

Evaluation of Lecturers' Competence in Improving Teaching and Learning Activities to Face the ASEAN Economic Community (MEA) at the Faculty of Economics, University of Wijaya Kusuma Surabaya

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Evaluation of Lecturers' Competence in Improving Teaching and Learning Activities

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Abstract

Higher Education as one of the educational institutions has a role in producing qualified graduates. Lecturers are an important component in higher education, regardless of the quality improvement policy designed, the lecturers are the people who are in charge and responsible in the learning process. The quality of the learning process depends on the competence and commitment of the lecturers themselves which reflect their professionalism and professionalism requires the perfect result, therefore passion for quality improvement is always needed to build it. It requires seriousness and thoroughness of work that can only be obtained through experience and habits. Therefore, this study aims to evaluate the competence of lecturers to improve teaching and learning activities to compete in the world of work, especially in the ASEAN economic era. The population of this study is all the students of the Faculty of Economics of University of Wijaya Kusuma Surabaya. Sampling technique is used in this research as it is purposive sampling. The collecting data procedure is using questionnaires. Analytical techniques using factor analysis is used in this study to prove the competence of lecturers affect the teaching and learning process. The results showed that personality factor ranked the first in the factors influencing on the learning process, followed by social, professionalism and pedagogic factors.

Keywords

lecturers' competence; professionalism; teaching and learning process

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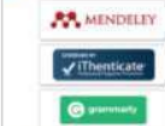
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7 Evaluation of Lecturers' Competence in Improving Teaching and Learning Activities to Face the ASEAN Economic Community (MEA) at the Faculty of Economics, University of Wijaya Kusuma Surabaya

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Abstract

Higher Education as one of the educational institutions has a role in producing qualified graduates. Lecturers are the important component in higher education, regardless the quality improvement policy design, the lecturers are the people who are in charge and responsible in the learning process. The quality of learning process depends on the competence and commitment of the lecturers themselves which reflect their professionalism and the professionalism requires the perfect result, therefore passion of quality improvement is always needed to build it. It requires seriousness and thoroughness of work that can only be obtained through experience and habits. Therefore, this study aims to evaluate the competence of lecturers to improve teaching and learning activities so as to compete in the world of work, especially in the ASEAN economic era. The population of this study is all the students of the Faculty of Economics of Wijaya Kusuma Surabaya University. Sampling technique is used in this research as it is a purposive sampling. The collecting data procedure is using questionnaires. Analytical techniques using factor analysis is used in this study to prove the competence of lecturers affect the teaching and learning process. The results showed that personality factor ranked the first in the factors influencing on learning process, followed by social, professionalism and pedagogic factors.

Keywords: lecturers' competence, professionalism, teaching and learning process

I. Introduction

MEA (*Masyarakat Ekonomi Asia*), a term that only exists in Indonesia, is the other abbreviation of AEC or ASEAN Economic Community. MEA has aim of integrating the ASEAN economy by establishing a system of free trade among ASEAN member countries. ASEAN members including Indonesia have agreed on a treaty of the ASEAN Economic Community. MEA will begin to form ASEAN into a market and a single production base that can make ASEAN become dynamic and competitive with mechanisms and steps to strengthen new economic initiatives; accelerate the existing regional blend in priority sectors; provide facilities for business movement, talent and skilled workforce; strengthen institutional mechanisms in ASEAN. To actualize the steps of MEA or AEC, Indonesia as one of its

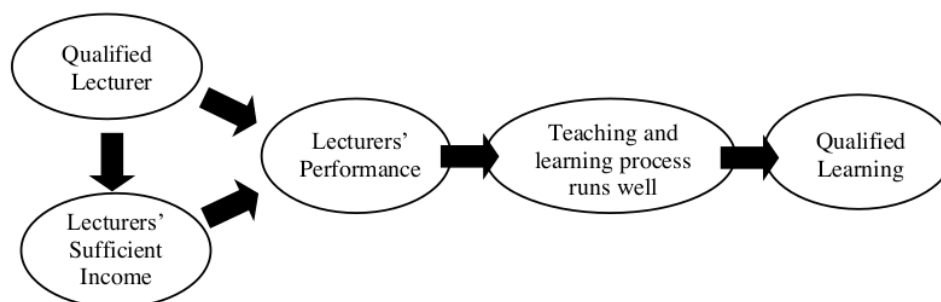
members must be able to face the challenge to be able to compete in the ASEAN market, especially in the field of manpower. Manpower that has talent, skill, and creative is needed to compete with the workforce from other countries. Regarding these conditions, the world of education has a tough task to bear and to produce skilled laborers which has the good character, fighting power and hard work.

Higher Education is one of the educational institutions has a role in producing qualified graduates. The role of lecturers is a major factor in producing qualified graduates which is reflected in the teaching and learning process in universities. The ability of lecturers in transferring knowledge is needed to form a manpower or workforce that is able to compete in the ASEAN market (Purba, 2014). The development of lecturers should be done consistently and continuously in order to create qualified graduates in accordance with market demands. Suharto (2011) in Purba (2014) stated that lecturer is an important component in higher education, regardless of the quality improvement policy designed, the lecturers are the people in charge and responsible in the learning process. The quality of learning process depends on the competence and commitment of the lecturers themselves. Professionalism requires the perfect result, therefore passion of quality improvement is always needed to build it. It requires seriousness and thoroughness of work that can only be obtained through experience and habits. In addition, it also requires high integrity, the eagerness of mind and deed to keep the high effectiveness of work (Purba, 2014). Commitment in professional development of lecturers is an absolute action that must be owned by a lecturer. The purpose of this research is to evaluate how the competence of lecturers improves teaching and learning activities. This research is a replication of the previous studies using different indicators. The previous study, Purba's study (2014) used questionnaire which covered method and learning process, personality and discipline and evaluation, whereas this study uses pedagogic competence, professional competence, personality competence and social competence.

II. Review of Related Literature

Lecturers are individuals who have the main task of teaching at universities based on their education and skills. Lecturers as educators must meet the competence as an educator. Law Number 14 Year 2005 about teachers and lecturers article 1 paragraph 2 stated that lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and the arts through education, research, and community service. Lecturer also as the engine for all things related to academic activities. The existence of lecturers for a college is very important as it can make the college become known for the quality and capacity of the lecturers who work in it. No matter how good educational program is proclaimed, if it is not supported by qualified lecturers, it will end up on results that are not as expected from the education program. Lecturer has the responsibility to implement *Tridarma* (three pillars) of Higher Education namely; teaching, research, and community service, this has been regulated in accordance with the provisions of the law and lecturers (Law No. 14 of 2005) which applies nationally.

Figure 1
Quality Education Flowchart



In Figure 1, it is explained that qualified lecturers should be supported with sufficient income from their work as lecturers, so that they can work well and the teaching and learning activities as well as *Tridarma* will run well, thus they will create a quality education (Purba, 2014).

Competition among university and other institutions in the ASEAN economic community region is getting tighter. The institute invests considerably on infrastructure especially for its lecturers, so that their institution becomes known for its reputation. A lecturer must have a job performance that shows they have knowledge and skills in doing their work rationally, master the knowledge device (theory, concept, principle, rule, and generalization of data and information) related to task. Their work besides mastering method and technique, procedure and mechanism, means, and instrument about how to do their job, lecturers should have the motivation and aspiration in the execution of their duties and have a dispersive authority over mastery of competence devices, so that the lecturer is said to be the designer of the future. Competence can be defined as a skill that a person possesses in order to achieve the job objectives well. Competence is also a combination of knowledge, skills, values and attitudes reflected in the habit of thinking and acting (Permanasari et al., 2013). Suharto (2011) stated lecturer is an important component in higher education, regardless of the quality improvement policy of education that is designed. In the end, the lecturers is the people who is in charge and responsible the learning process. The quality of learning process depends on the competence and commitment of the lecturers themselves. Professionalism requires the perfect result, therefore passion of quality improvement is always needed to build it. It requires seriousness and thoroughness of work that can only be obtained through experience and habits. In addition, it also requires high integrity, the eagerness of mind and deed to keep the high effectiveness of work.

In the process of evaluation of education in universities, the lecturers play a very important role, because they are the ones who are entitled to assess and weigh the quality of learning that they give or apply in the university. As the ones who evaluate their learners, the lecturers are also the object of evaluation. Their performance as teaching staff is also assessed to be improved or rewarded in the form of promotion, or given structural positions. Program evaluation and lecturer competency development are conducted by the faculty. Evaluated activities are mainly related to the ability or professional competence, such as the mastery of the science they mastered, and pedagogic competence with regard to the ability to teach or

convey knowledge to the students. The evaluation of instructional input emphasizes the evaluation of the characteristics of learners, the completeness and condition of learning facilities and infrastructure, characteristics and preparation of lecturers, curriculum and learning materials, the appropriateness instructional strategies to the subject, and the circumstances in which learning takes place. Evaluation of learning process emphasizes on the evaluation of learning management carried out by the learner includes the effectiveness of learning strategies implemented, the effectiveness of instructional media, the implementation of teaching technique, and students' interests, attitudes and ways of learning. Evaluation of learning outcomes emphasizes the using of a test to measure the learning outcomes as a learning achievement or competence mastery by each student. Andrizar (2014) argues that the profession as lecturers, as well as other professions, is also related to the dimensions of knowledge, expertise, and ethics that need to be developed. Unfortunately, these dimensions are not much noticed by the lecturers, so it is not surprising if the spotlight and criticism continue to be addressed to them. Sy-Zain (2011) suggests in a position as the "heart" of universities, lecturers determine the quality of education and graduates who were produced by the college, as well as the general quality of the college itself. If the lecturers are of high quality, then the quality of the college will also be high, and vice versa. Whatever educational program is proclaimed, if it is not supported by high-quality lecturers, it will end up on unsatisfactory results because to run a good education program requires good quality lecturers. By having good and high quality lecturers, universities can formulate the most modernized programs and curricula to ensure the achievement of qualified and outstanding graduates.

Learning practices can only be changed through testing the ways lecturers learn and teach and analyze their impact on student learning achievement. In order to make this happen, universities need to create a process that is able to facilitate lecturers to conduct study on learning materials and teaching strategies systematically, as to facilitate students to improve learning achievement. Lecturers should start leaving routine ways of learning, but rather creating professional development programs. This effort is an implication of educational reform with the aim to be able to achieve the improvement of student learning achievement adequately. Professional lecturer development programs require facilities that can provide opportunities for them learning how to learn about teaching (Purwati & Supandi, 2012). Satori (2000: 2-3) states that a profession is a job or job that requires expertise from its members, meaning it cannot be done by any untrained or not specially prepared person to do the job. Professional refers to two things: first, the person who has a profession, then he is a professional, secondly, the appearance of a person in doing his work in accordance with his profession. Professionalism refers to a commitment of members of a profession to improve professional skills and continuously develop the strategies employed in doing the work in accordance with the profession. The professorship profession refers to the efforts undertaken by educators in managing and organizing learning in universities. Thus, the development of lecturer professionalism can be defined as a broad effort to improve the competence, quality of learning and the role of academic educators in universities (Sujarwo, 2012). The professional quality development can be done individually by its members or can also be done together in a formal (through education / training-training) or informal way (mass media, books that suit the field of his profession). Another professional attitude that needs to be developed is the attitude towards peers (that is to cooperate, respect each other, mutual

understanding and sense responsibilities), attitudes towards students (in this case the student needs to create ideal relationships between lecturers with the student which leads to the purpose of education, with guiding principles of the formation of Indonesian people completely), attitude towards work environment (a good working environment will increase work productivity), attitudes towards leaders (lecturers at work are under the guidance and supervision of the leadership. The lecturers are having positive attitude towards the leaders and working together in the success of the work programs that have been agreed). Another professional attitude is the attitude towards work. Someone who has chosen a particular career usually will work well if he is committed to his work (Redjeki, 2015).¹⁷ Hman (2000) stated that the ability of lecturers as an educator is: firstly, the ability to teach, the ability to motivate students, the ability to plan learning, and technical skills. Secondly, the ability to establish relationships with students, and thirdly, the ability to provide support that is the ability of the lecturer in visual manual dexterity needed in the learning process. The experts of education put forward these various opinions about this lecturer profession development program.

Researches on lecturer competence have been done before. Below are some previous research results used as reference materials in this study. Some of the research results are from Purba (2014), Permanasari et al. (2013), Suhaemi (2010), Suryaningsih and Mustofa (2010) which are summarized in the Table 1 below.

Table 1.
Previous Studies

Information	Purba (2014)	Permanasari et al (2013)	Suhaemi (2010)	Suryaningsih & Mustofa (2010)
Research Object	STIE Management Development Students Jakarta	Lecturers of Faculty of Economics UPN Surabaya	Lecturer and Students Faculty of Teacher Training and Education Region III Cirebon	Lecturer of Faculty of Tarbiyah IAIN Sunan Ampel
Data Analysis Technique	Factor Analysis	Partial Least Square	Qualitative Descriptive Approach	⁶ Data reduction, data presentation, and conclusion or verification.
Research Result	The development of lecturers' ability is very influential on the implementation of teaching and learning process	Competence contributes to professionalism. Professionalism contributes to the performance of lecturers.	Some lecturers have not mastered the characteristics of learners, some have not mastered the theory and principles of learning, and they have not developed curriculum and learning design	The perception of the lecturers towards the development of their profession. Some lecturers less enthusiastic, after the development of lecturers' perception becomes more enthusiastic and positive.

III. Research Methodology

III.1. Population and Sample

The population in this study is all accounting students of odd semester of academic year 2016/2017 and the sample was taken randomly (Simple Random Sampling). According to Sekaran (1992) sample size more than 30 and less than 500 is appropriate for all research, based on that, this study will take a sample of 400 people.

III. 2. Data Collection Technique

Data collection technique in this research is using questionnaire which is taken from various resources. The questionnaire consists of 4 variables, they are a) Pedagogic Competence, b) Professional Competence, c) Personality Competence, and d) Social Competence. In the first variable consists of ten (10) indicators, the second variable consists of eight (8) indicators, the third variable consists of six (6) indicators, and the four variables consist of five (5) indicators.

III. 3. Data Analysis Technique

Data processing techniques in this study is using descriptive statistics and factor analysis. Descriptive statistics provide a description of the data to make the information more clear and easy to understand, which is seen from the mean, median, mode, standard deviation, maximum value, and minimum value (Ghozali, 2007). Descriptive statistics present important numerical measures for sample data. The next analysis technique is using factor analysis. Factor analysis is one of multivariate method used to analyze the variables that are suspected to have interrelationship with each other, so that the link can be explained and mapped or grouped on the right factor.

IV. Discussion and Result

IV.1. Research Sample

The sample of this research is students of Faculty of Economics who take the course in odd or even semester Academic Year 2015/2016. The sample is randomly selected by using Simple Random Sampling. Questionnaires were distributed as many as 400 questionnaires and the number of questionnaires that returned is 393 questionnaires. One questionnaire cannot be processed because it is incomplete, so there were 392 questionnaires that can be processed.

IV.2. Descriptive Statistics, Validity, Reliability and Factor Analysis Results

IV.2.1. Descriptive Statistics

From the data that has been collected, the researchers tested the validity and reliability. The purpose of this test is to determine whether the data obtained from the results of the questionnaire has met the required level of validity and reliability. The test results on validity using Pearson correlation is 0.000 which means under 0.05 then the whole item question is valid, while the reliability test using coefficient Cronbach alpha and the results of data processing showed a coefficient of 0.966 which means it is reliable.

IV.2.2. Validity and Reliability Test Results

The results of the questionnaire feasibility test show that the results are valid and reliable. The results are verified with the validity test using Pearson correlation, and the result is > 0.4 and reliability test using Cronbach Alpha, the result > 0.7 . Here is an explanation of the validity test and reliability test:

1. Pedagogic has the lowest Pearson correlation 0.252 for item number 10 and Cronbach Alpha value of 0.858.

2. Professional has the lowest Pearson correlation 0.356 for item number 8 and Cronbach Alpha value of 0.896.
3. Personality has the lowest Pearson correlation of 0.519 for item number 6 and Cronbach Alpha value of 0.906
4. Social has the lowest Pearson correlation 0.503 for item number 5 and Cronbach Alpha value of 0.872.

Based on the results of validity and reliability tests, it can be concluded that, the questionnaire in this study is feasible and can be used for further analysis.

IV.2.5 Factor Analysis Results

The result of factor analysis shows that KMO measure of sampling adequately equal to 0,942 (> 0,5) and Bartlett's test of spehericity 0.000 (<0,05), then variable and sample can be analyzed further. The result of factor analysis shows there are 4 determinants of lecturer competence in improving teaching and learning process. The four factors are:

1. Factor 1 is the personality, it is about wisdom in decision making and performance skill of authority as individual lecturer, for example in attitude and behavior, ability to control themselves in various situation and condition.
2. Factor 2 is social, it is about openness, the ability to accept criticism, suggestions and opinions of others, easy to mingle among peers, employees and students, know well students who follow the lecture, tolerance to the diversity of students, the ability to convey opinions.
3. Factor 3 is professionalism, it is about student involvement in research / study and / or development / engineering design done by lecturer. Ability to use various communication technology, use of research result to improve the quality of lecturing, ability to explain relatedness of field / topic taught to the context of life, the ability to explain the subject / topic appropriately.
4. Factor 4 pedagogic on readiness to give lectures and / or practice. Ability to use English, use of research results to improve the quality of lectures, conformity with learning outcomes, ease of accessing taught material, suitability of exam materials and / or tasks with the purpose of the course, the clarity of the delivery of materials and answers to questions in the classroom, and order of lecturing.

The contribution of variance of each factor is as follows:

1. Factor 1 contributed 15.901%
 2. Factor 2 contributed 14.378%
 3. Factor 3 contributed 12.641%
 4. Factor 4 contributed 11.173%
- Thus 4 factors together contributed 61.902%

Discussion

The results of this study indicate that the factors that improve teaching and learning process activities derived from the personality and pedagogic factors of a lecturer. Personality and pedagogic factors are the factors that take the first position, especially wisdom in decision making is a factor with the highest value of 0.759. The results of this study do not support the Purba study (2014), which stated that the personality of the lecturer influences the teaching and learning process. In personality factor there are some components such as performance of authority skill as a lecturer which become a guidance in attitude and behavior, ability to control oneself in various situation and condition. While in pedagogic factor, the readiness in giving lecture and / or practice / lab and the ability to live the classroom atmosphere also influences the teaching and learning process in the classroom.

The personality of a lecturer is still the main factor considered by the students. Lecturers can be a character of a "guru" which means *digugu lan ditiru* in Indonesian language which means can be duplicated and followed by the students, moreover, if it is supported by the readiness of giving lectures and the ability to live the classroom, then the process of teaching and learning in the class will run smoothly.

The indicators in factor 2 are the indicators that have the position of the second rank which determines the competence of the lecturer. Factor 2 is still related to the social aspect of a lecturer. Some indicators in factor 2 include openness; the ability to accept criticism, suggestions and opinions of others, to mingle among peers, employees and students, to know the students well who attend the lectures, to tolerate the diversity of students. The ability to express opinions is actually still related to the personality of a lecturer, this shows that in the student's eye, a lecturer is a good person in terms of personality and social aspect. This can support the performance of a lecturer in teaching and learning process because students believe that what is given or taught by lecturers will be easily accepted by students.

Further indicators in factor 3 are the indicators that place the third rank which determines the competence of the lecturer. The indicators in factor 3 cover the professional ability of a lecturer and pedagogic ability. Professionalism is seen from several indicators such as student involvement in research / study and / or development / engineering / design conducted by lecturer, ability to use various communication technologies, the use of research results to improve the quality of lectures, ability to explain the relation of field or topic taught in the class to real life context. While pedagogic ability include the ability to explain the relevance of the field or topic taught in the class to the context of life, the use of research results to improve the quality of the lectures affect the teaching and learning process. Some indicators in factor 3 are the professionalism of a lecturer. It is quite possible that a lecturer in addition to his personality and social attitude still required professionalism as an educator. This attitude of professionalism is actually what is needed for teaching and learning process.

Furthermore, the indicators that exist in the 4th factor are pedagogic and professionalism which influence the teaching and learning process. Indicators in factor 3, 4, and 5 are the main priority for future development. The indicators in component 2 become the second priority for improvement, and then the indicators in component 1 are the indicators grouped in the 3rd or the last priority as they are the indicators that need only to be maintained. Thus, the strategy for the quality development of teaching and learning process needs to be set in order to improve the quality of graduates. The proposed strategy to improve the quality of lecturers in improving the process of teaching and learning activities is as follows:

1. The convenience of accessing the materials / references should be improved by applying the latest or sophisticated technology.
2. Regularity and attendance of the lecture should be adjusted to the agreed syllabus and lecture contract.
3. Feedback on tasks needs to be improved.
4. Lecturer can act as a good motivator for students' success.
5. The ability of lecturers to communicate in English as the official regional and international language to improve their competence.
6. The development of lecturers' human resources needs to be improved.

Based on the result of factor analysis, it can be concluded that the competence of lecturers' personality still become the main factor of the lecturers' competence. It is expected that with a good personality, lecturers will be able to motivate students and graduates to face the fast growing economic conditions, especially for the economic community of ASEAN (MEA). Professional competence becomes the next factor which is expected to be able to transfer knowledge to the students so that they can compete in economic community of ASEAN.

V. Conclusions, Suggestions and Limitations

V.1. Conclusion

Facing the economy in ASEAN economic community, the development of lecturers' ability is very influential on the implementation of teaching and learning process and become one of the main factors in education process. The ability and expertise of lecturers must be continuously sharpened to produce qualified graduates that can compete regionally and internationally. Each lecturer must also be aware of his commitment as a professional educator so it needs to keep in touch with the development in the community nationally and internationally. In line with this, the commitment from the state, government and leaders of higher education institutions is needed and important to encourage the development of sustainable lecturers' human resources, because their supports have consequences for lecturers to improve their roles and competencies to prepare the qualified graduates.

V.2. Suggestion

A lecturer should have a personality, social, pedagogical skills and professional competence to be able to educate students into qualified graduates.

V.3. Limitations of Research

The respondents in the study were only the students of Faculty of Economics of Wijaya Kusuma Surabaya University which makes it a case study research (the research result cannot be generalized), so that the conclusions were only limited to the evaluation of lecturers' competence in Faculty of Economics. Future research is expected to use more respondents and can be compared with the competence between faculty lecturers.

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