

# Descriptive Analysis of Student Centered Learning Implementation and Its Implication on Soft Skills Developments

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**Keywords:** Student Centered Learning; Soft Skills; Exploratory Research; Descriptive Analysis; Purposive Sampling.

**Abstract:** This study aims to get the understanding impact of implementation of Student Centered Learning (SCL) towards soft skills development. Student-centered learning is represented with attributes namely student's classroom presentation, paperwork assignment, case problem solving and group assignment. Meanwhile, oral communication skill, written communication skill, critical thinking capability and teamwork capability are attributes representing soft skills. Exploratory research design along with descriptive analysis approach was applied in this study. The data was generated using questionnaire instruments. Purposive sampling method was adopted, and the student of accounting undergraduate and accounting postgraduate program are the sample. The sample from both private and state university was involved in this study. The results indicated that student-centered learning refers to student classroom presentation, paperwork assignment, case problem solving and group assignment had a positive impact on soft skills development respectively regarding oral communication skill, written communication skill, critical thinking capability and teamwork capability.

## 1 INTRODUCTION

More than two decades, the business environment has been changing dramatically due to the advance of technology, business complexity and globalization (Low et al. 2013, Albrecht & Sach, 2000). The Accounting Profession, which has commercialized its' services extensively in the past two to three decades, is facing the challenges of change (Ramlall and Ramlall, 2014). The accountant must have not only technical skills but also various soft skills such as communication skill, coordination, working under pressure and problem solving (Albrecht & Sack 2000). The accountants in the future are required to have the capability not only technical skills but also soft skills (Daff et al., 2012). Soft skills are primary competency besides technical skills that accountant must have (Dixon et al., 2010).

In the era which is characterized with advanced of technology and business competition, the accountants are expected to have the capability to connect data and knowledge and providing insightful advises for strategic decision making (AICPA, 2008, Beard et al. 2007). Business executives consider soft skills an essential attribute in job applicants (Ramlall and

Ramlall, 2014) and they look for new employees that have both strong soft skills and hard skills (Robles, 2012). A recent study confirmed that business professionals perceive the value of nontechnical skills is higher than hard skill (Ulrich D, et al., 2013). Most educational institution put weight on technical skill teaching. However, successful practice in any discipline of works requires soft skills (Rangnekar, 2011).

In dealing with turbulence business environment, soft skills are playing a role as important as hard skills (John, 2009; Zehr, 1998). Encouraging students to have soft skills could make the difference when the hard skill are becoming standards (Evenson, 1999). Lack of soft skills can undermine someone's career in higher level even though they have the technical ability and professional expertise (Klaus, 2010). Lazarus (2013) stated that the capacity to develop and use soft skills could help land outstanding job offers and lead to job success. Therefore, the accounting profession association have warned for academics to emphasize the importance of nontechnical skills in the accounting education process (Stivers and Onifade, 2013).

The traditional system of learning which a teacher is as dominant figure gain wide critics, it leads

students being passive, apathetic and creates boring learning environment (Janor et al. 2013). Therefore, new perspective of learning that put the student as a key person is needed and it refers to student-centered learning (SCL). SCL pays attention to what the students actively do and no longer focuses on what the teacher give or demonstrate in front of the students (Berling 1999). The students are main figures that dominate the class, and the teacher is acting as a facilitator to give clarification. SCL requires the students be always preparing before starting the class and involvement in class participation is a key feature of SCL. The students are treated as expertise and expected to give a contribution in the class by sharing information. The student will get clarification from the teacher during the learning process (Berling, 1999)

Educational institutions and business, in general, is frequently criticized due to produces graduates that have a good technical skill but it has a lack of capabilities regarding team works, effective communication, responsiveness in the uncertain and complex situation (Calvert dan Kurji, 2012). The role of curriculum in SCL approach is not only covering learning materials but also skills development and self-responsibility in learning process among the students (Janor et al., 2013). Therefore, business school, especially accounting education institutions, must provide balance both in technical skill learning process and soft skills development. Changing of learning process in accounting education institutions by balancing learning process in technical skills and soft skills is required to pre-pare graduate working in environmental business in twenty-one centuries (Mohamed & Lashine, 2003).

## 2 LITERATURE REVIEW

### 2.1 Student Centered Learning Forms

Theoretically, there are wide variations of SCL implementation in the class, and there are no conclusive learning methods in defining SCL. Many educational institutions have developed and used different approaches to teaching that fit the criteria for student-centered learning (Froyd & Simpson, 2010). SCL is also widely used with another terminology such as active learning (Bonwell & Eison, 1991), collaborative learning (Bruffee, 1984), cooperative learning (Johnson, Johnson, & Smith, 1991), team-based learning (Michaelson, Knight, & Fink, 2004) and problem-based learning. However, there is a general understanding in the literature to describe the

implementation of SCL practice. Working in a group, discussion, paperwork assignment, classroom presentation, and problem-solving are constructs to describe real forms of SCL method (Rudy Kustijiono, 2011).

SCL is closely associated with active learning strategies, and it is often referred to experiential learning the students are regularly asked to present tasks, whether it be problems to solve, opportunities to discuss, hands-on projects and simulations (Baker College, 2009). National Research Council (1999) identifies SCL is identical with knowledge centered learning. It puts attention to the students regarding the development of their knowledge to facilitate them to transfer their learning process. Application of their learning process such as a challenge in problem-solving, critical thinking, and design. SCL facilitates the student to learn beyond the classroom and thinking outside the box, thinking differently and learn to solve the problem (PPP UGM. 2010). Tina Afiatin (2009) describes more detail that SCL is learning the process in the class including; 1) sharing information (sharing an opinion, group discussion, panel discussion, collaboration action, cooperative action), 2) learning from experience and 3) Problem-solving learning. Another approach to describe SCL form is using problem-solving learning process (Çubukçu 2010).

Allen and Tanner (2005) assembled a set of seven strategies, ranging from simple, easily implemented approaches to complex restructurings of the entire course to represent SCL. Those strategies refer to bookend lectures, immediate feedback via classroom technology, student presentations, and projects, learning cycle, instructional models, peerled team learning, incorporating inquiry into courses, problem-based learning, and case studies. Student's classroom presentation is a method that can be applied to actualize Student Centered Learning (SCL) in the class (Dliyaul Millah, 2015). SCL using student presentation focuses on the audience as an important aspect that determines successful active learning. Munn (2004) used writing assignment approach as an instrument in implementing SCL. The students will get assignment about certain topics from teacher or lecturers and report the assignment written such as paperwork. Written assignment benefits for evaluating student learning output regarding capabilities of the students in putting the information, idea and written communication skill.

SCL attributes consist of activities that allow the students independent learning, confirmation of understanding between the student and lecturer, challenging learning activities, learning in the group

that involves team working (Çubukçu 2010). There are core characteristics of SCL such as adult active learning, interactive, independent and self-responsibility toward learning process. Furthermore, the students are expected to have capability learning beyond classroom, lifelong learning, freedom to express the potency, exploration and transformation knowledge, collaborative learning process, cooperative and contextual and transformation from teacher centered to student centered (PPP UGM (2010).

## 2.2 Soft Skill Forms

Soft skills terminology refers to various skills such as the capability to change, communication with a wide range of different groups, working with different people with a different background (Dixon et al. 2010). Beard & Schwieger (2008) describe that soft skills are related to the way of individual interaction with others, including the ability to lead, working in teamwork, communication and motivating team's members. Furthermore, Boyce et al. (2001) explain that soft skills are series of knowledge acquired through not specific education process including communication skills and interpersonal skills, capability in problem-solving, analyzing, critical thinking and judgment skills. Gullivan et al (2003) mentioned that construct of soft skills consists of capabilities such as communication, interpersonal, leading, organization, self-motivation and creativity. Villiers (2010) argued that SCL has five constructs of skills namely, communication skill, the capability to think critically, leadership, capability working in a team, applying ethical and moral values and self-management.

Forms of skill most recognized are communication skill, and it refers to oral communication skill and written communication skill. Oral communication skill includes the capability in speaking in verbal languages. Ulinski and O'Callaghan (2002) describe that oral communication skill consists of skill to hear, conversation, following instruction, communication with others, and participation in a certain meeting involving more than two persons. Usually, oral communication skill is measured based on it's fluently and effective-ness of delivering messages or information. Oral communication skill includes the skill of effectiveness delivering the message, the capability to deliver idea and thinking orally, diction, coherently and systematically communication, presentation capability, rich in communication

vocabulary, (Large et al. 2009, Ulinski and O'Callaghan 2000, Miller 2000).

Soft skills relate to other communication skills that are not less important in supporting the work is written communication skills. Large (2005) uses the dimension of the ability to write complex compositions and the ability of written expression to judge a person related to the skills of written communication. While Munila and Blodgett (1995) use an approach to the ability to develop ideas through writing, the clutter of ideas in writing, sentence structure and paragraphs, the separation of words to measure the ability of communication in writing. Miller (2000) uses a coherent dimension of writing skills, easy-to-understand writing skills, effective writing skills, effective writing skills, the ability to organize written materials properly, the ability to arrange paragraphs effectively, to understand and paraphrase effectively as an indicator of soft skill of written communication.

Soft skill critical thinking ability is the ability related to developing reflective analysis and evaluation of interpretation or explanation to decide what to believe and what to do (Cavdar and Doe, 2002, Fisher, 2001). Critical thinkers involved in the analysis conclude and understand and evaluate different approaches and in different perspectives. Critical thinkers can demonstrate the ability to understand the assumptions of various methods and then reinforce claims and make opinions based on available information both analytically and synthetically (Cavdar and Doe 2002). Furthermore, Cavdar and Doe (2002) described the dimensions of critical thinking ability including aspects; The ability to make logical conclusions from the premises derived from various approaches, the ability to understand the assumptions and preconditions, the ability to make propositions logically based on existing evidence, the ability to make logical conclusions and arguments and the ability to distinguish relevant arguments, strong and weak.

Soft skills teamwork skills are a very important form of soft skills when the completion of a job is not individual but in the group. Indicators for measuring teamwork are a willingness to work together, expressing positive expectations, rewarding input, encouraging, building team spirit (Triyono and Lestari 2007). Baker and Salas (1992) revealed the behaviors that emerged in team-work; ask if not sure whether the information or procedures are correct, help other team members what to do next, discuss to improve team performance, provide direction with other team members, thanking for the criticism of the mistakes made. Valentine et al. (2011) grouped the

measurement of teamwork into two groups: quality of task-related inter-actions and quality of social interactions. Quality Interaction-related tasks include communication, decision-making together, empowerment of all team members, full participation, collaboration, learning orientation, coordination, joint ventures. The quality of social interaction includes social support, respect, psychological security, dispute management, proximity to each other as a group.

### 3 METHODS

The exploratory research approach was applied in this study. Exploratory research refers to preliminary research which is the availability of information from previous similar research not sufficient to explain certain phenomena (Sekaran, 2004). Exploratory research stresses on collecting preliminary information, cross-sectional research timing and involving a lot of samples (Jogiyanto, 2014). The unit analysis was accounting students both graduate and undergraduate. There are two independents variables investigated in this research namely Student Centered Learning (SCL) and Soft Skills. Variable SCL was breakdown into learning method attributes; 1) student classroom presentation, 2) case problem solving, 3) paperwork assignment and 4) group assignment. Details of the measurements and references are presented in Table 1 and Table 2.

Purposive Sampling method was used in this research and the data was collected using questioner instrument. Undergraduate ac-counting students and master of accounting student were involved as respondents. Variable soft skills were measured using seven-point of Lickert scale. Variable SCL was measured using factual experiences of the student’s related four attributes of SCL. The respondents were found no experience in all attributes of SCL eliminated from the sample. Descriptive statistical analysis procedure along with validity and reliability test were applied in this research as assisting tool to make a judgment.

Table 1: Operational variable-student centered learning.

SCL Methods	References
Student Classroom Presentation	Rudy Kustijiono ( 2011), Tina Afiatin ( 2009)
Case Problem Solving	Çubukçu, (2010), Rudy Kustijiono ( 2011), Tina Afiatin ( 2009), PPP UGM ( 2010)
Paperwork Assignment	Munn (2004), Rudy Kustijiono (2011)

Group Assignment	David ( 1995), PPP UGM ( 2010), Rudy Kustijiono ( 2011), Tina Afiatin ( 2009), PPP UGM ( 2010)
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Table 2: Operational variable - soft skills.

Soft Skills	Dimensions	References
Oral Communication Skills	<ul style="list-style-type: none"> <li>• Ability to deliver information orally</li> <li>• Effectiveness to deliver information orally</li> <li>• Skill to deliver idea and thinking orally</li> <li>• Skill to choose diction</li> <li>• Oral communication coherently and organized</li> <li>• Ability to conduct presentation</li> <li>• Ability to deliver information variously</li> </ul>	Large Dkk (2009), Ulinski and O’Callaghan (2002), Field et al., Miller (2000)
Written Communication Skills	<ul style="list-style-type: none"> <li>• Writing coherently</li> <li>• Effectiveness in composing a sentence</li> <li>• Writing idea and thinking effectively</li> <li>• Well Organizing written expression</li> <li>• Effectively developing core of idea in one paragraph</li> <li>• Capability in composing complex sentences</li> <li>• Capability in expressing thinking in written language</li> <li>• Capability in composing structure of sentences with right diction</li> </ul>	Miller (2000), Large (2005), Munila and Blodgett (1995)

Critical thinking capability	<ul style="list-style-type: none"> <li>• Capability in making logic conclusion of cases or problems</li> <li>• Understanding roots of problems</li> <li>• Capability in making logic conclusion of cases or problems based on the evidence available.</li> <li>• Making argumentation logically</li> <li>• Capability to differentiate relevant argumentation, strong argumentation, and weak argumentation.</li> </ul>	Cavdar and Doe (2002)
Teamwork capability	<ul style="list-style-type: none"> <li>• Discharging role and responsibility corresponding job description</li> <li>• Doing coordination with team's members</li> <li>• Adaptation with team's member</li> <li>• Working together with team's members</li> <li>• Decision making together with team members</li> <li>• Closely personal relationship with team's members</li> </ul>	Sriyono and Farida (2007), Pineda and Lerner (2006), Baker and Salas (1992), Valentine et al (2011)

## 4 RESULTS AND DISCUSSION

### 4.1 Demography and Distribution of Sample

A sample of this research was accounting students of graduate (Magister of Accounting) and undergraduate both private and state university. Private university was represented by President University. Meanwhile, Universitas Padjadjaran and Universitas Udayana were a representation of state universities. A total number of the sample is 199 sample and the distribution of sample is 25% and 75% private and state university respectively. The composition of the sample consists of 80% undergraduate student and 20% postgraduate students. In terms of sample composition based on gender, 36% of the sample is male accounting student and 64% the rest is female accounting students. Detail information of sample demography is depicted in Table 3.

Table 3: Demography of the sample.

		Total Sample (N)	Percentage (%)
<b>Level of Study</b>	Undergraduate student	159	80%
	Master of Accounting	40	20%
<b>Classification of the University</b>	State University	150	75%
	Private University	49	25%
<b>Gender</b>	Male	71	36%
	Female	128	64%

In terms of sample distribution based on sources of the sample, Universitas Padjadjaran contributed 75% of the total sample (110 samples undergraduate students and 40 samples postgraduate students). President University and Universitas Udayana contributed 17% and 8% respectively (33 samples and 16 samples). Detail of sample distribution is depicted in Table 4.



Table 4: Distribution of sample.

		Sample (N)	Percentage (%)
Undergraduate Accounting Students	Universitas Padjadjaran	110	55%
	Universitas Udayana	16	8%
	President University	33	17%
Master of Accounting	Universitas Padjadjaran	40	20%
Total		199	100%

## 4.2 Validity, Reliability and Descriptive Statistic

### 4.2.1 Classroom Presentation and Communication Skills

It is believed that the students who have frequent experiences doing classroom presentation, it will help them in developing capabilities of students in terms of oral communication skills. The students have a responsibility to explain certain topic clearly in front of an audience (peer) and teacher or lecturer. In that point, the students practice oral communication skills and have a tendency to do their best performance they can do to convince audience and lecturer. The more frequencies of having classroom presentation, it means more practicing oral communication skills for the students. By having more chances to practice oral communication skills through classroom student presentation, it is expected that the capability of student's oral communication skill will evolve continuously.

The results of the student's perception about the impact of SCL using classroom presentation is depicted in Table 5. The results show that validity test of seven dimensions to measure construct soft skill oral communication skill is valid. It is indicated with each of value of Pearson Correlation ( $r$ ) above a critical value ( $r > 0.5$ ). It means that all of seven dimensions of oral communication skill measurement are valid to represent a measurement of oral communication skill variable. Overall, it is also indicating that the measurement of construct oral communication skills is reliable (Cronbach's Alpha  $> 0.7$ ). It implies that the student who have experience doing classroom presentation, they confirmed that it has contribution to their oral communication skills. Top tree of oral communication skills as results of impact of implementation SCL student classroom presentation are 1) ability to deliver information orally, 2) effectiveness to deliver information orally

and 3) capability to conduct oral communication coherently and organized.

Table 5: Validity, reliability and descriptive statistic of oral communication skills.

Indicate the impact of the learning process by doing student Classroom Presentation on the the development of your oral communication skills below:				
Oral Communication Skills Dimension	Pearson Correlation*	Mean **	Rank	Cronbach's Alpha
Ability to deliver information orally	0.750	5.925	1	0.909
Effectiveness to deliver information orally	0.764	5.744	2	
Skill to deliver idea and thinking orally	0.745	5.663	5	
Skill to choose diction	0.735	5.739	4	
Oral communication coherently and organized	0.742	5.754	3	
Ability to conduct presentation	0.743	5.492	6	
Ability to deliver information variously	0.618	5.337	7	

\* $p < 0.05$ , \*\* maximum value is 7.00

### 4.2.2 Paperwork Assignment and Written Communication Skill

Student's written communication skill is a form of skill related capability of the students to put the idea of thinking in written expression. Academically, written communication skill can be identified based on its coherence, effectiveness, clearness, properly in diction and systematic in organizing writing. However, to get that, the students need exercises and usually, it will not present in the first try of writing an assignment. Written communication skill is an accumulation of experiences in conducting such as paperwork assignment. Soft skill written communication skill will enhance in line with increasing experiences of doing paperwork assignment. The more frequencies of conducting paperwork assignment, it will enable the students doing exercise of academic writing and at the end it will also enhance their written communication skill

Measurement of written communication skill as depicted in Table 6 indicates that all of the measurement dimension is valid ( $r > 0.5$ ). It means that all dimensions of soft skill writ-ten communication skill are valid to represent a measurement of written communication skill variable. Reliability measurement of construct written communication skill also shows that the

construct is reliable (Cronbach's Alpha > 0.7). Therefore, it can be concluded that the students who have experiences of doing a paperwork assignment, they believed that their written communication skill increased because of it. Top three of written communication skills that appear due to the impact of the paperwork assignment are 1) ability to compose sentences effectively, 2) capability in developing a core of idea in one paragraph effectively, 3) capability in organizing written expression. The details information about impact paperwork assignment is presented in Table 6.

Table 6: Validity, reliability and descriptive statistic of written communication skills.

Indicate the impact of the learning process by doing <b>paperwork assignment</b> on the development of your written <b>communication</b> skills below:				
Written Communication Skills Dimension	Pearson Correlation*	Mean **	Rank	Cronbach's Alpha
Writing coherently	0.760	5.437	5	0.930
Effectiveness in composing a sentence	0.775	5.538	1	
Writing idea and thinking effectively	0.833	5.402	6	
Well Organizing written expression	0.750	5.462	3	
Effectively developing core of idea in one paragraph	0.804	5.482	2	
Capability in composing complex sentences	0.627	5.030	7	
Capability in expressing thinking in written language	0.740	5.452	4	
Capability in composing structure of sentences with right diction	0.794	5.437	5	

\*p < 0.05, \*\* maximum value is 7.00

### 4.2.3 Case Problems Solving and Critical Thinking

Critical thinking is an important soft skill needed to deal with any circumstances that involve complex problems. Students can develop critical thinking

capability through exercises using case problem-solving. SCL using case problem-solving drives the student to accumulate information available, formulate the problems, and solve the problems based on theoretical framework already learnt before. Case problem-solving method of learning allows the students to find a solution to the real problem with knowledge obtained during classroom. The most important think of learning using case problem solving is that the student can explore their mind to solve a complex problem by using their accumulation of knowledge. Case problem solving enables the student to see real world using real cases and therefore, it will prepare them in understanding real working environment in the future.

Based on information depicted in Table 7, it indicates that all dimension measurement of critical thinking is valid (r > 0.5). Reliability test also shows that measurement construct of critical thinking is reliable (Cronbach's Alpha > 0.7). Therefore, the questioner instrument is valid and reliable to measure soft skill critical thinking variable. It can be concluded that the students who have experiences doing cases problem-solving in their learning process, they believed that their critical thinking capabilities increased because of that. As for the top three of critical thinking dimensions as results of impact of cases problem solving are 1) capability to make a logical conclusion of problems, 2) capability to make a logical conclusion of problems based on information available and 3) capability to understand roots of the problem and making logical argumentation. Details information of influence SCL using cases problem solving towards critical thinking capabilities is presented in Table 7 belows:

Table 7: Validity, reliability and descriptive statistic of critical thinking capability.

Indicate the impact of the learning process by doing <b>Cases Problem Solving</b> on the development of your <b>Critical Thinking Capabilities</b> below:				
Critical Thinking Capability's Dimension	Pearson Correlation*	Mean **	Rank	Cronbach's Alpha
Capability in making logic conclusion of cases or problems	0.788	5.789	1	0.914
Understanding roots of problems	0.800	5.658	3	
Capability in making logic conclusion of cases or problems based	0.796	5.709	2	

on evidence available.				
Making argumentation logically	0.813	5.658	3	
Capability to differentiate relevant argumentation, strong argumentation and weak argumentation.	0.712	5.487	4	

\*p < 0.05, \*\* maximum value is 7.00

#### 4.2.4 Group Assignment and Teamwork

Group assignment is one method of SCL learning that allows a member of group interaction each other to complete the assignment. In group assignment, teamwork is key to the effectiveness of completeness of assignment. Working in a group enables the student to do collaboration by giving a contribution of idea or solution toward certain assignment or projects. As a member of the group, each individual will have responsibilities based distribution of contribution. Furthermore, learning using group assignment, it will develop togetherness of behavior. By implementing group assignment, the students will behave socially and avoid the individualistic behavior.

Information acquired from the questioner as presented in Table 8 indicates that all dimensions of measurement of soft skill teamwork is valid (Pearson Correlation > 0.5). It means that the dimensions are a representation of soft skill teamwork measurement. Reliability test is also indicating that measurement of construct teamwork is reliable (Cronbach's Alpha > 0.7). It implies that the students who had experiences doing group assignment agree that it had an impact on their teamwork capabilities. Top three of teamwork capabilities as the impact of SCL using group assignment are 1) adaptation ability to members of the group, 2) capability working together with members of the group and 3) co-ordination capability with members of the group. Details of information from the questionnaire are presented in Table 8 bellows

Table 8: Validity, reliability and descriptive statistic of team working skill.

Indicate the impact of the learning process by doing Group Assignment on the development of your Teamwork capabilities bellows:				
Team Work Skill's Dimension	Pearson Correlation*	Mean **	Rank	Cronbach's Alpha
Discharging role and responsibility corresponding job description	0.722	5.698	4	0.916
Doing coordination with team's members	0.767	5.754	3	
Adaptation with team's members	0.803	5.839	1	
Working together with team's members	0.852	5.799	2	
Decision making together with team members	0.774	5.618	6	
Closely personal relationship with team's members	0.672	5.663	5	

\*p < 0.05, \*\* maximum value is 7.00

## 5 CONCLUSIONS

In general, it can be concluded that implementation of teaching method using SCL has a positive impact on student's soft skills development. In details, SCL method using student classroom presentation, paperwork assignment, cases problem solving and group assignment have a positive impact on soft skills development oral communication skill, written communication skill, critical thinking capability and teamwork capability respectively.

SCL method using classroom student's presentation mostly takes the impact on the development of oral communication in terms of capabilities in delivering information orally, the effectiveness of delivering information and capability. Meanwhile, SCL approach using paper writing assignment had a positive impact on student's written communication skill development in terms of capability of composing sentences effectively, composing the main idea in one paragraph effectively and producing well-organized writing.



SCL method using cases problem-solving influence student's critical thinking capabilities mostly in terms of capability to make a logical conclusion of problems, the capability to make a logical conclusion of problems based on information available and capability to understand roots of the problem and making logical argumentation. Meanwhile, SCL method using group assignment mostly take the impact on student teamwork capabilities in terms of adaptation with other team members, collaboration with other team members and coordination with other team members.

Suggestion for future research is an improvement in terms of methodology re-search and analysis. Qualitative research method using deep interview is expected to be conducted in the future to get more detail information about kind of soft skills developed as impact of implementation of SCL methods. In order to obtain a generalization of conclusion, more samples involved both private universities and state universities is suggested. Exploratory research using Confirmatory Factor Analysis (CFA) is analysis recommended to confirm the preliminary findings as found in this research. Due to there are wide range SCL method and soft skills still not included in this study, an extension of investigation of SCL and its relationship with soft skills are important to be conducted in the future.

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