



Evaluation Research on Lecturers' Pedagogical Competence of UIA

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Abstract

It is believed that lecturers contribute a significant effect on the quality of graduates. This research aims to evaluate lecturers' pedagogical competence at UIA and to provide recommendations for improvement. This is a survey study design, where the target population is all students at UIA Jakarta, with the limited population is the sixth-semester of undergraduate students. The sampling method used simple random sampling. The data are gathered through a questionnaire and analyzed using descriptive statistics. The result shows that the average score of lecturers' pedagogical competence is 3.51 (good), with the highest score 3.63 is, beginning and ending the lesson with a greeting and prayer. Pedagogical competence is important in bridging the gap in learning achievement. Technological Pedagogical Content Knowledge (TPACK) is a learning model that integrates technological knowledge into content and pedagogical concepts. TPACK model has become a lecturer's need in dealing with education trends in the digital era, which is highly dependent on integrating technology in the teaching and learning process. The recommendations as the implication of the study are encouraging UIA lecturers to participate in Instructional Techniques Training (PEKERTI) for professional certification, implementing the TPACK model in their teaching, and ensuring adequate access and quality of ICT facilities to support academic activities on campus.

Keywords *Pedagogic, Competence, Learning Model, TPACK*

INTRODUCTION

Teaching students in the digital era is more challenging. The common challenges teachers face in the classroom are related to classroom management (Evertson, 2006), student diversity (Gay, 2010), assessment and feedback (Black & William, 2009), time management (Wong & Wong, 2014), and teacher burnout (Kyriacou, 2001). Maintaining discipline and managing students' behaviour can significantly challenge teachers. Disruptive behaviour, lack of focus, or classroom disruptions can hinder the learning environment. Effective classroom management strategies are essential to create a conducive atmosphere for learning (Evertson, 2006).

Today's classrooms are increasingly diverse, with students from various cultural, linguistic, and socioeconomic backgrounds. Teachers must address individual learning needs, provide inclusive instruction, and foster supportive environments that embrace diversity (Gay, 2010). Further, designing effective assessments, providing timely feedback and evaluating student progress can be challenging. Teachers must ensure assessment aligns with learning objectives, provide meaningful feedback to guide student improvement and employ various assessment methods to cater to diverse learning styles (Black & William, 2009).

In the digital era, the role of teachers has evolved to encompass new responsibilities and opportunities. Some of them are facilitators of learning, guiding students in navigating and utilizing digital resources effectively. Teachers also create and curate digital content, design engaging online activities, and foster collaboration and critical thinking skills through technology-mediated interactions (Voogt & Roblin, 2012). It can be said that teachers' role has shifted from mere

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presenters of information to facilitators of learning. This change reflects a shift towards student-centred and active learning approaches.

Improving teacher competence to align with the requirements of the digital era and effectively cater to the characteristics of digital native students is crucial for creating impactful learning experiences. Teachers must develop digital literacy and technological skills to effectively integrate technology into their teaching practices (Ertmer & Ottenbreit-Leftwich, 2013). In addition, teachers need to adapt their instructional strategies to engage digital native students effectively (Prensky, 2001). The teachers' ability to effectively plan, deliver, and assess instruction promoting student learning and development is called pedagogical competence.

The As-syafi'yah Islamic University is one of the Islamic Universities in Jakarta, which was established in 1983. Since then, UIA has played a crucial role in offering academic programs and degrees in various fields of study. UIA contribute to the educational field by providing quality education, curriculum development, and specialized knowledge in discipline such as Islamic studies, education, humanities, and social sciences. UIA also contribute to the educational field through research and innovation. Further, UIA often engages with the local community through various outreach programs. They collaborate with schools, educational institutions, and community organizations to provide support and resources for educational initiatives. This can include teacher mentoring programs, educational workshops, and partnerships for community development projects. It is said that UIA already contributes to the development of Indonesia, especially in the educational field, in more than 30 years.

Even so, several problems arise in lecturers' competence which can hinder their effectiveness in teaching and supporting student learning. Some are outdated knowledge and skills, limited pedagogical training, lack of technology integration, inadequate communication and interpersonal skills, insufficient assessment and feedback practices, lack of student-centred approaches, and limited cultural competence. In other words, most problems are closely related to lecturers' pedagogical competence. Thus, this study aims to evaluate the pedagogical competence of UIA's lecturers and provide input for the development of suitable policies to improve their quality.

LITERATURE REVIEW

Budiningsih (2021) explain that evaluation research is any effort and activities which improve something to get better quality in the future. It includes: setting goals, designing and developing instruments, collecting data, analyzing data, and interpreting data to determine the value with a predetermined assessment standard to achieve the goal repair to be better.

Budiningsih et al. (2017) explain that competence is an ability owned by an individual which consists of knowledge, skills and attitude which describe motives, personal characteristics, self-concept, and values prevailing in various situations and persist over long periods, which can result in superior performance on the work field. Furthermore, Jamaris and Marbun in Habiburrahim et al. (2022) state that there is four competence which must have by the professional lecturer, there are: a) personality competence, b) pedagogical competence, c) professional competence, and d) social competence; in addition, and a lecturer must be able to conduct evaluation research to develop their own competence independently and gradually.

Habiburrahim et al. (2022) believed that pedagogical competence refers to lecturers' capacity to manage the learning process, which covers delivering knowledge, understanding the foundation of education, developing a lesson plan, practising teaching implementation, using technology in learning, evaluating learning outcomes, and exploring students' potential. Madhavaram and Laverie (2010) concluded that pedagogical competence is closely related to the individual ability to combine tangible and intangible resources, which are coordinated and

synergistic to achieve efficiency and effectiveness.

From the above description, it can be concluded that the meaning of lecturers' competence in this study is the lecturers' ability to: a) plan the lesson (preparing and selecting teaching methods, materials, and media), b) carry out the learning process and managing classroom reminding target achievement, providing feedback, and providing reinforcement), and c) conducting evaluation and assessment.

RESEARCH METHOD

This is a survey study design. The target population is all students at UIA Jakarta, while the limited population is the sixth-semester of undergraduate students, with a total of 1468 students. The sampling method used simple random sampling. The data were gathered through a self-administered questionnaire disseminated through students' groups with the help of the head of study programs. The Likert scale is used to collect the students' opinions of lecturers' pedagogical competence with the following score: 4 (excellent), 3 (good), 2 (average), and 1 (poor).

The instrument is developed based on the concept definition of lecturers' pedagogical competence. The product Moment formula is used to measure the instrument's validity, while the validity is measured through the Cronbach Alpha formula. The result of the validity and reliability test is presented as follows:

Table 1. Validity Test of Lecturers' Pedagogical Competence

1	2	3	4	5	6	7	8	9	10
0,920	0,918	0,863	0,870	0,877	0,870	0,885	0,961	0,885	0,765
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Table 2. Reliability Test of Lecturers' Pedagogical Competence

Reliability Statistics	
Cronbach'sAlpha	N of Items
.966	10

The instrument is valid if $t\text{-count} \geq t\text{-table}$ (0,361), and it is reliable if the value of r_{10} (0.966) ≥ 0.6 . From the above calculation, it can be seen that all of the instruments developed are valid and reliable. A previous study by Nopriyeni et al. (2019) used instruments that were almost the same but different in some indicators. The similarities and differences are presented below:

Table 3. The Similarities and Differences of Previous Instrument

Similarities	Differences
Inform the course material plan Readiness of lecturers in preparing teaching materials	Starting and ending lectures with greetings and prayers
Deliver material clearly, interesting, and provide motivation to learn	Providing exemplary instilling moral values, providing an Islamic perspective and Islamic values that are relevant to the course material being taught
Provide feedback on assigned tasks	

The data are analyzed using descriptive statistics with a single variable, namely the

pedagogic competence of UIA lecturers, by using a measure of central tendency and measure of dispersion, namely mean, median, modus, standard error of the mean, standard deviation, variant, range, minimum score, maximum score, amount and percentage.

FINDINGS AND DISCUSSION

Finding

The result of students' assessment of lecturers' pedagogical competence is presented in the following table:

Table 4. The Average Score of Students Assessment of Lecturer Pedagogic Competence

MEAN		
N	Valid	1468
	Missing	0
Mean		3.5138
Std. Error of Mean		.01456
Median		3.7000
Mode		4.00
Std. Deviation		.55778
Variance		.311
Range		2.90
Minimum		1.10
Maximum		4.00
Sum		5158.30

Meaning: 4 is Excellent; 3 is Good; 2 is Average; 1 is Poor

Based on the table above, it can be seen that the mean is 3.5138, with the standard error = .01456 (very small). The score implied that students generally rated the lecturer's pedagogic competence well. The frequently appearing score (mode) is 4.0, with the standard deviation = .55778. It means that the lecturer's pedagogic competency score, which often appears, are excellent. The maximum score is 4.00 and the minimum score is 1.10.

Furthermore, table 5 presented the percentage of students who gave an assessment score on the lecturer's pedagogic competence. 36.20% of respondents gave a score of 4, which means excellent, 51% gave a good score, 11.40% gave an average score, and only 1.4% gave poor scores for the lecturers' pedagogic competence.

Table 5. The Percentage of Respondents who gave an Assessment Score on Lecturer's Pedagogic Competence

Assessment Score on Lecturer's Pedagogic Competence	%
1 = Poor	1.40
2 = Average	11.40
3 = Good	51.00
4 = Excellent	36.20

Total number	100
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Subsequent data analysis was based on the average assessment score per indicator of the lecturer's pedagogical competence; there are a) lesson planning competence, b) implementation of learning competence, and c) learning evaluation competence. The result is presented in Table 6 as follows:

Table 6. The Average Assessment Score per Indicator of Lecturer's Pedagogical Competency

Variable	Indicator	Statements	%	
Lecturer Pedagogic Competence	Lesson planning competence	Inform the course material plan	3.54	
		Readiness of lecturers in preparing teaching materials	3.51	
		The average score of lesson planning competence	3.52	
	Implementation of learning competence	Starting and ending lectures with greetings and prayers	3.63	
		Deliver material clearly, interesting, and provide motivation to learn	3.48	
		Provide feedback on assigned tasks	3.42	
		Open to receiving criticism and suggestion	3.48	
		Providing exemplary instilling moral values, providing an Islamic perspective and Islamic values that are relevant to the course material being taught	3.52	
		The average score of implementations of learning competence	3.50	
	Learning evaluation competence	Achievement of the material or completeness of the material provided	3.54	
		The suitability of the exams material with the material being taught	3.58	
		Return of quizzes and assignments to students	3.43	
		The average score of learning evaluation competence	3.51	
	The average score of lecturer's pedagogic competence			3.51

Based on the table above, it can be concluded that the average score of lecturers' pedagogical competence is 3.51 (good). It means that the lecturer's pedagogic competence needs to be improved to get a maximum score of 4, which means excellent. Among the ten statements, one item has the highest average, which is 3.63. The statement is starting and ending lectures with greetings and prayers.

Discussion

The average student assessment of lecturers' pedagogic competence is good. Although 36.20% of the respondents gave an excellent score and the remaining 63.80% gave another score,

in this case there is still an opportunity for lecturers to improve their pedagogical competence. According to Hastuti et al. (2022), a professional lecturer must be able to pay attention to the students, have a desire to develop students' knowledge, attitudes and skills in the learning process, provide support in helping students achieve the best learning achievement. Pedagogic competence is a scientific method that bridges the gap in achieving the best learning achievement. Thus, it is important for lecturers to always develop their pedagogical competence.

It is known that each institution has its own category in defining teachers' pedagogical competence. Since the UIA motto is combining between knowledge and religious value, one of the indicators of lecturers' pedagogical competence in UIA is starting and ending lectures with greetings and prayers. This item gets the highest score based on students' assessments. It means that most of UIA's lecturers implement this activity during their teaching and learning process.

In contrast, the lowest score of lecturers' pedagogical competence based on students' assessment is returning quizzes and assignments to students. This result aligns with Tanjung's (2022) study, which found that teachers' competence in assessment and evaluation is in a bad category. Tanjung (2022) conducted a descriptive study of teachers' pedagogical competence in English teachers at school. Her other finding is that the ability to master students' characteristics, curriculum development competence, and communication competence are in the pretty good category. It is quite different from this study that the good score category is related to the suitability of the exams material with the material being taught, the completeness of the material, informing the course material plan, and providing exemplary instilling moral values and Islamic perspective that are relevant to the course material being taught.

Teachers and students may have different perspectives on lecturers' pedagogical competence. A case study by Rahman (2022) found that lecturers' perspective of their pedagogical competence includes mastering material, preparing learning objectives, accommodating the students' needs and controlling the classroom situation. While students have different perspectives that a competent teacher should be ready to deliver the material, able to enliven class conditions, able to give feedback and evaluation on students' tasks, and last but not least, able to use media and technology in the classroom.

Teachers need to be proficient in using technology tools and platforms to facilitate online learning, create digital content, and engage students effectively. A lack of technological competence can hinder their ability to deliver quality education in the digital era (Sturgis, 2020). Keeping students engaged in online learning environments can be challenging. Teachers must employ various instructional strategies, incorporate interactive elements, and create collaboration and active participation opportunities to sustain student engagement (Means, 2020).

One learning model relevant to this need is TPACK (Technological Pedagogical Content Knowledge). TPACK is knowledge about how to facilitate students learning through approaches to pedagogy, content, and technology. According to Abbitt (2011), TPACK is a learning model integrating technological knowledge into content and pedagogical concepts. This aims to overcome the increasing prominence of digital technology in learning. Mishra & Khoehler in Kurniasari & Mardikaningsih (2022) explains that quality learning requires a complex understanding that is interconnected between the three main sources of knowledge, namely pedagogy, content and technology, and how the three sources are integrated into a unified whole that can produce an effective, efficient, and more interesting learning process.

CONCLUSIONS

Conclusion

The average score of the lecturer's pedagogic competence is 3.51, categorized as good. It means that the lecturer's pedagogic competence needs to be improved to get a maximum score 4,

which means excellent. Among the ten statements, one item with the highest score is starting and ending lectures with greetings and prayers. Pedagogic competence is a scientific method that bridges the gap in achieving the best learning achievement. Thus, it is important for lecturers to always develop their pedagogical competence. TPACK is a learning model that integrates the domain of technological knowledge into content and pedagogical concepts. The TPACK model is necessary for lecturers in dealing with educational trends in the 21st century (digital era).

Further Research

Experimental research about the effect of Instructional Techniques Training on lecturers' pedagogical competence is needed as a reference for policies to become professional lecturers.

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