The Impact of New Normal Regulation to the Implementation of SCL Approach in Secondary Level

Akrim
Universitas Muhammadiyah Sumatera Utara
email: akrim@umsu.ac.id

Dina Mardiana*)
Universitas Muhammadiyah Malang
email: dinamardiana@umm.ac.id

*) *Corresponding Author*

Abstract: This study aimed to show how the New Normal regulation affects the student-centered learning (SCL) approach taken by teachers of Islamic Education in implementing online learning. This study used Vygotsky's constructivist theory to test the hypothesis. The sample consisted of 40 teachers of Islamic Education from SMP 'Aisyiyah Boarding School (SMP of ABS) and SMP Putri Al-Irsyad (SMP of AAI) in Malang. The instrument for data collection used was questionnaire and analyzed by *Pearson's Correlation.* The result of this study revealed that New Normal regulations affect the scores obtained on the four components of SCL. Questioning, criticizing, and evaluating are quite high, while the discussion component shows low score in the sample. The comparison of the four components (questioning, discussion, criticizing, evaluation) of SCL approach shows that the discussion component has a high score at SMP of AAI. In contrast, SMP of ABS has a higher score on the questioning, criticizing, and evaluation components. These results indicate that teachers at SMP of AAI are more likely to maintain the indicator of the achievement of the discussion component. While teachers at SMP of ABS are more inclined to maintain their achievement in the questioning, criticizing, and evaluation components.

Abstrak: Penelitian ini bertujuan untuk menunjukkan bagaimana regulasi New Normal mempengaruhi pendekatan student centered learning (SCL) yang dilakukan oleh guru Pendidikan Agama Islam dalam melaksanakan pembelajaran online. Penelitian ini menggunakan teori konstruktivis Vygotsky untuk menguji hipotesis. Sampel terdiri dari 40 guru Pendidikan Agama Islam dari SMP 'Aisyiyah Boarding School (SMP ABS) dan SMP Putri Al-Irsyad (SMP AAI) di Malang. Instrumen pengumpulan data yang digunakan adalah kuesioner dan dianalisis dengan Pearson's Correlation. Hasil penelitian ini menunjukkan bahwa regulasi New Normal mempengaruhi skor yang diperoleh pada keempat komponen SCL. Menanyakan, mengkritik, dan mengevaluasi cukup tinggi, sedangkan komponen diskusi menunjukkan nilai sampel yang rendah. Perbandingan keempat komponen (pertanyaan, diskusi, kritik, evaluasi) pendekatan SCL menunjukkan bahwa komponen diskusi memiliki skor yang tinggi di SMP AAI. Sebaliknya, SMP ABS memiliki skor yang lebih tinggi pada komponen pertanyaan, kritik, dan evaluasi. Hasil ini menunjukkan bahwa guru di SMP AAI lebih cenderung mempertahankan indikator ketercapaian komponen diskusi. Sedangkan guru di SMP ABS lebih cenderung mempertahankan prestasi dalam komponen pertanyaan, kritik, dan evaluasi.

INTRODUCTION

This article analyzes the impact of the New Normal regulation to the implementation of the SCL approach in online learning. In fact, the transition period to the new normal era shock leaves a trail of interrupted learning in approximately 72% of the total student population worldwide (Goyal, 2020). In the field of education, several countries have made constructive adaptations to aspects of the curriculum -objectives, content, approach, and evaluation- (Cahapay, 2020). Planning for online learning platforms and integration programs is also carried out in the religious education (Yamada, 2020) to open space for innovation (Siswanto, Hariri, Sowiyah, & Ridwan, 2020) in pedagogical aspects (Martinez, 2020). The Indonesian government itself has decided to start a transitional period of a new order (the New Normal Era) in the field of education, including through the Mayor Decree (Kepwal) No. 420/Kep.346-Disdik/V/2020 which regulates the admission of new students at the Elementary School (SD) and Junior High School (SMP) levels (Effendi, 2020). Of course, this government policy requires revolutionary steps to adjust education targets to the realities of the new normal era. One of the solutions is the implementation of SCL approach in the learning process.

On the other hand, the problem that arises is the effect of New Normal regulation to the implementation of SCL approach in this transitional period of the new order era - both in the aspects of the curriculum concept and the technical side- is the form of technology-based teaching tools, especially in practicum lesson, such as *fiqh*. The phenomenon of the SCL approach has an emphasis on the questioning stage (Munje, Nanima, & Clarence, 2018), combining lesson planning with classroom instructional practice (Emaliana, 2017). Nevertheless, As Zairul concluded in his research that technology-based learning is an alternative to the SCL approach that can be implemented through online learning media (Zairul, 2020). Therefore, the implementation of the SCL approach deserves attention, especially in its use in learning during the current Covid-19 pandemic.

Review of the previous research studies reveals that the urgency of implementing SCL approach (Michael G. Moore & Kearsley, 1996) within discovery strategies (Lumatauw, L., Wollah, M., & Tulangow, 2020), ICT-supported learning (Muianga, X., Klomsri, T., Tedre, M., & Mutimucuio, 2018), and online learning (Keegan, 1993) as a learning solution for today's digital age lies in the flexibility of implementing the learning process between teachers and students from different places (Holmberg, 1995) (Michael Grahame Moore & Anderson, 2003) at the same time. The urgency in question lies in the positive impact of technology used in online learning on the sustainability of the learning process in the digital era (Bernard, Borokhovski, & Abrami, 2014).

Undoubtedly, this article aims to analyze the readiness of Islamic Education teachers to face the new normal era that demands technology-based student-centered learning (SCL) learning strategies in online learning through studies at two junior high schools (SMP) in Malang, East Java, Indonesia. Therefore, the main question raised in this study is, "What is the impact of the New Normal regulation on the readiness of Islamic Education teachers in implementing student-centered learning (SCL) approach through online learning?".

As a relatively new learning concept, the study of online learning has attracted the attention of academics in recent decades. The popularity of digital era learning stems from the early 2000s through electronic-based learning instruction. Over time, most of the instruction is carried out using computers and the internet, including in 2008 – where it was reported that a quarter of all students who had passed secondary education, continued their education by taking online courses (Allen et al., 2008). This

phenomenon continues to grow until 2016, wherein similar research reported a 3.9% increase in the number of learners who attended distance studies from the previous year (Allen, Seaman, Straut, & Poulin, 2016).

Research in this field is increasingly developing in line with the increasing demands of technological developments in the education world (Zaim, M., Refnaldi, R., & Elfiona, 2020). In a study that has been conducted (Park & Shea, 2020) it is stated that there is a shift in research trends in the field of online learning in the last decade, from the topic of distance learning (distance and asynchronous learning) to the student satisfaction in online learning (online learners' satisfaction), online learners' self-regulation, informal learning, and learning through MOOC. Meanwhile, the conditions of the new normal era that occur today indirectly demand adaptive readiness of the education world, especially for teachers, to be able to carry out learning more effectively and adaptively. This is quite reasonable if we look at the current education trend –in which it shows that the digital responsibility of teachers is 59%, the need for computational thinking in the learning process is 92%, and the need for innovating pedagogy is 83% (Google for Education, 2020). It means that the need for reasoning in the field of computing in the field of education requires the response and competence of teachers that will promote the achievement of learning targets of their students.

As described before, the efforts that can take to make this happen include a thorough approach to student-centered learning (SCL) approach (Qutoshi & Poudel, 2014), which targets developing critical and analytical thinking processes in students (Martinez, 2020). Through this approach's development, teachers play a role in recognizing the potential knowledge of their students (Baeten, Dochy, Struyven, Parmentier, & Vanderbruggen, 2016) and directing students to put their knowledge into practice (Amineh & Asl, 2015). This is the influence of the new normal approach becomes felt, namely

when the SCL approach is implemented during the learning process.

In another hand, Islamic Education is one of the compulsory subjects held by SMP 'Aisyiyah Boarding School -hereinafter referred to as SMP of ABS- and SMP Putri Al-Irsyad Al-Islamiyyah -hereinafter referred to as SMP of AAI- in Malang, Indonesia. Among the Islamic Education material is *fiqh* which in some of its competences requires learning practices that aim to construct students' understanding. to support this competences, student-centered learning can be the one of the learning approaches that have an essential context on the aspects of developing the construct of understanding in students. Through this understanding construct, students have the flexibility to gain deep knowledge (deep learning) (Antika, 2014) by improvising the learning experience that they experience (Emaliana, 2017).

Generally, the methodology applied in the student-centered learning (SCL) approach aims to assist students in developing their cognitive abilities through the transfer of knowledge, critical thinking patterns, and meta-cognitive strategies (Ribeiro, Silva, Santos, & Rauch M. Joao, 2018). The practical-implemented details of the student-centered learning (SCL) methodology are included in the discussion, questioning, criticizing and evaluation components. The four basic methodologies apply to both the conventional-classical classroom model and the digital learning situations. Precisely through the online learning platforms, teachers can provide assistance, automatic evaluation assessments, and appropriate feedback to their students (Serban & Vescan, 2019).

First, discussion activities as a method in the student-centered learning (SCL) process are carried out through small group forums that have a limited number of members. Technically, the discussion session will create sharing activities among forum members (Unin & Bearing, 2016) which can develop the members' knowledge. The discussion process was carried out after the

students doing the reading process through various strategies, one of which was through the "cloze strategy"(Putri, 2020), Problem-based Learning (PBL) models (Widiana, R., Maharani, A.D., & Rowdoh, 2020), or through the implementation of Higher Order Thinking Skills (HOTS) (Rini, S., & Mansur, 2019). *Second,* through questioning, the tutorial process can be more productive and focused on the target of cognitive competencies development for each student (Munje et al., 2018).

The next two components, namely criticizing and evaluation, are a follow-up to the two previous methodologies. Through the synchronization of the four methodologies, it is hoped that the meta-cognitive strategies and critical thinking processes of students can be honed and developed properly.

The theoretical perspective that can use to telescope these descriptive facts is Vygotsky's constructivist theory. In his theoretical thesis, Vygotsky stated that social and mental psychological conditions are forces that can influence one's self-development (Harry Daniels, 2016). In this case, the development of students' understanding is formed by constructing knowledge based on social conditions and then processing them into new abilities and knowledge that make students experience development in terms of their knowledge.

It is reasonable that it is said that teachers occupy a central position in supporting the construction process of students' understanding during teaching and learning activities. Teachers should be able to act as an assimilator of social conditions as well as support for the *proximal development* zone for their students. Thus, the target of learners' development through the construct of understanding the new knowledge obtained can be maximally achieved. Moreover, through an online-based learning environment, Vygotsky's theory through the *proximal development* thesis will be easier. Furthermore, students' knowledge constructs through online classroom activities are more flexible, and are balanced with the accuracy of methods, teaching materials, and adequate infrastructure (Muhibbin & Hidayatullah, 2020).

Through a review of these various literatures, the SCL approach is a learning approach that is affected by online learning. As with other approaches, the positive and negative impacts of implementing online learning need to be studied, and this research aims to answer this problem.

METHOD

The method used in this study was a survey at SMP of 'Aisyiyah Boarding School and SMP of Al-Irsyad Al-Islamiyyah. The instrument for data collection used was the questionnaire. The initial stage began with planning the questionnaire questions, main testing, and finalization, after that the data were begun to be collected. Data collection through the questionnaire was carried out by referring to two groups of Islamic Education teachers from two different schools, namely SMP of 'Aisyiyah Boarding School and SMP of Al-Irsyad Al-Islamiyyah which are located in Malang, East Java, Indonesia.

The selection of the two Junior High Schools was due to several factors, including: *firstly,* SMP of ABS and SMP of AAI have implemented an online learning system during the establishment of learning from home regulation by the government of the Republic of Indonesia– as a strategic response to contain/control the COVID-19 pandemic which is still endemic in Indonesia. Both of these schools are continuously upgrading their internet-based learning systems, including the subjects of Islamic Education, in the momentum of the current New Normal Era. *Secondly*, seen from the academic level of their teachers, the composition of teachers at the two schools has met the criteria of teachers at the junior high school level –so that they naturally have been able to carry out their teaching obligations at the junior high school level.

Based on the sampling method, the site of this research was namely SMP of ABS and SMP of AAI, which are located in Malang, East Java, Indonesia. 40

respondents were selected. Sampling was done through non-probability sampling and quota sampling. Researcher used non-probability sampling because groups in the population do not have the same opportunity to become research participants. However, the sample criteria have been determined by the researcher so that the quota sampling technique is appropriate. In this study, the group of teachers who teach Islamic Education lesson at two educational institutions namely SMP of ABS and SMP of AAI Malang, were analyzed by *Pearson's Correlation*.

The instrument for data collection used was the questionnaire. The questionnaire contains 20 questions on a Likert scale on four scale (totally agree to totally disagree) about the application of the SCL approach by teachers at SMP of ABS and SMP of AAI. The initial stage began with planning the questionnaire questions, main testing, and finalization, after that the data were begun to be collected. Data collection through the questionnaire was carried out by referring to two groups of Islamic Education teachers from SMP of ABS and SMP of AAI. The data were analyzed using Pearson correlation to analyze the effect of the student-centered learning (SCL) approach taken by teachers of Islamic Education in implementing online learning.

RESULTS AND DISCUSSION
Results
1. The demographic background of Islamic Education teacher respondents

The demographic background of Islamic Education teacher respondents is as follows:

- Gender: the percentage of male and female respondents, respectively are 12.5% and 87.5%;

- Age: 60% of the respondents are between 28-38 years old, 30% are under 28 years old, and 10% are over 38 years old; the average age of the respondents is 34.2, with a standard deviation of 26.46;

- Education: the education levels of the respondents are diploma degree (5%), bachelor's degree (80%) and master's degree (15%);

- Position: the respondents in this study are subject teachers (30%), subject teachers who are also school officials (20%), subject teachers who are also homerooms (20%), dormitory supervisors (20%), and administrative employees (10%).

2. The Methodology of Student-Centered Learning

Islamic Education is one of the compulsory subjects held by JHS of ABS and GJHS of AI. Among the Islamic Education material is *fiqh* which in some of its competences requires learning practices that aim to construct students' understanding. To support this competences, student-centered learning can be the one of the learning approaches that have an essential context on the aspects of developing the construct of understanding in students. Through this understanding construct, students have the flexibility to gain deep knowledge (deep learning) (Antika, 2014) by improvising the learning experience that they experience (Emaliana, 2017).

Generally, the methodology applied in the student-centered learning (SCL) approach aims to assist students in developing their cognitive abilities through the transfer of knowledge, critical thinking patterns, and meta-cognitive strategies (Ribeiro et al., 2018). The practical-implemented details of the student-centered learning (SCL) methodology are included in the discussion, questioning, criticizing and evaluation components. The four basic methodologies apply to both the conventional-classical classroom model and the digital learning situations. Precisely through the online learning platforms, teachers can provide assistance, automatic evaluation assessments, and appropriate feedback to their students (Serban & Vescan, 2019).

First, discussion activities as a method in the student-centered learning (SCL) process are carried out through small group forums that have a limited number of members. Technically, the discussion session will

create sharing activities among forum members (Unin & Bearing, 2016) which can develop the members' knowledge. *Second,* through questioning, the tutorial process can be more productive and focused on the target of cognitive competencies development for each student (Munje et al., 2018).

The next two components, namely criticizing and evaluation, are a follow-up to the two previous methodologies. Through the synchronization of the four methodologies, it is hoped that the meta-cognitive strategies and critical thinking processes of students can be honed and developed properly.

3. *Online Learning and components of Student-Centered Learning in SMP of ABS and SMP of AAI Malang.*

To determine the relationship between online learning with the components of the conventional methodological approach to student-centered learning (SCL) in two educational institutions that become the object of this study, researchers used *Pearson's Correlation* to answer the question of discussion, questioning, criticizing, and evaluation components in the SCL approach.

The test findings of *Pearson's Correlation* that has been done show the comparison score between SMP of ABS and SMP of AAI. The methodology component student-centered learning (SCL) shows a significant difference with an error rate of less than 1% and a confidence level of 99%.

The correlation results indicate that the obtained scores for student-centered learning (SCL) in online learning at SMP of ABS (mean: 49.23) is higher than the average score of SMP of AAI Malang (mean: 43.23) (Table 1). When viewed from the comparison of the four components of student-centered learning (SCL) between the two research objects, it shows that that the discussion component has a high score at SMP of AAI Malang. In contrast, SMP of ABS has a higher score on the questioning, criticizing and evaluation components. These results indicate that teachers at SMP of AAI Malang are more likely to maintain the indicator of the achievement on the "discussion" component. While teachers at SMP of ABS are more inclined to maintain their achievement in the other three components, namely "questioning, criticizing, and evaluation."

Table 1. Relationship of Online Learning with Methodological Components of Student-Centered Learning Approach

Variable	*Online learning* at the research locus	Descriptive Statistics		Analytical Statistics		
		Mean	Standard deviation	T	df	Sig
Discussion	SMP of AAI Malang	84/16	83/2	357/4	298	001/0
	SMP of ABS	54/15	30/2			
Questioning	SMP of AAI Malang	86/12	69/3	458/8-	298	001/0
	SMP of ABS	14/16	95/2			
Criticizing	SMP of AAI Malang	29/7	86/1	129/7-	298	001/0
	SMP of ABS	98/8	23/2			
Evaluation	SMP of AAI Malang	24/6	88/1	447/10-	298	001/0
	SMP of ABS	57/8	97/1			
Components of Student-Centered Learning (SCL)	SMP of AAI Malang	23/43	00/4	907/4-	297	001/0
	SMP of ABS	23/49	43/3			

The results of the analysis illustrate that learning in the constructivist theory is interpreted as a process of activities carried out by students with other people and the surrounding environment. With this interaction, a concept called was born *proximal development.* This series of processes is the responsibility of teachers in assisting the process of constructing students' understanding

Furthermore, the findings of this research illustrate that the *proximal development* of students who are formed through an online learning environment experiences obstacle in the discussing component. Ideally, this process requires interactive communication between students and their companions/assistance (in this case – the

teachers) which will allow sharing of knowledge based on the topics discussed. The author analyzes that the gap between the fact/reality of the implementation of student-centered learning (SCL) through online learning and the ideal order – occurs due to at least two factors. First, the unpreparedness of teachers in seeking and preparing teaching media/instruments that support/promote the achievement of the student-centered learning (SCL) approach target through online learning.

In the findings of this study, it is known that the evaluation component has not been able to be carried out optimally by teachers due to the psychological readiness factor in conducting online learning which is at a distance from the students.

Discussion

The results of this study are in line with previous research that has been described in the literature review points. Based on the research findings, the use of internet technology, which is the main media for online learning during the regulation of New Normal Era, is not a barrier to the realization of active learning through the student-centered learning (SCL) approach.

The ability of teachers to implement student-centered learning (SCL) through online learning at SMP of ABS and SMP of AAI proves that the new normal era regulations have an impact on four main components of SCL. So, it can be said that online learning and blended learning will be able to become an effective learning environment in supporting competency-based approaches that characterize student-centered learning (SCL) (Qutoshi & Poudel, 2014).

The findings of this study indicate that the regulation of the New Normal Era has an impact in the reduction of the target achievement of the methodological components of the student-centered learning (SCL) approach. It becomes one of the problems while implementing online learning on Islamic Education lesson in the New Normal Era. Ideally, the four components covered in student-centered learning (SCL) can be maximally applied by teachers without being intervened/interrupted by distance learning/online learning situations that prioritize virtual learning activities.

However, in the practice – it appears that not all methodological components included in the student-centered learning (SCL) approach can be realized/carried out to the students. There is an imbalance between the components in it. In other words, some components occupy the priority level and there are other components that their usefulness has been reduced in constructing students' understanding. In fact, the reduction of these methodological components can be seen clearly in the practical lesson of *fiqh*.

This is also what makes the theoretical basis of this research-tested. As with the narrative at the beginning of the article, constructivist theory Vygotsky's becomes the main foothold in analyzing the research hypothesis. Among the main points of the theory are the construct aspects of understanding in students emerge in response to the learning process they are experiencing. Students' experience through their learning environment will affect the development of knowledge they have. In contrast to the theory of other constructivist experts such as Dewey and Piaget -both of which focus on individual development (Howell, 2018), Vygotsky emphasizes formal education as the primary medium for constructing students' understanding (van Rijk, Y., Volman, M., de Haan, D., & van Oers, 2017).

Learning in this theory is interpreted as a process of activities carried out by students with other people and the surrounding environment. With this interaction, a concept called was born *proximal development*. This series of processes is the responsibility of teachers in assisting the process of constructing students' understanding. In a constructivist frame of mind -as Vygotsky views- teachers have the most significant role in creating an interactive learning environment that can actively support the development of students.

Furthermore, the findings of this research illustrate that the *proximal development* of students who are formed through an online learning environment experiences obstacle in the discussing component. Ideally, this process requires interactive communication between students and their companions/assistance (in this case – the teachers) which will allow sharing of knowledge based on the topics discussed. The author analyzes that the gap between the fact/reality of the implementation of student-centered learning (SCL) through online learning and the ideal order – occurs due to at least two factors. First, the unpreparedness of teachers in seeking and preparing teaching media/instruments that support/promote the achievement of the student-centered learning (SCL) approach target through online learning.

And *second,* "Learning from home" regulation in the New Normal Era has the psychological process of Islamic Education teachers who are not fully prepared to carry out online learning. In accordance with Vygotsky's constructivist theory, the real psychic zone that appears through interactive social processes in learning is an important factor in developing students' understanding constructs -include in *fiqh* lesson. In the findings of this study, it is known that the evaluation component has not been able to be carried out optimally by teachers due to the psychological readiness factor in conducting online learning which is at a distance from the students. However, in general it can be said that the student-centered learning (SCL) target through online learning in this study is still in the good category and is successful based on the comparison of the scoring variants between SMP of ABS and SMP of AAI. It means that SCL approach is partly applicable to be implemented in on online learning.

CONCLUSION

In order to face the challenges of educational regulation in the new normal era through online learning, Student-centered learning (SCL) as a learning approach can be

adjusted to the rhythm of online learning so that the main target of student-centered learning in developing analytical-critical thinking processes in students can still be achieved. SMP of AAI and SMP of ABS both have different levels of correlation with the implementation of the SCL approach in each school.

Therefore, the implications of this research can be used as recommendations for other educational institutions in preparing appropriate strategies to face the dynamics of learning during the pandemic of COVID-19.

REFERENCES
Allen, I. E., Seaman, J., Straut, T. T., & Poulin, R. (2016). *Online Report Card: Tracking Online Education in The United States*. Retrieved from https://files.eric.ed.gov/fulltext/ED572777.pdf

Allen, I. E., Survey, B., Seaman, J., Consortium, T. S., Colleges, B., & Survey, B. (2008). *Staying the Course: Online Education in The United States, 2008*. Retrieved from https://files.eric.ed.gov/fulltext/ED529698.pdf

Amineh, R. J., & Asl, H. D. (2015). Review of Constructivism and Social Constructivism. *Journal of Social Sciences, Literature and Languages*, *1*(1), 9–16.

Antika, R. R. (2014). Proses Pembelajaran Berbasis Student Centered Learning (Studi Deskriptif di Sekolah Menengah Pertama Islam Baitul 'Izzah, Nganjuk). *BioKultur*, *3*(1), 251–263.

Baeten, M., Dochy, F., Struyven, K., Parmentier, E., & Vanderbruggen, A. (2016). Student-centred learning environments : an investigation into student teachers ' instructional preferences and approaches to learning. *Learning Environments Research*, *19*(1), 43–62. https://doi.org/10.1007/s10984-015-9190-5

Bernard, R. M., Borokhovski, E., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher

education : from the general to the applied. *Journal of Computing in Higher Education*, *26*(1), 87–122. https://doi.org/10.1007/s12528-013-9077-3

Cahapay, M. B. (2020). Rethinking Education in the New Normal Post-COVID-19 Era: A Curriculum Studies Perspective. *Aquademia*, *4*(2), 1–5. https://doi.org/10.29333/aquademia/8315

Effendi, R. *Pelaksanaan Penerimaan Peserta Didik Baru Online pada Sekolah Dasar Negeri dan Sekolah Menengah Pertama Negeri Kota Bekasi Tahun Pelajaran 2020/2021.* , Pub. L. No. 420/KEP.316.A-DISDIK/V/2020, 4 (2020).

Emaliana, I. (2017). Teacher-centered or Student-centered Learning Approach to Promote Learning? *Jurnal Sosial Humaniora*, *10*(2), 59–70.

Google for Education. (2020). *Future of the Classroom: Emerging Trends in K-12 Education*. Retrieved from https://edu.google.com/latest-news/future-of-the-classroom/emerging-technologies/?modal_active=none

Goyal, S. (2020). Future Shock: 25 Education Trends Post COVID-19. Retrieved August 22, 2020, from brandequity.com website: https://brandequity.economictimes.indiatimes.com/news/business-of-brands/future-shock-25-education-trends-post-covid-19/75729537

Harry Daniels. (2016). *Vygotsky and Pedagogy* (Classic ed). New York: Routledge.

Holmberg, B. (1995). *Theory and Practice of Distance Education* (2nd ed.; Desmond Keegan, Ed.). New York: Routledge.

Howell, W. (2018). The environmental conditions of agency: John Dewey and Jane Jacobs on diversity and the modern urban landscape. *The Journal of Speculative Philosophy*, *32*(2), 263–284.

Keegan, D. (1993). *Theoretical Principles of Distance Education* (D. Keegan, Ed.). New York: Routledge.

Lumatauw, L., Wollah, M., & Tulangow, R.

(2020). Application of Student Centered Learning (SCL) Method through Discovery Strategies in Vocational Educations. *Open Journal of Social Sciences*, *8*(11), 82. https://doi.org/https://doi.org/10.4236/jss.2020.811008

Martinez, M. (2020). Deeper Learning: The New Normal. Retrieved August 23, 2020, from SOURCE website: https://www.advanc-ed.org/source/deeper-learning-new-normal

Moore, Michael G., & Kearsley, G. (1996). *Distance Education: A System View*. Boston: Wadsworth.

Moore, Michael Grahame, & Anderson, W. G. (2003). *Handbook of Distance Education*. New Jersey: Lawrence Erlbaum Associates.

Muhibbin, & Hidayatullah, M. A. (2020). Implementasi Teori Belajar Konstruktivisme Vygotsky Pada Mata Pelajaran PAI di SMA Sains Qur'an Yogyakarta. *Belajea: Jurnal Pendidikan Islam*, *5*(01), 113–130. https://doi.org/10.29240/belajea.v5

Muianga, X., Klomsri, T., Tedre, M., & Mutimucuio, I. (2018). From Teacher-Oriented to Student-Centred Learning: Developing an ICT-Supported Learning Approach at the Eduardo Mondlane University, Mozambique. *Urkish Online Journal of Educational Technology-TOJET*, *17*(2), 46–54.

Munje, P. N., Nanima, R. D., & Clarence, S. (2018). The role of questioning in writing tutorials : a critical approach to student-centered learning in peer tutorials in higher education. *Mentoring & Tutoring: Partnership in Learning*, *26*(3), 336–353. https://doi.org/http://dx.doi.org/10.1080/13611267.2018.1511953

Park, H., & Shea, P. (2020). A Review of Ten-Year Research through Co-citation Analysis : Online Learning , Distance Learning , and Blended Learning. *Online Learning*, *24*(2), 225–244. https://doi.org/https://doi.org/10.24059/olj.v24i2.2001

Putri, M. E. (2020). Teaching Reading Comprehension by Using the Cloze Strategy: The Case of One Islamic Private Junior High School. *Ta'dib:Journal of Islamic Education (Jurnal Pendidikan Islam)*, *25*(1), 44–56. Retrieved from http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/5242/3088

Qutoshi, S. B., & Poudel, T. (2014). Student Centered Approach to Teaching: What Does It Mean for the Stakeholders of a Community School in Karachi, Pakistan? *Journal of Education and Research*, *4*(1), 24–38. https://doi.org/http://dx.doi.org/10.3126/jer.v4i1.9620

Ribeiro, J., Silva, G., Santos, J., & Rauch M. Joao. (2018). Designing Student Centered Learning Methodologies in Applied Sciences Engineering Education. In Pixel (Ed.), *International Conference The Future of Education 8th Edition* (p. 217). Florence, Italy: Libreria Universitaria.

Rini, S., & Mansur, M. (2019). Teaching Higher Order Thinking Skills to Promote Islamic Junior High School Students' Achievement in English Classroom. *Ta'dib:Journal of Islamic Education (Jurnal Pendidikan Islam)*, *24*(2), 238–248. Retrieved from http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/4031

Serban, C., & Vescan, A. (2019). Advances in Designing a Student-Centered Learning Process using Cutting-Edge Methods , Tools , and Artificial Intelligence : An E-Learning Platform. *Proceedings of the 1st ACM SIGSOFT International Workshop on Education through Advanced Software Engineering and Artificial Intelligence*, 39–45. https://doi.org/https://doi.org/10.1145/3340435.3342716

Siswanto, H., Hariri, H., Sowiyah, & Ridwan. (2020). The influence of principal performance on teachers' pedagogical competence. *Journal of Social, Humanity, and Education (JSHE)*, *1*(1), 13–26. https://doi.org/https://doi.org/10.35912/jshe.v1i1.259

Unin, N., & Bearing, P. (2016). Brainstorming as a Way to Approach Student-Centered Learning in the ESL Classroom. *Procedia - Social and Behavioral Sciences*, *224*(August 2015), 605–612. https://doi.org/10.1016/j.sbspro.2016.05.450

van Rijk, Y., Volman, M., de Haan, D., & van Oers, B. (2017). Maximising meaning: creating a learning environment for reading comprehension of informative texts from a Vygotskian perspective. *Learning Environments Research*, *20*(1), 77–98.

Widiana, R., Maharani, A.D., & Rowdoh, R. (2020). Pengaruh Model Problem Based Learning terhadap Kemampuan Literasi Sains Siswa SMA. *Ta'dib*, *23*(1), 87–94. https://doi.org/Pengaruh Model Problem Based Learning terhadap Kemampuan Literasi Sains Siswa SMA

Yamada, F. M. (2020). Living and Teaching When Change is the New Normal: Trends in Theological Education and the Impact on Teaching and Learning. *The Wabash Center Journal on Teaching*, *1*(1), 23–36.

Zaim, M., Refnaldi, R., & Elfiona, E. (2020). Developing Mobile Based Authentic Listening Materials for Senior High School Students. *Ta'dib*, *23*(1), 1–10. https://doi.org/http://dx.doi.org/10.31958/jt.v23i1.1689

Zairul, M. (2020). A Thematic Review on Student-centred Learning in The Studio Education. *Journal of Critical Reviews*, *7*(2), 504–511. https://doi.org/http://dx.doi.org/10.31838/jcr.07.02.95