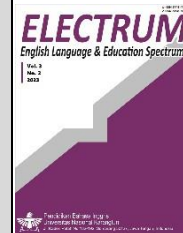




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The Influence of the SCL method on Enhancing Students' Independence in English Learning

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ABSTRACT

English as a foreign language is a compulsory subject in every study program at university. English given in non-English departments is usually called English for specific purposes (ESP). Therefore, the English material given is adjusted to each department. However, in non-English departments, students sometimes feel bored in attending English learning process because it is not their interest. Lecturers must provide material without making students bored and make fun learning atmosphere so that students are active during the learning process. This research discusses the influence of student-centered learning (SCL) in English learning process, especially in non-English department students, related to the students' learning independence. This research uses a qualitative descriptive method using observation. The study used a sample of 38 non-English department students who took English course in one semester as respondents. Data were obtained from observations in learning process, questionnaires, and English score obtained by the students. Data analyses using percentage of questionare result and the mean score of the students as additional evidence of research result. The research results show that almost 90% students being active in the English class using SCL if the material related to their major. If the material is about English grammar which explained using SCL through students' presentation, they are still difficult to understand the material. Grammar material is easier for students to understand if it is explained by the lecturer or what is called teacher-centered learning (TCL). In other words, lecturers can apply SCL in the English learning process for materials related to each major (ESP) to increase students' activeness and independence during the learning process.

INTRODUCTION

English is a compulsory subject that must be taken by students when studying at the university. This subject is given in all departments without exception at the university. Almost in all of universities or colleges, English proficiency tests must be taken by students before they graduated. English is the most widely used language in the world for communication by both native and non-native speakers. English is the most widely used language globally; used as the main language in many countries in the world (*lingua franca*), in the international economy, as a computer programming language, and so on (Crystal) [1] English is a foreign language that is taught at all levels of education in Indonesia, whether at primary school, secondary school or university level.

Student centered learning (SCL) is a learning method that can be applied especially to students who are already able to understand learning materials autodidactically. Usually, this method is applied to secondary education students at the junior high school, senior high school and college or university students, because students at this level of education are already able to carry out independent or group learning processes and are already able to be responsible for their tasks. The technique that is usually used in applying SCL is the classroom discussion technique. This is also because it is to create a learning process that implements cooperation between students. SCL can be applied to all types of subjects or courses in any major.

Student Centered Learning (SCL) is a learning approach that involves the students as learning subjects so that they are required to be more active in learning activities. Meanwhile, teachers or lecturers act as facilitators who provide various resources and support needed by students. The SCL method is considered to be an effective method in learning because this model focuses on the critical abilities of students so that they can be responsible for their learning and get optimal results.

Several studies related to the use of the SCL method have been conducted by several researchers. The research conducted by Mutia Febriyana dan Winarti [2] conducted a study on the effectiveness of the SCL learning model to improve student learning outcomes in the microteaching course at the FKIP UMSU with a total of 38 students from the Indonesian Language Education study program as respondents. The study was conducted through Classroom Action research for 2 cycles with the results that the application of the student-centered learning (SCL) based learning model was able to improve the quality of the student microteaching learning process as indicated by increased activity, attention, and implementation of learning.

Further research was conducted by Karmila Mokoginta [3] regarding Student Centered Learning in EFL classes which showed the results that SCL application is related to learning activities in classrooms; it is also strongly related to the efforts of motivating learners, involving them in creating goals of learning, and encouraging them to find the relationship between their learning and

their life experience. Furthermore, it is explained that the application of SCL is partly related to cultural issues, both from teacher and learner perspectives.

In line with this, further research related to the use of SCL was conducted by Ahmad Zain Sarnoto [4] who discussed the Analysis of the Influence of the Student Center Learning Model on student learning outcomes conducted through literature studies. The results of the analysis showed that the use of the Student Center Learning (SCL) learning model had a significant positive influence on student learning outcomes. The implication of this study is the importance of a learning model that can improve student learning outcomes and can be a reference for educational institutions in developing more effective curriculum and learning methods.

This research conducted by the researcher because during the learning process that took place in the classroom of non-English department, the lecturer observed that the students were less enthusiastic when learning English. Many of the students felt sleepy during the learning process, and there were some students who felt confused about what the lecturer was talking about. The students felt English is difficult because during the learning process the lecturer used full English while explaining the material. Meanwhile, the students had lack of English vocabulary so that the lecturer had to repeat the explanation of the material using 2 languages, namely Indonesian and English.

During English learning process, students are also very dependent on the lecturer's explanation of the material. Students only listen to the lecturer's explanation, do exercises or assignments related to the material, and rarely ask questions related to the material because of the

limited vocabulary which they have. So, the learning process becomes less active.

The monotonous learning process that only focuses on the explanation of the material from the lecturer will make students passive during the learning process. In the process of learning English as a foreign language, the students must be active and they have to become independence students. Because language as a means of communication, it means without being active students, learning language is nothing.

From the descriptions above, researchers are interested in conducting the research on how the SCL method influences the learning process of English in non-English department students towards the activeness and independence of students in learning English, so that the classroom situation does not become passive and boring. The English learning process is also attempted to involve student activity so that the classroom atmosphere becomes more active. This research applied classroom discussion and students' presentation during the learning process. The lecturer provides a theme that must be developed and presented by students in front of the class so that all students are involved in the classroom discussion process. These activities triggering student activity which can improve students' English vocabulary and ability.

REVIEW OF RELATED LITERATURE

A. Student Centered Learning (SCL)

SCL is one of the very important learning models and can be used by educators to improve student learning outcomes (Jiang & Zhang, 2020) in Ahmad Zain Sarnoto [4]. This learning model focuses its attention on the

position of students as the center of the learning process (Jovanociv et al., 2019) in Ahmad Zain Sarnoto [4]. This SCL will enable students to actively participate in the learning process through activities such as group discussions, presentations, or group projects that can improve their understanding of the material being taught.

According to Finza Larasati [5] SCL is a learning approach that prioritizes students' needs over the demands of those participating in the educational process, such as instructors and administrators. SCL emphasizes the students' needs, talents, interests, and learning styles, with the instructor as a learning facilitator.

SCL is based on the theory that "all aspects of language training, including teaching preparation and evaluation, should pay close attention to the learner's personality" [6] and [7]. SCL is seen to be better for students because, in practice, students will engage more directly in the learning process which can trigger students' comprehension to heighten.

B. Students learning independence

According to Brookfield in Rudiawan [8], learning independence is self-awareness driven by oneself to achieve certain goals. Someone who has an independent attitude will try to find and develop something in their own way to achieve the goals and results they are aiming for. This is in line with Imron's opinion in Rudiawan [8] that independence is a learning activity with one's own initiative. This condition is usually done if students continue to train and get used to learning in their own way. The independent attitude that a person has

makes him accustomed to not depending on others.

According to Zimmerman in Fikriah and Sarifah [9] learning independence is the ability and motivation of individuals to take the initiative, organize, and control their own learning process. This involves the ability to set learning goals, plan learning strategies, manage time, monitor progress, and evaluate results.

METHODOLOGY

This type of research uses qualitative descriptive research. According to Sugiyono [10] descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting them with other variables. Descriptive research is research intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report (Arikunto) [11]. Descriptive research, namely if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and things (Arikunto) [11]. Descriptive research is research that is intended to collect information regarding the status of an existing symptom, namely the condition of the symptom according to what it is at the time the research is carried out without the intention of making general conclusions or generalizations. (Hikmawati) [12].

The use of descriptive methods in this research is to describe the effect of using SCL method on English learning process in non-English department student (English for specific purposes). The population used was 38 students from the

Public Health department who took the English course.

As stated by Sahir [13] Qualitative research must be supported by extensive knowledge from the researcher, because the researcher interviews the research object directly. Observations are also carried out to obtain accurate data. As stated by Sugiyono [10] that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

The data in this research was obtained using techniques of observation, questioner about the use of SCL, interviews, and the mean score of students' result in English exercise. Interviews were conducted with students after joining the learning process using the SCL method. Observations were made during the English learning process in the classroom. The questionnaire was distributed to the students to determine students' responses toward the use of the SCL method during the English learning process, The last data in this research were taken from the mean score obtained by students which used as additional evidence about the influence of the use of the SCL method on students' independence in the English learning process.

Simple statistics were used to analyze the questionnaire results and score of the students. The questionnaire results are presented in the form of percentages and the results of the students' scores are presented in the form of the average score of the students in completing the exercises.

FINDINGS AND DISCUSSION

FINDINGS

A. Observation Results

During English learning process in non-English department students, the lecturer provides the explanation of the materials in 4 meetings. In this case, the learning process uses teacher-centered learning (TCL) because the lecturer wants to provide an overview to students about the material in learning English. Students get material related to their major, namely the Public Health major. In this case the English course used in this program is English for Specific Purposes (ESP)

In English learning process after the fourth meeting, the lecturer used the SCL method. Students are given a theme to discuss and make a presentation in front of the class to explain the material in every meeting. The material discussed is not only about Health, but also the material of English grammar. This activity aims to enable students to create sentences in English correctly in accordance with English rules.

During the learning process with the SCL method, students were able to enjoy the learning process well. They were enthusiastic about conducting discussions and presentations to deliver materials related to their major, namely Public Health. However, this phenomenon did not happen when the students did presentation about English grammar. The students felt difficult to understand the material.

There are many misunderstandings faced by students when presenting English grammar material in front of the class. Students felt confusing when explaining English grammar material. It happened because the students learn English grammar autodidactically by looking for some sources from the internet. When the the

students have to make English sentences properly, the students still have difficulties, because they do not truly understand English grammar.

Therefore, in the process of learning English in non-English department students, the lecturers must combine the use of SCL and TCL methods. SCL is used to in learning process of materials related the students' majors in order to make the students being active in the classroom discussion. While TCL tends to be used to explain English grammar materials so that the students can more easily understand English grammar materials without got misunderstandings of the material.

The learning process using the SCL method also affects the level of student activity. Students tend to be more active in expressing opinions or arguing when discussing materials related to Health or materials related to their majors. Although the learning process with the SCL method using Indonesian and English, it can be seen that the SCL method is suitable for apply in the learning process to improve student cooperation and motivation in studying materials related to their majors.

During the learning process using SCL method, the lecturers also assessed student learning outcomes. These scores were obtained from 38 students who participated in the English course in one semester. The scores used in this study were the mean scores before using SCL and the mean scores after using the SCL method. The students' mean score came from the result of English exercises in the learning process.

The formula to calculate the mean score of the students can be seen in the information below:

$$x = \frac{\sum x}{N}$$

explanation:

x = mean score

$\sum x$ = total amount of score

N = number of students

The mean score of students understanding English material related to Health material (students' major) before using the SCL method was

$$x = \frac{2750}{38}$$

$$x = 72,3684$$

The mean score of students understanding English material related to Health material (students' major) after using the SCL method was

$$x = \frac{2880}{38}$$

$$x = 75,7895$$

The mean score in English grammar when the material explanation was fully given by the lecturer using the Teacher Centered Learning (TCL) method was

$$x = \frac{2700}{38}$$

$$x = 71,0526$$

The students' mean score after using the SCL method in understanding English grammar material was

$$x = \frac{2625}{38}$$

$$x = 69,0789$$

The mean scores obtained by students indicate an improving of students' understanding about the health material after using the SCL method, which included class discussions, students' presentations, and group work. Meanwhile, the mean score of students' understanding in English grammar decreased when the material was presented through group presentations. Students understood the English grammar material better when all of the English grammar material were

explained by the lecturer. It can be seen from the mean scores of the students above.

B. Interview Results

During the observation, the researcher also collected supporting data in the form of interviews with some students. From the interview results, it was concluded that students felt enthusiastic when the English learning process used the SCL method using class discussions, students' presentation, and group work. This is because they can understand the material presented by their friends and increase their English vocabulary related to their major. The students also can share the knowledge related to their major each other. However, students felt uncomfortable if the learning material talked about English grammar material. This is because they felt confusing about some formulas in English grammar when making sentences properly in English. Therefore, they argue that in delivering grammar material, it is better for the lecturer to explain the grammar material from beginning to end, because students can more easily understand the material if the material is delivered by the lecturer.

C. Questioner Result

The questionnaire results were obtained from 38 respondents; those were the students who participated in the English learning process using the SCL method. The questions used to obtain responses from students were questions concerning the use of the SCL method in the English learning process. The questions in questionnaire concerned to the use of SCL method using discussions and presentations, the role of lecturers during the learning process, and the influence of SCL on student independence and activeness.

There are 16 questions in the form of statements in the questionnaire. The answer choices in the questionnaire use 4 answer options: Strongly Agree, Agree, Disagree, and Strongly Disagree using an even Likert scale without a Neutral answer option to not obscure the results of the data analysis obtained from the questionnaire data. From the respondents' answers, only two answer categories will be obtained: answers that tend to be positive and answers that tend to be negative.

There are 4 main parts of questions that divided into 16 questions, including questions about the role of lecturers during the learning process, questions about the influence of SCL on students, questions about the influence of group discussions and presentations on students, and questions about students' independence.

1. The Role of Lecturers in the Learning Process

There were four questions related to the role of lecturers during the English language learning process for non-English department students. From the 38 respondents (students) who answered the questionnaire about the statement that lecturers gave the opportunity to the students to express their opinions or arguments related to the material in the learning process, 6 students (15.8%) responded Strongly Agree, 31 students (81.6%) responded Agree, 0 student responded Disagree, and 1 student (2.6%) responded Strongly Disagree.

Next question in the questionnaire is a statement regarding the lecturer gave feedback to students when they make some errors in English, especially in pronunciation errors. The results obtained were 9 students (23.7%) answered Strongly Agree, 27 students (71.1%) answered

Agree, 2 students (5.2%) answered Disagree, and 0 student answered Strongly Disagree.

The next question was about the role of lecturers in motivating students to be active in learning process. A total of 4 students (10.5%) answered Strongly Agree, 33 students (86.8%) answered Agree, 1 student (2.6%) answered Disagree, and 0 student answered Strongly Disagree to the statement that lecturers motivate students to be active in the learning process.

The last question regarding the role of the lecturer is about the statement that the lecturer must explain the whole of materials about English grammar materials (without students' presentations). The results obtained were 9 students (23.7%) answered Strongly Agree, 26 students (68.4%) answered Agree, 3 students (7.9%) answered Disagree, and 0 student answered Strongly Disagree.

From these results, it can be concluded that lecturers have given their role as facilitators and motivators for students in the learning process. It can be seen from the four questions about the lecturer's role, where nearly 90% of students responded positively, they choosing Strongly Agree and Agree for the statement that the lecturers gave their role in the learning process well.

2. The influence of SCL on student activity and independence during the learning process

The next question in the questionnaire discussed the effectiveness of using the SCL method on student activity and independence. There were 4 questions regarding the influence of SCL on student independence during the learning process. The first statement is the SCL method encourages students to be more independent in improving their English skills was obtained by 8

students (21.1%) answering Strongly Agree, 29 students (76.3%) answering Agree, 1 student (2.6%) answering Disagree, and 0 student answering Strongly Disagree.

Furthermore, the statement that using SCL method in learning English makes students being more active in the learning process was obtained the results of 5 students (13.2%) answering Strongly Agree, 30 students (78.9%) answering Agree with the statement, 3 students (7.9%) answering Disagree, and 0 student answering Strongly Disagree.

The next question in the questionnaire was a statement that in English learning process the lecturer gave more emphasis on the active role of students in class discussion than to lectures by lecturer. The results showed that 5 students (13.2%) answered Strongly Agree, 28 students (73.7%) answered Agree, 5 students (13.2%) answered Disagree, and 0 student answered Strongly Disagree.

The next question is a statement about students managing their own time to study or practice English vocabulary pronunciation regularly (especially when it is close to the time for English speaking practicing). The results obtained were 12 students (31.6%) answered Strongly Agree, 25 students (65.8%) answered Agree, 1 student (2.6%) answered Disagree, and 0 student answered Strongly Disagree.

From these results, it can be concluded that SCL has a positive influence on students during the learning process especially on improving students' independence. It can be seen from the four questions in questionnaire about the influence of SCL in students' independence and make the students being active in learning process, where almost 85% of students gave positive respond by

choosing Strongly Agree and Agree choices for the statement about the influence of SCL in students' independence.

3. The influence of discussions and presentations on students when applying SCL method

The next questions in the questionnaire are about the class discussions and students' presentations in applying the SCL method in the learning process. There were four questions about discussion and presentation activities in English learning process.

The statement about learning English requires students to be active in class discussions, group collaboration, and students' presentations. The results showed that 8 students (21.1%) answered Strongly Agree, 30 students (78.9%) answered Agree, 0 student answered Disagree, and 0 student answered Strongly Disagree.

The next question is about the statement that students become more independent in designing and preparing group discussion materials and students' presentations. The results obtained were 8 students (21.1%) answered Strongly Agree, 30 students (78.9%) answered Agree, 0 student answered Disagree, and 0 student answered Strongly Disagree.

Next is the statement that students feel that group discussions and students' presentations give them the opportunity to improve their critical and creative thinking skills. The results obtained were 8 students (21.1%) answered Strongly Agree, 30 students (78.9%) answered Agree, 0 student answered Disagree, and 0 student answered Strongly Disagree.

The last question in the questionnaire about students' presentation trains the students to

learn English without too much being dependent students on lecturers. The results obtained were 5 students (13.2%) answered Strongly Agree, 32 students (84.2%) answered Agree, 1 student (2.6%) answered Disagree, and 0 student answered Strongly Disagree.

From these results, it can be concluded that the implementation of SCL through students' presentation and class discussions can increase student activeness in the learning process. This is proven by the 4 questions about student presentations and class discussions, almost above 90% of students gave positive responses, namely choosing the answers Strongly Agree and Agree for the implementation of SCL through students' presentation and class discussions can increase student being more active.

4. The use of internet as media in searching references of English materials for students during the learning process in SCL method

The next discussion of the questionnaire concerns statements regarding the use of internet as learning media. There were four questions in the form of statements regarding the use of internet media to support the SCL method process for students.

The statement that students routinely search for additional references besides the material provided by the lecturer resulted in 3 students (7.9%) answering Strongly Agree, 27 students (71.1%) answering Agree, 8 students (21.5%) answering Disagree, and 0 students answering Strongly Disagree.

Furthermore, the statement that students independently find out the meaning of words or sentence structures that they do not understand by using the internet resulted in 5 students (13.2%)

answering Strongly Agree, 32 students (84.2%) answering Agree, 1 student (2.6%) answering Disagree, and 0 student answering Strongly Disagree.

The next question in questionnaire is a statement that if students do not understand the material in full of English, they will try to find out through other media, for example the internet, before asking the lecturer. The results obtained were 4 students (10.5%) answered Strongly Agree, 30 students (78.9%) answered Agree, 4 students (10.5%) answered Disagree, and 0 student answered Strongly Disagree.

The last question related to the use of internet as a learning media is a statement that students often use additional English learning resources (YouTube, learning applications, articles, etc.) to get deeper understanding of the material. The results obtained were 9 students (23.7%) answered Strongly Agree, 28 (73.7%) answered Agree, 1 student (2.6%) answered Disagree, and 0 student answered Strongly Disagree.

From these results, it can be concluded that the use of internet as media during the English learning process has increased, especially to add student references. It can be seen from four questions about the use of other media to increase references, where almost 80% of students gave positive responses, namely choosing Strongly Agree and Agree for the use of internet as media during the English learning process.

Based on questionnaire results from 38 respondents, nearly 85% of students responded positively to the implementation of the SCL method during English learning process, particularly regarding material related to their

study program. It shows that the students are able to learn independently without dependent on lecturers' explanations throughout the learning process, particularly for material related to their study program.

Meanwhile, for materials related to English grammar, students felt that they still needed to use the TCL (Teacher-Centered Learning) model. Therefore, it can be concluded that the use of SCL depends on the students' needs regarding the material being studied.

DISCUSSION

From the research results obtained by the researcher, it can be seen that there are various benefits obtained in the application of the learning process with the SCL method. It can be seen from the result of questionnaire, result of observation during the learning process, and mean score of the students before and after the applying of SCL method in English learning process. This is in line with the results of research conducted by Anis Salsabila [14] who studied the Implementation of Student Centered Learning (SCL) in Improving Student Achievement at MTsN 1 Bondowoso. The results of this study are that teachers are able to move student independence with fun and enjoyable classroom management, teachers only become directors and provide suggestions if there are students who deviate from the principles of the subjects that have been agreed upon, here the teacher will act as a companion or facilitator for his students during learning.

Other research was also conducted by Desilia Devanti [15] on the transformation of professional teachers to implement the student centered learning (SCL) approach. In her research, it was stated that the Student Centered Learning

approach emphasizes active cooperation between teachers and students. Teachers must create an environment where students can actively participate in the learning process. To meet the growing demands of education, teachers must change to implement a student-centered learning approach.

This study is not in line with the study conducted by Nurhanna Harahap and Jupriaman [16] on Efforts to Improve Pronunciation through a Variety of Student Centered Learning (SCL) Methods and Character in the English Language Education Study Program using the experimental method. The results of this study indicate that there is no significant influence between the variety of Student Centered Learning methods on pronunciation achievement results and there is no interaction between character and the use of various Student Centered Learning methods on pronunciation achievement results.

Meanwhile, in this study, the results showed that students being more active in classroom during the English learning process. In other words, the character of independence and activeness of students is getting better, this is indicated by the enthusiasm of students during learning process using the SCL method which is carried out by using students' presentation and class discussion. Although the condition in classroom is there are still some students who find it difficult to pronounce certain vocabulary in English correctly, they are still willing to discuss actively and search for discussion materials from various sources of information, both from books and internet.

From the results of this study, it can also be seen that the SCL method must be adjusted to the needs and abilities of students. It means that if

students are non-English department students, the SCL method should be avoided when discussing English grammar material. Because it can cause misunderstandings that can cause students being more confused when making English sentences properly. Meanwhile, the SCL method can be used for the learning process that discusses material related to the students' majors. Although the material is presented in English, students can still understand it because the material is related to their majors.

CONCLUSION

In the process of learning English in non-English department students, it certainly provides its own challenges for lecturers and students. Students must be active during the learning process even though the material given are not the material they are interested in. SCL is one of methods that can be applied during the English learning process in non-English department students. Students become more active when trying to understand the material that related to their majors. SCL makes students more independent when studying material in English. However, SCL can not apply to learning English grammar materials. Grammar materials must still be given through the explanation by the lecturer. Because students have difficulty to understand the materials if learning English grammar material using the SCL method.

Therefore, SCL can be used in ESP English learning related to their majors, and not to be applied in learning grammar. Lecturers must be able to choose the appropriate method in delivering English learning materials. This research is still far from perfect; therefore, the researcher suggests that future researchers can use other methods or techniques in the English learning process in non-

English department students, so that students being active and independence during the learning process without dependent on lecturers/teachers to explain all of the material from beginning to end.

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