
STUDENTS PERCEPTION ON LECTURERS' COMPETENCE DURING ONLINE LEARNING

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Abstract: *COVID-19 PANDEMIC has fundamentally changed learning activities in universities. Advances in technology and information communication have greatly helped the world of education. Learning is no longer done rigidly in the classroom, it also can be online. With the occurrence of social changes like this, our lecturers are divided into three groups. Then some are stressed but can follow, and some are left behind altogether. This is often experienced by senior lecturers who are approaching retirement. this study was conducted to describe the students' perception from 156 fourth-semester students toward Widya Dharma University lecturers' competence during the Covid-19 Pandemic. the objectives of this research are to describe student perceptions of the competency of lecturers in delivering online learning at Widya Dharma University Pontianak and to analyze which competency to improve. Overall the result showed that most of the lecturers possess the four competencies in teaching during the COVID19 Pandemic*

INTRODUCTION

The COVID-19 PANDEMIC that has lasted for years has brought fundamental changes to people's lives, including learning activities in universities. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) announced that 1.2 billion students across the planet have been affected by school and university closures due to the pandemic. Indonesia is one of the many countries that made the unprecedented decision to close schools and universities to contain the spread of the deadly virus as social distancing has been the most effective preventative strategy for COVID-19

Advances in technology and information communication have greatly helped the world of education, all information can be accessed anywhere, anytime, and by anyone. Learning is no longer done rigidly in the classroom, it also can be online, interact through gadgets. Learning is much simpler, faster, easier, and more efficient. Several weaknesses arise in online learning. For example, online learning requires internet access and the availability of adequate electricity and data bandwidth support. Coupled with the problem of miscommunication between lecturers and students, there are still lecturers who have not been able to adapt to digitalization. "With the occurrence of social changes like this, our lecturers are divided into three groups. Then some are stressed but can follow, and some are left behind altogether. This is often experienced by senior lecturers who are approaching

retirement.

Based on the background, this study was conducted to describe the students' perception toward Widya Dharma University lecturers' competence during the Covid-19 Pandemic.

LITERATURE REVIEW

Covid 19 gave huge impact on our education. Cao et al. (2020) stated that this activity has an impact on education, particularly the development of students. Teaching strategies, on the other hand, are critical in the learning process. To ensure that learning activities continue during the covid-19 epidemic, teachers should act as facilitators and devise an efficient and effective technique to assist students in learning English. Teachers should make a variety of attempts to change and adjust their teaching strategies while utilizing existing digital platforms. [4]

Therefore Students perception is required for the betterment of our future education. Qiong (2017) said that perception is a process experienced to achieve awareness or understanding of sensory information. [5] Perception refers to how students interpret the image and comprehend what they are feeling. This process is divided into stages that begin with the collection, recognition, and interpretation of sensory data.

While the word competency is rooted in other languages "competere" which means "suitable" (according). The notion of competency was formed in the field of psychology and relates to a person's capacity to respond to particular demands placed on them by their environment. Mullins (2018) stated that competencies are components of *behavior* that influence a person's competent performance. Competencies are what people need to be able to accomplish a job [6]

According to article 28 paragraph 3 government regulation number 19 year 2005 on national education standards and article 10 (1 act no 14 year 2005) on teachers and lecturers, competence of teachers consist of competence pedagogical, competence personality, competence professional, and social competence. [7]

The indicators were built based on the government regulation as follows:

Pedagogic Competence Indicators

1. Lecturers are always ready to give lectures
2. When delivering online courses, lecturers are neat and organized.
3. Lecturers are able to liven up the online class atmosphere
4. Lecturers are able to deliver material clearly and are able to answer questions from students during online classes
5. Lecturers are able to take advantage of learning media and technology

Professional Competence Indicators

1. Lecturers are able to explain the lecture material appropriately
2. Lecturers are able to provide relevant examples of the concepts being taught
3. Lecturers are able to explain the relevance of the field/topic being taught with other fields/topics
4. Lecturers are able to explain the relevance of the real-life context
5. Lecturers are able to use research results to improve the quality of lectures
6. Lecturers are able to show their authority while teaching online classes

Personality Competence Indicators

1. Lecturers are able to be wise in making decisions
2. Lecturers can be role models for students in attitude and behavior
3. Lecturers are able to control themselves during online classes
4. Lecturers are able to be fair in treating students

Social Competence Indicators

1. Lecturers are able to express opinions well
2. Lecturers are able to accept criticism, suggestions, and opinions from students
3. Lecturers are able to recognize students who take online lectures well
4. Lecturers are easy to get along with students
5. Lecturers are able to tolerate students of different religions.

These indicators were four competencies. Each has some indicators. Those indicators were used as the items in the questionnaire.

There were some previous studies related to this study. Nugroho, R.A., Basari, A., Suryaningtyas, V.W. and Cahyono, S.P., (2020) : University students' perception of online learning in Covid-19 pandemic: A case study in a translation course. [5] Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A. and Woźakowska-Kapłon, B., (2021.): Students' perception of online learning during the COVID-19 pandemic: a survey study of Polish medical students [6], and Portillo, J., Garay, U., Tejada, E. and Bilbao, N., (2020): Self-perception of the digital competence of educators during the COVID-19 pandemic: A cross-analysis of different educational stages. [7] None of them researched used the indicators as described in Indonesian Government Rule. This will be the gap in this research.

Research Problem

The researcher concludes the problems to be discussed in this study as follows, based on the background explanation provided by the researcher and to avoid deviating from the title of writing:

1. What are students' perceptions about Widya Dharma University Pontianak lecturers' ability to conduct online learning?
2. Which competence do Widya Dharma Lecturers need to improve for online learning to be more effective?

Research Objective

From these problems, the objectives of this research are

Student perceptions of the ability of lecturers in delivering online learning at Widya Dharma University Pontianak

Which lecturers competence of Widya Dharma University Pontianak still need to be developed to make online learning more effective?

To facilitate the writing of this research and to make it more focused and run well, it is necessary to make a problem limitation The scope of the problems that will be discussed in writing this research, which includes Pedagogic Competence, Professional Competence, Personality Competence, and Social Competence of lecturers.

METHODS

The population of the study was the third-semester students at Business and Economics Faculty of University of Widya Dharma Pontianak.146 students responded to the online survey distributed by the researcher which is deemed significant to provide useful feedback

on perceptions of the lecturers' competence.

The study used Google Form to conduct an online survey, which is delivered to participants in December 2021 during the closure of universities in Pontianak to control the spread of COVID-19. Forty-five male and one hundred and one female students participated in the survey. The students' survey consisted of four parts, namely students' perception of Pedagogic Competence, Professional Competence, Personality Competence, and Social Competence of lecturers.. The survey was designed in a Likert Scale format for rating statements. Data were qualitatively used to describe the competence of lecturers.

DISCUSSION

Table 1 Pedagogic Competence

Pedagogic Competence Indicators	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
Lecturers are always ready to give lectures	2.1	0.7	29.5	37	30.8
When delivering online courses, lecturers are neat and organized.	0	0	21.9	36.3	41.8
Lecturers are able to liven up the online class atmosphere	0	3.4	23.3	39	34.2
Lecturers are able to deliver material clearly and are able to answer questions from students during online classes	0	0.7	10.3	30.1	58.9
Lecturers are able to take advantage of learning media and technology	0	0	13.7	30.8	55.5

The above table shows the students perception towards lecturers pedagogic competence. There are five indicators used to describe pedagogic competence. The first indicator about lecturers are always ready to give lectures, 2.1 percent answered strongly disagree, 0.7 percent answered disagree, 29.5 percent answered neutral, 37 percent answered agree, and 30.8 answered strongly agree. This means that most of the lecturers were always ready to give lectures.

The second indicator is about lecturers are neat and organized when delivering online courses.

21.9 percent answered neutral, 36.3 percent answered agree, and 41.8 percent answered strongly agree. This showed that most of the lecturers were neat and organized when delivering online courses.

The third indicator is about lecturers are able to liven up the online class atmosphere. 3.4 percent answered disagree, 23.3 percent answered neutral. 39 percent answered agree, and 34.2 answered strongly agree. This described that most of the lecturers were able to liven

up the online class atmosphere.

The fourth indicator is about lecturers are able to convey material clearly and are able to answer questions from students during online classes. 0.7 percent answered disagree, 10.3 percent answered neutral, 30.1 percent answered agree, 58.9 percent answered strongly agree. This illustrated that most of the lecturers were able to deliver material clearly and are able to answer questions from students during online classes

Table 2 Professional Competence

Professional Competence Indicators	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
Lecturers are able to explain the lecture material appropriately	0	1.4	12.3	37.3	48.6
Lecturers are able to provide relevant examples of the concepts being taught	0	0	15.8	37.7	46.6
Lecturers are able to explain the relevance of the field/topic being taught with other fields/topics	0	0	25.3	39	35.6
Lecturers are able to explain the relevance of the real-life context	0	1.4	18.5	45.2	34.9
Lecturers are able to use research results to improve the quality of lectures	0	2.7	28.1	39	30.1
Lecturers are able to show their authority while teaching online classes	0	2.1	13.7	41.1	43.2

The above table shows the students perception towards lecturers professional competence. There are six indicators used to describe the pedagogic competence. The first indicator is about lecturers are able to explain the lecture material appropriately. 1.4 percent answered disagree, 12.3 percent answered neutral, 37.3 percent answered agree, 48.6 percent answered strongly agree. This showed that most of the lecturers were able to explain the lecture material appropriately.

The second indicator is about lecturers are able to provide relevant examples of the concepts being taught. 15.8 percent answered neutral, 37.7 percent answered agree, and 46.6 percent answered strongly agree. This described that most of the lecturers are able to provide relevant examples of the concepts being taught

The third indicator is about lecturers are able to explain the relevance of the field/topic

being taught with other fields/topics. 25.3 percent answered neutral, 39 percent answered agree, 35.6 percent answered strongly agree. This indicated that most of the lecturers are able to explain the relevance of the the field/topic neight taught with other field/topic.

The fourth indicator is about lecturers are able to explain the relevance of the real life context. 1.4 percent answered disagree, 18.5 percent answered neutral, 45.2 percent answered agree, and 34.9 percent answered strongly agree. This described that most of the lecturers were able to explain the relevance of the real life context

The fifth indicator is about lecturers are able to use research results to improve the quality of lectures 2.7 percent answered disagree, 28.1 percent answered neutral, 39 percent answered agree, 30.1 percent answered strongly agree. This illustrated that most of the lecturers were able to use research results to improve the quality of lectures.

The sixth indicator is about lecturers are able to show their authority while teaching online classes 2.1 percent answered disagree, 13.7 percent answered neutral, 41.1 percent answered agree, 43.2 percent answered strongly agree. This explained that most of the lecturers were able to show their authority while teaching online classes.

Table 3 Personality Competence

Personality Competence Indicator	SD	D	N	A	SA
	(%))	(%))	(%))	(%))	(%))
Lecturers are able to be wise in making decisions	0	0.7	24.7	41.1	33.6
Lecturers can be role models for students in attitude and behavior	0	0.7	18.5	33.6	47.3
Lecturers are able to control themselves during online classes	0	4.1	29.5	39	27.4
Lecturers are able to be fair in treating students	0.7	0	17.8	28.8	52.7

The first indicator is about lecturers are able to be wise in making decisions, 0.7 percent answered disagree, 24.7 percent answered neutral, 41.1 percent answered agree, 33.6 percent answered strongly disagree. This showed that most of the lecturers were able to be wise in making decisions.

The second indicator is about lecturers can be role models for students in attitude and behavior. 0.7 percent answered disagree, 18.5 percent answered neutral, 33.6 percent answered agree,

47.3 percent answered strongly agree. This described that most of the lecturers could be role models for students in attitude and behavior.

The third indicator is about lecturers are able to control themselves during online classes. 4.1 percent answered disagree, 29.5 percent answered neutral, 39 percent answered

agree, 27.4 percent answered strongly agree. This demonstrated that most of the lecturers were able to control themselves during online classes.

The fourth indicator is about lecturers are able to be fair in treating students. 0.7 percent answered strongly disagree, 17.8 percent answered neutral, 28.8 percent answered agree, 52.7 percent answered strongly agree. This illustrated that most of the lecturers were able to be fair in treating students

Table 4 Social Competence

Social Competence Indicator	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
Lecturers are able to express opinions well	0	0.7	11	42.5	45.9
Lecturers are able to accept criticism, suggestions, and opinions from students	0	0	26	34.9	39
Lecturers are able to recognize students who take online lectures well	0	3.4	27.4	37	32.2
Lecturers are easy to get along with students	0	2.7	34.9	34.2	28.1
Lecturers are able to tolerate students of different religions.	0	0	5.5	26.7	67.8

The first indicator is about lecturers are able to express opinions well. 0.7 percent answered disagree, 11 percent answered neutral, 42.5 percent answered agree, 45.9 percent answered strongly percent answered. This showed that most of the lecturers were able to express opinions well.

The second indicator is about Lecturers are able to accept criticism, suggestions, and opinions from students. 26 percent answered neutral, 34.9 percent answered agree, and 39 percent answered strongly agree. This described that most of the lecturers were able to accept criticism, suggestions, and opinions from students.

The third indicator is about lecturers are able to recognize students who take online lectures well. 3.4 percent answered disagree, 27.4 percent answered neutral, 37 percent answered agree, and 32.2 percent answered strongly agree. This showed that most of the lecturers were able to recognize students who took online lectures well.

The fourth indicator is about lecturers are easy to get along with students. 2.7 percent answered disagree, 34.9 percent answered neutral, 34.2 percent answered agree, and 28.1 percent answered strongly agree. This described that most of the lecturers were easy to get along with the students.

The fifth indicator is about lecturers are able to tolerate students of different religions. 5.5 percent answered neutral, 26.7 percent answered agree, and 67.8 percent answered

strongly agree. This described that most of the lecturers were able to tolerate students from different religions.

CONCLUSION

The conclusions that can be drawn from the discussions are:

1. Overall all the positive responses for the lecturers' competence showed that the students were satisfied with the lecturer's performance.
2. The responses showed that the lecturers of Widya Dharma University Pontianak had met the criteria for pedagogic, professional, personality, and social competencies.
3. There were some points to improve, the readiness in giving lectures, the ability to liven up the class, answer questions from students, explain the lecture material appropriately, explain the relevance of the real-life context, use research results to improve the quality of lectures, show their authority while teaching online classes, be wise in making decisions, be role models for students in attitude and behavior, control themselves during online classes, be fair in treating students, express opinions well, recognize students who take online lectures well, and get along with students. There few students gave negative responses for those items.

SUGESTIONS

Suggestions as follows:

1. Widya Dharma University Pontianak is expected to be able to maintain and even improve the quality of online learning ranging from learning media innovations to learning methods so that students can still enjoy learning even though it is not physically face-to-face
2. Improve readiness in giving lectures, the ability to liven up the class, answer questions from students, explain the lecture material appropriately, explain the relevance of the real-life context, use research results to improve the quality of lectures, show their authority while teaching online classes, be wise in making decisions, be role models for students in attitude and behavior, control themselves during online classes, be fair in treating students, express opinions well, recognize students who take online lectures well, and get along with students. There few students gave negative responses for those items.
3. Train lecturers to use various online learning media that are more interactive, not just static media that tend to make students feel bored.

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