



A Comparison of Learning Methods in Increasing Understanding of Bioethics and Humanities Program (BHP)

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Abstract

The learning method for the Bioethics and Humanities Program (BHP) I at the Faculty of Medicine, University of Pasundan (UNPAS) uses two learning methods, namely Teacher Centered Learning (TCL) and Student Centered Learning (SCL). The two learning methods have the same outcome, namely achieving student competence in understanding BHP 1 courses. Therefore, the most effective learning method is needed to increase student understanding. The purpose of this study was to compare the effectiveness of the TCL and SCL learning methods in BHP courses. The research was conducted on all 3rd semester students of the Faculty of Medicine UNPAS who took part in 2 BHP lecture topics namely Dignity (topic 1) and Fiduciary Duty (topic 2) with a learning model different. After each topic is completed, students carry out a post test. The results showed that there was a difference in the mean post-test scores of the two learning methods where the post-test results were greater in the TCL learning model than in the SCL learning model.

Keywords: learning methods, Bioethics and Humanities Program (BHP) and understanding.

INTRODUCTION

Globalization and reform are creating paradigm changes learning. What was initially teacher or lecturer-centered learning became learner- or student-centered learning, one-way learning becomes two-way (interactive) and learning that has educators as the center of control leads to autonomy and trust. This paradigm change encourages educators to be able to adapt their learning models to suit the current paradigm (Rahadian, 2016).

In the 21st century, education has an important role in ensuring that students have learning and innovation skills, are skilled in using technology and information media, can work and survive using skills for life (life skills). Development of the 21st century curriculum, among others life and career skills; learning and innovation skills; and information media and technology skills (Wahyudin et al., 2017). There are many competencies needed by students in the 21st century which are often referred to as 21st century learning (Andrian & Rusman, 2019). Menurut (Syahputra, 2018) principles of 21st century learning is learner-centered learning, collaborative education, contextual learning

and schools must be integrated with society. This learning principle places students or students in a position as active learning subjects develop their interests and potential. Apart from that, this principle encourages students to collaborate with friends in working on a project and connect with their social environment in the learning process. In 21st century learning, cooperation and collaboration in solving problems is one of the achievements that students must fulfill (Manafe et al., 2016).

(Rahadian, 2016) states that Learning is centered on students, not giving up control of learning completely to students. The role of the educator remains to participate and supervise students as a facilitator who seeks to help link initial knowledge (prior knowledge) that students already have with the new information they will learn. Change the askt both parties (educators and students) to take an active role in the learning process. If one party does not carry out their duties or does not have an active role, then this learning model will not be successful. (Priansa, 2017) suggests that a learning model is a conceptual framework that is used as a guide in carrying out a work activity, or a systematic description for processing learning to help students learn in achieving the goals they want to achieve.

Julaeha & Erihadiana (2021), stated that when designing a learning model a systematic concept is needed that can describe how the teaching and learning process takes place, what the respective roles of educators and students are, how it is delivered and even describing what media/facilities will be needed. The learning model has the aim of being a tool for achieving learning outcomes (Fathurrohman, 2015). Salay (2019), revealed Teacher Centered Learning (TCL) and Student Centered Learning (SCL) is a learning method that is often used in universities. TCL and SCL are two different learning models. TCL is a conventional learning method, which makes students as objects, not subjects. This model makes educators the central role in achieving learning outcomes and seems to be the only source of knowledge available.

TCL generally limits every student's movement to be more active, considering all students the same without considering the potential and needs of each student. The achievement of this learning method is that educators can teach well (Ramadhani, 2017). Student center learning (SCL) or student-centered learning is a learning method that has been around for a long time, but has not yet been fully used by educators in learning activities or processes (Mashud et al., 2022). Study Aura et al., (2023) states that SCL is a learning approach that places students at the center of learning activities where students have a role in actively developing their ability to think creatively and innovatively.. The characteristics of SCL are (1) Students are asked to be active and motivated yourself to learn, (2) Reflection, (3) Motivation to learn from yourself, (4) Learning can be done

individually, together and collaboratively, (5) Lecturers only act as facilitators, (6) Learning activities must involve teachers and students, (7) Students determine learning goals, how to achieve them and the assessment process, and (8) Skills in learning will improve the learning process it self.

According to KEBUDAYAAN (2014), There are several types of learning models that use the SCL approach, among others, namely Small Group Discussion, Role-Play and Simulation, discovery Learning, Self-Directed Learning, Problem Based Learning, Collaborative Learning and Collaborative Learning. In Assegaff & Sontani (2016) research, this PBL learning model trains and develops the ability to solve problems that are oriented towards authentic problems from students' actual lives, to stimulate high-level thinking abilities. Conditions that must be maintained are a conducive, open, negotiated, democratic atmosphere, a comfortable and pleasant atmosphere so that students can think optimally. This model provides project tasks that must be completed by students by searching for their own library sources. The various types of SCL learning models have the same key, namely the active role of students. If students are not enthusiastic in the learning process, then learning outcomes are not achieved and the SCL learning method is not effective.

In his research entitled "Interactive Teaching in Medical Education: Experiences and barriers" Verma et al., (2021), explains that the interactive teaching model helps independent learning among learners and better retention of topics. The interactive teaching model changes the role of the teacher from providing information to facilitating the educational process. Understanding is a type of learning outcome that is at a higher level than knowledge, for example explaining with one's own sentence structure something one has read or heard, giving other examples than those that have been given, or using instructions for application in other cases. There are several components involved in understanding, including objectives, learning materials, teaching and learning activities, methods, tools, learning resources and evaluation.

Factors that influence students' interest in learning consist of internal and external factors. Internal factors are factors that come from within a student, such as being happy and active when participating in the learning process, which is a form of interest in learning because of the student's own desires without any encouragement from others (Muliani & Arusman, 2022). Meanwhile in research Rizki (2021), internal factors are something that makes students interested, which comes from within themselves. These internal factors include concentration of attention, curiosity, motivation and needs. External factors are things that make students interested in learning that come from outside (Mesra & Kuntarto,

2021). External factors include factors from parental support and the surrounding environment (Muliani & Arusman, 2022).

Learning model Bioethics and Humaniora Program (BHP) I at the UNPAS Faculty of Medicine uses two models, namely ICT which is teacher centred learning and PBL which is Student Centred Learning. The aim of this research is to determine the effectiveness of the learning methods used in the BHP course.

METHOD

The approach used in this research is qualitative research. This research emphasizes observing phenomena and examining the substance of the meaning of these phenomena. The phenomenon in this research is the effectiveness of the BHP learning model, namely TCL and SCL. Research will be carried out on all 3rd semester students of FK Universitas Pasundan who are taking the BHP course with the first topic being Dignity and excellence and the second topic being Fiduciary Duty. The data from this research were taken from post test data from students at the Faculty of Medicine, Universitas Pasundan who took part in the learning Bioethics And Humaniora Program (BHP) 1. The number of students who took the post test was 40 people. Variable data collection, namely independent and dependent variables. The independent variable is implementing BHP lectures for FK Unpas Class of 2021 students with two learning models, namely 1 SCL meeting and 1 TCL meeting. Dependent variable outcome post test from each BHP 1 lecture, both SCL and TCL. The data analysis used in this research was bivariate analysis with paired comparative tests wilcoxon signed rank test.

RESULT AND DISCUSSION

Result

At the end of the BHP lecture is carried out post test to find out the extent of students' understanding of the material. Here are the results post test from the BHP lecture using both the SCL and TCL methods:

Table 1
Result post test with learning methods Student Centred Learning (SCL)

STUDENTS	MARK	STUDENTS	MARK
1	100.00	21	60.00
2	70.00	22	90.00
3	60.00	23	100.00
4	60.00	24	60.00
5	90.00	25	100.00
6	70.00	26	70.00
7	20.00	27	100.00

8	90.00	28	60.00
9	100.00	29	70.00
10	60.00	30	70.00
11	60.00	31	60.00
12	70.00	32	60.00
13	50.00	33	90.00
14	60.00	34	90.00
15	90.00	35	70.00
16	50.00	36	90.00
17	60.00	37	50.00
18	80.00	36	80.00
19	60.00	39	60.00
20	70.00	40	70.00

Table 2.
Resultspost test with learning methodsTeacher Centred Learning (TCL)

STUDENTS	MARK	STUDENTS	MARK
1	90.00	21	90.00
2	90.00	22	100.00
3	90.00	23	100.00
4	90.00	24	90.00
5	100.00	25	50.00
6	100.00	26	100.00
7	100.00	27	100.00
8	100.00	28	100.00
9	100.00	29	100.00
10	90.00	30	40.00
11	100.00	31	90.00
12	80.00	32	100.00
13	100.00	33	100.00
14	100.00	34	80.00
15	100.00	35	90.00
16	90.00	36	90.00
17	80.00	37	100.00
18	100.00	36	100.00
19	70.00	39	70.00
20	90.00	40	70.00

The normality test results used were Shapiro-Wilk because the sample was less than 100. Based on these results, the TCL significance value was .000 and the SCL was .003, the results were <0.05 so the data was not normally distributed. Then the next bivariate analysis uses the Wilcoxon test with the significance results obtained by the p value, namely Asymp. Sig. (2-tailed) .000, which is <0.05 , so the mean value of SCL and TCL is significantly different.

Based on descriptive results, the mean value using the TCL method is greater than SCL. This shows that the TCL method provides an average value post test higher than SCL. Therefore, it can be interpreted that in the BHP course, TCL learning method is more effective compared to SCL.

Discussion

According to Muliani & Arusman (2022), TCL is a learning approach based on the view that teaching is a process of cultivating knowledge and skills. The success of the teaching process using the TCL method is measured by the extent to which students master the material presented by the teacher. The measuring instrument used in BHP lectures at FK Unpas is post test held after the lecture. Post test It contains several multiple choice questions related to the material explained by the lecturer with various levels of difficulty and is a measuring tool in the TCL method.

The results of this study are not in line with research Verma et al., (2021), in his research entitled "Interactive Teaching in Medical Education: Experiences and barriers" explains that the interactive teaching model helps independent learning among students and better retention of topics. On research (Alaagib et al., 2019) "Comparison of the effectiveness of lectures based on problems and traditional lectures in physiology teaching in Sudan" explained that result post test in SCL sessions better than TCL. The research results of Sholichin & Vimala (2021), reveal that there is no difference in results between SCL and TCL, in other words this learning model is not effective in increasing better grades compared to TCL.

Different learning methods provide different understanding results because each method has different advantages and disadvantages. In theory, the advantage of TCL is that all material is delivered by the teacher/lecturer in detail and clearly depending on the teacher's abilities, the class conditions are calm so students can focus. However, in the SCL method, students are required to actively seek knowledge and formulate whatever material they obtain. The disadvantage of the TCL method is that it depends on the teacher's ability, it is easier to get bored and the knowledge gained is limited to what the teacher provides. Meanwhile, the shortcomings of the SCL method depend on student activity (Salay, 2019).

Muliani & Arusman (2022), explained that the disadvantages of SCL include that it is difficult to implement in large classes, requires a lot of time, is not effective for all types of curriculum and is not suitable for students who are not used to being active, independent and democratic. There are differences in the results of this research with previous research. Judging from the factors that influence understanding, internal factors and fatigue factors can be the cause of these results. Low interest in learning from students will also provide low understanding. Low student readiness in the learning process will provide low understanding. Meanwhile, in the SCL method, students' interest and readiness in the learning process is the key to the success of this

method. The fatigue factor due to busy schedules can affect students' understanding in receiving lessons. Tired students tend to be passive in teaching and learning activities so that the SCL method cannot be implemented.

CONCLUSION

Classroom action research carried out by implementing the Teacher Centered Learning (TCL) and Student Centered Learning (SCL) learning models aims to determine the effectiveness of the learning models used in BHP courses in improving student abilities. The research results show that there are differences in mean scores post test of the two learning models. This proves that the TCL learning model is able to improve students' abilities higher than the SCL learning model. In BHP lectures, the lecturer's presentation of the material first makes students understand better than immediately being given assignments based on the problems given by the lecturer. BHP is a course on ethics, bioethics and professionalism which requires experience in medical practice to easily understand the material. Difficulty in accessing teaching materials and lack of experience in medical practice is one of the causes of the lower mean score on the SCL.

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