THE CHALLENGE OF APPLYING COMPETENCY-BASED TEACHING AND STUDENT-CENTERED INSTRUCTIONS IN A HIGHER EDUCATION LEVEL

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ABSTRACT

In recent decade, Competency-Based Teaching and Student-Centered Instruction have been keep activated because these teaching approaches assumed to be the most appropiate with student necessity. Thus, such was the case in practice these teaching approaches is not easy to be applied because all sorts of reasons. In this paper, comprehension about Competency-Based Teaching and Student-Centered Instruction teoritically and empirically is being discussed. Based on these theories, challenges that will be faced as the effect from these teaching approaches in a higher education level are being analyzed. Based on this study is seen that lecturer as teacher have a very important role in determine success or failure of learning and teaching in classroom. At the end of this paper, there are some advises to learning and teaching process in a higher education level.

Key Words: *Student-centered instruction, Competency-based teaching, Goals, and Objectives*

I. INTRODUCTION

The classroom has been defined as 'the gathering', for a given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purposes of learning (Van Lier 1988, cited in Allwright *et al.,* 1991: 18). It is the place where teachers and learners come together and learning happens.

The most effective classrooms are characterized by high academic engagement, excellent classroom management, positive reinforcement and cooperation, explicit teaching of skills, an emphasis on literature, much reading and writing, matching of task demands to student

competence, encouragement of student self-regulation, and strong-cross curricular connection (Pressley, *et.al.*, 2001: iv).

Classroom learning environments which are seen as socio-cultural context that situates the learner and the learning are shaped by the instructional approaches, practices, and strategies that teachers enact (Au, 1998 and Hammerberg, 2004, cited in Turner and Kim, 2005: 23). In addition, the teacher's beliefs and attitudes about learners, their understanding of the nature of learning and teaching, the types of activities planned, and the techniques used by teachers are some other aspects that also affect the opportunities students have to emerge as learners and to acquire knowledge.

The instructional context, in which classroom activities are part of, has an explicit function to cultivate individual learning. Lipson and Wixon (2003: 117) divide the instructional context into instructional settings, instructional practices, and instructional resources. According to Lipson & Wixon (2003), classroom or instructional practices consist of instructional goal as the standard of curriculum, instructional methods, instructional activities, and assessment practices.

Meanwhile, Richards (1998: 29) states that classroom practice includes the actual strategies, materials, activities, and tasks used by the teachers and students in the classroom. Furthermore, Stern (1983: 500) mentions that the existence of learning condition, such as objectives, content, procedures, materials, and evaluation of teaching, influences learning.

The mentioned aspects are significant for learning, i.e. where variation can lead to differences in success or failure. Thus, it can be said that classroom environment refers to the aspects that influence the success or failure of teaching-learning process. However, this writing is limited to Competency-based teaching (CBT) and Student-centered instruction (SCI) which are part of instructional practices.

Thus, the instructional practices will be emphasized more than the other parts of instructional context. In addition, the classroom teacher who performs the instruction and manages the instructional practices will be explored because he/she is still the key factor that determines the success and the failure of teaching-learning process. At last, the challenge of employing CBT and SCI at higher education level will be analyzed.

II. LITERATURE REVIEWS

2.1. Standard, Goal, and Objectives of Teaching

Instructional practices consisting of goals, methods, activities, and assessment are the aspects in the instructional context that must be planned properly by teachers. The first aspect in the instructional practices is goals. According to Drucker, cited in Farland (1974: 76), effectiveness, the ability to choose appropriate goals and objectives, is critical. If there is no goal, nothing can be achieved.

For Drucker, effectiveness is the key to the success of management. He said that the pertinent question is not how to do things right, but how to find the right things to do and to concentrate resources and efforts on them. One of the assumptions about goals characterizing the curriculum approach to educational planning is that the use of goals in teaching improves the effectiveness of teaching and learning and a program will be effective to the extent that its goals are sound and clearly described (Richard, 2001: 113).

The standard and curriculum in particular school settings have a critical influence on student performance because they may influence access to instruction, dictate the type of instruction offered, and determine what is counted as knowledge performance. "The outcome or standards produced through the efforts are intended as guides for developing classroom curriculum and instruction" (Lipson & Wixon, 2003:134).

Standards are description of the targets students should be able to reach in different domains of curriculum content (Richards, 2001: 132). This standard can be the goals for educational program. In developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and society as well as the planners' beliefs and ideologies about schools, learners, and teachers (Richards, 2001: 113).

Most programs describe their goals in terms of aims and objectives. The aims and objectives refer to knowledge, skills, and values that educational planners believe learners need to develop. Richards (2001: 120) translates the curriculum outcomes in terms of goals/aims and objectives.

The terms goal and aim are used interchangeably to refer to a description of general purposes of a curriculum or a statement of a general change that a program seeks to bring about in learners. Brown (1994: 396) stated that a goal is an overall purpose that you will attempt to accomplish by the end of the class period.

The aims are usually described in the form of statements. The purposes of aim statements are to provide a clear definition of the purpose of the program and guidelines for teachers, learners, and materials writers, to help provide a focus for instruction, and to describe important and realizable changes in learning (Richards, 2001).

The aims statements reflecting the ideology of the curriculum refer to elements of the program that are actually going to be addressed by instruction. They are generally derived from information gathered during a needs analysis. For an example, the aims of teaching English at a business English program are to develop the communication skills for use in business contexts, to learn how to participate in daily conversation with other employees in a workplace, to learn how to write effective business letters, and to develop the ability to express themselves imaginatively and creatively in the workplace.

The aims of teaching need to focus on the changes in the learners that will result and are translated into statements of specific purposes called objectives. An objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its different components (Richards, 2001: 120).

The examples of objective statements are: (1) Students will learn how to write effective business letters for use in the tourism industries; and (2) Students will learn how to listen effectively in conversational interactions. According to Brown (1994: 396), objectives are most clearly captured in terms of stating what students will do and they generally have the characteristics as follows: (1) They describe what the aim seeks to achieve in terms of smaller units of learning; (2) They provide a basis for the organization of teaching activities; (3) They describe learning in terms of observable behavior or performance; (4) They describe a learning outcome that are attainable in the time available during a course; and (5) They should be consistent with the curriculum aim.

Brown (1994) differentiates aims and objectives. For example, the aim of teaching is that students will learn how to understand lectures given in English while the objectives of teaching are that students will be able to follow an argument, theme, or thesis of a lecture and students will learn how to recognize such aspects of a lecture as cause-and-effect relationship; comparison and contrast; premises used in persuasive arguments; supporting details used in persuasive arguments. Meanwhile, according to Duffy & Roehler (1989), in Lipson & Wixon, (2003: 131), the goal can be translated into three types of instructional objectives that relate to the outcomes required for students. They are attitude objectives, content objectives and process objectives. For example, the objectives in teaching reading and writing comprises (1) students need to develop the motivation and desire to read and write for a variety of purposes as the attitude objective; (2) students need to learn the "what" reading and writing and to understand the ideas they are reading and/or writing about as the content objective; and (3) students need to acquire skills in using reading and writing processes as the process objective.

In brief, the goal or standard for each domain in any program must reflect those in the program curriculum as a whole which are also in line with the missions and visions of the program. Meanwhile, the program goals must be translated into the clear objectives in any subject matter that are attainable by the students. Thus, the results of assessment will reflect the achievement of the goals. Therefore, to facilitate teaching and students' learning, the statements of the goals and objectives must be properly planned.

2.2. Competency-Based Teaching

Competency-based teaching (CBT) is the teaching approach in which the focus is on the outcomes of learning. The characteristics of competency-based education (CBE) are described by Schneck (1978,vi), as cited in Richards (2001: 128), as follows. Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning, and individualized instruction.

It is outcome-based and is adaptive to the changing needs of students, teachers and the community. Competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived

from an analysis of tasks typically required of students in life role situations (p.128).

Competencies refer to observable behaviors that are necessary for the successful completion of real-world activities. These activities may be related to any domain of life, though they have typically been linked to the field of work and to social survival in a new environment. In this case, competency descriptions are very similar to statements of objectives mentioned before. The most recent realization of a competency perspective is seen in the standard movement. Standards or benchmarks are descriptions of the targets students should be able to reach in different domains of curriculum content which are stated in the form of competencies (Richards, 2001).

Docking (1994: 11), as cited in Richard (2001) points out the relationship between competencies and job performance: A qualification or a job can be described as a collection of units of competency, each of which is composed of a number of elements of competency. A unit of competency might be a task, a role, a function, or a learning module. These will change over time, and will vary from context to context.

An element of competency can be defined as any attribute of an individual that contributes in the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. An element of competency has meaning independent of context and time. It is the building block for competency specifications for education, training, assessment, qualifications, tasks, and jobs (p.129).

Meanwhile, Tikunoff (1983:4), cited in Richards (1990:41) suggests that three kinds of competence are needed for students as follows: (1) Participative competence as the ability to respond appropriately to class demands and the procedural rules for accomplishing them; (2) Interactional competence as the ability to respond both to classroom rules of discourse and social rules of discourse, interacting appropriately with peers and adults while accomplishing class tasks; and (3) Academic competence as the ability to acquire new skills, assimilate new information, and construct new concept.

In the study of language, competence and performance are often distinguished. According to Chomsky (1965), cited in Ellis (1987: 5), competence consists of the mental representation of linguistic rules which

constitute the speaker-hearer's internalized grammar. Performance consists of the comprehension and production of language.

Canale and Swain, (1980), cited in Brown (1994), define communicative competence as grammatical competence, discourse competence (i.e., the ability to use grammatical competence to make cohesive and coherent texts), sociolinguistic competence (i.e. the ability to use language appropriately in different contexts), and strategic competence (i.e. the ability to compensate for difficulties and make the use of language effective). In language teaching, competency-based language teaching (CBLT) seeks to make the focus on the outcomes of learning a central planning stage in the development of language programs (Schneck, 1978, Grognet, & Crandal, 1982, cited in Richard, 2001: 128).

In summary, sound goals and objectives in teaching are based on the understanding of the nature of the subject matter being taught, an awareness of attainable levels of learning, and the ability to be able to describe course aims in terms of logical and well-structured units of organization.

Meanwhile, CBT focuses to the ends of learning and seeks to improve accountability in teaching through linking instruction to measurable outcomes and performance standards which are in line with the real life needs. Automatically, the goals and objectives must be in line with the job qualifications needed by the society. Therefore, the goals and objectives cannot be regarded as fixed. As instruction proceeds, some may have to be revised, some dropped because they are unrealistic, and others added to address gaps in line with the needs in real life situation.

2.3. Teacher-centered and Student-centered Instructions

The second aspect of instructional practices is instructional methods that facilitate the achievement of the instructional goals. This aspect cannot be separated from instructional activities because they are relatively intertwined. There are two different kinds of instructional methods commonly applied by teachers, teacher-centered and student-centered methods. In the literature, the term teacher-centered is characterized by a variety of terms, such as 'traditional, chalk-and-talk, frontal teaching, tough minded, hard pedagogy, and mimetic' (Cuban, 1990: 4; Llewellyn, 2002: 29; Lipson & Wixson, 2003: 130).

Llewellyn (2002:29) describes the term "teacher-centered or traditional instructions" in the following quote: In teacher-centered classrooms, students are often passive learners and receive information according to what the teacher feels they need to learn. Information is shared with students predominantly through reading and hearing.

The students' time is consumed with note taking, handouts, and worksheets that emphasize basic thinking skills. The teacher in this class often relies on a textbook that along with lectures, serves to inform students of the body of knowledge that exists out there in the world of science.

The activities and laboratory experiences serve as recipes to verify or confirm already stated knowledge and show how a set of scientific principles or truths apply to life. In the end, all students are expected to learn the same information. The unit test at the end relies on questions to inform the teacher about which facts and information the students have retained (p. 29).

According to Alton-Lee, Nuthall, and Patrick, cited in Hendry (1996: 20), traditional teaching is one in which students are motivated through the use of rewards and grades to acquire knowledge given to them by a teacher or a textbook. During lessons, students typically are expected to listen, asked not to talk or discuss their interpretations privately, and are expected to speak in public only when questioned by the teacher.

Some teacher-centered instructional strategies include demonstration, practice or seatwork, lecture, and laboratory (Chiappetta, Koballa, & Collette, 1998: 136-150). Demonstration is a concrete experience that can be considered an advance organizer for structuring subsequent information and activities into a meaningful, instructional framework. Teachers may use laboratory equipment, videos, or animations in order to demonstrate a concept.

Both videos and animations are categorized as demonstration. Seatwork and worksheets are other terms used to describe practice or classroom activity in which students solve problems, find the meaning of words, or fill in the blanks on the worksheet given by the teacher. Lecture is an instructional strategy in which the teacher explains the content and students usually listen and take notes. The teacher sometimes ask

questions and students may give responses. The interaction among students is rarely seen.

In the literature, student-centered or non-traditional, reform-based, standard-based, and constructivist-based instruction are some of the terms used for describing the classroom consistent with the constructivist learning principles. Constructivist learning principles assert that knowledge is not passively received but is actively constructed by the learner (Santrock & Arends, 2001: 180; Brooks & Brooks, 1999: 17; Bergeson *et al.,* 1998: 15-17).

The constructivist view of teaching and learning suggests that teachers should be facilitators who help students construct their own understanding based on their existing knowledge. It also suggests that students should be active learners, questioners who are responsible for their own learning. Constructivism can be defined as a set of beliefs about knowledge with begin with the assumptions that a reality exists but cannot be known as a set of truths because of the fallibility of human experience (Santrock & Arends, 2001: 180; Brooks & Brooks, 1999: 17).

Brooks & Brooks (1999: 17) provide the clear differences between traditional classroom (teacher-centered) and constructivist classroom (student-centered) as follows.

Table 1. Characteristics of Traditional and Constructivist Classroom (Brooks & Brooks, 1999: 17)

	Traditional Classroom	Constructivist Classroom
1	Strict adherence to fixed curriculum is highly valued	Pursuit of student questions is highly valued
2	Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulate the materials.
3	Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner, mediating the environment for students.
4	Teachers seek the correct answer to validate student learning	Teachers seek the students' point of view in order to understand students' present conceptions for use in subsequent lessons

	Traditional Classroom	Constructivist Classroom
5	Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
6	Students primarily work alone	Students primarily work in group

In student-centered classrooms, students take a much more active role: They decide what activities to do and when, and they consult with the teacher to identify reasonable and worthwhile activities and discuss plans for completing them. In such cases, the teacher acts as a supervisor or resource advising students about their choices, directing them to relevant materials and providing feedback on progress (Richard, 1998: 27).

Next, the instructional tasks and practice activities within a classroom that students perform define for them what the subject knowledge is and why it is important. Tasks refer to activities the learners will have to carry out in educational setting (Richards, 2001:62). Instructional activities and tasks consist of a goal and the set of cognitive operations required to achieve the goal. They are defined by the products that students are required to create and the routes they can take to complete these products. Activities and tasks influence learners by directing their attention to particular aspects of content and promoting specific ways of processing information.

According to Doyle (1986), cited in Lipson & Wixon (2003:123), the activity is the basic unit of classroom organization. The activities refer to the ways in which materials and equipment are used and how the content is to be taught. Activities can be described as: 1) what the students are doing; 2) how the students are grouped; and 3) how the activities are organized in the classroom (Richards, 1998: 27).

For example, in teaching reading and writing, teachers must understand what reading and writing are, why reading and writing are important, and what they can do (Lipson & Wixon, 2003). In many

classroom students are confronted with a wide variety of activities, tasks, and routines during the course. They are expected to do a lot of activities such as lecturing, answering questions, reading books, writing reports, etc. In fact, activities and tasks influence how students interpret and experience the curriculum.

Furthermore, assessment is a major source of information for the evaluation of a course and its gradual improvement. It also contributes significantly to the teacher's and learners' sense of achievement in a course and thus is important for motivation (Gruber, 2008:3). Assessment practices are what the teachers assess as a feature of instructional contexts that influence students' performance. Teachers assess "meaningful activities in appropriate contexts; match assessment to purpose; be systematic; assess continuously; promote reflection and self-assessment" (Lipson & Wixon, 2003: 36).

At last, instructional activities cannot be separated from instructional resources which are materials and tasks used in instruction. Richards (2001: 251) states that teaching materials are a key component in most programs. In language teaching, they generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

The instructional resources include commercial instructional programs, trade materials, tutoring programs, or computer technology (Lipson & Wixon: 2003:37). In many classrooms students still work primarily from commercial programs, and teachers rely heavily on the published plans that accompany these materials. These materials inevitably become a part of a teacher's instructional set and often determine both what is read and written and what instructional activity is employed. They create an environment that involves mechanical completion of unconnected activities. In brief, to apply the students-centered approach teachers must understand the constructivist-based instruction and the aspects of instructional context.

III. DISCUSSION

3.1. The Challenge of Applying Competency-Based Teaching with Student-Centered Instruction at a Higher Education Level

If we ask about the challenge of employing competency-based teaching with student-centered instruction, the answer is, of course, that there are many challenges faced by the lecturers at higher education. Firstly, lecturers as teachers must be highly qualified. If the lecturers intend to employ CBT, they must fully understand what is meant by competency-based teaching as mentioned before.

Competency-based teaching (CBT) is the teaching in which the focus is on the outcomes of learning. Competencies refer to observable behaviors that are necessary for the successful completion of real-world activities. These activities may be related to any domain of life, the field of work and social survival in a new environment. Therefore, teaching goal of subject matters in the curriculum should be as consistent as possible with the understanding of the standardized goals and the subject matters that are applicable in any domain of life. In other words, the instructional objectives must be referred to knowledge, skills, and values that lecturers or teachers believe learners need to develop in the real life situations.

In addition, qualified teachers know not only their subject matters, but also know how to organize and teach their lessons in such a way that diverse students can learn those subjects (Darling-Hammond, 2000 and Wenglinksky, 2000, cited in Darling-Hammond, *et al.,* 2006; Berry, 2008: 2). This means that education teachers must hold a state license or certificate in teaching, demonstrate competence in the subject(s) they teach, and also be able to demonstrate subject matter knowledge on the standardized tests (Morrow *et al.*, 2009:3).

Other experts state that teachers do make a difference in the lives of students. Teachers have to be highly skilled to reach into students' worlds and lead them to developing their understanding towards the topics they learn in a more formal and organized way (Hession, 2006: 2). According to Morrow, *et al.* (2009: 3), the effective teacher is an individual with deep knowledge of the subject matter taught, and sufficient pedagogical expertise and experience to be effective with all students.

The single strongest predictor of student achievement, according to several studies, is quality of teaching (Whitehurst 2002, cited in Research Project, 2006: 1). Quality of teaching played by qualified teachers can make a difference in student learning gains, and ineffective teaching can lead to decline in students' achievement (Milanowski, 2004; Odden, Borman & Fermanich, 2004; Odden & Wallace, 2006; Sanders, 2000, as cited in Research Project report, 2006:2). Hollins (1993), as cited in Musthafa (2002:2), has identified seven essential teaching competencies: communicating with diverse learners, knowing subject and students, reflective teaching, identifying resources, creating supportive context, developing interpersonal relationship, and promoting learner performance. In 2003 laws No 20, it is stated that teaching competencies that must be owned by teachers include pedagogical competence, personal competence, professional competence, and social competence (Depdiknas, 2007). John Zahoric 1986, as cited in Musthafa (2002), identified six different conceptions of good teaching: doing what effective teachers do, following a tested model of good teaching, operationalizing learning principles, a theoretical model of good teaching, implementing a philosophical model of good teaching, and performing in resourceful, creative ways. In brief, lectures as teachers play an important role in the quality of teaching.

Secondly, CBT is based on a set of outcomes that are derived from an analysis of tasks, typically required by students in real life situations. As has been mentioned before, qualification or a job can be described as a collection of units of competency, each of which is composed of a number of elements of competency.

A unit of competency might be a task, a role, or a function. These will change over time, and will vary from context to context. An element of competency can be defined as any attribute of an individual that contributes in the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, values, interest, perceptual skills and physical skills. Thus, to create graduates' profile that has those attributes, a teacher should focus his/her teaching practices not only on hard skills such as knowledge and technology but also on soft skills such as intrapersonal and interpersonal.

Therefore, to meet the suitable competencies, need analysis is needed. Needs analysis is a procedure used to collect information about students' needs. It seeks to provide answers to such question as what

knowledge or skills are needed in a certain domain of life, such as enterprises.

One of the basic assumptions of the curriculum development is that a sound educational program should be based on an analysis of learners' needs (Richards, 2001: 51). Need analysis may take place prior to, during, or after a program. Much of the literature on needs analysis is based on the assumption that it is part of the planning that takes place as part of the curriculum development. In addition, the need analysis must also consider the vision, mission, and values held by the program, faculty, and university.

For example, in teaching English, the goal should be as consistent as possible with the understanding of curriculum goal for including English in the curriculum. If the goal of English teaching is reading skills, the English teacher should also have the understanding of reading processes or skills. Both instructional activities and student outcomes should emanate from a definition of skilled reading. To determine the goal of English course, such questions as "What kind of English? At what level of proficiency? For what purpose?" must be considered.

In management department, for example, the expected profile of graduates must be determined by the chief of the program together with the whole lecturers in the department because the competencies needed in the real life situation are varied from one context to another context. The competencies of being a lecturer, a consultant, a businessman, and a manager are different. However, there must be the major competencies, supporting competencies, and other important competencies that must be considered in one program.

Thirdly, teachers must be aware that instructional methods make a difference in students' learning and influence students' performance. The aspects of instructional method that influence their performance include the extent to which teachers' support or scaffold, the nature and content of instructional dialogue, and the level of instruction offered.

Good teaching always involves adapting instruction to the need of specific individuals or groups of students. The adaptations are absolutely essential because students require thoughtfully planned instruction (Lipson & Wixon, 2003: 3). For example, meaningful and effective second language instruction speeds up the rate of acquisition and leads to

proficiency in both social and academic domains (Cummins, 1984:83-102).

Furthermore, teacher's knowledge and beliefs about teaching and learning influence and shape classroom instruction and the learning experiences offered to the students. According to DeFord (1986:166), beliefs will serve as a frame of reference for a teacher in selecting materials for instruction and for presenting and guiding the use of these instructional materials.

According to Lipson and Wixon (3003:120), many studies show that teachers' differing beliefs lead them to make different judgments about materials, tasks, assessment criteria, and interactional pattern. Teachers' expectations are shaped by their beliefs about learning and the subject taught in general. In turn, these beliefs influence the type of classroom environment that is established. Thus, the main feature of instruction is the emphasis on having well-qualified teachers instructing all students.

To employ student-centered instructions, teachers should know the philosophy and nature of this approach. The student-centered instruction describes the classroom consistent with the constructivist learning principles. Constructivist learning principles assert that knowledge is not passively received but is actively constructed by the learner (Santrock & Arends, 2001:180; Brooks & Brooks, 1999:17; Bergeson *et al.,* 1998: 15-17).

The constructivist view of teaching and learning suggests that teachers should be facilitators who help students construct their own understanding based on their existing knowledge. They should encourage students to be active learners, questioners who are responsible for their own learning. Constructivist learning principles assert that knowledge is not passively received but is actively constructed by the learner (Santrock & Arends, 2001:180; Brooks & Brooks, 1999:17; Bergeson *et al.,*1998:15-17).

The characteristics of constructivist classroom as has been discussed before should be carried out. Teachers should pursue students' questions, behave in an interactive manner mediating the environment for students, seek the students' point of view in order to understand students' present conceptions for use in subsequent lessons, and encourage them to work in group.

Meanwhile, working in group will need a big space so the space of the present classrooms should be considered. Then, assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios. Thus, the students' achievement cannot be only measured through mid-test, final test, and paper. In other words, lecturers as teachers must understand the instructional context, comprising instructional setting, practices, and resources because the success of teaching and learning process depends on the teachers' proper understanding of these aspects and the ability to employ them in the classroom.

In brief, the tasks of qualified lecturers are not easy and employing competency-based teaching and student-centered instructions is really hard work for lecturers at the higher education level. This can be seen from several facts as follows: (1) Many lecturers still employ teacher-centered instructions manifesting the characteristics discussed before; (2) Lecturers' beliefs on teaching and learning are still conventional so methodological ability must still be improved; (3) It is still questionable if the needs and tasks analysis has been done by the lecturers; (4) many classrooms are so small for about forty students to work in group as part of student-centered approach; (5) The position of the seats in many classrooms is still set for teacher-centered instructions; (6) The nature of CBT and student-centered instructions are not fully understood by many lecturers; and (7) Most students are not conditioned to be skeptical, creative, active, and critical.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the above discussion, it can be concluded that: (1) employing the competency-based teaching and student-centered approach is a big challenge for lecturers at the higher education level but it is possible to employ those approaches as long as the aspects of instructional context support them; (2) determining the goals and objectives, in Indonesian context called "*Standar Kompetensi dan Kompetensi Dasar",* based on the needs and tasks analysis in real life situations is very important. Without having them, the lecturers have difficulties in choosing the directions and the accomplishment of what they will seek; and (3) the success and the failure of teaching really depend on the quality of teaching done by qualified lecturers.

Then, my suggestions are (1) lecturers must be highly qualified. They need to understand not only the knowledge of the subject matters but also the ideologies underlying CBT and SCA, the graduates' competencies needed in the real life situations, methods of teaching, and many other competencies needed as qualified teachers discussed before. Principally, lecturers as teachers should always look back at recent based-teaching theories and practices to facilitate student learning process; (2) research to investigate the graduates' needs in real life situations or need analysis must be conducted from time to time because the needed competencies in real life situations change from time to time in line with the development of technology; and (3) to conduct the student-centered instructions, lecturers must fully understand the instructional context and make a proper plan adjusted to the context. Moreover, if grouping work strategy is employed, the classrooms and the number of students must be considered because this strategy needs a big space and proper setting. In brief, to apply the pure competency-based and student-based approaches, there are still a lot of things that must be considered, including the quality of lecturers and facilities. Therefore, there must be the sound cooperation among the chiefs of the program, lecturers, and the university officials who provide the sufficient facilities or instructional resources.

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