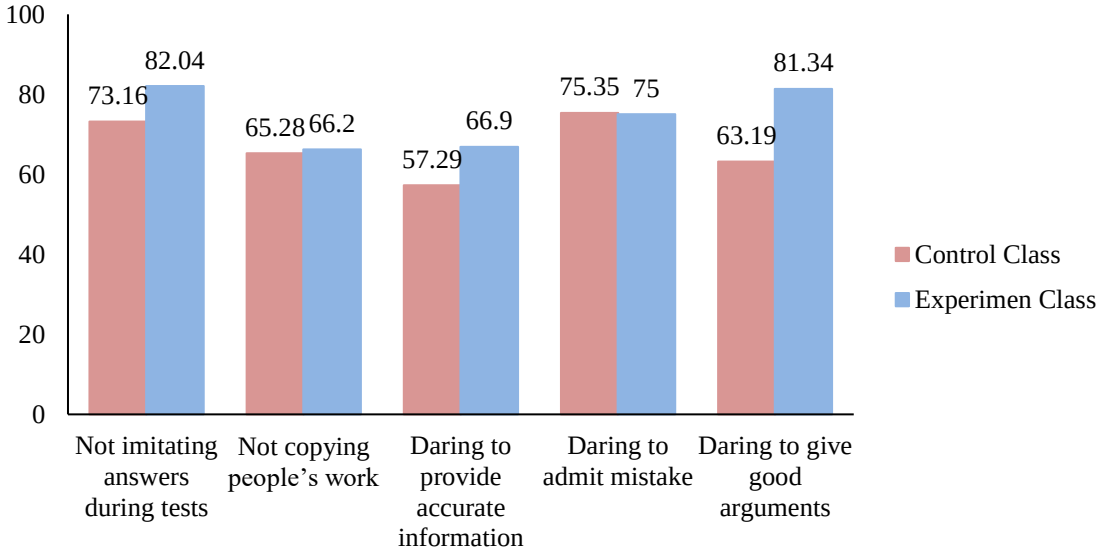

Figure 4. The results of Shidiq attitude assessment

Figure 4 shows the results of the average assessment of the attitude of the respondents in the control class developed by 73.16% (good enough) did not imitate the answers during the test, 65.28% (good enough) did not copy other people's work, 57.29% (poor) dared to provide the right information, 75.35% (good enough) dare to admit mistakes, and 63.19% (good enough) dare to give good arguments. Meanwhile, the average rating of respondents' attitudes in the experimental class was 82.04% (good) did not imitate the answers during the test, 66.20% (good enough) did not copy other people's work, 66.90% (good enough) dared to provide information correctly, 75.00% (enough) good) dare to admit mistakes, and 65.07% (good enough) dare to give good arguments. Furthermore, the attitude of respondents based on the nature of Amanah is shown below.

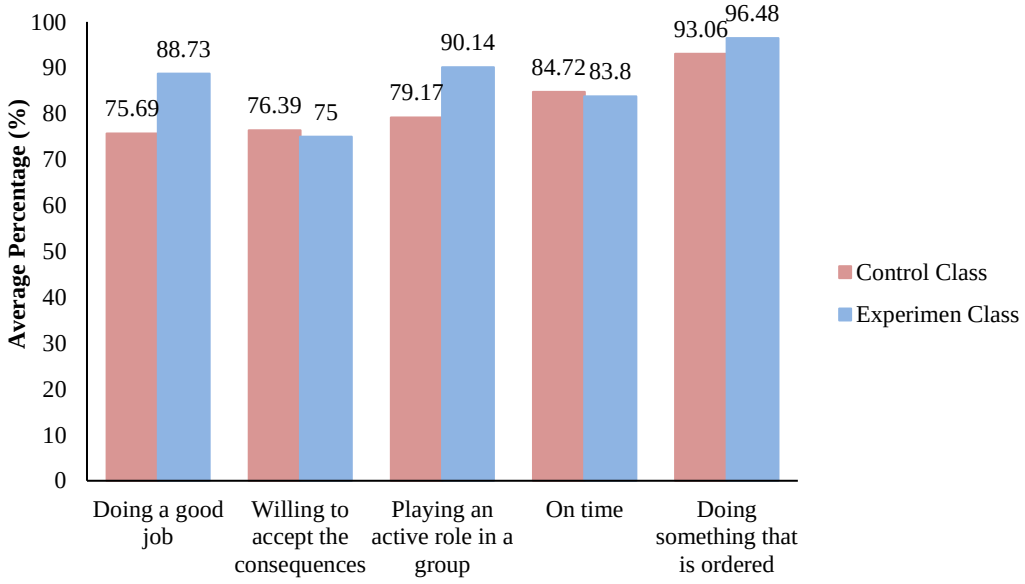

Figure 5. The results of Amanah attitude assessment

Based on Figure 5, the results of the average assessment of respondents in the control class show a percentage of 75.69% (good enough) doing the task well, 76.39% (good) willing to accept consequences, 79.17% (good) playing an active role in group activities, 84.72% (good) on time, and 93.06% (very good) do something ordered. Meanwhile, the average rating of respondents in the experimental class was 88.73% (very good) did the task well, 75.00% (good enough) was willing to accept the consequences, 90.14% (very good) played an active role in group activities, 83.80% (good) was right time, and 96.48% (very good) do something ordered.

Therefore, it was obtained that the average respondent's overall attitude in the control class was 74.38% (good enough) and the experimental class was 80.56% which was included in the good category. In the control class there were several prominent attitudes, including daring to admit mistakes, willing to accept consequences, and on time. In the experimental class, some of the attitudes that were more visible included not imitating answers on tests, not copying other people's work, daring to provide accurate information, daring to give good arguments, doing assignments well, playing an active role in groups, and doing what was ordered.

Meanwhile, the results of the respondent's summative evaluation work are shown in the following table.

Table 4. Recapitulation of the model usefulness

Indicators	$\sum n$	$\sum f$	$p(\%)$	**Criteria**
Explaining Achievement of Learning Objectives	1.065	884	83.00	Good
Do Apperception Activities	1.065	877	82.35	Good
Delivering Lesson Material	3.905	3.249	83.20	Good
Summing up the Study Material	1.065	875	82.16	Good
Conducting Learning Evaluation	1.420	1.160	81.69	Good
Percentage (p%)			82.48	Baik

After processing and interpreting the data through analyzing the results of the assessment obtained, the next step is to interpret the acquisition of the usefulness questionnaire. Based on the table above, the results of the average assessment on syntax explaining the achievement of learning objectives were 83.00% (good), conducting apperception activities at 82.35% (good), conveying subject matter at 83.20% (good), concluding the subject matter at 82.16% (good), and do a learning evaluation of 81.69% (good). All model syntax is included in the good category (81.69% - 83.20%). Then, the average rating of the five syntaxes is 82.48% (good). Furthermore, the results of the overall assessment that has been carried out are compared with the results of previous studies. First, Rozali, et al in his research found that the Teacher Centered Learning or educator-centered learning model causes several problems, including passivity in the teaching process, decreased student learning motivation, and the learning process is considered as a forum for transferring knowledge so that learning becomes meaningless. Second, in the research conducted by Maulani, et al. it was found that the application of the teacher-centered learning model did not have a major or significant influence on the analytical abilities of students in physics subjects where the results of the level achieved were still quite low.

In other words, the results of the two previous studies are inversely proportional to the assessment obtained where the development of the Teacher Centered Learning integration prophetic able to see some of the prominent attitudes of the respondents, such as not imitating answers on tests, not copying other people's work, daring to provide accurate information, daring to give argument well, do the task well, play an active role in the group, and do what is ordered. Not only that, the results of the average usefulness assessment of the developed TCL model were 82.48% or in the good category.

▪ CONCLUSION

Based on the results of data processing carried out, it can be concluded that the research on the development of the Teacher Centered Learning through prophetic integration is able to measure the attitude assessment of students in the blended learning. Then, this research can show some of the dominant attitudes possessed by students. The novelty in the development of the Teacher Centered Learning lies in the results of learning evaluations which are integrated with prophetic traits. Two prophetic nature that are used as a reference in this study, namely Shidiq (honest) and Amanah (responsibility). Furthermore, the assessment of the usefulness of the development of this model on the behavior of students has a good average so that it can be used as a reference for updating the process and teaching methods in the blended learning.

However, this research still has deficiencies in its implementation so that improvements are needed in the future, especially in the application of the learning model to be developed. This is due to the many syntaxes or steps of each learning model that have not been properly applied by educators and educational units.

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