



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Implementation of Student Centered Learning in History Class: A Qualitative Study at SMA Lab School Untad Palu

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ARTICLE INFO

Article history:

Received: 03 March 2026

Revised: 13 March 2026

Accepted: 25 March 2026

Published online: 05 April 2026

Keywords:

History Learning,
Participation,
Student Centered Learning,
Student Engagement

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Article Doi:

<https://doi.org/10.31258/jes.10.4.p.319-335>

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ABSTRACT

The research investigates how Student Centered Learning (SCL) operates in history classes at SMA Lab School Untad Palu and assesses its effects on student participation and their educational experiences. The research used a qualitative descriptive research method. The research involved two history teachers and fourteen students from eleventh grade. The researchers collected data through three methods which included classroom observations and semi-structured interviews as well as documentation. The researchers analyzed the data using the Miles and Huberman interactive model which consists of three steps: data reduction and data display and conclusion drawing. The results show that SCL implementation occurred through three elements which included systematic planning and interactive classroom activities and process-based evaluation. Teachers conducted their role as facilitators by creating opportunities for students to engage in group discussions and presentations and reflective activities. The results show that students' participation increased significantly because they developed more confidence in sharing their thoughts and working together with others. Students demonstrated two positive outcomes: they showed increased motivation and their critical thinking abilities improved. The SCL method successfully improved history learning because it created an authentic learning experience that centered on student needs despite the obstacles of time constraints and diverse student learning capabilities.

1. Introduction

Education plays a crucial role in developing human resources who are able to adapt to social transformation and global developments. In the twenty-first century, education is expected not only to transmit knowledge but also to develop competencies that enable students to face complex academic and societal challenges. Secondary education therefore needs to equip students with both conceptual understanding and essential skills such as critical thinking, creativity,

collaboration, and independent learning abilities. These competencies are widely recognized as fundamental elements of twenty-first-century education, where students are encouraged to actively utilize information, digital resources, and collaborative learning experiences to construct meaningful knowledge (Kapile et al., 2026; Maziidah & Dewi, 2025). Consequently, educational institutions are increasingly expected to design learning environments that promote active participation, critical inquiry, and meaningful learning experiences.

Despite these expectations, many learning practices in schools still rely heavily on teacher-centered approaches. In such environments, teachers typically function as the primary source of knowledge, while students tend to take passive roles as recipients of information (Sari et al., 2025). Learning activities are often dominated by lectures and textbook explanations, which limit opportunities for students to actively participate in discussions, explore ideas, or develop critical thinking skills. As a result, students frequently demonstrate low engagement in the learning process and may experience limited motivation to learn, particularly in subjects that are often perceived as theoretical or less engaging, such as history. Previous studies have also indicated that conventional teacher-centered instruction may restrict students' creativity and reduce their participation in classroom activities (Sitorus et al., 2025). Similar conditions were identified during preliminary observations conducted at SMA Lab School Untad Palu, where history learning was still largely dominated by lecture-based teaching methods and textbook-oriented instruction. These conditions limited students' opportunities to actively construct knowledge and engage in meaningful historical inquiry.

History education, however, should involve more than memorizing historical dates, events, or figures. Effective history learning is expected to develop students' historical awareness, critical thinking skills, and the ability to analyze past events in relation to present and future contexts. Through well-designed learning activities, students should be able to interpret historical sources, participate in classroom discussions, and construct evidence-based arguments. Such competencies are essential for enabling students to understand historical phenomena critically and reflectively. However, the implementation of effective history learning often encounters several challenges in practice, including limited instructional time, differences in students' learning abilities, and the continued use of traditional teaching methods. These challenges may reduce opportunities for active learning and limit students' participation in classroom activities.

One instructional approach that has been widely proposed to address these challenges is Student Centered Learning (SCL). This approach emphasizes the active involvement of students in the learning process and encourages them to construct knowledge through exploration, discussion, and collaboration. In Student Centered Learning environments, teachers serve as facilitators who guide students in discovering knowledge rather than merely delivering information. This approach is closely related to constructivist learning theory, which suggests that learners actively construct knowledge through interaction with their environment and social experiences. According to the constructivist perspective proposed by Lev Vygotsky (1978), learning occurs through social interaction and collaborative activities that

enable learners to engage in meaningful tasks and dialogue. Student Centered Learning therefore encourages learning activities such as group discussions, collaborative projects, problem-solving exercises, and student presentations that aim to foster deeper understanding and independent learning habits.

The implementation of Student Centered Learning has been widely associated with positive educational outcomes. Previous studies have demonstrated that student-centered instructional strategies can significantly enhance students' motivation, engagement, and academic achievement. Research conducted by Asnamawati et al. (2023) and Awwaliyah and Fatimah (2024) reported that the implementation of student-centered learning contributes to increased student participation and improved academic performance across various subjects. When students actively participate in discussions, collaborative tasks, and problem-solving activities, they tend to develop stronger conceptual understanding and retain knowledge more effectively. In addition, the use of interactive and technology-supported learning environments has been shown to increase students' motivation and engagement because students are given opportunities to explore learning materials actively and meaningfully (Murni et al., 2025; Zahra et al., 2026).

The importance of classroom environment and teaching strategies in influencing student engagement has also been emphasized in several studies. Brown (2012) found that learning environments characterized by interaction, collaboration, and supportive teacher guidance tend to produce higher levels of academic achievement. Similarly, Cernicova et al. (2015) reported that students' engagement is strongly influenced by the learning environment and instructional methods used by teachers. Alves and Raposo (2016) further explained that student participation is closely related to classroom activities and the extent to which students are encouraged to express their ideas. Supportive classroom environments and effective teacher facilitation have also been shown to increase students' motivation and participation during the learning process (Syahrudin & Raharja, 2025). Collaborative and interactive learning environments can therefore play an important role in improving students' learning interest and participation.

Although numerous studies have examined the effectiveness of student-centered learning approaches, research focusing specifically on the implementation of Student Centered Learning in history education at the senior high school level remains relatively limited. Many previous studies have focused on different academic subjects or have been conducted in higher education contexts. Consequently, there is still a need for empirical research that explores how Student Centered Learning is implemented in real classroom settings, particularly in secondary school history education. Understanding how this approach operates in authentic learning environments is important for identifying both the benefits and challenges associated with its implementation.

Preliminary observations and interviews conducted prior to the implementation of Student Centered Learning indicated several challenges in the existing learning process. Students showed limited interest in historical discussions and rarely asked questions during lessons. Many students appeared passive in classroom activities

and relied heavily on teachers' explanations. Teachers also experienced difficulties in maintaining classroom dynamics while encouraging students to participate actively in discussions and collaborative learning activities. These conditions highlight the need for instructional strategies that can promote greater student engagement and participation through interactive learning processes. For this reason, SMA Lab School Untad Palu introduced the Student Centered Learning approach as an instructional strategy aimed at improving the quality of history learning.

Based on these considerations, this study aims to analyze the implementation of Student Centered Learning in history teaching at SMA Lab School Untad Palu. Specifically, the research examines the stages of lesson planning, classroom implementation, and evaluation within the Student Centered Learning framework. In addition, the study investigates how the implementation of this approach influences students' participation and motivation in history learning. Through this analysis, the research is expected to provide a deeper understanding of how student-centered instructional strategies can support more effective and engaging history education in secondary schools.

2. Methodology

Research Approach

The study analyzed Student Centered Learning (SCL) implementation through a qualitative descriptive approach which studied historical education at SMA Lab School Untad Palu. The research selected a qualitative design because its objective required researchers to study all interactions that occurred in classrooms together with all teaching methods and student learning outcomes. The research explains that qualitative research examines social phenomena through real-world contexts to understand how participants build their understanding of the world. The study used descriptive methodology because it needed to describe all aspects of SCL implementation, which included planning, execution, and assessment in actual classroom settings without changing any variables. The research was conducted in January 2026 at SMA Lab School Untad Palu, focusing on eleventh-grade history classes.

Research Subjects

The research involved two history teachers and fourteen class XI students who applied Student Centered Learning in their classroom activities. The study presents purposive sampling as the participant selection method which enables researchers to choose suitable informants who will provide necessary detailed information. The research team gathered extra data from the school principal, vice principal, and teachers, and students to develop better understanding of school policies regarding learning innovation. The teachers served as main informants because they developed all learning materials and assessed student behavior while students shared their learning methods and motivation levels about SCL implementation.

Research Instruments

The primary research instrument in qualitative research requires researchers to study and engage with research subjects. The research project utilized multiple data collection instruments which included observation sheets and interview guidelines and documentation checklists. The observation sheets functioned to document teacher performance and student engagement and classroom interactions and SCL implementation progress. The research team created semi-structured interview guidelines to investigate how participants view their educational process and what difficulties they face and how they react to the learning model. The research team used documentation instruments to gather essential documents which included teaching modules lesson plans (modul ajar) classroom activity photographs and assessment records. The research instruments helped researchers collect data which directly supported their research goals.

Data Collection Techniques

Researchers used three data collection methods which involved observation studies and interview assessments and document research. The researchers performed classroom observations to assess how Student Centered Learning practices functioned through group discussions and presentations and teacher instructional methods. The researchers conducted interviews with teachers and students to gain comprehensive understanding of their perspectives about SCL effectiveness. The research team used a semi-structured interview format to conduct interviews because this method provided researchers with freedom to explore different topics while staying focused on their study objectives. The research team used documentation to support their observations and interview data by showing both written documents and visual materials that depicted the learning activities. The researchers combined these techniques to create data triangulation which improved the study results through increased trustworthiness and testing value.

Data Analysis Techniques

The data analysis process followed the interactive model of Miles and Huberman (1992), which consists of three main stages: data reduction, data display, and conclusion drawing. The researchers conducted data reduction by selecting and simplifying and organizing their raw observation data and interview data and documentation data. The researchers displayed data by presenting information in narrative form which helped readers understand the information and identify patterns. The research team established their findings through systematic analysis which enabled them to validate their results for consistency and accuracy. The research framework provided the researcher with a complete understanding of Student Centered Learning implementation which he used to connect his findings with the research objectives.

3. Results and Discussion

Result

This section presents the findings of the study regarding the implementation of Student Centered Learning (SCL) in history learning at SMA Lab School Untad Palu. The data were obtained through observations, interviews with history teachers, and interviews with students in class XI. The interview data were analyzed using the qualitative analysis model proposed by Matthew B. Miles and A. Michael Huberman (1992) which consists of data reduction, data display, and conclusion drawing. The interview results provide insights into the implementation of SCL, students' participation in learning activities, and the challenges faced during its implementation. Interviews with history teachers were conducted to explore how the Student Centered Learning approach is implemented in history classes, including strategies used to motivate students, classroom learning activities, and challenges encountered during the learning process. A summary of the interview results with history teachers is presented in Table 1.

Table 1. Summary of Interview Results with History Teachers

No	Interview Aspect	Key Points of Teacher Responses
1	Strategies to motivate students	Teachers motivate students through group discussions, interactive questioning, and encouraging students to express opinions during learning activities.
2	Increasing students' learning interest	Teachers provide varied learning activities such as discussions, presentations, and collaborative tasks to engage less active students.
3	Feedback and appreciation	Providing feedback and appreciation is considered important to increase students' confidence and motivation in participating in SCL-based learning.
4	Opportunities for students to express opinions	Teachers provide opportunities for students to express their understanding of historical material through discussions and presentations.
5	Managing differences of opinion	Teachers encourage respectful dialogue and guide students to appreciate different perspectives during classroom discussions.
6	Encouraging passive students	Teachers involve passive students by assigning specific roles during group work and encouraging them to contribute during discussions.
7	Student participation after SCL implementation	Teachers observed an increase in student participation during learning activities after implementing SCL.
8	Implementation of SCL in classroom	SCL is implemented through group discussions, collaborative tasks, presentations, and question-and-answer sessions.
9	Common SCL strategies	Frequently used strategies include group discussion, problem-based learning, and collaborative learning activities.
10	Challenges in implementing SCL	Challenges include time limitations, differences in student participation levels, and classroom management during group activities.

No	Interview Aspect	Key Points of Teacher Responses
11	Assessment of group presentations	Teachers assess group work through presentations, discussion participation, and evaluation of group reports.
12	Equal opportunity for students	Teachers attempt to ensure that each student has an equal opportunity to present and participate in discussions.
13	Providing feedback on group work	Feedback is provided through verbal comments, suggestions for improvement, and evaluation of presentation results.
14	Time management in SCL	Teachers manage learning time by structuring activities such as discussions, presentations, and reflections within the allocated class period.
15	Adequacy of learning time	Teachers stated that the available learning time is sometimes limited for implementing all SCL activities effectively.
16	Overcoming time limitations	Teachers prioritize key learning activities and adjust discussion duration to ensure learning objectives are achieved.
17	Learning materials for SCL	Teaching materials such as textbooks, presentations, and digital resources support students' independent learning and critical thinking.
18	Students' perception of SCL	Teachers perceive that students respond positively to SCL because learning becomes more interactive.
19	Encouraging active discussion	Teachers encourage participation by assigning discussion roles and guiding students during group activities.
20	Teaching materials and independent learning	Teaching materials are designed to encourage students to explore historical topics independently.
21	Adjustment of learning materials	Teachers adapt learning materials based on students' needs and classroom conditions.

The interview results indicate that teachers play an important role as facilitators in implementing Student Centered Learning. Teachers encourage students to participate actively through discussion activities, collaborative learning tasks, and classroom presentations. These activities allow students to express their opinions and engage critically with historical material during the learning process. Interviews with history teachers were conducted to explore how the Student Centered Learning approach is implemented in history classes. The interview process is documented in Figure 1.



Figure 1. Interview with History Teacher

In addition to teachers, interviews were also conducted with several students in class XI to understand their learning experiences during the implementation of Student Centered Learning in history classes. The interviews focused on students' motivation, participation in discussions, confidence during presentations, and their perceptions of learning activities based on the SCL approach. A summary of the interview results with students is presented in Table 2.

Table 2. Summary of Interview Results with Students

No	Interview Aspect	Summary of Student Responses
1	Learning motivation	Students feel more enthusiastic in learning history when SCL is implemented because they are actively involved in learning activities.
2	Participation in discussions	Students participate in group discussions by sharing opinions and collaborating with peers to solve learning tasks.
3	Asking and answering questions	Some students actively ask and answer questions, while others participate when encouraged by the teacher.
4	Factors influencing participation	Students become more active when learning activities involve discussion, group work, and interactive tasks.
5	Difference between SCL and teacher-centered learning	Students perceive SCL as more interactive and engaging compared to traditional lecture-based learning.
6	Student involvement	Students feel more involved in the learning process when using SCL approaches.
7	Understanding learning materials	Students stated that SCL helps them understand historical materials more effectively.
8	Experience in presenting group work	Students gain experience in presenting ideas and explaining historical topics in front of the class.
9	Confidence during presentations	Some students feel more confident when presenting group discussion results.
10	Benefits of group presentations	Group presentations help students improve communication skills and deepen understanding of historical topics.
11	Time allocation in SCL learning	Some students feel that the time provided is sometimes limited to complete group tasks.
12	Time management strategies	Students manage their time by dividing tasks among group members and prioritizing important activities.
13	Discipline in learning	SCL encourages students to become more responsible and disciplined in completing learning tasks.
14	Teaching materials used	Teaching materials such as textbooks, PowerPoint presentations, and online resources support learning activities.
15	Independent learning	Students feel that the teaching materials help them learn independently.
16	Most helpful learning resources	Digital resources such as presentations and internet sources are considered helpful for understanding historical topics.
17	Learning experience in SCL	Students feel that SCL creates a more enjoyable and engaging learning environment.
18	Factors encouraging active learning	Discussion activities and group collaboration motivate students to participate actively.
19	Increased enthusiasm in learning	Students report higher enthusiasm when learning through SCL.

No	Interview Aspect	Summary of Student Responses
20	Opportunities to express opinions	to Students feel that they are given opportunities to express their ideas and perspectives during classroom discussions.

The interview results show that students generally perceive Student Centered Learning as an engaging and interactive learning approach. Students reported that discussion activities and group collaboration encourage them to participate more actively in the learning process compared to traditional lecture-based learning. The interview process with students is shown in Figure 2.



Figure 2. Interview with Students

Furthermore, students feel that the SCL approach provides more opportunities for them to express their opinions and develop communication skills during classroom discussions. Based on the interview findings presented above, the following sections discuss the implementation of Student Centered Learning, students' participation in learning activities, and the challenges faced during its implementation in history learning.

Implementation of Student Centered Learning

The implementation of Student Centered Learning (SCL) in history learning at SMA Lab School Untad Palu followed three main stages: planning, classroom implementation, and evaluation. During the planning stage, history teachers designed lesson plans and teaching modules that emphasized active student involvement. Learning objectives were clearly formulated, relevant historical content was selected, and learning activities were structured to encourage discussion, collaboration, and critical thinking. Learning models that prioritize student engagement are considered effective in supporting student-centered learning because they allow learners to interact with peers, exchange ideas, and become directly involved in the learning process (Silvi et al., 2025).

During classroom implementation, teachers acted as facilitators rather than the primary source of knowledge. Lessons usually began with short explanations that provided contextual background and helped students connect prior knowledge with new material. Students were then divided into small groups to discuss specific historical issues or events. Through these discussions, students analyzed

information, exchanged perspectives, and formulated conclusions collaboratively. Teachers monitored group activities, provided guidance when necessary, and ensured that discussions remained focused on the learning objectives. This approach encouraged students to take greater responsibility for their own learning while developing collaborative skills.

The use of group discussions, presentations, and question-and-answer sessions created a more interactive learning environment. Students presented the results of their discussions, while other groups were encouraged to provide feedback and raise questions. These activities not only helped students understand historical material more deeply but also improved their communication and analytical abilities. Previous research has shown that active learning approaches such as project-based or collaborative learning can significantly enhance student engagement and creativity in the learning process (Sitorus et al., 2025).

The evaluation stage focused on both learning processes and outcomes. Teachers assessed students' contributions during discussions, the quality of group presentations, and the completion of written assignments or tests. Reflection activities were also conducted at the end of lessons, allowing students to share their learning experiences and identify difficulties they encountered. These reflections helped teachers evaluate the effectiveness of the learning strategies used and make improvements for future lessons. Although the implementation of SCL produced several positive outcomes, some challenges were also encountered. Limited class time sometimes restricted the depth of discussions, while differences in students' academic abilities required teachers to provide additional guidance for certain groups. To address these challenges, teachers managed learning time carefully and encouraged cooperation among group members so that students could support each other during learning activities.

Students' Participation and Learning Experience

The implementation of Student Centered Learning (SCL) in history classes at SMA Lab School Untad Palu created noticeable changes in classroom dynamics. Prior to the adoption of this approach, learning activities were largely dominated by teacher explanations, and students tended to listen passively. As a result, opportunities for discussion and idea exchange were limited. With the introduction of SCL strategies such as group discussions, collaborative analysis, and classroom presentations, students became more involved in the learning process. Through group activities, students were encouraged to explore historical topics together and share their interpretations of events. Discussions allowed them to compare different viewpoints before arriving at shared conclusions. Working in small groups also helped less confident students express their ideas because they first discussed them with peers before presenting them to the whole class. This collaborative process gradually reduced students' hesitation to participate in classroom discussions.

Students also reported that the learning environment became more engaging when they were actively involved in analyzing historical problems rather than simply memorizing facts and dates. They were encouraged to examine historical events,

connect them with contemporary issues, and formulate arguments based on evidence. Such activities stimulated critical thinking and enabled students to understand historical concepts more meaningfully. Another important outcome of the SCL approach was the development of communication and collaboration skills. During group discussions and presentations, students learned to listen to others' perspectives, respect differing opinions, and work collectively to complete learning tasks. These experiences contributed not only to their academic understanding but also to the development of social skills that are considered essential in modern education.

The findings also indicate that students showed greater motivation toward learning history when they were given meaningful roles in classroom activities. Being responsible for group tasks and presentations encouraged them to prepare learning materials more seriously. In addition, constructive feedback from teachers during discussions and presentations strengthened students' confidence and willingness to express their ideas. Overall, the implementation of Student Centered Learning transformed the classroom environment into a more interactive learning space. By shifting the focus from teacher explanations to collaborative learning activities, students were able to develop a deeper understanding of historical topics while improving their analytical, communication, and teamwork skills.

Challenges in Implementing Student Centered Learning

The implementation of Student Centered Learning (SCL) at SMA Lab School Untad Palu through its use in history classes produced positive effects on student engagement and their academic performance, but the system encountered multiple difficulties during its execution. The difficulties which arose in the process of implementing the system, stemmed from both the internal conditions of the classroom and the external limitations of teaching methods. The solution to these problems requires multiple purposes since they need to be addressed for SCL to achieve better results in future educational developments.

The study found that time constraints presented the most significant obstacle to research. The implementation of Student Centered Learning requires educators to allocate sufficient time, which allows students to participate in discussion and collaborative work, and present their work, and engage in reflective activities. The established lesson duration proved insufficient because it failed to provide enough time for educators to complete all planned educational tasks. Students needed extra time to complete their group work because they had to review historical documents and take part in debates and create their final results. The educational process lost crucial time through the presentation of materials to students and through the interactive question-and-answer period. The teachers needed to reduce specific activities because they had to choose between two options, which included managing student presentations and creating activities that allowed for detailed discussions about historical events. Time management had to work as the main element, which determined whether SCL could achieve its maximum performance under the existing school timetable.

Another challenge involved differences in students' academic abilities and levels of confidence. Collaborative learning environments show how students' understanding capacities and their ability to communicate and their motivation levels work together to determine group behavior. Some students were highly active and confident in expressing their opinions, while others tended to remain passive and relied on their peers. This imbalance sometimes led to unequal participation within groups. The teachers needed to supervise class conversations because class discussions required their attention to make sure all students participated while keeping the dominant students from overpowering their quieter classmates. The teachers needed to observe their less active students because they needed to give these students particular guidance and support.

SCL implementation encountered obstacles because classroom management proved difficult. Group discussions and debates create interactive activities that produce more noise and movement than traditional lecture-based teaching methods. The active engagement dynamics become difficult to control when people do not manage them correctly. The teachers needed to create a system which would allow students to interact freely while keeping their discussions directed toward academic objectives. The teachers needed to establish rules which would minimize student disruptions and support effective learning environments through their initial class session regulations.

The implementation of SCL needed complete teacher preparation work to achieve successful results. The process of creating student-centered lesson plans required educators to choose their teaching materials and develop interactive questions and create assessment methods. SCL needed teachers to create specific instructional designs which permitted them to adapt their teaching methods for different classroom situations. Teachers needed to continuously adapt their strategies based on students' responses and learning progress. The increased demands of work became problematic when teachers had to handle their teaching responsibilities and administrative tasks.

Teachers showed their dedication to solving problems through their use of reflective practices which they combined with their ongoing pursuit of improvement. The implementation process became easier because of time management strategies and structured group formation and clear instructional guidance. Student Centered Learning implementation created both practical difficulties and pedagogical challenges yet these challenges did not reduce its overall effectiveness. The program established specific requirements which educational professionals must fulfill through ongoing development activities to enable successful SCL implementation throughout history education.

Discussion

The study results show that Student Centered Learning (SCL) implementation in history classes at SMA Lab School Untad Palu has resulted in positive outcomes which enhance student participation and motivation and learning experiences. The results of this study support constructivism theory which states that learners develop

knowledge through their environmental interactions and their social connections. Vygotsky (1978) social constructivist theory shows how group learning together with structured interaction helps people achieve better thinking abilities. The study used group discussions and student presentations and peer feedback as vital social interaction methods which helped students develop their understanding of history more effectively. Similar findings were reported by Silvi et al. (2025), who explained that learning models which emphasize student activity can significantly improve classroom interaction and student participation in the learning process. The educator functions as a guide who assists students in learning instead of serving as the primary knowledge source which demonstrates how educational systems changed from traditional teaching methods toward interactive educational spaces.

The research findings show that student-centered teaching methods boost student participation because they lead to better educational results and classroom participation. Previous studies also show that innovative learning models can significantly increase students' classroom engagement and learning motivation because students are actively involved in collaborative activities (Kapile, 2026). According to Asnamawati et al. (2023) Student Centered Learning implementation enables students to take control of their learning process while encouraging them to participate actively in classroom activities. Awwaliyah and Fatimah (2024) discovered that SCL strategies led to better student motivation and participation because they developed learning environments which combined interactive elements with group learning opportunities. The current research shows that students who used to remain silent during class now display increased self-assurance when sharing their thoughts and taking part in scholarly debates. Family and connectedness amongst the students becomes the reason contributing to an increased level of engagement. Previous studies also indicate that collaborative learning environments can significantly increase students' learning interest and classroom participation because students become more actively involved in discussions and group activities (Sani et al., 2025).

The results of this study support Brown (2012) assertion that students achieve meaningful learning when they participate in learning activities with their full attention and emotional commitment. The students in this study transformed history lessons from basic date and event memorization into a study method that involved them to assess historical occurrences. Historical events required students to analyze their links to contemporary events while constructing logical arguments about them. The activities enabled students to develop critical thinking abilities while they studied history as an active and essential field of study. The research findings support Cernicova et al. (2015) who demonstrated that student engagement depends on two main factors which include both the learning environment and the teaching methods that teachers use in their classrooms. Students who study in environments that support interactive learning through dialogue between instructors and peers will show better academic performance and school participation.

The study findings establish that self-directed learning positively boosts students' motivation because self-determination theory explains how students gain intrinsic motivation through three essential elements which include autonomy and

competence and relatedness. Student Centered Learning gives students control because it lets them evaluate ideas while they make choices during their class talks. Students develop their skills through the multiple chances provided to present their views and get useful feedback. Students develop social connections through group work and their interactions with classmates. Classroom interaction quality affects students' satisfaction and motivation (Alves & Raposo, 2016).

The research study discovered multiple obstacles which hindered SCL execution because it faced problems with managing time and accommodating students who had different learning needs. The findings of this study match previous research which demonstrated that effective student-centered teaching methods need teachers to establish lesson plans and control classroom environments. Limited time for teaching purposes restricted classroom discussions which resulted in incomplete historical studies. Students displayed different academic skills and confidence levels, which required teachers to implement different approaches to assist their learning needs. The challenges which SCL presents to educational institutions show that its benefits for teaching methods depend on teachers' ability to prepare and adapt to different situations.

The research findings demonstrate that teacher professionalism plays a vital role in successful implementation of new learning models. Teachers need to develop lesson plans according to curriculum requirements, which should include active learning activities that let students take charge of their educational process. The process requires educators to acquire teaching skills together with the ability to assess their educational methods through ongoing evaluation processes. The teachers who participated in this research study exhibited flexibility through their ability to change group designs, handle time management, and create opportunities for all students to take part. The teachers' dedication to their work ensured SCL implementation success, which they achieved despite facing multiple teaching limitations.

The research findings create two important effects which demonstrate how the 21st-century skills need to be developed further. The students improved their communication skills and critical thinking abilities and their teamwork skills through their group learning activities and their presentation work. The present educational system requires students to develop two essential skills which enable them to solve problems and communicate their ideas. Student-centered learning approaches such as problem-based learning are also known to improve students' creativity and active engagement because students are encouraged to explore problems and construct knowledge independently (Al-Zahra & Handayani, 2025). Similar findings were also reported by Sitorus et al. (2025) who found that the implementation of Project Based Learning combined with the Teaching at the Right Level approach significantly improved students' creativity and active participation in classroom learning. The study shows that history education which people believe requires extensive knowledge can help students develop additional skills through student-centered teaching methods. SCL helps students develop their academic knowledge while it promotes their complete development as individuals.

The research results show that Student Centered Learning works effectively in the tested environment, but its boundaries need to be recognized. The study took place at one school which had a small group of students, so its findings cannot be applied to other settings. Future studies could involve multiple schools or employ mixed-method approaches to obtain more comprehensive data. Research on students' academic performance and their ability to think historically will be conducted through SCL as a research method which will study its effects over time.

The analysis shows that Student Centered Learning implementation in history classes at SMA Lab School Untad Palu effectively demonstrates constructivist theory and empirical research findings. The method increased student participation and their motivation and learning experience while developing their critical thinking skills and teamwork abilities. SCL provides more advantages than its time restrictions and student diversity challenges present as obstacles. The results demonstrate that educational institutions need to replace conventional teacher-centered teaching methods with active student-centered classroom activities to create interactive educational settings which fulfill contemporary learning requirements.

4. Conclusion

The study demonstrates that SMA Lab School Untad Palu successfully executes Student Centered Learning (SCL) because teachers use systematic planning and interactive classroom practices and process-oriented evaluation methods to deliver instruction. Students increased their active participation in class because teachers adopted a learning approach which requires their involvement. The students developed confidence to share their ideas and participated in classroom debates and their ability to evaluate historical matters improved. The collaborative learning environment created deeper conceptual understanding while students learned how to communicate and work together with others. The teachers managed to handle two challenges which included limited instructional time and different academic abilities of students through effective classroom management and their practice of reflective teaching. The application of Student Centered Learning has proved to enhance history education because it establishes an educational environment that students experience as both active and interactive learning. Sustainable learning outcome improvement requires schools to develop teacher competencies while expanding Student Centered Learning implementation across different educational settings.

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How to cite this article:

Isnaeni., Nuraedah., Haliadi., & Nongtji, M. (2026). Implementation of Student Centered Learning in History Class: A Qualitative Study at SMA Lab School Untad Palu. *Journal of Educational Sciences*, 10(4), 319-335.
