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LETTER OF THESIS APPROVAL

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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 McMahan (2005) SCL is a flexible learning, and an experiential learning, and a self-directed learning (Burnard,

1999: in O’neill and McMahon, 2005), therefore the SCL approach is a knowledge 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 elucidate 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.