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IMPLEMENTATION STUDENT CENTERED APPROACH IN THEMATIC LEARNING IN ELEMENTARY SCHOOL

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ABSTRACT

Objective: This study aims to explore the application of the Student-Centered Approach (SCA) in thematic learning at the primary school level, particularly within the framework of the Merdeka Curriculum in Indonesia, to address literacy challenges and promote holistic student development.

Research Design & Methods: This research uses a descriptive qualitative method with a library approach to various literature, scientific journals, research articles, books, conference proceedings, and case studies of SCA-based thematic learning implementation in elementary schools in Indonesia.

Findings: The results indicate that implementing SCA in thematic learning can enhance student engagement, critical thinking skills, learning motivation, and overall learning outcomes. Various SCA models, such as collaborative learning, design thinking, game-based learning, tactical approach, and flipped classroom, enrich students' learning experience with a more meaningful and contextual approach.

Implications & Recommendations: The integration of SCA in thematic learning needs to be supported through teacher training, curriculum flexibility, and the development of learning support facilities. Policy makers and school leaders are expected to create an educational ecosystem that supports the adoption of innovative and student-centered pedagogical approaches.

Contribution & Value Added: This article contributes to the discourse on education reform in Indonesia by highlighting the strategic role of SCA in improving literacy and supporting the objectives of the Merdeka Curriculum. It provides a conceptual framework for enhancing the quality of basic education through student-centered, thematic learning.

Keywords: Centered Approach, Thematic Learning, Educational Innovation

JEL codes: I21; I28; O33
Article type: research paper

INTRODUCTION

The Student Centered Approach (SCA) is based on the view that the teaching process is an effort to create a learning environment that encourages students to be active in learning activities. In this approach, the main focus is on the student learning process, where educators intentionally pay great attention to students' active involvement, initiative, and social interaction. This educator's view of learning influences the methods used, provides a specific theoretical basis, and serves to facilitate, inspire, and reinforce the learning experience. Student-centered learning emphasizes the needs and interests of individual students as the core of the teaching and learning process. The hallmarks of this approach include placing students at the center of all learning activities, the teacher's role as a facilitator or guide, and teaching that emphasizes deep understanding (Suwarjo et al., 2015).

The Student Centered Approach is the philosophical basis of the Merdeka Curriculum developed by the Ministry of Education, Culture, Research and Technology (Kemendikbud) in responding to the need for more adaptive and humanist learning. Within the framework of Merdeka Belajar, both educators and students are positioned as active participants in a learning system that collaborates to develop students' critical thinking, creativity, and critical abilities about social phenomena and contemporary times. The Merdeka Curriculum embodies the values of independence and freedom in the educational process, enabling students to learn according to their interests, potential, and context. This concept shares fundamental similarities with the idea of freedom education proposed by Paulo Freire, particularly in its goal of humanization - namely, creating a learning environment that fosters freedom of thought and opinion, and forms individuals who are physically and mentally independent (Hasdi et al., 2023).

Education is a key element in a country's progress and plays a vital role in ensuring the quality and continued prosperity of human civilization. However, according to the ranking of the world's best education systems published by U.S. News and World Report, Indonesia ranks 55th out of 73 countries, reflecting significant challenges in the national education system. One of the main problems that exacerbates this situation is the low level of literacy, as explained in the Alibaca study by the Ministry of Education and Culture. This low literacy is seen as the main cause of various problems in Indonesian education, ranging from limited understanding of materials to low competitiveness at the global level (Mahliatussikah et al., 2022). Therefore, it is imperative to undertake comprehensive education reforms, including curriculum updates, improved teaching quality, and the implementation of more relevant and contextually appropriate learning strategies, to address these challenges and narrow the education gap in Indonesia.

One approach that can be applied in education reform efforts to overcome the problem of low literacy and improve the quality of learning in Indonesia is thematic learning. This model is a form of integrated learning that connects various subjects through a theme that is relevant to students' lives. The thematic approach is considered effective in strengthening learners' understanding because the delivery of material is unified and contextualized, rather than being separated. Especially at the primary education level, the application of thematic learning has been proven to improve students' literacy skills, as it helps them link concepts, understand lessons comprehensively, and connect them to real-life situations they experience in their daily lives (Fitriani & Zulfiati, 2021).

Integrated thematic learning at the primary school level has its advantages in supporting students' learning process, especially because it can increase their participation and motivation. This approach facilitates the incorporation of various subjects in one theme that is close to students' daily lives, thus creating a more meaningful learning experience. Additionally, thematic learning fosters cooperation among students and promotes the development of critical thinking skills. To increase student engagement, teachers can apply various strategies, such as designing fun learning activities, providing constructive feedback, creating a personalized learning atmosphere, and optimally utilizing educational technology (Alselaiti, 2023; Aseery, 2024).

There are more and more schools adopting the Student Centered Learning (SCL) approach in response to educational demands that focus more on the active involvement and personal development of students. This approach positions students as the center of the learning process, not just recipients of information. In its application to thematic learning in primary schools, SCL enables the integration of various subjects into themes relevant to students' lives, making learning more contextual and easier to understand. The teacher acts as a companion who facilitates the learning process based on students' needs, interests, and learning styles. This approach encourages students to be more active, work together in groups, and develop critical thinking skills and creativity from an early stage.

LITERATURE REVIEW

The Concept of Student Centered Approach in Education

The student-centered approach (SCA) in education marks a paradigm shift from the traditional teacher-centered teaching model to a pedagogy that places learners at the center of the entire learning process. This approach emphasizes the importance of students' active engagement,

giving them autonomy in the learning process, and fostering personal responsibility for their learning achievements (Darsih, 2018; Herranen et al., 2018). SCA aims to create a learning environment that supports students' holistic cognitive, emotional, and social development. Theoretically, this approach is rooted in various foundations such as experiential learning theory that emphasizes the importance of real practice in learning, constructivism that considers students as active agents in constructing their knowledge, and andragogy principles that recognize the need for learners to learn independently and relevant to their life experiences (Hoidn & Reusser, 2020).

The Student Centered Approach (SCA) significantly transforms the role of the teacher from a mere conveyor of information to a facilitator, guide, and trainer who actively supports students' learning process (Darsih, 2018; Smart et al., 2012). Teachers are responsible for creating an engaging and dynamic learning environment that accommodates various individual learning styles and encourages students to take ownership of their learning journey (Darsih, 2018). Achieving this goal requires teachers to implement a variety of strategies, such as promoting self-regulated learning, providing choice in learning tasks and methods, encouraging collaboration between students, and tailoring learning approaches to learners' individual needs and characteristics (Pierce & Kalkman, 2003). In addition, the success of this approach relies heavily on positive relationships between teachers and students, as well as achieving holistic learning outcomes that encompass cognitive, emotional, and social aspects of learner development.

Some scholars highlight the importance of using specific techniques to optimize the implementation of a student-centered approach. One of the techniques put forward is the use of clicker-assisted concept questions or student response tools, which can effectively transform the traditional instructor-centered learning environment into a more constructivist and interactive classroom, where students play an active role in constructing their own understanding (Smith et al., 2011). In furtherance, this approach also adopts a flexible cafeteria-style grading system, which allows students to select specific tasks according to their interests and learning styles, while still demonstrating mastery of the expected skills (Hanewicz et al., 2017). Thus, the use of these innovative techniques not only reinforces the principle of learner autonomy and responsibility in learning but also supports the creation of a classroom atmosphere that is more adaptive, participatory, and oriented towards achieving meaningful learning outcomes.

Overall, a student-centered learning approach is a comprehensive concept that integrates various pedagogical methods and principles to encourage learners' active involvement in every stage of the learning process. The main focus of this approach is not only to increase student activity but also to deepen understanding, develop critical thinking skills, and form independent problem-solving skills. Unlike the traditional model, which places the teacher at the center of information delivery, this approach offers a learning experience that is more interactive, personalized, and tailored to the characteristics and needs of each student. Therefore, the student centered approach becomes an important foundation in building an educational environment that empowers learners to become lifelong learners who can face various challenges in the real world.

Thematic Learning

Thematic learning is an approach that integrates various subjects or disciplines in interconnected themes. Through this approach, students can gain a more comprehensive understanding by seeing the linkages between different concepts and understanding the material from multiple perspectives. Thematic learning enables students to connect various areas of study, facilitating the application of knowledge in real-world situations. It also encourages the development of critical and creative thinking, helping students realize the importance of learning in everyday life (Langendyk et al., 2016; Yeung et al., 2025). It encourages thinking across disciplinary boundaries and the application of interdisciplinary knowledge, where students not only learn concepts from a single field but also explore the connections between different disciplines. One example of the application of this approach is the drone technology-based curriculum, which combines science, math, technology, and humanities. Through this learning, students can understand the application of scientific theories in modern technology and evaluate their impact on society and the environment (Yeung et al., 2025).

One of the main features of thematic learning is the implementation of a student-centered approach that relies on direct experience as the basis of learning. In this approach, students play an active role in the learning process, not just passively receiving information. They are encouraged to engage in real and contextual activities, such as experiments, observations, and group work. Hands-on activities help students build understanding through direct experience, while collaborative projects enhance their ability to work together, communicate effectively, and socialize. In addition, students' involvement in solving problems encountered in everyday life makes learning more relevant and meaningful, while training critical and creative thinking (Hosseini et al., 2019; Zitha et al., 2023). Furthermore, this concept fosters an enjoyable learning atmosphere and provides students with the opportunity to fully develop their talents and interests.

Thematic learning not only focuses on the integration of subject matter but also emphasizes the development of skills and character necessary in real life and for fulfilling the role of citizens. This approach aims to equip students with essential 21st-century competencies, including critical thinking, creativity, teamwork, and the application of knowledge in diverse contexts. By presenting relevant and real learning experiences, thematic learning prepares students to face increasingly complex social, economic, and environmental challenges. In addition, this approach also shapes students into responsible individuals who have social awareness and can play an active role as citizens who care and contribute positively to society. Thus, thematic learning supports the vision of holistic education, which includes both academic achievement and character strengthening (Ahmad et al., 2023; O′Connor et al., 2011).

Research on the implementation of thematic learning at the primary school level generally aims to evaluate the extent to which this approach has been implemented since the implementation of Curriculum 2013. The main emphasis in such studies is often on the early grades, where students are introduced to the concept of thematic learning comprehensively. The lower grades are viewed as a crucial early stage in shaping students' understanding of the integration of different subjects within an overarching theme. The implementation of the 2013 Curriculum, which has recently been implemented in Indonesia, from primary to secondary levels, has brought major changes in the education system and raised various challenges, especially related to school readiness in its implementation in the classroom, which includes the need for teacher professional development, the participation of parents, and the handling of various supporting and inhibiting factors for the success of the curriculum (Yulianti, 2023).

Constructivist theory and experiential learning are the main foundations in the development of thematic curriculum, as both emphasize the active role of students in constructing knowledge through direct experience. In constructivism, knowledge is not simply given to students by teachers, but rather students actively construct their understanding through interaction with the environment, information, and experiences they encounter. This approach emphasizes the importance of real context in learning, which allows students to engage in relevant and meaningful situations and learn through dialogue, discovery, and reflection. Experiential learning also emphasizes the importance of hands-on experience, where students not only learn theory but also implement knowledge in real practice (Niemi, 2019; Tynjälä & Häkkinen, 2005). The thematic curriculum plays a crucial role in designing learning experiences that enable students to actively explore and solve problems. The curriculum needs to be designed to provide space for students to engage in projects that connect different subjects, allowing them to develop critical thinking skills, collaboration, and creativity. The thematic curriculum, based on constructivism and experiential learning, will also encourage students to be reflective, connect their learning to everyday life, and develop a sense of responsibility for the knowledge they create.

METHODS

The research used is library research. Desk research is a crucial methodological approach in the academic world, where researchers conduct a systematic review of relevant literature to gain a comprehensive understanding of a particular topic or field of study. This approach not only serves as a theoretical basis for research but also allows researchers to trace and evaluate the development of concepts, theories, and practices that previous studies have developed. By systematically reviewing various sources, researchers can identify thematic patterns, differences in

methodological approaches, and assess the quality and scientific contribution of each finding studied. In addition, desk research also helps to uncover gaps in knowledge that have not been widely explored, so that they can provide a basis for developing more incisive and relevant research questions (Breit & Volkmann, 2024; Chaparro & Gomes, 2021; Fujita et al., 2024; Reina et al., 2023).

The data collection technique in this research involves collecting, reviewing, and analyzing various literature related to the research topic. This process involves searching for various references, including scientific journals, research articles, books, conference proceedings, research reports, and other academic documents. The literature selected must meet high standards of validity and relevance to the topic being researched, so that the information obtained can provide in-depth insights. The sources are typically obtained through searches in trusted academic databases, such as Scopus, Web of Science, and Google Scholar, as well as university repositories, to ensure that the publications used are the most up-to-date and of high quality. Once the sources are collected, the researcher will carefully analyze the content to distill key findings that can answer the research problem or develop an appropriate theoretical framework.

RESULT

Models of Student Centered Approach in Thematic Learning

In thematic learning, the student-centered approach becomes very effective because it focuses the learning process on students' activity and participation. The student-centered approach to thematic learning has gained wider attention in the world of education, both in the realm of research and in practice. This approach emphasizes the active involvement of learners in the learning process, where they are encouraged to explore knowledge independently and collaboratively through themes that are relevant to their lives.

The implementation of the student-centered approach model in thematic learning aims to create an active and interactive learning atmosphere, tailored to the needs and interests of students. In this approach, students are placed at the center of the learning process, encouraging them to be directly involved through exploration, discussion, questioning, and cooperation in solving problems related to a particular theme. The role of the teacher shifts to that of a facilitator, who supports the development of students' critical, creative, and reflective thinking skills while fostering independent learning through strategies that emphasize self-regulation and collaboration. This approach not only increases student motivation and engagement but also helps them achieve more meaningful learning outcomes because it is directly connected to everyday life situations. Therefore, this approach provides an important foundation for shaping students who are independent, responsible, and possess higher-order thinking skills.

Student-centered approaches in thematic learning have gained significant attention in educational research and practice. It emphasizes active student engagement, personalized learning experiences, and the development of critical thinking skills. Several models of student-centered approaches have been explored in the context of thematic learning, including:

1. Collaborative Learning through Teaching (CLBT): This approach integrates elements of student-focused pedagogy and encourages active engagement and teamwork, and gives students more control over their learning process. While effective in increasing participation and collaborative skills, its implementation requires teacher assistance, especially for students who are not accustomed to discipline and time management (Zhou et al., 2019).
2. Design Thinking: A tri-partite collaborative approach to student-centered learning involving students, teachers, and information technologists has proven effective in developing more relevant, engaging, and customized e-Learning software. This synergy bridges the gap between education and technology, produces quality contextual, pedagogical, and technical learning materials, and positively impacts student engagement and learning outcomes (Ng et al., 2023).
3. Learner-Centered Approach: This approach goes beyond learner-centered pedagogy by giving students more control over their learning process. It emphasizes students' freedom, meaningfulness, and influence in the learning environment. However, this approach requires a fundamental shift in how we view the nature and ownership of knowledge in sustainable development education (Herranen et al., 2018).

4. Tactical Game Centered Approach (TGA): The Teaching Games for Understanding (TGA) approach in physical education offers a more effective alternative to traditional technical methods. By emphasizing tactical understanding through modified games, TGA improves students' decision-making, motor skills, and emotional and physical engagement. This approach also strengthens procedural understanding of game rules and strategies. Overall, TGA offers a more contextualized, participatory, and holistic learning model, aligning with the learning needs of modern physical education (Breed et al., 2025).
5. Blended Learning with Flipped Classroom model: An approach that combines online and face-to-face learning, where students study materials independently at home and utilize them for discussion and problem solving in class. This model promotes independent learning, enhances student engagement, and fosters skills such as critical thinking, communication, and collaboration (Kurniawati et al., 2019).

These student-centered learning models in thematic learning play an important role in creating a more dynamic, interactive, and meaningful learning atmosphere. The active involvement of students in every stage of learning makes the learning process more directly touch their needs and experiences. Students are not only required to understand the material theoretically, but are also invited to build understanding through real activities such as exploration, experimentation, group discussions, and problem solving by the context of their lives. The relationship between students and teachers becomes stronger, creating a collaborative and reflective learning atmosphere. This model also provides an opportunity for teachers to recognize and adapt learning to the needs and characteristics of students more deeply, so that the learning process can take place inclusively and responsively to student diversity.

Implementation of Student Centered Approach in Thematic Learning

To improve the quality of learning that is relevant to the needs and character of students, the Student-Centered approach (SCA) has become the main focus in modern education. This concept places students as active subjects in the learning process, who not only passively absorb information but are also directly involved in building knowledge through exploration, discussion, and real experiences. By providing space for students to express their potential, interests, and learning styles, SCA enables a more personalized, meaningful, and empowering learning process. This is becoming increasingly important in the current educational context that demands critical thinking, problem solving, and learning independence from an early age.

Consistent with this principle, thematic learning is an ideal place to implement the SCA approach because it integrates various subjects in one theme that is contextual and relevant to students' lives. This approach not only strengthens the connection between teaching materials but also enriches students' learning experiences through collaborative, creative, and reflective activities. In thematic learning, students are encouraged to connect knowledge with real situations, work together with friends, and reflect on their learning process. This creates a dynamic and interactive classroom atmosphere, where students feel they have an important role and are motivated to continue learning. Thus, the application of SCA in thematic learning is a strategic step to form active learners, think critically, and can develop holistically.

Table 1. Implementation of Student-Centered Approach (SCA) Model in Thematic Learning

SCA Models	Implementation	Example Thematic Learning	Reference Source
Collaborative Learning through Teaching (CLBT)	Students collaborate in small groups to complete a task together, while the teacher acts as a facilitator who guides the discussion and helps the group reflection process.	With the theme "Clean Healthy Environment", students worked in groups to create posters that invited them to keep the school environment clean, then presented them in front of the class.	(Bechter et al., 2019; Luo, 2024)
Design Thinking	Students are encouraged to think creatively in solving real problems through the steps of identifying problems, generating ideas, making prototypes, and conducting evaluations.	In the theme "Energy and its Changes", students design a simple solar lamp prototype using used materials, which is intended for areas that have not been reached by electricity.	(Moy et al., 2016)
Learner-Centered Approach	The teacher gives students the opportunity to choose topics or learning methods that suit their interests and needs, while the teacher functions as a facilitator.	In the "Yourself" theme, students are given the freedom to choose how to introduce themselves, such as through drawings, poems, or oral presentations.	(Perlman & Webster, 2011)
Tactical Game Centered Approach (TGA)	Students learn through games that focus on understanding strategies and developing cooperation skills, rather than just prioritizing basic techniques. This approach encourages students to think tactically and work together to solve challenges.	Based on the theme "Cooperation at School", students participated in a relay game while discussing team strategy and the importance of the value of cooperation.	(Pan et al., 2023; Rahman et al., 2020)
Blended Learning with the Flipped Classroom Model	Students learn the basic material at home through videos or picture stories, then engage in active discussions in class to deepen their understanding.	In the topic "Technological Development", students watch a video about communication tools in the past, then work together to sequence the development of communication tools in class.	(Bechter et al., 2019)

Implementing a student-centered approach in thematic learning does require careful planning to ensure that every element in the learning process supports each other. Reverse course design is one effective approach, where learning outcomes are set first, followed by determining assessment methods and planning classroom activities (Reynolds & Kearns, 2017). This is crucial to ensure that there is a clear alignment between the learning objectives, how to assess their achievement, and the teaching strategies used. In this context, the teacher plays a pivotal role, not only as an information provider but also as a guide, facilitator, and trainer who creates an inclusive learning environment. In this way, teachers can accommodate students' various learning styles and create an atmosphere that motivates students to learn actively, independently, and collaboratively (Darsih, 2018). This leads to learning that is more meaningful and relevant to the needs and potential of each student.

To optimally implement a student-centered learning approach requires coordinated strategies that focus on students' individual needs and potential. Some key strategies include providing personalized and authentic learning experiences where materials and activities are tailored to students' interests, abilities, and backgrounds to make learning more contextual and meaningful. In addition, collaborative learning should be encouraged so that students can exchange ideas, work together, and build understanding collectively. Self-managed learning is also important to develop, giving students the ability to organize, monitor, and evaluate their learning process

independently. Providing freedom and responsibility in choosing learning methods and completing tasks can foster internal motivation and a sense of responsibility for learning. Materials that are interesting and relevant to students' needs are also very important to increase their active participation in the learning process. In addition, teachers need to provide regular constructive feedback so that students can recognize their progress, correct weaknesses, and continue to improve (An & Mindrila, 2020). These strategies form the foundation for a learning process that is not only active and reflective but also sustainable and relevant to students' holistic development and needs.

DISCUSSION

The Student Centered Approach strongly supports thematic learning objectives as both prioritize the active role of learners in constructing knowledge through direct experience relevant to their lives. Thematic learning is designed to connect various subjects in one theme that is closely related to students' real world, thus allowing them to understand the material more thoroughly and meaningfully. In this case, the student-centered approach provides opportunities for students to actively explore topics, ask questions, collaborate with peers, and solve problems based on their individual interests and needs. This emphasis on independent exploration and direct engagement not only strengthens concept understanding but also develops critical thinking skills, independence in learning, as well as the ability to collaborate, which are needed in the context of thematic learning in accordance with the objectives of Curriculum 2013.

The implementation of the thematic-based 2013 Curriculum has brought a significant transformation in the learning approach at the primary school level, by shifting the focus from the teacher as the center of learning (teacher-centered) to students as the main actors in the learning process (student-centered). This shift not only touches the policy aspect but also strengthens the pedagogical approach that is more oriented to the overall development of learners. In its implementation, thematic learning encourages the incorporation of various disciplines into one theme that is relevant and close to students' real lives. To support students' active involvement, various participatory learning methods such as group work, role simulation, experimental activities, thematic projects, and direct exploration are applied (Zaenuri & Rokhimawan, 2022). This strategy is designed to address the diverse learning styles of students, whether they tend to be visual, auditory, or kinesthetic, so that the learning process becomes more personalized and effective. In addition to developing academic abilities, this approach also strengthens social abilities, communication skills, and cooperation between students through dynamic and meaningful interactions.

The student-centered thematic learning approach has great potential in creating learning experiences that are not only meaningful but also able to transform the way students understand and develop knowledge. By making students the center of learning activities, this model encourages their active involvement in every stage, from problem identification, discussion, to the reflection process. This is very relevant in equipping students to face the demands of 21st-century competencies. In addition, Utama (2020) emphasized that the student-based thematic learning model also increases learning motivation because the material presented is directly related to students' daily lives, packaged in a fun way, and uses a contextual approach that makes learning feel more relevant and meaningful to them.

The implementation of the Student-Centered Approach (SCA) model in thematic learning at the elementary school level has a significant positive impact on improving the quality of the teaching and learning process. In this approach, the role of students shifts from being mere recipients of information to active subjects who are directly involved in the learning process through exploration, peer collaboration, and reflection on their learning experiences. This creates a participatory, dynamic, and fun learning environment. In line with the essence of thematic learning that integrates various subjects in a unified theme that is close to everyday life, SCA allows students to build knowledge holistically and meaningfully. Various research results show that the implementation of this approach not only increases students' learning engagement and motivation but also develops critical thinking, problem solving, and a deeper understanding of concepts through contextualized and real experience-based learning (Handari, 2021).

The SCA strategy not only focuses on developing cognitive aspects but also significantly strengthens the affective and psychomotor dimensions of students. Through active methods such as role-playing, group work, open discussions, and exploration of the surrounding environment, students are encouraged to be emotionally and physically involved in the learning process. These activities create a learning experience that touches on the domains of attitudes, values, and skills, so that learning becomes more comprehensive and balanced. A study conducted by Zaenuri and Rokhimawan (2022) showed that participatory learning within the SCA framework is able to shape students' collaborative, empathic, and creative characters, as well as train fine and gross motor skills through contextual and fun activities. Thus, SCA is a strategic foundation in creating an educational process that not only prioritizes understanding of concepts but also the formation of students' personalities and practical skills in an integrated manner.

CONCLUSION

The Student-Centered Approach (SCA) in thematic learning in elementary schools is an educational strategy that places students as active subjects in the learning process, not just recipients of information. In the context of Indonesian education, this approach is increasingly relevant along with the implementation of the Merdeka Curriculum, which emphasizes freedom, active participation, and student independence in learning. SCA seeks to create an interactive, collaborative, and fun learning environment so that students are more emotionally and intellectually engaged. This approach becomes very important in facing national education challenges, such as low literacy levels, because it can encourage the development of basic skills through more meaningful and contextual methods. Thematic learning, which integrates various subjects into a unified and relevant theme, is considered effective for improving students' literacy skills. The flexible, contextual, and holistic characteristics of thematic learning enable students to develop a deeper and more applicable understanding. In its implementation in primary schools, SCA is realized through various models, such as collaborative learning, design thinking, game-based learning, tactical approaches, and blended learning with a flipped classroom model. These models are each designed to maximize students' potential through activities that stimulate creativity, problem-solving, and collaboration. Overall, the implementation of SCA in thematic learning has a positive impact on students' learning motivation, critical thinking skills, and overall character development, making it a suitable strategy to support sustainable education reform in Indonesia.

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