

LEARNING MODEL OPTIMIZATION *TEACHER-CENTERED* LECTURE METHOD CASE STUDY

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Abstract: Optimizing a learning model that focuses on teachers is an effort to improve the quality of the teaching and learning process by emphasizing the main role of teachers in transferring knowledge to students. One method commonly used in this approach is a lecture, where the material is presented orally by the educator. This research aims to identify factors that influence the effectiveness of the lecture method in teacher-oriented learning, as well as propose strategies to optimize this method. This case study was conducted at the university education level, where the analysis focuses on the interaction between educators and students during the lecture process, as well as its impact on students' understanding of the material received. The research results show that factors such as teaching style, use of visual aids, and variations in material delivery play an important role in increasing students' attention and understanding. Therefore, to optimize the lecture method in a teacher-focused learning model, it is necessary to increase teacher skills in managing the class and utilizing various learning media. This aims to create a more dynamic and interesting atmosphere for students. This research also recommends training for teachers to master more effective lecturing techniques and emphasizes the importance of continuous evaluation of the teaching strategies implemented.

INTRODUCTION

Teacher Centered is a learning model where the teacher has a dominant role in the teaching and learning process. In this model, the teacher acts as the main source of information, director and controller of the learning process, while students receive more information conveyed by the teacher (Salay, 2019). In the Teacher Centered learning model, the teacher has the role of: Determining learning goals and topics, giving lectures, giving information, making rules. Meanwhile, students in the Teacher Centered learning model act as: Listeners, Note-takers, Receivers of information, Receivers of rules. The teacher-centered learning model has several shortcomings that need to be taken into account, especially in the context of developing skills and student participation. One of the shortcomings that is often experienced is that students often feel bored, so that the understanding and knowledge they gain does not develop well. Apart from that, when participants students are starting to get bored with the learning

delivered by educators, some students are playing on cellphones, chatting with their friends, there is a lack of development of critical and creative skills .

Optimizing the teacher-centered learning model through the lecture method can provide structure and full control to teachers in delivering material in a systematic and directed manner. (Dirga Purnama, 2019). Case studies on the application of this method show that lectures are effective in transferring large amounts of information to students in a short time, especially for theoretical subjects. However, along with the development of increasingly dynamic educational needs, an important question arises: how can lecture methods be optimized to be more effective in achieving learning goals. Optimization in this context involves strategies that can increase student engagement, ensure deeper understanding, and maintain their focus throughout the learning process.. (Syakdiyah & Romzi, n.t.). This case study on the application of the lecture method offers insight into how traditional techniques can be adapted to 21st century learning needs, without compromising the basic principles of the teacher-centered learning model.

This article will discuss ways to optimize the lecture method, as well as supporting strategies that educators can implement to improve the quality and efficiency of learning. In this way, it is hoped that the lecture method can remain relevant and be able to produce maximum learning outcomes for students.

RESEARCH METHODS

This research uses a qualitative approach with a case study method, which aims to collect descriptive data related to individuals and their behavior. This descriptive method functions to analyze and explain the main focus and objectives of research, whether regarding individuals, institutions, society, etc., based on available data. Thus, this research attempts to describe various situations and events experienced by the group being studied. Descriptive methods generally present data based on the variables being studied, thereby allowing researchers to gain comprehensive insight into each variable based on predetermined categories. Data sources in this research include documents, observations and interviews conducted at the research location. In the analysis process, researchers apply three main steps: data reduction, data presentation, and writing conclusions (Sidiq et al., 2019).

RESULTS AND DISCUSSION

Teacher Centerd Learning Model

A teacher-oriented learning model, or teacher-centered, is a teaching approach in which the teacher functions as the main source of knowledge and director of the learning process. In this model, the teacher takes a central role in class activities, providing information, instructions and explanations of material to students. This approach is often used at various levels of education and is characterized by distinctive characteristics, such as teacher dominance in controlling the course of learning and limited interaction between teachers and students. In English, the word "method" is translated as "method." Meanwhile, in Arabic, this term is related to كلمة طريقة (thariqah) or أسلوب (uslub), which means "path" (Ali and Mudhar: tt). According to the Big Indonesian Dictionary (KBBI), a method is defined as an orderly method used to carry out work, with the aim of achieving the expected results effectively in the context of the teaching strategy applied. In other words, a method is a systematic approach that makes it easier to carry out an activity to achieve a predetermined target. On the other hand, the concept of learning—which in English is called "teaching" and in Arabic is known as التدريس (tadris)—refers to the process of interaction between students, educators, and learning resources in a learning environment, as explained in Government Regulation No. . 32 of 2013 (Wijayanti et al., 2022, p. 843). Thus, the success of learning really depends on several important elements, namely students (students), educators (teachers), learning materials, as well as the learning environment which includes classrooms and Thus, learning methods can be interpreted as the methods used by educators to convey material to students in the context of teaching and learning activities (KBM).

Experts have various ways to describe learning models. They generally define a learning model as a design or pattern that can be used to plan learning activities in a structured manner (Auliya Hamidah Haris Poernomo and Nan Rahminawati, 2022). Sugiyono also stated that the learning model functions as a design used to design the learning process. This model acts as a tool in arranging learning steps, so that learning goals can be achieved more effectively. The teacher-centered approach refers to a learning model where educators play the main role in delivering material to students (Dirga Purnama, 2019). In this approach, educators function as the main source of information, while students tend to act as passive recipients in the learning process. This method emphasizes teaching that is structured, planned, and completely controlled by the educator. One of the positive results of the teacher-centered approach is increased mastery of the material by students. This happens because educators have full control

over the learning process in the classroom, so that teaching can take place in a more focused manner.

In approach *teacher-centered* has several advantages in terms of structure and ease of classroom management, especially in the context of basic teaching and material that requires rote knowledge. The teacher functions as an authority in the classroom, providing clarity and stable direction to the learning process.(Hanafiah & Handayani, 2024). However, this approach has limitations in encouraging active student engagement, which is important for the formation of analytical and creative skills. In today's information age, students' abilities to think critically, work collaboratively, and take initiative have become increasingly important. Approach *teacher-centered* less support for this skill because learning is more centered on conveying information in one direction rather than exploration and collaboration(Arkanudin dkk., 2024).

Lecture Model

Individual who has undergone education, whether formal or informal, must be familiar with various existing teaching methods, both in the school environment and outside. In this context, lecture as a learning method refers to the delivery of lesson material directly through verbal communication. In this process, an educator communicates information orally, which is also often referred to as a speech (Wirabumi, 2020). The lecture learning method is one approach that is often used in the teaching and learning process. In this method, educators act as the main source of information and transmitter of material, while students tend to take the role of recipients of information (Darmawani, 2018). This approach emphasizes the delivery of material directly by educators to students with minimal two-way interaction. In English, this method is known as the Lecture Method, which comes from Latin words such as *Lactare*, *Lecturu*, and *Legu*, which means reading aloud (Hidayati, t. t.).

The history of the use of this method covers a long journey starting in the 5th century by the Greeks. Over time, this lecture method was expanded in use by Muslims and European society during the Middle Ages, where writing became very rarely used (Musnar Indra Daulay and Nurmnalina, 2021). According to the Big Indonesian Dictionary (KBBI), the lecture method is a teaching and learning strategy that emphasizes the one-way delivery of information from educators to students (Bahtiar and Fajarina, 2023).

Optimizing the Teacher Centered Learning Model Using the Lecture Method

Optimizing the learning model with a teacher-centered approach through the lecture method aims to increase the effectiveness of learning delivered by the teacher, where the teacher acts as the main center in delivering the material. Before starting learning, the teacher usually has prepared a detailed learning plan to ensure that the lecture process takes place clearly and concisely. Thus, the learning process can take place in a more specific manner, so that students can more easily understand the material presented. To make learning delivery more interesting and prevent boredom, teachers can use tools such as projectors. After the material is presented, the teacher gives students the opportunity to ask questions related to the topics that have been discussed. This question and answer session has an important role not only in measuring students' understanding, but also in encouraging them to think actively. Even though the material is delivered with a teacher-focused approach, where the main attention is focused on the educator, the interaction between educators and students remains very crucial.

Educators need to pay attention to students' facial expressions and body language as a way to assess their understanding of the material being taught. By encouraging active participation during the teaching and learning process, educators can reward students who are well engaged, whether through answers to questions or other contributions. This approach has the potential to increase student motivation to be more active in each learning session. With this optimization step, the lecture method, which is often considered monotonous, can become more dynamic, triggering student involvement, while maintaining focus on the role of the educator.

CONCLUSIONS AND RECOMMENDATION

Optimizing the teacher-focused learning model through the lecture method can be done with a better approach. Although the lecture method is often seen as less effective than more interactive learning methods, this approach still has relevance if implemented optimally. To achieve optimization, it is important to pay attention to several aspects, such as increasing active interaction between lecturers and students, using appropriate learning media, and managing time efficiently. By strengthening student involvement in discussions and providing variations in the delivery of material, the lecture method can be more effective and support maximum achievement of learning objectives.

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