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Contextual Learning Strategy: Theoretical Analysis and Implementation of Student-Centered Learning

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Abstract

This study aims to analyze learning models and teaching methods with a focus on contextual learning strategies and the implementation of Student Centered Learning. Education is understood as a systematic process that not only transfers knowledge but also transforms students' behavior through the development of cognitive, affective, and psychomotor aspects. This study employs a descriptive qualitative approach using literature and educational document analysis. Classical theories such as nativism, empiricism, convergence, constructivism, operant conditioning, and humanism serve as the foundation for understanding the dynamics of learning. Constructivist theory emphasizes the active role of students in building knowledge, while operant conditioning highlights stimulus-response reinforcement. The findings indicate that Student Centered Learning is relevant in addressing the challenges of modern education, with teachers acting as facilitators, motivators, and innovators. However, research gaps remain in the dominance of normative studies, the limited exploration of affective and psychomotor aspects, and the constraints in adapting classical theories into practice. This study underscores the need for the development of contextual, integrative, and applicative learning models to enhance the quality of human resources holistically.

Keywords: Analysis, Theory, Implementation, Student, Centered, and Learning

Abstrak

Penelitian ini bertujuan menganalisis model pembelajaran dan metode pengajaran dengan fokus pada strategi pembelajaran kontekstual serta implementasi Student Centered Learning. Pendidikan dipahami sebagai proses sistematis yang tidak hanya mentransfer pengetahuan, tetapi juga mengubah perilaku peserta didik melalui pengembangan aspek kognitif, afektif, dan psikomotorik. Kajian ini menggunakan pendekatan kualitatif deskriptif dengan analisis literatur dan dokumen pendidikan. Teori-teori klasik seperti nativisme, empirisme, konvergensi, konstruktivisme, operant

conditioning, dan humanistik dijadikan landasan untuk memahami dinamika pembelajaran. Teori konstruktivisme menekankan peran aktif siswa dalam membangun pengetahuan, sedangkan operant conditioning menyoroti penguatan stimulus-respons. Temuan penelitian menunjukkan bahwa Student Centered Learning relevan untuk menjawab tantangan pendidikan modern, dengan guru berperan sebagai fasilitator, motivator, dan inovator. Namun, terdapat gap penelitian berupa dominasi kajian normatif, minimnya eksplorasi aspek afektif dan psikomotorik, serta keterbatasan adaptasi teori klasik dalam praktik. Penelitian ini menegaskan perlunya pengembangan model pembelajaran kontekstual, integratif, dan aplikatif untuk meningkatkan kualitas sumber daya manusia secara holistik.
Kata Kunci: Analisis, Teori, Implementasi, Student, Centered, dan Learning

Introduction

Education is a fundamental process in shaping the quality of human resources. Learning and teaching are understood not only as knowledge transfer activities, but also as systematic efforts to change students' behavior for the better. As emphasized by Baharuddin and Esa Nur Wahyuni, learning is a relatively permanent process of behavioral change resulting from experience.[1] This demonstrates that learning has intertwined psychological, social, and cultural dimensions in shaping students' personalities.

Learning is essentially an interaction between educators, students, and learning resources in a structured environment. This interaction encompasses cognitive, affective, and psychomotor aspects, which must be developed in a balanced manner. Franklin Bobbitt emphasized that learning is not merely a technical process but must involve fundamental issues such as methods, motivation, and learning tools. Therefore, educational success is largely determined by the learning strategies implemented by teachers.

Learning models serve as strategic frameworks that guide educators in designing, implementing, and evaluating the learning process. These models serve not only as a delivery pattern for material but also as an instrument for creating an effective and efficient learning environment.[2] Abuddin Nata emphasized that learning models serve as a guide for educators in determining strategies and implementing learning activities to successfully achieve objectives. Therefore, selecting the right learning model is crucial for improving the quality of education.

As educational science has developed, various schools of thought and learning theories have emerged, such as nativism, empiricism, convergence, constructivism, conditioning, and humanism. Each theory offers a different perspective on how humans learn and develop. For example, constructivism emphasizes the active role of learners

[1] Khairunnisa Hasani et al., "Implementation of Multicultural Education in Islamic Religious Education Learning to Foster Tolerance and Brotherhood in Junior High School (SMPN) 2 Samarinda," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): 367.

[2] Sakban Sakban and Wahyu Khafidah, "Development Of Human Resources For Islamic Education," *Ruhama : Islamic Education Journal* 4, no. 1 (2021): 91–102, doi:10.31869/ruhama.v4i1.2605.

in constructing knowledge, while operant conditioning emphasizes stimulus-response reinforcement. This diversity of theories demonstrates that learning is a complex phenomenon that cannot be reduced to a single approach.

In practice, the student-centered learning approach is increasingly relevant to addressing the challenges of modern education. This approach emphasizes student physical, mental, intellectual, and emotional activity, enabling them to develop knowledge independently. Teachers act as facilitators, motivators, and innovators, helping students solve problems. However, the implementation of this approach still faces various obstacles, particularly in terms of teacher readiness, facilities, and the learning culture in schools.

Although the literature has extensively discussed learning theories, models, and approaches, there is a significant research gap. First, most of the studies are still normative and theoretical, not many have researched the effectiveness of implementing certain learning models in the local Indonesian context, especially in areas with limited educational facilities. Second, existing research focuses more on cognitive aspects, while the integration of affective and psychomotor aspects is still less explored. Third However, there is limited research examining how teachers can adapt classical learning theories (such as constructivism or conditioning) into student-centered learning practices. This gap opens up research opportunities to develop contextual, integrative, and applicable learning models tailored to the needs of modern learners.

Literatur Review

Contextual Learning Strategy is widely recognized as an instructional approach that connects academic content with real-life situations, enabling students to construct meaning based on their experiences.[3] The theoretical foundation of contextual learning is strongly rooted in constructivist theory, particularly the ideas of Jean Piaget and Lev Vygotsky. Piaget emphasized that learners actively construct knowledge through interaction with their environment, rather than passively receiving information from teachers. Vygotsky complemented this perspective by highlighting the social dimension of learning, especially through interaction and scaffolding within the zone of proximal development. These theoretical underpinnings position learners as active participants in the learning process. As a result, contextual learning aligns naturally with the principles of student-centered learning.

Student-centered learning itself emerged as a response to traditional teacher-centered models that often limit students' autonomy and engagement. The philosophical roots of this approach can be traced to the progressive education

[3] Yunia Dwi Latifah, "Challenges and Strategies in Strengthening the Implementation of the Independent Curriculum in Islamic Religious Education Learning," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): 279–89.

movement led by John Dewey.[4] Dewey argued that education should be grounded in real-life experiences and democratic participation in the classroom. He believed that learning becomes meaningful when students engage in problem-solving activities connected to their social context. In this sense, contextual learning strategy operationalizes Dewey's philosophy by integrating authentic tasks into instructional design. Therefore, the theoretical convergence between contextual learning and student-centered learning is both historical and pedagogical.

From a theoretical standpoint, contextual learning is closely associated with constructivism as a learning paradigm. Constructivism asserts that knowledge is not transmitted but actively built by learners through cognitive processes. This paradigm challenges traditional expository teaching methods and promotes inquiry-based and experiential learning.[5] In a contextual framework, teachers function as facilitators who design meaningful contexts rather than as sole sources of information. Students are encouraged to interpret information, test hypotheses, and reflect on their understanding. Consequently, contextual learning strategy supports deeper conceptual understanding rather than surface memorization.

Another theoretical perspective relevant to contextual learning is situated cognition theory. This theory posits that knowledge is inseparable from the context and activity in which it is developed. Learning is therefore most effective when it occurs in authentic settings that mirror real-world challenges. Contextual learning incorporates simulations, case studies, project-based tasks, and community engagement to situate knowledge within meaningful applications. By doing so, it reduces the gap between theoretical knowledge and practical implementation. This alignment strengthens the student-centered nature of the instructional process.

The implementation of contextual learning strategy requires careful instructional planning. Teachers must design learning experiences that integrate subject matter with students' daily lives, cultural backgrounds, and future professional contexts. Authentic assessment becomes an essential component, as evaluation should measure students' ability to apply knowledge rather than simply recall facts. Performance tasks, portfolios, and reflective journals are commonly used assessment tools in this approach. Such strategies empower students to demonstrate understanding through diverse forms of expression. Hence, assessment practices must also reflect student-centered principles.

In student-centered classrooms, collaboration plays a crucial role in knowledge construction. Contextual learning promotes cooperative learning structures that allow students to discuss, debate, and negotiate meaning. Social interaction enhances critical thinking and exposes learners to multiple perspectives.

[4] Alfiyah Ayu Qomariyah and Fina Surya Anggraini, "Implementation of Islamic Religious Education Learning in the Independent Curriculum Using the Jigsaw Method to Enhance Student Activeness at SMAN 1 Kutorejo," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2025): 319–39.

[5] Sakban and Khafidah, "Development Of Human Resources For Islamic Education."

This collaborative dimension reflects Vygotsky's emphasis on social mediation in cognitive development. Group projects and peer feedback sessions further strengthen students' communication and interpersonal skills. Thus, contextual learning fosters both cognitive and social competencies.

Motivation is another significant theoretical aspect of contextual learning strategy. When students perceive learning tasks as relevant to their lives, their intrinsic motivation tends to increase. Relevance enhances engagement and persistence, particularly when students see the practical value of academic concepts. Student-centered learning environments cultivate autonomy, competence, and relatedness, which are essential components of self-determination theory.[6] Contextual tasks that address real-world problems stimulate curiosity and personal investment. As a result, learning becomes more meaningful and sustainable.

Critical thinking development is also central to contextual learning implementation. By engaging students in authentic problem-solving activities, teachers encourage analysis, evaluation, and synthesis of information. Students are not merely asked to reproduce knowledge but to apply it in new and complex situations. This process strengthens higher-order thinking skills and prepares learners for dynamic societal demands. Student-centered strategies such as inquiry-based learning and project-based learning align well with contextual principles. Therefore, contextual learning contributes to the cultivation of reflective and analytical thinkers.

Technology integration further enhances the application of contextual learning strategies. Digital tools provide access to real-world data, simulations, and global collaboration opportunities. Online discussion forums and collaborative platforms enable students to connect classroom learning with broader communities. Technology also supports differentiated instruction tailored to individual learning needs. Through multimedia resources, abstract concepts can be visualized in more concrete and relatable ways. Consequently, technology acts as a bridge between context and content.

The role of the teacher in contextual learning shifts significantly from lecturer to facilitator. Teachers guide inquiry, provide scaffolding, and create supportive learning environments. They must possess pedagogical competence to design contextual scenarios that align with learning objectives. Continuous reflection on instructional practice is necessary to maintain the effectiveness of student-centered strategies. Professional development programs are therefore essential for successful implementation. Without adequate preparation, contextual learning may not achieve its intended outcomes.

Curriculum design is another critical dimension in implementing contextual learning strategy. A flexible curriculum that allows integration across disciplines supports authentic learning experiences. Interdisciplinary projects enable students to

[6] M Mukhlis, "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/417.

connect knowledge from various subjects in solving real-life problems. Such integration reflects the complexity of real-world issues that rarely fall within a single discipline. Student-centered curricula prioritize competencies and transferable skills over rigid content coverage. Hence, contextual learning aligns well with competency-based education frameworks.

Cultural relevance is also a fundamental principle in contextual learning. Instruction should reflect students' social, cultural, and community contexts to ensure inclusivity. By acknowledging diverse backgrounds, teachers validate students' identities and experiences.[7] This approach enhances engagement and reduces feelings of alienation in the classroom. Student-centered learning emphasizes respect for diversity and personalized learning pathways. Therefore, contextual strategies must be adapted to local cultural settings.

Assessment in contextual learning extends beyond summative examinations. Formative assessment plays a vital role in monitoring students' progress and providing constructive feedback. Self-assessment and peer assessment encourage learners to take responsibility for their learning process. These practices reinforce metacognitive awareness and self-regulation skills. Authentic assessment tasks mirror real-world challenges and require integrated knowledge application. In this way, evaluation becomes an integral part of the learning journey.

Theoretical analysis also highlights the importance of reflection in contextual learning. Reflection allows students to internalize experiences and connect them with theoretical concepts. Reflective journals, discussion sessions, and portfolios are commonly used to facilitate this process. Through reflection, learners develop deeper insights and critical awareness. Student-centered environments provide space for students to articulate their thoughts and evaluate their learning strategies. Thus, reflection bridges experience and conceptual understanding.

Challenges in implementing contextual learning strategy must also be acknowledged. Large class sizes, limited resources, and rigid curricula may hinder effective application.[8] Teachers may struggle to design authentic tasks that align with standardized assessments. Resistance to change from traditional teaching practices can also pose obstacles. However, strategic planning and institutional support can mitigate these challenges. Continuous evaluation and adaptation are necessary for sustainable implementation.

Empirical studies consistently demonstrate positive outcomes associated with contextual and student-centered approaches. Students exposed to contextual learning often show improved academic achievement and engagement. They also tend to

[7] F Handayani, M H Basari, and Nurhidayah, "Implementation of Boarding School Learning in Building Religious Character at SMA Daarul Qur'an Bandung," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/472.

[8] Ecep Ishak Fariduddin, "Fiqh Education in the Age of Digital Clicks and Social Conflict : Preserving Islam Nusantara Amidst Social Fragmentation," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (2025): 126–43, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/449.

develop stronger problem-solving and collaboration skills. These outcomes reflect the synergy between theory and practice in student-centered education. Nevertheless, contextual strategies must be carefully adapted to specific educational contexts. Generalization without contextual sensitivity may reduce effectiveness, the literature indicates that contextual learning strategy is theoretically grounded in constructivism, situated cognition, and progressive education philosophy. Its alignment with student-centered learning principles makes it a powerful pedagogical approach for contemporary education.[9] By integrating real-life contexts, collaborative learning, authentic assessment, and reflective practice, it fosters holistic development. The successful implementation of contextual learning requires thoughtful curriculum design, teacher preparedness, and institutional support. When effectively applied, it transforms classrooms into dynamic environments where students actively construct meaningful knowledge.

Method

This research uses a descriptive qualitative approach with the aim of gaining a deeper understanding of relevant learning models and teaching methods in the Indonesian educational context. The research design focused on literature analysis and document review related to learning theories, teaching strategies, and educational regulations. This approach was chosen because it provides a holistic picture of the interaction between classical learning theories and modern, student-centered learning practices.

The primary data sources were obtained through a review of curriculum documents, learning tools, and relevant previous research findings. Secondary data, including scientific literature, learning theories, and educational policies, were used to strengthen the analysis. Thus, this study integrates empirical data from educational practice with theoretical data from academic literature, resulting in comprehensive findings.

Data Collection and Analysis Techniques Data collection techniques were carried out through document analysis and literature studies. The collected data were analyzed using thematic analysis methods, namely identifying patterns, themes, and categories that emerged from the study results. Data validity was maintained through source triangulation and comparisons between literature. The analysis was carried out iteratively by comparing findings from educational documents with learning theories such as constructivism, conditioning, and Student-Centered Learning, so that a deeper understanding of the effectiveness of learning models in the local context was obtained.

[9] T Tanuri, "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/451.

1. Understanding Learning and Teaching

Education is not just about learning and teaching theories; it is also an effort to improve the quality of human resources. Selecting the right methods and approaches is a must for educators to develop students into a generation to be proud of.[10]Whether or not educational goals are achieved depends on the learning process undertaken. Psychologically, learning is a process of change, namely, changes in behavior resulting from interactions with the environment to meet life's needs.[11]In its meaning, learning is a relatively permanent change in behavior as a result of experience and can be applied to other knowledge and is able to communicate it to other people.[12]

According to Erman Suherman, learning is defined as a process of relatively permanent change in individual behavior as a result of experience.[13] Temporary Franklin Bobbitt, views that the learning and teaching situation does not only refer to a procession, but must involve fundamental problems, both technical in nature from methods, tools, motivation, etc., as well as psychological.[14]In Law No. 2 of 2003 concerning the National Education System, Article 1 paragraph 20, "learning is the process of interaction between students, educators and learning resources in a learning environment." Therefore, teachers must apply learning methods and approaches that not only make the learning process interesting, but also provide children with space to be creative and actively support the entire learning process. This way, the cognitive, affective, and psychomotor aspects of students can develop optimally without distorting any of them.[15]

The key to learning is the interaction between educators, students, and learning resources within a learning environment. This structured combination encompasses human elements (students and teachers), materials (books, blackboards, chalk, and learning tools), facilities (rooms, audio-visual classrooms), and a process that influence each other to achieve learning goals.[16]Ramayulis stated that learning is a process in a person's environment that is managed consciously and produces a response to certain situations.[17]Meanwhile, according to Ngalim Purwanto, learning is a change in behavior that leads to improvement. Learning is a change that occurs through practice and experience.[18]

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[10]Baharuddin and Esa Nur Wahyuni,*Learning Theory and Its Teaching*, (Yogyakarta: Arruz Media, 2015), p. 5.

[11]Indah Komsiyah,*Study and Learning*, (Yokyakarta: Teras, 2012), p. 2.

[12]Indah Komsiyah,*Study and Learning*..., h. 3.

[13]Erman Suherman et al.,*Contemporary Mathematics Learning Strategies*, (Bandung: Indonesian University of Education, 2003), p. 7.

[14] Franklin Bobbitt, "Reconstructing the Curriculum", *Jurnals The University of Chicago Press*, Vol. 30, No. 7, (Sep., 1922): 549-551, https://www.jstor.org/stable/1078387?seq=1#metadata_info_tab_co ntents.

[15]Baharuddin and Esa Nur Wahyuni,*Learning Theory and Its Teaching*..., h. 6.

[16]Oemar Hamalik,*Curriculum and Learning*. (Jakarta: Bumi Aksara, 2002), p. 56.

[17]Ramayulis,*Islamic Education Science,*(Jakarta: Kalam Mulia, 2012), p. 339.

[18]Ngalim Purwanto,*Educational Psychology*, (Bandung: Rosydakarya Youth, 2011), p. 85.

Based on this explanation, it can be understood that learning is a series of activities in an effort to condition an environment that involves students and the environmental responses created. This shows that a significant part of learning is the suitability of the conditions created with the characteristics of students to facilitate students' active involvement in learning. One of the causes of the emergence of various unfavorable circumstances for education graduates is because the learning strategies applied by teachers to students have not encouraged the creation of a learning community (learning seciety) and has not yet moved towards student empowerment. This occurs because such a heavy educational task is often delegated to non-experts.[19]

The learning process requires a teacher's skills and expertise in conveying subject matter to students. The delivery of subject matter is carried out effectively and efficiently. Therefore, a teacher needs to understand various types of learning strategies and be able to choose which strategy is considered appropriate for teaching a particular subject. Interaction between students and their environment occurs in the learning process. Therefore, environmental management is significant until a reaction occurs in students towards desired behavioral changes. The environment that is managed includes an analysis of student needs and characteristics, formulation of objectives, determination of subject matter, selection of appropriate strategies, and the necessary learning media. Learning strategies are a vital element that must be understood by teachers. The development of learning strategies is based on a specific approach.

Learning has several elements that cannot be separated from each other. Ramayulis stated that learning is a combination of human elements, materials, facilities, equipment, and procedures that influence and support each other in achieving learning goals.[20]The human element is those directly involved in learning, namely educators and students, or those indirectly involved, such as the principal, laboratory staff, and others. Material elements include books, stationery, and learning media. Equipment includes classrooms, computers, and other equipment. Procedures include schedules, methods, evaluations, and so on. Related to the explanation above, Isjoni explains that the parties involved in learning are teachers and students who interact educationally with one another.[21]

Learning itself aims to change students' behavior for the better. Kunandar states that learning is a process of interaction between students and their environment, directed toward better behavioral change.[22]The meaning of the above

[19]Abuddin Nata,*Islamic Perspective on Learning Strategies,*(Jakarta: Kencana Prena damedia Group, 2014), p. 4.

[20]Ramayulis,*Islamic Education Science*..., h. 339.

[21]Ision,*Cooperative Learning: The Effectiveness of Group Learning*, (Bandung: Alfabeta, 2007), p. 1.

[22]Kundanar,*Professional Teachers: Implementation of the School Level Curriculum (KTSP) and Success in Teacher Certification.*(Jakarta: Raja Grafindo Persada, 2008), p. 287.

understanding aboutout putLearning, which is changing students' behavior for the better after they interact with their environment. Therefore, learning success is measured by changes in students' attitudes and abilities after completing the entire learning process. Mulyasa, in Kunandar, states that learning needs to consider the following:

First, Learning should place greater emphasis on practice in the laboratory, in the community, and in the workplace (business world). Therefore, educators must use techniques and skills to select and apply appropriate learning methods so that students can practice what they have learned.SecondLearning must build relationships between schools and communities. Therefore, educators must be able and attentive to identify the large number of potential communities that can be used as learning resources and act as bridges between schools and their communities. A democratic and open climate must be fostered through integrated, participatory learning.Third, learning needs to focus more on actual problems that are directly related to real life in society. Learning models formoving class(mobile classes) must be developed in every field of study, and the class is a laboratory for each field of study, so that the class is equipped with various facilities and learning resources needed for learning, and students can learn according to their interests and skills.[23]

Learning strategy design is one element of the four main elements of a learning design, namely material design (content design), competency design/learning objectives/learning outcomes (competency learning objectives design), engineering design, learning methods and strategies (instructional strategies design), evaluation design (evaluation design). Learning strategy design must be contextualized with competency design, material design, and fair evaluation design. Learning design is very strategic because it is how a teacher or lecturer, as the spearhead of change, makes real efforts to achieve competency. The success of the learning process is a guarantee of the quality of the change process for students asout put. Moreover, the success of changing the quality of learning in a nation depends on the success of the quality of learning of teachers or lecturers.[24]

2. Learning Models and Teaching Methods

Learning Models are a series of material presentations consisting of all factors starting from pre-, mid-, and post-learning which are implemented by educators with various instruments used indirectly or directly in teaching and learning activities.A learning model can be defined as a strategy or pattern used to create a curriculum, provide guidance for teachers, and organize student materials in class. This allows students to acquire knowledge more effectively and efficiently. Learning models have various methods that can be utilized as learning strategies. When viewed from their

[23]Kundanar,*Professional Teachers: Implementation of the School-Based Curriculum (KTSP) and Success in Teacher Certification*..., h. 288.

[24]Bermawi Munthe,*Learning Design*, (Yogyakarta: Pustaka Insan Madani, 2014), p. 53.

essence,learning modelhas a number of broad meanings of terms such as approach, strategy, method, as well as learning techniques and tactics.

The function of a learning model is to serve as a guide for educators during learning activities. This means that when a learning model is implemented, it becomes an instrument for educators to drive learning activities. Another function of a learning model is to guide learning designers and educators in determining strategies and implementing learning activities to successfully achieve learning objectives.[25]Teaching methods are the procedures, sequences, steps, and methods used by teachers to achieve learning objectives. It can be concluded that teaching methods are the methods used for teaching in the learning process, in accordance with the desired objectives.[26]

3. Streams of Education

a. Nativism and Naturalism

The Nativism and Naturalism schools, with their figure being Arthur Scopenhauer, stated that education cannot change innate traits,[27]because humans are determined by innate factors brought from birth, which then determine the results of their development. This school of thought is also known as pedagogical pessimism.[28]

According to nativism, a person's education is determined by innate factors, which are inherent from birth. These innate traits cannot be changed by environmental influences. Education is a process of cultivating innate factors that exist from birth, which then shape personality. Hereditary potential is a person's personality, and not the result of environmental influences that enter into him. Without a good hereditary process, a person cannot reach the desired level, even if external education is optimal. A child with low hereditary potential will remain low even as an adult. Education, in the sense of environmental influences, cannot change a person, because potential is innate.

Naturalism and its figuresHerbert Spencerargues that in essence all human children are good from birth. The results of their development are greatly determined by the education they receive or those who influence them. If the influence of the education they receive is good, then they become good, and vice versa. This is in agreement with J. Rousseau who said that all creatures were good from the beginning of creation, but became corrupted by the hands of humans. As an educator, Rousseau proposed the "concept of natural education". This means that children should be allowed to grow and develop on their own according to their nature, humans and the environment should not interfere much.[29]

Thus, it can be concluded that nativism and naturalism both acknowledge the existence of innate talents, traits, character, and abilities, which also determine the

[25]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 102.
[26]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 175.
[27]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 118.
[28]Ngalim Purwanto,*Educational Psychology*, (Bandung: Rosdakarya Youth, 2011), p. 14.
[29]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 118-119.

character of a child's future personality. The difference is that nativism does not recognize the role of education, while naturalism acknowledges the influence of education, but considers this influence negative, prohibiting humans and the environment from interfering with a child's development.

Viewed from an Islamic perspective, some of these views appear to align with Islamic teachings. Islam truly recognizes the innate factors, traits, and tendencies of students, and that humans are born in a state of purity.nature". However, Islam considers that the Nativism and Naturalism schools are too extreme, because they completely ignore environmental factors and the efforts made through educational activities.[30]

b. **Empiricism and Behaviorism**

The empiricist school, led by John Locke, held a position opposed to nativism. They argued that a child's development into adulthood is determined by their environment, education, or experiences from infancy. Humans can be educated to become whatever their environment or education dictates, whether for good or bad. This empiricist view is known as "pedagogical optimism."[31]John Locke concluded that every individual is born like a blank slate, and it is the environment that fills it in. Environmental experience is relatively manageable and masterable by humans.[32]The Behaviorist group agreed with the Empiricist group. Washington, an American Behaviorist, stated, "Give me a number of children who are physically fit and in the circumstances I need; from each child, I can make one of them a doctor, a trader, a lawyer, or even a beggar or a thief."[33]

According to Islam, this school of thought has some truth and some falsity. It is true because it aligns with the Islamic view that the environment and education can influence the growth and development of students. However, this cannot be guaranteed; neither education nor the environment can fully influence students. The Prophet Muhammad (peace be upon him) was born into a less than conducive environment, one that included idolaters, warlike attitudes, and various other negative influences. However, the Prophet Muhammad (peace be upon him) remained a prophet. His existence was not entirely influenced by his environment, but by other factors, namely his character, disposition, and innate inclination to become a prophet due to divine guidance. Both environmental and innate factors play a role in shaping human nature and character.

c. **Convergence**

The convergence school, led by William Stren, states that education depends on a child's disposition and the environment surrounding them. Disposition and

[30]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 122.
[31]Ngalim Purwanto,*Educational Psychology*..., h. 14.
[32]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 121.
[33]Ngalim Purwanto,*Educational Psychology*..., h. 15.

environment are like two lines converging toward a single point. Therefore, this is called the convergence theory, meaning that two things converge toward a single point. In conclusion, education is defined as assistance or assistance provided to a student's environment to develop good dispositions and prevent the development of bad ones. This school believes that the process of human development is not only determined by the innate factors already present in the individual, as held by nativism and naturalism, and environmental factors, as held by empiricism and behaviorism, but also by human activity itself. The path of human development is more or less determined by hereditary disposition, namely by human activity and choices or determinations carried out freely under certain environmental factors, and developed into traits.[34]

This school of thought seems to align with the Islamic view that humans are declared to be in a state of purity, as stated in the Prophet's hadith, believing in God, loving beauty, possessing certain talents, and various other tendencies and instincts. All of this is innate and not learned. This is in line with nativism and naturalism. However, the hadith mentions that it is the parents who shape a child into a Jew or a Christian. These parents can be considered environmental factors. However, this school of thought remains considered secular because it does not involve God in its implementation.

4. Learning Theories

a. TheoryConstructivism

Theoryconstructivismwas born as a result of dissatisfaction with the findings of previous experts who stated that learning was a relationship processstimulus-respons-re-inforcementThis theory is built on several cognitive learning theories, including

[34]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 125.

Gestalt theory,[35] cognitive field,[36] cognitive development,[37] discovery,[38]and humanistic learning theory.[39]TheoryconstructivismThis theory is one of the most robust, comprehensive, and complete theories. This theory assumes that human knowledge is the result of human construction and effort. Knowledge is not a fact without a process, but rather a formulation created by the learner. A person engaged in learning activities is someone who is forming an understanding. Learning in theoryconstructivismis an active process for students to construct meaning by understanding texts, dialogue activities, physical experiences, and so on.

Constructivismis an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by incorporating new information along with what they already know.Constructivismbelieves that learning is influenced by the context in which ideas are taught and by students' beliefs and attitudes. Constructivism is a learning theory

[35]Gestalt learning theory emphasizes the process of developing instinct. Instinct is an understanding of the relationships between parts within a problem situation. Learning, according to Gestalt, is a cognitive phenomenon. A person begins to see a solution after thinking about a problem. When a solution emerges, a person gains insight (*insight*) about problem solutions. Problems can exist only in two states: solved or unsolved. There is no partial solution between these two states. See, A. Fatikhul Amin Abdullah,*Application of Gestalt Theory in Creating Meaningful Learning* (*Meaningful Learning*), *Educational Journal*, Vol. 2, No. 2, (October 2016): 117-124, http://lppm.stkippgri-sidoarjo.ac.id/files/Application-Theory-In-Gestalt-Mewujudkan-Pembelajaran-Bermakna-(Meaningful-Learning).pdf.

[36]Learning theory *cognitive field* (Lewin) Based on Gestalt theory, Lewin developed a learning theory based on*Life Space*(the psychological world of an individual's life). Each individual is in a psychological force field, this field is called*Life Space*which consists of two elements: personality and social psychology. He stated that learning behavior is an attempt to reorganize/restructure (the contents of the soul). Behavior is the result of interactions between forces both internal (goals, needs, psychological pressures, and so on) and external (challenges and problems). See, Rasmussen L. and Sieck W., "Culture-general competence: Evidence from a cognitive field study of professionals who work in many cultures", *International Journal of Intercultural Relations* (2015): 75-90, https://www.scien cedirect.com/science/arti cle/pii/S0147176715000371.

[37]Learning theory *cognitive development* (Jean Piaget), he views the thinking process as a gradual activity of intellectual function from concrete to abstract. Piaget uses the term "scheme", a repeatable pattern of behavior. Lihat, Pierre Barrouillet, "Theories of Cognitive Development: From Piaget to Today", *Developmental Review*, Vol. 38, (2015): 1-12, https://www.s ciencedirect.com/science/article/abs/pii/S027322971 5000325..

[38]Learning theory *discovery*, this theory was discovered byJerome Bruner, namely learning discovery or*discovery learning*. Bruner's discovery learning is a teaching model developed based on the principles of constructivism. In*discovery learning*Students are encouraged to learn independently. Teachers encourage and motivate students to gain experience by engaging in activities that allow them to discover mathematical concepts and principles for themselves. This learning can arouse students' curiosity. See,Wanda Nugroho Yanuarto, "Discovery Learning in the Learning and Teaching Theory Course to Develop Students' Self-Invention Skills", *De Fermat: Journal of Education*Mathematics, Vol. 2, No. 1, (June 2019): 1-16, https://jurnal.pmat.uniba-bpn.ac.id/index.php/Defermat/article/view/30/22.

[39]Humanistic learning theoryassumes that learning theory anything is good and can be utilized as long as the goal is to humanize humans, namely achieving self-actualization, self-understanding, and self-realization of learners optimally. See, Abdul Qodir,"Humanistic Learning Theory in Improving Student Learning Achievement",*Journal Pedagogical*, Vol. 04, No. 02, (Juli-Desember 2017): 188-202, https://ejournal.unuja.ac.id/index.php/peda gogik/article/view/17/1 7.

found in psychology that explains how people acquire knowledge and learn. It has direct applications to education.[40]

Learning is the process of assimilating and connecting the experience or material learned with the understanding already possessed, so that the understanding develops. Some forms of learning that are in accordance with philosophyconstructivismincluding; discussions, testing of simple research results, demonstrations, demonstrations of scientific procedures and other practical activities that provide opportunities for students to sharpen their ideas.[41]

b. TheoryOperant Conditioning

TheoryOperant Conditioning[42](state response) is a response to behavior that has an effect on the situation and environment that can have an effect on the people around it. In learning activities,Operant Conditioning guarantee responses to stimulation. If students do not show reactions to stimulation, then educators cannot possibly guide their behavior towards the goal.behaviorIn such situations, educators play a crucial role in the classroom, controlling and directing learning activities toward achieving the stated goals. This environment must be created by the teacher, and every student response to it must be appropriately appreciated and met with satisfaction. This way, teaching and learning activities will proceed as intended.[43]

c. TheoryConditioning

TheoryConditioning(creation of circumstances) was developed by Ivan Pavlop (1849-1936). Pavlop formulated this learning theory as follows;First, an action or reflex can be transferred to another action or reflex.Second, learning is closely related to the principle of reinforcement, or in other words, repetition in learning is important. TheoryConditioningDeveloped by J. B. Watson, who stated that humans are born equipped with several reflexes and emotional reactions in the form of fear, love, anger, and so on. Various human behaviors are formed by new stimulus-response relationships through conditioning. Based on the description above, it can be seen that the learning theory is essentiallyConditioningThis is based on the study of human psychology, as is the theory ofoperant conditioning. If in theoryoperant conditioning,the environment created is very influential, so in theoryconditioning,

[40]Nurfatimah Sugrah, "Implementation of Constructivism Learning Theory in Science Learning",*Humanika, Scientific Study of General Subjects*, Vol. 19, No. 2, (September 2019): 121-138, https://journal.uny.ac.id/index.php/humanika/article/view/ 29274.

[41]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h 87-90.

[42]Theory*Operant Conditioning*Developed by Burhus Fredic Skinner (1904). This theory agrees with Watson's view that human behavior is always controlled by external factors, namely the environment, stimuli, and incentives. Skinner further stated that by providing positive encouragement, a behavior will be fostered and developed, while if given negative encouragement, a behavior will be inhibited. See, Alex Sobur,*General Psychology in the Course of History*, (Bandung: Pustaka Setia, 2003), p. 225.

[43]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 90-91.

creating the same conditions repeatedly is a very important factor in determining the occurrence of the teaching and learning process.[44]

d. TheoryConnectinism

TheoryConnectinismDeveloped by Edward L. Thorndike (1874-1949), this theory views learning as a change in behavior resulting from the interaction between stimulus and response. In other words, learning is a change experienced by students in their ability to engage in new behaviors as a result of stimulus-response interactions. The relationship between stimulus and response will be particularly strong if there is continuous practice. With continuous practice, the relationship between stimulus and response will form naturally and automatically.[45]

According to Nata, if fromconstructivism, operant conditioning, conditioning And connectinismcompared to each other, four things can be stated,FirstEach of these theories has its own strengths and weaknesses. Therefore, these four theories must complement each other.Second, the accuracy in using these theories is very dependent on the educator's skill in utilizing them by conducting a careful analysis of the condition of the students, the situations and conditions surrounding them. Third, the emergence of these four types of theories is based on information provided by experts in the field of psychology.Save, in the development of a society that demands more democratic treatment, the theoryconstructivismhave a more significant role.[46]

5. Learning Approach

a. Students Centred Learning

This approach gives students the freedom to have the opportunity and facilities to explore their own knowledge, so that they will gain in-depth knowledge (deep learning) and is able to improve the quality of students. The SCL educational approach (Student Centered Learning) emerged as an alternative educational approach to address the issue of the incompatibility of the TCL approach. SCL is a student-centered learning approach. In the SCL learning approach, teachers must be able to carry out their roles well, namely not only as instructors, but also as motivators, facilitators, and innovators. Teachers are not only required to teach in front of the class but also play a role in helping students solve problems when students experience difficulties in the active learning process that emphasizes student activity physically, mentally, intellectually, and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects.[47]

[44]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 92-93.

[45]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 93-94.

[46]Abudin Nata,*Islamic Perspective on Learning Strategies*..., h. 95-96.

[47]Xiaoqing Gu, Response to "A design framework for enhancing engagement in student-centered learning: own it, learn it, and share it": a design perspective. *Education Tech Research Dev*, Vol. 69, (2021): 101-104, https://link.springer.com/article/10.1007/s11423-020-09896-w#cite as.

b. Teacher Centred Learning

In the learning model systemTeacher Centered Learning (TCL), teachers or lecturers carry out more teaching and learning activities in the form of lectures (lecturing). While attending lectures or listening to lectures, students simply comprehend and take notes, if necessary. The lecturer plays a central role in achieving learning outcomes and appears to be the sole source of knowledge. This model involves providing one-way information because the goal is to ensure the lecturer can teach effectively, leaving only knowledge transfer.

Approach teacher center where the learning process is more teacher-centered, it will only make the teacher smarter but students only have the experience of hearing the presentation.Out put The results of this kind of learning approach are nothing more than producing students who are less able to appreciate knowledge, are afraid to express their opinions, do not dare to try, and ultimately tend to become passive learners who lack creativity.[48]

c. Collaborative

Cooperative learning is a set of processes teachers employ to help students interact with each other to achieve specific goals. This focuses more on the teacher directing and controlling learning rather than providing opportunities for students to collaborate. Collaboration is a philosophy of interaction and a lifestyle that defines cooperation as a structured interaction designed to facilitate collective efforts to achieve shared goals.

Collaborative learning is a learning system that provides opportunities for learners to work together with others on structured tasks. Furthermore, collaborative learning only works when a group or team is formed, in which students work together in a focused manner to achieve a predetermined goal. Groups typically consist of 4-6 members.[49]

Some characteristics of collaborative learning.First, each member has a role.Second, there is a direct interaction relationship between students.Third, each group member is responsible for his/her own learning and that of his/her group mates.Fourth, teachers help develop group interpersonal skills.Fifth, the teacher only interacts with the group when necessary.[50]

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[48]Hieng Soon Lau, "Comparing the effectiveness of student-centred learning (SCL) over teacher-centred learning (TCL) of economic subjects in a private university in Sarawak", *International Journal of Innovation, Creativity and Change*, Vol. 10, No. 10, (2020): 147-160, https://www.ijicc.net/images/vol10iss10/101012_Soon_2020_E_R.pdf.

[49]Mustaji, "Development of Problem-Based Learning Model with Collaborative Learning Pattern (PBMPK Model)",*Journal of Education & Learning*, Vol. 17, No. 2, (2010): 187- 200, http://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/vie w/3211.

[50]Muhammad Zainuddin, "Collaborative Learning Model Increases Student Participation, Social Skills, and Social Studies Learning Achievement",*Journal of Social Sciences*, Vol. 3, No. 1, (Mei 2017): 75-83, https://ejournal.undiksha.ac.id/index.php/JIIS/article/view/11474.

Collaborative learning has the aim of broadening students' perspectives or discourse, managing differences and conflicts due to the thinking processdivergent, develop cooperation, tolerance, learn to respect the opinions of others, and learn to express opinions. Benefits gained in learningcolaborative learning is to develop reasoning power based on existing knowledge/experience andsharing knowledge/experience from group friends, fostering a sense of tolerance, empathy, sympathy and respect for other people's opinions, increasing knowledge collectively, and gaining additional knowledge for oneself.[51]

[51]Titin Untari, et al., "Improving Microteaching Learning Through a Collaborative Approach",*Journal of Paedagogia Initiative*, Vol. 1 No. 1, (June 2018): 91-100, https://jurnal.umk.ac .id/index.php/JKP/article/view/2616.

Conclusion

Based on the results of the literature review and document analysis regarding learning models and teaching methods, it can be concluded that learning is a complex interactive process between educators, students, and learning resources in a structured environment. This process functions not only as a transfer of knowledge, but also as a systematic effort to change student behavior for the better through the development of cognitive, affective, and psychomotor aspects. Learning models serve as a strategic framework that guides teachers in designing, implementing, and evaluating learning so that educational goals can be achieved effectively, various educational schools and theories, such as nativism, empiricism, convergence, constructivism, conditioning, and humanism, demonstrate that learning is a multidimensional phenomenon. Constructivism emphasizes the active role of students in constructing knowledge, while operant conditioning emphasizes stimulus-response reinforcement. This diversity of theories emphasizes that no single approach can address all educational needs, requiring teachers to adapt these theories to local contexts, student characteristics, and desired learning objectives.

Educational research in Indonesia still faces several significant gaps. Existing studies tend to be normative and theoretical, with few examining the effectiveness of implementing specific learning models in local contexts, particularly in areas with limited educational facilities. Furthermore, research focuses primarily on cognitive aspects, while the integration of affective and psychomotor aspects remains underexplored. Therefore, the development of contextual, integrative, and applicable learning models is necessary to address the challenges of modern education while improving the quality of human resources in the global era.

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