

Student-Centred Learning in Higher Education: Exploring Indonesian English Language Lecturers' Perception

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ABSTRACT

This study explores the perception of Indonesian English language lecturers in implementing Student-Centred Learning (SCL) in Indonesian higher education. One-way teaching method still occurs and needs to be shifted to two-way interactive teaching method or active learning to develop student engagement in learning activities, and SCL is considered as one of the approaches to develop student engagement. The focus of this study is more on the perception of three English language lecturers towards SCL implementation. This is to consider that their roles are essential in delivering the materials as their responsibility is to facilitate and to drive the learning activity, especially in teaching English as a Foreign Language (EFL) in Indonesian higher education. This research adopted qualitative study by conducting in-depth semi-structured interviews as the method for a small number of English language lecturer participants, and grounded theory was used as the analytical method enabling the presentation of lecturer perception from their context. Findings revealed that the three lecturers had an adequate understanding of the concept of SCL, and they thought implementing SCL is useful and valuable to develop students' engagement with learning activities and to improve lecturers' teaching practice even though there are still some challenges that need to be considered. The findings also showed how the participants encountered the challenges and the personal strategies that they saw as effective to be applied. This study suggests it is worth reconsidering the possibilities of valuable English language lecturers' perception towards SCL implementation in Indonesian higher education.

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1. Introduction

The interest in active learning is mainly discussed to raise student engagement in the learning environment. The students are advised to be active and to participate to take more roles to engage in the learning process. However, the one-way traffic method, in which the teachers still dominantly participate in the class, still occurs within the paradigm of Teacher-Centred Learning (TCL). In this paradigm, the learners tend to be receivers and less engaged as explorers, so they are majorly involved in active and interactive learning (Attard et al., 2010).

Student-Centred Learning (SCL) is generally defined as an approach to learning activities that are more concentrated on the students than the teacher. Baeten et al., (2016) define SCL as an approach in which students must construct and reconstruct knowledge in order to learn actively and effectively. They state that SCL requires five categories that teachers should understand; implementing cooperative learning, stimulating the construction of knowledge, considering the teacher only to facilitate the learning process, enhancing chances for self-regulated learning, and utilizing authentic assignments. They also include the tailored staff development program as a part of SCL, which is held as a program of lectures' role, and proves to have a positive impact on student-centred conceptions of teaching and reflecting practice.

Furthermore, SCL is considered as a teaching approach that aims to shift traditional pedagogical practice with active learning, group work development and comprehensive self-paced learning activities, fundamentally leading the learners to be responsible for their learning (Attard et al., 2010; Baeten et al., 2013; Harsono, 2008; Prihandoko et al., 2021; Hamuddin et al., 2022).

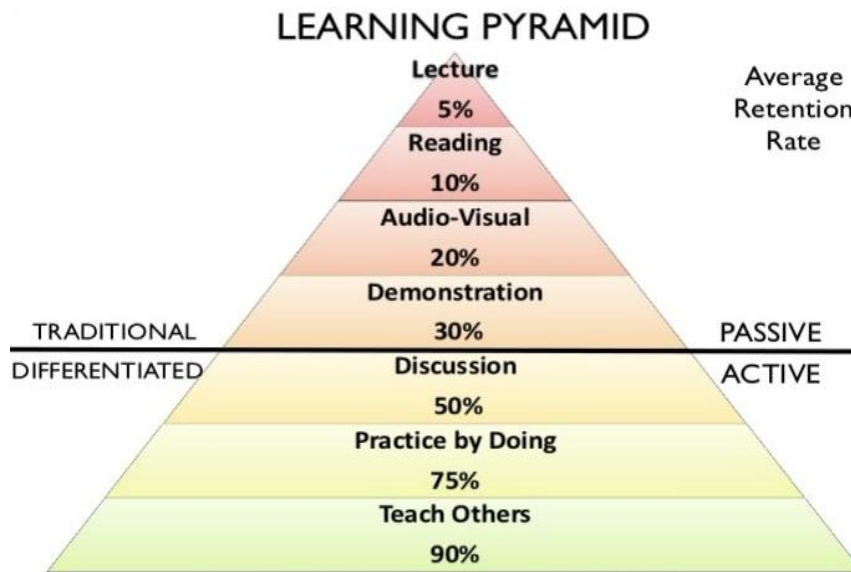


Figure 1. Learning Pyramid of SCL by Angele Attard

The roots of SCL in education can be taken up through three overlapping perspectives: Progressivism, Constructivism, and Socio-Cultural Theory. Although these perspectives apply commonly to education, they are most applicable to second or foreign language learning, especially when it talks about English language study. Progressivism can be comprehended by contrasting it with teaching practice that is from the learning of conventional curriculum passed down from many years ago.

Dewey (1929) emphasized learning by doing, interacting, and cooperating with others beyond the classroom, and utilizing learning to improve the lives of others. Classical knowledge was derived from Progressivism, but it is valued for what it provided for use in improving the current condition, not as knowledge for the sake of exams or grades.

In the higher education context, the learners are a group of people who are growing up, and they are no longer required to be sole receivers of knowledge. They are already critical, understanding what is needed, selecting, and increasingly knowing how to establish priorities (Attard et al., 2010; Baeten et al., 2013; Harsono, 2008; Al-Obaydi et al., 2021; Rahman & Weda, 2018). The spoon-feeding concept for university students is no longer needed since they should have more opportunities to engage with the lesson materials and to decide their appropriate preferences. Thus, the process of learning needs to be shifted, from a one-way teaching method to a two-way interactive teaching method, active learning. In this case, the authors consider Student-Centred Learning (SCL) as active learning that can be one of the approaches to encourage and increase student engagement, so the learners can be invited to actively discover, treat, seek, interpret, and build their knowledge. In Maluku Province, Enhancing the writing proficiency of college students necessitates a holistic strategy that takes into account cognitive, linguistic, and motivational elements. The incorporation of these considerations into educational practices can lead to the development of more impactful teaching techniques and better writing achievements among students (Anaktototy et al., 2023).

However, the active learning has not been implemented well generally in Indonesia (Harsono, 2008; Saragih & Napitupulu, 2015) even though it has been indicated as desirable in the national regulations. The Rule of Indonesia in 2003 Section 20 in the National Education System in "Forecasting of Tri Loka" In Chapter III, point 4 Paragraph 3 stating the education development provision, as follows:

As part of it, the authors examine the SCL approach in this study. This learning approach is among a number of strategies that can potentially urge more students' engagement and learning in active and varied ways. The issue takes place within constructivist theories that learners internally construct their understanding, rather than passively receive knowledge that is delivered by external factors, such as teachers and lesson materials (Piaget, 1954). Furthermore, the focus of this study is more on the perception of the lecturers towards SCL implementation. This is to consider that their roles are very essential in delivering the materials as their responsibility is to facilitate and to drive the learning activities. If the students have low ability, they need more individual attention from the teacher (Sadik et al., 2023). Hence, in this paper, the authors explore their perception to delve deeper into what they understand and to know how they implement SCL in Indonesian higher education.

2. Methodology

This research study aims to explore Indonesian English language lecturers' perception towards SCL implementation in English language teaching in Indonesian higher education. This chapter elaborates on the epistemology, presents participants, and shows the methodological approach and data generation.

2.1. Epistemology

The aim of the study is to deal with human attitudes and experiences, which are categorized through opinion, practice, and perception, so an interpretive framework was adopted in this study with the qualitative research methodology in the constructivism area of study. Most qualitative study is linked to the epistemology of an interpretivist which stresses knowledge by giving attention more to people's actions, words, and records. It also relies on the data gathering of qualitative studies such as observation, journals, and interview rather than numerical data collection that is commonly conducted in quantitative research approaches (Ary et al., 2013; Creswell, 1998). Furthermore, one of the perspectives that is mostly preferable in supporting qualitative methodology is its associated techniques which are more into the complexities of social phenomena (Atieno, 2009; Bryman, 2015). This methodology is often linked to explore social reality facilitating an understanding of the contextual significance.

Conducting qualitative study usually incorporates exploring strategies of getting insights into opinions, beliefs, practices and attitudes derived from data collection tools such as observations, reflective diaries interviews and so on within variety of research genres such as case study. The use of the term 'case' often relates to the case study with a setting, such as individual, organisation or community. It is stated that the design of case study mostly includes qualitative methods, such as in-depth semi-structured interview as it is believed as particularly useful in the generation of a detailed and intensive examination of a case (Bryman, 2015; Yin, 2009). Therefore, the methodology that was used in this study to answer the research questions was the case study focusing not on large populations but on smaller group or individuals and attempts to answer questions about relationships, contexts, practices and process (Merriam, 2009).

Ary et al., (2013) presents another perspective that people have varied opinion on viewing things. In this case, the Indonesian English language lecturers have different perceptions about SCL concept and implementation because they have been affected by their knowledge, teaching experience and environment. The idea in social research, which is focused on social reality, notes that teachers' perception are valuable to interpret and follow the context of social practice (Merriam, 2009). In this case, the English language lecturers' perception in SCL is a phenomenon that keeps on developing according to the improvement of active learning, strategies, learners' demands, and many more contextual aspects.

2.2. Method

The data were generated through individual interviews. In this study, an in-depth semi-structured interview was conducted as the method for the data as it was effective and efficient to access the perception of participants and to find the answers of the research questions. Through this method, the participants could share the issues in any ways they felt comfortable with, and the essential points about their views, arguments and opinion their English language teaching experiences were then generated from their responses (Ary et al., 2013; Denscombe, 2010; Yin, 2009). Thus, in this study, the use of in-depth semi-structured interview was useful as the primary source to collect the data because it can allow me to deeply understand the participants' reactions, meanings and motives in reality (Ary et al., 2013).

Each participant in this study chose a preferable quiet space where s/he felt comfortable and secured, and the interviews were held at a mutually agreed time. Before starting the interview, the authors consciously asked and discussed their existing knowledge in order to understand their interests (Tufford & Newman, 2010), and to provide flexibility for them to truly and sincerely share their perception and stories (Bryman, 2015; Yin, 2009). To find the rhythm and to set the appropriate duration, the interview was conducted in encouraging and respectful ways, with minor interruption, providing questions and prompts only as needed to encourage participants to continue to share their opinion and stories using their own ways (Denscombe, 2010). With verbal check, as well as a written permission containing teacher agreement and comfort immediately prior to commencement, the interviews were audio-recorded.

2.3. Participants

This research was conducted in Makassar, Indonesia, as the authors came from the city and it was easier to generate the data from the situation and environment the authors had lived in for many years. It involved Indonesian English language lecturers who have been in charge of teaching English in universities. As the research questions and

focus were on the perception of the Indonesian English language lecturers, this was the starting point in selecting the participants.

The lecturers were searched through the campus website by considering their reputation and experience in teaching English for more than three years. After getting their personal contact from the website, they were then contacted to get an agreement and to arrange the schedule. Information of the participants was obtained via the respective university websites they are currently teaching. There were three participants in this study, and they expressed their interest in participating in this research, so individual interviews were organised to proceed at convenient times and places. For the privacy concerns, all three lecturers chose to adopt pseudonyms for the report of this study.

Yani is an English language lecturer who has been teaching English in University for three years. Teaching was her first career and she taught the subject of English reading, writing and speaking for the bachelor degree students in the first and second year. Besides working as an English language lecturer, she is currently involved as public relation manager to help students find their preferable workplaces in education field such as schools and foundation. Finishing her master's degree in English language education and getting some educational awards, she is often invited as a speaker to educate the school teachers in developing active and interactive learning in classroom activities.

Fajar is in his fourth year of teaching English at the University and has taught all that time in two different higher education institutions. Before being a lecturer, he worked as an English language lecturer assistant for two years after graduating from education in English teaching specialty. He has many experiences in teaching including private tutoring and volunteering for some university students to learn English.

Erwin is in his second year of teaching English at the University. He is responsible to teach speaking, writing and structure to the first year students in English department. Also, he had worked as a lecturer assistant for one year and taught English in some companies. Besides working as a lecturer, he is now involved in an academic extracurricular activity to teach English speech and debating.

2.4. Data Analysis

This study aimed to understand the lecturers' perception towards SCL implementation in the higher education context. The authors did not intend to test a hypothesis, but more relied on the participants' experience and interpreting their different perspectives related to the research questions of this research. Therefore, the data collected from in-depth semi-structured interviews were analysed according to the lecturers' questions and responses.

Bazeley (2013) states that data analysis included organising what you have seen, read and heard, so you can make sense of what you have learned. The data gained from the interviews were analysed using the principles of grounded theory. It is a common methodological analysis to establish theory in data systematically gathered and analysed (Ary et al., 2013). In this analysis, the topics that were selected from the findings were grouped and elaborated in order to present what the participants shared during the interview and linked them to the existing knowledge which discuss SCL and lecturer perception.

The author also identified the issues of similarities and differences by applying the process of coding. Coding is depicted as the data interpretation and included the naming concept and also discussed them in more detailed explanation (Bryman, 2015). The results of coding were then presented in listed terms and explanatory text.

The analysis of this study covers three distinct and progressive phases;

a. Open Coding

This was the first phase where the authors examined the data by closely reading the transcripts. The interesting and important data were then highlighted with a coloured pen and the essential themes were identified and coded.

b. Axial Coding

In this phase, led by the research aims, some relevant categories were formulated according to the main themes that had been identified. Through this process, the differences and similarities were discovered derived from the views given by the participants in this research. For instance, all three participants had similar opinions about SCL definition and principles, or they had different strategies and activities to implement the Student-Centred Learning approach.

c. Selective Coding

This was the last phase of coding the data. The authors reflected on the results that were discovered and created during the process of open coding and axial coding. The results were then collected and further be presented and explained in the discussion chapter of this research.

2.5. Trustworthiness

To represent, as closely as possible, the perception of the participants in this research (Bryman, 2015) towards the implementation of Student-Centred Learning, this study was undertaken with observance of a thorough generation of data and process of analysis, openness to the emergence of new knowledge, and maintaining awareness and respect the research participants and their contextual understanding through the research (Duncan & Watson, 2010).

A range of ways were adopted to ensure the trustworthiness of this research. The semi-structured interviews were undertaken by using open-ended questions by striving to bracket out their existing knowledge and thoughts (Tufford & Newman, 2010) when conducting each interview. I consciously listened intently, decreasing interruptions, and followed up on comments and keywords to effectively control the direction of interviews.

3. Result and Discussion

This study focused on the perception of three Indonesian English language lecturers towards the implementation of Student-Centred Learning implementation in Indonesian higher education. The data analysis built up in individual interviews created the emergence of the four main themes related to Student-Centred Learning; the understanding concept, the benefits, the challenges and ways to encounter them, and the personal strategies in to implement SCL. These themes are elaborated in succession, incorporating actual words of the participants' responses to maximise elaboration of findings from their own perception.

3.1. The Understanding of SCL

The three lecturers showed their views and explained their opinions during the interview. Most of them present the same understanding of SCL although there are still some points that not all of them present similar ideas. In understanding SCL, the lecturers conceptualize SCL in three subcategories; student as the independent learner, lecturer as the facilitator, and the student collaboration.

a. Learner Independency

Both Yani and Erwin conceptualise SCL as one of the approaches that covers the encouragement of student independency. Yani defines SCL as an approach to "make students learn independently" because most activities are "more concentrated on students rather than teachers". She also states that SCL is one of the "effective ways to encourage students to find their interest" because they are given opportunities to improve the ways they learn. She thinks that SCL can "give authority to students to take responsibility for their own learning", so they can easily understand and reach the learning objectives because they can increase their "motivation and confidence" through learning in their own way. Similarly, Erwin also emphasises that SCL can make the students to "explore what they like". He states that there should be "70% participation from students and 30% from teachers". It means the student will participate more and play a major role during teaching and learning activities. Hence, from these views, it can be seen that SCL includes learning independency which is believed to encourage students to increase student engagement.

b. Lecturer as the Facilitator

The three lecturers present the same understanding in terms of stating the lecturers' role as "the facilitator" in SCL. Yani states that SCL does not mean the students will fully gather the information in their own way "without any control from the lecturers". The role of the lecturer is "to facilitate the learning activities". For instance, in learning English, "the lecturer will provide one topic", then the students will talk and discuss it in order to create a project. In the end of the meeting, students will "have the presentation in front of their friends", then the teacher will "give the conclusion and assess the presented project, and give encouragement" to students for the next task. In addition, Fajar and Erwin also demonstrate that "in SCL, the role of the lecturer in the class is to guide", to "stimulate" them, and to "correct" the students if "they seem to get lost" and make mistakes, so the lecturer can directly assess the students' "progress and confidence". Thus, the students will not only undertake the tasks and learning activities in their own ways, but also they will get support from the lecturer, so the learning process is more effective.

c. Collaborative Learning

Both Yani and Fajar present their ideas of collaborative learning. They think that SCL can “provide more opportunities for students to work in groups” and share their ideas with their peers. Yani and Fajar emphasise that the group work also “enhances the students’ skills” to be able to teach and share what they are thinking to their surroundings. This can be beneficial when they are involved in the real social context because they know how to teach others and deal with the issues they encounter in reality. Moreover, Fajar conveys additional explanation that the collaborative learning in SCL is necessary because “it challenges the students to undertake their learning activities” because most of his students seem to “passively move, reluctant and even feel intimidated to participate” if the lecturers talking without giving chance to them to actively ask and to give responses. Thus, by sharing to their peers they are challenged to freely express their thought and ideas, and they will also easily remember what they have learned because “learning with friends is considered to be impressive”.

3.2. The Benefits

The three teachers demonstrate similar perceptions in seeing the lecturer implementing Student-Centred Learning especially in teaching English. They believe that there are some benefits that the learners can get; improving self-regulated learning, developing critical thinking and boosting student confidence. Besides students, they also report some benefits aspect that the teacher can gain in implementing SCL.

a. Developing Self-Regulated Learning

Yani explains that the students can get some benefits when they learn a foreign language in SCL implementation. In learning English, they get ways to “enrich their vocabularies.” If the lecturer only “talks until the class time is over”, there is “no chance for students to enrich more vocabs”, but when the lecturers give them chance to do their task, let them “read the book, answer the questions and then present their ideas” in front of their peers, they will “learn new vocabularies”, so it can also “develop other skills such as, speaking and writing”.

Yani emphasises the outcomes of Student-centred Learning is also to “make the students ready to work”. That is why they have to “own the valuable skills” in order to maximise their roles in their future workplace. She thinks that by implementing SCL, it makes the students learn “how to cope with the problems and solve them in every challenge they encounter”. Besides, it can also “enhance their ability to not really rely much on people” because they learn how to “consider and decide their barriers” in the process on the independent learning that they got in the SCL implementation.

Furthermore, Erwin in his perception also explains that SCL will be very useful for students to be more independent, especially in learning English. His explanation conveys that the students will think and learn by their own ways and not rely much on the lecturers’ instruction and assistance, so they will know the lesson in deep understanding. His explanation supports the knowledge that If the students go with their own preferences within the given lesson, they will urge themselves to work and study independently and effectively (Attard et al., 2010; Bailey, 2008).

Both Kiki and Erwin also emphasises the impact of self-regulated learning in studying English. They belief that it is important to have independent learning combined with active and interactive learning, especially in higher education. It can create a supporting learning environment for students in order to reach goals of SCL that the students are ready to face the global challenges in their workplace after graduating from university (Dunn & Rakes, 2011; Yap et al., 2016).

b. Developing Critical Thinking

As one of the benefits of SCL, Erwin states that the critical thinking ability can also be developed. “Involving and challenging” the students in the learning activities are useful for them to be more “actively engaged in the learning process”. This activeness can “stimulate their ways of thinking” to understand and question the given lesson materials through the challenges provided by the lecturer. He also believes that when the lecturer gives more “opportunities to the students to explore their topic”, they will find other ways to learn, they will learn “to solve the problems and encourage themselves” to encounter the challenges given by the lecturers. This belief can possibly “lead to critical thinking development” of the students because they learn to problematize and investigate their learning issues.

This extends the existing knowledge that when the facilitator proposes some complex problems to be investigated, the learners are enthusiastic to actively participate by questioning, arguing and debating (Attard et al., 2010; Renandya & Widodo, 2016). This critical thinking activity also enhances students’ knowledge to understand the given subject more deeply (Calder, 2015; Çubukçu, 2012). Moreover, critical thinking also involves the core idea of Problem-based Learning (PBL), which makes students understand how to learn critically and analytically during the learning process (Attard et al.,

2010; Baeten et al., 2013; Harsono, 2008). In the future, it is expected that the students learn the lesson critically, not just take it for granted and understand the purpose of the learning materials.

c. Boosting Student Confidence

Another benefit is also found in Fajar's perception. He thinks that SCL can also boost the students' self-confidence because they are given more chances to actively participate during the learning process. This adds knowledge about the student's confidence in learning. SCL makes the students feel enthusiastic to take responsibility for their own learning (Attard et al., 2010; Baeten et al., 2013; Harsono, 2008). Fajar's explanation builds this knowledge by exemplifying that the students can also train themselves to confidently speak and respond to the people's questions, so they are given the opportunity to present their ideas to other classmates.

d. Benefits for Lecturers

The three participants also present the same ideas about some benefits that the lecturer can get from implementing SCL in their class. Yani and Erwin express the thought that the lecturers can learn and habituate themselves "to be well prepared before coming to the class". The lecturers should organize a lesson plan and make sure the learning objectives are ready to be presented. The lesson materials such as "presentation file, sheets, and all technological facility should be well prepared before the class starts". In addition to this, Fajar thinks that SCL can also stimulate the lecturers to "the innovation and creative pedagogical practice". In SCL, there are some varieties of techniques that they can learn and perform based on students' needs such as providing "brain storming activities, educational games, puzzles and giving quizzes". Thus, this can increase not only student engagement, but also teachers' creativity to explore their pedagogical practices.

3.3. The Challenges and Ways to Counter

All three participants agree that SCL is important and can give benefits to improve learning quality. However, they also think that there are still some challenges that need to be considered. They criticise the performance of the lecturers, the diversity of students' skills, and the use of technological tools. To solve the issues, the three lecturers also present the ways to counter the challenges respectively.

a. Innovation and Creative Teaching

Kiki explains that lecturers are still less prepared to provide and deliver the materials. She suggests that the lecturers should have more preparation before coming to the class, so they can present the lesson well. This is in line with the idea presented by (Calder, 2015; McCabe & O'Connor, 2014) stating that the teachers are occasionally confused because they do not really know how to prepare and provide the lesson materials that are effective for the students with different skills. As a result, they will not enjoy their teaching activity since they have complex materials to provide to students. The finding also links to the knowledge of Student-Student Interaction element of SCL which offers a prime means of putting students at the centre of learning activities (Baeten et al., 2013). Another similar challenge is also presented by (Dunn & Rakes, 2011) stating that when students interact with peers, they become the active ones, while teachers talk much less, acting instead as guides on the side by monitoring student-student intervening and interacting to correct, question, praise, share and share.

Fajar presents that the lecturers should provide good and communicative teaching activity, especially to attract the students. If the lecturer is not creative, it will be more challenging to build the active learning environment and communicative situation between the students and the lecturer. They acknowledge that the significant roles of Student-Centred Learning approach are to encourage student engagement with the lesson materials, to enhance student understanding in learning second or foreign language and to improve the pedagogical practice of the lecturers. In relation to this, Al-Humaidi (2015) depicts in his finding that Oman teachers report that SCL is crucial in language teaching and have positive influences towards the lecturer teaching practice.

The senior lecturers are already quite comfortable with their traditional teaching practice. They speak all the time making the students less participate. In terms of lecturers' performance, (Said, 2017) finds that the lecturers find it difficult to use the SCL approach when teaching large classes and they felt that they do not have enough experience with utilising SCL. Furthermore, Patria (2012); Renandya and Widodo (2016); Saragih and Napitupulu (2015) also highlight that bringing real-life problems into the learning environment allows students to explore and implement ways to problem-solving is still an issue in the implementation of active learning strategies because the lecturers should think and struggle to connect the lesson materials with the real life context.

Fajar counters this challenge by presenting the idea that teachers should have creativity in the class. He reflects on the idea of (Patria, 2012; Saragih & Napitupulu, 2015) stating that the department or the faculty should conduct professional teaching aimed to widen the lecturers' understanding of active learning. Especially for SCL implementation, the teacher should know the concepts and the strategies that they can apply related to the students' need. Moreover, his explanation about systematic teaching practice also supports the existing knowledge that emphasis the learning process focusing on students (Patria, 2012; Saragih & Napitupulu, 2015). This suggests that to implement SCL, using personal approach is useful reach the passive students in order to encourage and motivate them to speak up.

b. Diverse Skills of Students

Another challenge considered in SCL implementation is the diversity of students. They have different skills, interests, characters, and learning styles. Kiki states that lecturers can find students with good initiative, passive students who just like to write but are not really confident to speak, those who are just reluctant to do everything instantly, or those who just want to learn passively without being challenged. This condition have the same idea stated by (Asan & Stoica, 2013) considering that it disadvantages student with low thinking ability, therefore, they could experience all of the steps of psychological condition associated with trauma.

Fajar also finds that students who are not very enthusiastic to take part in learning, so it is challenging to persuade them to build more active participation during learning activities. This finding has tendency to support the existing knowledge that the students with high thinking ability tend to feel more grief, lose control and even dominate the learning activities when they are instructed to take duty for their own study because they have been studying in a traditional classroom for a long time in their formal education (Kim & Davies, 2014; Renandya & Widodo, 2016). There is also one point that needs to be considered stated about the teacher's ability (Aliusta & Ozer, 2014). It is noted that the students are diverse in their weaknesses and learning styles, but lecturers are limited in their abilities and areas of expertise. Thus, the lecturers will struggle and strive harder to teach their students.

To counter the challenges, Kiki's preference about specific teaching practice has the same ideas with (Musthafa, 2010) suggesting that it is better to provide students ice breaking, so the lecturer can recognize which student is active, which one is the most initiative, and which one is reluctant, so the lecturer can easily give them more responsibilities based on the students' preferences and needs. In addition, Patria (2012) propose idea to include multimedia facility when implementing SCL. The lecturers should have skills and knowledge to utilize some teaching media such as multimedia lab, so the lecturers can use this facility to implement student-centred learning especially when it is related to audio-visual facility. This can give a little help for the lecturer to recognize and fulfil the need of their students.

c. Technological Facilities

All three lecturers explain the importance of integrating digital and technological facilities into the learning activities in SCL implementation. However, they still find less awareness from lecturers to use the technological facilities that are provided on campus and classroom, such as the use of online learning management system and computers.

This perception supports the idea of what (Saragih & Napitupulu, 2015) find in their research that the learning tools and facilities are still less provided by the department or the faculty to improve teaching and learning activities in class. The lecturer should utilise learning media and facilities such as projector, audio speaker, and screen to display the video, the pictures, and the text. Moreover, the lecturer also explains that the lack of maintenance of technological facilities to make them last longer and worth using is still happening. This issue reflects the knowledge of (Kim & Davies, 2014; Renandya & Widodo, 2016) stating that when integration of technological use and learning is not well supported, the students will return to the traditional learning ways where they undertake their learning activities manually (without technological facility) and waste much of their time to study.

To counter the challenges, the explanation of Kiki and Erwin about evaluation meeting supports the knowledge presented by (Hannafin et al., 1997; Lasry et al., 2014) stating that in order to solve the issue of less awareness in using technology, this problem can be taken to the evaluation meeting of the lecturers in the faculty. At this meeting, more lecturers can be encouraged to build supportive and interactive environment in their classroom by utilizing technological facility and digital platform.

Moreover, in the classroom, the lecturers can also be urged to apply blended learning in which the lecturers combine the material using the provided technology and lesson materials. Besides, the teaching development training about the use of technology should also be conducted (Bailey, 2008; Renandya & Widodo, 2016; Saragih & Napitupulu,

2015). This training can educate them to maximally use and maintain the technological tools, so they can sustainably use them to develop their teaching practice and students' learning activities (Attard et al., 2010).

4. Conclusion

The findings of this research show the three lecturers conceptualizing Student-Centred Learning as the approach that covers independent learning of students, emphasizes the lecturers' role as the facilitator and not merely transmitting the knowledge, and enhances group work where students share their ideas and work together with their peers. In terms of benefits in SCL, the research participants present their ideas that the students can improve their self-regulated learning, developing their critical thinking and encouraging their self-confidence in learning, and the lecturers can habituate themselves to be better prepared for their teaching materials and improve their innovation and creative pedagogical practice. The participants also consider the challenges; the non-optimal lecturers' teaching performance, the diverse skills of students and the limited technological facility and digital platform. However, they also have the ways to counter the challenges by conducting teaching development training for the lecturers, providing students with more attractive learning activities that can potentially cover their differences, and educating the lecturers to be more aware in using technology to enhance the development of learning activities.

These lecturers also present their personal strategies which are considered to best fit the SCL approach in their ELT class in Indonesian higher education context. Each lecturer has some different strategies that can be summed up into more technical strategies, such as; giving quizzes, providing brainstorming, enhancing the use of technology, collaborating in groups, and debating. Lastly, the three participants believe that understanding students more closely is one of the best ways to know what strategies can effectively fit them during their learning process.

4.1. Implications for Practice

Findings and discussion emerging from this research show that the lecturer participants find SCL useful and valuable for learning development to inform their immediate teaching practice, and lecturer needs have implications for the university, classroom teaching practice, and reference for the faculty program to evaluate active learning in the curriculum. Recognition of two-way interactive teaching method and Student-Centred Learning, and recognition of English language lecturers to maximise their role in facilitating the students to learn the subject that can lead to provision of more teacher development trainings for lecturers to improve their understanding and concept of Student-Centred Learning.

Findings about the personal strategies from these English language lecturers applying Student-Centred Learning may contribute knowledge for other lecturers especially English language teachers about the possibly effective strategy that can be used to develop the interactive learning in the class. These strategies ways can also be used for professional learning to inform teacher and teaching improvement, and reconsideration of the strategies and teaching ways they are currently using in their teaching practice.

4.2. Limitations

Because the research involved the perception of only three Indonesian English language lecturers in Makassar, it was unlikely to generalise the perspectives and understandings of English language lecturers at all higher education institutions and lecturers in other regions and in other countries. Nevertheless, this study will potentially propose some understandings that may have implications for lecturers in identical contexts and can be an additional resource for teachers in other contexts. Because of the limited time, I only conducted the interview once, but the participants were still contacted through email and WhatsApp to ask for their further ideas or reflections as the follow-up of the interview. This provided the participants a chance to explore their perceptions, and helped to contribute more to this study.

4.3. Future Directions

This research was conducted in Makassar City, Indonesia, focusing on three English language lecturers towards SCL Implementation. Future studies may explore English language lecturers in more varied environments including other rural and regional higher education institutions and schools in the public and private sectors.

This research took a qualitative study, using a single case study methodology with semi-structured interviews, to improve critical understanding of the perception of a small number of lecturers towards SCL implementation. Future research may present a comprehensive perspective of English language lecturers by generating data using quantitative methods to research the trends with bigger numbers of lecturer participants. The lecturers in this study indicated the implementation of SCL is useful and valuable for the learning process and helps to enhance classroom practice.

The participants also rely much on technological facilities and digital platforms. Future studies may improve a more comprehensive understanding of the use of technology and digital learning, elaborating on the positive and negative impacts as its use and implementation are still debatable in the educational sector. Lastly, by considering the findings and future direction of this study, it is expected that the research on Student-Centred Learning can be more comprehensive and give beneficial and insightful knowledge to those who want to conduct research in active learning.

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