# The Influence of Student-Centered Learning Implementation on Fostering Student Independence at Wittaya Panya School Thailand

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## Abstract

A child's independence can flourish and develop further when intentional efforts are made to nurture this trait. In many cases, students tend to rely heavily on their teachers for assistance during classroom activities. Efforts to cultivate character aligned with the cultural values of Thailand nation extend beyond the confines of the school setting; they permeate children's daily lives through consistent introduction and habituation practices. Character development is encouraged not only through classroom and extracurricular activities but also through intentional integration into their everyday interactions and routines. This study thus seeks to explore the impact of the Student-Centered Learning (SCL) approach on fostering student independence at Wittaya Panya School, Thailand. Utilizing a qualitative, descriptive research methodology, this study was conducted at Wittaya Panya School in Khlong Chalem, Kong Ra District, Patthalung Province, Thailand. Data sources comprised primary and secondary data, collected through observation, interviews, and literature review. Findings from this study indicate that by employing a Student-Centered Learning approach, teachers can effectively instill and strengthen the independence of students, which can be integrated into their daily learning processes.

## INTRODUCTION

Character education is an essential process for cultivating ethical behavior and social responsibility in students, achieved through nurturing a variety of skills that enable individuals to fulfill their roles as conscientious global citizens. This transformative journey shapes students to become both devoted in their spiritual lives and responsible leaders in the world. Central to this development are abilities such as authenticity, peaceful coexistence, and fostering global prosperity (Ansori, 2021; Bukoting, 2023; Dewi et al., 2021; Siagian & Tambusai, 2023).

At the elementary school level, character education is aimed at instilling positive values that become habitual as children mature, thereby preparing them for future educational pursuits and adult life. This is a critical stage, as children are in a phase of rapid cognitive and social development, relatively unexposed to negative external influences. Hence, parents and educators possess a significant opportunity to provide foundational guidance in character formation (Kusdi, 2019; Pahlevi et al., 2022; Rochmawati, 2018).

In line with Thailand's Basic Education Core Curriculum, Wittaya Panya School employs a Student-Centered Learning model, an approach that shifts the focus from teacher-led instruction to student-driven inquiry. Student-Centered Learning is an engaging, interactive learning style that emphasizes the student's role in navigating and synthesizing knowledge. Teachers function as facilitators, inspiring students to utilize resources and actively participate in their learning journey (Novianti et al., 2021; Sulistriani et al., 2021; Yuliani et al., 2022).

Efforts to cultivate character aligned with the cultural values of Thailand nation extend beyond the confines of the school setting; they permeate children's daily lives through consistent introduction and habituation practices. Character development is encouraged not only through classroom and extracurricular activities but also through intentional integration into their everyday interactions and routines. Meaningful and impactful learning focuses on optimizing children's potential holistically (Bukit et al., 2022; Sa'ida, 2016; Sukatin et al., 2020). Recognizing the pivotal role of independence in the development of young children, especially in elementary school, underscores its value as a foundational skill. Independence equips children with the confidence to make informed decisions, fosters accountability, reduces dependency on others, and enhances their ability to adapt effectively within various social contexts. The author is thus motivated to explore how the character of independence can be cultivated in children through the student-centered learning approach in educational activities. This approach, with its emphasis on active student engagement, provides a pathway for embedding independence as a core value in the learning process. Building on this framework, the author seeks to undertake research titled "*The Impact of Implementing the Student-Centered Learning Approach in Fostering the Character of Student Independence at Wittaya Panya School, Thailand.*"

Self-reliance, as a character trait, is cultivated progressively through diverse social interactions and experiences. These encounters empower students to make informed decisions and act in alignment with situational demands. Through collaborative activities, students learn to critically assess situations, adapt to social norms, and incorporate them into daily routines. The guidance provided by adults and mentors is instrumental in structuring and facilitating this process, offering children the scaffolding needed to internalize independent thought and action.

An effective approach in fostering independence is to allow students the freedom to explore and learn from their actions. By entrusting them with responsibilities-such as completing assignments, managing tasks, and practicing self-care behaviors-educators and parents can gradually cultivate a self-sufficient mindset in children (Elminah & Patilima, 2023). Self-reliance is thus characterized by the ability to operate independently, without an excessive reliance on others, preparing students for responsible decision-making and social adaptability.

Referred to as a child's "golden age" this period is ripe for the inculcation of core values that will influence personality traits throughout life. By fostering qualities such as honesty, self-reliance, discipline, spirituality, creativity, and

resilience, children are set on a path to develop as autonomous, self-motivated individuals. Among these attributes, self-reliance is particularly significant and is the focus of this exploration (Bonita et al., 2022; Mustakim et al., 2020; Oktaviani et al., 2021; Dewi et al., 2023; Rijkiyani et al., 2022; Sakti, 2020; Trenggonowati & Kulsum, 2018; Yuhellistya et al., 2022).

The Student-Centered Learning framework encourages students to take an active role in their education. As highlights, this approach fosters collaborative learning, critical connections between ideas, and incorporates scaffolding activities that support deeper understanding (Harahap et al., 2022; Mahliatussikah et al., 2022; Medriati & Risdianto, 2020; Pertiwi et al., 2022). In both classroom and online learning environments, the Student-Centered Learning approach enables students to explore diverse educational experiences that are aligned with current educational demands and shifts. This student-focused methodology holds potential for shaping well-rounded, critical thinkers capable of navigating complex, real-world challenges. The integration of character education within Student-Centered Learning fosters cultural and national values in students beyond the classroom. A holistic approach that extends to home and community contexts optimizes the development of student independence. The role of the teacher here resembles that of a mentor or guide, supporting students to become adept in self- regulation, responsibility, and resilience.

## METHODS

The research method employed is a qualitative approach with a descriptive framework. This qualitative approach is designed to explore and interpret meanings deemed significant by individuals or communities concerning social issues or human-related aspects. The descriptive approach serves to present a detailed overview of particular situations or events, focusing on collecting fundamental data rather than pursuing in-depth analysis (Engkizar et al., 2022; Sari et al., 2021; Zafirah et al., 2018).

Descriptive research seeks to reveal the inherent values within each variable-whether one or multiple independent variables-without establishing correlations or comparisons with other variables. Its primary aim is to deliver an objective portrayal of the observed phenomena (Engkizar et al., 2023; Fitriani et al., 2022).

## RESULT AND DISCUSSION

in the Student-Centered Learning approach, teachers are expected to excel not only as educators but also as motivators, facilitators, and innovators. Interviews with both lower-and upper-grade teachers reveal that educators play a crucial role in classroom teaching and learning dynamics. Teachers must design student-centered learning experiences, allowing students to engage directly with learning activities and ultimately enhancing their learning outcomes.

This approach has proven effective as it affords students the freedom and opportunity to explore knowledge independently through various learning resources. It also emphasizes active engagement across physical, mental, cognitive, affective, and psychomotor domains. As noted by the informants during interviews, "Teachers play a pivotal role in the Student-Centered Learning approach as facilitators, guides, and motivators. We support students in developing independent learning skills, foster collaboration among them, and tailor our guidance to meet individual needs aligned with their interests".

Teachers bear the responsibility not only for designing relevant and

engaging learning experiences but also for providing constructive feedback that enhances students' understanding. By cultivating a positive and conducive learning environment, we can instill independent behavior in students during classroom activities. It is essential to manage resources effectively to meet students' needs and facilitate the learning process.

Teachers are expected to tailor their lessons to students' interests and organize activities that align with their preferences. Offering awards and recognition is an effective way to stimulate learning, as it captures students' attention and fosters motivation. This approach significantly contributes to the development of students' independent character.

In the implementation of Student-Centered Learning, students typically engage in meaningful conversations with their teachers, as they are highly enthusiastic about the learning process. The evident behavior change is that students are more actively involved in various activities. This is because Student-Centered Learning fosters independent learning and engages students in ways that make learning both enjoyable and empowering. Students are motivated to learn because they are encouraged to bring their homework to the teacher for feedback. This approach allows students to develop their interests and talents while being ready to engage in activities that align with their individual passions.

At the outset of learning, teachers and children collaboratively establish the activities to be conducted. For example, in structured play, the teacher grants children the freedom to select any toys they wish, on the condition that they must clean up after themselves and share toys with their peers. During learning or playtime, children often complete tasks independently or seek assistance from the teacher. However, promoting dependency on adult intervention is discouraged, as it may foster reliance on external help rather than self-sufficiency.

Striking a balance between dependence and independence is essential. This approach enables teachers to focus on providing targeted guidance to students through a gradual learning model. In this context, the teacher's role evolves into that of a mentor or facilitator. Children may seek occasional support from their teacher, but fundamentally, they are encouraged to accomplish tasks independently. Mealtime offers a common example-some children may hesitate to eat on their own and prefer to be fed by their teacher. This behavior often mirrors their experience at home, where parents may routinely assist with feeding. Children accustomed to this may refuse to eat independently, fearing mishaps or discomfort. In such situations, teachers resist catering to these requests, fostering independence instead.

The student-centered learning approach can be effectively implemented through several methods: i) the habituation approach, wherein children are consistently guided to cultivate discipline and independence until these behaviors become second nature without teacher intervention, ii) the demonstrative approach, where the teacher illustrates concepts through concrete examples, such as modeling proper shoe-wearing techniques, iii) the role- modeling approach, which inspires children to take initiative without constant oversight. For instance, if a teacher wants to teach children to dispose of trash properly, they must first exemplify this behavior consistently, as children learn best by imitation.

The surrounding environment plays a pivotal role in a child's character development. Thus, parents and teachers must collaborate to establish consistent behavioral expectations. If this partnership is lacking, children face confusion about which behavioral standards to adhere to, as different settings

yield conflicting expectations. For instance, positive behaviors reinforced at school may be undermined if not supported at home. Therefore, cohesive cooperation between parents and teachers is critical to ensure a stable, consistent foundation for the child's character development.

In traditional educational models, teachers are positioned as the primary source of knowledge and skills for students. However, advancements in research on educational processes have reshaped this perspective, shifting the role of teachers away from being the focal point of learning. Constructivist theory underscores that students actively construct their own knowledge, marking a pivotal shift toward student-centered learning. This approach leverages constructivist principles to empower students as active participants in their educational journey.

The modern educational landscape presents unique challenges due to the diversity of materials, media, and teaching methodologies available. Traditional teaching models often lead to student disengagement, as passive learning can result in boredom. Thus, an approach is required that sparks students' interest through innovative and adaptive methods. Employing a variety of media and instructional models, tailored to the topic or subject matter, helps in creating a more engaging and relevant learning environment.

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In a Student-Centered Learning framework, teachers assume multifaceted roles-not only as instructors but as motivators, facilitators, and catalysts. They not only impart lessons but also support students in overcoming challenges encountered during the learning process. Student-Centered Learning emphasizes active student participation, with learning experiences designed to engage students in hands-on, meaningful activities. Since students can exhibit various learning styles (such as activist, reflector, theorist, or pragmatist), theStudent-Centered Learning approach provides adaptable methods to involve students in both directand indirect learning processes.



**Fig 1. Cooking Project as one form of Student-Centered Learning**

This student-centered model places emphasis on addressing each student's unique interests, needs, and abilities, promoting intrinsic motivation and nurturing a dynamic, sustainable learning culture. As a result, this approach cultivates valuable skills and attributes, including creativity, leadership,

autonomy, discipline, critical thinking, communication, and collaboration. Wina Sanjaya in Sunarty (2016) identifies several principles of a student-centered learning model: a) shifting the focus of teaching from the teacher to the student, b) enabling learning to take place in varied locations, c) focusing on clear learning objectives, d) designing the learning environment to support students' needs, e) granting students agency within the learning process, f) placing responsibility for learning on the student, g) fostering a cooperative, collaborative, or independent learning experience.

Independence is defined as an individual's capacity to make decisions autonomously and to manage daily tasks with self-reliance. Characteristics of independence include i) logical and rational thinking, ii) self-confidence, iii) assertiveness, iv) empathy, v) adaptability, and vi) problem-solving skills and responsibility. The core concept of independence embodies the ability to function without excessive reliance on others.

The findings are in line with (Bonet et al., 2023). who stated several factors influence individual independence, which are: i) Exogenous Factors-theseoriginate from outside the individual, such as family, school, and society. Forexample, family dynamics (e.g., parental situation, number of family members, economic status), school environment (type of education and support offered), and societal norms all impact individual independence, ii) Endogenous Factors-these arise from within the individual and encompass physiological and psychological aspects. Physiological factors include physical health, while psychological factors include intelligence, interests, attitudes toward independence, motivation, and talents. While Mohzana and Murcahyanto in categorized independence into three types: i) emotional independence. refers to the capacity to develop emotional autonomy, particularly in relationships with authority figures such as parents. This type of independence can be observed in evolving parent-child relationships, especially as childrentransition to increased autonomy, ii) cognitive independence-encompassesthe ability to make decisions independently and take action without reliance on external direction. This type of independence emerges early in life and evolves substantially over time, forming the foundation of individual agency, iii) value independence- involves the freedom to discern and determine what isbeneficial for oneself. This is the most intricate form of independence, as it typically arises through internalized values and peaks at later stages of life, often after achieving significant milestones such as educational goals, career plans, marriage, and self-identity.

These types highlight that independence is a complex, multifaceted process, particularly value independence, which has no linear path and often reaches maturity later in life. Family and school environments play crucial roles in shaping this form of independence, as acknowledged by many experts.

The emphasis on fostering independence from early childhood suggests that parents and educators should be mindful of encouraging autonomy during preschool years. Since many young children are not yet equipped to handle tasks independently, independence development can be nurtured through strategies such as: Offering positive reinforcement, Teaching organization skills, providing constructive play activities, allowing choice, reinforcing behavior aligned with social norms, and encouraging active participation and initiative. These strategies establish a foundation for independence and prepare children for responsible, self-directed growth.

## CONCLUSION

In summary, Student-Centered Learning redefines the educational process by positioning students as the focal point of learning. This approach not only enhances the role of teachers, who act as motivators, facilitators, and problem-solving guides, but also encourages the development of students'

intrinsic motivation. By nurturing individual interests, needs, and abilities, Student-Centered Learning cultivates essential skills-creativity, leadership, confidence, independence, discipline, critical thinking, and communication-that are fundamental to high-quality human resource development. Furthermore, a child's growth is significantly influenced by their environment. Parents and teachers must work collaboratively to build character through consistent demonstration, habituation, and role modeling. Together, they create a supportive framework that nurtures independence and adaptability, essential traits for lifelong learning and societal contribution.

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