

Analysis Student-Centered Learning Practice, Driving School Program at SDN 06 Bungku, Morowali Regency

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Abstract

This study analyzes the relationship between the administrative readiness of the Independent Curriculum learning planning administration and pedagogical transformation towards student-centered learning (SCL) and the strengthening of the Pancasila Student Profile in the SDN 06 Bungku Driving School Program, Morowali. Using a qualitative–quantitative descriptive approach, data were collected from 10 teachers through documentation of planning tools and classroom practice questionnaires. The results showed that the planning administration's readiness was in the good and excellent categories, supporting the implementation of differentiation-based SCL, formative assessment, and projects to strengthen the Pancasila Student Profile. The novelty of this study lies in the analytical mapping of the direct relationship between the quality of planning for the Independent Curriculum and the success of SCL practice in driving elementary schools, as well as in identifying weak areas, such as the optimization of learning resources, diagnostic assessment, and project-based learning. The main contribution of this research is to provide practical recommendations for developing more effective SCL by strengthening teachers' capacity in pedagogical planning and cross-stakeholder collaboration.

Keywords

Indriving School Program; Learning Practice; Student-Centered

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1. INTRODUCTION

The quality of education is recognized as a key factor in developing competitive, sustainable human resources amid the social, economic, and technological dynamics of the 21st century (Sanga & Wangdra, 2023; Soe'aidy & Palah, 2024). Responding to these demands, the Ministry of Education, Culture, Research, and Technology initiated the Driving School Program (PSP) as a transformation strategy for educational units, strengthening school leadership, increasing teacher capacity, and implementing a flexible, contextually relevant Independent Curriculum to realize the Pancasila Student Profile (Cahyani, 2023; Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 371/M/2021 Concerning the School Mover Program, 2021; Priatmoko & Dzakiyyah, 2020). In this context, the need for pedagogical transformation is no longer general; it now demands empirical evidence at the level of educational units, including elementary schools in areas such as Morowali Regency.



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Conceptually, PSP places student-centered learning as the core of transformation in the primary education unit. This approach aligns with the student-centered learning paradigm, which emphasizes students' active role in building knowledge through interaction, reflection, and meaningful learning experiences, while teachers serve as facilitators (Nahar et al., 2021; Tang, 2023). From a social constructivist perspective, learning is understood as an active process that occurs through interaction and collaboration within students' social context (Lehtinen et al., 2023; Saleem et al., 2021; Siregar et al., 2024). The Independent Curriculum as part of student-centered learning must not only be seen in practice in the classroom, but also from the planning stage through the preparation of learning outcomes, learning goal flows, teaching modules, and assessment planning based on the needs and characteristics of students, in line with the backward design approach and competency-based curriculum (Kim & Kim, 2023; Newell et al., 2023). As such, the success of PSPs depends on the extent to which the learning planning document accurately reflects the SCL principles set out in the policy.

PSP is positioned as a catalyst to realize the vision of Indonesian education, which is to form students who reason critically, creatively, independently, believe and fear God Almighty, have noble character, can work together, and have a global diversity insight, in line with the demands of 21st century education that emphasizes the integration of knowledge mastery, high-level thinking skills, and character formation (Darling-Hammond et al., 2020; Farrokhnia et al., 2024). This philosophy is rooted in the thought of Ki Hadjar Dewantara, who views education as a process of forming a whole human being through the development of creation, taste, karsa, and body in an atmosphere that is independent, fun, and respects the uniqueness of each individual. The principle is in line with UNESCO's four pillars of education, learning to know, learning to do, learning to be, and learning to live together, which emphasizes a balance between cognitive, affective, and social aspects in learning (Rieckmann, 2017; UNESCO, 2017). Ki Hadjar also emphasized that differences in students' talents, abilities, and backgrounds are not standardized, in line with the differentiation and personalization approach to learning in modern pedagogy (Pozas et al., 2020; Tomlinson, 2009). However, existing studies still stop at the philosophical and normative levels and have not systematically tested how these principles are operationalized in the administration of the Independent Curriculum learning planning and their application in elementary driving schools.

Within the framework of student-centered learning prioritized in PSP, various studies show that approaches such as problem-based learning, gamification, and the flipped classroom are effective. Creative arts integration can improve conceptual understanding, information retention, learning motivation, and critical and creative thinking skills of elementary school students (Ahmed & Mikail, 2023; Amin et al., 2020; Andriani et al., 2019; Fajari, 2020; Maryati Yusuf et al., 2025). The effectiveness of this approach requires a positive attitude of teachers and a commitment to an active, collaborative, and fully engaged learning environment (Badjie & Velankar, 2023; Gacus & Juangco, 2026; Qafa et al., 2024) and a classroom climate that encourages collaboration and open dialogue (Adawiyah et al., 2023; Hoidn & Reusser, 2020). However, these studies generally focus on learning models and student learning outcomes and have not specifically examined the administrative readiness of the Independent Curriculum learning planning administration or the relationship between the quality of planning and the consistency of SCL practice in the classroom, especially in elementary school driving schools in areas such as Morowali. This is where the research gap that this study aims to fill.

Teachers play a strategic role in the successful implementation of student-centered learning. Teachers are not only required to master the material but also to design and manage learning that is responsive to students' needs. Teacher training and mentoring in the SCL approach has been shown to have a positive impact on the quality of classroom interaction and the social-emotional development of students (Sahlberg, 2021). However, the implementation of SCL in PSP is highly dependent on the readiness of the learning planning administration and on teachers' ability to translate the planning into classroom practice. The limited understanding of teachers in developing the Independent Curriculum learning tools, especially in designing diagnostic assessments and differentiated teaching modules, has

the potential to create a gap between learning planning and implementation (Fullan, 2020; Hallinger & Lee, 2013). This condition indicates a gap between the demands of the Independent Curriculum policy and teachers' administrative and pedagogical capacity. This gap has not been fully mapped in previous research.

SDN 06 Bungku, Morowali Regency, is one of the elementary schools implementing PSP. Preliminary findings suggest that there are efforts to implement student-centered learning. However, the level of administrative readiness in lesson planning and the consistency of classroom practice still need to be studied in depth. The problems identified include: (1) the gap between policies that encourage SCL and learning practices that are still predominantly teacher-centered; (2) inadequate learning planning because teachers have difficulty formulating and classifying knowledge, skills, and attitudes systematically; and (3) the challenge of teacher adaptation to SCL methods that requires time and ongoing support. This condition shows the need for a more detailed analysis of how the student-oriented Independent Curriculum is planned and implemented in primary driving schools in the regions.

Based on these gaps, this study aims analytically to: (1) examine the level of administrative readiness for student-oriented Independent Curriculum learning planning at PSP SDN 06 Bungku, by examining the suitability of planning documents with student-centered learning principles and Pancasila Student Profiles; and (2) analyze the extent to which student-centered learning practices in the classroom are consistent with the learning plan that has been prepared, as well as identify aspects of planning that serve as levers and constraints to the implementation of SCL.

Scientifically, this research contributes to the development of a study on the relationship between the administrative readiness of the Independent Curriculum learning planning administration and SCL practice within the framework of the Pancasila Student Profile in elementary education, especially in the context of driving schools, which are still rarely studied. Empirically, this study provides a detailed overview of the alignment between learning planning and practice at SDN 06 Bungku, a driving school in the region, including mapping critical areas such as diagnostic assessment, learning differentiation, and projects to strengthen the Pancasila Student Profile. In terms of policy, the research findings are expected to inform the development of teacher mentoring strategies, strengthen learning management in driving schools, and improve the implementation of the Independent Curriculum, making it more contextual, sustainable, and aligned with the needs of students at the basic education level.

2. METHODS

This study used a simple descriptive mixed-methods design to portray factual conditions in the field regarding the readiness of Independent Curriculum learning planning, administration, and student-centered learning practices in the Driving School Program at SDN 06 Bungku, Morowali Regency, without testing relationships between variables (Creswell & Clark, 2017). Quantitative data were collected through closed-ended questionnaires that measured the extent of student-centered learning in the classroom. In contrast, qualitative data were derived from documentation of Independent Curriculum planning tools (annual and semester programs, diagnostic assessments, teaching modules, and Pancasila Student Profile Strengthening project modules). Integration of quantitative and qualitative data was conducted at the interpretation stage by comparing questionnaire percentage scores with the completeness and alignment of planning documents to analyze the consistency between administrative readiness and classroom practices more comprehensively (Creswell & Clark, 2017).

The research subjects were 10 teachers directly involved in the Driving School Program at SDN 06 Bungku, selected purposively because they were responsible for preparing learning plans and implementing classroom instruction, thus considered relevant to the research objectives (Palinkas et al.,

2015). The limited number of respondents reflects the actual number of teachers involved in the program at the school level, ensuring the findings are contextual and in-depth, though generally limited in generalizability. The school's status as a Driving School implementing the Independent Curriculum in a district area is also important because it illustrates policy implementation outside big cities.

Data were collected through documentation studies and closed questionnaires, as these are effective for obtaining descriptive data on educational practices (Gyan, 2021; Teeluckdharry et al., 2021). The questionnaire was developed based on student-centered learning principles (active involvement, cooperative/interactive strategies, feedback, adjustment to student ability, continuous assessment, varied learning resources) aligned with the Independent Curriculum and the Driving School Program. The questionnaire instrument was developed with reference to prior empirical studies on student-centered learning and Independent Curriculum characteristics (Gyan, 2021; Teeluckdharry et al., 2021). Content validity was ensured through expert judgment by practitioners familiar with the Driving School Program, followed by a small-scale trial on comparable teachers. Reliability was tested using internal consistency (e.g., Cronbach's alpha), and instruments meeting minimum reliability standards for descriptive surveys were used to collect data.

3. FINDINGS AND DISCUSSIONS

The findings and discussion of the research present empirical evidence on the implementation of student-centered learning in the Driving School Program at SDN 06 Bungku, Morowali Regency, with an emphasis on two main aspects: the readiness of the Independent Curriculum learning planning administration and student-centered learning practices in the classroom. The results of the research were compiled from documentation studies on learning planning tools and from questionnaire data completed by the implementing teachers of the Driving School Program. Documentation data is used to describe the completeness and readiness of learning administration, while questionnaire data provides an overview of the implementation of student-centered learning practices. The discussion of the results of the research not only explains the level of implementation based on percentages, but also interprets the research findings in the context of the policy of the Driving School Program and the Independent Curriculum, to provide a complete picture of the suitability between learning planning and learning practices applied at SDN 06 Bungku, Morowali Regency.

Findings

Administrative Readiness for Student-Centered Independent Curriculum Learning Planning at Driving Schools at SDN Morowali

The analysis of administrative readiness in Figure 1 examines various components of learning planning that reflect schools' and teachers' ability to translate curriculum policies into operational learning tools. The findings in this section are expected to provide an initial overview of the level of readiness for learning planning, serving as a basis for implementing student-centered learning practices in the classroom.

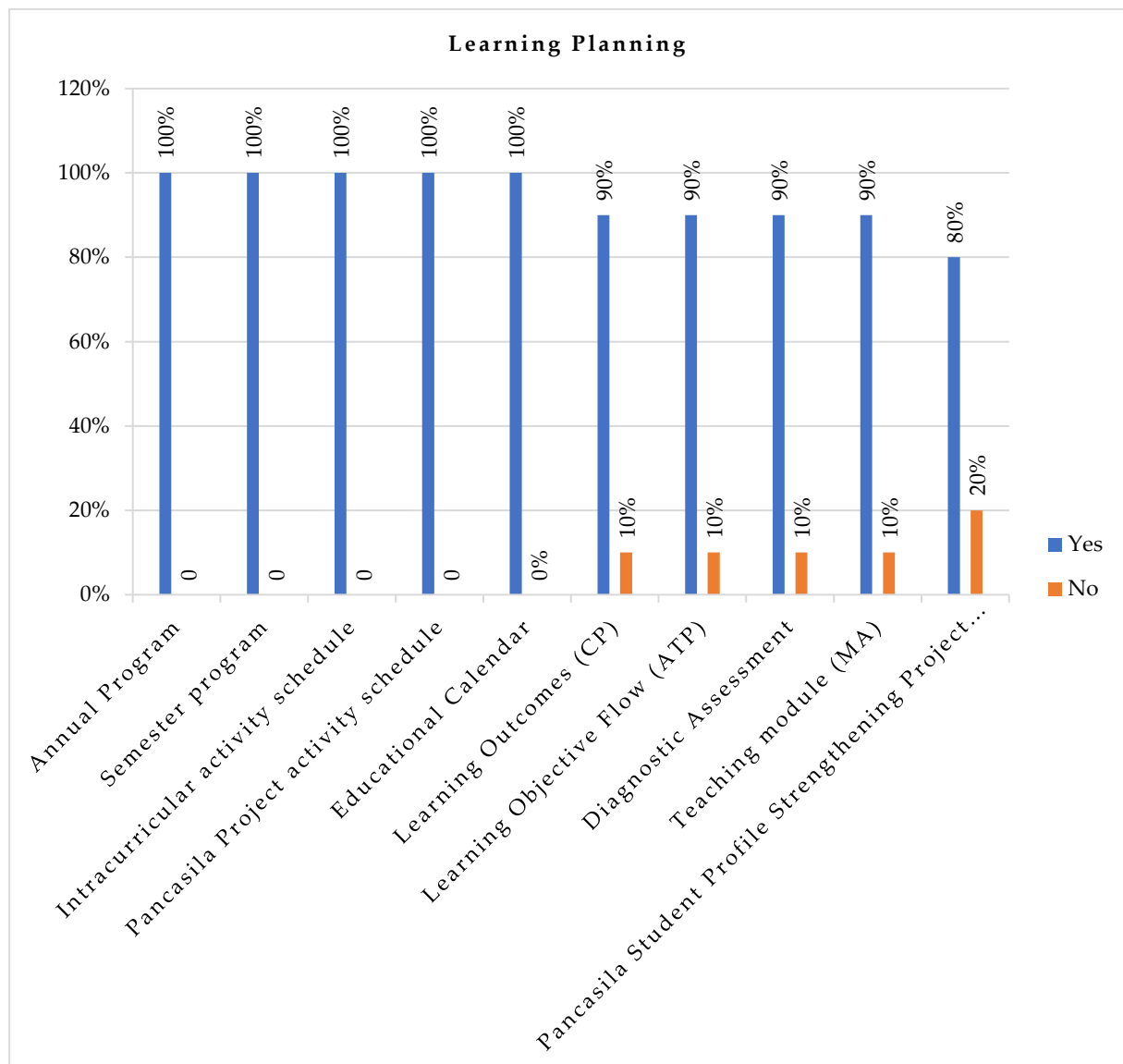


Figure 1. Learning planning readiness

Source: results of research data analysis

Based on the data in Figure 1, the administrative readiness of the Independent Curriculum learning planning at SDN 06 Bungku, Morowali Regency, in general has been fulfilled very well. Basic administrative components, such as annual programs, semester programs, intracurricular activity schedules, Pancasila Student Profile Strengthening project schedules, and educational calendars, all show a readiness level of 100%. In the document analysis, for example, the annual and semester programs already break down learning outcomes and time allocation per theme, and the intracurricular schedules are consistently aligned with the official education calendar. These findings show that schools already have a systematic, structured learning plan as the main prerequisite for implementing the Independent Curriculum.

In the learning outcomes component, learning objective flow, diagnostic assessment, and teaching modules, the readiness level is at 90%. This condition indicates that most teachers have developed student-oriented learning plans. However, a small number still do not fully understand or apply these components optimally. In several teaching modules, for example, learning objectives have been formulated in operational verbs and linked to student activities. However, not all modules consistently include diagnostic assessment instruments or differentiation scenarios. This is mainly related to

differences in the level of teacher involvement in the learning community and in the experience of participating in the mentoring of the Driving School Program.

Meanwhile, the component of the Pancasila Student Profile Strengthening project module showed the lowest level of readiness at 80%. This finding indicates that project planning based on the Pancasila Student Profile still needs strengthening, particularly in understanding the concept and in teachers' skills for designing contextual project modules aligned with students' characteristics. For instance, some project modules already mention dimensions such as "gotong-royong" and "berpikir kritis", but the assessment rubrics and student product examples remain limited or are not yet clearly linked to these dimensions. Nevertheless, overall, the results of the study show that SDN 06 Bungku Morowali Regency has good administrative readiness for the Independent Curriculum learning planning and supports the implementation of student-centered learning in the Driving School Program

Student-Centered Learning Practices in the Driving School Program at SDN 06 Bungku, Morowali Regency

The results of the second study are focused on student-centered learning practices in the implementation of the Driving School Program at SDN 06 Bungku, Morowali Regency. The analysis in this section is intended to illustrate the extent to which student-centered learning principles have been applied in classroom instruction, as reflected in teacher activities and student involvement during learning. The learning practices analyzed in Figure 2 include aspects of active student involvement, the use of cooperative learning strategies, the provision of feedback, learning adjustments to students' abilities, and the use of learning resources. These indicators are operationalized in the questionnaire items, for example, the frequency with which teachers ask open-ended questions, organize group work, provide written and oral feedback, and modify tasks according to students' prior achievement levels. The findings in this section are expected to provide an empirical picture of the consistency between the learning plans prepared and the learning practices implemented in the classroom.



Figure 2. Learning practices
 Source: results of research data analysis

Figure 2 presents the results of the analysis of research findings on student-centered learning practices in the Driving School Program at SDN 06 Bungku, Morowali Regency, indicating a high level of implementation, with percentages ranging from 80% to 100%. Most of the indicators obtained a percentage of 100%, especially in the aspects of monitoring students' learning activities, providing opportunities for students to express ideas orally and in writing, developing a safe and comfortable classroom environment, adjusting learning materials and activities to students' abilities, continuous learning assessment, the implementation of cooperative and interactive learning, and encouraging students to find their own way in problem-solving and active participation in the school environment. These findings show that the classroom learning process has given students ample space to participate as the main subject of learning.

In the indicators of the use of diverse learning resources, the implementation rate is at 80%. This achievement indicates that, even though teachers have used multiple learning resources, the variety and optimization of these resources still have room for improvement. In practice, teachers tend to combine textbooks with simple media such as pictures or worksheets, but have not yet maximally integrated digital resources or community-based learning sources. Meanwhile, the indicator of allowing students to develop skills, as well as the encouragement to think ahead and express what they have learned, shows a 90% rate, indicating that most teachers have integrated skill development and reflection activities into learning. However, it has not been done completely evenly by all respondents. For example, some teachers regularly ask students to present group work or write short reflections, while others do it only occasionally.

Figure 2 as a whole shows that the student-centered learning practice in the Driving School Program at SDN 06 Bungku, Morowali Regency has been well implemented. The dominance of the percentage in the high category reflects the consistent implementation of learning that places students at the center of learning activities, in line with the principles of the Independent Curriculum and the goals of the Driving School Program. At the same time, the variation in percentages across indicators – especially in the use of diverse learning resources and in strengthening students' skills and reflection – highlights specific areas that still require teacher capacity building, so that the alignment between planning documents and classroom practice can be further optimized.

Discussion

Administrative Readiness for Student-Centered Independent Curriculum Learning Planning at Driving Schools at SDN Morowali

The findings on the administrative readiness of Independent Curriculum learning planning at SDN 06 Bungku show that most components are fully prepared, with a high level of readiness. This indicates that schools and teachers have been able to translate the Driving School Program policies into operational tools in line with the backward design approach, which emphasizes clear learning objectives and outcomes followed by aligned assessments and activities (Wiggins & McTighe, 2005). The readiness of documents such as learning outcomes, flow of learning objectives, and teaching modules shows that planning has moved toward these principles. However, the fact that some teachers are still not fully optimal suggests that understanding of backward design is uneven, possibly due to differences in access to professional development and prior experience with the Merdeka Curriculum.

High readiness in macro components (annual and semester programs, learning schedules, educational calendars) indicates systematic planning at the unit level and confirms that basic administrative structures function well. However, literature warns that strong technical or administrative alignment alone does not automatically produce deep learning when adaptive, pedagogical changes at the classroom level are weak (Pak et al., 2020). Thus, there is a practical risk that planning remains “compliant” on paper while classroom practices do not fully realize student-centered principles.

Relatively lower readiness in diagnostic assessments and teaching modules shows a challenge in translating the concept of student-centered learning into detailed, contextual planning. This is consistent with Weimer's view that learner-centered teaching requires shifts in teachers' beliefs and roles, not just document completion (Weimer, 2013). Similar patterns are also reported in studies of HOTS-based and Merdeka Curriculum implementation in Indonesia, where many teachers know the policy but struggle to design appropriate objectives and assessments (Nahar et al., 2021). In practice, scores around 80–90% indicate that some students may still receive undifferentiated tasks or assessments that do not fully match their readiness level.

The readiness of the Pancasila Student Profile Strengthening Project module, which is still lower than other components, indicates that project-based learning planning requires more complex competencies. This is in line with research showing that constructivist and project-based curricula demand sustained support, scaffolding, and careful alignment between goals, tasks, and assessment to avoid remaining superficial (Elen et al., 2007; Weimer, 2013). If project planning remains weak, there is a risk that the Pancasila Student Profile is only symbolically integrated, with limited impact on students' character and higher-order thinking.

Overall, the discussion indicates that administrative readiness at SDN 06 Bungku provides an important foundation, but also reveals a gap between technical completeness and pedagogical depth. In line with arguments that curriculum implementation requires both technical and adaptive approaches (Pak et al., 2020), strengthening teacher pedagogical understanding of student-centered planning becomes crucial so that the Driving School Program does not stop at administrative compliance.

Student-Centered Learning Practices in the Driving School Program at SDN 06 Bungku, Morowali Regency

Questionnaire data (Figure 2) show high levels of student-centered learning practice (80–100%). Indicators with 100%—monitoring learning activities, providing opportunities to express ideas, creating a safe environment, adjusting materials, continuous assessment, and cooperative learning—suggest that teachers have begun to embrace the role of facilitator in line with student-centered paradigms (Elen et al., 2007; Weimer, 2013). This shift supports social constructivist perspectives that emphasize interaction and collaboration as keys to effective learning (Vygotsky, 1978). Compared with previous research reporting that many teachers still rely on rote, teacher-centered approaches (Nahar et al., 2021), these findings indicate a relatively more advanced practice within the Driving School Program.

However, indicators at 80% and 90% reveal important areas for improvement. The 80% score for diverse learning resources suggests that one in five teachers still relies on limited or traditional resources. In practice, this can reduce opportunities for contextual, inquiry-based, or experiential learning that are central to constructivist curricula (Elen et al., 2007). The 90% score for skill development and reflective thinking also indicates that not all students systematically experience reflection, presentation, or higher-order thinking activities. From a practical standpoint, these “less-than-perfect” scores signal that certain classes may still experience student-centered learning only partially, potentially creating inequality in learning experiences across students.

The pattern of findings aligns with studies showing that teachers often find it easier to adopt visible aspects of student-centered learning (group work, open questions) than deeper aspects such as differentiation, reflection, and sustained use of authentic tasks (Weimer, 2013; Elen et al., 2007). Social constructivism also emphasizes that without consistent scaffolding and structured interaction, collaboration risks becoming superficial (Vygotsky, 1978). Thus, the main implication of the 80–90% scores is the need for targeted capacity building on designing differentiated tasks, integrating varied resources, and embedding reflection as a regular learning routine.

Based on these findings, the strategy to improve student-centered practice focuses on

strengthening pedagogical planning through diagnostic assessments, differentiated modules, and the Pancasila Student Profile Project. Internal workshops or learning communities that review and refine teaching modules using backward design can help ensure stronger coherence between outcomes, assessments, and activities (Nahar et al., 2021; Wiggins & McTighe, 2005). This is consistent with learner-centered teaching views that planning must be consciously designed to provide participation, reflection, and meaningful learning experiences rather than merely fulfilling administrative requirements (Elen et al., 2007; Weimer, 2013).

Furthermore, the suboptimal use of diverse resources and reflective activities suggests the need for more varied, context-specific strategies, such as using the local environment, simple digital media, and project- or problem-based learning. This direction is in line with contemporary student-centered and social constructivist approaches that stress hands-on experience and collaboration in authentic contexts (Hoidn & Reusser, 2020; Lehtinen et al., 2023). Integrating these strategies with differentiation principles ensures that activities are adjusted to students' diverse abilities, interests, and needs (Heilporn et al., 2021; Pozas et al., 2020; Qafa et al., 2024).

4. CONCLUSION

Based on a descriptive mixed-methods design, this study presents an overview of the implementation of the Driving School Program at SDN 06 Bungku, without examining relationships or influences, so the conclusions are limited to describing the pattern between planning readiness and student-centered learning practices, not causal relationships. The results showed that the administrative readiness of the Independent Curriculum planning (completeness and integration of tools such as TP, ATP, teaching modules, and P5 documents) was generally in the good–very good category, in line with the findings of the teacher and other elementary school readiness studies in the Independent Curriculum. Student-centered learning practices are strongly identified through active involvement, cooperation, interaction, and feedback, but aspects of utilization of diverse learning resources, deepening of diagnostic assessments, differentiated learning, and P5 projects are still not optimal, in line with various studies that highlight that assessment and project-based learning/differentiation are common weak points in the implementation of the Independent Curriculum in elementary schools. Scientifically, this study contributes as a microportrait of driving schools at the elementary level that integrates the analysis of planning documents with the practice of student-centered learning in the classroom, while corroborating the evidence of the gap between administrative compliance and the deepening of pedagogical practices that are also reported in other elementary and secondary school contexts. These findings and contributions need to be read by considering the limitations: the subject is only 10 teachers in one school, the context of one elementary school in Morowali, as well as data dominated by self-report instruments, so that broad generalizations cannot be made and further studies with a larger sample are needed, the school context is diverse, as well as a combination of classroom observations and stronger evidence of student learning outcomes.

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