MANAGEMENT DEPARTMENT

FACULTY OF ECONOMICS

ANDALAS UNIVERSITY

LETTER OF THESIS APPROVAL

Herewith, Dean of Economics Faculty of Andalas University, Head of Department and Thesis *(Skripsi)* Supervisor, stated that:

Name	: **Leily Rosa**
Student Number	: **0810524029**
Degree	: **S1 (Bachelor)**
Field of Study	: **Management**
ThesisTitle	:**Evaluation of Student Centered Learning (SCL) Approach on Implementation at Faculties of Andalas University**

Has already passed the exam on July 4, 2012 based on procedures and regulations, which prevail in the Faculty of Economics.

Padang, July 2012

Supervisor

Dr. Rahmi Fahmi, SE,MBA

NIP. 132 087 901

Approved:

Dean of Faculty of Economics,

Prof.Dr. Tafdil Husni, SE, MBA
NIP. 19621120 198702 1 002

Head of Management Department

Dr. Harif Amali Rivai, SE, MSi.

NIP. 197110221997011001

OF CONTENTS

LETTER OF THESIS APPROVAL

ABSTRACT

TABLE OF CONTENTS..... i

LIST OF TABLES..... v

LIST OF FIGURES..... viii

ABSTRACT ix

CHAPTER I INTRODUCTION

1.1 Background of Research 1

1.2 Problem Statement..... 3

1.3 Objectives of The Research..... 3

1.4 Contributions of The Research 4

1.5 Outline of The Research 4

CHAPTER II THE LITERATURE REVIEW

2.1 Soft Skill and Hard Skill 7

2.2 Learning Capacity and Competency 12

2.2.1 Learning Capacity..... 12

2.2.2 Competency..... 14

2.3 Approach of TCL vs SCL..... 20

2.4 The Research Framework 26

CHAPTER III RESEARCH METHODS

3.1 Research Design 27

3.2 Source of Data 28

3.2.1 Primary Data Collection 28

3.2.2 Secondary Data Collection 29

3.3 Population and Sample 30

3.4 Data Collection Method 30

3.5 Operation Definition 31

3.6 Data Analysis Method 33

CHAPTER VI PROFILE OF UNIVERSITY of ANDALAS

4.1 History of Unand 37

4.2 Vission and Mission 38

4.3 Faculties at Unand 40

4.4 Lecturers at Unand 41

4.5 Learning Process at Unand 41

4.5.1 Development Learning System 41

4.5.2 Strategy and Learning Process 42

CHAPTER V DATA ANALYSIS AND DISCUSSION

5.1 Survey Results 43

5.2 Respondent Profile 44

5.2.1 Respondent Characteristics based on Faculty 44

5.2.2 Respondent Characteristics based on Gender 46

5.2.3 Respondent Characteristics based on Age..... 46

5.2.4 Respondent Characteristics based on Educational Level 47

5.2.5 Respondent Characteristics based on Period as Lecturer 48

5.2.6 Respondent Characteristics based on Grade of Lecturer 48

5.3 Analysis Implementation of SCL on Faculties at

Andalas University 50

5.3.1 Descriptive Statistics 50

5.3.1.1 Teacher Centered Learning 51

5.3.1.2 Student Centered Learning 55

5.3.1.3 Learning Method 58

5.3.3 Open Question 70

CHAPTER VI CONCLUSION, LIMITATION, RECOMMENDATION AND

IMPLICATION

6.1 Conclusion of the Research .... .75

6.2 Limitation of the Research ..... .77

6.3 Recomendation of the Research..... 77

6.4 Implication of Research 78

REFERENCES 79

APPENDIX

LIST OF TABLES **Page**

Table 2.1 Difference of IQ, EQ and SQ 12

Tabel 2.2 Difference of Mass Instruction with Individual Study and Group Study..... 23

Tabel 2.3Differences between TCL and SCL 23

Table 3.1 Scale in Research Questionnaires 31

Table 3.2 Variable Operationalization 32

Table 4.1 Departments in Unand 40

Table 4.2 Number of Lecturers 41

Tabel: 5.1 Survey Result 43

Table: 5.2 Respondents Based on Faculties 45

Tabel: 5.3 Respondent Based on Gender 46

Table: 5.4 Respondent Based on Age 47

Tabel: 5.5 Educational Level of Respondent 47

Tabel: 5.6 Respondents Based on the Period as Lecturer in Andalas University 48

Table: 5.7 Respondents Based on Rank, Grade, and Position of Lecturer in Andalas University 49

Table: 5.8 Descriptive Statistic of Teacher Centered Learning 51

Table: 5.9 Descriptive Statistic of Student Centered Learning 55

Table: 5.10 Descriptive Statistics of Mass Instruction 58

Table: 5.11 Descriptive Statistics of Individual Study 62

Table: 5.12 Descriptive Statistics of Group Study 66

Table: 5.13 Comparison of Respondent answer TCL and SCL 70

Table : 5.14 Differences of Method Used of Lecturers..... 71

Table: 5.15 Differences Suggestion of Department to Implementation SCL Method..... 72

Table: 5.16 Respondents Attend SCL Training..... 72

Table: 5.17 Respondents Attend SCL Training..... 73

Table: 5.18 Differences of Respondents Statement of the Barriers in Implementation SCL..... 73

Table: 5.19 Respondents Answer for Implementation of SCL..... 74

LIST OF FIGURES **Page**

Figure 2.1 Levels of Skills according Maslow dan Fisher 10

Figure 2.2 The interface between competence and competency..... 15

Figure 2.3 The iceberg model 18

Figure 2.4 Central and Surface Competencies..... 19

Figure 2.5 Relationship between Learner Support and Learner Control 22

Figure 2.6 The Research Framework 26

Figure: 3.1 Structure of Research Method 28

CHAPTER I
INTRODUCTION

1.1 Background of The Research

If we pay attention to national education goals and objectives of each level of education such as in the system of National Education and Regulatory of Government Republic Indonesia, we can read it from Regulatory Chapter 2 Year 1989 Verse 4 (Department of Education and Culture, 1992):

> *National education aims to educated life of nation and develop all of indonesia human, that is the human who is faithful and devout to God and noble chatacters, have knowledge and skills, health of physical and spiritual, steady and independent personality and then sense of responsibility to social and national.*

Undang-Undang Bab 2 Tahun 1989 Ayat 4 (Departemen Pendidikan dan Kebudayaan, 1992):

> *Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani dan rohani, kepribadian yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan.*
>
> *Source: National education system (1992)*

In order to objectives of the above Undang-Undang of National Education System can be applicable in the ordinance of education, especially at University of Andalas (Unand), Unand as an higher education institution should be able to give teaching, guiding and training; teaching to transform the knowledge, guiding to build attitudes, and training to improve skills. All of this must be performed continuously or lifelong. Therefore, in order to achieve the purpose above, it needs a proces of natural learning which concern on the needs, interests, ability and also learning style of someone in accordance with his/her growth levels.

Based on the above explanation, in-depth studies which focused on the concept of a *Student Centered Learning* (SCL) approach is very necessary as a step to *back to basic*, which in turn back to the natural learning process of each student. It is not only to provide them with the *hard skill* but also to develop them with *soft skill* in which it is always neglected in educational process.

The SCL has been widely used in the teaching and learning process. Many terms have been linked to SCL, according to Taylor (2000) cited by O'neill and McMahon (2005) SCL is a flexible learning, and an experential learning, and a self-directed learning (Burnard,

1999: in O'neill and McMahon, 2005), therefore the SCL approach is a knowladge which is constructed by students, while the lecturer is a facilitator of learning rather than information communicator.

(McDonald, 2007) in Heise and Himes (2010) SCL develops the critical thinking skill. This approach is a shift from teacher centered learning (TCL) to SCL. In this approach, lecturers empower students to be more active in making decisions about what, why and how they learn. SCL enables students to participate actively in the learning process. (Young and Paterson 2006) cited by Heise and Himes (2010), SCL based on principles of social and cognitive constructivism theories, which assert that the student's knowledge is the basis for learning and a creative relational process. (Penn 2008) in Heise and Himes (2010), students and educators collaborate to create a community of learning that is continuously evolving, with an ultimate goal for students to develop independence that prepare them for a "life time of personal and professional development".

1.2 Problem Statement

Based on the description above, we concern with two problems:

1. How is the implementation of SCL approach in the process of learning and teaching at University of Andalas?
2. Which factors that can influence the improvement of SCL at University of Andalas?

1.3 Objectives of The Research

The objectives of this research are:

1. To study the implementation of SCL at University of Andalas.
2. To determine factors that could improve the SCL implementation.

1.4 Contributions of The Research

The results of this research are expected to provide some benefits, such as:

1. As an input for the department in developing curriculum, especially for teaching methods and evaluation systems that can increase the competency of students.
2. As an input for lecturers about the importance of the implementation of SCL in the process of learning and teaching.
3. As a guide for leaders to make decision at University of Andalas in improving the implementation of SCL in terms of policies about training for lecturers, facilities, learning methods, and graduate competencies at University of Andalas to achieve the goal to become a World Class University.

1.5 Outline of The Research

In order to make it easier to understand, this research is divided into six chapters as follows:

CHAPTER I.

Introduction

This chapter describes about the background of the research, problem statement, objective of the research, contribution of the research, and outline of the research.

CHAPTER II.

Literature Review

This chapter will explain the theoretical basis or concepts that underlie the conduct of research that includes theory of soft skill, hard skill, student centered learning approach, and teacher centered learning approach.

CHAPTER III.

Research methods

This chapter will ellucidate the methods used in this study such as: research design, sources of data, population and sample, data collection method, operational definition, and data analysis.

CHAPTER IV.

General Description of Learning Organization

This chapter describes an overview Andalas University as an object of research which includes the establishment of Andalas University, vision and mission, objectives, strategic goals and learning process.

CHAPTER V.

Results and Discussion

This chapter interpretes and discusses the fact findings of research. This chapter includes data description, data analysis and interpretation, and result discussion which is related to the evaluation of the implementation of SCL at University of Andalas.

CHAPTER VI.

Conclusions and Suggestions

This chapter will put forward the conclusions obtained from the following research, which consist of conclusion, limitation, recommendation, and implication.