

ANALISIS PERSEPSI MAHASISWA TERHADAP PENERAPAN
PARADIGMA *STUDENT-CENTERED LEARNING* DAN PENGARUHNYA
PADA KESESUAIAN ANTARA PRESTASI AKADEMIK DAN CAPAIAN
PEMBELAJARAN LULUSAN MAHASISWA FAKULTAS PERTANIAN
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INTISARI

Reformasi pembelajaran pendidikan tinggi dengan menerapkan paradigma SCL sebagai pembelajaran efektif untuk menghasilkan capaian pembelajaran yang diharapkan. Salah satu tujuan kurikulum pendidikan tinggi yakni perguruan tinggi perlu mengukur lulusannya, apakah lulusan memiliki ‘kemampuan’ yang setara dengan ‘kemampuan’ capaian pembelajaran yang tertuang dalam rumusan capaian pembelajaran lulusan. Oleh karena itu Faperta Unmus perlu menganalisis efektivitas penerapan paradigma SCL serta mengukur kemampuan CPL KU mahasiswanya.

Penelitian ini akan mengukur pengaruh persepsi mahasiswa terhadap penerapan paradigma SCL yang ditinjau dari prestasi akademik mahasiswa dan CPL KU yang telah dikategorikan. Metode penelitian menggunakan *mixed methods design* dengan pendekatan *convergent triangulation strategy*. Sampel kuesioner terdiri dari 141 mahasiswa dan sampel wawancara 14 orang terdiri dari mahasiswa, dosen, dan pemangku kebijakan.

Hasil kuantitatif menunjukkan: (1) berdasarkan persepsi mahasiswa memberikan penilaian positif terhadap penerapan paradigma SCL (2) tidak terdapat kesesuaian prestasi akademik mahasiswa yang diperoleh dengan kemampuan mahasiswa atas penguasaan CPL KU (3) tidak terdapat perbedaan dan pengaruh persepsi mahasiswa berdasarkan prestasi akademik dan penguasaan CPL KU. (4) Hasil analisis kualitatif menunjukkan kesesuaian hasil triangulasi walaupun demikian, (5) terdapat temuan layanan akses *Wi-Fi* serta sistem keterbukaan informasi nilai akademik mahasiswa; (6) temuan perbedaan pendapat pada kemampuan mahasiswa atas penguasaan rumusan CPL 3. (7) Hasil *mixed methods design* secara garis besar terdapat kesesuaian tetapi terdapat temuan ketidaksesuaian antara hasil kuantitatif dan kualitatif.

Kata kunci: SCL, CPL, Prestasi Akademik, Faperta, Unmus.

***ANALYZING STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION
OF THE STUDENT-CENTERED LEARNING PARADIGM AND ITS
EFFECTS ON THE ALIGNMENT OF ACADEMIC ACHIEVEMENTS AND
LEARNING OUTCOMES AMONG STUDENTS IN THE AGRICULTURAL
FACULTY OF MUSAMUS UNIVERSITY***

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ABSTRACT

Higher education learning reform is based on the implementation of the SCL paradigm as effective learning to produce the desired learning outcomes. One of the higher education curriculum goals is that universities need to measure their graduates' abilities, whether they have the cognitive ability that's equal to the ability of non-cognitive learning outcomes by using the formulation of graduate learning outcomes. Thus, the Agricultural Faculty of Musamus University needs to analyze the effect of implementing the SCL paradigm and measure the CPL KU ability of its students.

This study will measure the effect of student perceptions of implementing the SCL paradigm for student academic achievement and categorize CPL KU. The research method uses a mixed-methods design with a convergent triangulation strategy approach. The questionnaire sample comprised 141 students. Then the interview sample comprised 14 students, lecturers, and policymakers.

The quantitative results show that (1) based on the perception of students giving a positive assessment of the implementation of the SCL paradigm, (2) there is no match between the student's academic achievement obtained and the student's ability to master CPL KU, and (3) there is no difference or influence in student perception based on academic achievement and CPL KU mastery. (4) The results of the qualitative analysis show the suitability of the triangulation results, (5) although there are findings of Wi-Fi access services and an information disclosure system for students' academic scores, (6) there are differences in opinion on students' ability to master the CPL formulation 3. (7) The results of the mixed-methods design generally have conformity, but there are findings of discrepancies between quantitative and qualitative results.

Keywords: SCL, CPL, Academic Achievement, Agricultural Faculty, Musamus University.