

# The Dynamics of Student-Centered Learning: Experiences from English Teachers in Situbondo Senior High Schools

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## Abstract

This study aims to explore in depth the experiences of English teachers at Situbondo High School in implementing Student-Centered Learning (SCL). The focus covers three things: (1) the extent to which SCL principles are applied, (2) the benefits and challenges experienced by teachers during the implementation process, and (3) teacher strategies to maximize the benefits and overcome these challenges. Employing a sequential explanatory mixed-method design, quantitative data were collected from 33 English teachers through questionnaires, while qualitative data were gathered through classroom observations and semi-structured interviews with six teachers selected based on their implementation levels. The results indicate that the overall implementation of SCL was moderate to high level, reflecting teachers' growing adaptation to student-centered practices. Among the seven principles, Teacher as Facilitator ( $M = 3.58$ ) gained the highest scores, while Collaborative Learning ( $M = 2.99$ ) and Balance of Power ( $M = 3.01$ ) remained the lowest score but still in the high category. Some benefits were mentioned by teachers, including increased student motivation, confidence, involvement, and teamwork. However, a number of issues surfaced, such as time constraints, inadequate student preparation for independent learning, and a lack of media. To address these problems, teachers used a variety of strategies, including encouraging intrinsic motivation, providing students autonomy, integrating project-based and peer-tutoring activities, and utilizing technology to enhance instruction. This research contributes to the growing body of literature on SCL pedagogy in Asian EFL contexts and provides practical insights into effective strategies for optimizing SCL in secondary education.

**Keywords:** *Student-Centered Learning, EFL, teacher implementation*

## Introduction

Student-centered learning (SCL) has become a central pedagogical approach in English as a foreign language (EFL) instruction because it shifts the focus of teaching from teacher-led delivery toward learner-driven engagement. This shift is increasingly relevant as many 21st-century EFL learners experience declining communicative competence (Minalla, 2023), while traditional teacher-centered learning (TCL) is no longer adequate for addressing diverse learning needs. TCL often leads to passive learning and limited participation, which reduces long-term knowledge retention (Alam, 2023; Kukiboyeva, 2024; Schreurs & Dumbraveanu, 2014). Conversely, SCL supports students' development of critical thinking, creativity, problem-solving, collaboration, and leadership—competencies demanded by modern education (Donkoh & Amoakwah, 2024). In EFL contexts, SCL recognizes language learning as a complex, interactive process that requires meaningful engagement and real communication (Shaddad &

Jember, 2024). In Indonesia, the adoption of the Emancipated Curriculum reinforces the importance of SCL, as it emphasizes active participation, flexible learning, and autonomy components aligned with SCL principles (Noptario et al., 2024; Winarsih, 2017; Yuliaristiawan et al., 2025). SCL in senior high schools is operationalized through project-based learning, cooperative learning, and inquiry-based activities (Harsono, 2008; Park, 2023; Winarsih, 2017). When implemented effectively, these methods help teachers align classroom practices with curriculum learning outcomes.

However, despite its recognized advantages and clear policy backing, a significant gap persists between SCL policy expectations and actual classroom practice. Numerous studies suggest that teachers often misunderstand SCL principles, leading to superficial or inconsistent implementation (Salleh & Yusoff, 2016). This inconsistency is frequently manifested as a failure to fully delegate authority: teachers tend to prioritize content coverage over learner engagement (Treve, 2024) and only involve students in decision-making at a surface level (Ograjšek & Grmek, 2024). Furthermore, students themselves face intrinsic barriers such as anxiety or reliance on their first language, which hinder meaningful participation (Kumar, 2016).

While existing research confirms the benefits of SCL and identifies general challenges (e.g., lack of time and materials), the focus remains limited. Most studies concentrate on university settings, student learning outcomes, or broad teacher perceptions (Huda & Lubis, 2019; Keiler, 2018). Consequently, there is a distinct lack of research that comprehensively examines the lived experiences of English teachers specifically at the Senior High School level. Understanding this unique context is crucial because high school teachers operate under distinct pressures, demanding clarity not only on the extent of SCL implementation but also on the quality of its execution, the benefits and challenges encountered in practice, and, most importantly, the classroom-based strategies teachers develop to navigate these daily constraints. Therefore, this study employs a mixed-methods approach to investigate the practical reality of SCL implementation among senior high school English teachers, aiming to bridge this gap and provide actionable insights for curriculum development and teacher training.

## **Method**

### **Study Design**

This study used a mixed-methods approach to explore English as a Foreign Language (EFL) teachers' experiences implementing Student-Centered Learning (SCL) in high schools in Situbondo. A sequential explanatory mixed-methods design was employed, consisting of two distinct phases conducted sequentially. The initial phase involved collecting and analyzing quantitative data to obtain general trends and statistical patterns regarding the level of SCL implementation. This phase was followed by a qualitative phase aimed at elaborating, explaining, and deepening the results emerging from the quantitative findings. The rationale for choosing a sequential explanatory design was based on the need to integrate the strength of numerical trends and rich narrative insights. The quantitative findings served as a foundation for refining the qualitative inquiry, particularly in selecting participants and developing interview and observation guides. Subsequent qualitative exploration helped contextualize, confirm, or challenge the quantitative patterns, resulting in a more comprehensive understanding of teachers' actual classroom practices and challenges in implementing the SCL approach.

### **Sample Population**

This study was conducted in the context of high schools in Situbondo, involving English teachers from various institutions, both public and private. A total of 33 teachers were involved in the quantitative phase, selected through purposive sampling. The sampling criteria required participants to have at least two years of English teaching experience and active involvement in teaching in a senior high school. This criterion ensured that teachers had sufficient classroom teaching experience to provide valid reflections on SCL implementation. In the qualitative phase, six participants were selected based on their categorization scores from the quantitative phase, representing reported levels of SCL implementation: high, medium, and low. This strategy allowed the researcher to explore differences in lived experiences across different levels of SCL adoption, while ensuring a diverse perspective, consistent with the explanatory nature of the mixed-methods design.

### **Data Collection Techniques and Instruments**

Three primary instruments were used for data collection: a questionnaire, classroom observations, and semi-structured interviews. The questionnaire served as the quantitative instrument and was adapted from previous SCL research instruments by Donkoh & Amoakwah (2024). It consisted of sixty items designed to capture teachers' experiences and challenges in implementing SCL. The questionnaire included Likert-type items, multiple-choice questions, and open-ended questions. Likert-scale items assessed the frequency of implementation of SCL principles based on Weimer (2002) and Brandes and Ginnis (1986), which include power balance, content function, learning responsibility, the teacher's role as facilitator, active learning strategies, collaborative learning, and assessment practices. A five-point Likert-scale ranging from 0 (Never) to 4 (Always) was used. To interpret the level of SCL implementation, the mean scores were categorized into three levels—low, medium, and high—using a theoretical interval formula. These categories allowed the researchers to classify the frequency of teachers' implementation and subsequently select participants for the qualitative phase.

Classroom observations were the second instrument for data collection and were conducted to verify alignment between teachers' self-reported questionnaire responses and their actual teaching practices. Observation sessions were conducted with six selected teachers, each observed once during a regular class meeting. Observations focused on nine dimensions of SCL implementation, including student involvement in decision-making, the use of content to foster skill development, the level of learner autonomy, the teacher's role as a facilitator, the implementation of active and collaborative learning strategies, assessment practices, and the benefits and challenges that emerged during classroom activities. An observation checklist guided this process, allowing researchers to record behaviors, interactions, and teaching strategies that reflected SCL principles. The use of observation instruments served as a triangulation tool. The third data collection instrument was semi-structured interviews. Six teachers participated in interviews lasting approximately thirty to forty-five minutes. The interview protocol was designed to gain deeper insights into teachers' interpretations, experiences, and reflections on SCL implementation. The questions were structured around the same SCL principles used in the questionnaire to ensure consistency in data alignment. However, the semi-structured format provided flexibility, allowing participants to elaborate freely and introduce additional perspectives not covered in the questionnaire. All interviews were audio-recorded with participants' permission and

later transcribed verbatim to facilitate thorough qualitative analysis.to validate the credibility of the quantitative and interview data.

### **Data Analysis Techniques**

Data analysis proceeds in two major stages. Quantitative data analysis involved descriptive statistical procedures to determine general trends in SCL implementation. Frequencies and percentages were used to examine teachers' choices in multiple-choice items, while mean scores provided indicators of the overall level of implementation for each SCL principle. Standard deviations assisted in identifying variability among teachers' responses. These descriptive results offered a preliminary map of SCL practices, which was crucial in guiding the subsequent qualitative phase. Qualitative data analysis used thematic analysis. Interview transcripts and observation notes were read repeatedly to ensure familiarity with the data. The researcher conducted open coding to identify significant statements and key patterns. These codes were then grouped into broader thematic categories that represented teachers' experiences, challenges, and strategies in implementing SCL. Themes were derived inductively while also guided by the theoretical framework underpinning SCL. Observation data were analyzed alongside interview transcripts to corroborate teachers' claims about their classroom practices. The integration of classroom observations added depth to the themes and strengthened the credibility of the findings.

The final stage of the analysis involved integrating the quantitative and qualitative findings. This explanatory integration allowed the researcher to interpret how qualitative insights expanded on numerical trends. Qualitative data were used to explain variations, provide contextual reasoning behind teachers' choices, and highlight factors that influence SCL implementation levels. Through triangulation, convergence and divergence across datasets were identified, offering a balanced and holistic understanding of SCL practices in the Situbondo context. The combined analysis resulted in comprehensive findings that reflect both the scope and depth of teacher experiences with SCL in EFL classrooms.

### **Results**

The result show how frequently teachers in their experience apply key principles of SCL, including The Balance of Power, The Function of Content, The Responsibility for Learners, The Teacher as Facilitator, Active Learning Strategies, Collaborative Work, and Assessment. The data shows the average mean scores for all seven SCL principles ranged from 3.00 to 3.58. The highest implementation appeared in the Teacher as Facilitator principle ( $M = 3.58$ ), while Balance of Power ( $M = 3.01$ ) and Collaborative Work ( $M = 3.00$ ) showed comparatively lower but still in the high category of application. Other principles such as Responsibility for Learners ( $M = 3.33$ ), Assessment and Evaluation ( $M = 3.35$ ), The Function of the Content ( $M = 3.26$ ), and Active Learning Strategies ( $M = 3.26$ ). These findings suggest that teachers frequently implement SCL principles across instructional practices, as presented in Table 1.1 that summarizes the average mean scores and categorical classifications for the seven SCL principles. A detailed description of each principle is also further explained in the following sections.

Table 1.1 Mean Score of SCL Principles Implementation

SCL Principles	Mean Scores
Teacher as Facilitator	3.58
Assessment and Evaluation	3.35
Responsibility for Learners	3.33
The Function of the Content	3.26
Active Learning Strategies	3.01
The Balance of Power	3.01
Collaborative Learning	2.99

The analysis results showed that all seven SCL principles were implemented at a high level. The Teacher as Facilitator principle received the highest score ( $M = 3.58$ ), indicating that the teacher consistently acted as a facilitator by providing clear instructions, monitoring the learning process, and providing support when students encountered difficulties. This finding was further supported by qualitative data, which showed that the teacher actively prepared student worksheets (LKPD), circulated in the classroom, and provided direction without dominating the learning process.

*"I have to prepare LKPD that facilitates for class activities before teaching, including videos, games, and other teaching materials."* (Miss E)

The Balance of Power ( $M = 3.01$ ) and Collaborative Work ( $M = 3.00$ ) principles received the lowest scores, although they remained in the high category. This pattern indicates that student involvement in decision-making and managing group work is not yet optimal. Students are more involved in providing input or selecting the sequence of activities, rather than independently determining topics or methods for completing assignments. Interviews indicated that the teacher still holds primary control, citing effectiveness and the achievement of learning objectives.

*"For learning purposes, I usually prepare it myself before the meeting. But sometimes I give students a chance to express their opinions."* (Miss Su)

The principles of Function of Content ( $M = 3.26$ ), Learner Responsibility ( $M = 3.33$ ), Active Learning Strategies ( $M = 3.26$ ), and Assessment and Evaluation ( $M = 3.35$ ) were in the high category. Teachers consistently utilized content as a means of developing communication, discussion, analysis, and problem-solving skills. Project presentations, group discussions, role-playing, and problem-based learning were the most frequently used strategies. Regarding learning responsibility, students were involved in presentations, providing peer feedback, and reporting progress.

Interview data showed that teachers actively combined various activities such as games, discussions, spontaneous Q&A sessions, and multimodal activities (videos, articles, student worksheets). Meanwhile, activities requiring greater autonomy, such as planning learning strategies or creating summaries, were rarely implemented.

### Benefits and Challenges of Implementing SCL

The analysis of quantitative and qualitative data reveals a comprehensive picture of the benefits and challenges experienced by English teachers in applying Student-Centered Learning (SCL) in senior high school EFL classrooms. Quantitative results (Table 1.3) indicate that all identified benefits fall within the high category, showing strong teacher agreement regarding the positive impact of SCL. The highest-rated benefit is Active Learning and Learner Autonomy ( $M = 3.26$ ), which suggests that SCL effectively supports students in taking greater initiative, participating actively, and managing their learning more independently. These statistical findings were reinforced interview

evidence showing increased student participation, enthusiasm, and willingness to volunteer during class activities. Besides, the in Table 1.3 also reported strong benefits related to collaborative learning and engagement ( $M = 3.20$ ) and formative assessment for learning ( $M = 3.20$ ). Interview and observation data illustrate how peer tutoring, group work, and continuous feedback help students exchange ideas, solve problems together, and monitor their learning progress. Additional data indicates that the benefit include enhanced student ownership and meaningful understanding ( $M = 2.94$ ) and better self-regulation ( $M = 2.86$ ), which were consistently reflected in teacher narratives describing growth in students' confidence, motivation, and task completion skills. Overall, the qualitative findings validate the quantitative patterns by illustrating concrete improvements in student activeness, collaboration, critical thinking, and independence, indicating that SCL contributes significantly to more engaging and meaningful EFL learning experiences.

Table 1.3 Benefits of Implementing SCL in EFL Classrooms

<b>SCL Benefits</b>	<b>Mean</b>	<b>Category</b>
Student Ownership through Decision-Making	2.94	High
Meaningful Learning & Deep Understanding	2.94	High
Active Learning & Learner Autonomy	3.26	High
Improving Self-Regulation	2.86	High
Collaborative Learning & Engagement	3.20	High
Formative Assessment for Learning	3.20	High

Although teachers acknowledged the benefits of SCL, they also identified several challenges Table 1.4, most of which fall into the moderate category. The most prominent barrier is limited instructional time ( $M = 2.15$ ), which makes it difficult for teachers to conduct group activities, projects, or presentations within the constraints of the curriculum. Interview data further show that time pressure often prevents all groups from sharing work or completing tasks as planned. Another recurring challenge is that students are less able to take responsibility ( $M = 1.52$ ). Many teachers described student passivity, low confidence, and heavy reliance on teacher guidance, especially in speaking activities. These observations highlight that although SCL aims to foster autonomy, not all learners are fully prepared for independent or collaborative learning roles. Meanwhile, limited media and classroom facilities ( $M = 1.18$ ) and difficulties in meeting academic targets ( $M = 0.97$ ) were categorized as low but were still mentioned in interviews mostly related to inconsistent availability of technology, large class sizes, and the time needed to prepare student-centered tasks. The analysis quantotative result can be shown in Table 1.4 below.

Table 1.4 Challenges in Implementing SCL in EFL Classroom

<b>SCL Challenges</b>	<b>Mean</b>	<b>Category</b>
Limited Time	2.15	Moderate
Students are less able to take responsibility	1.52	Moderate
Limited media and facilities	1.18	Low
Difficult to achieve academic targets	0.97	Low

Triangulation of the data indicates a strong convergence: while teachers widely recognize the substantial benefits of SCL, they also encounter practical barriers that affect its consistency and effectiveness. Benefits such as increased engagement, collaboration,

autonomy, and deeper understanding are well supported across data sources. However, the challenges of SCL such as particularly time constraints and uneven student readiness underline that successful SCL implementation requires adjustments in classroom management, resource allocation, and learner preparation. Overall, the results suggest that SCL holds significant potential for enhancing EFL learning, yet its optimal implementation depends on addressing contextual and pedagogical constraints within the school environment.

### **Strategies to Maximize Benefits and Overcome Challenges in SCL Implementation**

The qualitative data from open-ended questionnaires, interviews, and classroom observations revealed that teachers employed multiple strategies to strengthen the benefits of Student-Centered Learning (SCL) and mitigate its challenges. These strategies illustrate teachers' efforts to create supportive, engaging, and autonomous learning environments in senior high school EFL classrooms. Five key strategies emerged from the data. First, teachers enhanced motivation through praise and rewards, which helped increase students' engagement and reduce anxiety. As expressed by one teacher,

*"I always give rewards and appreciation to students so they stay motivated in learning"* (Miss D).

Observations also showed frequent use of verbal praise such as *"Good job!"* and small rewards like stickers to reinforce active participation. Second, teachers maximized SCL benefits by supporting learner autonomy and student voice. Learners were encouraged to choose topics and express suggestions during lessons. One teacher noted, *"I give students freedom to choose topics based on their interests so they feel more responsible for their work"* (Miss I).

Another added,

*"I always create a discussion space for students...and they are free to give suggestions regarding the learning process"* (Miss D).

Besides, teachers emphasized building positive teacher-student relationships to create emotional safety and encourage participation. As described by Miss Su:

*"Before teaching, I try to understand their personalities first. When we connect with students, they feel safe and respected."*

Teachers also interacted with students outside class to increase comfort and reduce shyness. Fourth, the integration of technology to support interactive learning was frequently reported. Teachers used videos, online quizzes, digital presentations, and learning platforms to increase engagement. As Miss E stated:

*"I often use videos, online resources, and games to make learning more interesting and interactive."*

Finally, teachers strengthened SCL practices through ongoing professional development, such as participating in MGMP, workshops, and reflective practice.

*We regularly discuss and share best practices... and after teaching I always reflect on how to improve the next lesson"* (Miss I).

To address challenges, four core strategies were identified. First, teachers minimized passiveness and digital dependency by implementing varied instructional techniques and limiting overreliance on translation tools.

*As Miss I explained, "Students rely too much on their phones, so I give tasks that make them think fast without technology."*

Second, peer tutoring was widely used to support low-ability students and reduce teacher-centered instruction. Third, teachers addressed time constraints through

effective time and classroom management, such as preparing media in advance, adjusting activity duration, and establishing agreements with frequently absent learners.

"I extend time for difficult topics and shorten easy ones... and I made a learning contract for students who often miss class" (Mr. S). Miss E added, "I usually prepare all the media and strategy one day before teaching so the class runs smoothly."

Finally, teachers improved SCL implementation by maintaining clear routines and structured learning processes, helping students stay focused and responsible despite varying proficiency levels. These strategies demonstrate teachers' adaptive efforts to sustain the benefits of SCL while moderating its challenges. Through motivational practices, autonomy-supportive approaches, strong interpersonal relationships, technology integration, peer collaboration, and effective classroom management, teachers were able to enhance students' engagement, independence, and learning outcomes in the EFL environment.

## Discussion

The findings indicate that high school English teachers' implementation of Student-Centered Learning (SCL) principles is high. However, qualitative findings also support the data this indicates that teachers are able to implement some SCL components well, but there are some teachers inconsistently implemented all principles. This pattern aligns with Weimer (2002) view that the shift toward student-centered learning is a gradual and ongoing process. The principles of Teacher as Facilitator, Assessment and Evaluation, and Learner Responsibility received the highest average scores. This indicates that teachers have acted as facilitators, implemented formative assessments, and begun to encourage students to take responsibility for their learning. These findings are consistent with previous research that confirms that the role of facilitator and continuous assessment can increase student independence, motivation, and engagement (Surizal, 2020). However, Balance of Power and Collaborative Learning, despite being in the high range, were the lowest-rated principles. Teacher control over group formation and decision-making limited student autonomy, and collaborative tasks tended to focus on task completion rather than co-construction of knowledge. These findings align with previous research that stated collaborative work in implementation have challenges with inconsistencies in actual practice (Rachmadany, 2025). These patterns also mirror challenges noted in other contexts where cultural norms and school policies sustain teacher-centered control (Amalo & Petraki, 2024). Thus, Situbondo teachers appear to be in a positive transitional stage, progressing toward mature SCL practice but still needing structured support to fully actualize shared power and authentic collaboration.

Teachers perceive SCL as having many benefits, particularly in increasing students' active participation, independence, and self-confidence. Students become more confident, responsible, and engaged in class activities. This finding supports the literature stating that SCL improves motivation, participation, and critical thinking skills. Furthermore, collaborative learning and formative assessment are considered to strengthen interaction, collaboration skills, and the ability to provide feedback. This perspective aligns with social constructivism theory, which emphasizes the importance of interaction between students for building understanding. Although not yet fully optimal, these collaborative practices still contribute significantly to the development of students' social and academic skills (Homayouni, 2022). However, several challenges also arise. Time constraints are a major obstacle, which this statement is in line with the findings of previous research which stated that the challenge of time allocation for collaborative learning (Nafsiyah et al., 2025). This challenge is also making difficult for



teachers to implement SCL activities that require longer periods of time, such as in-depth discussions or group projects. Similar constraints were documented in previous studies, where teachers reported difficulty aligning SCL with curriculum demands (Fufa et al., 2023; Huda & Lubis, 2019; Rosli et al., 2025). Furthermore, variations in student readiness influence implementation; some students remain passive, unaccustomed to taking initiative, and tend to rely on the teacher. This challenge, widely noted in the literature (Keiler, 2018; Üstünlüoğlu, 2009), underscores the need for student training and supportive scaffolding to ensure successful behavioral transition from passive to active learner identities (Martin-Alguacil et al., 2024).

Thematic analysis showed that teachers used various strategies to maximize SCL while addressing barriers. The most prominent strategies were providing praise, rewards, and positive reinforcement to increase student motivation and reduce anxiety. It is consistent with findings that praise supports engagement when used appropriately (Firdaus, 2015). Teachers also provided topic choices and opportunities to express ideas, and increasing student ownership of the learning. It is also supporting the idea that providing choice increases responsibility, creativity, and engagement (Thibodeaux et al., 2019). Teachers can boost students' intrinsic motivation by allowing them to make decisions, presenting the material in an engaging way, and connecting it to subjects they are interested in (Permatasari, 2012).

To address differences in student abilities, teachers implemented peer tutoring and structured group work. These strategies effectively reduced student passivity and helped them understand the material through peer tutoring (Anbreen & Lateef, 2025). Time constraints were managed through more structured planning, clear assignments, and the use of efficient learning media, aligning with recommendations that prioritization and planning improve instructional efficiency (Martaliana et al., 2021). Furthermore, teachers actively participated in training MGMP communities, and group discussions, which played a significant role in enhancing their understanding of SCL. These findings support the literature suggesting that teacher professional development directly impacts the quality of SCL implementation in the classroom. Overall, these strategies demonstrate that Situbondo senior high schools teachers are not merely adopting SCL conceptually, but also operationalizing it in practical, contextually responsive ways.

## Conclusion

This study shows that the implementation of Student-Centered Learning (SCL) by high school English teachers in Situbondo has generally been positive. All SCL principles are ranked high, particularly the teacher's role as a facilitator, the use of formative assessment, and developing student responsibility for learning. However, the principles of balance of power and collaborative work are in the lower average among other principles. This indicates the students are not fully involved in decision-making and the collaborative process does not fully translate into co-construction of knowledge. SCL has been shown to provide various benefits, such as increased student motivation, activeness, independence, self-confidence, critical thinking skills, and collaborative abilities. However, teachers still face challenges such as limited time, student readiness, and diverse abilities in the classroom. To optimize the implementation of SCL, teachers employ a variety of adaptive strategies, including providing motivation and appreciation, providing space for student voice, the use of active learning and peer tutoring, flexible time management, the use of technology, and collaboration and professional reflection. Overall, the implementation of SCL at Situbondo High School is in a transition phase

towards more independent and sustainable practices, with teachers demonstrating a strong commitment to maximizing the benefits and minimizing barriers to student-centered learning.

## Suggestions

This study has several limitations that should be considered. First, the sample size was limited to senior high school English teachers in Situbondo Regency, so the results cannot be generalized to all teachers or learning contexts in Indonesia. Second, although this study used a sequential explanatory mixed-method approach, the observation data were collected in a limited number of classes, thus possibly not fully capturing the full range of classroom dynamics. Third, the questionnaire instrument relied on teacher perceptions, thus creating a potential for self-report bias, with teachers tending to provide positive responses regarding their practices. Fourth, this study focused on teacher perspectives, thus not capturing the voices of students, who also directly experience SCL implementation. Therefore, further research could involve more schools, expand the scope to other subjects, and incorporate student perspectives to produce a more comprehensive picture. Furthermore, it is also recommended to involve students as participants to gain a more comprehensive perspective on the effectiveness of SCL in the context of English language learning. Researchers can also increase the number and frequency of classroom observations to strengthen the data triangulation process. Furthermore, longitudinal studies are recommended to assess the development of teacher competency in implementing SCL on an ongoing basis, as well as expanding the scope of research to other educational levels, such as junior high schools or universities, to compare SCL implementation across educational levels in Indonesia.

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