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English teachers' perceptions of student-centered learning: benefits and challenges in Indonesian junior high school

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ABSTRACT

Student-Centered Learning is a learning approach that places students at the center of the learning process. This study aims to describe the benefits and challenges of implementing Student-Centered Learning in English language learning from the teachers' perspective. The study employed a descriptive qualitative approach involving three English teachers at SMP Negeri 1 Baraka, who were selected through purposive sampling. Data were collected through semi-structured interviews, then analyzed using the Miles, Huberman, and Saldaña model. The results indicate that Student-Centered Learning helps teachers provide more targeted guidance and enhances students' independence, self-confidence, participation, communication skills, learning outcomes, and understanding through collaborative learning. However, the implementation of Student-Centered Learning still faces challenges in the form of time constraints, the dominance of certain students in group work, and disruptions to student concentration. These findings suggest that Student-Centered Learning has the potential to create more active and meaningful English language learning when supported by effective classroom and time management.



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Introduction

The paradigm shift in education from Teacher-Centered Learning (TCL) to Student-Centered Learning (SCL) is one of the efforts to improve the quality of learning by making it more learner-centered. In the SCL approach, students no longer act as passive recipients of information but are actively involved in constructing knowledge, developing critical thinking skills, solving problems, and collaborating with their peers. Meanwhile, teachers serve as facilitators, motivators, and mentors who support students' learning processes (Muliarta, 2018; Firmansyah & Jiwandono, 2022). This approach aligns with the demands of 21st-century education, which emphasizes the importance of creativity, communication, collaboration, and critical thinking skills.

In English language learning, the implementation of SCL is considered effective for enhancing students' competencies. Through various activities, including group discussions, cooperative learning, peer tutoring, and project-based learning, students have the opportunity to actively use the language and build their understanding independently (Puspitasari, 2021). Ilbert et al. (2023) state that SCL can improve students' English language proficiency, learning motivation, self-confidence, and participation in the learning process. Therefore, SCL not only helps students master language skills but also develops the skills needed to face global challenges.

Although it offers various benefits, the implementation of SCL still faces numerous challenges. Khairunnas (2024) explains that the successful implementation of SCL requires students to learn independently and teachers to adapt to their new role as learning facilitators. Benlahcene et al. (2020) also emphasize that teachers need to provide support, motivation, and relevant learning resources, rather than merely serving as the sole source of knowledge in the classroom. However, in practice, many teachers still employ teacher-centered approaches to learning, so active student engagement still has not been fully realized.

Various previous studies have examined the implementation of SCL from diverse perspectives. Benlahcene et al. (2020) found that students have a positive perception of SCL because it enhances their engagement and self-confidence in learning. Minayeva et al. (2022) examined educators' readiness to implement SCL and identified various challenges encountered during its implementation. Meanwhile, Ly (2024) discusses the role of teachers in supporting SCL from a theoretical perspective, emphasizing the teacher's functions as a facilitator, manager, assessor, tutor, and role model.

However, previous studies still have several limitations. Most of these studies have focused on student perceptions, teachers' attitudes and readiness, or theoretical discussions of SCL, while many have employed quantitative approaches that provide only a general overview of teachers' perceptions without exploring their experiences, understanding, and reflections in depth. Research specifically examining English teachers' perceptions of the benefits and challenges of implementing SCL in Indonesian junior high schools, particularly in non-urban contexts, remains limited. Therefore, this study aims to explore English teachers' perceptions of the benefits and challenges of implementing SCL in English language learning in junior high school. This study employs a descriptive qualitative approach through in-depth interviews to gain a comprehensive understanding of teachers' experiences in applying SCL in the classroom. The findings of this study are expected to contribute to the development of SCL research by enhancing understanding of implementation, benefits, and challenges faced by teachers in the context of English language learning in Indonesian junior high schools, as well as to provide insights for teachers in improving the quality of SCL implementation.

Method

This study employed a descriptive qualitative approach to explore English teachers' perceptions of the benefits and challenges of implementing Student-Centered Learning (SCL) in English language instruction at junior high schools. This approach was chosen because it allows the researcher to gain an in-depth understanding of teachers' experiences, perspectives, and reflections within the context of natural learning. The study was conducted at SMPN 1 Baraka, Enrekang Regency, South Sulawesi. The research participants consisted of three English teachers selected using purposive sampling based on their teaching experience, understanding of SCL, and willingness to participate.

Data were collected through semi-structured interviews. The semi-structured interviews were conducted face-to-face using an interview guide focused on the teachers' understanding of SCL, their experiences implementing SCL, the perceived benefits, and the challenges faced during implementation. Each interview was conducted for approximately 20–30 minutes, recorded with the participants' consent, and then transcribed for analysis.

Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data presentation, and the drawing and verification of conclusions. To enhance the credibility of the findings, this study employed member checking by asking participants to review the transcripts and interpretations of the interviews, as well as peer debriefing through discussions with the supervisors to ensure consistency in data interpretation.

Results and Discussions

Benefits

Based on the results of qualitative analysis, it showed that teachers view Student-Centered Learning (SCL) as an approach that offers various benefits for both teachers and students in English language learning. One of the benefits teachers reported was an increased ability to guide and motivate students more effectively. Through group activities and projects, teachers can more easily identify students' needs, strengths, and learning difficulties, thereby providing more targeted guidance. As Teacher BS explained:

"As a teacher, I am more focused on teaching because, as I mentioned earlier, when I assign groups, the students become more active. When there are students who are still struggling, we can provide more significant or more specific guidance to them. So, it is easier to provide motivation or address the challenges

faced by students. Where Student A's and Student B's challenges lie, where their strengths and weaknesses are, and it is easier to guide them."

This finding showed that the implementation of SCL helped teachers more easily identify each student's learning needs, abilities, and difficulties through group activities and project-based learning. When students worked collaboratively, engaged in discussions, and completed projects, teachers were able to observe how they interacted, solved problems, and responded to feedback. These learning processes functioned as a pedagogical mechanism that revealed students' strengths, weaknesses, and individual learning needs, which might not have been apparent in teacher-based instruction. As a result, teachers were able to provide more targeted guidance and motivation tailored to each student's characteristics. In line with Rahmah et al. (2025), who stated that SCL strengthens the teacher's role as a facilitator, enabling teachers to develop learning strategies that are more responsive to students' needs. Thus, SCL not only enhances the quality of student learning but also supports the development of teachers' pedagogical competencies, making learning more effective and relevant. This also aligns with Nilam et al. (2025), who state that the implementation of SCL, combined with PjBL strategies, enables teachers to provide more focused guidance and attention to students. Although teachers still have to manage several groups simultaneously, this approach helps create more active learning interactions that are tailored to students' needs. This is also consistent with Devanti et al. (2023), who stated that in the SCL, teachers act as moderators, motivators, and evaluators. In other words, teachers serve as learning facilitators for students in the areas of assessment, learning motivation, and instruction. When using the SCL method, teachers must be able to provide students with materials for self-development. Students also actively participate in group discussions and various other activities. In addition, teachers noted that SCL helps boost students' independence and self-confidence. Teacher HS explained:

"Students can express themselves independently and confidently because they are given the opportunity or space to share what they know according to their abilities."

The findings show that students become more independent and confident when they are allowed to determine how they learn and to present their learning outcomes according to their individual abilities. This occurs because SCL provides learning autonomy, that is, the opportunity for students to make decisions regarding their own learning process. When students have control over their learning activities, their sense of responsibility and confidence in their own abilities also increase. This aligns with Togatorop et al. (2025), who state that the implementation of SCL in the Merdeka Curriculum demonstrates a significant contribution to the development of students' independence and creativity. The flexibility granted to students in determining learning strategies, managing their time, and selecting forms of learning outcomes provides them with opportunities to develop self-regulated learning and generate creative ideas aligned with the demands of contemporary learning. This is also consistent with Azizah and Widjajanti (2019), who state that the implementation of SCL, particularly through PjBL, can boost students' self-confidence. Students are allowed to actively participate in discussions, share ideas, present project outcomes, and take responsibility for their learning outcomes. This active involvement encourages students to have greater confidence in their own abilities, to speak up in front of others, and to express their opinions with greater assurance. Another benefit was increased student participation and motivation in learning. Teacher BS stated:

"There has been a change in motivation and participation. When I implemented this in class, they were already able to speak English. They like it because English is everywhere these days, and they can use Google and YouTube. So, they have heard about it often, so when I implement it in class and speak English, they are also enthusiastic to listen."

In line with this, Teacher HS remarked:

"Students who previously lacked participation and motivation to learn and who were too shy to participate became motivated because they were given choices. For example, they can choose the project topic or decide how they want to present it."

This finding showed that students became more actively engaged in learning when they were given opportunities to choose project topics, express their opinions, participate in discussions, and use English in contexts relevant to their daily lives. These learning opportunities, which are central to the SCL approach, fostered a sense of ownership over the learning process, making students feel more responsible for their learning. Thus, students demonstrated higher levels of participation and intrinsic motivation, as they were more encouraged to actively engage in classroom activities and communicate in English. This is in line with Faedah and Syarifah (2024), who state that the application of the SCL approach in English language learning has proven effective in increasing student engagement and active participation through discussions and collaborative activities. This also aligns with Hermanto and Arifin (2023), who explain that SCL stimulates intrinsic motivation, which is a drive that originates from within the student. When students have control over their

learning and feel that it is relevant to their lives, their motivation to learn increases. Students feel a sense of responsibility for their own learning process.

This also shows that the use of technology such as Google, YouTube, and other digital media plays a role in supporting active learning in the implementation of SCL. Broader access to learning resources helps students become more familiar with the use of English in daily life and increases their motivation to learn. This aligns with Depita (2024), who stated that technology can increase student engagement and participation in learning. Teachers also reported improvements in students' communication skills. According to Teacher BS, students have begun to apply English in their daily activities at school:

"They have already applied some of the material I have taught into practice. They have been able to use English for their school activities."

Meanwhile, Teacher HS added that students who were previously shy have become more confident in speaking:

"Students who were shy, but because they were in small groups, they are now able to speak"

This indicates that students demonstrated progress in using English in daily activities, indicating an improvement in their communication skills. Additionally, the implementation of group work encouraged students, including those who were initially shy, to speak up and interact more confidently. This aligns with Mohamad et al. (2020), who stated that the SCL approach, through group work, allows students to solve problems together, seek and share ideas, and also improve their communication skills. This is also in line with Larasati (2018), who stated SCL is an effective approach for improving students' communication skills. Through a supportive and low-pressure learning environment, students feel more comfortable actively participating in various communication activities. Furthermore, SCL emphasizes experiential learning, in which students develop speaking skills through collaborative task completion designed to meet their needs and characteristics. These conditions provide students with opportunities to practice language use in more meaningful ways, thereby allowing their communication skills to develop gradually. In addition, teachers also found an improvement in students' learning outcomes. Teacher BS stated that:

"Yes, their English has improved"

Teacher HS explained that:

"There has been a change in grades because students who could not speak before can now speak, even if their speech is still stilted."

Teacher H also emphasized that:

"There has also been a change in grades."

Teachers found a change in learning outcomes, particularly in students' English language skills, which had previously been limited but have now improved, although they are still in the early stages. This improvement is evident not only in terms of quantitative grades but also in the progress students have made in their communication skills. This aligns with Salamah and Rifayanti (2023), who state that student-centered learning has proven effective in improving academic achievement and social skills. The application of active learning techniques and a cooperative learning environment supports the learning process, facilitates the teacher's role, and guides students to develop in line with their acquisition of knowledge. This also increases students' awareness of applying knowledge in daily life.

Furthermore, the interview results showed that collaborative learning and peer tutoring helped improve students' understanding of the material. Teacher BS explained that:

"Some students can learn from their peers. As a teacher, I usually ask them questions repeatedly and provide answers, but when a peer in the same group explains it, especially if a student often uses their native language, since English sometimes still incorporates our native language, regional dialects, or local accents when we speak it. So, when a peer explains, the student understands what is meant"

Additionally, Teacher HS stated:

"When we divide the groups, we do not just put the smart students in one group. So, those students can become peer tutors for their classmates."

This indicates that collaborative learning in SCL, specifically through small group learning and peer tutoring, creates a supportive learning environment that helps shy students become more confident and more willing to

use English during the learning process. In this learning process, students with stronger abilities help their peers understand the material through simpler explanations that are closer to the students' everyday language. Such interactions not only enhance students' understanding of the material but also strengthen their engagement and active participation throughout the learning process. This aligns with Putri et al. (2025), who state that group discussions play a crucial role in boosting students' confidence in speaking English. Through these activities, students become more confident in speaking, feel more comfortable, and experience reduced anxiety when using English. Interaction with peers also creates a supportive learning environment, enabling students to actively express their ideas without fear of making mistakes. English teachers are encouraged to use group discussions as a learning strategy to create a safe, collaborative learning environment that helps students develop their speaking skills more naturally. This also aligned with Ali et al. (2015), who stated that the peer tutoring method is effective in facilitating collaborative learning processes among students. The implementation of this method not only improves academic achievement but also significantly contributes to strengthening students' communication skills and interpersonal relationships. Additionally, interactions in peer tutoring foster students' self-confidence and motivation.

Challenges

The results show that teachers face several challenges in implementing Student-Centered Learning (SCL) in the classroom. The most common challenges relate to time constraints, student dominance within groups, and student disruptions during the learning process. The first challenge is the limited time available for learning. Teacher BS explained:

"The challenge is time. Because when we teach English, we have a 2-hour class period. Usually, when teaching in a group system, we have the group presentations first, then the students present their group results, and after that, we provide feedback on what they presented. So, sometimes some groups run out of time"

This statement was supported by Teacher HS, who said:

"When we use the group system, discussions can sometimes take a long time. It also takes students a long time to decide how they want to present."

This indicates that time constraints are a major challenge in implementing SCL. Discussion, presentation, and feedback activities take longer than in conventional learning, so not all groups can complete the activities optimally. This aligns with Olana and Amante (2017), who stated that the time allocated per class period is insufficient for implementing SCL. The time allotted for each session is only about 40 minutes. Within that timeframe, it is difficult for teachers to implement SCL to its fullest potential. This is also consistent with Olugbenga (2021), who stated that time constraints are one of the obstacles in implementing SCL. The 35–40 minutes typically used in teacher-centered learning are often insufficient, as activities such as hands-on practice and task completion require a longer duration.

The next challenge is the dominance of certain students in group work. Teachers found that students with a better understanding of the material tend to take on a larger role in the group, while students who have a weaker understanding become less involved. Teacher HS stated:

"Students who know more about the material, the smarter ones in their group, tend to dominate the group. So, students who do not understand as well sometimes feel left out."

This indicates that student involvement in the group is not always evenly distributed. In some situations, students with higher abilities dominate the discussion, while others tend to be passive participants. This aligns with Indayani and Hartini (2024), who state that group work is often dominated by higher-performing students, while students with lower abilities tend to merely follow instructions. This situation highlights the need for varied teaching approaches and methods to ensure more equitable student engagement.

In addition, teachers also face the challenge of student disruptions during the learning process. Some students still exhibit behaviors that reduce the effectiveness of learning activities, such as playing, making noise, or disturbing their classmates. Teacher H explained:

"It's a common challenge, for example, while I am teaching, sometimes some students are playing around, some are making noise, and some are bothering their classmates."

This indicates that not all students can consistently maintain their focus and engagement throughout learning activities. This situation poses one of the obstacles to implementing SCL, which requires active participation and personal responsibility for learning from all students. This aligns with Rahmadani et al. (2025), who stated that a noisy classroom environment and peer influences, such as talking or playing, can worsen students' concentration. This is also in line with Iskandar and Syah (2018), who noted that concentration is a crucial

element in the learning process. When students' concentration declines, their ability to follow classroom instruction or engage in independent study is also disrupted.

Overall, the research indicates that SCL offers various benefits in English language learning for both teachers and students. However, its implementation still faces challenges, particularly in time management, group dynamics, and classroom management. Therefore, appropriate learning strategies are needed to ensure that SCL is implemented more effectively and optimally.

Conclusions

This study addresses its research objective, which is to explore English teachers' perceptions of the benefits and challenges of implementing Student-Centered Learning (SCL) at the junior high school level. The findings indicate that teachers view SCL as an effective approach for enhancing students' independence, self-confidence, participation, motivation, communication skills, and learning outcomes. In addition, SCL also helps teachers identify students' needs, characteristics, and learning difficulties more thoroughly, thereby enabling them to provide more targeted guidance. Furthermore, this study shows that collaborative learning through small groups and peer tutoring can boost students' confidence in using English while strengthening their engagement in the learning process. These findings also confirm that the use of digital technology supports active learning. However, the implementation of SCL still faces several challenges, particularly limited class time, the dominance of certain students in group work, and disruptions to students' concentration during the learning process. Therefore, the successful implementation of SCL requires effective time management, the formation of balanced learning groups to minimize the dominance of certain students, and good classroom management. This study offers practical implications for teachers seeking to optimize the implementation of SCL in English language classrooms. However, since this study involved only three teachers from a single school, the results cannot yet be widely generalized. Therefore, future research is recommended to involve a more diverse group of participants and be conducted at various educational levels and in different school contexts to gain a more comprehensive understanding of SCL implementation and effective strategies for overcoming the various challenges involved in its implementation.

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