

**LEARNER CENTERED APPROACHES IN EFL : A LITERATURE REVIEW
FROM ISLAMIC EDUCATIONAL PERPSPECTIVES**

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ABSTRACT

Learner-Centered Approaches in EFL: A Literature Review from Islamic Educational Perspectives. This study is a literature review that examines learner-centered approaches in English as a Foreign Language (EFL) instruction from Islamic educational perspectives. The study is motivated by the shift from traditional teacher-centered instruction to learner-centered pedagogy, which emphasizes students' autonomy, active participation, collaboration, and responsibility in the learning process. In addition, the integration of Islamic values is considered important to support learners' holistic development, including cognitive, affective, and moral dimensions. This research employs a narrative literature review method by analyzing relevant scholarly articles, books, and previous studies related to EFL instruction, learner-centered pedagogy, and Islamic education. The findings reveal that learner-centered approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) enhance students' motivation, engagement, and communicative competence. Furthermore, Islamic educational values such as tarbiyah, ta'lim, and ta'dib, as well as amanah, ta'awun, and adab, are aligned with learner-centered principles and can be integrated into classroom practices. However, several challenges remain, including limited teacher readiness, traditional classroom culture, and lack of empirical studies in Islamic educational contexts, particularly in Indonesia. Therefore, this study

highlights the need for further research on practical implementation of learner-centered EFL instruction integrated with Islamic values in diverse educational settings

Keywords: learner-centered, EFL, Islamic education, CLT, TBLT, PBL

ABSTRAK

Penelitian ini merupakan kajian literatur yang membahas pendekatan learner-centered dalam pembelajaran English as a Foreign Language (EFL) dari perspektif pendidikan Islam. Penelitian ini dilatarbelakangi oleh pergeseran pembelajaran dari teacher-centered menuju learner-centered yang menekankan kemandirian, partisipasi aktif, kolaborasi, dan tanggung jawab peserta didik dalam proses pembelajaran. Selain itu, integrasi nilai-nilai Islam dianggap penting untuk mendukung perkembangan peserta didik secara holistik, baik dari aspek kognitif, afektif, maupun moral. Penelitian ini menggunakan metode kajian pustaka naratif dengan menganalisis berbagai artikel ilmiah, buku, dan penelitian terdahulu yang berkaitan dengan pembelajaran EFL, pendekatan learner-centered, dan pendidikan Islam. Hasil penelitian menunjukkan bahwa pendekatan learner-centered seperti Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), dan Project-Based Learning (PBL) dapat meningkatkan motivasi, keterlibatan, dan kemampuan komunikatif peserta didik. Selain itu, nilai-nilai pendidikan Islam seperti *tarbiyah*, *ta'lim*, dan *ta'dib*, serta *amanah*, *ta'awun*, dan *adab* memiliki keselarasan dengan prinsip learner-centered dan dapat diintegrasikan dalam pembelajaran. Namun demikian, masih terdapat tantangan seperti keterbatasan kesiapan guru, budaya pembelajaran yang masih berpusat pada guru, serta kurangnya penelitian empiris dalam konteks pendidikan Islam di Indonesia. Oleh karena itu, penelitian ini menekankan perlunya penelitian lanjutan terkait implementasi praktis pendekatan learner-centered berbasis nilai Islam dalam berbagai konteks pendidikan.

Kata Kunci: learner-centered, EFL, pendidikan Islam, CLT, TBLT, PBL

A. Introduction

English as a Foreign Language (EFL) instruction has become increasingly significant in contemporary education due to the growing demands of globalization, international communication, and academic mobility. English proficiency is widely regarded as an essential competence that enables learners to access global knowledge, engage in intercultural communication, and improve future academic and professional opportunities. In many educational contexts, particularly in non-English-speaking countries, English language instruction is expected not only to develop linguistic competence but also to prepare students to participate effectively in globalized environments. However, despite its growing importance, challenges related to the effectiveness of EFL instruction continue to emerge, particularly regarding the teaching approaches employed in classroom settings (Lamb, 2007).

Traditional EFL instruction has often been characterized by teacher-centered approaches, in which teachers function as the primary source of knowledge while students play relatively passive roles in the learning process. Such approaches commonly emphasize

memorization, textbook-based instruction, and limited learner interaction, reducing opportunities for authentic language use and meaningful communication. Lamb (2007), in an Indonesian case study, found that although learners initially demonstrated strong motivation to learn English, their enthusiasm toward classroom learning gradually declined due to monotonous instructional practices and insufficient communicative activities. Similarly, learner centered scholars argue that excessive teacher dominance in classroom instruction may hinder students' autonomy, participation, and engagement in learning (Weimer, 2002). These limitations suggest the need for pedagogical approaches that promote active learning and student involvement in EFL classrooms.

In response to these challenges, learner-centered approaches have gained increasing attention as an alternative pedagogical orientation in language instruction. Learner-centered pedagogy emphasizes students' active participation, autonomy, collaboration, and responsibility for learning while repositioning teachers as facilitators who support meaningful knowledge

construction (Weimer, 2002). According to (Yoshida et al., 2023), learner-centered learning differs fundamentally from teacher-centered instruction by prioritizing student agency, reflective learning, and collaborative classroom interaction. In EFL settings, empirical evidence suggests that learner-centered instruction contributes positively to learners' affective and academic development. For instance, research by Kassem (2019) reported that student-centered instruction significantly improved EFL learners' motivation, self-efficacy, classroom engagement, and language achievement. Furthermore, learner-centered instructional models such as Communicative

Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) have been widely recognized for encouraging authentic communication and active participation in language classrooms.

From an Islamic educational perspective, language instruction is not solely intended to foster linguistic competence but also to cultivate ethical

awareness, moral character, and holistic personal development. Islamic educational concepts such as *tarbiyah*, *ta'lim*, and *ta'dib* emphasize balanced educational processes that integrate intellectual, spiritual, and moral dimensions (Susanti et al., 2023). Within this framework, EFL instruction can be enriched through the incorporation of Islamic values such as *adab* (respectful conduct), *amanah* (responsibility), and *ta'awun* (mutual cooperation), allowing language learning to function as both an academic and character-building process. Recent discussions have highlighted the increasing importance of integrating Islamic values into English Language Teaching (ELT) through classroom interaction, authentic materials, and learner-centered pedagogical activities that encourage reflection, collaboration, and ethical engagement (Hasibuan, Fitri, et al., 2025).

Although numerous studies have examined learner-centered pedagogy in EFL instruction and others have separately discussed the integration of Islamic values into ELT, limited attention has been devoted

to synthesizing both perspectives within a single analytical discussion. Existing literature tends to focus either on pedagogical effectiveness or value integration without comprehensively exploring how learner-centered approaches may be implemented through Islamic educational perspectives in EFL contexts. Therefore, this literature review aims to examine the principles, classroom implementation, and Islamic integration of learner-centered approaches in EFL instruction. By synthesizing relevant literature, this study seeks to contribute to a broader understanding of how learner-centered pedagogy can support effective, meaningful, and value-oriented language learning.

B. Research Methode

This study employs a qualitative research approach using a literature review method. The purpose of this study is to analyze and synthesize existing scholarly works related to learner-centered approaches in English as a Foreign Language (EFL) instruction from Islamic educational perspectives. This method is considered appropriate because the study focuses on

theoretical exploration and conceptual analysis rather than empirical data collection.

The type of literature review used in this study is a narrative literature review. This approach allows the researcher to critically examine and interpret various relevant sources, including journal articles, books, conference proceedings, and previous research findings related to learner-centered pedagogy, EFL teaching strategies, and Islamic educational values. Through this approach, the study aims to identify key concepts, patterns, and relationships among the reviewed literature.

Data collection was conducted through systematic searching of relevant literature using academic databases and search engines. The keywords used in the search process include "learner-centered approach," "EFL instruction," "Communicative Language Teaching," "Task-Based Language Teaching," "Project-Based Learning," and "Islamic education integration." The selected literature was then filtered based on relevance to the research focus, publication credibility, and contribution to the

discussion of learner-centered pedagogy and Islamic educational values.

The data analysis technique used in this study is descriptive-qualitative analysis. The analysis process involves reading, identifying, classifying, and interpreting relevant literature to extract key themes and concepts. The analysis focuses on three main aspects: (1) principles of learner-centered approaches in EFL instruction, (2) classroom implementation through instructional models such as CLT, TBLT, and PBL, and (3) integration of Islamic educational values such as *tarbiyah*, *ta'lim*, *ta'dib*, *amanah*, *ta'awun*, and *adab* in EFL learning contexts.

Through this analytical process, the study seeks to provide a comprehensive understanding of how learner-centered approaches can be effectively integrated with Islamic educational perspectives in EFL instruction, particularly in enhancing both linguistic competence and learners' character development.

C.Result and Discussion

The findings of this literature review indicate that learner-centered

approaches play a significant role in improving the quality of English as a Foreign Language (EFL) instruction. The analysis of relevant studies shows that learner-centered pedagogy consistently emphasizes learner autonomy, active participation, collaboration, and responsibility in the learning process. These principles shift the focus of instruction from teacher domination to student engagement, allowing learners to become active participants in constructing knowledge and developing language skills.

One of the main findings of this study is that learner-centered approaches positively influence students' motivation, engagement, and communicative competence in EFL learning. Previous studies consistently report that students who are exposed to learner-centered instruction demonstrate higher levels of confidence, participation, and willingness to use English in meaningful contexts. Instructional models such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) are identified as effective strategies in

operationalizing learner-centered principles in classroom practice.

CLT, in particular, emphasizes meaningful communication through interaction. This approach encourages learners to use English in authentic situations such as discussions, role-plays, and group activities. The literature suggests that CLT improves students' communicative competence because learners are actively engaged in expressing ideas rather than merely memorizing grammatical rules. Similarly, TBLT contributes to language development by involving learners in task completion that reflects real-life situations. Through structured stages such as pre-task, task cycle, and post-task reflection, learners are able to develop both linguistic accuracy and fluency.

In addition, PBL is found to be highly effective in promoting collaboration, creativity, and critical thinking among EFL learners. Project-based activities allow students to work in groups to produce meaningful outcomes such as presentations, reports, or creative products. This process not only enhances language skills but also fosters teamwork and problem-solving

abilities. The findings indicate that PBL significantly increases student engagement because learners are actively involved in planning, discussing, and presenting their work.

However, the implementation of learner-centered approaches in EFL classrooms is not without challenges. The literature highlights several obstacles, particularly in Indonesian educational contexts, where traditional teacher-centered practices are still dominant. Many students are accustomed to passive learning, which makes it difficult for them to adapt to active and participatory classroom environments. In addition, teachers often face challenges related to classroom management, time constraints, curriculum demands, and limited training in learner-centered pedagogy.

From an Islamic educational perspective, the integration of learner-centered approaches provides a meaningful contribution to holistic education. The values of *tarbiyah*, *ta'lim*, and *ta'dib* support the idea that education should develop not only intellectual abilities but also moral and spiritual dimensions. The literature

shows that Islamic values such as *amanah* (responsibility), *ta'awun* (cooperation), and *adab* (respect) align closely with learner-centered principles. For example, learner autonomy reflects *amanah*, collaborative learning reflects *ta'awun*, and respectful interaction in classroom communication reflects *adab*.

Furthermore, integrating Islamic values into learner-centered EFL instruction enhances the overall learning experience by creating a balance between language competence and character development. Students are not only trained to communicate effectively in English but also guided to develop ethical awareness and responsible behavior. This integration is particularly important in Islamic educational settings, where moral and spiritual development is considered an essential part of the learning process.

Overall, the discussion reveals that learner-centered approaches, when combined with Islamic educational values, create a more meaningful, engaging, and holistic learning environment. This integration supports both linguistic development and character formation, making EFL

instruction more relevant to learners' academic and moral needs

D. Conclusion

This literature review concludes that learner-centered approaches play an important role in enhancing the effectiveness of English as a Foreign Language (EFL) instruction. The findings indicate that learner-centered pedagogy, which emphasizes learner autonomy, active participation, collaboration, and responsibility, contributes positively to students' motivation, engagement, and communicative competence. Instructional models such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) are effective in implementing learner-centered principles in EFL classrooms.

In addition, this study reveals that Islamic educational values such as *tarbiyah*, *ta'lim*, and *ta'dib*, along with *amanah*, *ta'awun*, and *adab*, are compatible with learner-centered approaches. The integration of these values supports not only the development of learners' language

skills but also their moral and character formation. Therefore, learner-centered EFL instruction integrated with Islamic educational perspectives provides a more holistic and meaningful learning experience.

However, the implementation of this approach still faces several challenges, including limited teacher readiness, traditional classroom practices, and insufficient empirical studies in Islamic educational contexts, particularly in Indonesia. These challenges indicate the need for further development in both pedagogical practice and educational research.

Therefore, it is recommended that future studies focus on empirical investigations of learner-centered EFL instruction integrated with Islamic values in various educational settings. Teachers are also encouraged to adopt more student-centered strategies and integrate value-based education to create more engaging, effective, and meaningful language learning environments.

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