

## **COMPARATIVE ANALYSIS OF TEACHER-CENTERED AND STUDENT-CENTERED APPROACHES IN ELEMENTARY SOCIAL STUDIES LEARNING**

**Wina Apriana, Trinda Farhan Satria, Rona Rossa**  
Elementary School Teacher Education Study Program, Adzkia University  
e-mail: [wina.a@adzkia.ac.id](mailto:wina.a@adzkia.ac.id)

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### **ABSTRAK**

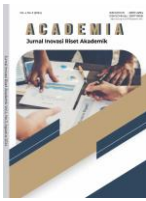
Perubahan paradigma pendidikan abad ke-21 menuntut penerapan pembelajaran yang berpusat pada peserta didik guna mengembangkan kemampuan berpikir kritis, kolaboratif, dan kreatif. Penelitian ini bertujuan menganalisis perbandingan penerapan pendekatan *Teacher-Centered Learning* (TCL) dan *Student-Centered Learning* (SCL) dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) di sekolah dasar. Penelitian menggunakan pendekatan kualitatif deskriptif yang dipadukan dengan metode survei. Subjek penelitian terdiri atas 30 guru IPS sekolah dasar di Kota Padang. Data dikumpulkan melalui wawancara dan dokumentasi hasil belajar peserta didik, kemudian dianalisis menggunakan teknik analisis data Miles dan Huberman yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendekatan SCL yang diterapkan melalui model *Problem Based Learning*, *Discovery Learning*, dan *Cooperative Learning* memberikan dampak yang lebih positif dibandingkan TCL. Pendekatan SCL mampu meningkatkan hasil belajar kognitif, mendorong sikap aktif, kolaboratif, dan percaya diri, serta mengoptimalkan keterampilan psikomotor peserta didik. Sebaliknya, pendekatan TCL cenderung menghasilkan keterlibatan belajar yang lebih rendah, partisipasi yang terbatas, dan capaian belajar yang kurang optimal. Temuan ini menunjukkan bahwa penerapan pembelajaran yang berpusat pada peserta didik lebih efektif dalam mendukung pencapaian tujuan pembelajaran IPS di sekolah dasar.

**Kata Kunci:** Hasil Belajar, IPS, *Student-Centered Learning*, *Teacher-Centered Learning*.

### **ABSTRACT**

The shift in the 21st-century educational paradigm requires the implementation of student-centered learning to foster critical thinking, collaboration, and creativity among learners. This study aims to analyze the comparison between the implementation of *Teacher-Centered Learning* (TCL) and *Student-Centered Learning* (SCL) approaches in Social Studies learning at elementary schools. The research employed a descriptive qualitative approach combined with a survey method. The participants consisted of 30 elementary school Social Studies teachers in Padang City. Data were collected through interviews and documentation of students' learning outcomes and analyzed using the Miles and Huberman interactive model, including data collection, data reduction, data display, and conclusion drawing. The findings revealed that the SCL approach, implemented through *Problem-Based Learning*, *Discovery Learning*, and *Cooperative Learning* models, provided more positive impacts than the TCL approach. SCL improved students' cognitive achievement, encouraged active, collaborative, and confident attitudes, and enhanced psychomotor skills. In contrast, TCL tended to result in lower learning engagement, limited participation, and less optimal learning outcomes. These findings indicate that student-centered learning is more effective in supporting the achievement of Social Studies learning objectives in elementary schools.

**Keywords:** *Learning Outcomes*, *Social Studies*, *Student-Centered Learning*, *Teacher-Centered Learning*.



## INTRODUCTION

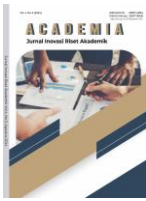
According to Law No. 20 of 2003, education is a conscious and planned effort to shape the learning and teaching process to actively develop students' potential for future development. This definition demonstrates that learning is a crucial process. This is because the process encompasses various interrelated elements, such as the objectives to be achieved, the learning content to be learned, and the models or approaches to be applied in the learning process (Harefa et al., 2024). There are many types of teaching content in learning activities, one of which is Social Sciences (IPS). In this type of content, learning activities are arranged in an organized, integrated, and comprehensive manner regarding social aspects. The goal is to improve students' knowledge, understanding, and analytical skills in the context of dynamic social life in society, in accordance with the development of the times. (Mawarni, et al., 2024). In its implementation, educators can use various approaches and existing learning models while still considering the prevailing educational conditions, characteristics and levels of difficulty of the material, the level of development of students, and the relationship between educators and students so that these learning objectives can be achieved effectively and efficiently, which is indicated by the learning outcomes obtained by students (Magdalena, et al., 2024).

In general, there are two types of approaches that can be used by educators: student-centered learning (SCL) and teacher-centered learning (Teacher-Centered Learning). In this type of SCL, students become the main actors in the learning process, striving to learn, process information, and conclude what they have learned independently, while the teacher only plays a role as a facilitator in guiding, providing motivation, and bridging the learning process. The SCL approach is very appropriate for current educational conditions because the applicable curriculum requires a learning process that focuses on active activities and the learning skills of the students themselves. This method aims to enable them to feel more meaningful in the learning process and improve skills and understanding more deeply (Mustofa & Hindun, 2024).

To achieve these goals, various learning models are suitable for implementation during learning, such as Cooperative Learning, Problem-Based Learning, Discovery Learning, Inquiry-Based Learning, Project-Based Learning, Mind Mapping, and Concept Mapping (Rakhmawati et al., 2024). These models emphasize students' cooperative attitudes. They will be actively involved in building the necessary understanding and knowledge. Furthermore, they will be more motivated to participate in class, improve their social skills, and enhance their understanding of the concepts in the learning material (Sulastri & Sutresna, 2021).

A different perspective is demonstrated by the educator-centered approach (TCL). This approach is no longer appropriate for today's developments, as it places the educator solely at the center or primary actor in the learning process. Information acquisition seems to be limited to conventional activities such as lectures, followed by assignments involving memorization and note-taking of material deemed important. Consequently, the system becomes one-way, lacking feedback from students to explore the information they need and validate the information they have gathered. Furthermore, this approach can create a monotonous atmosphere and lead to student passivity in developing the material during the learning process (Sari, 2024).

In practice, based on interviews conducted with 30 educators teaching social studies in 30 elementary schools in Padang City, researchers found that only 14 of the total number of educators used the SCL approach with various models within it. Meanwhile, the other 16 educators still used the TCL approach. The existence of these two different approaches also has different effects on the implementation process and learning outcomes obtained by students in each class. Therefore, this study is important to conduct further analysis regarding the



comparison of the application of these approaches so that the results can be used as a reference in carrying out the social studies learning process in the classroom for educators or other parties who need it.

## METHODS

This study employed a descriptive comparative approach combining qualitative and quantitative descriptive data. The research aimed to compare the implementation and impact of Teacher-Centered Learning (TCL) and Student-Centered Learning (SCL) approaches in elementary social studies learning. The study was conducted in 30 elementary schools in Padang City involving 30 social studies teachers who were selected purposively based on their experience in implementing either TCL or SCL approaches in classroom instruction.

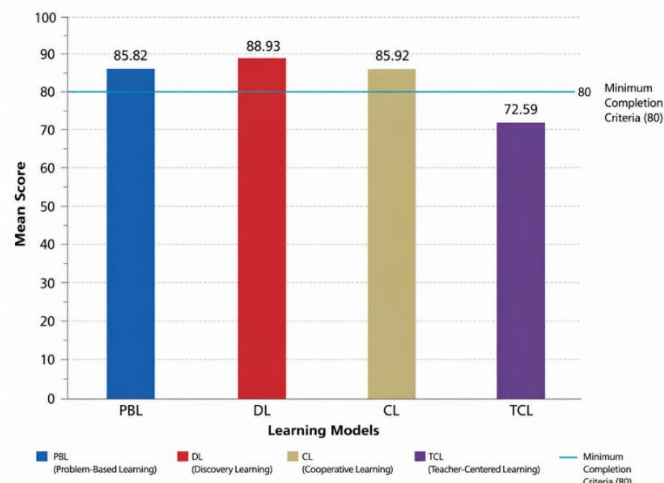
Data were collected through semi-structured interviews and documentation. Interviews were conducted to obtain information regarding the learning approaches applied by teachers, the learning process, and the observed effects on students' cognitive, affective, and psychomotor development. Documentation was used to collect supporting data, particularly students' social studies learning outcomes and school records related to classroom learning activities.

The collected data were analyzed using the interactive model of Miles and Huberman, consisting of data collection, data reduction, data display, and conclusion drawing. Quantitative descriptive analysis was also employed to summarize students' learning outcomes through mean scores and percentages, while qualitative findings from interviews were used to explain differences between TCL and SCL implementation. The validity of the findings was strengthened through source triangulation by comparing interview results with learning outcome documentation obtained from participating schools.

## RESULTS AND DISCUSSIONS

### Results

Based on the interviews and documentation conducted, 16 of the 30 educators used the TCL approach, and 14 others used the SCL approach with various learning models in the upper grades, namely grades 4, 5, and 6 of elementary school. When compared, each approach had a different impact on the learning process. This comparison in the cognitive aspect, in the form of learning outcomes obtained from 30 elementary schools in Padang City, can be seen in Figure 1.

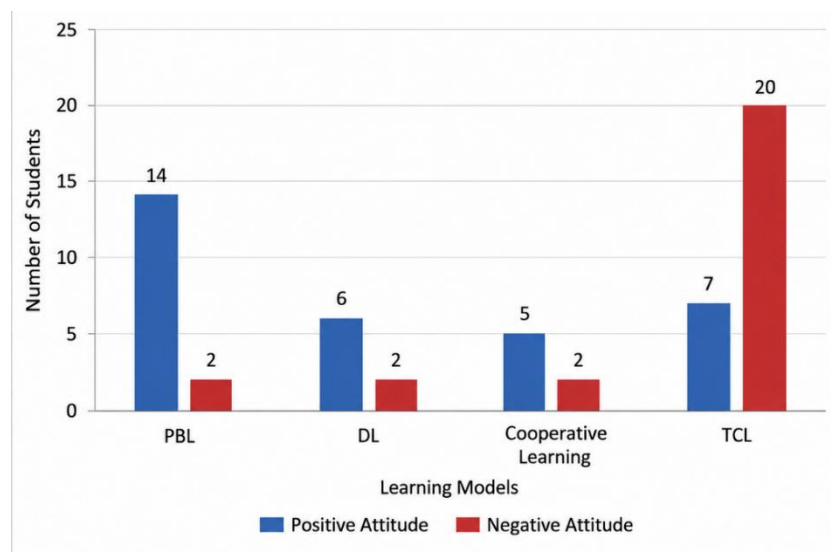


**Figure 1.** The Influence of SCL & TCL Models on Social Studies Learning Outcomes  
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Figure 1 shows that several learning models used in the social studies curriculum at elementary schools in Padang City produce variations in student learning outcomes. The Discovery Learning (DL) model demonstrated the highest effectiveness with an average score of 88.93, followed by the Cooperative Learning (CL) model with a score of 85.92, and Problem-Based Learning (PBL), which achieved an average score of 85.82. These three models, which are included in the Student Centered Learning (SCL) approach, successfully exceeded the Minimum Completion Criteria (MCC) set at 80. Conversely, the Teacher Centered Learning (TCL) approach recorded the lowest average score, namely 72.59, which is below the MCC. These results indicate that the application of the DL, CL, and PBL methods is significantly more effective in improving students' social studies learning outcomes than TCL.

This cognitive impact isn't solely evident in the average social studies scores. Several educators who use the PBL model in their learning have specifically noted that students are able to understand concepts well and solve simple problems. Furthermore, they also demonstrate improvements in critical and creative reasoning skills during their learning.

The next influence is on the affective aspect, as identified through interviews with educators from each of the schools studied. The following are the overall results of these attitudes:

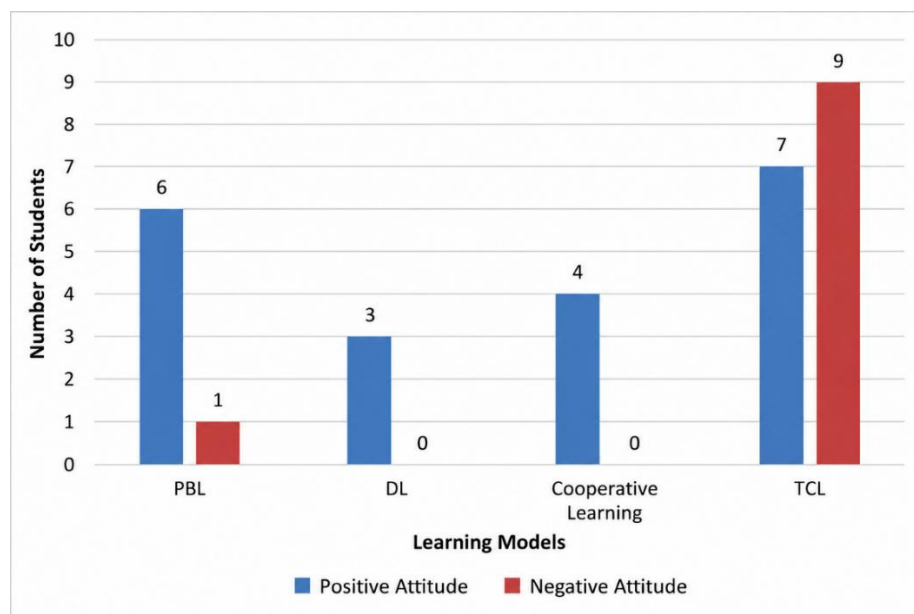


**Figure 2.** The Influence of SCL & TCL Models on Students' Affective Aspects

The results of the study shown in Figure 2 show that in the Problem-Based Learning (PBL) model there are 14 positive attitudes, including being proactive in discussions, competing healthily in groups, critically asking questions, enthusiasm, high curiosity, good teamwork, challenged to solve problems, collaborative, creative, able to think critically, responsible, creative in finding solutions to problems, daring to express opinions, and able to communicate actively, with only 2 negative attitudes, namely the inability to solve problems without stimulus and lack of motivation when facing difficulties. The Discovery Learning (DL) model has 6 positive attitudes, including enthusiasm for learning, good social interaction, sensitivity to stimulus, actively seeking information, able to express opinions, and actively seeking information, although there are 2 negative attitudes in the form of boredom due to heavy tasks and debates in discussions. The Cooperative Learning model shows 5 positive attitudes,

including being able to respond to stimuli, good interaction with others, enjoying being in groups, good teamwork, and caring for others, with only 2 negative attitudes identified. On the other hand, Teacher Centered Learning (TCL) shows 7 positive attitudes, namely independent and responsible, enjoy listening to the teacher lecture, quite calm when the teacher explains, and quite good social interaction, but is dominated by 20 negative attitudes, such as lack of focus, lack of self-confidence, passively digging for information, lazy to look for information, less asking and responding, less listening, difficulty memorizing, less literate, lazy to learn, tend to rely on friends, get bored easily, easily forget material, and lazy to understand reading.

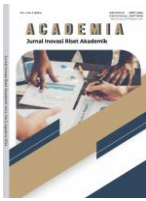
The next aspect to be identified relates to psychomotor skills. Based on interviews with educators, the influence of the model can be observed in Figure 3 below:



**Figure 3.** The Influence of SCL & TCL Models on Students' Psychomotor Aspects

Based on the graph, it shows that the Problem-Based Learning (PBL) model recorded the majority of students who were active in learning with 6 description points such as very active, quite active, and developing optimally, although there were negative notes about less good development. The Discovery Learning (DL) model showed high psychomotor activity overall, with 3 points without negative points in discussions and presentations, as well as physical activity of students during the discovery process, which indicated strong involvement. No different from the Cooperative Learning model, which overall also showed that children's psychomotor skills were good, with 4 points and without any negative points with descriptions such as developing optimally and being active in moving. In contrast, Teacher Centered Learning (TCL) was dominated by negative descriptions of 9 points, with many students who were less active and not optimal in physical involvement, although there were 7 points that were included as positive, such as good eye-hand coordination and quite good movement.

Based on the description above, we can see the conclusion of the difference in the influence of the use of learning models, whether of the Problem Based Learning (PBL), Discovery Learning (DL), and Cooperative Learning (CL) types which are combined in a learning approach centered on students or Student Centered Learning (SCL) with an approach centered on educators or Teacher Centered Learning (TCL), which can be seen in Table 1 below.



**Table 1.** Comparison of the Effect of TCL and SCL Approaches on Social Studies Learning in 30 Schools Basic in Padang City

No.	Aspects Observed	Approach Used	
		SCL (14 Schools)	TCL (16 Schools)
1	Cognitive (MCC 80)	86% of the social studies learning scores have reached the Minimum Competency Criteria (MCC), and 100% of the students' social studies learning completion has reached above 50%. Furthermore, they are also able to understand and apply draft fast learning, have good problem-solving skills, and are able to reason critically.	19% of social studies students' learning scores have reached the Minimum Competency Criteria (MCC), and 31% of students' learning completion has exceeded 50%. Students' memories tend to be weak, and they easily lose focus during learning.
2	Affective	Active and enthusiastic students participate in learning; apart from that, they are also able to respond to the stimulus given, have a great sense of curiosity, be able to express opinions and respect others' opinions, dare to communicate with confidence, discipline, and independence in the tasks given, and are able to interact with peers during learning in a way in groups.	Students feel lazy in memorizing the material and are less motivated and less active in asking questions. There is less listening to the teacher's explanation, lacking courage and confidence in expressing opinions.
3	Psychomotor	Students have optimally involved their body parts in carrying out learning.	Students have not optimally involved their body parts in carrying out learning
4	Model or used	Problem-Based Learning, Discovery Learning, and Cooperative Learning, one of which is the TGT (Team Games) type Tournament).	Conventional models use lectures, memorization, assignments, individual questions and answers, and taking notes on the material.

Source: Processed primary data, 2024

Based on Table 1, it can be observed that the use of two different approaches by educators has different effects on student learning outcomes in social studies learning in elementary schools. The SCL approach with the three models applied, namely PBL, DL, and TGT type Cooperative Learning, has a positive influence on student learning outcomes, both in cognitive, affective, and psychomotor aspects.

SCL is a student-centered learning approach, with educators acting more as facilitators during classroom learning. This approach can guide students to be more active and independent in the process of finding needed information. Furthermore, students are trained to take personal responsibility for their learning needs by utilizing various available resources to broaden and deepen their knowledge and present it to others. These skills will make their learning experiences more meaningful and positively influence their learning outcomes (Panggabean, 2021).

## Discussions

The implementation of SCL is considered to be able to address the challenges of 21st-century learning, which requires students to possess the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity). One effort that can be made is to implement learning models such as Problem-Based Learning, Discovery Learning, and Cooperative Learning. With these models, learning will be more flexible and can accommodate the differences among students (Rakhmawati et al., 2024). This model, in accordance with the



results obtained by researchers as a model applied to social studies learning in elementary schools.

In terms of cognitive outcomes, the use of the PBL model can impact students' social studies learning outcomes. Figure 1 shows that these learning outcomes are above the Minimum Competency Criteria (MCC), with an average of 85.82 from six schools using this model. These results align with research conducted by Tombokan (2021), which found an increase in the learning outcomes of fourth-grade students at GMM Wailan Elementary School. This is evident from the learning completion rate achieved in cycle 1, which was 64.68%, and increased to 85.31% in cycle 2. Learning outcomes can be improved by implementing the PBL model as an alternative learning method. This is possible because PBL is a learning strategy that begins by confronting students with real-life problems. PBL requires them to play an active role in the learning process to achieve problem-solving that aligns with learning objectives (Sari & Rosidah, 2023).

Not only does it improve learning outcomes in the form of grades, according to interview results, the PBL model can also improve critical thinking and problem-solving skills, and understanding of learning concepts. This is in line with research conducted by Laswita et al. (2020), who found that PBL has a 64.4% effect on students' critical thinking skills. Another study conducted by Naswa (2023) found that PBL has an effect on students' problem-solving abilities. The use of this PBL model also has a positive impact on research conducted by Bulan et al. (2022), who found that the PBL model can also improve students' conceptual understanding in elementary school social studies learning.

In its learning, PBL presents students with problems relevant to their daily lives to find solutions. This effort requires them to be more active in the process of gathering information and analyzing what they find, ultimately determining a more appropriate solution from the previously gathered ideas. During the solution-finding process, they can discuss and collaborate with their group mates to generate the creative ideas they need. This model empowers students to solve problems through critical thinking, high creativity, analysis of the causes and effects of their chosen solutions, and interaction and collaboration with their peers throughout the learning process (Barasa & Sinaga, 2024).

In terms of affective or attitudinal aspects, as seen in Figure 2, the PBL model has a positive influence on various forms of student attitudes, such as being more enthusiastic and active in group discussions. This is in line with research conducted by Novelita (2022), which found that the use of the PBL model can improve student learning activities. It can be seen that in cycle 1, the score was 85.7% and increased in cycle 2 to 96%. The Problem-Based Learning (PBL) model can increase interaction between educators and students by reducing the communication gap between them. PBL enables closer and collaborative relationships, so that students become more active in the learning process, both in independent learning and in discussions that are more open and involved (Aprilita & Handican, 2023).

Another aspect is related to psychomotor skills. This aspect relates to students' physical abilities. The use of the PBL model in social studies learning, as shown in Figure 3, has a positive influence on developing their psychomotor skills, such as being active in making presentations in class. These results are in line with research conducted by Putri et al. (2023), which found that in the pre-cycle, students achieved 31.25%, then increased in cycle 1, meeting 1 to 43.75% and meeting 2 to 56.25%. These psychomotor results continued to increase in cycle 2, meeting 1 to 68.75% and finally in meeting 2 to 81.25%. This can occur because the PBL model provides opportunities for students to develop psychomotor skills related to skills such as creating works, discussing, and presenting. Through problem-solving activities in PBL,



students are trained to be more responsible, caring, and have high self-confidence. They are encouraged to directly find solutions to the problems being studied, both individually and in groups, so that their practical and social skills can develop (Rifai, et al., 2023).

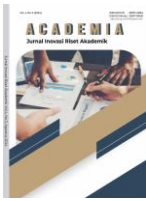
The next model is Discovery Learning. This model, as seen in Figure 1, has an impact on students' social studies learning outcomes, exceeding the Minimum Competency Criteria (MCC) with an average of 88.93 from the three schools that implemented it. This also indicates that the results obtained are the highest among the other models observed. Research conducted by Risaldi et al. (2021) also supports this research by obtaining results in cycle 1 of student learning outcomes of 76.11 and an increase in cycle 2 to 87 after using this DL model. The Discovery Learning model trains students to think systematically and scientifically in solving problems related to learning materials. Furthermore, this model provides opportunities for students to actively participate in learning, develop strategies to improve their understanding of the material, and develop critical thinking patterns. Ultimately, this method contributes to improving student learning outcomes (Syahbani et al., 2024).

Furthermore, Figure 2 discusses the influence of the DL model on the affective or attitudinal aspects of students, especially in social studies learning. Some attitudes that emerge are actively seeking information and being sensitive to stimuli. This is in line with research conducted by those who obtained results when implementing learning with the DL model, students gave a positive response in receiving the given stimulus, showed enthusiasm in learning, showed seriousness in understanding the material given, and were responsible for the tasks completed (Sulastri & Sutresna, 2021). Not only that, another study was also conducted by Oktaviani et al. (2020) who found that the application of the DL model was able to increase curiosity in students in grade V of SD Negeri 186/I which was seen in cycle 1 with results of 63% and increased in cycle 2 with results of 86%.

The Discovery Learning model provides students with the opportunity to play a more active role in discovering information through independent search and investigation. Meanwhile, educators only facilitate and guide the discovery process, which involves observation, experimentation, and group discussions. This flexibility further supports students in increasing their engagement in the learning process. Furthermore, they are better able to understand the concepts they discover in depth and enhance their thinking and analytical skills, which can be used to find solutions to previously proposed hypotheses. This model is also considered relevant to students' real-life situations. They are guided to connect the material they have learned to solve everyday problems, thus positively impacting their problem-solving abilities (Assa et al., 2024; Rose et al., 2024).

Finally, there is the Cooperative Learning model, which is included in the SCL approach applied. As seen in Figure 1, it shows that the implementation of this CL model also has a positive impact on student learning outcomes, with an average of 85.92 from the four schools that implemented it. This result is supported by another study conducted by which obtained results in social studies learning at SDN Tambakrejo in cycle 1 with a score of 66.45, increasing in cycle 2 to 83.87. This model carries out learning through discussions in small groups with 5 aspects in it: collaboration, tendencies, beneficial interactions, personal responsibility, group responsibility and the development of social and interpersonal skills. With these aspects, it can have a positive impact on learning outcomes, the ability to interact and collaborate with fellow students, and have students' critical thinking skills in learning activities (Asnur et al., 2023).

Furthermore, in Figure 2, it can be seen that implementing this CL model can influence aspects of student attitudes, such as the ability to respond to stimuli, good interaction with others, enjoying working in groups, and good teamwork. These results are in line with research



conducted by Thomas & Martina (2022), which found that there was an increase in motivation and student engagement in learning. In addition, they were also able to be creative, which also influenced their learning outcomes. By implementing this model, it further encourages student activeness in exploring and applying the required material to their daily lives. This can increase their motivation in learning because the required knowledge is obtained through meaningful means (Salamah, et al., 2024).

The next approach applied by educators in social studies learning, as observed in Table 1, is Teacher-Centered Learning (TCL). This approach tends to have a negative impact on the learning process. Figure 1 shows that student learning outcomes cannot reach the specified Minimum Competency Criteria (MCC), with only an average score of 72.59 from the 16 schools that used it. This makes the learning outcomes the lowest among the four models used. This result is also inversely proportional to those using the previous SCL approach. Not only does it affect cognitive aspects, but there are many shortcomings as a result of using this TCL approach, ranging from children's passive attitudes, instead of studying, lack of confidence, etc., which cause children's potential to be underdeveloped. Likewise, their psychomotor aspects tend not to develop optimally. These results are relevant to other research conducted by Mariana (2020), who applied the TCL approach through lectures, one-way discussions, and questions and answers, which found that student learning outcomes were less than optimal during the learning process.

The TCL approach is considered no longer appropriate for today's developments. This is because it prevents students from being given the opportunity to actively express their ideas and opinions, and the system is one-way, with the educator as the center of activity. Faire has even criticized this approach, stating that it can degrade human dignity due to several factors: educators who seem to know everything and students know nothing, educators who choose the form and content of teaching and students simply adapt, and educators who always speak, while students merely listen. This pattern makes students more passive, lack confidence in expressing their opinions, engage in verbatim behavior, lack critical thinking, and are unproductive during the activity (Rozali et al., 2022). This influence will also impact their learning methods and outcomes, which are less than optimal, their low motivation in learning, and how they live their daily lives (Indayani et al., 2023).

## CONCLUSION

Based on the research that has been conducted, it can be concluded that educators in Padang City who teach social studies in elementary schools tend to use two types of approaches, namely TCL and SCL. The use of these two approaches has a different influence on the process and outcomes of students' social studies learning in the classroom. In the TCL approach, educators tend to use conventional models by lecturing, memorizing, taking notes, and simple questions and answers. Meanwhile, in the SCL approach, educators tend to use Problem Based Learning, Discovery Learning, and Cooperative Learning models, one of which is the TGT (Teams Game Tournament) type. The results also show that educators who use the SCL approach have a better influence on the process and outcomes of students' social studies learning in the classroom compared to educators who use the TCL approach in their learning process. Furthermore, due to the limitations of this study, it is recommended that in the future, more in-depth research be conducted on the application of the SCL approach in schools that are the place of observation to explore other aspects that have not been discussed and collaborate with other related factors.



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