

## **The Effects of Student-Faculty Interaction and Teaching Practices on Students' Reflective-Integrative Learning**

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### **Abstract**

Providing a good quality of learning is one of the *Tri Dharma Perguruan Tinggi's* objectives in the context of Indonesian higher education. With a permission from Program Magister Manajemen Pendidikan Tinggi Universitas Gadjah Mada, I used data from the Indonesian Survey of Student Learning Activities and employed structural equation modelling to examine how student-faculty interaction and teaching practices delivered by instructors affect students' reflective-integrative learning. The finding from this study implies that Indonesian institutions of higher education should seriously pay attention to the interaction between faculty members and students as well as teaching practices if they would like to improve the quality of students' reflective-integrative learning. This principle could evolve in several ways such as scheduling a routine meeting between faculty members and students, using *forum kegiatan mahasiswa* as a learning community guided by faculty members, and providing continuous training for faculty members about effective-teaching practices.

Keywords: Teaching, Reflective-Integrative Learning