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## Teachers' Perceptions on the Implementation of Student-Centered Learning in Indonesian Language Learning to Improve 21<sup>st</sup> Century Skills Among High School Students

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**Abstract:** *This study aims to describe teachers' knowledge regarding the implementation of Student-Centered Learning (SCL) in Indonesian language instruction to enhance students' 21st-century skills. The research employs a descriptive qualitative-quantitative approach aimed at exploring the perspectives of high school Indonesian language teachers. The research sample consists of 16 Indonesian language teachers from various public and private high schools in Bandar Lampung City. This study found that Indonesian language teachers at senior high schools in Bandar Lampung have a good understanding of SCL, including its concept, benefits, challenges, strategies, and implementation. In general, they perceive the implementation of SCL in Indonesian language instruction as quite effective and believe that it can enhance students' achievement and motivation in developing 21st-century skills.*

**Keywords:** *Indonesian language; student-centered learning; skills teachers' perspectives; 21st-century*

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**Abstrak:** Penelitian ini bertujuan mendeskripsikan pengetahuan guru terkait penerapan *Student-Centered Learning (SCL)* dalam pembelajaran bahasa Indonesia untuk meningkatkan keterampilan abad 21 siswa. Metode penelitian menggunakan pendekatan kualitatif-kuantitatif deskriptif bertujuan untuk menggali perspektif guru bahasa Indonesia SMA. Sampel penelitian dilakukan 16 guru bahasa Indonesia dari berbagai SMA negeri dan swasta di Kota Bandar Lampung. Data dianalisis untuk mengidentifikasi pola yang terkait dengan faktor sosio-demografi, pengetahuan guru tentang SCL, praktik implementasi, dan pandangan guru. Penelitian ini menemukan bahwa guru bahasa Indonesia di SMA Negeri Bandar Lampung memiliki pemahaman yang baik tentang SCL, meliputi dari segi pemahaman, manfaat, kendala, strategi, dan implementasinya. Guru juga mengemukakan variasi dalam penerapan SCL di kelasnya. Secara umum mereka menilai penerapan SCL dalam pembelajaran bahasa Indonesia sudah cukup baik dan dapat meningkatkan prestasi dan motivasi siswa dalam keterampilan abad 21.

**Kata Kunci:** *Bahasa Indonesia; keterampilan abad ke-21; perspektif guru; student-centered learning*

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## Introduction

In the era of globalization, competition for human resources has become a very important topic of discussion (Koster & Wittek, 2016). Every country is competing to prepare resources that are able to compete in the international arena. This has had a significant impact on various aspects of human life, one of which is the education sector. Every country continues to make efforts to improve the quality of its education through adequate curriculum design and learning systems. This is because education is one way to create superior resources (Alenezi et al., 2023; Morgan, 2014; Salas-Pilco et al., 2022). Education also has a role in building a nation's civilization so that it can continue to exist in the future (Nurdin, 2015).

Today's world demands not only emphasize the aspect of material mastery (cognitive), but also emphasize the skills aspect of graduates this is known as 21<sup>st</sup> century skills (Aytaç & Kula, 2022; Kivunja, 2014; Sheffler et al., 2022). This concept emerged because of the phenomenon of a learning system, in Indonesia especially, that emphasizes students competing but forgetting a group work. This can be seen in the presence of school ranking systems, top-ranking schools, selective classes, and accelerated programs, among others.

21<sup>st</sup> century skills are categorized into four, namely a) ways of thinking (creativity and innovation, critical thinking, solving problems, making decisions, and learning to learn); b) ways to work (communicate and collaborate); c) tools for work (general knowledge and skills of information and communication technology; and d) ways for life (career, personal and social responsibility including cultural awareness and competence) (Akib & Muhsin, 2019; Care et al., 2018).

Currently individuals are faced with easy access to information and interaction in a complex societal environment. Therefore, to support their success, skills are needed that can

support them. Those skills include communication skills, collaboration skills, critical thinking and problem-solving skills, and creative and innovative thinking skills (Chusni et al., 2020; Stanikzai, 2023).

The implementation of Student-Centered Learning (SCL) has become a standard for implementing classroom learning which is emphasized by the government, especially in Indonesia (Pastini & Lilasari, 2023; Tlili et al., 2022). This is because a student-centered learning approach can facilitate them to take an active part in the learning process, so that they have the opportunity to develop their skills in communicating, working together, thinking critically, and others (Aytaç & Kula, 2022; Chang et al., 2022; Lumatauw et al., 2020). This approach is expected to be applied to every learning in every subject, including Indonesian. SCL approach can be integrated into several learning models, such as Problem Based Learning, Project Based Learning, Discovery Learning, and others. In this approach, students act as learning subjects. Students who study, students who think, and students who find their own understanding of the subject matter they are studying while the teacher only directs, motivates, and facilitates students' learning (An & Mindrila, 2020).

Many studies have revealed that SCL can have a positive influence on the development of their thinking skills. Has conducted research related to the influence of SCL on creative thinking skills (Aytaç & KULA, 2022). The research has shown a positive influence. Other research conducted by Lumatauw et al. (2020) who implements SCL for vocational school students. This research shows that the implementation of SCL can have an influence on increasing student activity and understanding. The integration of SCL is essential to support students in developing 21<sup>st</sup> century skills. Hadiyanto (2024) found that applying SCL methods significantly enhances students' hard and soft skills, which are critical

for modern educational demands. Kerimbayev et al. (2023a) also concluded that the integration of modern technology within SCL supports critical thinking, creativity, and digital literacy, although disparities in access and teacher readiness remain significant obstacles. Revealed that SCL, when applied in STEM classrooms, effectively fosters 21<sup>st</sup> century competencies through structured lesson planning and meaningful student engagement (Peters-Burton et al., 2023). Additionally, studies by Medriati & Risdianto (2020) affirmed that SCL increases creative thinking, communicative abilities, and collaborative skills, which are pivotal for student success in the modern world. These findings reinforce the importance of SCL as a pedagogical approach to prepare students to thrive in the 21<sup>st</sup> century.

Even though implementing the SCL approach can have a positive impact, in fact there is still a tendency for teachers to continue using the Teacher Centered Learning (TCL) approach (Findyartini et al., 2023). In fact, this learning is no longer relevant to current global needs. This is because TCL is an approach that emphasizes teachers as centers of information and learning subjects (Findyartini et al., 2023). In this approach, students only act as listeners and recipients of information from the teacher. Disadvantages in the teacher-centered learning process include the fact that it can make children passive, not daring to express their feelings, verbalism, mental illness, low self-esteem, uncritical and unproductive (Aytaç & KULA, 2022; Lumatauw et al., 2020; Zhang et al., 2021).

The previous studies revealed above give some justification that SCL is highly advised to be implemented, in improving students' 21<sup>st</sup> century skills particularly. However, the obstacles naturally occur for the teachers who are used to the TCL. As the evidence, teachers in Sub Sahara African (SSA) countries, especially Nigeria faced some challenges in implementing SCL (Pauline et al., 2021). The

result of the study revealed some challenges including low-quality education systems, limited pedagogical understanding among educators, large class sizes, demanding curricula, complex assessments, and inadequate infrastructure-particularly unreliable electricity and internet access-hinder effective learning. This study also mentioned that most of the obstacles were cultivated from the teachers' perspective. This underlines the important fact that teachers' perspective holds an important part of exploring the implementation of SCL.

Another study explores the importance of teachers' perspective on SCL implementation. A mixed-method study exploring Iranian EFL teachers' perceptions of obstacles to implement SCL revealed a significant gap between teachers' perceptions of SCL and their classroom practices. Interviews identified institutional, relational, and socio-cultural barriers that hinder SCL implementation, leading teachers to continue using TCL despite understanding SCL principles (Hemmati, 2022). The findings of this study highlight the importance of exploring teachers' perspectives on Student-Centered Learning (SCL), as the significant gap between their understanding of SCL and its actual classroom implementation driven by institutional, relational, and socio-cultural barriers suggests that despite recognizing the value of SCL, teachers often revert to TCL due to contextual constraints.

Kerimbayev et al. (2023a) further emphasized that teachers' perceptions toward modern technology are essential in supporting SCL, especially in distance learning settings, where readiness and openness to technology directly impact learning outcomes. Yunus & Latief (2023) also highlighted that Indonesian English language lecturers who positively perceive SCL face real challenges in practice, such as limited assessment knowledge and inadequate institutional support, indicating that perceptions alone are insufficient without

systemic backing. Oluwafunmilola (2024) found that the success of SCL in the classroom is closely linked to teachers' attitudes and beliefs, where positive perceptions can significantly enhance its effectiveness, while hesitation or skepticism may hinder its application.

In this extent, teacher's perception can be interpreted as his view of something which is influenced by previous knowledge and life experience so that it determines his behavior or choices (Struyven et al., 2003). When teachers' knowledge is limited and their experience in using SCL actually makes it difficult, there is a tendency for conventional learning to be used in the classroom.

The elaboration of the previous studies provides theoretical assumption that the use of the Student-Centered Learning approach in the learning process certainly depends on the teacher's perspective. This is due to the teacher's role as the organizer and designer of the learning process, where each educator employs different strategies based on their individual competencies and pedagogical understanding. Consequently, this study aims to explore teachers' perspectives on the implementation of the Student-Centered Learning (SCL) approach in fostering 21<sup>st</sup> century skills. The formulations of the problems are as follow:

1. To what extent do teachers possess knowledge of Student-Centered Learning (SCL) in the context of Indonesian language instruction for the development of 21<sup>st</sup> century skills?
2. How do teachers perceive the implementation of Student-Centered Learning (SCL) in Indonesian language teaching to enhance students' 21<sup>st</sup> century skills?

## Methods

This study used a descriptive qualitative-quantitative approach (descriptive survey)

aimed at exploring the perspectives of high school Indonesian language teachers on the use of Student-Centered Learning (SCL) in improving 21st century skills. This study was conducted in Bandar Lampung and involved 16 Indonesian language teachers from various public and private high schools.

Participants were selected using purposive sampling based on certain criteria: (1) currently teaching Indonesian at the high school level, (2) have at least one year of teaching experience, and (3) have been exposed to or trained in the SCL approach. This selection ensured that participants had sufficient background to provide relevant insights into the research topic.

Although the number of participants was limited to 16, this was considered sufficient for a descriptive exploratory study that focused on depth rather than generalization. The selection was also based on accessibility, availability, and relevance to the research objectives, as well as the limited number of Indonesian language teachers across all high schools in the Bandar Lampung area. The sample size allowed for a detailed examination of teachers' perspectives while maintaining feasibility in terms of data collection and analysis within the scope and timeframe of the study.

**Table 1 Semi-structured Interview Indicators to Determine Teachers' Perspectives on SCL Implementation**

No	Aspects	Specification
1	Socio-demographics	Gender Educational Level Years of Service
2	Knowledge of SCL	Conceptual Understanding Student Planning and Engagement Learning Strategies Resources and Media



3	Perspectives towards SCL	Feedback and Learning Environment Developing 21 <sup>st</sup> Century Skills Impact of SCL Teacher Satisfaction
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In addition to the questionnaire, semi-structured interviews were conducted with selected participants to gain deeper insights into their experiences and perceptions regarding SCL implementation.

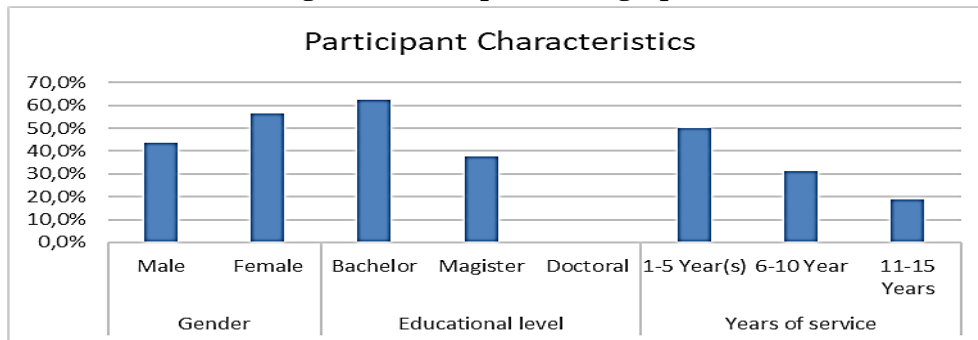
Data were analyzed using descriptive techniques to identify patterns related to socio-demographic factors, teachers' knowledge of SCL, implementation practices, and teachers' views. Coding and thematic analysis were employed to analyze qualitative data from the interviews. To ensure the validity and credibility of the findings, data triangulation was applied by comparing and cross-checking information obtained from the questionnaires and interviews.

## Result and Discussion

### Characteristics of Participants

The participants involved in this research were 16 teachers who taught Indonesian language subjects at High School or SMA in Bandar Lampung. In general, the participants have diverse characteristics, including gender, years of experience, and educational background. These details are presented in Figure 1. Regarding gender, it can be seen that male teachers dominate the profession as teachers in high school with a percentage of 54.5% of all respondents. Respondents involved in this research also appeared to have a variety of work periods, with the most work experience at 72.7% having a work period of 1-5 years. This data is very interesting because it can provide a picture of the perceptions of teachers with different levels of experience. Only a limited number of respondents held a master's degree, and notably, none had attained a doctoral degree.

**Figure 1. Participant Demographics**



### Teachers' Perceptions of SCL Implementation in Indonesian Language Learning

Subsequently, an in-depth exploration of teachers' perceptions concerning the implementation of SCL in Indonesian language

learning was conducted. The study examined teachers' knowledge of SCL implementation, the practical application of SCL in Indonesian language learning, and their perspectives on the relevance of SCL for 21<sup>st</sup>-century education in Indonesian language classrooms.

**Table 2 Survey Result Data Regarding Teacher Perceptions of SCL Implementation in Indonesian Language Learning**

No	Assessment criteria	Teachers' perception (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers understand the definition and concept of SCL well.	9,1%	90,9%	0,0%	0,0%	0,0%
2	Teachers know various SCL learning models that can be applied in Indonesian language learning.	0,0%	81,8%	18,2%	0,0%	0,0%
3	Teachers understand the benefits of implementing SCL in Indonesian language learning.	45,5%	54,5%	0,0%	0,0%	0,0%
4	Teachers understand the challenges in implementing SCL in Indonesian language learning.	36,4%	45,5%	18,2%	0,0%	0,0%
5	Teachers involve students in the Indonesian language learning planning process.	27,3%	72,7%	0,0%	0,0%	0,0%
6	Teachers provide opportunities for students to choose topics and activities to learn Indonesian.	9,1%	45,5%	36,4%	0,0%	9,1%
7	Teachers encourage students to actively participate in discussions and Indonesian language learning activities.	18,2%	81,8%	0,0%	0,0%	0,0%
8	Teachers provide constructive and positive feedback to students to help them learn Indonesian.	18,2	72,7%	9,1%	0,0%	0,0%
9	Teachers use student-centered SCL learning strategies in Indonesian language learning, such as group study, projects, and presentations.	45,5%	36,4%	18,2%	0,0%	0,0%
10	Teachers use various interesting learning resources and learning media to help students learn Indonesian.	9,1%	54,5%	36,4%	0,0%	0,0%
11	Teachers create a safe and supportive learning environment where students feel comfortable taking risks and learning from their mistakes.	18,2%	72,7%	9,1%	0,0%	0,0%
12	Teachers help students develop important 21 <sup>st</sup> century skills, such as critical thinking, communication,	18,2%	72,7%	9,1%	0,0%	0,0%

	collaboration and creativity in learning Indonesian.					
13	Teachers observe an increase in student motivation and engagement in learning Indonesian since implementing SCL.	9,1%	72,7%	18,2%	0,0%	0,0%
14	Teachers observe an increase in student learning achievement in Indonesian since implementing SCL.	0,0%	81,2%	18,2%	0,0%	0,0%
15	Teachers observe improvements in students' 21 <sup>st</sup> century skills, such as critical thinking, communication, collaboration and creativity in Indonesian since implementing SCL.	9,1%	81,8%	9,1%	0,0%	0,0%
16	Teachers are satisfied with the results of implementing SCL in learning Indonesian in their classes.	18,2%	63,6%	18,2%	0,0%	0,0%

The results presented above indicate that Indonesian language teachers in Senior High School generally have a strong understanding of Student-Centered Learning (SCL), with over 90% agreeing on the definition and benefits of SCL. Most teachers involve students in planning and encourage active participation, while a majority apply SCL strategies such as group work and projects. Furthermore, teachers observe improvements in student motivation, engagement, learning achievement, and 21<sup>st</sup> century skills development since implementing SCL. Overall, teacher satisfaction with SCL outcomes is high. The following points are presented as the discussions of the research findings.

### Teachers' Knowledge Regarding SCL Source of SCL Information

The majority of research participants, namely high school teachers who teach Indonesian language subjects in Bandar Lampung, already know and gain an understanding of SCL through their previous lecture materials. Participants gain knowledge through SCL through seminars or special training provided by the school where they

teach. The seminar was about the application of information technology-based SCL and also an independent curriculum workshop where SCL was part of the Independent Campus activities. Some teachers gain an understanding of SCL through articles on the internet that they read and study when they compose scientific papers. Based on the results of the analysis of the questionnaire regarding how participants get information about SCL, it can be concluded that high school teachers who teach Indonesian language subjects in Bandar Lampung get exposure to sufficient and relevant information about SCL.

### Definition of SCL

A total of 90.9% of participants agreed that they understood the definition of SCL. This is proven by defining SCL correctly in an open questionnaire. Overall, several participants defined SCL as a learning approach that focuses learning on students with the teacher as a learning facilitator. They argue that in SCL, teachers focus on students' needs, interests and independence in the learning process. This definition is quite precise and is supported by the opinion of who defines SCL as a learning

approach where students not only choose what to learn but also how and why, so that the essence of this approach is the responsibility and activity of the student, which This differs from the emphasis on instructor control and coverage of academic content found in conventional didactic teaching (Corley, 2010).

Based on the results of the open questionnaire, several participants only explained SCL as a learning approach that focuses learning on students and reduces the intensity of teacher intervention in explaining learning material without emphasizing their explanations regarding the teacher's role in SCL learning. There were participants who were able to explain the SCL in more detail by stating several important elements that must be present in the SCL, namely solving problems, answering questions, formulating their own questions, discussing, explaining, and working together in a team. Based on these results, it can be concluded that teachers' understanding of the definition of SCL is quite correct, but their understanding of the implementation of SCL is very good by looking at their detailed explanation of the important elements in its implementation.

### **Benefits of the Implementation of SCL**

Regarding the benefits of SCL in learning, 45.5% of participants strongly agreed while the other 54.5% agreed that they understood well the benefits of applying SCL in learning Indonesian at high school. Teachers as participants agreed that the benefits of SCL include improving student learning outcomes, increasing student motivation to learn, developing students' critical thinking skills, preparing students to become independent learners. Not a few also say that SCL, if implemented well, can help ease the burden on teachers in providing understanding to students. However, in this case, the role of the teacher does not mean disappearing from learning, but rather as a transferer of the knowledge he has

and also as a transferer of the values contained in learning (Trinova, 2013).

SCL is able to provide improved social skills to students through working together in groups where students learn to interact well and respect other people's opinions. Apart from that, SCL can also provide development of critical thinking skills which can be developed in group discussions. In these discussions, students are invited to question, analyze, and evaluate various perspectives and arguments. In the context of group discussions, Haryono (2015) also stated that the skills students gained from these activities were respect, appreciation of opinions/tolerance, networking, sharing vision, group decision making, and time management.

More specifically, in teaching and learning Indonesian, participants thought that SCL could help create a more enjoyable and conducive learning atmosphere, provide opportunities for students to explore learning material together with group friends, provide space for students to understand the material contextually so that they can understand the learning and apply it. This is supported by research results which suggest that the implementation of SCL encourages students to be self-motivated in achieving the desired competencies (Salay, 2019). This can be done by having lots of discussions, so that students dare to express opinions and learn to solve the problems they face. For example, one participant stated that learning procedural texts in SCL, students can have a better understanding related to the function of the text by practicing the procedural texts they have written. Participants expressed that this could increase students' enthusiasm for learning and help them reach their potential.

### **Implementation of SCL Learning in Indonesian Language Learning**

#### **Challenges and Obstacles in SCL**

In its implementation, each learning model has its own challenges, including SCL.



This research explores several challenges and obstacles faced by teachers in implementing SCL in Indonesian language learning, especially in high school. As many as 36.4% of participants strongly agreed and 45.5% of participants agreed that they understood the challenges they faced in implementing SCL. The challenge faced by teachers is when teachers still feel they are a source of learning so they do not involve students in learning interactions.

More specifically, these challenges create obstacles where teachers must ensure that students truly understand the learning and provide invisible barriers that limit student exploration in learning. In other words, the change in the role of the teacher from being the center of learning to becoming a facilitator of learning and the readiness of students to become active parties as the center of the learning process is a challenge in itself. This challenge creates obstacles for teachers because there are still many students who are passive in learning. This was also confirmed by Antika (2014) which states that obstacles to implementing SCL can arise from within, namely from students themselves who are still passive in learning and also have little curiosity, so there is no enthusiasm to find out the answer to a problem.

On the other hand, participants emphasized that SCL, whose learning process is concrete and contextual, also requires a large amount of time allocation so that teachers are constrained in time management. The lack of time allocation is also caused by students who are not yet accustomed to the higher level of autonomy in SCL-based learning. Apart from time allocation, challenges for teachers also arise from the curriculum in several schools which does not support SCL-based learning. Teachers need to ensure that they have enough time in the curriculum to support activities that allow active student participation (Hoidn & Reusser, 2020). Participants did not explain

further regarding the curriculum which was not in line with the application of SCL in Indonesian language learning. Essence the currently designed curriculum is actually the initial forerunner of the formation of SCL which focuses on student activity and skills in learning (Kinuthia, 2021).

Another obstacle comes from students, where some of them may be less motivated to participate in group activities. The teachers stated that students felt uncomfortable speaking in front of large groups and were not active in discussions. Based on the explanation above, it can be concluded that challenges in implementing SCL in high school Indonesian language learning arise from changes in the roles of teachers and students, incompatibility of the curriculum, and lack of time allocation.

### **Strategies in Implementing SCL**

SCL can be implemented with various learning strategies, but in this research, researchers found several interesting explanations of the learning strategies used by high school Indonesian teachers, especially in Bandar Lampung, in implementing SCL. As many as 45.5% of participants strongly agreed and 36.4% of participants agreed that they mentioned that they used learning strategies such as group study, projects and presentations. They mentioned that in class learning, they often create discussion forums or small groups. In small groups and discussion forums, students are directed to discuss, work on a project, collaborate, and present their results.

In SCL learning activities, 72.7% of participants agreed that as facilitators in SCL, teachers must create a safe and supportive learning environment where students feel comfortable taking risks and learning from their mistakes. For example, teachers facilitate group discussions by providing topics related to Indonesian, literature, or culture to enable students to participate actively in learning. In the case of language-based projects, teachers

direct students to work on projects that involve research, writing, and presentations on Indonesian topics that interest them, such as writing short stories or making videos about Indonesian culture. Apart from that, teachers also encourage collaboration between students in creating works of art, drama or written work that involve the use of Indonesian.

Reflection and feedback are also carried out by teachers as in the survey, 72.7% of teachers agreed that they provide opportunities for students to reflect on their own learning and provide feedback on their performance. The feedback given by the teacher can be used as a guide for students in self-reflection. This can be done through reflective journals, group discussions, or individual conferences with teachers. Teachers also of course encourage students to explore learning material and provide learning resources.

After further study, participants stated that the inquiry learning, problem-based learning, and project-based learning models were very suitable to be applied to SCL. As mentioned by Haryono (2015) that the application of SCL has a variety of learning such as small discussion groups, cooperative learning, problem-based learning, project-based learning, role-play, and simulation. In implementing interesting and interactive learning strategies, 54.5% of participants agreed, but 36.4% of participants still gave a neutral opinion regarding their efforts to provide interesting and interactive learning. The results of the open questionnaire stated that participants implemented interesting and interactive learning such as role playing, simulations, or quizzes, which encouraged students' active involvement in the learning process. This helps maintain students' interest and motivation in learning Indonesian.

Based on the discussion regarding the strategies implemented in SCL above, it can be concluded that the teacher as a facilitator plays the role of providing strategies and approaches

that are appropriate, interesting and varied so that students can get used to playing an active role in class, seeking additional information on their own, and learning to express opinions in discussions.

### **Teachers' Views on the Use of SCL in 21<sup>st</sup> Century Indonesian Language Learning**

#### **The Role of SCL in Indonesian Language Learning**

The survey results stated that 72.7% of participants agreed that the implementation of SCL provided increased student motivation and involvement in learning Indonesian. This was further explained by participants that implementing SCL in Indonesian language learning provides broad exploration opportunities for students not only at school, but also in the surrounding environment. With the rapid development of technology and culture, SCL helps students to adapt and solve problems more easily.

Other participants also thought that SCL could help students to develop Critical Thinking Skills. There is a significant relationship between implementing SCL and students' critical thinking abilities. Through SCL, students are invited to actively think, analyze, evaluate. This helps them develop critical thinking skills that are important in solving problems and making decisions. In improving critical thinking skills, students learn how to identify problems, plan solving strategies, and evaluate the solutions they find. Apart from that, critical thinking skills are also closely related to reflection and independent learning for students. Through SCL, students are invited to reflect on their own learning, identify their strengths and weaknesses, and plan steps to improve their skills. It was revealed that the SCL approach was able to instill discipline and independent character in students with cooperation between teachers and parents.

SCL can also improve students' communication skills. Through SCL, it provides opportunities for students to communicate effectively, both orally and in writing. By participating in discussions, presentations, and collaborative projects, students learn to convey their ideas clearly and persuasively. Students are given the freedom to explore new ideas and express their creativity through projects and assignments that enable discovery and innovation. The opinions of participants in this research are also in line with previous research by Medriati & Risdianto (2020) which states that the implementation of SCL provides increased creative thinking abilities and communicative skills.

Implementation of SCL also plays a role in the use of technology and digital literacy. SCL often requires the use of technology as a tool to support learning. The use of technology can help students develop digital literacy skills, such as searching for information effectively, evaluating resources critically, and using digital tools to communicate and collaborate. As explained by Suryadhianto & Mujianto (2020) that SCL which requires students to have independence in learning and exploring learning material will give rise to new demands in the application of technology and digital literacy. Based on the explanation regarding the role of SCL above, it can be concluded that implementing SCL requires students to think more actively, learn to find and solve problems, and be able to take effective action, thus making students more proactive and responsible in learning.

### **Teacher Preparation in Implementing SCL**

Teacher preparation in implementing SCL also needs to be studied in this research. In this case, participants provided several opinions. According to participants, teachers in implementing SCL, especially in Indonesian language learning, must understand the concepts and principles of SCL, develop

relevant learning materials, provide supporting resources and technology, develop class facilitation skills, carry out training and self-development, explore the nature of SCL, and attend workshops about creative SCL learning.

In more depth, participants said that teachers can collaborate with fellow teachers and develop competence with intensive training and practice. Collaboration with teachers can be done by discussing ideas and experiences, exchanging suggestions, strategies and useful resources in SCL with fellow teachers who are also interested in developing 21<sup>st</sup> century skills and implementing SCL. Teachers in implementing the learning model can be given a special workshop which they can use to discuss and collaborate in formulating a better implementation of SCL (Kerimbayev et al., 2023).

The participant's opinion is quite interesting and can be studied more deeply, namely curriculum adjustments. Curriculum adjustments were made to include explicit learning of 21<sup>st</sup> century skills. It is also stated that teachers can identify opportunities to integrate these skills into existing Indonesian language learning materials, and determine how teachers will evaluate student progress in these skills. Learning Plans that Focus on 21<sup>st</sup> Century Skills also need to be prepared. Teachers can plan learning activities that emphasize the development of 21<sup>st</sup> century skills, such as collaborative projects, role plays, simulations, or reflective assignments. Based on the discussion above, it can be concluded that teachers can prepare to implement SCL by preparing the delivery of material that is deemed appropriate to students' needs and conditions. In this case, it is possible that teachers will use different teaching methods for each class.

### **Example of SCL Implementation in Indonesian Language Learning**

After reviewing preparations for implementing SCL, this research will also examine examples of implementing SCL in Indonesian language learning. Teachers can create group discussions about literary texts. Students can be grouped to discuss the interpretation of a particular literary text and they must collaborate to identify the themes, characters, and messages conveyed in the text, and present the results of their discussion to the class.

The teacher provided an example of applying SCL with a research project on culture and traditions. In this project, students can conduct research on certain cultures or traditions in Indonesian society. They must collect information, analyze data, and organize the results of their research in the form of a report or presentation. This activity will encourage their ability to think systematically in solving a problem. This was confirmed by Sarnoto et al. (2023) that in SCL learning, students can gain a more meaningful learning experience because they are given the opportunity to develop creativity, critical thinking skills and social skills (Salay, 2019).

Another example is collaborative short story writing where students can work together in groups to write short stories in Indonesian. Each group member is responsible for a particular part of the story, and they then combine the parts into one complete story. Apart from that, role playing activities are also carried out, namely by simulating real life situations that involve the use of Indonesian, such as job interviews, product presentations, or debates about social issues. Simulations allow students to practice communicating, collaborating, and adapting in realistic contexts.

In the SCL implementation strategy discussed previously, participants stated that problem-based learning is the right approach in implementing SCL in Indonesian language

learning. Participants described examples of implementing problem-based learning, namely by giving students problems or challenges that they had to solve using Indonesian, such as writing complaint letters, planning events, or making implementation plans. This helps them develop problem-solving and collaboration skills.

Through the several strategies described above, it can be concluded that class activities such as language projects, discussion forums, collaborative projects, and concrete problem-based assignments are strategies that can be implemented in SCL in Indonesian language lessons.

### **The Results of Implementing SCL in Indonesian Language Learning**

The survey conducted to determine the results of implementing SCL provided several results, including increasing student motivation and engagement, increasing student learning achievement, increasing students' 21<sup>st</sup> century skills, as well as participant satisfaction with the results of implementing SCL in learning Indonesian in their classes. A total of 72.7% of participants agreed that they had seen an increase in student motivation and involvement in learning Indonesian since implementing SCL. A total of 81.2% of participants agreed that they had seen an increase in student learning achievement in Indonesian since implementing SCL. 81.8% of participants also agreed that they saw an increase in students' 21<sup>st</sup> century skills, such as critical thinking, communication, collaboration and creativity in Indonesian since implementing SCL. In general, 63.6% of participants responded in agreement regarding their satisfaction with the results of implementing SCL in Indonesian language learning in their class.

These results are also supported by participant statements regarding the results of implementing SCL in Indonesian language learning in their classes. Participants stated that



there was increased collaboration and communication between students because they were directly involved in discussions, group projects and other activities. Students also become more active, communicative and proactive in solving problems.

Although the majority of survey results indicate good results from the implementation of SCL in Indonesian language learning in high school, not all participants think so. Several participants explained that the results of implementing SCL did not look good because most students did not understand the assignments given. Students tend to still need a lot of guidance and the role of teachers. Moreover, each student has different understanding abilities, so learning this model will be difficult if the student lacks mastery or is slow in mastering the material. However, research conducted by Andiwatir et al. (2021) stated otherwise. Previous research actually revealed that the implementation of SCL that the SCL learning model was applied to help improve the learning outcomes of students who were slow in learning.

The explanation above can be concluded that implementing SCL in Indonesian language learning provides good results, but several obstacles are still found so that the results of implementing SCL are not fully optimal.

The results of this study demonstrate that the majority of Indonesian language teachers at the senior high school level in Bandar Lampung possess a comprehensive understanding of the concept, benefits, and practical implementation strategies of Student-Centered Learning (SCL). These teachers have operationalized SCL principles in their instructional practices through various pedagogical models, including group discussions, project-based learning, and student presentations. Nevertheless, the implementation process is not without challenges, particularly regarding limited instructional time, students' lack of readiness, and certain curricular constraints.

The substantial comprehension of SCL observed among teachers is likely attributable to their previous exposure to relevant professional development programs, such as seminars, workshops, and academic coursework at the university level. However, the suboptimal enactment of SCL in classroom settings is significantly influenced by contextual barriers, including insufficient time allocation within the learning schedule, a persistent teacher-centered learning (TCL) culture, and the limited availability of practical curriculum support, despite the curriculum's theoretical endorsement of student-centered methodologies.

These findings highlight a critical discrepancy between teachers' positive perceptions and their actual classroom practices, indicating that the successful adoption of SCL requires not only cognitive understanding but also comprehensive systemic support and the active participation of students. This is in line with (Fix et al., 2021), who assert that teachers' experiences, perceptions, and environmental factors are pivotal in shaping the effective implementation of instructional innovations.

From a theoretical perspective, this study reinforces the pivotal role of teachers as facilitators in the advancement of 21<sup>st</sup>-century competencies, including critical thinking, collaboration, creativity, and problem-solving. Practically, the insights gained from this study may serve as valuable input for policymakers, curriculum designers, and educational practitioners in enhancing the structural and cultural readiness of schools to support SCL. Specific measures include the provision of sustained professional development programs, the allocation of sufficient instructional time within the syllabus, and the cultivation of a participatory, student-centered learning environment.

Moreover, the results of this study corroborate the findings of Pastini & Lilasari



(2023b), who identified the positive impact of SCL on fostering student creativity. In contrast to the findings reported by Hemmati (2022), which indicated a disconnect between Iranian teachers' favorable perceptions of SCL and their classroom practices, this study reveals that teachers in Bandar Lampung have actively begun to implement SCL, albeit facing several practical obstacles. Additionally, this study aligns with Pauline et al. (2021), who emphasize the critical role of institutional infrastructure and policy support in facilitating the successful adoption of SCL approaches.

In light of these findings, several practical recommendations can be proposed. Schools should systematically organize applied training sessions and workshops focused on effective SCL strategies to bridge the gap between theory and practice. The existing curriculum should be revisited to ensure adequate instructional time for the meaningful implementation of SCL. In addition, Yunus & Latief (2023) found that Indonesian English language lecturers also held positive perceptions of SCL but faced implementation challenges due to limited assessment knowledge and lack of institutional support, which mirrors the contextual barriers identified in this study. Fufa et al. (2023) in Ethiopia highlighted structural issues such as large class sizes, lack of materials, and negative teacher perceptions as significant obstacles to SCL implementation, emphasizing that these challenges are not unique to the Indonesian context but are global. Furthermore, Kerimbayev et al. (2023) emphasized the importance of integrating modern technologies to support SCL in distance learning settings, but their findings also pointed to access disparities and the need for comprehensive teacher training challenges that are relevant to the context of this study as well. Furthermore, teachers require institutional support in developing interactive and contextually relevant learning resources. It is equally

essential to establish regular monitoring and mentoring mechanisms to sustain and evaluate the quality of SCL practices. Finally, schools need to implement structured programs aimed at enhancing student motivation and readiness to actively participate in SCL-based learning activities.

## Conclusion

Based on the findings, it can be concluded that high school Indonesian language teachers in Bandar Lampung have a solid understanding of Student-Centered Learning (SCL), including its concepts, benefits, challenges, and implementation strategies. Teachers generally perceive SCL as effective in enhancing student motivation, achievement, and the development of 21<sup>st</sup>-century skills. However, there is notable variation in how consistently SCL is applied in classrooms.

The findings contribute to the broader educational field by reinforcing the critical role of teacher knowledge and attitudes in the successful adoption of SCL, which aligns with contemporary efforts to foster 21<sup>st</sup>-century competencies. This study adds specific insights into the Indonesian context, highlighting that while theoretical understanding is strong, practical constraints such as limited resources and curriculum rigidity continue to impact full implementation.

Limitations of this study include a relatively small sample size confined to a single city and reliance on self-reported data, which may introduce bias or limit generalizability. Future research could expand the participant pool across diverse regions and incorporate classroom observations to better capture actual teaching practices. Additionally, longitudinal studies could examine the sustained impact of SCL on student outcomes over time.

To address identified challenges, participants recommended increasing access to technological and instructional resources,

providing targeted professional development through workshops and seminars, and regularly reviewing the curriculum to better align it with evolving 21<sup>st</sup>-century skill demands. These practical steps, if implemented, could bridge the gap between teacher knowledge and classroom practice, ultimately enhancing the quality and relevance of Indonesian language education.

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