



Transformation of the Paradigm of Arabic Language Learning Based on Student-Centered Learning: A Systematic Literature Review Study (2015–2025)

Elva Nurhidayah¹, Hakmi Wahyudi²

^{1,2}Arabic Language Education, Sultan Syarif Kasim State Islamic University, Riau

Article Info	Abstract
<p>Received: 2025-12-13 Revised: 2025-12-19 Accepted: 2026-03-05</p> <p>Keywords: Arabic Language Learning, Student Centered Learning, Systematic Literature Review</p> <p>DOI: 10.24256/ideas.v14i1.7216</p> <p>Corresponding Author: Hakmi Wahyudi hakmi.wahyudi@uin-suska.ac.id Arabic Language Education, Sultan Syarif Kasim State Islamic University, Riau</p>	<p><i>This study examines the implementation of Student-Centered Learning (SCL) in Arabic language learning by analyzing its forms, effectiveness, and implementation challenges. Using a Systematic Literature Review (SLR) based on PRISMA guidelines, articles were retrieved from Google Scholar using the keywords “Student-Centered Learning” AND “Arabic Learning” for the period 2015–2025. From 1,470 identified studies, 16 articles met the inclusion criteria and were analyzed through thematic synthesis focusing on SCL models, learning outcomes, and implementation factors. The findings reveal that Project-Based Learning (PjBL), Task-Based Language Teaching (TBLT), and collaborative blended learning are the most frequently applied SCL models and are effective in improving students’ productive skills, motivation, confidence, and engagement. Nevertheless, challenges persist, including limited teacher competence, a lack of authentic learning resources, insufficient institutional support, and infrastructural constraints. This study is among the first SLRs to specifically examine SCL implementation in Arabic language learning within the Indonesian context. The findings provide practical insights for teachers, curriculum designers, and policymakers to strengthen the design and implementation of SCL-oriented Arabic language instruction.</i></p>

1. Introduction

Arabic language learning in Indonesia has a strategic position because it is closely related to religious needs, formal education, and global mobility (Ritonga et al., 2023; Azizah et al., 2024; Ismail et al., 2024; Kamaluddin et al., 2024; Wijayanti et al., 2024). Arabic is used in Islamic worship rituals, functions as an academic language in various Islamic higher education institutions, and is recognized as an international language by the United Nations (Rusydi Amar, 2023; Zurqoni et al., 2020). Despite this strategic role, empirical studies consistently show that students' communicative competence in Arabic remains relatively low.

Many learners experience difficulties in understanding contemporary Arabic texts and engaging in oral interaction in real communicative situations, even after years of formal instruction (Husein et al., 2023; Fadhli et al., 2024). This condition indicates a persistent gap between curriculum objectives that emphasize communicative competence and classroom practices that are still dominated by teacher-centered approaches (Irfan, 2022), highlighting the urgency of pedagogical transformation in Arabic language learning.

These challenges are further intensified by the demands of the digital and post-pandemic era, which require learning approaches that are more adaptive, interactive, and collaborative (Azhar et al., 2025). Generation Z students are accustomed to technology use, independent learning, and accessing information through digital platforms and social media (Tafonao et al., 2020; Chan & Lee, 2023; Krisdiyansah & Hakim, 2023). As a result, conventional teacher-centered instruction is increasingly perceived as less compatible with students' learning characteristics, encouraging the adoption of Student-Centered Learning (SCL) as a more relevant pedagogical approach in Arabic language education.

Theoretically, Student-Centered Learning is grounded in constructivist learning theory, which positions learners as active agents in constructing knowledge through experience and interaction. Piaget (1972) emphasized learning as a process of assimilation and accommodation based on direct experience, while Vygotsky (1978) highlighted the importance of social interaction and scaffolding within the Zone of Proximal Development. In the field of professional pedagogy, Shulman (1987) introduced the concept of Pedagogical Content Knowledge, emphasizing that effective teaching requires an integration of subject matter knowledge and appropriate pedagogical strategies.

This perspective was further developed through the TPACK framework proposed by Mishra and Koehler (2006), which integrates pedagogy, content, and technology and is particularly relevant to Arabic language learning in the digital era. In applied linguistics, SCL aligns closely with communicative language teaching, which prioritizes authentic tasks, meaningful interaction, and learner engagement (Ellis, 2003; Littlewood, 2004; Richards & Rodgers, 2014). Together, these theoretical perspectives provide a strong foundation for the application of SCL in Arabic language learning.

Recent empirical studies indicate that Student-Centered Learning has become a dominant approach in language education innovation, including in Arabic language learning contexts. In Indonesia, research conducted in madrasas and Islamic higher education institutions shows that SCL-based models such as Project-Based Learning and Task-Based Language Teaching significantly enhance students' speaking and writing skills, motivation, and active participation (Hermanto & Arifin, 2023; Khotimah & Ilmiani, 2024; Mukhlisah & Sirda, 2024; Isnaini et al., 2025; Izzati et al., 2025).

International studies further support these findings, demonstrating that the integration of digital technology within SCL frameworks such as digital games, online platforms, and collaborative learning environments contributes to improvements in learner motivation, autonomy, engagement, and critical thinking skills (Eltahir et al., 2021; Ghani et al., 2022; Ghosheh Wahbeh et al., 2021; Almakky, 2024). These international findings serve as comparative references, offering insights into how SCL practices may be adapted and implemented effectively in the Indonesian educational context.

Nevertheless, the literature also highlights several persistent challenges in the implementation of Student-Centered Learning. Teachers often require further support and training to design and facilitate authentic, student-centered learning activities (Abd Rahim & Abdul Pisal, 2024; Jamil et al., 2024; Mukhlisah & Sirda, 2024). In addition, many teaching materials and assessment practices do not fully accommodate SCL principles that emphasize collaboration, autonomy, and real-world language use (Haq & Anwar, 2023). Institutional cultures that continue to prioritize memorization and grammatical accuracy may further constrain the adoption of participatory and communicative learning practices (Kinuthia, 2024). These conditions suggest that, despite its theoretical and empirical advantages, the implementation of SCL in Arabic language learning has not yet been comprehensively optimized.

Although discussions of Student-Centered Learning in Arabic language education have increased in recent years, existing studies remain fragmented and largely empirical. Most research focuses on specific classroom implementations or particular instructional models, while comprehensive syntheses that systematically examine SCL models, strategies, effectiveness, and implementation challenges are still limited. Furthermore, many systematic reviews address foreign language learning in general, whereas Arabic possesses distinctive characteristics related to its close connection with religious texts (Izzati et al., 2025), pesantren-based learning traditions (Lazuardi & Syarif Muhammad Syaheed, 2024), and religion-oriented curricula that differ from other foreign languages (Khotimah & Ilmiani, 2024).

Methodologically, previous studies also tend to rely on descriptive or conceptual approaches without employing systematic review protocols, such as PRISMA, to ensure rigor and transparency (Hasyim, 2021; Isnaini et al., 2025; Izzati et al., 2025).

Based on these considerations, this study aims to conduct a Systematic Literature Review (SLR) using PRISMA guidelines to examine the implementation of Student-Centered Learning in Arabic language learning during the period 2015–2025. With Indonesia as the primary focus and international studies serving as comparative support, this review seeks to map SCL models and strategies, analyze their effectiveness in improving students' language skills, motivation, and learning autonomy, and identify the barriers and supporting factors that influence successful implementation.

Through this comprehensive synthesis, the study aims to provide contextual and evidence-based insights that can inform teachers in designing more meaningful and student-centered Arabic language instruction, support curriculum developers in aligning pedagogical strategies with learners' needs, and assist policymakers in strengthening institutional frameworks that facilitate the effective implementation of Student-Centered Learning in Arabic language education in Indonesia.

2. Method

This study employs a Systematic Literature Review (SLR) to examine the implementation of Student-Centered Learning (SCL) in Arabic language learning. The SLR approach was selected because it enables a structured, transparent, and replicable process for collecting, evaluating, and synthesizing relevant empirical evidence, thereby providing a comprehensive overview of instructional practices, pedagogical strategies, implementation challenges, and supporting factors related to SCL (Abd Rahim & Abdul Pisal, 2024; Asse, 2019; Isnaini et al., 2025; Mukhlisah & Sirda, 2024).

The use of SLR is particularly appropriate for language pedagogy research, as the conceptual foundation of SCL is grounded in constructivist learning theory, which emphasizes learner agency, social interaction, and cognitive development (Piaget, 1972; Vygotsky, 1978). Through systematic literature analysis, this study reviews the operationalization of task-based and communicative instructional practices as conceptualized in Task-Based Language Teaching (TBLT) (Ellis, 2003), Communicative Language Teaching (CLT) (Littlewood, 2004), and contemporary language teaching frameworks (Richards & Rodgers, 2014).

All research data were retrieved exclusively from Google Scholar. The decision to rely on a single database was made deliberately to ensure consistency in search procedures and to minimize discrepancies arising from variations in indexing systems, coverage scopes, and metadata standards across different databases. Google Scholar was selected because it provides broad and inclusive

coverage of both international and nationally indexed peer-reviewed journals, particularly in the fields of education and language studies, where Arabic language pedagogy research is often published in diverse outlets.

Although the use of a single database may introduce potential database bias, this limitation was mitigated by applying rigorous inclusion–exclusion criteria and multi-stage screening procedures to ensure relevance, methodological quality, and contextual appropriateness. Moreover, the focus of this study was not bibliometric exhaustiveness, but rather the depth and validity of documented SCL implementation practices within Arabic language learning contexts.

The literature search was conducted using the combined keyword string “Student-Centered Learning” AND “Arabic Learning,” with a publication range spanning from 2015 to 2025. This search yielded 1,470 articles at the initial identification stage. All identified records were preliminarily assessed based on the availability of titles, abstracts, and full-text access to ensure their eligibility for further screening.

The screening and selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. An overview of the identification, screening, eligibility, and inclusion stages is presented in Figure 1 (PRISMA Flow Diagram). During the initial screening stage, titles and abstracts were reviewed to determine topical relevance. At this stage, 1,172 articles were excluded because they did not address Arabic language learning, did not involve SCL implementation, or were purely conceptual discussions without an instructional context. As a result, 298 articles advanced to the full-text assessment stage.

Full-text screening involved a comprehensive reading of each article to verify the explicit implementation of student-centered instructional practices. Only studies that demonstrated concrete SCL characteristics—such as collaborative learning, project-based activities, authentic tasks, problem-based discussions, and the positioning of teachers as facilitators—were retained. At this stage, 226 articles were excluded due to teacher-centered instructional dominance, insufficient focus on Arabic language learning, or inadequate methodological transparency. Consequently, 72 articles met the initial eligibility criteria.

To enhance transparency and readability, the inclusion and exclusion criteria applied throughout the selection process are summarized in Table 1.

Table 1. Inclusion and Exclusion Criteria for Article Selection

Criteria Aspect	Inclusion Criteria	Exclusion Criteria
Research focus	Explicit discussion of SCL implementation	General pedagogy without SCL orientation
Learning context	Arabic language learning	Non-Arabic language contexts
Study type	Empirical studies (qualitative, quantitative, mixed methods)	Theoretical or opinion-based articles
Instructional features	Collaborative, task-based, project-based, or problem-based learning	Predominantly lecture-based or teacher-centered instruction
Methodological clarity	Clear research design and data analysis	Unclear or weak methodological description
Accessibility	Full-text available	Abstract-only or inaccessible articles

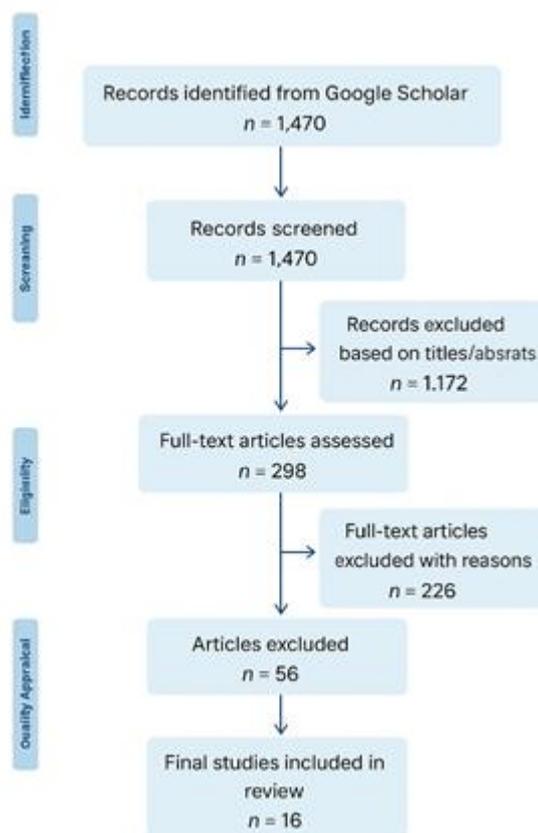
The identification of SCL indicators was guided by principles of social constructivism (Vygotsky, 1978), cognitive development theory (Piaget, 1972), and task-based learning characteristics (Ellis, 2003), as well as communicative language teaching principles emphasizing interaction and meaning-making (Littlewood, 2004).

A quality appraisal was subsequently conducted on the 72 eligible articles to ensure methodological rigor and contextual relevance. The appraisal focused on research design clarity, adequacy of empirical data, explicit documentation of SCL implementation, and alignment with Arabic language learning contexts. As a result, 56 articles were excluded due to insufficient empirical evidence, incomplete descriptions of instructional processes, or methodological weaknesses. The final corpus analyzed in this review consisted of 16 articles that robustly demonstrated SCL implementation in Arabic language learning.

Article selection and appraisal were conducted by a single reviewer using clearly predefined criteria. To address potential ambiguities during the screening and eligibility assessment stages, articles with borderline relevance were re-evaluated by repeatedly cross-checking the research objectives, instructional descriptions, and methodological sections against the established inclusion criteria. This iterative review process helped ensure consistency and reduce subjective bias in decision-making. The quality appraisal also considered the integration of content knowledge, pedagogy, and technology as conceptualized in Pedagogical Content Knowledge (PCK) (Shulman, 1987) and Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006), given that SCL implementation frequently intersects with digital and blended learning environments.

All selected articles were analyzed using a thematic synthesis approach. Each study was examined to identify the instructional model employed, forms of SCL implementation, learning outcomes related to Arabic language proficiency, and reported challenges or supporting factors. To ensure analytical validity, studies were evaluated based on clarity of method (Wijnia et al., 2024), contextual relevance (Bremner et al., 2022), and alignment with SCL principles. The thematic synthesis was conducted systematically to reveal patterns, trends, and implications of SCL implementation in Arabic language learning over the past decade (Almelhes & Alsaiani, 2024).

Figure 1. PRISMA Flow Diagram of the Article Selection Process



3. Result

Table 2. SCL Research Matrix in Arabic Language Learning in Indonesia

No	Author (Year)	Research Focus	SCL Strategy	Key Findings	Barriers / Enabling Factors
1	Hermanto & Arifin (2023)	SCL in high school Arabic learning	Pure SCL (discussion, presentation, reflection)	Increased motivation and participation	Teachers are not accustomed to being facilitators.
2	Hakim & Sirojudin (2022)	SCL in higher education	Active learning	Increased independence and interaction	Difficulties in managing active classrooms.
3	Asse (2019)	Student-centered learning	Active learning	Students are more active and understand the material better	Teachers lack understanding of SCL.
4	Luthfiyyah et al. (2025)	SCL for university students	Activity-based SCL	Increased confidence	Not all students are ready to be active.
5	Nuhandini et al. (2025)	SCL in elementary school	Exploratory SCL	Increased learning activities	Student readiness is uneven
6	Rizal et al. (2025)	SCL optimization	Problem-based learning	Increased cognitive activities	Teachers are not well trained in SCL
7	Mukhlisah & Sirda (2024)	PjBL for Arabic language skills	Project-Based Learning	Increased creativity and independence	Teachers need guidance on project design
8	Fitriyani & Umam (2025)	PjBL for writing skills	Project-Based Learning	Improved writing skills	Students have limited project experience
9	Ghosheh	PjBL & life	Project-	Enhanced	More time is

	Wahbeh et al. (2021)	skills	Based Learning	cooperation and communication	needed
10	Widad Ma et al. (2025)	STEM-based learning innovation	PjBL + collaborative	Improved problem solving and creativity	Limitations of digital devices
11	Kosim et al. (2024)	TBLT for communication skills	Task-Based Learning	Noticeable improvement in communication	Students are passive when tasks are not interesting
12	Abd Rahim & Pisal (2024)	Vocabulary with TBLT	Task-Based Learning	Increased vocabulary through authentic tasks	Tasks need better design
13	Ghani et al. (2022)	Game-based Arabic learning	Digital TBLT	Improved motivation and performance	Dependence on infrastructure
14	Umamah & Hifdhiyah (2024)	Online collaboration	Collaborative + blended learning	Improved writing and speaking skills	Unstable internet connection
15	Mujahid et al. (2025)	Collaboration in Islamic elementary schools	Collaborative learning	Strengthened 21st century skills	Variation in student abilities
16	Buhun et al. (2021)	Collaboration in writing	Collaborative learning	Improved collaborative writing skills	Classroom management determines results

Implementation of Student-Centered Learning in Arabic Language Learning

Arabic language learning in Indonesia shows a growing adoption of the student-Centered Learning (SCL) approach as reflected in the reviewed studies (Hermanto & Arifin, 2023; Umamah & Hifdhiyah, 2024; Widad Ma et al., 2025). Across these studies, SCL positions students as active participants in the learning process through independent exploration, collaboration, reflection, and the use of

Arabic in authentic communicative contexts (Almelhes & Alsaiani, 2024; Gusma et al., 2025).

Based on the Systematic Literature Review of articles retrieved from Google Scholar, four dominant models of SCL implementation in Arabic language learning in Indonesia were identified: Project-Based Learning (PjBL), Task-Based Language Teaching (TBLT), collaborative learning, and active learning (pure SCL). These models indicate a pedagogical shift from teacher-centered instruction toward participatory and experiential learning environments.

Project-Based Learning (PjBL) is the most comprehensive model, as it integrates listening, speaking, reading, and writing skills within authentic projects. Task-Based Language Teaching (TBLT) emphasizes communicative tasks that simulate real-life language use. Collaborative learning focuses on peer interaction through group discussions, jigsaw activities, and collaborative writing, while active learning includes discussions, simulations, presentations, inquiry-based tasks, and reflective activities. Together, these models illustrate diverse forms of SCL implementation in Indonesian Arabic language classrooms.

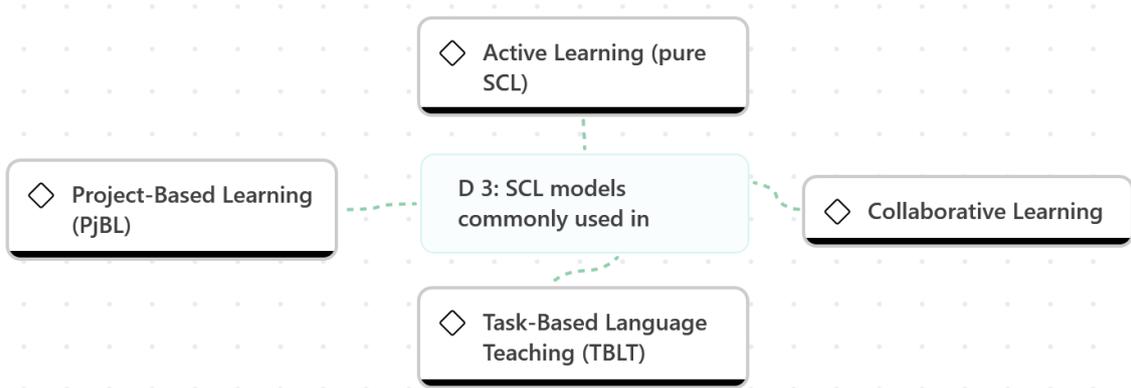


Image 1. SCL models commonly used in Indonesia

Description:

This image depicts the four most common Student-Centered Learning (SCL) models found in the results of a systematic literature review (SLR) of Arabic language learning in Indonesia, namely Project-Based Learning (PjBL), Task-Based Language Teaching (TBLT), Collaborative Learning, and Active Learning (pure SCL). Of the 1,470 articles in the initial identification stage, only 16 articles actually showed the implementation of SCL in practice. This visualization shows the dominance of PjBL as the most comprehensive model, followed by TBLT with a focus on communicative tasks, collaborative learning that emphasizes social interaction, and active learning that optimizes the role of students as active participants in learning.

Effectiveness of Student-Centered Learning

The reviewed studies consistently report positive effects of SCL implementation on Arabic language learning outcomes. SCL-based approaches are associated with increased student motivation, active participation, learning autonomy, and improved language skills, particularly in speaking and writing (Fitriyani & Umam, 2025; Ghani et al., 2022; Hermanto & Arifin, 2023).

Project-Based Learning is reported to enhance creativity, collaboration, and overall language performance, while TBLT contributes to improved oral fluency, vocabulary acquisition, and interaction skills (Abd Rahim & Abdul Pisal, 2024; Kosim et al., 2024). Collaborative learning strengthens negotiation of meaning and teamwork skills, and active learning increases learner confidence and engagement in using Arabic.

Although this review did not aim to compare effectiveness across educational levels, the findings indicate that SCL has been successfully implemented in elementary, secondary, and higher education contexts. Variations in effectiveness appear to be influenced more by contextual factors than by educational level alone.

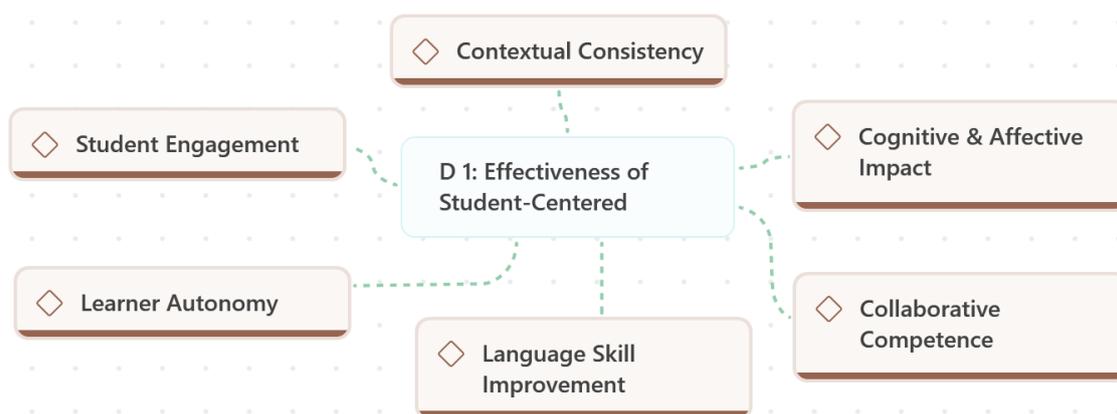


Image 2. The Effectiveness of SCL in Indonesia

Description:

This figure shows the effectiveness of Student-Centered Learning (SCL) based on 16 final articles included in the SLR. The studies consistently report improvements in student engagement, learning autonomy, language skills, collaboration, and cognitive–affective outcomes such as confidence and critical thinking. The diagram confirms that SCL effectiveness is driven by authentic activities, collaborative interaction, and meaningful language use, enabling learners to develop competence actively rather than through rote memorization. These effects are evident across different educational levels and SCL models.

Barriers to the Implementation of Student-Centered Learning

Despite its reported effectiveness, several challenges to SCL implementation were identified. A major barrier relates to teacher competence, particularly in designing authentic projects, managing communicative tasks, and facilitating student-centered interaction. In the case of TBLT, some studies revealed superficial

task implementation without a complete task cycle, indicating limited teacher understanding of TBLT principles.

Other reported challenges include limited instructional time, insufficient learning resources, technological constraints in online or blended learning environments, and uneven student readiness. Collaborative learning is particularly sensitive to classroom management, group dynamics, and technological stability, while active learning requires strong facilitation skills to prevent a return to teacher-centered practices.

Overall, this Systematic Literature Review shows that Student-Centered Learning has a positive impact on Arabic language learning in Indonesia. Among 1,470 identified articles, only 16 studies demonstrated actual classroom-based SCL implementation, revealing a gap between theoretical discourse and empirical practice. While SCL models such as PjBL, TBLT, collaborative learning, and active learning are effective in enhancing motivation, participation, language skills, and learning autonomy, their success is strongly influenced by teacher competence, resource availability, and contextual readiness.

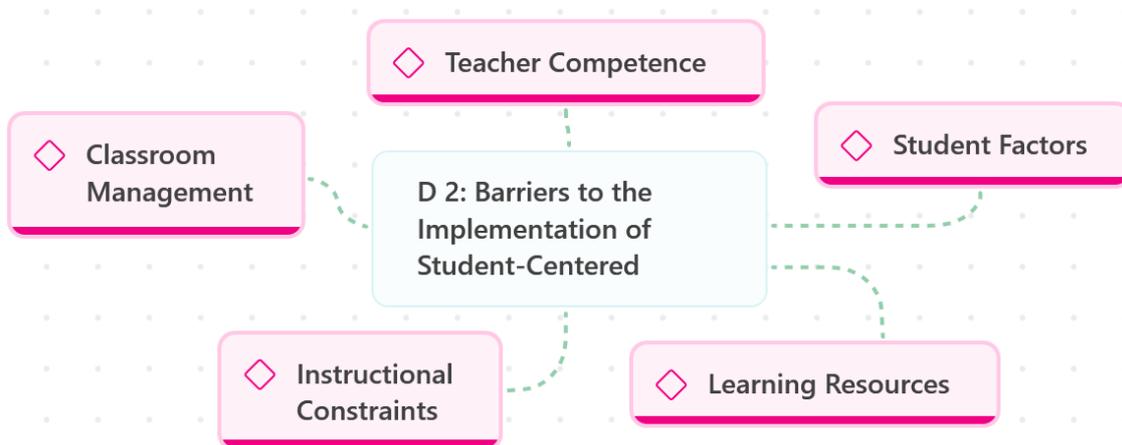


Image 3. Barriers to SCL Implementation in Indonesia

Description:

This figure shows the main obstacles in the implementation of SCL based on articles screened in SLR. Of the 432 full-text articles, 226 articles were eliminated because learning practices were still teacher-centered and did not apply SCL indicators in a meaningful way. The obstacles cluster around teacher competence, instructional constraints, learning resources, student factors, and classroom management. Limited pedagogical skills in authentic task design, insufficient instructional time, inadequate learning resources and technology, uneven student readiness, and challenges in managing collaborative activities emerge as recurring issues. The diagram confirms that barriers to SCL implementation are pedagogical, institutional, and contextual in nature, requiring systemic support for effective adoption.

4. Discussion

Implementation of Student-Centered Learning in Arabic Language Learning

This Systematic Literature Review indicates that Student-Centered Learning (SCL) in Arabic language learning is implemented through various pedagogical models, including Project-Based Learning (PjBL), Task-Based Language Teaching (TBLT), collaborative learning, and active learning. Rather than functioning as a single instructional method, SCL emerges as an overarching pedagogical orientation that redefines the roles of teachers as facilitators and students as active participants in the learning process. Its implementation is characterized by authentic tasks, collaborative interaction, and meaningful language use that allow learners to actively construct linguistic knowledge. These findings suggest a clear shift from teacher-centered instruction toward participatory and experience-based learning environments in Arabic language education.

Effectiveness of Student-Centered Learning

From a theoretical perspective, the effectiveness of SCL can be explained through constructivist and communicative learning frameworks. Piaget's (1972) cognitive constructivism elucidates how learners develop linguistic competence through active exploration, problem-solving, and reflection, particularly in project- and task-based learning. Vygotsky's (1978) social constructivism further highlights the importance of peer interaction, scaffolding, and collaborative learning in facilitating language development.

In line with Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), SCL-oriented practices create communicative conditions in which learners use Arabic to accomplish meaningful goals rather than merely practicing isolated grammatical forms (Ellis, 2003; Littlewood, 2004; Richards & Rodgers, 2014). The reviewed studies consistently report improvements in learner motivation, engagement, confidence, and productive language skills, especially speaking and writing. These outcomes align with global findings in foreign language education. However, compared to international contexts where SCL is often supported by strong institutional frameworks, the Indonesian context shows greater variability in effectiveness due to differences in curriculum flexibility, assessment systems, and teacher preparedness.

Barriers to the Implementation of Student-Centered Learning

Despite its reported effectiveness, several barriers hinder the optimal implementation of SCL. Teacher competence emerges as a critical mediating factor, particularly in designing authentic tasks, managing communicative activities, and facilitating student-centered interaction. Through the lens of Pedagogical Content Knowledge (PCK), insufficient integration of content knowledge and pedagogy often results in learning activities that are interactive in form but remain teacher-centered in practice (Shulman, 1987).

In addition, Technological Pedagogical Content Knowledge (TPACK) provides insight into challenges related to digital task design, online collaboration, and blended learning environments (Mishra & Koehler, 2006). Limited instructional time, inadequate learning resources, technological constraints, uneven student readiness, and classroom management issues—especially in collaborative learning—further constrain effective SCL implementation. These barriers indicate that SCL challenges are not merely pedagogical but also institutional and contextual.

From an international perspective, Indonesian SCL practices share core characteristics with global trends, particularly in their emphasis on learner autonomy, collaboration, and authentic tasks. Nevertheless, this review highlights the need for contextual adaptation. Cultural expectations regarding teacher authority, curriculum rigidity, and assessment orientation influence how student-centered approaches are enacted in Arabic language classrooms. Therefore, SCL should not be treated as a universally transferable model but as a flexible framework that must be aligned with local sociocultural and institutional contexts to achieve sustainable effectiveness.

Theoretically, this study refines the understanding of SCL in Arabic pedagogy by synthesizing empirical findings within constructivist, communicative, and task-based learning frameworks. It demonstrates how these theories intersect in practice, positioning SCL not only as an instructional strategy but also as a comprehensive framework for designing meaningful Arabic language learning experiences.

Practically, the findings highlight the need for sustained professional development focusing on authentic task design, classroom interaction management, and formative assessment aligned with SCL principles. Curriculum developers are encouraged to provide greater flexibility to support project- and task-based learning, while policymakers should ensure institutional support through infrastructure development, assessment reform, and continuous teacher training.

Future research should investigate the long-term impact of SCL on Arabic language proficiency through longitudinal and experimental designs. Comparative studies across regions and educational systems would further illuminate how contextual factors shape SCL effectiveness. Additionally, research on teacher professional development models aimed at strengthening PCK and TPACK in Arabic language education would contribute to the sustainability and quality of SCL implementation.

Overall, this discussion demonstrates that the implementation, effectiveness, and implications of Student-Centered Learning in Arabic language learning are deeply interconnected. The success of SCL depends not merely on adopting student-centered strategies, but on the alignment of pedagogical theory, instructional design, teacher competence, and institutional support. When these

elements are coherently integrated, SCL holds strong potential to enhance the quality and relevance of Arabic language learning in Indonesia.

5. Conclusion

Based on the results and discussion, it can be concluded that Student-Centered Learning (SCL) has begun to be implemented in Arabic language learning in Indonesia through various pedagogical models, especially Project-Based Learning, Task-Based Language Teaching, collaborative learning, and active learning. These four models show a paradigm shift from teacher-centered learning to learning that places students as active subjects in the process of constructing language knowledge. The implementation of SCL has proven to have a positive impact on Arabic language learning, particularly in increasing learning motivation, active participation, learning independence, and productive language skills. This effectiveness is not inherent in the learning model alone, but depends on the extent to which SCL principles are realized through authentic activities, meaningful interactions, and communicative use of Arabic.

However, the successful implementation and effectiveness of SCL still face various obstacles. Teacher competence emerges as the main determining factor, followed by limitations in learning time, learning resources, technological support, student readiness, and classroom management challenges. These findings indicate that the application of SCL in Arabic language learning is not yet fully established and is still in a transitional stage, with a clear gap between theoretical discourse and empirical practice in the classroom.

Overall, SCL has strong potential to improve the quality of Arabic language learning in Indonesia, but this potential can only be realized if it is supported by teachers' pedagogical readiness, adequate institutional conditions, and adaptation to the local social and educational context.

The limitations of this study lie in the relatively small number of empirical studies and the limited scope of data available in accessible articles, so that the generalization of the findings is still limited. Therefore, stronger institutional support, continuous professional development for teachers, and further research with a more in-depth design are needed to ensure the sustainability and effectiveness of SCL implementation in Arabic language learning in Indonesia.

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