

STUDENTS' PERCEPTION ON THE ENGLISH LECTURERS' PEDAGOGIC COMPETENCE

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Abstract. This study was aiming to analyze the students' perception on pedagogical competence of the English lecturers who handled the Saturday English Meeting as an extracurricular program at the faculty of letters, Universitas Sawerigading Makassar. Most of the students at these study programs still have low English competence and consider that English is difficult. The pedagogic competence of the lecturers is related to the success of the learning activities. Therefore, it is required to analyze the lecturers' pedagogic competence based on the students' perception since this affects to their attitude and actions in learning activities. The population of this study was 100 students of faculty of Letters, at even semester, on academic year 2022/2023 who participated in Saturday English Meeting. The sample of this study was 50 students taken by using purposive sampling technique. The instrument used in this study is a non-test instrument consisting of 25 items of statements to measure student's perception on English lecturers' pedagogical competence. From the data processing, the result of the research was (1) Based on statements, obtained 52% in very good category, 20% in good category, 24% in enough category, 4% in less category, 0% in very less category; (2) Based on indicators, obtained 73.04% good category for learning preparation, 68.35% in good category for presentation of learning materials, 74.8% in good category for learning approach/strategy, 91.87% in very good category for students involvement learning, 70.4% good category for design and do the evaluation and 57.4% in good category for utilize assessment result for quality improvement of learning; (3) overall, the student's perception on English lecturers' pedagogical competence is 72.64% in good category.

Keywords: *English, Pedagogical Competence, Students' Perception.*

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INTRODUCTION

In the world of education, teaching and learning activities are the most important activities, as through these processes, the educational goals will be achieved in the form of changes in student behavior. To realize the success of the teaching and learning process, many factors can be determining. Makmun (2007), stated that there are at least three elements that must be present in the teaching and learning process, namely (1) students (collegians) with all their characteristics to develop themselves as optimally as possible through learning activities, (2) teachers (lecturers) who always try to create the right situation for learning, so it is possible for the learning experience process to occur, and (3) goals, namely something which is expected after the learning activity.

Lecturers are one component that plays a very important role in the learning process, and directly influences the improvement of the quality of student learning. In order that the learning process can run well, the competencies which ought to be possessed by lecturers are pedagogical competence and lecturer professionalism. If we look at the current phenomenon, there are many students who carry out actions that are less useful and even detrimental to themselves and their environment.

The results of a survey by the researchers at the English Language Education and English Literature Study Programs in the even semester 2022/2023 at the university of Sawerigading Makassar recorded that there were more than 50 students who took remedial or repeated courses in the following year. Students who undertake this remedial course do not meet the minimum completion criteria (KKM) that have been determined by the university.

Lecturers in universities have a very important role and contribution in lectures. The quality of higher education can be assessed or achieved by improving the quality of lecturers and students. Teaching is related to the lecturer's competency. Sumardjoko (2010) said that the competence of each lecturer shows their true qualities. This competency will be realized in the form of professional mastery of knowledge and actions in carrying out functions as an educator, which ultimately influences the ability to produce achievements. One of the competencies that a lecturer must have is pedagogical competency. Fathorrahman (2017) said that pedagogical competence, namely the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Meanwhile, according to Ramayulis (2008), what is meant by pedagogical competence is, among other things, the ability to understand students in depth and organize educational learning. This pedagogical competency is characterized by the ability to carry out a quality learning process, as well as attitudes and actions that can be used as role models.

Collegians as students at the tertiary level observe and assess the competence of the lecturers who teach them. Students' perceptions on the competence, especially lecturers' pedagogical competence, are very important because the interactions that occur between students and lecturers can influence students' attitudes and behavior in learning. Mayasari et al (2010) said that a person's behavior is determined by perceptions about themselves and their surrounding environment, therefore what they do is a reflection of their surrounding environment, and perception is one of the predictors of individual behavior. Students' positive perceptions on the lecturers' pedagogical competence

will have a direct impact on learning success.

RESEARCH METHOD

This research was carried out at Universitas Sawerigading, Makassar. The research method used is a descriptive quantitative method. According to Sugiyono (2012) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical aiming to test the established hypothesis. Sugiyono (2012) added that the definition of descriptive is a method that functions to describe or provide an overview of the object under study through data or samples that have been collected as they are, without carrying out analysis and making generally accepted conclusions. The subjects in this research were students of the English Education and English Literature study programs for the 2022/2023 academic year who took part in the Saturday English Meeting (SETTING) program as a co-curricular subject for students at the Faculty of Letters, Universitas Sawerigading, Makassar. In this research, the sample consisted of 50 students who were chosen by using purposive sampling technique. The data collection technique used a questionnaire on student perceptions toward the competence of the English lecturers.

Student perceptions of the pedagogical competence of English lecturers in this research are student perceptions of the pedagogical competence of lecturers in delivering English language material which includes the lecturer's ability in the sub-variables (1) designing learning activity plans, (2) implementing learning, and (3) evaluating student learning outcomes. Student perception data was obtained through a perception questionnaire consisting of a list of 25 statements that describe lecturers' pedagogical competence which is described in 6 indicators with a Likert scale that has five categories of answer choices, namely: (a) always; (b) often; (c) sometimes; (d) rare; and (e) never. Alternative answers are given a score of 5 to 1 for positive statements, and a score of 1 to 5 for negative statements. The instruments used have previously been validated so they can be used in collecting research data.

The first thing to do after the data is collected is to determine the answer score according to the positive and negative statements. Secondly, determine the ideal score to decide the rating scale (scale range) and the total number of answers. Next, all respondents' answers are added up and entered into a rating scale (scale range). The rating scale (scale range) functions to determine the general and overall results of questionnaire and interview data obtained from questionnaire and interview assessments with the following conditions stated by Sukardi (2008):

1. 80% - 100% = Very Good
2. 60% - 79% = Good
3. 40% - 59% = Sufficient
4. 20% - 39% = Poor
5. 0% - 19% = Very Poor

In addition, to find out the number of answers from respondents through a percentage, namely:

$$p = \frac{f}{n} \times 100\%$$

(Sugiyono, 2012)

Note:

P = Percentage searched

F = Frequency of answers

N = Number of students

RESULT AND DISCUSSION

RESULT

The perceptions of the students at the English Education and English Literature study programs regarding the pedagogical competence of the English lecturers are obtained in the following table:

Table 1. Tabulation of Student Perception Data Grouping

No	Alternative Answers				
	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rare</i>	<i>Never</i>
1	7	8	11	2	-
2	10	11	5	2	-
3	1	1	13	7	6
4	19	7	1	1	-
5	10	7	7	4	-
6	19	9	-	-	-
7	7	9	11	-	1
8	25	3	-	-	-
9	19	8	1	-	-
10	20	7	1	-	-
11	14	5	4	2	3
12	22	6	-	-	-
13	6	3	4	3	12
14	24	4	-	-	-
15	3	6	11	5	3
16	14	12	2	-	-
17	4	9	7	6	2
18	17	7	3	1	-
19	12	6	6	2	2
20	19	5	1	1	2
21	18	8	1	-	1
22	22	3	3	-	-
23	12	10	5	-	1
24	12	8	7	-	1
25	24	4	-	-	-

From the data grouping tabulation, the ideal score is then determined by multiplying the scale value and the number of respondents. Next, all respondents' answers are added up and entered into intervals according to the number of respondents, namely 50 students and adjusted to the scale range criteria, so they are presented in the table below.

Table 2. Interval Criteria for Student Perception Scores

No	Interval	Percentage	Remark
1	201 – 250	80% - 100%	Very Good (VG)
2	151 – 200	60% - 79%	Good (G)
3	101 – 150	40% - 59%	Sufficient (S)
4	51 – 100	20% - 39%	Poor (P)
5	0 – 50	0% - 19%	Very Poor (VP)

Table 3. Recapitulation of Student Perception Data

No	Score	Percentage	Remark
1	215	86	VG
2	205	82	VG
3	178	71	G
4	75	30	P
5	98	39	S
6	237	95	VG
7	205	82	VG
8	246	98	VG
9	229	92	VG
10	227	91	VG
11	118	47	S
12	238	95	VG
13	149	60	G
14	246	98	VG
15	176	70	G
16	222	89	VG
17	119	48	S
18	108	43	S
19	139	56	S
20	149	60	G
21	231	92	VG
22	149	60	G
23	214	86	VG
24	138	55	S
25	210	84	VG

Judging from the results recapitulation of the data interpretation of students' perceptions toward the pedagogical competence of English lecturers, the results are included in the Good category. Data on students' perceptions of the pedagogical competence of English lecturers based on statement items obtained 52% in the very good category, 20% in the good category, 24% in the sufficient category, 4% in the poor category, 0% in the very poor category.

DISCUSSION

The results of data processing on student perceptions of English lecturer competence for each indicator are presented in the following table:

Table 4. Data on Student Perceptions of Lecturer Competence for Each Indicator

No	Indicator	Percentage	Remark
1	Learning Preparation	74.8%	Good (G)
2	Presentation of Learning Materials	57.4%	Good (G)
3	The Use of Learning Approaches/Strategies	70.4%	Good (G)
4	Designing and Implementing Evaluations	91.87%	Very Good (VG)
5	Utilizing Assessment Results for Improvement	73.04%	Good (G)
6	Quality of learning	68.35%	Good (G)

Table 4 shows data from research on students' perceptions of the English lecturers' pedagogical competence. Based on the results obtained, it indicates that lecturers who teach at the Saturday English Meeting have good pedagogical competence. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, the definition of competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties. Furthermore, lecturer competencies that must be possessed include pedagogical competence, social competence, professional competence and personality competence. This competency consists of sub-competencies; 1. Understand students in depth. 2. Designing learning. 3. Carrying out learning. 4. Designing and implementing learning evaluation. 5. Developing students to actualize their various potentials.

A lecturer who has good competence will produce effective teaching and learning activities, so students feel satisfied because they are able to understand what the lecturer is saying, have enjoyable learning and ultimately get good achievements. This is in accordance with the results of research that has been carried out with the finding that 91.87% of lecturers carry out learning that involves student activity. Interaction between lecturers and students in learning activities can produce perceptions of the lecturer.

Based on data from table 4, it can be interpreted as follows:

1. Learning Preparation

Learning preparation is one part of lesson planning. The success of an activity is largely determined by its planning. Lesson planning coordinates learning components so that learning objectives, learning materials, methods of delivering learning activities (methods, models and techniques). And how to measure it clearly and systematically, so the teaching and learning process will be effective and

efficient. Learning preparations carried out by lecturers include: (a) carrying out initial activities such as greeting and asking about the situation when entering class, (b) providing motivation, (c) carrying out apperception such as repeating/reviewing previous material, (d) conveying learning objectives.

Preliminary activities (warming up) are basically activities that must be carried out by lecturers and students every time a lesson is carried out. The most important function of preliminary activities is to create an effective initial learning atmosphere that allows students to follow the learning process well. Chatib (2011: 77) states that the first minutes of the learning process are the most important time for the next hour of learning. It is in the first minutes that perception can be done. With initial activities and , students will be motivated to actively speak and express their opinions so that they can build effective communication between lecturers and students. Through good interaction, students can pay attention to the lecture material presented by the lecturer.

Another important thing is providing motivation. Motivation can arouse, increase and maintain students' enthusiasm for learning. With motivation as encouragement and strength, it will generate attention to learning. One of the efforts that lecturers can make to motivate their students is to have positive and pleasant interactions between lecturers and students. Healthy and conducive learning conditions make students feel comfortable and safe in class. Apart from motivation, the learning process will be effective if communication and interaction between lecturers and students occurs intensively. With interaction, the lecturer gets feedback on whether the material that has been delivered is well received. Meanwhile, for students it is useful in the process of remembering the material.

The learning principle emphasizes the principle of repetition. When studying English material, repetition is very necessary as a reinforcement process. Because in English there are materials that are related to each other so they cannot stand alone. Repeating material is an effort to improve comprehension and understanding of material concepts in English classes.

Learning objectives are the most important thing in delivering material, especially in English classes. The learning objectives conveyed by the lecturer are in order that students understand and comprehend what competencies will be achieved after taking part in the learning. Therefore, learning objectives are the binding force for all lecturer and student activities. Learning objectives are the first step taken in designing a learning program. Apart from that, it makes it easier for lecturers to select and arrange teaching materials, determine learning activities and learning media and carry out evaluations/assessments.

2. Presentation of Learning Materials

One of the competencies that a lecturer must have is mastering the material. In the learning process, lecturers are not only required to be able to master the concepts of material, but also must be able to help students build their own knowledge, be able to relate new concepts to something they have already learned like the essence of constructivist learning theory. Learning can occur more quickly if students connect new information with previous experience and knowledge. Real

experiences that students have experienced in everyday life can foster interest in learning so that students have the motivation to dig deeper into the material being studied.

Delivering material is the core of the learning process and one of the basic skills that a lecturer must master. Delivering material starts from the lecturer's mastery of the material being presented. Good planning will result in more organized delivery. Setting the volume, speaking speed, and choosing the right words. Mastery of the skills to convey material can improve good understanding of the problems being explained, increase student involvement in learning activities, provide experience, improve thinking abilities, express ideas, feelings, agreements, desires, and broaden horizons. Explaining is an active and productive activity and requires an organized way of thinking. Therefore, delivering material systematically or in sequence/gradually according to the competencies to be achieved by students is very important. Systematic delivery of material will make it easier for students to understand the material presented by the lecturer.

Learning conditions in the classroom can run optimally if the lecturer has the ability to manage the class well. Class management activities aim to create and maintain a classroom atmosphere (conditions) so that teaching activities can take place effectively and efficiently. Class management includes organizing students, time, space and materials so that learning takes place effectively. Active and dynamic class conditions can foster enthusiasm, attention and high interest in learning. Enthusiasm in learning is related to willingness, interest and motivation. A smile and a face that shows enthusiasm will give a positive impression to students. Having variations in learning activities and a bit of appropriate humor without disturbing learning concentration can foster joy in students while attending lectures.

3. The Use of Learning Approaches or Strategies

Lecturers need to have the ability to design and implement various learning approaches/strategies that are considered suitable for their interests and talents and in accordance with the students' level of development and thinking abilities. Learning strategies and methods are one component in the learning system, they cannot be separated from other components which are influenced by factors including learning objectives, teaching materials, students, facilities, time and teachers. The ability to choose appropriate learning models, strategies and methods according to student characteristics and learning materials can facilitate students' understanding of the material provided. Apart from that, having variations in teaching in the classroom is very important in order that students do not feel bored, their attention increases, they are diligent, full of enthusiasm and the learning carried out can be achieved.

4. Learning that triggers and maintains student activity or involvement

Learning is an active process of students (students) in building their knowledge. What is meant by active is that the lecturer can create an atmosphere in such a way that students actively ask questions, question the problems

presented by the lecturer and put forward ideas in the learning process. Therefore, optimal involvement in intellectual, emotional and physical aspects is in activeness. The ability to ask questions and answer questions shows that a student is active, creative and understands the material presented by the lecturer.

A lecturer's performance in learning is greatly influenced by the effective communication that takes place in the classroom. Communication has a very important role because the process of transferring knowledge from lecturers to students, forming good behavior and attitudes, the learning process all occurs only through communication developed by lecturers towards their students. Proper communication makes lecturers able to understand, master and control student learning behavior. This can foster closeness in the interaction process between lecturers and students. The interaction between lecturers and students also influences the smoothness of the teaching and learning process.

5. Designing and Implementing Continuous Evaluation of Learning Processes and Results using Various Methods.

Lectures as a learning process are not only carried out but also need to be evaluated regularly. Evaluation is not only intended for students but also for lecturers. Assignments are an integral part of lectures as a form of practice and repetition to strengthen understanding and mastery of a concept. Lecturers convey complete and clear instructions when giving assignments to students in order that students can do their assignments as well as possible. Exercise (training) in lectures is intended to improve and increase abilities in the competencies that will be achieved in a course material. Therefore, lectures will be successful if the stimulus in the form of training is given regularly and programmed.

Lecturers need to socialize assessment techniques to students so they know and understand the process of learning outcomes that have been achieved. Apart from that, with this explanation, students can focus more on following and fulfilling the assessment rules in lectures. Lecturers provide assessments for students objectively, meaning that they are based on facts and data in the field and are not influenced by the assessor's subjectivity. Lecturers understand that objective assessment has clear objectives, including knowing students' abilities, skills, competencies and achievements. The objectivity of the assessment is always based on the standard rules, avoids elements of suspicion and is known to all interested parties, including students. Students can feel that every effort must be made to achieve certain achievements not because of a certain background or other reasons but because of their own hard work.

6. Utilizing Learning Assessment Results to Improve the Quality of Learning Programs in General.

Remedial activities emerge as students' understanding abilities differ. Remedial activities are services carried out by lecturers to help students who experience difficulties in mastering lecture material better. Remedial for students who have not achieved completeness is a form of improvement in order that students are serious about improving their way of learning, understanding and

mastery of course material. This agrees with Ahmadi and Supriono (Masbur, 2012) that remedial teaching is a special form of teaching that is healing, correcting or making things better. Apart from students, remedial activities function as an evaluation for lecturers to improve the quality of learning programs. Enrichment activities are additional learning processes given to groups of students who have higher levels of understanding and mastery of the material so that they can develop their potential optimally by utilizing the remaining time they have. Enrichment activities are carried out to provide opportunities for students to deepen their mastery of lecture material and develop high cognitive (thinking) abilities in accordance with interests related to the learning tasks being carried out in order that an optimal level of development is achieved. Tasks that lecturers can give to students who take part in enrichment activities include exploration activities, carrying out a project to discuss certain problems in the form of independent learning.

CONCLUSION

Based on the objectives and results of the research "Analysis of Student Perceptions of the Pedagogical Competence of English Lecturers" it can be concluded as follows:

1. Based on the statement items, 52% were in the very good category, 20% in the good category, 24% in the sufficient category, 4% in the poor category, 0% in the very poor category.
2. Based on the indicators, 73.04% were in the good category for learning preparation, 68.35% were in the good category for presenting learning material, 74.8% were in the good category for the use of learning approaches/strategies, 91.87% were in the very good category for learning involving student activity, 70.4% were in the good category for Designing and Implementing Evaluations and 57.4% in the good category for Utilizing Assessment Results to Improve Learning Quality
3. Overall, students' perception of the competency of English lecturers was 72.64% in the good category.

In this research, it was found that students observed, assessed and considered the lecturer as someone who was intelligent, authoritative and wise. Students' perceptions of lecturers' pedagogical competence can influence students' attitudes and actions in the learning process. The competency that a lecturer must have is so important and with the increasing development of science and technology, it is hoped that lecturers can take part in programmed training and coaching to improve lecturer competence in the scientific field.

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