

Students' Perception on Arabic Lecturers' Pedagogical, Professional, Personality and Social Competence

Rizki Parahita Anandi
UIN Salatiga
rizkiparahita@gmail.com

Abstract

The quality of education is indicated by the quality of the teachers. Ideally, teachers should have a good pedagogical, professional, personality and social competence. Salatiga State Islamic University gives opportunity to the students to evaluate their teachers at the end of every semester using the Teachers' Evaluation Form. Students' feedback can help teachers to evaluate their teaching performance. Therefore, this study was aimed at analyzing the students' evaluation on the teachers' competence. The evaluation form consists of four aspects and 24 items. The aspects include pedagogical (9 items), professional (5 items), personality (5 items) and social (5 items) competence. Approximately, 23 students of Arabic Language Education Department have participated in this study to rate 6 teachers using the 5-point likert scale instrument. The data was then analyzed using Facet from Rasch Model. The results showed that teaching experience does not influence their teaching performance since they gave higher ratings to the teacher with less than 10 years of experience as compared to the ratings they gave to the teachers with more than 20 years of teaching experience. The study also revealed that teachers still have low competency in some aspects. For example, in item number 13 asking about teachers' professional competence, item number 21 asking about teachers' social competence and item number 6 and 7 about teachers' pedagogical competence. This indicated that teachers still have difficulty in evaluating students' learning ability, they do not always give feedback to their students' performances, they do not teach using the very latest issues about the course. Besides, it is also hard for them to get to know their students personally. These students' feedback can be a valuable insight to the teachers to evaluate their competence so that they can improve their competence and teaching performances.

Keywords: Rasch Model, teachers' competence, teachers' evaluation.

Introduction

Lecturers, as stated in the law, are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.¹ They play an important role in the educational settings because they lead the direction of the university and guarantee qualified graduates.² In order to carry out their duties, the government has stated in the Law of Republic of Indonesia number 14 in 2005 about Teacher and Lecturer that the lecturers should possess good pedagogical, professional, personality and social competence.

As stated in the law, pedagogical competence is defined as the ability to manage the teaching and learning process. Lecturers should prepare the syllabus, teaching materials, design interactive class environment, deliver the material, use various learning media, be able to evaluate their students' ability, give feedback to the students and use various learning resources. Furthermore, lecturers with good pedagogical competence are able to make the learning process enjoyable and students becomes more interested to learn and engage during the course.³

To become a good lecturer, they should have good professional competence as well. It can be defined as the ability to master the teaching materials broadly and deeply.⁴ It means that lecturers should be well prepared before teaching. They should understand material from various sources and update the latest issues in their field so that they can always deliver up-to-date materials to their students.

¹ Law of the Republic of Indonesia Number 14 in 2005 about Teacher and Lecturer.

² Rehani, "Students' Perceptions on Professional Competence of Lecturers at the Department of Arabic Education, Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies IB Padang", *Al-Ta'lim*, Vol. 22 No. 1 (February, 2015), page 33.

³ Priska Yohanika, "Persepsi Mahasiswa Terhadap Kompetensi Dosen di Fakultas Ekonomi UNIKA Soegijapranata", *Ecodunamika*, Vol. 1 No. 2 (Mei, 2018), page 8.

⁴ Irianto, "Pengaruh Kompetensi Pedagogik, Profesional, Kepribadian dan Sosial yang Dimiliki Dosen Terhadap Hasil belajar Mahasiswa: Studi Empiris pada STIE AMM Mataram", *Jurnal Bisnis dan Kewirausahaan*, Vol. 11 No. 1 (maret 2015), page 49.

Meanwhile, the personality competence that lecturers should also possess refers to lecturer's ability to show a good personality, stable, mature, skilled, and wise attitude.⁵ Lecturers are expected to give a good example for their students in their personality. Besides, lecturers with good personality can improve their students' interest in learning because they tend to be more creative and effective in teaching.

Since lecturers spend several hours a day in interactions with other people, it seems plausible to assume that their social competencies are a vital foundation for their professional success.⁶ Lecturers' social competence refers to their ability to build good relationship with students and colleagues as well as their ability to accept others' opinion. They should know well who the students in their class are and aware of their students' characteristics because previous research showed that low awareness of students' characteristics and needs will have an impact on the quality of a teacher's performance.⁷ Therefore, in order to improve their teachings, lecturers should try to get to know their students' characteristics and ability.

While there are a large number of possible sources of feedback and evaluation data on teaching, the most common source of input for teaching evaluation is feedback from the students. In fact, student ratings is a necessary source of evidence of teaching effectiveness and obtaining student's feedback is a routine practice in most of the institutions.⁸ Students with a good perception of the lecturer's teaching

⁵ Rully Putri Nirmala Puji and Ratna Dwi Lestari, "Evaluating the Level of Teacher Performance: Pedagogical, Social and Personal Competency", *Jurnal Pendidikan Sejarah Indonesia* Vol. 4 No. 1 (2021) page 88.

⁶ Uwe P Kanning, W Bottcher and C Hermann, "Measuring Social Competence in the Teaching Profession: Development of a Self-Assessment Procedure", *Journal of Educational Research Online*, Vol. 4 No. 1 (2012) page 140.

⁷ Rully Putri Nirmala Puji and Ratna Dwi Lestari, *Op. Cit.*, page 86.

⁸ Musharraf Husain and Sabina Khan, "Students' Feedback: An Effective Tool in Teachers' Evaluation System", *International Journal of Applied and Basic Medical Research*, Vol. 6 No. 3 (2016) page 178.

ability will feel comfortable and more interested in participating in their courses with enthusiasm. On the other hand, students who have a poor perception of the teaching competence of their lecturers can cause feelings of dislike and even fear, and are not motivated to attend the lecture. This leads to difficulties for students in understanding the concepts of the material and ultimately has an impact on their learning outcomes.⁹

Some previous research on this area have been carried out by Yahya and Hidayati in 2014 who found that lecturers' pedagogical, professional, personality and social competence significantly influenced their teaching performance. Another study was also conducted by Yohanita who aimed her study to find out students' perception towards their lecturers' competences in the Faculty of Economics. The study revealed that students perceived that their lecturers have high competency. Furthermore, the lecturers were highly rated in their personality competence which involve lecturers' ability to maintain the value, commitment and professional ethics that influence lecturers' behavior towards the students, their colleagues and community that will also affect students' motivation.¹⁰

Salatiga State Islamic University has also implemented this evaluation where the students' are asked to evaluate their lecturers' competences during their teaching. The university has prepared the instrument based on four competences. At the end of every semester, the students need to evaluate their lecturers and they can also write their comments.

⁹ Novita Sariani and Ihsan Nurhakim, "Persepsi Mahasiswa Terhadap Kompetensi Dosen Program Studi Pendidikan Geografi IKIP PGRI Pontianak", Sosial Horizon Vol. 5 No. 2 (December, 2018) page 230.

¹⁰ Priska Yohanika, Op. Cit., page 8.

Therefore, this study was undertaken with the aim to improve the quality of teaching by introducing students' feedback to their lecturers and also contributing in the overall faculty development.

Method

This study was carried out in the Arabic Language Education Department at UIN Salatiga. About 23 students of the respective department have participated and filled out the evaluation form to evaluate six lecturers. The form is designed by UIN Salatiga for the students to evaluate their lecturers every semester. It consists of 24 items and is developed based on four aspects of lecturers' competences, namely pedagogical, professional, personality and social.

Pedagogical competence, as defined by Law of the Republic of Indonesia number 14 in 2005 about Teachers and Lecturers, is the ability to manage the teaching and learning process. There are nine items developed to measure this competence¹¹. While professional competence means the ability to master the subject broadly and deeply. There are five items used to measure the professional competence. Followed by five items as well that has been developed to evaluate the lecturers' personality competence which indicates strong personality, noble, wise and authoritative as well as being a role model for students. Another five items are used to evaluate the lecturers' social competence which is defined as the ability to communicate and interact effectively and efficiently with students.

The collected was then analyzed using Minifac from the Many-Facet Rasch Model (MFRM) which is a development of Rasch Model measurement for the purpose of multi-raters (more than two facets) analysis¹². The MFRM will provide

¹¹ Law of the Republic of Indonesia Number 14 in 2015 about Teacher and Lecturer.

¹² John M. Linacre, *Many-Facet Rasch Measurement* (Chicago: Mesa Press, 1994) page 1.

information about how the students' perception on the evaluation of their lecturers' competences through the Wright Map and the logit measure.

Result and Discussion

The results of the data analysis using MFRM will be displayed in the following discussions. First, the Wright map below will illustrate the interaction of the three facets, namely rater (the students), item (the items on the evaluation form) and ratee (the lecturers) based on the logit measures.

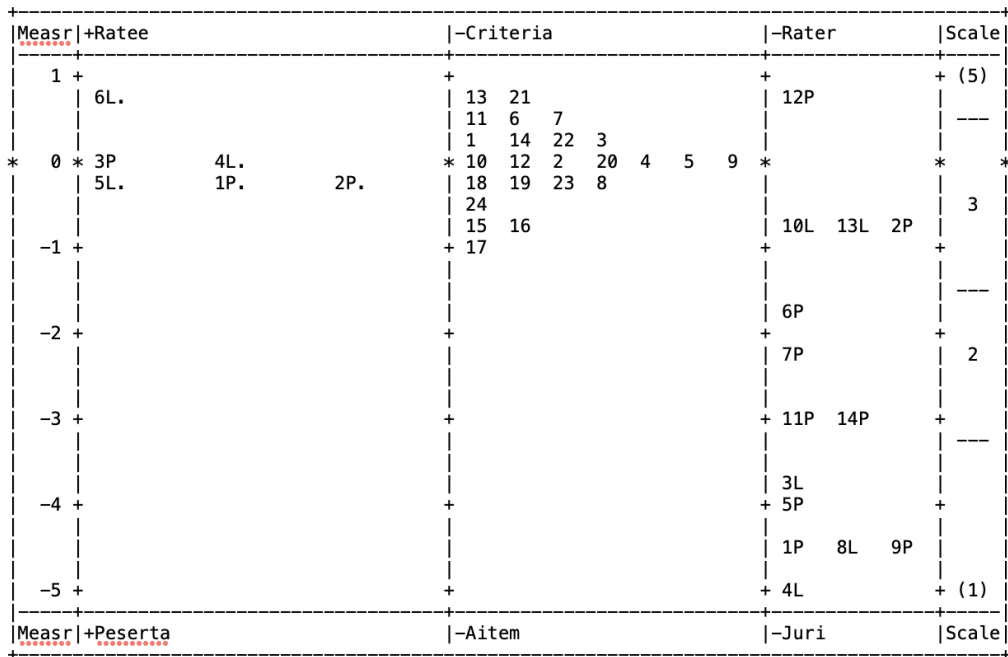


Figure 1. Wright Map of Lecturers, Items and Students

In the Wright map, the measurement scale or the logit measure appears in the first column and followed by the ratee in the next column, the criteria and the rater in the last column. All these facets were located on the same dimension and now are

positioned vertically on the same latent dimension with logit measure as measurement units.¹³ The second column shows the estimates of the ratee or lecturers' competences parameter. The hierarchy of the ratee (lecturers) on the map are ordered with higher-scoring lecturers appearing at the top of the column, while the lower-scoring lecturers appearing at the bottom of it.

Table 1. Lecturers' Competence Measurement Report

Total Score	Total Count	Obsvd Average	Fair(M) Average	+ Measure	Model S.E.	Infit MnSq	ZStd	Outfit MnSq	ZStd	Estim. Discrm	Correlation PtMea	PtExp	N Peserta
924	246	3.76	3.84	.54	.16	.93	-.5	.72	-1.4	1.14	.48	.43	6 6L.
1225	333	3.68	3.75	.00	.12	.92	-.8	.84	-1.1	1.07	.51	.49	3 3P.
1350	367	3.68	3.74	-.04	.12	1.11	1.1	1.40	2.7	.85	.45	.49	1 1P.
1251	342	3.66	3.74	-.06	.12	.87	-1.4	.74	-2.2	1.16	.53	.48	4 4L.
1399	381	3.67	3.73	-.12	.12	1.18	1.9	1.17	1.3	.85	.45	.48	2 2P.
1199	331	3.62	3.68	-.31	.12	1.01	.1	.90	-.7	1.02	.52	.52	5 5L.
1224.7	333.3	3.68	3.75	.00	.13	1.00	.1	.96	-.3		.49		Mean (Count: 6)
151.6	43.0	.04	.05	.26	.02	.11	1.2	.24	1.7		.03		S.D. (Population)
166.0	47.1	.04	.05	.28	.02	.12	1.3	.27	1.9		.04		S.D. (Sample)

It can be seen that lecturer labelled as 6L (male lecturer) with logit measure .69 which is the highest score among all lecturers. Followed by 3P (female lecturer) with logit measure .00, 1P the female lecturer, 4L the male lecturer, 2P the female lecturer and the lowest score is 5L the male lecturer.

Lecturer 6L, although he has less than 10 years of teaching experience and still in his early 30s, he was perceived by the student as a lecturer with good pedagogical, professional, personality and social competences in the class. As Rehani found that there was no significant difference between junior and senior lecturers' competences and age could not be used to measure their competences.¹⁴

¹³ Thomas Eckes, *Introduction to Many-Facet Rasch Measurement: Analyzing and Evaluating Rate-Mediated Assessment* (Peter Lang, 2005) page 58.

¹⁴ Rehani, "Students' Perceptions on Professional Competence of Lecturers at the Department of Arabic Education, Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies IB Padang", *Al-Ta'lim*, Vol. 22 No. 1 (February, 2015), page 38.

Based on the logit measure, it also showed that he has good ability to enliven the learning process, to accept students' suggestion and opinion, to use previous researches to improve his teaching, to explain the connection between topics etc. On the other hand, the result of the study also showed that, somehow, he has not demonstrated good ability in some aspects. For instance, in giving feedback to the students' assignments, mastering the up-to-date issues in Arabic teaching and learning, getting to know the students well and having good relationship with the students. This might happen because the teaching and learning process was conducted online for the last two years due to the outbreak of covid 19 pandemic.

In contrast, lecturer 5L (male lecturer) was rated as having the lowest competence among all lecturers with logit measure $-.31$. He has more than 10 years of teaching experience in the university. Based on the logit measure, he is good at using learning media, designing the learning materials, delivering material to the students etc. However, unlike lecturer 6L, according to the students' evaluation, lecturer 5L has not showed good competence in so many aspects. For instance, students reported that the lecturer has not used wide variety of learning resources. Whereas, using various learning resources allowed students to get more insight on the topics. As Nessipbayeva stated that lecturers should use a variety of both methods and materials that suited to the needs of all students.¹⁵ Besides, he was also reported that he did not easily tolerate students' different opinions and was not fair in treating students. It is suggested that lecturers should be fair to the students despite their differences in gender, ethnicity etc.¹⁶

¹⁵ Olga Nessipbayeva, "The Competencies of the Modern Teacher", Bulgarian Comparative Education Society, Paper presented at the Annual Meeting of the Bulgarian Comparative Education Society (10th, Kyustendil, Bulgaria, Jun 12-15, 2012)

¹⁶ Priska Yohanita, "Persepsi Mahasiswa Terhadap Kompetensi Dosen di Fakultas Ekonomi UNIKA Soegijapranata", *Ecodunamika*, Vol. 1 No. 2 (Mei, 2018), page 8.

The third column of the Wright Map displays the spread of the criteria used to evaluate the lecturers based on the logit measure. Below is the table showing the spread of the 24 items on the evaluation form:

Table 2. Items Difficulty of the Lecturers' Competencies

Competence	Difficulty Level of Criteria		
	Difficult	Moderate	Easy
Pedagogical	7	1,2,3,4,6,9	5,8
Professional	13	10,11,12,14	
Personality		16,18,19	15,17
Social	21,22	20,23,24	

The table above describes that the difficult criteria mean the competence that students perceived their lecturer did not demonstrate it during the teaching and learning process. Based on the logit measure, there are four criteria that can be categorized as difficult criteria. Criteria number 7 from pedagogical competence is considered as one of the difficult criteria. Students reported that, sometimes, lecturers did not give feedback to their assignments.

Feedback for the students is considered as an essential element in improving their learning process. For language learners, it can also improve the learners' overall competence in various contexts.¹⁷ In fact, giving feedback is considered as a difficult issue in higher education arena¹⁸. Some previous studies showed that although lecturers sometimes give feedback to the students, they perceived the lack of quality

¹⁷ Gholamreza Abbasian and Delaram Pourmandnia, "The Impact of Constructive Feedback-Based Journal Writing on Teachers' Professional Identity Development", International Journal on New Trends in Education and Their Implications, Vol. 4. No. 4 (October, 2013).

¹⁸ Md. Mamoon Al Bashir, Md. Rezaul Kabir and Ismat Rahman, "The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education", Journal of Education and Practice, Vol. 7 No. 16 (2016), page 38.

in regard to the feedback given by the lecturers.¹⁹ Therefore, it is suggested to the Arabic language lecturers to give feedback to the students so that they can use the feedback to self-evaluate their learning, highlight the grammatical mistakes they make and motivate themselves to improve their language ability.

Besides, Al Bashir et al. also stated that giving feedback to the students has significant effect in professionalizing teaching in higher education level. Constructive feedback does not only provide useful information for the students to improve their learning, but also offer valuable information to the lecturers that can also be used to improve their teaching.²⁰ Thus, by improving lecturers' pedagogical competence, the lecturers' performance will also get better. As it is shown in the study conducted by Taniredja and Abduh that there was a significant correlation between teachers' pedagogical competence and their performance.²¹

Students also reported that lecturers did not demonstrate good competence in mastering up-to-date issues related to their course as stated in the criteria number 13 about professional competence. In line with the findings from this study, Irianto also found that among five items in professional competences, mastering latest issues is the hardest competence for the lecturers.²² In contrast with the two previous studies, Yohanita found that lecturers of the Faculty of Economy whom involved in her study

¹⁹ Peter Ferguson, "Student Perceptions of Quality Feedback in Teacher Education", Assessment and Evaluation in Higher Education, Vol. 36 No, 1 (January, 2011).

²⁰ Md. Mamoon Al Bashir, Md. Rezaul Kabir and Ismat Rahman, Op. Cit., page 39.

²¹ Tukiran Taniredja and Muhammad Abduh, *Pedagogical, Personality, Social and Professional Competence in Correlation with Theachers' Performance: Correlational Study of Junior High School Teacher at SMPN 3 Purwokerto*", The 2nd International Conference on Science, Teachnology and Humanity (2016), page 268.

²² Irianto, "Pengaruh Kompetensi Pedagogik, Profesional, Kepribadian dan Sosial yang Dimiliki Dosen Terhadap Hasil belajar Mahasiswa: Studi Empiris pada STIE AMM Mataram", Jurnal Bisnis dan Kewirausahaan, Vol. 11 No. 1 (maret 2015), page 53.

demonstrated high ability in mastering latest issues in their field so that the students will get new insight as well about the new trends or issues related to their field.²³

This indicated that Arabic language teachers should update their knowledge about the latest issued in the respective field, for instance by reading journal articles or Arabic media, watching Arabic news or having discussion with colleagues. Moreover, during the outbreak of covid-19, the learning process is conducted online. Therefore, it is important for the lecturers to understand the use of new learning platforms and the latest issues in teaching and learning process so that it both lecturers and students can experience meaningful learning process.

This study also revealed that there are two criteria in the social competence that the lecturers rarely demonstrate it well in the class. Both are item number 21 and 22 with logit measure .91 and .64 respectively. Item number 21 stated that lecturers did not know the students well, while item number 22 stated that lecturers did not have good relationship with the students. In fact, Taniredja and Abduh explained that social competence was the most influential competence on the lecturers' performance.²⁴ It means that the Arabic language students perceived that some lecturers may not have good relationship with the students because the lecturers did not know well who the students in their class. This case might happen because in the last two years, the lectures were conducted online through several platforms such as zoom meeting, google classroom, canvas etc. The courses were not always conducted synchronous, but also asynchronous. They did not meet face-to-face so that it was difficult to recognize all the students just from the videos.

However, many studies showed that learning activities carried out by lecturers with good social competence will increase their professional competence and effect

²³ Priska Yohanita, Op. Cit., page 6.

²⁴ Tukiran Taniredja and Muhammad Abduh, Op. Cit., page 270.

positively on their students' learning outcomes.²⁵ Therefore, it is suggested to the Arabic language lecturers to evaluate their social competence, for example, they can try to get to know the students better so that they can make good communication with them and discuss about their learning process.

Conclusion

Students' perception on their lecturers' competency is one of many ways to improve the quality of teaching. This study showed that lecturers of the Arabic Language Education Department still need to improve their competence in some aspects. For instance, the students reported that some lecturers rarely give feedback to their assignments. Whereas they need the feedback in order to know the mistakes they make and improve their ability. Lecturers are also expected to update with the latest issues in their field and know their students better. Knowing the students' characteristics can help the lecturers in designing better material, strategy and learning media for their students.

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²⁵ Pahrudin, Trisno Martono and Wledy Murtini, "The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016", Proceeding the 2nd International Conference on Teacher Training and Education Sebelas Maret University, Vo. 2 No. 1 (2016) page 342.

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