The Elementary Journal
Vol. 4 No. 2, (May-October, 2026). Page. 84-94
ISSN: 2987-0801, DOI: https://doi.org/10.56404/tej.v4i2.371

Exploring Student-Centered Learning Practices and Their Implications for Curriculum Development: A Qualitative Study

Leovigildo Lito D. Mallillin[1]
[1] University of Caloocan City, Caloocan City, Philippines

Article Info

Article history:

Received April 07, 2026.
Revised June 09, 2026.
Accepted October 15, 2026.

Keywords:

Student-Centered Learning
Curriculum Development
Learner Autonomy
Active Learning
Curriculum Innovation

ABSTRACT

The study analyzes and evaluates the gaps and issues on exploring student centered learning practices and their implication for curriculum development in the area of application of student-centered learning in the classroom, importance of student-centered approach for teaching, promotion and benefits of student-centered learning environment, and effectiveness of student-centered learning approach in teaching. Descriptive qualitative research design and method is utilized in the study to define the student-centered learning in the classroom towards curriculum development including the selection of the participants through purposive sampling, data collection techniques, and thematic analysis procedure. The study comprised thirty (30) respondents only. Results show that application of student-centered learning implements undermine demand and intention of the traditional system in teaching towards advanced technology focus, show that importance of student-centered learning enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge, show that benefit of student-centered learning influences the system of curriculum development approach to identify the factors and competency in the educational system, and show that effectiveness of student-centered learning provides opportunity for students to decide personalized learning engagement and decision-making.

Corresponding Author:

Leovigildo Lito D. Mallillin, *leovigildomallillin@gmail.com*

1. INTRODUCTION (10 PT)

The perceived gaps and issues on exploring student-centered learning practices and implications toward curriculum development identify the learning approach in teaching, learning environment, benefits, promotion, and importance of classroom learning. It implements student-centered learning application that undermine the intention and demand of traditional teaching toward digital technology in teaching. It focuses on the importance of enhancing decision making ability, student-centered learning, acquisition of new knowledge, critical thinking skills, and problem solving skills. The gaps influences the benefits, and system approach on curriculum development to identify the competency and factors in the educational system. It personalizes decision-making, learning engagement, and opportunity for student-centered learning [1]. On the other hand, the research gaps and issues on student-centered learning bridge the student perspectives to analyze and evaluate the challenges, implementation, awareness of teaching and learning. It advocated with the policy of the global reforms in the educational system as perceived in the contemporary grounded shifting of instructional and traditional student-centered learning. It structures with classroom observation in understanding the teachers' process of teaching and learning. It implements teachers and students perceptions on learner-centered classroom approaches and practices. It identifies teaching and learning oriented assessment system, inadequate resources, large class sizes, and syllabus completion pressure as major issues and gaps for effective implementation. It emerges with importance of facilitating factors for supportive school environment, and student motivation [2] [40][41] [52].

Certainly, the application of student-centered in the classroom setting towards curriculum development creates positive learning experiences in building opportunity and assessment in the educational system. It is a standard based in building opportunity for teaching and learning subsequent criteria to push

through with curriculum development based on the needs of the educational organization system and theory for professional quality of education [3]. It focuses on the categories of student-centered learning in the classroom behavior and standard. It evaluates the rules of curriculum development in the educational setting. It makes the application of student-centered learning responsibility for teachers to communicate expectation opportunity circumstance control [4]. It develops an approach to student-centered learning and understanding in the advanced modern technology of teaching towards curriculum development. It addresses student-centered approach limitation and implementation in teaching. It provides an overview on a comprehensive approach to student-centered learning. It defines a proper approach to student-centered learning advantages for the proposed curriculum development to improve the system in the educational system progress. It discusses the various success of educational setting to student-centered learning capacity and challenges in classroom pedagogy instructional design in teaching [5]. It analyzes the role of student-centered learning process implementation and best practices. It increases attention to address the quality of learning and improvement teaching pedagogy in the various educational systems. It is the learning process to impose the instructional principles and educational setting. It develops and creates cognitive transition and activity in the educational system and organization [6].

Notably, the importance of student-centered learning to a teacher approach pedagogy is focused on independent and empowerment of learning experiences. It facilitates active participation in activities of learning goals. The approach to learning among students is the process of critical thinking skills, collaboration, and communication skills over rote memorization in passive learning and teaching method intervention in the educational system and setting [7]. It is teaching through demonstration on actual learning to achieve better competency. It allows students to prepare and succeed ownership for a student-centered learning journey. It is where the real-world situation is adapted through motivation and self-trait essential. [8]. In addition, the importance of student-centered approach learning toward curriculum development encourages students to systematically understand the competency, knowledge, and skills of students as centers of learning in the educational system. It provides a better pedagogical approach to understand the learning outcome of students' performance towards the educational system and various domains of learning [9]. It examines the design of student-centered learning to create responsibility on the learning process and reflection on professional development. It analyses the improved learning of student-centered approach to pedagogical strategy, enjoyment, and motivation of students. It implements student-centered pedagogical implication to educational system and curriculum development [10].[43][50]

Furthermore, the promotion of student-centered learning in the classroom facilitates and encourages active participation of academic performance in the educational setting. It can be achieved through project-based learning, small groups, and student-led discussion. It promotes respect for the learning activities based on the interest of students. It provides opportunity for student-centered learning to reflect the set goals of the learning process. It allows one to make progress, take responsibility, and empower self-directed learning. It positions to move student-centered learning in the various educational systems. It is a versatile utilization of student-centered learning power tools to engage on interactive ideal learning experience in teaching strategy and structural domain in the academic performance of students [11]. It facilitates creativity and collaboration for student-centered learning. It empowers students to become active in learning concepts and connection of ideas. It influences student-centered learning competency and approach in taking the process of educational system towards curriculum development interest and professional competency improvement method [12]. It supports advanced technology to students as centers of learning. It utilizes the value orientation, cultural analysis, and communication skills assessment in the current educational system that leads to curriculum development based on the needs of students. It reveals the performance of the current educational system from good, better, and best. It stresses curriculum development of the educational system emotionally and psychologically to benefit student-centered learning approach learning motivation and habits [13]. It implements the importance of the program and configuration of learning application impact to students. It analyzes the advantages of the digital process of educational setting towards a student-centered approach. It views the interactive learning and educational process that pays attention to the student-centered approach system. It integrates new learning in higher education and the global educational system for student-centered approach [14].[44][45] [51]

Moreover, the benefit of promoting student-centered learning imparts students' wisdom and knowledge. It provides structure for the limited educational knowledge and life experience. It collaborates with the student-centered learning environment with the instructions who take opinion and thoughts. It leads to a number of learning styles and benefits of students. The benefits explore student-centered learning to take an active role in the educational system. It is exciting but challenges learning being taught as a student-centered learning environment. It collaborates with student learning to establish ideas in the classroom setting of learning catalyst and self-regulated teaching pedagogy approach [15]. It is a student-centered learning in the education process suitable to illustrate passive learning for students. It recognizes rote learning opportunities for assessing the comprehension of student learning experiences. It provides key character traits and development skills that

carries student-centered learning [16]. In addition, the benefit and promotion of student-centered approach in learning transitions the competency of teaching and challenges the demand and increase of student development based on the curriculum development system. It develops and finds strategies on the effective student-centered learning approach competency. It recognizes the strategy and effective teaching and learning to positively influence the quality of educational system and curriculum development management practice transformation [17]. It explores student-centered approach competency and impact in the learning process. It examines the aim of the perspective concept and evolution policy of the curriculum development in education for student-centered learning approach and competency [18].[46]

Finally, effective teaching for student-centered learning occurred in the classroom setting and at home since teaching is a continuous process. It can be learned through observation and actual experiences. Effective teaching is based on the curriculum and needs of students as centers of learning which is the device for instructional teaching theory [19]. It focuses on the method of student-centered learning activity among teachers. It involves active learning, brainstorming, debate, explaining, discussing, and formulating questions on their own during the class lesson. It drives student-centered learning in education. [20]. It emphasizes a student-centered learning approach to the teaching attention process. It utilizes an effective operational system of student-centered learning approach in teaching competency. It presents the method of systematic operationalization of the student-centered learning approach to the fullest. It is based on student-centered learning practice design and expected solution to curriculum development in the educational system. It often works on situations, cases, and questions to facilitate and self-directed learning. It incorporates curriculum development and engagement for student-centered learning approaches in a variety of perspectives and discovery towards curriculum development. It guides comprehensive learning in uplifting literacy strategy competency for students-centered [21]. It is closely linked to student-centered learning approach, feedback, simulation, and interactions. It prompts a student-centered learning approach and active learning for teaching involvement and content-building. It contributes to student-centered learning approach interest in the educational system [22].[48]

Research Questions

1. How do you apply learner-centeredness in the classroom?
2. Why is student-centered learning important to the teacher?
3. What are the benefits of promoting a student-centered learning environment to learners?
4. Why is learner-centered more effective in teaching?

2. METHOD

The descriptive qualitative research design utilizes the method of the study. It analyzes and evaluates the application of student-centered learning in the classroom, importance of student-centered approach for teaching, promotion and benefits of student-centered learning environment, and effectiveness of student-centered learning approach in teaching. It explores the students' lived experiences on the practice of student-centered learning as an approach to the implications of curriculum development and participants' perspectives. It supports the needed assistance in the descriptive qualitative research which is helpful in the approach for effective design. It determines the discussion and appropriate qualitative research tradition and methodology. It strengthens the inherent flexibility of the interpretation of descriptive qualitative research in the study. It includes the limitation, benefits, and strength to increase understanding and knowledge of perceived qualitative research design and experiences [23].[42]

Participants of the Study

The participants of the study are the curriculum designers and teachers of the Department of Education (DepEd) who are experiencing issues and challenges on the student-centered learning approach towards curriculum development. This improves the educational system to the fullest. It helps to equip quality education in the present era. Participants consisted of teachers who actively involved and engaged in the activities of student-centered learning. It represented by the academic background and diversity range of experiences. It helps in the providing authentic context for the experiences of students. The study comprised thirty (30) respondents only. On the other hand, the sampling techniques utilized is the purposive sampling who have direct experiences in the approaches of student-centered learning. This has ensured that the data gathered in based on the exploring student-centered learning that is relevant and rich aligned with the study objectives.

Construction of Instruments

The research tools utilized in the study are a self-made instruments based on the actual observation of the researcher inside the classroom as basis for curriculum development in exploring student-centered learning [24]. The instruments used interview guide based on the curriculum development for student-centered learning

and was validated by the experts in qualitative research. Pilot testing was conducted to ensure consistence of the questions, relevance and clarity [25].

Trustworthiness of the Study

The study establishes trustworthiness through confirmability, dependability, transferability, and credibility on exploring student exploring student-centered learning practices and their implication for curriculum development using the member checking, rich description, audit trails, and peer briefing. This enhances the strategies credibility and rigor of the findings. It redefines and explores the implication of curriculum development of students' personal growth, academic, and strategies for student-centered learning [26]

Data Procedures and Gathering

Presenting in this section is the data gathering and procedure on student-centered learning in the classroom towards curriculum development which is explained below:

1. Mapping. This is created to obtain the purpose and objectives of the study since this is one of the challenges of teaching and learning where it improves the educational system in developing a curriculum for students as centers of learning.
2. Formulation of title. Formulation of the research title has been taught to provide technicalities in the research study based on the principles and ethics of research through consultation of experts in qualitative research.
3. Formulation of tool instruments. After the formulation of the research title, the researcher formulates a tool instrument based on the objectives of the study that answers the title of the research for implementation and analysis.
4. Validation of the instruments. The instrument tool is being validated by the expert professional doctors in qualitative research and psychometrician to improve the substance of the study. All corrections, feedback, and suggestions are given consideration prior to the floating of the questionnaire.
5. Analysis of data. The data is being analyzed through thematically based on the answers of the respondents.

3. RESULTS AND DISCUSSION

Presented here is the thematic analysis and core ideas based on the response of the respondents which are categorized as follows: General when the similarities of response fall on 50% and above among the respondents, Typical when the similarities of response fall on 25-49% among the respondents, and Variant when the similarities of response fall on 24 and below among the respondents. Thematic analysis utilizes the data involving identification of overarching themes, categorization, open coding, and familiarization of transcript. Themes were defined accurately to represent and repeat participants' experiences [27]. Text verbatim is also included for concrete analysis of the data.

Table 1.
Thematic Analysis and Core Ideas on Student-Centered Learning Towards Curriculum Development Among the Respondents

Themes	Response of the Respondents	Core Ideas
A. Application of Student-Centered Learning	General General Typical Variant	• demand and intention of the traditional system in teaching • building positive student-centered learning process in teaching • building opportunity for the teaching • classroom behavior and standard
B. Importance of Student-Centered Learning	General General Typical Variant	• enhances decision-making ability • student engagement and self-esteem • promotes self-discipline • thrive the needed fast changing world of learning
C. Benefits of Student-Centered Learning	General General Typical Variant	• identify factors and competency • concept to practical experience • understanding of activities in teaching • assessing comprehension of student
D. Effectiveness of Student-Centered Learning	General General Typical Variant	• personalized learning engagement • classroom roles and delivery content • teaching transition centered approach • resources for students as centers of learning

A. Application of Student-Centered Learning

The application of student-centered learning develops and advances modern technology of teaching towards curriculum development. It defines a proper approach to student-centered learning advantages for the proposed curriculum development to improve the system in the educational system progress. It discusses the

various success of educational setting to student-centered learning capacity and challenges. It analyzes the role of the student-centered learning process in learning implementation and best practices. It increases attention to address the quality of learning and improvement in teaching pedagogy in the various educational systems. It is the learning process to impose the instructional principles and educational setting. It develops and creates cognitive transition and activity in the educational system and organization [6]. The participants say that:[47] [53]

"It undermines the demand and intention of the traditional system in teaching towards advanced technology focus learning". T1, P27 & P3

"It develops classroom learning in building a positive student-centered learning process and application in teaching". T1, P24 7 P6

"It is a standard based on building opportunity for the teaching and learning subsequent criteria to push through with curriculum development based on the needs of the educational organization". T1, P20 & P10

"It focuses on the categories of student-centered learning in the classroom behavior and standard". T1, P18 & P12. Findings of the study show that application of student-centered learning analyzes the its effectiveness forms, and implementation challenges. It also reveals that the study engages on implementation factors of student-centered learning outcomes, learning models, collaborative learning, and project based learning to improve the confidence, motivation, and productive skills of students. This includes insufficient institutional support, authentic learning resources, and limited teacher competency. It provides insights on the practical implementation of teaching curriculum designs to strengthen the policy of student-centered learning instructions. It indicates the curriculum on the condition and objectives of classroom competency practices [28].

B. Importance of Student-Centered Learning

The importance of student-centered approach learning toward curriculum development encourages students to systematically understand the competency, knowledge, and skills of students as centers of learning in the educational system. It provides a better pedagogical approach to understand the learning outcome of students' performance towards the educational system. It examines the design of student-centered learning to create a process of responsibility and reflection on professional development. It analyses the improved learning of student-centered approach to pedagogical strategy, enjoyment, and motivation of students. It implements student-centered pedagogical implication to educational system and curriculum development [10]. The participants say that:

"The importance of student-centered approach enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge". T2, P26 & P4

"It engages a higher level of student self-esteem and motivation for a classroom centered teacher". T2, 24 & P6

"The approach of learning process engagement promotes self-discipline, autonomy, sense of responsibility, and its importance to student-centered learning". T2, P22 & P8

"It develops to help the necessary attitude and skills to thrive in the needed fast changing world of learning". T2, P20 & P10

Findings of the study show that importance of student-centered learning highlights the curriculum implementation for active collaboration as a step toward improvement of quality education. It shows that student-centered learning implements learning model, design, challenges, and principles of curriculum learning flexibility and meaning. It enhances teachers competency and improvement through training concepts, collaboration, active practices, and techniques for student-centered learning. It consists of implementation method, evaluation, action, planning, and situation analysis. It shows teachers' increased and understanding of the curriculum principles of learning to prepare the ability of innovative learning and teaching module activities [29].

C. Benefits of Student-Centered Learning

The benefit and promotion of student-centered approach in learning transitions the competency of teaching and challenges the demand and increase of students based on the curriculum development system. It develops and finds strategies on the effective student-centered learning approach competency. It recognizes the strategy and effective teaching and learning to positively influence the quality of educational system and curriculum development. It explores student-centered approach competency and impact in the learning process. It examines the aim of the perspective concept and evolution policy of the curriculum development in education for student-centered learning approach and competency [18]. The participants say that:

"It influences the system of curriculum development of the student-centered learning approach to identify the factors and competency in the educational system". T3, P25 & P5
"It is based on the cultural differences of teaching considering the individual differences of students and concepts to practical experience in developing and promoting competency of the learners". T3, P23 & P7
"It analyzes the student-centered learning approach in holistic understanding activities and assessment delivery of teaching". T3, 21 & P9
"It recognizes the rote learning opportunity for assessing the comprehension of student learning experiences". T3, P19 & P11

Findings of the study show that the benefits of student-centered learning provide a better impact in the practice of teaching and learning for students' academic performance in the effectiveness of the educational system. It identifies the dimension management of student-centered learning as to flexible assessment, support services integration, feedback timeliness, decision-making, and active learning. It mediates with the benefits of student-centered learning effectiveness in the academic performance of students as centers of learning. It enhances management approach in teaching and learning through engagement and improved teaching quality. It fosters timely feedback for the improved student-centered learning, effective mentorship, and active learning through integration of adaptive management strategies [30].

D. Effectiveness of Student-Centered Learning

The effectiveness of student-centered learning utilizes the operational system approach in teaching competency. It presents the methods of systematic operationalization of the student-centered learning approach to the fullest. It is based on student-centered learning practice design and expected solution to curriculum development in the educational system. It often works on situations, cases, and questions to facilitate and self-directing learning. It incorporates curriculum development and engagement for student-centered learning approaches in a variety of perspectives and discovery towards curriculum development. It is closely linked to student-centered learning approach, feedback, simulation, and interactions. It prompts a student-centered learning approach and active learning for teaching involvement and content-building. It contributes to student-centered learning approach interest in the educational system [22]. The participants say that:
"It provides an opportunity for students to decide personalized learning engagement and decision-making in the effectiveness of student-centered learning". T4, P28 & P2
"It examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content". T4, P27 & P3
"It identifies better teaching transition centered approaches and tailors with individual needs and classroom dynamics". T4, P24 & P6
"It is a pedagogical content for effective teaching dispensers and resources for students as centers of learning". T4, 23 & P7

Findings of the study show that effectiveness of student-centered learning catalyzes the parading of digital transformation in the curriculum development from traditional pedagogy toward students and teachers in emphasizing learner autonomy, critical teaching, and active knowledge construction. It enhances guidelines for effective student-centered learning in the educational system and curriculum development. findings also reveal the adaptive learning for effective students boost the curriculum for learning management system, student engagement, and behavior as to cognitive and effective in fostering collaboration, improved learning outcome, and personalization. It enhances self-regulation for effective student-centered learning [31].

Discussion

The application of student-centered learning is to undermine the demand and intention of the traditional system in teaching towards advanced technology focus learning. It develops a classroom in building a positive student-centered learning process and application in teaching. It initiates paradigm and demands for the learning policy of the educational system. It empowers students to actively involve in the pedagogy of learning outcome in responding to the needs of student-centered learning in the classroom towards curriculum development. It includes to empower students' potential in improving the base strength in fostering and reinforcing learning and mindset experience. It enhances and trusts in elevating the experience of learning. It measures the learning mindset, learning experience, academic autonomy, and self-potential. It involves the process of student-centered learning on various aspects such as discovery and interests, responsibility, courage, and creative ideas. It demonstrates the ability of academic application to manage and understand to employ learning skills and strategies [32]. In addition, the application of student-centered learning is a standard based on building opportunity subsequent criteria to push through with curriculum development based on the needs of the educational organization standard. It focuses on the categories of student-centered learning in the classroom behavior and standard. It gains deeper experience and understanding transition implementation of student-centered learning applications. It prepares a student-centered learning curriculum, instructional

practices, and pedagogy daily practice approach. It provides authentic benefits and experiences to identify the application of student-centered learners' approach. It provides a lens in unfolding classroom application of learning to understand the students as centers of learning to the fullest. It is essential for the student-centered application of learning [33].

On the other hand, the importance of a student-centered learning approach enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge. It engages a higher level of student engagement, self-esteem and motivation for classroom centered teachers. It determines the importance of student-centered learning approach, self-efficacy, instructional practices, engagement and classroom management inclusive setting attitude. It is imperative to self-efficacy to determine the purpose of the importance of student-centered learning framework. It is the ability to manage the teachers' belief that influences classroom management and attitude. It recognizes the positive and ability of the importance of teaching behavior, quality instruction, organization, clear expectation, and structured classroom environment. It refers to the importance of student-centered approach to innovation and effective teaching strategy achievement instruction. It influences the importance of student-centered approach and development. It nurtures to explain the observed experience of success and failure in teaching and learning [34]. Hence, the importance of student-centered learning approach process engagement promotes self-discipline, autonomy, sense of responsibility, and its importance to student-centered learning. It develops to help the necessary attitude and skills to thrive in the needed fast changing world of learning. It transforms the change and evaluation learning benefits of the importance of teaching and learning in the educational system and curriculum development. It contributes to the principal catalyst forces of stimulating learning for students as centers of learning. It transforms the preparedness of student-centered learning capability and skill demand in the educational setting. It provides implication in the educational setting model and process in teaching and learning provided for curriculum development. It designs the implementation of student-centered approach knowledge and quality of excellence to the fullest [35].

Apparently, the benefits of the student-centered learning approach influences the system of curriculum development to identify the factors and competency in the educational system. It is based on the cultural differences of teaching considering the individual differences of students and concepts to practical experience in developing and promoting competency of the learners. It analyzes the views and purpose of the success in the development program of education and lifelong competency learning. It reviews the student-centered benefits approach to identify the contribution and key factors of the success and failure of teaching and learning to improve the system in curriculum development programs. It prepares students as centers of learning for the improvement of knowledge, skills, and creativity inside the classroom. It provides hands-on practical experiences in the learning competency and development success and opportunity. It incorporates and recommends improvement of the benefits of the student-centered learning approach for professional development innovation [36]. In addition, the benefits of the student-centered approach of learning analyzes holistic understanding activities and assessment delivery of teaching. It recognizes the rote learning opportunity for assessing the comprehension of student learning experiences. It reforms the teaching methods and strategies based on student-centered learning to improve the curriculum development based on the needs of the learners. It adopts to improve the pedagogy of students as centers of learning. It describes student-centered learning to improve and reform student performance in teaching and learning. It aligns to interact with the required learning process of students' equitability improvement. It examines the contribution of student-centered approach and benefit knowledge. It focuses on the implementation of learning to promote efficiency and effectiveness in the educational system [37].

Finally, the effectiveness of student-centered learning provides an opportunity for students to decide personalized learning engagement and decision-making. It examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content. It provides transition and understanding predominantly in teaching. It shares a culture of classroom interaction to improve the confidence of students in the learning process. It transitions the effectiveness of the student-learner approach in teaching based on the educational system implementation. It explains the effectiveness of the process of achievement and success in the focus of students as centers of learning. It clarifies the support and expectation of learning from various sources and success of instructional methods, strategies, and styles. The effectiveness of student-centered learning is based on specific instructional style [38]. Lastly, it identifies better teaching transition centered approaches and tailors with individual needs and classroom dynamics. It is a pedagogical content for effective teaching dispensers and resources for students as centers of learning. It provides comprehensive application and impact of effective teaching and learning. It landscapes the educational setting and transformation for students. It explores contributing to the technique of potential educational support, learning assessment, and contribution. The effectiveness of the student-centered learning approach traces the improvement of the educational system based on the needs and demands of students as centers of learning. It highlights the breakthrough and key milestones for the educational expert and emergence system from good,

better, and best. It provides comprehensive utilization of the curriculum development in the improved system of the educational process and setting. It addresses the challenges and integration effectiveness of the student-centered learning approach [39].

4. CONCLUSION

It shows that application of student-centered learning, importance of student-centered learning, benefit of student-centered learning, and effectiveness of student-centered learning provides an opportunity for students to decide personalized learning engagement and decision-making where it examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content. This includes identifying better teaching transition centered approaches and tailors with individual needs and classroom dynamics resulting in pedagogical content for effective teaching dispensers and resources for students as centers of learning to limited specific group teachers and students in the educational institutions based on personal perception and experiences.

The implication suggests that student-centered learning enhances independent learning, collaboration, critical thinking and engagement. It shows to support the learner-centered strategies, need for curriculum developers into learning and teaching practices. It shows also that the study provides valuable contribution and insights into student-centered learning and experiences that highlights improvement of curriculum design to offer curriculum planning, practical information, and strengthening instructional practices. It also shows that this study provide directions to future researcher from various educational levels and participants in the institutions to obtain a broader perspectives on academic achievement, curriculum effectiveness, and student-centered learning.

Conflict of Interest

The authors declare that there are no conflicts of interest related to the research or publication of this article.

Use of Generative AI

The authors declare that no generative artificial intelligence (Generative AI) tools were used in the preparation, analysis, or writing of this manuscript.

REFERENCES

[1] L. L. D. Mallillin et al., "[Bibliographic details unavailable in the source]," 2026, pp. 1941–1950.

[2] S. Sadhukhan, A. Biswas, and B. Chakraborty, "Bridging the perception gap in learner-centric education: A mixed-methods study of teachers' and students' perspectives in Krishnanagar and Shantipur, Nadia District, West Bengal," *Shodh Prakashan: Journal of Educational Research & Training*, pp. 1–14, 2026.

[3] L. L. D. Mallillin and R. D. Laurel, "Professional development system theory for quality education," *European Journal of Education Studies*, vol. 9, no. 8, 2022.

[4] N. Kerimbayev, Z. Umirzakova, R. Shadiev, and V. Jotsov, "A student-centered approach using modern technologies in distance learning: A systematic review of the literature," *Smart Learning Environments*, vol. 10, no. 1, p. 61, 2023.

[5] L. L. D. Mallillin, J. B. Mallillin, Y. D. Ampongan, I. C. Lipayon, M. M. Mejica, and J. Z. Burabo, "Instructional design for effective classroom pedagogy of teaching," *Eureka: Journal of Educational Research*, vol. 1, no. 2, pp. 41–52, 2023.

[6] D. Dada, O. T. Laseinde, and L. Tartibu, "Student-centered learning tool for cognitive enhancement in the learning environment," *Procedia Computer Science*, vol. 217, pp. 507–512, 2023.

[7] L. L. D. Mallillin, "Teaching and learning intervention in the educational setting: Adapting the teacher theory model," *International Journal of Educational Innovation and Research*, vol. 1, no. 2, pp. 99–121, 2022.

[8] A. Sørensen, P. Lagestad, and H. K. Mikalsen, "Student teacher experiences of learning and pedagogical involvement using a student-centered learning approach," *Education Sciences*, vol. 13, no. 9, p. 965, 2023.

[9] L. L. D. Mallillin, "Different domains in learning and the academic performance of the students," *Journal of Educational System*, vol. 4, no. 1, pp. 1–11, 2020.

[10] B. Shehata, A. Tlili, R. Huang, M. A. Adarkwah, M. Liu, and T. Chang, "How are we doing with student-centered learning facilitated by educational technologies? A systematic review of literature reviews," *Education and Information Technologies*, pp. 1–42, 2023.

[11] L. L. D. Mallillin, J. C. Cabaluna, R. D. Laurel, P. A. C. Arroyo, T. M. Señoron Jr., and J. B. Mallillin, "Structural domain of learning and teaching strategies in the academic performance of students," *European Journal of Education Studies*, vol. 8, no. 9, 2021.

[12] S. C. Kong and Y. Q. Wang, "The impact of school support for professional development on teachers' adoption of student-centered pedagogy, students' cognitive learning and abilities: A three-level analysis," *Computers & Education*, vol. 215, Art. no. 105016, 2024.

[13] L. L. D. Mallillin, J. B. Mallillin, and R. D. Laurel, "Learning styles: A motivation to study habits of students," *Global Journal of Human-Social Science*, vol. 20, no. G1, pp. 15–23, 2020.

[14] U. Abdigapbarova and N. Zhiyenbayeva, "Organization of student-centered learning within the professional training of a future teacher in a digital environment," *Education and Information Technologies*, vol. 28, no. 1, pp. 647–661, 2023.

[15] L. L. Mallillin, D. Mallillin, and J. Cabaluna, "A self-regulated catalyst of learning: An approach to teaching pedagogy," *International Journal of Humanities and Social Studies*, vol. 3, pp. 43–52, 2021.

[16] D. C. Stafford, "Teacher perspectives and experiences implementing student-centered learning," Ph.D. dissertation, Southern New Hampshire University, 2023.

[17] L. L. D. Mallillin and R. G. Caranguian, "Management of educational system and practice: A guide to academic transformation," *British Journal of Arts and Humanities*, vol. 5, no. 3, pp. 131–141, 2023.

[18] J. Li, "A research on relationship between student-centered approach and student competence development in higher education: Case studies in China and Italy," 2023.

[19] L. L. D. Mallillin, "Instructional teaching theory: Basis for effective teaching device in learning," *Eureka: Journal of Educational Research*, vol. 2, no. 2, pp. 120–132, 2024.

[20] K. A. Jasmi, R. bt Sahran, and M. A. A. M. Nazim, "A student-centered teaching and learning approach among excellent teachers of Islamic education," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, vol. 10, no. 2, pp. 113–126, 2022.

[21] L. L. D. Mallillin, "Integrating literacy strategy in uplifting competency of students: A guide for comprehensive learning," n.d.

[22] K. H. D. Tang, "Student-centered approach in teaching and learning: What does it really mean?," *Acta Pedagogia Asiana*, vol. 2, no. 2, pp. 72–83, 2023.

[23] J. L. Ellis and D. L. Hart, "Strengthening the choice for a generic qualitative research design," *The Qualitative Report*, vol. 28, no. 6, 2023.

[24] M. Finamore and C. Oltean-Dumbrava, "Circularity in construction: A multicriteria review and synthesis of existing frameworks and policy instruments," *Circular Economy and Sustainability*, vol. 6, no. 2, p. 95, 2026.

[25] P. R. Bazán, "Pilot testing," in *The EEG Handbook: From Principles to Practice*, pp. 117–128. Cham, Switzerland: Springer Nature, 2026.

[26] V. Bhardwaj, S. Zhang, Y. Q. Tan, and V. Pandey, "Redefining learning: Student-centered strategies for academic and personal growth," *Frontiers in Education*, vol. 10, Art. no. 1518602, 2025.

[27] A. B. Balogun, B. E. Eze, and O. A. Ayegbusi, "Student-centred reform in engineering laboratory education: A thematic analysis of improvement suggestions," *Nigerian Journal of Technical Education*, vol. 25, no. 1, pp. 1–10, 2026.

[28] E. Nurhidayah and H. Wahyudi, "Transformation of the paradigm of Arabic language learning based on student-centered learning: A systematic literature review study (2015–2025)," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, vol. 14, no. 1, pp. 418–440, 2026.

[29] Y. D. Haryanti, Y. D. Kurino, C. S. Ramadan, and E. Irmawati, "Teacher training on active, collaborative, and student-centered learning in the implementation of the independent curriculum at Ciomas Elementary School," *Global Sustainability and Community Engagement*, vol. 2, no. 1, pp. 159–167, 2026.

[30] A. F. Esfahani, "Examining the impact of student-centered management in universities on the effectiveness of education and students' academic performance," *Assessment and Practice in Educational Sciences*, vol. 4, no. 2, pp. 1–12, 2026.

[31] F. A. Yusuf, M. Mutoharoh, and M. Maarif, "Digital transformation in learning: A systematic review of digital technology utilization to enhance student-centered learning effectiveness," *Asian Journal of Multidisciplinary Studies*, vol. 8, no. 1, pp. 181–190, 2025.

[32] C. Sutianah and M. Ali, “Student-centered learning strategies to enhance learning experience, academic self-reliance, and work mindset in the era of educational industry and society 5.0,” *Educational Administration: Theory and Practice*, vol. 30, no. 3, pp. 885–891, 2024.

[33] J. B. Pettersen and U. Lundqvist, “Student-centered learning activities for key sustainability competencies in online courses with many students,” in *Proc. 19th CDIO International Conference*, 2023.

[34] S. M. Wood, “The relationship between secondary teachers’ self-efficacy subscales of student engagement, instructional practices, and classroom management, and attitudes about the inclusive setting,” 2023.

[35] R. DeBono, “Transforming the delivery of learning in a rapidly changing digital environment and the evaluation of the consequent benefits,” 2023.

[36] O. K. T. Kilag, M. H. Malbas, J. R. Miñoza, M. M. R. Ledesma, A. B. E. Vestal, and J. M. V. Sasan, “The views of the faculty on the effectiveness of teacher education programs in developing lifelong learning competence,” *European Journal of Higher Education and Academic Advancement*, vol. 1, no. 2, pp. 92–102, 2024.

[37] R. Teasdale and H. Aird, “Aligning multiple choice assessments with active learning instruction: More accurate and equitable ways to measure student learning,” *Journal of Geoscience Education*, vol. 71, no. 1, pp. 87–106, 2023.

[38] J. Heath, “The process of transitioning from teacher-centered learning to student-centered learning,” Ph.D. dissertation, Valdosta State University, 2023.

[39] D. Kumar, A. Haque, K. Mishra, F. Islam, B. K. Mishra, and S. Ahmad, “Exploring the transformative role of artificial intelligence and metaverse in education: A comprehensive review,” *Metaverse Basic and Applied Research*, vol. 2, p. 55, 2023.

[40] M. I. Sholeh et al., “Manajemen kurikulum dalam meningkatkan pembelajaran literasi dan numerasi di sekolah dasar dan PAUD,” *The Elementary Journal*, vol. 3, no. 2, pp. 38–51, 2025, doi: 10.56404/tej.v3i2.160.

[41] S. Dwi and U. Hasanah, “Pendidikan Pancasila dalam era Kurikulum Merdeka: Strategi penguatan identitas kebangsaan,” *The Elementary Journal*, vol. 2, no. 2, 2024, doi: 10.56404/tej.v2i2.69.

[42] N. Efendi, “The influence of academic leadership on the effectiveness of digital formative assessment in improving student learning outcomes in elementary schools,” *The Elementary Journal*, vol. 3, no. 1, pp. 45–52, 2025, doi: 10.56404/tej.v3i1.145.

[43] A. D. Ichsannanda, “Analysis of the effect of Jigsaw cooperative learning model on critical thinking and problem-solving skills,” *The Elementary Journal*, vol. 3, no. 1, 2025, doi: 10.56404/tej.v3i1.133.

[44] E. D. N. Nabila, M. A. U. Nuha, R. Widayanti, N. Musyafaah, M. S. Rosyad, M. Ni’mah, M. Rondi, and F. Faedurrohman, “The implementation of Scramble type cooperative learning method in improving creative thinking skills of Arabic language subject students at MIN 11 Blitar,” *The Elementary Journal*, vol. 3, no. 2, pp. 60–68, 2025, doi: 10.56404/tej.v3i2.164.

[45] A. Dela and U. Hasanah, “Video animasi sebagai media inovatif untuk meningkatkan kemampuan berpikir kritis peserta didik pada pembelajaran IPA,” *The Elementary Journal*, vol. 3, no. 2, pp. 52–59, 2025, doi: 10.56404/tej.v3i2.178.

[46] A. D. Febrianto, “Penguatan karakter siswa melalui penerapan Profil Pelajar Rahmatan Lil Alamin,” *The Elementary Journal*, vol. 3, no. 2, pp. 83–94, 2025, doi: 10.56404/tej.v3i2.161.

[47] H. N. Asmara and U. Hasanah, “The development of simulation flashcard media for Ngoko and Krama vocabulary at SDN Sukorejo Tugu,” *The Elementary Journal*, vol. 4, no. 1, pp. 1–13, 2026, doi: 10.56404/tej.v4i1.242.

[48] F. Dewi, “The Hole Adventure learning media development to improve students’ short story writing skills,” *The Elementary Journal*, vol. 4, no. 1, pp. 14–27, 2026, doi: 10.56404/tej.v4i1.249.

[49] N. Latifah and U. Hasanah, “Pengembangan media pembelajaran Busy Book: Upaya strategis mendukung keaktifan belajar peserta didik pada mata pelajaran IPAS,” *The Elementary Journal*, vol. 4, no. 1, pp. 28–41, 2026, doi: 10.56404/tej.v4i1.189.

[50] W. R. Setyowati and U. Hasanah, “The influence of the Concrete Pictorial Abstract approach on students’ conceptual understanding,” *The Elementary Journal*, vol. 4, no. 1, pp. 42–50, 2026, doi: 10.56404/tej.v4i1.185.

[51] L. Ariyanti, F. Hanurawan, and M. Ramli, “Development of problem mind mapping-based learning model (PMM-BL) integration patterns to improve critical thinking skills in primary school students,”

Edelweiss Applied Science and Technology, vol. 8, no. 6, pp. 2905–2919, 2024, doi: 10.55214/25768484.v8i6.2631.

[52] A. L. Ginting, M. F. Hafa, L. Ariyanti, and E. Niku, "Development of dart game media for Indonesian ethnic cultural diversity in elementary schools," *Journal of Teaching and Learning in Elementary Education*, vol. 7, no. 1, pp. 59–74, 2024.

[53] L. Ariyanti, "Membangun pendidikan karakter di sekolah dasar melalui 6 kebajikan positif universal," *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, vol. 1, no. 2b, 2017, doi: 10.30651/else.v1i2b.1058.