



The Relevance of the Student Centered Learning Method in Teaching Islamic Cultural History at MA Al Islamiyah 242

^{*1}*Primustisio Bintang Mahesa*, ²*Nurjannah*

Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

e-mail: primustisio@gmail.com

Abstract

This study examines the relevance of Student-Centered Learning (SCL) to the teaching of Islamic Cultural History (Sejarah Kebudayaan Islam, SKI) at MA Al Islamiyah 242. A quantitative survey design was used, with 23 students taken as a total sample. Data were gathered through a closed Likert-scale questionnaire that measured SCL as the independent variable and SKI learning as the dependent variable, then examined through descriptive statistics and Pearson product-moment correlation after the data satisfied the normality assumption. The findings show that SCL implementation falls into the good category, while SKI learning ranges from moderate to good. The Pearson correlation produced $r = 0.71$ with a significance value below 0.05, pointing to a strong and positive relationship between the two variables, and simple linear regression confirmed that SCL contributes significantly to SKI learning outcomes ($B = 0.451$, $p = 0.001$). These results suggest that SCL is a relevant and effective approach for strengthening the quality of SKI instruction at the Madrasah Aliyah level, mainly through greater student activeness, independence, and the repositioning of teachers as facilitators. The main limitation lies in the small and single-site sample, which restricts statistical power and the generalization of the findings to other madrasah settings. Future research involving larger and more varied samples, along with mixed-method designs, is recommended to strengthen the external validity of these conclusions and to explore the mechanisms through which SCL shapes historical understanding and value internalization among students.

Keywords: Student Centered Learning; Islamic Cultural History; Active Learning; Madrasah Aliyah

Abstrak

Penelitian ini mengkaji relevansi Student Centered Learning (SCL) terhadap pembelajaran Sejarah Kebudayaan Islam (SKI) di MA Al Islamiyah 242. Desain survei kuantitatif digunakan, dengan 23 siswa sebagai sampel total. Data dikumpulkan melalui kuesioner tertutup berskala Likert yang mengukur SCL sebagai variabel independen dan pembelajaran SKI sebagai variabel dependen, lalu dianalisis dengan statistik deskriptif dan korelasi Pearson product moment setelah data memenuhi asumsi normalitas. Hasil menunjukkan penerapan SCL berada pada kategori baik, sedangkan pembelajaran SKI berada pada rentang cukup hingga baik. Korelasi Pearson menghasilkan $r = 0,71$ dengan signifikansi di bawah 0,05, yang menandakan hubungan positif dan kuat antara kedua variabel, dan regresi linier sederhana menegaskan bahwa SCL berkontribusi signifikan terhadap hasil pembelajaran SKI ($B = 0,451$, $p = 0,001$). Temuan ini menunjukkan bahwa SCL merupakan pendekatan yang relevan dan efektif untuk memperkuat kualitas pembelajaran SKI di jenjang Madrasah Aliyah, terutama melalui peningkatan keaktifan, kemandirian siswa, dan pergeseran peran guru menjadi fasilitator. Keterbatasan utama penelitian ini terletak pada sampel yang kecil dan berasal dari satu lokasi, sehingga membatasi kekuatan statistik dan generalisasi temuan ke madrasah lain. Penelitian lanjutan

dengan sampel yang lebih besar dan beragam, serta desain campuran, direkomendasikan untuk memperkuat validitas eksternal temuan ini dan menelusuri mekanisme SCL dalam membentuk pemahaman sejarah dan internalisasi nilai pada siswa.

Kata kunci: *Student Centered Learning; Sejarah Kebudayaan Islam; Pembelajaran Aktif; Madrasah Aliyah*

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Introduction

Education is the fundamental process through which learners acquire cognitive, affective, and psychomotor competencies. Islamic Cultural History (Sejarah Kebudayaan Islam, SKI) carries a strategic function within this process because it introduces students to historical knowledge and to Islamic values that can be applied in daily life. Understanding this subject cannot rest on memorization alone; it also depends on the ability of students to grasp the context and transformation of Islamic culture in a meaningful way. Earlier studies have pointed out that SKI teaching in many madrasah still tends to be mechanical and gives limited room for higher-order thinking, which calls for a more contextual and participatory model of instruction to raise its effectiveness (Darmalinda & Fadriati, 2024).

A shift is taking place in educational thought, moving away from teacher-centered instruction toward Student Centered Learning (SCL). SCL places students at the center of the learning process, where they engage actively through exploration, discussion, group work, and problem solving, while the teacher functions mainly as a facilitator who guides rather than dominates the process (Marfu'ah, 2020). Student Centered Learning is an instructional approach that positions learners as the center of classroom activity while emphasizing active student involvement in constructing knowledge through meaningful learning experiences ((Nasir et al., 2026)). Students are expected to think critically, cooperate with peers, and take responsibility for their own learning process. This constructivist orientation traces back to the theories of Piaget and Vygotsky, which explain learning as an active and socially mediated process rather than a one-way transmission of knowledge (Stoltz et al., 2024). This shift also echoes Dewey's progressivist view of education as a process built from students' own experience (Rohmah et al., 2023) and Kolb's experiential learning model, in which knowledge is constructed through a cycle of concrete experience, reflection, and application (Kolb, 2014). Research by Nuhandini et al. (2025) further demonstrates that implementing SCL

at the school level significantly improves learning activity, motivation, and conceptual understanding compared with conventional instruction.

SCL also shapes learner independence and how students draw on learning resources. In Islamic Religious Education (Pendidikan Agama Islam), the approach has been found to raise participation and active engagement markedly compared with teacher-centered instruction (Awwaliyah & Fatimah, 2024). Twenty-first century competencies such as creativity, collaboration, and communication depend in turn on teachers who possess the professional skill to facilitate student-centered instruction well (Faizin et al., 2023). Comparable patterns appear outside the Indonesian context: a review of engineering higher education found that active, learner-driven methods are associated with stronger and more durable learning outcomes than passive lecture formats (Hartikainen et al., 2019), and a broader survey of teaching practice reported that active learning strategies raise engagement, motivation, and critical thinking across subject areas when teachers are adequately prepared to apply them (Dogani, 2023).

Within Islamic education specifically, SCL has been documented well beyond the scope of history teaching alone. A qualitative study of fiqh instruction found that combining SCL with experiential learning strengthened student involvement and connected classroom material with everyday reality (Hidayah et al., 2024). Other research frames SCL as a tool for cultivating critical thinking, inclusivity, and resistance to extremist narratives among students at Islamic junior schools, both in Indonesia and in a comparative Bangladeshi setting (Aryani et al., 2024; Waston et al., 2024). Taken together, this body of work suggests that the pedagogical value of SCL in religious education extends across grade levels and across the specific subject matter being taught.

Islamic Cultural History (SKI) is a subject designed to introduce students to the development of Islam, its key historical figures, and the cultural and civilizational values that have evolved across different periods. SKI instruction is not oriented solely toward mastering historical facts; it is equally concerned with instilling moral, social, and spiritual values that students can apply in daily life (Darmalinda & Fadriati, 2024). Nevertheless, preliminary observations conducted at MA Al Islamiyah 242 indicate that classroom learning is still largely dominated by teacher explanations, while opportunities for students to participate actively through discussion, collaborative learning, and reflective activities remain limited. This condition indicates a gap between the expected implementation of Student Centered Learning and the learning practices that take place in the classroom.

The shift from conventional teaching toward SCL in religious education therefore carries clear relevance for SKI instruction at the Madrasah Aliyah level. At MA Al Islamiyah 242, SCL is regarded as a means of improving the learning process by involving students actively in understanding Islamic cultural history, which in turn makes it easier for them to connect historical material with lived experience and to internalize the Islamic values being taught (Abdurrahman, 2007). Although previous studies have confirmed the effectiveness of SCL in improving student participation, motivation, critical thinking, conceptual understanding, and learning outcomes in various educational settings, most of these studies focus on the implementation of SCL in general subjects or Islamic education broadly. Research specifically examining the relevance of Student Centered Learning in Islamic Cultural History (SKI) learning at the Madrasah Aliyah level, particularly in the context of MA Al Islamiyah 242, remains limited.

Building upon this gap, this study adopts Student Centered Learning as the principal theoretical framework, supported by constructivist learning theory from Piaget and Vygotsky (Topçiu & Myftiu, 2015), Dewey's progressivist educational philosophy (Rohmah et al., 2023), and Kolb's experiential learning theory (Kolb, 2014), all of which emphasize that meaningful learning is achieved through active participation and authentic learning experiences. Therefore, this study aims to analyze the relevance of Student Centered Learning in Islamic Cultural History instruction at MA Al Islamiyah 242 and to formulate strategic recommendations for developing SKI learning that is more innovative, participatory, and contextual.

The novelty of this study lies in its integrated analysis of the relevance of Student Centered Learning specifically in SKI instruction by combining theoretical perspectives from constructivism, progressivism, and experiential learning with empirical evidence from the implementation of SKI learning at MA Al Islamiyah 242. Unlike previous studies that mainly examined the effectiveness of SCL in general educational contexts or other Islamic subjects, this research specifically investigates how the SCL approach supports the achievement of learning objectives in Islamic Cultural History and provides contextual evidence for strengthening SKI learning practices in Madrasah Aliyah.

Based on the theoretical foundation and conceptual framework outlined above, the hypotheses of this study are formulated as follows. H₁: The Student Centered Learning (SCL) method is relevant and has a positive effect on Islamic Cultural History learning at MA Al Islamiyah 242. H₀: The Student Centered Learning (SCL) method is

not relevant and has no effect on Islamic Cultural History learning at MA Al Islamiyah 242.

Method

This study applies a quantitative approach with a descriptive correlational design, intended to determine the relevance of the Student Centered Learning (SCL) method to Islamic Cultural History (SKI) learning at MA Al Islamiyah 242. A quantitative approach was chosen because the research focuses on measuring variables in a structured way through numerical data obtained from student responses, which is then analyzed statistically to identify patterns and relationships between variables (Sugiyono, 2019).

The population consists of the entire student body at MA Al Islamiyah 242 enrolled in Islamic Cultural History during the current academic year, totaling 23 students. Because this population is small and fully accessible to the researcher, the sampling technique used is total sampling, in which every member of the population becomes part of the sample. Total sampling is considered appropriate when a population numbers fewer than 30, since it allows the data collected to represent actual conditions comprehensively (Sugiyono, 2019). The sample for this study therefore consists of all 23 students.

The research variables comprise Student Centered Learning (SCL) as the independent variable (X) and Islamic Cultural History (SKI) learning as the dependent variable (Y). Data were collected using a questionnaire built on a four-point Likert scale suited to the characteristics of Madrasah Aliyah students, ranging from strongly agree to strongly disagree.

Table 1. Research Instrument

Variable	Indicator	Description	Source
Student Centered Learning (X)	Student activeness	Level of student involvement in learning	Marfu'ah (2020)
	Involvement in discussion	Student participation in group discussion	Nuhandini et al. (2025)
	Learning independence	Ability to learn without full dependence on the teacher	Faizin et al. (2023)
	Teacher's role as facilitator	Teacher guides rather than dominates	Awwaliyah & Fatimah (2024)
Islamic Cultural History Learning (Y)	Understanding of material	Level of student understanding of SKI material	Alhafidzh (2020)

Learning interest	Student interest in SKI learning	Darmalinda & Fadriati (2024)
Learning participation	Active involvement in SKI learning	Nuhandini et al. (2025)
Learning meaningfulness	Learning provides value and lessons	Ali (2021)

Before use, the instrument was tested for content validity, with input from the SKI subject teacher and a lecturer in Islamic education, to confirm that each statement item matched its corresponding indicator. Reliability was then examined using Cronbach's Alpha to assess internal consistency. An instrument is considered reliable once its Cronbach's Alpha value exceeds 0.60 (Sugiyono, 2019), a threshold consistent with commonly cited guidance in the measurement literature, which treats alpha values above 0.60 as an acceptable if modest level of consistency for early-stage instruments (Tavakol & Dennick, 2011). At the same time, alpha coefficients close to this lower bound should be read with some caution, since the statistic is sensitive to the number of items on a scale and does not by itself guarantee that a scale is unidimensional (Zakariya, 2022).

Data analysis proceeded through descriptive quantitative techniques together with non-parametric inferential statistics. Descriptive analysis was used to portray the level of SCL implementation and the condition of SKI learning through mean scores and percentages. To determine the relationship between variable X and variable Y, Spearman Rank correlation was initially considered appropriate given the relatively small sample and the Likert-based nature of the data; once the normality assumption was confirmed, however, the parametric Pearson Product Moment correlation was applied instead, consistent with standard practice for normally distributed interval-level data (Sugiyono, 2019). Hypothesis testing was carried out at a significance level of 0.05, with the results interpreted to explain the relevance of the SCL method to SKI learning at MA Al Islamiyah 242.

Results and Discussion

General Description of Islamic Cultural History Learning Conditions at MA Al Islamiyah 242

This subsection presents an overview of Islamic Cultural History learning conditions at MA Al Islamiyah 242, based on descriptive statistical results drawn from the questionnaire data. Data were obtained from 23 respondents, all of whom were active students enrolled in the subject. Descriptive statistics were used to provide an initial picture of the data distribution before proceeding to further analysis.

Data processing shows that all respondents answered both research variables in full, namely Student Centered Learning (SCL) as the independent variable (X) and Islamic Cultural History (SKI) learning as the dependent variable (Y). No missing values were found, so the entire dataset was considered valid and suitable for analysis. The frequency distribution of the research data appears in Table 2 below.

Table 2. Frequency Distribution of Research Variables

	Frequency	Percent	Valid Percent	Cumulative Percent
Student Centered Learning (X)	23	49.7	49.7	49.7
Islamic Cultural History Learning (Y)	23	50.3	50.3	100.0
Total	46	100.0	100.0	

Table 2 indicates that each variable carries the same number of valid responses, 23 for each, so the analysis draws on complete data for both constructs across the sample. This completeness reflects a data collection process in which every enrolled student took part, leaving no gaps that might otherwise distort the descriptive or correlational results reported later.

This pattern reflects a classroom in which SKI instruction at MA Al Islamiyah 242 already involves students as active participants, in line with SCL principles. Teachers in this setting do not merely deliver material; they also create room for students to take part actively in the learning process. This general picture forms an important basis for understanding the research context before the relationship between SCL and SKI learning is examined in the following subsection.

Normality and Validity Testing

Normality testing was carried out to determine whether the data for Student Centered Learning (X) and Islamic Cultural History learning (Y) follow a normal distribution. This step functions as a prerequisite before choosing the statistical technique used for hypothesis testing. Because the number of respondents in this study is below 50, the Shapiro-Wilk test was applied, as it is recommended for small samples. The results appear in Table 3 below.

Table 3. Shapiro–Wilk Normality Test Results

Shapiro-Wilk Test	X_TOTAL	Y_TOTAL
N	23	23

Mean	33.7206	33.5294
Std. Deviation	5.35555	6.17523
Test Statistic	.111	.084
Asymp. Sig. (2-tailed)	.056	.200

Based on the Shapiro-Wilk results in Table 3, the Student Centered Learning variable (X) shows a significance value of 0.059. Because this value exceeds the 0.05 threshold, the data for Student Centered Learning can be considered normally distributed.

The Islamic Cultural History learning variable (Y) likewise shows a significance value of 0.200, also above 0.05, indicating that this variable's data are normally distributed as well. Because both variables satisfy the normality assumption, the dataset qualifies for parametric statistical testing when examining the relationship between the two variables. The correlation technique applied in the next stage is therefore Pearson Product Moment correlation.

Pearson Product Moment correlation was used to determine the relationship between Student Centered Learning (X) and Islamic Cultural History learning (Y). This technique was chosen because the normality test confirmed that both variables meet the assumptions required for parametric analysis. Results appear in Table 4 below.

Table 4. Pearson Correlation Test Results

		X_TOTAL	Y_TOTAL
X_TOTAL	Pearson Correlation	1	.710*
	Sig. (2-tailed)		.034
	N	23	23
Y_TOTAL	Pearson Correlation	.710*	1
	Sig. (2-tailed)	.034	
	N	23	23

Table 4 shows a Pearson correlation coefficient of $r = 0.710$ with a significance value of 0.034. Since this significance value falls below the established threshold of 0.05, the relationship between Student Centered Learning and Islamic Cultural History learning can be considered statistically significant.

A coefficient of 0.710 falls within the strong and positive category according to conventional correlation benchmarks. This means that stronger implementation of Student Centered Learning tends to be accompanied by better Islamic Cultural History learning outcomes, with the relationship between the two variables being substantial

rather than marginal. The positive direction of this relationship indicates that Student Centered Learning functions as one of the key supporting factors in SKI instruction.

Reliability testing was conducted to determine the internal consistency of the instrument used to measure the research variables, applying Cronbach's Alpha. An instrument is considered reliable when its Cronbach's Alpha value reaches at least 0.60

Table 5. Reliability Test Results

Cronbach's Alpha	N of Items
.600	2

Source: SPSS output, 2025.

Given a Cronbach's Alpha value of 0.600, every item in the research instrument meets the minimum requirement for reliability and is therefore suitable for further analysis.

Level of Student Centered Learning Implementation in SKI Instruction

This subsection discusses the level of Student Centered Learning (SCL) implementation in Islamic Cultural History (SKI) instruction at MA Al Islamiyah 242, drawing on descriptive analysis and reinforced through simple linear regression. Discussion centers on four indicators: student activeness, involvement in the learning process, learning independence, and the teacher's role as facilitator.

Descriptively, SCL implementation shows a positive tendency. Students report that SKI learning is not centered solely on teacher explanation but also gives them room to ask questions, discuss, and take part actively in classroom activities. This pattern reflects the core characteristic of SCL, which positions students as active and independent subjects of learning.

To reinforce these descriptive findings, a simple linear regression test was carried out to determine the contribution of Student Centered Learning to Islamic Cultural History learning. Results appear in Table 6 below.

Table 6. Simple Linear Regression Test Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	10.353	5.532	-	1.871	.066
X1_TOTAL	.451	.130	.391	3.474	.001

Table 6 shows a regression coefficient of $B = 0.451$ with a significance value of 0.001, below the 0.05 threshold. This result indicates that Student Centered Learning has a positive and significant effect on Islamic Cultural History learning. In practical terms,

each one-unit increase in SCL implementation is associated with a 0.451-unit increase in SKI learning scores.

A standardized beta coefficient of 0.391 places the influence of Student Centered Learning on SKI learning in the moderately strong category. This finding indicates that student activeness, involvement in learning, and the teacher's role as facilitator each make a tangible contribution to raising the quality of SKI instruction. This result aligns with Student Centered Learning theory, which holds that effective learning occurs when students engage actively in constructing their own understanding (Zainuddin & Perera, 2019). Within SKI instruction, this approach allows students not merely to memorize events from Islamic history but also to grasp the values, meaning, and lessons these events carry. A related view holds that instruction built around student activeness can raise conceptual understanding and learning motivation more broadly (Hanafi, 2019).

A VIF value of 1.071 indicates that no multicollinearity problem exists within the regression model, confirming that the independent variable used is appropriate for explaining the dependent variable. The regression model applied in this study can therefore be considered statistically sound. Taken as a whole, this analysis reinforces the descriptive finding that Student Centered Learning implementation at MA Al Islamiyah 242 has proceeded well and plays a significant role in raising the quality of Islamic Cultural History learning. Student-centered instruction appears relevant and effective for the SKI subject at the Madrasah Aliyah level.

Condition of Islamic Cultural History Learning Based on Student Perceptions

This subsection discusses the condition of Islamic Cultural History (SKI) learning at MA Al Islamiyah 242 based on student perceptions. Analysis focuses on four main indicators: understanding of material, learning interest, student participation, and the meaningfulness of learning. Data were drawn from the questionnaire and analyzed descriptively to identify tendencies in how students evaluate ongoing SKI instruction.

Descriptive results place SKI learning at MA Al Islamiyah 242 in the good category overall. Most students report that SKI material can be understood without excessive difficulty. Delivering material alongside examples drawn from Islamic history, together with their connection to everyday life, helps students grasp the content of instruction more deeply. Sound understanding of material matters here because this subject emphasizes not only knowledge but also the meaning of exemplary values.

Learning interest also shows a positive tendency alongside understanding of material. Students judge SKI learning to be reasonably engaging and free of monotony,

an impression visible in their enthusiasm during lessons and their curiosity about the stories of Islamic history presented by teachers. Strong learning interest matters because it helps drive active student involvement throughout the learning process.

From the standpoint of student participation, most respondents report feeling included in the learning process. Students are given opportunities to ask questions, answer questions, and take part in simple discussions related to SKI material. This pattern of participation shows that instruction is not entirely teacher-centered but instead opens space for active student involvement.

The meaningfulness indicator, in turn, shows that students grasp SKI material not only at a cognitive level but also in terms of the moral lessons embedded within events from Islamic history. Students view SKI learning as offering lessons applicable to daily life, such as exemplary conduct, tolerance, and the spirit of emulating notable figures in Islamic history. Descriptive statistics for this variable appear in Table 7 below.

Table 7. Descriptive Statistics of the Islamic Cultural History Learning Variable

Indicator	Mean Score	Percentage	Category
Understanding of Material	3.95	79.00%	Good
Learning Interest	3.88	77.60%	Good
Student Participation	3.76	75.20%	Good
Learning Meaningfulness	4.05	81.00%	Very Good
Overall Mean	3.91	78.20%	Good

Table 7 supports the conclusion that students at MA Al Islamiyah 242 regard SKI learning favorably overall. The meaningfulness indicator records the highest percentage, showing that SKI instruction is oriented not solely toward mastering material but also toward shaping student values and attitudes. This condition provides a solid basis for examining further the relevance of Student-Centered Learning to SKI instruction in the next subsection.

Relevance of Student-Centered Learning to Islamic Cultural History Learning

This subsection discusses the relevance of Student-Centered Learning (SCL) implementation to the quality of Islamic Cultural History (SKI) learning at MA Al Islamiyah 242. The relationship between the two variables was examined through Pearson Product Moment correlation, since the research data satisfied the normality assumption. This correlation test aims to determine both the direction and the strength of the relationship between SCL implementation as the independent variable and SKI learning as the dependent variable.

Results show a Pearson correlation coefficient of $r = 0.71$, which falls within the strong and positive category. The significance value obtained is below the 0.05 threshold, allowing the conclusion that a significant relationship exists between Student Centered Learning implementation and the quality of Islamic Cultural History learning. Better implementation of the SCL method, in other words, tends to be accompanied by better SKI learning quality as experienced by students.

Table 8. Pearson Correlation Test Results

		X_Total	Y_Total
X_Total	Pearson Correlation	1	.710*
	Sig. (2-tailed)		.034
	N	23	23
Y_Total	Pearson Correlation	.710*	1
	Sig. (2-tailed)	.034	
	N	23	23

This strong relationship suggests that the core elements of Student Centered Learning, namely student activeness, involvement in the learning process, learning independence, and the teacher's role as facilitator, contribute meaningfully to raising students' understanding of material, learning interest, and participation in SKI instruction. Learning that gives students room to discuss, ask questions, and express opinions encourages them to become more active and directly involved in the learning process, which in turn makes SKI instruction more meaningful.

Even though the number of respondents in this study is relatively limited, a correlation this strong indicates that Student Centered Learning carries substantial relevance for raising the quality of Islamic Cultural History learning at the Madrasah Aliyah level. The SCL method can therefore be regarded as an effective approach worth continued development within SKI instruction, particularly in efforts to build learning that is more active, participatory, and centered on students.

Implications of Student Centered Learning Implementation for SKI Instruction at Madrasah Aliyah

Based on the findings above, Student Centered Learning implementation carries strong relevance for Islamic Cultural History learning. This finding does not only reveal a positive relationship between SCL and greater student engagement; it also points to theoretical and practical implications of student-centered instruction within Islamic basic education.

Theoretically, the findings reinforce the argument that student-centered learning pushes students toward becoming learner-centered individuals who take responsibility for their own learning process. According to Hakim and Mubarrak (2000), the SCL approach places the needs, interests, and abilities of individual students at its core, thereby encouraging the development of creativity, independence, and higher-order thinking skills among learners. This finding aligns with earlier research showing that SCL can raise learning activity and student motivation at the elementary level through active participation in the learning process (Suyono, 2017).

The SCL approach shifts the teacher's role from a primary source of knowledge toward a facilitator and mediator of learning, which pushes students to explore and internalize SKI knowledge meaningfully rather than simply memorizing it. This reinforces the view that religious and Islamic history education at the Madrasah Aliyah level requires not only a content-based approach but also a process-based approach that supports active student involvement.

Practically, these findings carry several implications for SKI teaching practice at Madrasah Aliyah. First, classroom teachers and SKI subject teachers need to integrate student-oriented strategies, such as group discussion, small project work, historical case studies, and critical-thinking question-and-answer sessions, so that students become more active and engaged in the learning process. Implementing these strategies aligns with SCL practices already documented as raising student independence in using learning resources and facing learning challenges (Awwaliyah & Fatimah, 2024).

Second, teachers need to take on more of a facilitator's role, providing a conducive learning space for students to explore SKI knowledge independently. This includes offering varied learning media, constructive feedback, and opportunities for students to collaborate and think reflectively. A facilitator role of this kind allows students not only to grasp the factual content of Islamic history but also to capture the cultural and moral values it contains, values that carry relevance for everyday life.

Third, SCL implementation carries implications for curriculum development and learning evaluation. The SKI curriculum needs to be designed so that it provides learning experiences giving students room to think creatively, solve problems, and take part in authentic activities. Evaluation of learning should not be confined to written tests; it can also accommodate portfolio assessment, self-assessment, and performance assessment that reflect student engagement and understanding in a more holistic way.

Conclusion

This study concludes that the Student-Centered Learning (SCL) method is relevant to Islamic Cultural History (SKI) learning at MA Al Islamiyah 242. The findings demonstrate that the implementation of SCL is reflected in student activeness, involvement in the learning process, learning independence, and the teacher's role as a facilitator, while SKI learning is perceived positively by students, particularly in terms of material understanding, learning interest, participation, and meaningfulness. The significant and strong positive correlation between SCL implementation and SKI learning ($r = 0.710$; $p = 0.034$) indicates that better implementation of student-centered learning tends to be associated with better perceived SKI learning. Therefore, the research hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. These findings provide contextual empirical evidence that SCL is particularly relevant to SKI instruction at the Madrasah Aliyah level, where historical understanding needs to be accompanied by active engagement and reflection on Islamic cultural and moral values.

The findings further suggest that the relevance of SCL in SKI learning lies in its capacity to reposition students from passive recipients of historical information to active participants who discuss, question, interpret, and connect historical values with their everyday experiences. For SKI teachers, this finding provides a basis for strengthening learning through discussion, collaborative activities, historical case studies, projects, and reflective tasks, while maintaining the teacher's role as a facilitator. In this way, SCL can support a learning environment in which students engage more actively with historical content and develop a deeper understanding of the cultural and moral values contained within Islamic history. The findings therefore contribute to the development of SKI learning practices by emphasizing the importance of active student participation rather than relying predominantly on teacher-centered delivery.

Nevertheless, the findings should be interpreted within the limitations of the study. The research involved only 23 students from one madrasah, which limits statistical power and the generalizability of the findings to other educational contexts. In addition, the study relied on student self-report questionnaires, while the reliability coefficient of the instrument (Cronbach's Alpha = 0.600) indicates only modest internal consistency. The cross-sectional correlational design also does not establish a causal relationship between SCL and SKI learning. Future research should therefore involve larger and more diverse samples from several madrasah and employ mixed-method or longitudinal designs. Classroom observations, teacher interviews, and more

comprehensive learning assessments would also be valuable for examining how specific SCL practices contribute to students' historical understanding, active participation, and internalization of Islamic cultural and moral values.

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