Students' Perception Toward Competence Mastery of Academic Certified Lecturers

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Abstract. *This study discussed students' perception toward competence of certified lecturers at Universitas Muhammadiyah Malang. The purpose of this study was to obtain how students' perception toward competence mastery of certified lecturers in Islamic Education study program is. The approach used in this study was descriptive quantitative approach. Meanwhile, the data analysis used in this study was scoring. The results of this study indicated that students' perception on the statement about lecturer pedagogical competence, on average, gave the response "very good" with a score of 254,09. In the category of professional competence, the average answer was "very good" with a score of 259,28. In the category of personality competence, the average response was "very good" with a score of 258,85. Meanwhile, on social competence, the average response was "good" with a score of 255,34*

Keywords*: pedagogical; professional; personality; social; certified lecturers*

INTRODUCTION

Lecturers are professional educators and scientists whose main task is to transform and disseminate knowledge through education, research, and community service (*UU RI No. 12 Tentang Pendidikan Tinggi Pasal 1 Ayat 14*, 2012). In addition, Seprini explained that a lecture should also exert all competencies as his professionalism, all of which are knowledge, skills, and personality needed to carry out professional duties (Ningrum, 2014)

As explained in laws of the Republic Indonesia No. 14 that being a lecturer should have four competencies, namely pedagogical competence, professional competence, personality competence, and social competence. These four competencies are not only applied during lectures, but also in higher education institutions (*UU RI Tentang Guru Dan Dosen No 14*, 2005).

However, in real conditions, there are some educators who do not meet the qualifications as professional educators. In other words, when an educator wants to teach, he does not prepare learning tools such as lesson plans, etc.; he also has lack of innovation, so the learning process becomes more boring; moreover, he is also lack of upgraded strategies and learning methods which makes the teaching process becomes uninspiring and monotonous (Rohman, 2016).

This problem was strengthened by Nurhamidah that there are educators who are still unable to manage the students when they are teaching in the class, especially the aspects of students' character. Therefore, the learning has not reached the target of learning objectives, but it is only for transferring knowledge (Dermawan et al., 2021; Nurhamidah, 2018).

Students' perceptions toward competence mastery of lecturers provide the view that lecturers, as educators, are able to make their profession as professional educators. The lecturer competence is not only an ability that should be mastered but also accompanied by strong willingness to use it. A lecturer competence is very important because it has great influence both in lectures and interactions with students. While, the students are able to know the competence of lecturers through intensive interaction in the class.

According to Soraya, students' perception toward lecturer competence at Islamic Education study program in teaching had an important role. Unfortunately, one of the four competencies that should be mastered by lecturers was declared lacking, namely social competence (Soraya, 2018).

In line with the previous explanation, the students' perception toward lecturer competence at Economic Faculty got a range of very high average scores. However, the range of those scores has not reached all the indicators that describe the four competencies (Yohanita, 2018). According to (Salat, 2014), (Žeravíková et al., 2015), (Ngo, 2019), there is a significant relationship between students' perceptions about lecturer competence, motivation, and learning outcomes. Besides, mastering lecturer competencies also shows their professionalism as educators. However, according to some students, there is still an overlooked competence on the component of standard competencies that should be mastered by lecturers.

Unlike the previous studies, the students' perception toward competence mastery of certified lecturers in Islamic Education study program at Universitas Muhammadiyah that is discussed in this study focuses on perception of competence mastery compared by the previous studies which focused on the competence that should be mastered by the lecturer.

Therefore, this study is expected to be able to give a positive contribution as an evaluation to a professional educator that requires mastery of the four competencies; so that, the educator can be a good role model for the students and make the students become more enthusiastic in learning process. Moreover, this study aims at describing students' perception toward competence mastery of certified lecturers, in which it is as an effort that the lecturers with academic certification standards are able to become professional educators.

METHOD

According to (Darmawan, 2013), a quantitative research can find knowledge that uses data in the forms of numbers as a means of finding information about what we want to know. While, this study requires data that can be measured using statistical method in measuring variables. In addition, according to Arifin, a descriptive quantitative research can be used as a knife in analyzing perceptions. Explicitly, a research that is used to describe, explain, and answer problems about phenomena and events that occur this time, both a phenomenon itself and an analysis of relationship between variables in a phenomenon is called as a descriptive research. While, the format used in this study was a survey with a questionnaire (Zainal Arifin, 2011).

The population in this study were the students of Islamic Education, semester II, IV, VI, and VIII. The sample were the students of Islamic Education, semester VIII at Universitas Muhammadiyah Malang. As the reason, the students at semester VIII face more often than other students, and the questionnaires about certified lecturers can be distributed evenly. Thus, the data obtained were more concrete and objective.

The sampling technique used was a purposive sampling technique, in which the researcher took samples with the specific reasons or objectives with the data collection technique by using questionnaire. Then, the data were measured by using a Likert scale, a scale to measure

students' perception toward competence mastery of lecturers in this study (Siregar, 2017). While, the Likert scale used in this study is as follows:

No	Statements	Score
1	Very good	5
2	Good	4
3	Average	3
4	Poor	2
5	Very Poor	1

The validity test in this study uses the following criteria (Imam Ghozali, 2006):
a. r count > r table, the question or statement is valid.
b. r count < r table, the question or statement is invalid.
The formula that can be used in validity testing is as follows:

$$r = \frac{n\,(\Sigma\,XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2) - (\Sigma X)^2][n(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Notes :
n = Number of Respondents
X = Variable Score (respondent's answer)
Y = Total Score of Variables (respondent's answer)

The followings are the results of validity test in this study, item 1 until 24 valid with the average score 0,572 until 0,866. Each statement item was tested by 60 respondents. The validity values obtained differ from the 13 lecturers. The table above showed that r-count > r-table, so it can be concluded that 24 items of statement for each lecturer are valid. Then, the next stage was the reliability test that was used to find out the extent to which the results of a measurement remain consistent. The reliability test used in this study was *Alpha Cronbach* technique.

The followings are the results of reliability test of 13 lecturers by testing 60 respondents for 24 items of questionnaire statements:

Case Processing Summary

		N	%
Cases	Valid	60	100,0
	Excluded[a]	0	,0
	Total	60	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,954	24

Data analysis technique used in this study was scoring system. The steps in the scoring technique include:
1. Counting the number of answers based on the scoring of each answer from the respondent.
2. Determining the lowest score and the highest score: (number of respondents x the lowest score) and (number of respondent x the highest score). This study has 60 respondents and the lowest score is 1, so 60 x 1 = 60. While the highest score is 5, so 60 x 5 = 300.
3. Determining Scale Range (SR)

$$SR = \frac{N(n-1)}{n}$$

N = number of respondents
N = maximum score
So, SR = $\frac{60(5-1)}{5}$ = 48

4. Determining the category in accordance with predetermined assessment criteria. The scale ranges used in this study are as follows:

No	Score	Statements
1	60 – 108	Very Poor
2	109 – 156	Poor
3	157 – 204	Average
4	205 – 252	Good
5	253 – 300	Very Good

The following research instrument was used in measuring the perception of Islamic Education students on lecturer competencies with scoring 1 until 5:

Table 1. Indicator of lecturer competencies

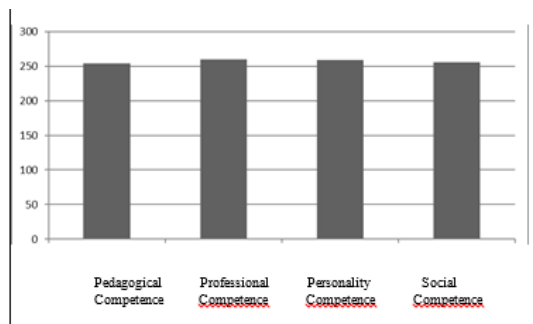| No	Statements
A.	**Lecturer Pedagogical Competencies**
1.	Having broad insight about the materials
2.	Having an understanding on students
3.	Making and explaining the learning syllabus
4.	Providing learning materials based on the syllabus
5.	Using a variety of media in carrying out the learning process
6.	Giving assignments to the students
7.	Providing an objective assessment
8.	Conducting lectures on time
9.	Developing the students' potential
B.	**Lecturer Professional Competencies**
1.	Mastering lecture materials well
2.	Mastering the concept of scientific discipline
3.	Using mandatory and supporting references in lectures
4.	Mastering the latest issues in the field of study
5.	Mastering technology in the process of lectures
C.	**Lecturer Personality Competencies**
1.	Having good attitude
2.	Being a role model for the students
3.	Respecting students' opinion
4.	Being objective in giving grades to the students
5.	Having an honest and friendly attitude
D.	**Lecturer Social Competence**
1.	Having good verbal communication to the students
2.	Having good written communication in the learning process
3.	Interacting effectively with the academic community
4.	Complying the norms and the value systems
5.	Using Information and Communication Technology functionally

RESULT & DISCUSSION

The table and graph of the result of respondents' answers on the lecturer competence are as follows:

Table 2. Score of perseptions lecturer competencies

Indicators	Items	Total Scores	Average of answers	Average scores	Conclusions
Pedagogical Competence	1	277,84	Very Good	254,09	Very Good
	2	254,30	Very Good		
	3	257,07	Very Good		
	4	257,76	Very Good		
	5	230	Good		
	6	259,15	Very Good		
	7	256,69	Very Good		
	8	249,76	Good		
	9	244,30	Good		
Professional Competence	10	274,84	Very Good	259,28	Very Good
	11	269,15	Very Good		
	12	256,92	Very Good		
	13	253,30	Very Good		
	14	242,23	Good		
Personality Competence	15	267,23	Very Good	258,85	Very Good
	16	258,15	Very Good		
	17	254,15	Very Good		
	18	253,76	Very Good		
	19	261	Very Good		
Social Competence	20	264,38	Very Good	255,34	Very Good
	21	256,42	Very Good		
	22	252	Very Good		
	23	253,76	Very Good		
	24	246,61	Good		

Table 3. result of overal lecturer's score

The results of this study indicated that the perception of Islamic Education students on lecturer pedagogical competence has an average score of 254.09 from 9 statements with a very good overall response. It can be concluded that, first, overall lecturers in Islamic Education study program have the ability to manage the learning well. Second, overall indicators of pedagogical competence have been mastered by the lecturers, which include insight understanding, understanding of students, curriculum development, utilization of learning technology, and evaluation of learning outcomes. From these indicators, there are things that need to be improved by a number of lecturers, namely the use of varied media in lectures which obtain the lowest average score on pedagogical competence of 230 in the fifth statement item. According to the students, there are some lecturers who still do not use varied media in their lectures.

Meanwhile, the aspect of professional competence of lecturers obtained an average score of 259.28 from 5 statements with a very good overall response. It can be concluded that, first, students who respond to professional competence of certified lecturers

should be maintained. Second, lecturers of Islamic Education study program have the ability to master the learning material well. Professionalism of a lecturer is not only seen from the lecturer certification, but also seen from the mastery of the materials, concepts, and methods in learning. Third, the professional competence of lecturers also received "very good" response from students, but there are some things that need to be further developed, especially in the mastery of technology in lectures that get the lowest score in terms of professional competence of 242.23 in the fourteenth statement item.

The aspect of personality competence of lecturers obtained an average score of 258.85 from 5 statements with a very good overall response. From the students' response, it can be concluded that, first, the certified lecturers in Islamic Education study program have good personality and character as they are the role models of moral cultivation. Second, personality competence is one of lecturer competencies that should be possessed by all of the lecturers, especially for the certified lecturers because they become role models for the students.

Moreover, the perception of Islamic Education students on social competence of lecturers obtained an average score of 255.34 from 5 statements with a very good overall response. From this result, it can be concluded that, first, communication between lecturers and students runs well during lectures. In this case, one of the social competence includes how communication between lecturers and students runs during the lectures. Second, lecturer interaction is not only with the students during lectures, but also with the fellow lecturers, educational staff, and parents of students. If the interaction has been going very well, it can be assessed that the lecturer has a good social competence. Third, although the overall response of students to certified lecturers' social competence were considered very good, the functional use of Information and Communication Technology obtained the lowest score of 246.61 in twenty-fourth statement item, which means that it needs development for the lecturers.

In accordance with the results obtained from the students' responses, the competence mastery of certified lecturers in Islamic Education study program is considered very good. According to (Budiadi & Sulistyawati, 2013), (Mediawati, 2010), (Harimurti & Rispantyo, 2014), (Isnaini, 2016), and (Dunkin, 1991), the competence mastery of certified lecturer has a major impact on the lecturers themselves as professional educators who master certain scientific field. Besides, it also has impact on students in understanding the courses, increasing the students' academic achievement, and academic service satisfaction which can increase the quality of the institution.

CONCLUSION

Al-Qur'an Based on the results and the data analysis of this study, it can be concluded that the competencies of certified Islamic Education lecturers received very good responses from the students. These competencies consist of pedagogic, professional, personality, and social competence. Among them are the ability to manage learning process, mastery of learning materials, personality, and the ability to interact with others

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