AGREEMENT CENTERED LEARNING AS AN ALTERNATIVE APPROACH IN AN EFFORT TO OPTIMIZE ORDER ON SENIOR HIGH SCHOOL STUDENTS' LEARNING

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ABSTRACT
Unlimited information makes students a global community. High school students who are prone to identity crises are now a global society, this means that students are faced with cultural interactions that occur on a global scale at any time. Today's SCL paradigm makes students who are prone to identity crises to be the center of learning in all its aspects, so that there is a potential for confusion of norms, ethics, and rules that exist in senior high schools based on students' vulnerability to identity crises. The TCL paradigm is also considered a paradigm that makes students passive, resulting in non-optimal learning in schools. The purpose of this research is to find out how *Agreement Centered Learning* can be an alternative point of view in optimizing learning. The research method that the researcher chose was library research, namely the study of relevant credible scientific articles, books, and websites. The results show that *Agreement Centered Learning* can be an alternative in learning, so that the order that exists during learning in schools can be maintained because students and teachers have mutual responsibility for the agreed agreements.
Keywords: *Agreement , Centered, Learning, Approach*

INTRODUCTION

Today globalization affects various sectors of life, including the education sector. Unlimited information causes both teachers and students to become global communities. The world's view of a country's superiority is no longer related to how much natural resources it has, but how the quality of its human resources manages [1]the wealth of available natural resources.

Globalization brings us to a competitive era on a world scale, because today's people are connected to each other through internet access which allows one another to share experiences, share situations, and share conditions in *real time* . This unlimited information, aside from being potentially positive, is also a formidable challenge.

Unlimited information allows people of the world to actively communicate with each other across cultures, so that a culture that exists in one society has the potential to influence other societies even though, for example, geographically on a world map it is located tens of thousands of kilometers. The positive for education is that we can learn from various experiences of world education, but the negative is that it is destructive which undermines the identity of Indonesian education.

[1] Sudarsri Lestari. (2018). Peran teknologi dalam pendidikan di era globalisasi. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, *2*(2), 94-100.

One of the elements of education is students. [2]Hitting various world cultures means also hitting students. Students especially during adolescence are prone to identity crises. One of the most common deviant behaviors or juvenile delinquency that occurs is because adolescents are experiencing an identity crisis.

Middle school age students can be said to be in their teens , namely those in the age range of 10-24 years according to WHO [3]. The secondary schools in question are SMP (Junior High School) and SMA (High School). Middle school and high school students can be said to be in the teenage age range because based on the Permendikbud policy No. 1 of 2021 articles 5 and 6, that junior high school (SMP) equivalent is in the maximum age range of 15 years and high school (SMA) equivalent is in the maximum age range of 21 years.[4]

The COVID-19 pandemic is a second problem besides juvenile delinquency. The pandemic was the point where teachers were forcibly withdrawn from carrying out distance learning. Distance learning can be said to be a solutive effort in bridging education so that it can continue to carry out learning, but not without negative effects.

Currently there are two major paradigms in thinking about education, namely *Teacher Centered* and *Student Centered*. The *Student Centered* Paradigm is a popular and currently developing paradigm, but does *Student Centered* really absolutely have sharpness in any situation and condition, or do *Student Centered* and *Teacher Centered* complement each other in one condition even though they are different in the use of time?

It is based on these problems that the authors are interested in raising the problem of the phenomenon of poor students in behavior to review whether an alternative paradigm is needed other than *Student Centered* and *Teacher* Centered which are currently popular and developing.

METHODS

The research method that the researcher chose was library research, namely the study of scientific articles, scientific books, and credible websites that are relevant to the topic raised. The review process with the literature study method itself includes at least six stages, starting from determining the topic, searching for related literature, developing arguments, conducting a survey of related literature, criticizing the literature, and writing a review.[5]

Regarding the review of the literature in the form of credible articles, books and websites, the content analysis technique was chosen by the researcher as a technique in reviewing various scientific literature. The *content analysis* technique is an analytical technique that has the goal of making a decision or a conclusion by analyzing certain characteristics

[2] Https://disdikpora.bulelengkab.go.id/informasi/detail/artikel/unsur-unsur-pendidikan-46
[3] Widyarini, Nurlaela (2019) *(Peer review) PERAN KOMUNIKASI DENGAN ORANG TUA DAN PERILAKU SEKSUAL REMAJA: STUDI METAANALISIS.* Institut Pertanian Bogor, Indonesia.
[4] https://peraturan.bpk.go.id/Home/Details/163568/permendikbud-no-1-tahun-2021
[5] Mahanum, M. (2021). Tinjauan Kepustakaan. *ALACRITY: Journal of Education*, 1-12.

through the main idea of a text in a structured manner as well as what it is.[6]

RESULTS AND DISCUSSION

Teacher Centered and Student Centered

Related problems can be addressed at least by the teacher through a good thinking paradigm towards learning. Currently there are two major paradigms in thinking about education, namely *Teacher Centered* and *Student Centered*. The *Student Centered* Paradigm is a popular and currently developing paradigm, but does *Student Centered* really absolutely have sharpness in any situation and condition, or do *Student Centered* and *Teacher Centered* complement each other in one condition even though they are different in the use of time?

TCL (*Teacher Centered Learning*) is a one-way learning method during the learning process, namely a learning model by listening to more material by the teacher in class.[7] The SCL (*Student Centered Learning*) model is a centered learning model where students are given encouragement so that students are motivated and active in the learning process, so that the teaching and learning process in class or in the network becomes more active and students have efforts to achieve learning goals. [8]In simple terms, it can be said that the SCL paradigm is a paradigm that makes students the center of learning in order to achieve learning goals, while TCL is a paradigm that makes the teacher the center of learning in order to achieve learning goals.

The SCL paradigm, although currently the paradigm that has been widely proposed in various studies, is lacking when faced with subjects that tend to memorize methods such as history, as stated by Ramdhani's research. Ramdhani in his research revealed that SCL was less effective in improving learning outcomes in the *Date* subject .

Date material contains stories that need to be memorized and require quiet class conditions, which cannot be found in SCL, where the class conditions are relatively crowded and rowdy. The SCL paradigm will be used effectively if students are given the task of searching the internet or other media so students can understand what they are looking for, and it is less effective when used in the learning process in class.[9]

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[6] Amini, N., & Suyadi, S. (2020). Media Kartu Kata Bergambar Dalam Meningkatkan Kemampuan Kosakata Anak Usia Dini. *Paudia: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, *9*(2), 119-129.

[7] Hetti Sari Ramadhani. (2017). Efektivitas Metode Pembelajaran SCL (Student Centered Learning) dan TCL (Teacher Centered Learning) pada Motivasi Intrinsik & Ekstrinsik Mahasiswa Psikologi UNTAG SURABAYA Angkatan Tahun 2014 . *Persona: Jurnal Psikologi Indonesia*, *6*(2), 66-74.

[8] Novita C., & Aditya Prapanca. (2021). Efektivitas Blended Learning dengan Model Student Centered Menggunakan Media Project Management System Berdasarkan Lembar Kerja Siswa di SMK. *IT-Edu : Jurnal Information Technology and Education*, *6*(1), 685-692.

[9] Ramdhani, Muhammad Alif and , Dr. Abdullah Aly, M.Ag. and , Drs. Abdullah Mahmud, M.Ag. (2014) *Perbandingan Strategi Pembelajaran Teacher Centered Learning Dengan Student Centered Learning Terhadap Hasil Belajar Pada Mata Pelajaran Tarikh Siswa Kelas VIII SMP Muhammadiyah 4 Surakarta.* Skripsi thesis, Universitas Muhammadiyah Surakarta

The SCL paradigm also occurs ironically, ironically the paradigm of *Student Centered Learning* today makes students who are prone to identity crises today precisely the center of learning, so that the potential for bias in norms and ethics is wide open. Students become masters of norms and ethics, while teachers when using the SCL paradigm, will be directed only as facilitators who guide students according to what students want, not according to what students need.

The TCL paradigm is also lacking, even the current TCL paradigm in various studies seems to be being battered to be replaced with the SCL paradigm. TCL is considered lacking because the TCL paradigm is considered to make students passive. TCL in research conducted by Rozali is considered to reduce the maximum educational outcomes for students, namely making learning passive, reducing the potential for student participation in class, there is no meaningful learning, and the learning process is only in the form of knowledge transfer.[10]

Based on this, TCL and SCL have problems in class conditions. TCL and SCL in fact have their own advantages depending on what kind of material is taught, both views also keep thinking about how good class conditions are so that learning objectives can be achieved properly. It is based on this that there needs to be a view that can mediate the two paradigms in order to create classes that are in accordance with the material being taught, because the TCL paradigm alone is not able to accommodate all subjects, even SCL is also proven to be unable to accommodate all of them, each - each of these paradigms has its portion.

Agreement Centered Learning

This paradigm has actually been around for a long time, lecture contracts in tertiary institutions and agreements between students and teachers when the teacher first enters the classroom are examples of agreement-centered forms. At the beginning of each semester , for example, lecturers enter into lecture contracts with students who are under their responsibility. Lecture contracts are agreements between lecturers and students regarding various aspects of lectures, including the form and content of study programs.

The function of the lecture contract is to explain the roles and responsibilities of students and lecturers in order to increase the efficiency and effectiveness of learning. Thus, the first face-to-face meetings with students can be more focused and will then go well. It's like explaining a lecture contract like building clear rails so that the lecture train runs according to the tracks and lanes.

The form of a lecture contract can vary, but the components in it are more or less the same. It consists of the name of the course, the weight of the credits, the name of the supporting lecturer, class schedule, how to communicate with the lecturer (usually containing a cell phone number and

[10] Agung Rozali, Dede Margo Irianto, Yeni Yuniarti. (2022). Kajian Problematika Teacher Centered Learning Dalam Pembelajaran Siswa Studi Kasus: Sdn Dukuh, Sukabumi. *COLLASE (Creative of Learning Students Elementary Education)*, *5*(1), 77-85.

e-mail), and the name of the person in charge of the class. Next, a description and benefits of the course are presented, as well as important points in the lecture material. At least it contains the themes that will be presented, in accordance with the syllabus and the Semester Program Plan (RPS).[11]

Agreement-oriented learning is an alternative paradigm besides TCL and SCL, so that TCL and SCL views can be used conditionally depending on what material will be taught to students.

(AGCL) *Agreement Centered Learning* means agreement-centered learning . Agreement is important when carrying out actions involving several parties. It is important that there is an agreement made by interested parties to achieve common goals and expected results.[12]

Agreement is the main condition in making an agreement. Each party that binds itself must agree on the object of the agreement. Agreement is a subjective condition in the agreement, which means that in making an agreement if these subjective conditions are not met, then the agreement is null and void.

Agreements in AGCL are both passive and active. Passive agreements are in the form of structural agreements, namely education policies for teachers set by the government or between school policies and teachers. An active agreement is in the form of an agreement between teacher and student whose agreement is flexible and developing, flexible in the sense that the teacher is given the authority to discuss with students regarding the methods and rules used, and developing in the sense that the agreement can be modified if the situation changes unexpectedly or unexpectedly.

AGCL means that students participate in making agreements, so that students in learning after agreements can be implemented. This is because the rules and ways of learning during the lesson are from them, by them and for them.

Agreement from students because of student participation in determining agreements, by students because students carry out agreements, and for students because the benefits of the agreement are made to educate students through achieving learning objectives. It is this sense of responsibility for what is mutually agreed upon that can encourage students to carry out what is agreed upon.

AGCL can be considered a paradigm in learning, but that does not mean it is without drawbacks. Lack of AGCL can occur when students are forced to make agreements that are not good for the course of the learning process. For example, students demand to smoke in class. If it occurs in conditions like the above, AGCL cannot be used, because it will result in a bad deal. Situations like that can be handled with TCL, so that there is the potential for learning to be fully controlled by the teacher so as to create learning that does not go out of the way of education, with a note of the size of the use of the teacher's power depending on the conditions that occur.

[11] https://www.staisyaichona.ac.id/2022/02/05/pentingnya-kontrak-perkuliahan/
[12] Sri Wahyuningsih, & Fadriati. (2022). Kesepakatan Etik dan Interpersonal dalam Evaluasi Program Pendidikan. *Al-Fahim : Jurnal Manajemen Pendidikan Islam*, *4*(1), 58-72.

AGCL Implications with Optimizing Student Order

An identity crisis is a situation where a person experiences a crisis of identity, a situation where a person does not understand how he should behave, have principles, hope, and what to do in the midst of a life full of choices that offer different types of "truth" respectively.[13]

Implementation of school rules has two very important functions in helping children get used to controlling and curbing desired behavior, as stated by Hurlock, namely: first, regulations have educational value and second, regulations help curb unwanted behavior, while violations of rules is a form of student delinquency that is carried out according to their own will regardless of the rules that have been made.[14]

In general, school rules can be interpreted as bonds or rules that must be obeyed by every member of the school where the teaching and learning process takes place. The implementation of school rules and regulations will work well if teachers, school officials and students have mutually supported the school rules. Lack of support from students will result in less meaningful school rules applied in schools.

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Order is not to give priority to one limb over another. The word "orderly" which means orderly, not messy, tidy. In general, the notion of order means that it is organized and carried out neatly, regularly, according to rules. Orderly means rules that are made in an orderly and orderly manner, and mutually sequential, with the aim that all those who carry out these regulations do so in accordance with the sequences that have been made.

In detail, the purpose of the school rules can be divided into two parts, namely:

a. For students

1) Convict the child of order, good and bad. 2) Encouraging to do what is orderly and good and leave what is good and bad. 3) Getting used to order on good things 4) Not delaying work if it can be done now 5) Appreciating time as effectively as possible

b. For school

1) School tranquility can be created. 2) The teaching and learning process can run smoothly. 3) The creation of a good relationship between

[13] Hidayah, N., & Huriati, H. (2017). KRISIS IDENTITAS DIRI PADA REMAJA "IDENTITY CRISIS OF ADOLESCENCES". *Sulesana: Jurnal Wawasan Keislaman*, *10*(1), 49-62.

[14] IRWANSA,, A. (2015) *Analisis Pelaksanaan Tata Tertib Sekolah Pada Siswa Di SMK Negeri 1 Makasaar". Skripsi. Fakultas Ilmu Sosial.* Diploma thesis, Universitas Negeri Makassar..

[15] Hadianti, L. S. (2017). Pengaruh Pelaksanaan tata tertib sekolah terhadap kedisiplinan belajar siswa (Penelitian deskriftif analisis di SDN Sukakarya II Kecamatan samarang Kabupaten Garut). *Jurnal Pendidikan UNIGA*, *2*(1), 1-8.

teachers and students and between one student and another. 4) The creation of what is the purpose of the school

Juvenile delinquency is also known as *juvenile delinquency* . *Juvenile* comes from the Latin juvenilis, which means children, young people. Meanwhile , *delinquent* comes from the Latin word " *delinquere* " which means neglected, neglected. This term contains the notion of adolescent behavior that deviates from the prevailing norms, laws, customs, as well as those concerning community life. According to Erikson, delinquency occurs because adolescents fail to find a role identity. Delinquency is an attempt to form an identity, even though the identity is negative.[16]

Juvenile delinquency occurs due to various factors. One of the factors driving students to commit delinquency is because of an identity crisis. An identity crisis is a situation where a person experiences a crisis of identity, a situation where a person does not understand how he should behave, have principles, hope, and what to do in the midst of a life full of choices that offer different types of "truth" respectively. [17]According to Santrock, adolescence is a period that is in the stage of identity crisis versus identity diffusion. [18]This crisis often occurs in adolescents because they are experiencing a period of change from children to adults.[19]

The identity crisis is why students become easy targets for attacks by various world cultures, not knowing whether the culture is appropriate or not in accordance with the values in which the student is located. Students become masters of norms and ethics, today's teachers are only facilitators who guide students according to what students want, not according to what students need. This is in accordance with research conducted by Hani, et al., that there are internal factors that influence the delinquency of class XI students at SMA PGRI Purwoharjo, the main or determining internal factor is the identity crisis with a result of 21.45% causing student delinquency.

According to Asmani in Putra, what is meant by student delinquency, can be in the form of (1) Long hair for male students (2) Hair dyed (3) Skin tattoos (4) Smoking (5) Fighting (6) Stealing (7) Damaging his friend's motorcycle 8) Free association (9) Dating (10) Absent from school (11) Often skipping school (12) Undisciplined (13) Crowded in class (14) Playing *play station* (15) Littering the classroom and school grounds.[20]

This misbehavior needs to be overcome, one of which is through conditional learning in order to create optimal learning in the classroom. The AGCL paradigm offers this, so that class problems that occur can be

[16] https://ejournal.ap.fisip-unmul.ac.id/site/wp-content/uploads/2018/09/Jurnal%20FIX%20%20(09-28-18-02-01-17).pdf
[17] Hidayah, N., & Huriati, H. (2017). KRISIS IDENTITAS DIRI PADA REMAJA “IDENTITY CRISIS OF ADOLESCENCES”. *Sulesana: Jurnal Wawasan Keislaman, 10*(1), 49-62.
[18] Bahri, Saiful, et al. "Peranan Aparatur Desa dalam Pencegahan Kenakalan Remaja di Kabupaten Aceh Utara." *Asia-Pacific Journal of Public Policy*, vol. 5, no. 2, 2019, pp. 52-72
[19] Fitriana, Risa Noer (2018) *Krisis Identitas Pada Tokoh Kafka Dalam Novel Kafka On The Shore.* Other thesis, Universitas Komputer Indonesia.
[20] Andi Riswandi Buana Putra. (2015). Peran Guru Bimbingan Konseling Mengatasi Kenakalan Remaja di Sekolah. *Pedagogik: Jurnal Pendidikan, 10*(1), 32-39.

solved depending on the conditions of the problems that need to be solved. If conditions require the SCL paradigm as a solution, then that paradigm is used. Conversely, if the TCL paradigm can be a solution to the conditions contained in the class, then use TCL.

Good learning is learning that achieves its goals. Good learning objectives are achieved, not only thanks to the teacher, but also thanks to students who are willing to learn. Therefore, conditional learning needs to be present so that students have a sense of responsibility in achieving optimal learning goals.

CONCLUSION

The TCL and SCL paradigms are conditional, depending on what material is being discussed. AGCL is also conditional, but not material dependent. AGCL depends on students as parties who participate in making agreements, if students are not participatory or their opinions come out of the lines of good and right education, then AGCL cannot be used.

AGCL needs to be considered in efforts to correct student bad behavior. This paradigm needs to be used as a point of view in managing learning in the classroom so that a conducive class occurs, so that efforts to improve students' bad behavior in the form of juvenile delinquency can be handled properly.

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