



Student-Centered Learning in the Classroom Towards Curriculum Development

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Abstract

The study analyzes and evaluates the application of student-centered learning in the classroom, importance of student-centered approach for teaching, promotion and benefits of student-centered learning environment, and effectiveness of student-centered learning approach in teaching. Descriptive qualitative research design and method is utilized in the study to define the student-centered learning in the classroom towards curriculum development. The study comprised thirty (30) respondents only. Results show that application of student-centered learning implements undermine demand and intention of the traditional system in teaching towards advanced technology focus, show that importance of student-centered learning enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge, show that benefit of student-centered learning influences the system of curriculum development approach to identify the factors and competency in the educational system, and show that effectiveness of student-centered learning provides opportunity for students to decide personalized learning engagement and decision-making.

Keywords: Student-centered learning, curriculum development, application, benefits, importance, and effectiveness

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Introduction

The application of student-centered in the classroom setting towards curriculum development creates positive learning experiences in building opportunity and assessment in the educational system. It is a standard based in building opportunity for teaching and learning subsequent criteria to push through with curriculum development based on the needs of the educational organization system and theory for professional quality of education (Leibovitch et al., 2025). It focuses on the categories of student-centered learning in the classroom behavior and standard. It evaluates the rules of curriculum development in the educational setting. It makes the application of student-centered learning responsibility for teachers to communicate expectation opportunity circumstance control (Budirahayu & Saud, 2023). It develops an approach to student-centered learning and understanding in the advanced modern technology of teaching towards curriculum development. It addresses student-centered approach limitation and implementation in teaching. It provides an overview on a comprehensive approach to student-centered learning. It defines a proper approach to student-centered learning advantages for the proposed curriculum development to improve the system in the educational system progress. It discusses the various success of educational setting to student-centered learning capacity and challenges in classroom pedagogy instructional design in teaching. It analyzes the role of student-centered learning process implementation and best practices. It increases attention to address the quality of learning and improvement teaching pedagogy in the various educational systems. It is the learning process to impose the instructional principles and educational setting. It develops and creates cognitive transition and activity in the educational system and organization (Hadiyanto, 2024).

On the other hand, the importance of student-centered learning to a teacher approach pedagogy is focused on independent and empowerment of learning experiences. It facilitates active participation in activities of learning goals. The approach to learning among students is the process of critical thinking skills, collaboration, and communication skills over rote memorization in passive learning and teaching method intervention in the educational system and setting. It is teaching through demonstration on actual learning to achieve better competency. It allows students to prepare and succeed ownership for a student-centered learning journey. It is where the real-world situation is adapted through motivation and self-trait essential. In addition, the importance of student-centered approach learning toward curriculum development encourages students to systematically understand the competency, knowledge, and skills of students as centers of learning in the educational system. It provides a better pedagogical approach to understand the learning outcome of students' performance towards the educational system and various domains of learning. It examines the design of student-centered learning to create responsibility on the learning process and reflection on professional development. It analyses the improved learning of student-centered approach to pedagogical strategy, enjoyment, and motivation of students. It implements student-centered pedagogical implication to educational system and curriculum development.

Furthermore, the promotion of student-centered learning in the classroom facilitates and encourages active participation of academic performance in the educational setting. It can be achieved through project-based learning, small groups, and student-led discussion. It promotes respect for the learning activities based on the interest of students. It provides opportunity for student-centered learning to reflect the set goals of the learning process. It allows one to make progress, take responsibility, and empower self-directed learning. It positions to move student-centered learning in the various educational systems. It is a versatile utilization of student-centered learning power tools to engage on interactive ideal learning experience in teaching strategy and structural domain in the academic performance of students (Wang et al., 2025). It facilitates creativity and collaboration for student-centered learning. It empowers students to become active in learning concepts and connection of ideas. It influences student-centered learning competency and approach in taking the process of educational system towards curriculum development interest and professional competency

improvement method (Liu & Zhong, 2025). It supports advanced technology to students as centers of learning. It utilizes the value orientation, cultural analysis, and communication skills assessment in the current educational system that leads to curriculum development based on the needs of students. It reveals the performance of the current educational system from good, better, and best. It stresses curriculum development of the educational system emotionally and psychologically to benefit student-centered learning approach learning motivation and habits (Islam et al., 2022). It implements the importance of the program and configuration of learning application impact to students. It analyzes the advantages of the digital process of educational setting towards a student-centered approach. It views the interactive learning and educational process that pays attention to the student-centered approach system. It integrates new learning in higher education and the global educational system for student-centered approach (Bhardwaj et al., 2025).

Moreover, the benefit of promoting student-centered learning imparts students' wisdom and knowledge. It provides structure for the limited educational knowledge and life experience. It collaborates with the student-centered learning environment with the instructions who take opinion and thoughts. It leads to a number of learning styles and benefits of students. The benefits explore student-centered learning to take an active role in the educational system. It is exciting but challenges learning being taught as a student-centered learning environment. It collaborates with student learning to establish ideas in the classroom setting of learning catalyst and self-regulated teaching pedagogy approach. It is a student-centered learning in the education process suitable to illustrate passive learning for students. It recognizes rote learning opportunities for assessing the comprehension of student learning experiences. It provides key character traits and development skills that carries student-centered learning. In addition, the benefit and promotion of student-centered approach in learning transitions the competency of teaching and challenges the demand and increase of student development based on the curriculum development system. It develops and finds strategies on the effective student-centered learning approach competency. It recognizes the strategy and effective teaching and learning to positively influence the quality of educational system and curriculum development management practice transformation (Darling-Hammond et al., 2020). It explores student-centered approach competency and impact in the learning process. It examines the aim of the perspective concept and evolution policy of the curriculum development in education for student-centered learning approach and competency.

Finally, effective teaching for student-centered learning occurred in the classroom setting and at home since teaching is a continuous process. It can be learned through observation and actual experiences. Effective teaching is based on the curriculum and needs of students as centers of learning which is the device for instructional teaching theory (Woods & Copur-Gencturk, 2024). It focuses on the method of student-centered learning activity among teachers. It involves active learning, brainstorming, debate, explaining, discussing, and formulating questions on their own during the class lesson. It drives student-centered learning in education. It emphasizes a student-centered learning approach to the teaching attention process. It utilizes an effective operational system of student-centered learning approach in teaching competency. It presents the method of systematic operationalization of the student-centered learning approach to the fullest. It is based on student-centered learning practice design and expected solution to curriculum development in the educational system. It often works on situations, cases, and questions to facilitate and self-directed learning. It incorporates curriculum development and engagement for student-centered learning approaches in a variety of perspectives and discovery towards curriculum development. It guides comprehensive learning in uplifting literacy strategy competency for students-centered. It is closely linked to student-centered learning approach, feedback, simulation, and interactions. It prompts a student-centered learning approach and active learning for teaching involvement and content-building. It contributes to student-centered learning approach interest in the educational system (Martin-Alguacil et al., 2024).

Methodology

The descriptive qualitative research design utilizes the method of the study. It analyzes and evaluates the application of student-centered learning in the classroom, importance of student-centered approach for teaching, promotion and benefits of student-centered learning environment, and effectiveness of student-centered learning approach in teaching. It supports the needed assistance in the descriptive qualitative research which is helpful in the approach for effective design. It determines the discussion and appropriate qualitative research tradition and methodology. It strengthens the inherent flexibility of the interpretation of descriptive qualitative research in the study. It includes the limitation, benefits, and strength to increase understanding and knowledge of perceived qualitative research design and experiences (Ellis, & Hart, 2023).

Participants of the Study

The participants of the study are the curriculum designers and teachers of the Department of Education (DepEd) who are experiencing issues and challenges on the student-centered learning approach towards curriculum development. This improves the educational system to the fullest. It helps to equip quality education in the present era. The study comprised thirty (30) respondents only.

Data Procedures and Gathering

Presenting in this section is the data gathering and procedure on student-centered learning in the classroom towards curriculum development which is explained below:

1. Mapping. This is created to obtain the purpose and objectives of the study since this is one of the challenges of teaching and learning where it improves the educational system in developing a curriculum for students as centers of learning.
2. Formulation of title. Formulation of the research title has been taught to provide technicalities in the research study based on the principles and ethics of research through consultation of experts in qualitative research.
3. Formulation of tool instruments. After the formulation of the research title, the researcher formulates a tool instrument based on the objectives of the study that answers the title of the research for implementation and analysis.
4. Validation of the instruments. The instrument tool is being validated by the expert professional doctors in qualitative research and psychometrician to improve the substance of the study. All corrections, feedback, and suggestions are given consideration prior to the floating of the questionnaire.
5. Analysis of data. The data is being analyzed through thematically based on the answers of the respondents.

Results

Presented here is the thematic analysis and core ideas based on the response of the respondents which are categorized as follows: General when the similarities of response fall on 50% and above among the respondents, Typical when the similarities of response fall on 25-49% among the respondents, and Variant when the similarities of response fall on 24 and below among the respondents. Text verbatim is also included for concrete analysis of the data.

Table 1. Thematic Analysis and Core Ideas on Student-Centered Learning Towards Curriculum Development Among the Respondents

Themes	Response of the Respondents	Core Ideas
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A. Application of Student-Centered Learning	General	● demand and intention of the traditional system in teaching ● building positive student-centered learning process in teaching ● building opportunity for the teaching ● classroom behavior and standard
B. Importance of Student-Centered Learning	General	● enhances decision-making ability ● student engagement and self-esteem ● promotes self-discipline ● thrive the needed fast changing world of learning
C. Benefits of Student-Centered Learning	General	● identify factors and competency ● concept to practical experience ● understanding of activities in teaching ● assessing comprehension of student
D. Effectiveness of Student-Centered Learning	General	● personalized learning engagement ● classroom roles and delivery content ● teaching transition centered approach ● resources for students as centers of learning

Application of Student-Centered Learning

The application of student-centered learning develops and advances modern technology of teaching towards curriculum development. It defines a proper approach to student-centered learning advantages for the proposed curriculum development to improve the system in the educational system progress. It discusses the various success of educational setting to student-centered learning capacity and challenges. It analyzes the role of the student-centered learning process in learning implementation and best practices. It increases attention to address the quality of learning and improvement in teaching pedagogy in the various educational systems. It is the learning process to impose the instructional principles and educational setting. It develops and creates cognitive transition and activity in the educational system and organization (Dada, et al. 2023, pp. 507-512). The participants say that:

“It undermines the demand and intention of the traditional system in teaching towards advanced technology focus learning”. T1, P27 & P3

“It develops classroom learning in building a positive student-centered learning process and application in teaching”. T1, P24 7 P6

“It is a standard based on building opportunity for the teaching and learning subsequent criteria to push through with curriculum development based on the needs of the educational organization”. T1, P20 & P10

“It focuses on the categories of student-centered learning in the classroom behavior and standard”. T1, P18 & P12

Importance of Student-Centered Learning

The importance of student-centered approach learning toward curriculum development encourages students to systematically understand the competency, knowledge, and skills of students as centers of learning in the educational system. It provides a better pedagogical approach to understand the learning outcome of students' performance towards the educational system. It

examines the design of student-centered learning to create a process of responsibility and reflection on professional development. It analyses the improved learning of student-centered approach to pedagogical strategy, enjoyment, and motivation of students. It implements student-centered pedagogical implication to educational system and curriculum development (Shehata, et al. 2023, pp. 1-42). The participants say that:

“The importance of student-centered approach enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge”. T2, P26 & P4

“It engages a higher level of student self-esteem and motivation for a classroom centered teacher”. T2, 24 & P6

“The approach of learning process engagement promotes self-discipline, autonomy, sense of responsibility, and its importance to student-centered learning”. T2, P22 & P8

“It develops to help the necessary attitude and skills to thrive in the needed fast changing world of learning”. T2, P20 & P10

Benefits of Student-Centered Learning

The benefit and promotion of student-centered approach in learning transitions the competency of teaching and challenges the demand and increase of students based on the curriculum development system. It develops and finds strategies on the effective student-centered learning approach competency. It recognizes the strategy and effective teaching and learning to positively influence the quality of educational system and curriculum development. It explores student-centered approach competency and impact in the learning process. It examines the aim of the perspective concept and evolution policy of the curriculum development in education for student-centered learning approach and competency (Li, 2023). The participants say that:

“It influences the system of curriculum development of the student-centered learning approach to identify the factors and competency in the educational system”. T3, P25 & P5

“It is based on the cultural differences of teaching considering the individual differences of students and concepts to practical experience in developing and promoting competency of the learners”. T3, P23 & P7

“It analyzes the student-centered learning approach in holistic understanding activities and assessment delivery of teaching”. T3, 21 & P9

“It recognizes the rote learning opportunity for assessing the comprehension of student learning experiences”. T3, P19 & P11

Effectiveness of Student-Centered Learning

The effectiveness of student-centered learning utilizes the operational system approach in teaching competency. It presents the methods of systematic operationalization of the student-centered learning approach to the fullest. It is based on student-centered learning practice design and expected

solution to curriculum development in the educational system. It often works on situations, cases, and questions to facilitate and self-directing learning. It incorporates curriculum development and engagement for student-centered learning approaches in a variety of perspectives and discovery towards curriculum development. It is closely linked to student-centered learning approach, feedback, simulation, and interactions. It prompts a student-centered learning approach and active learning for teaching involvement and content-building. It contributes to student-centered learning approach interest in the educational system (Tang, 2023, pp. 72-83). The participants say that:

“It provides an opportunity for students to decide personalized learning engagement and decision-making in the effectiveness of student-centered learning”. T4, P28 & P2

“It examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content”. T4, P27 & P3

“It identifies better teaching transition centered approaches and tailors with individual needs and classroom dynamics”. T4, P24 & P6

“It is a pedagogical content for effective teaching dispensers and resources for students as centers of learning”. T4, 23 & P7

Discussion

The application of student-centered learning is to undermine the demand and intention of the traditional system in teaching towards advanced technology focus learning. It develops a classroom in building a positive student-centered learning process and application in teaching. It initiates paradigm and demands for the learning policy of the educational system. It empowers students to actively involve in the pedagogy of learning outcome in responding to the needs of student-centered learning in the classroom towards curriculum development. It includes to empower students' potential in improving the base strength in fostering and reinforcing learning and mindset experience. It enhances and trusts in elevating the experience of learning. It measures the learning mindset, learning experience, academic autonomy, and self-potential. It involves the process of student-centered learning on various aspects such as discovery and interests, responsibility, courage, and creative ideas. It demonstrates the ability of academic application to manage and understand to employ learning skills and strategies (Huang et al., 2025). In addition, the application of student-centered learning is a standard based on building opportunity subsequent criteria to push through with curriculum development based on the needs of the educational organization standard (Soubra et al., 2022). It focuses on the categories of student-centered learning in the classroom behavior and standard. It gains deeper experience and understanding transition implementation of student-centered learning applications. It prepares a student-centered learning curriculum, instructional practices, and pedagogy daily practice approach. It provides authentic benefits and experiences to identify the application of student-centered learners' approach (Didisyahrir et al., 2023). It provides a lens in unfolding classroom application of learning to understand the students as centers of learning to the fullest. It is essential for the student-centered application of learning (Kerimbayev et al., 2023).

On the other hand, the importance of a student-centered learning approach enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge. It engages a higher level of student engagement, self-esteem and motivation for classroom centered teachers. It determines the importance of student-centered learning approach, self-efficacy, instructional practices, engagement and classroom management inclusive setting attitude. It is imperative to self-

efficacy to determine the purpose of the importance of student-centered learning framework. It is the ability to manage the teachers' belief that influences classroom management and attitude. It recognizes the positive and ability of the importance of teaching behavior, quality instruction, organization, clear expectation, and structured classroom environment. It refers to the importance of student-centered approach to innovation and effective teaching strategy achievement instruction. It influences the importance of student-centered approach and development. It nurtures to explain the observed experience of success and failure in teaching and learning (Amiruddin et al., 2023). Hence, the importance of student-centered learning approach process engagement promotes self-discipline, autonomy, sense of responsibility, and its importance to student-centered learning. It develops to help the necessary attitude and skills to thrive in the needed fast changing world of learning (Herman Darmawan & M. Ramli, 2025). It transforms the change and evaluation learning benefits of the importance of teaching and learning in the educational system and curriculum development. It contributes to the principal catalyst forces of stimulating learning for students as centers of learning. It transforms the preparedness of student-centered learning capability and skill demand in the educational setting. It provides implication in the educational setting model and process in teaching and learning provided for curriculum development. It designs the implementation of student-centered approach knowledge and quality of excellence to the fullest (Raudoniute & Beresford-Dey, 2024).

Apparently, the benefits of the student-centered learning approach influences the system of curriculum development to identify the factors and competency in the educational system. It is based on the cultural differences of teaching considering the individual differences of students and concepts to practical experience in developing and promoting competency of the learners. It analyzes the views and purpose of the success in the development program of education and lifelong competency learning. It reviews the student-centered benefits approach to identify the contribution and key factors of the success and failure of teaching and learning to improve the system in curriculum development programs. It prepares students as centers of learning for the improvement of knowledge, skills, and creativity inside the classroom. It provides hands-on practical experiences in the learning competency and development success and opportunity. It incorporates and recommends improvement of the benefits of the student-centered learning approach for professional development innovation (Farrow et al., 2024). In addition, the benefits of the student-centered approach of learning analyzes holistic understanding activities and assessment delivery of teaching. It recognizes the rote learning opportunity for assessing the comprehension of student learning experiences. It reforms the teaching methods and strategies based on student-centered learning to improve the curriculum development based on the needs of the learners. It adopts to improve the pedagogy of students as centers of learning. It describes student-centered learning to improve and reform student performance in teaching and learning. It aligns to interact with the required learning process of students' equitability improvement. It examines the contribution of student-centered approach and benefit knowledge (Shumar et al., 2025). It focuses on the implementation of learning to promote efficiency and effectiveness in the educational system.

Finally, the effectiveness of student-centered learning provides an opportunity for students to decide personalized learning engagement and decision-making. It examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content. It provides transition and understanding predominantly in teaching. It shares a culture of classroom interaction to improve the confidence of students in the learning process. It transitions the effectiveness of the student-learner approach in teaching based on the educational system implementation. It explains the effectiveness of the process of achievement and success in the focus of students as centers of learning. It clarifies the support and expectation of learning from various sources and success of instructional methods, strategies, and styles. The effectiveness of student-centered learning is based on specific instructional style. Lastly, it identifies better teaching transition centered approaches and tailors with individual needs and classroom dynamics. It is a pedagogical content for effective teaching dispensers and resources for students as centers of learning. It provides

comprehensive application and impact of effective teaching and learning. It landscapes the educational setting and transformation for students. It explores contributing to the technique of potential educational support, learning assessment, and contribution. The effectiveness of the student-centered learning approach traces the improvement of the educational system based on the needs and demands of students as centers of learning. It highlights the breakthrough and key milestones for the educational expert and emergence system from good, better, and best. It provides comprehensive utilization of the curriculum development in the improved system of the educational process and setting. It addresses the challenges and integration effectiveness of the student-centered learning approach (Strielkowski et al., 2025).

Conclusion

It shows that application of student-centered learning undermines demand and intention of the traditional system in teaching towards advanced technology focus where it develops a classroom learning in building positive student-centered learning process and application in teaching. This includes a standard based in building opportunity for the teaching and learning subsequent criteria to push through with curriculum development based on the needs of the educational organization and focuses on the categories of student-centered learning in the classroom behavior and standard. Indeed, it shows that the importance of student-centered learning enhances decision-making ability, problem solving, critical thinking skills, and acquisition of new knowledge where it engages a higher level of student engagement, self-esteem and motivation for classroom centered teachers. This includes the approach of learning process engagement promotes self-discipline, autonomy, sense of responsibility, and its importance to student-centered learning and develops to help the necessary attitude and skills to thrive in the needed fast changing world of learning. Notably, it shows that the benefit of student-centered learning influences the system of curriculum development approach to identify the factors and competency in the educational system where it is based on the cultural differences of teaching considering the individual differences of students and concepts to practical experience in developing and promoting competency of the learners. This includes analyzing student-centered learning approaches in holistic understanding activities and assessment delivery of teaching and recognizes the rote learning opportunity for assessing the comprehension of student learning experiences. Lastly, it shows that effectiveness of student-centered learning provides an opportunity for students to decide personalized learning engagement and decision-making where it examines the experiences of effective teaching for student-centered learning and shifts with the classroom roles and delivery content. This includes identifying better teaching transition centered approaches and tailors with individual needs and classroom dynamics resulting in pedagogical content for effective teaching dispensers and resources for students as centers of learning.

Conflicts of Interest

The authors declare no conflict of interest.

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Author contribution

Leovigildo Lito D. Mallillin: Conceptualization; Methodology; Software. **Ma. Aurora T. Caday:** Data curation; Writing-Original draft preparation. **Edgardo G. Canda:** Visualization; Investigation. **Edgardo G. Canda and Leovigildo Lito D. Mallillin:** Supervision. **Ma. Aurora T.**

Caday: Software; Validation. Caday, Edgardo G. Canda: Writing -Reviewing and Editing. All authors have read and agreed to the published version of the manuscript.

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During the preparation of this work, the author used **Gemini** to improve the language, readability, and structural flow of the manuscript. After using this tool, the author reviewed and edited the content as needed and takes full responsibility for the final published article.

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