FACTORS INFLUENCING THE LECTURERS' TEACHING PERFORMANCE

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ABSTRACT

As the application of the four competencies for the lecturers in teaching and learning, it becomes a new business for them to fulfill those competencies (pedagogical, professional, personality, social). This has an impact on the provision of a new method for students in learning activities so that a lecturer would be able to develop a curriculum in accordance with the respective educational unit and the local needs of each student. The first pedagogical competence deals with the ability of a lecturer in managing the classroom and facilitates the students' diversity. Sometimes lecturers apply different pedagogic actions with students' perceptions so that what is supposed good by lecturers sometimes inversely with students' intake. The aim of this study was to facilitate the perception of the students in regard to the pedagogical competence of a good lecturer. The result supposed to be some consideration from the lecturer in applied pedagogical action in the classroom.

Keywords: Lecturer, Teaching Performance

ABSTRAK

Sebagai penerapan empat kompetensi bagi dosen dalam pengajaran dan pembelajaran, hal ini menjadi urusan baru bagi mereka untuk memenuhi kompetensi tersebut (pedagogik, profesional, kepribadian, dan sosial). Kompetensi ini berdampak pada penyediaan metode baru bagi mahasiswa dalam kegiatan belajar sehingga seorang dosen dapat mengembangkan kurikulum sesuai dengan unit pendidikan dan kebutuhan masing-masing mahasiswa. Kompetensi pedagogik berkaitan dengan kemampuan seorang dosen dalam mengelola kelas dan memfasilitasi keragaman mahasiswa. Terkadang dosen menerapkan tindakan pedagogik yang berbeda dengan persepsi mahasiswa sehingga apa yang dianggap baik oleh dosen kadang-kadang berbanding terbalik dengan kebutuhan mahasiswa. Tujuan dari penelitian ini adalah untuk memfasilitasi persepsi mahasiswa tentang kemampuan pedagogik dari dosen yang baik. Hasil penelitian ini seharusnya menjadi beberapa pertimbangan bagi dosen dalam mengaplikasikan tindakan pedagogis terapan di kelas.

Kata Kunci: Dosen, Performansi Mengajar
INTRODUCTION

Some people think that being an educator is an easy job, whereas, if we return again to the basic understanding, then it is not easy in this profession as a lecturer. Let alone be a good lecturer in front of students both inside and outside school (Rusydie 2012: 7). Good materials, techniques and teaching strategies are not enough to be a good lecturer. However, it is not very important for the lecturer to master the material and to apply teaching style in explaining it, and to arrange the attitude as well. All of these things are very important in the learning process.

Teaching in fact intends to deliver the students into the objective that have been planned before. In practice, teaching behavior shown by the lecturer may vary, even though the aim is the same. A variety of teaching and lecturer’s behavior is traced by obtaining an overview of the general patterns of interaction among lecturers, content or materials, and student learning. There is no any short cut to be a high-grade educator, even though having good models maybe very helpful and further knowing the way to imitate those models while keeping our integrity and appreciate our self-uniqueness as an educator (Parini 2005: 59).

We have known for some times that the single most important thing we can do to help students achieve high standards is to put qualified lecturers in every class. Occasionally, outside critics may think that paying attention to lecturer retention is a narrow, self-interested approach. But the lecturer retention is not something that can be easily addressed without addressing many other facets of school life (Scherer 2003:10). A good educator must pay attention to their performance, because to be an educator is not only to transfer the knowledge but also to educate the students and make them better than before. The lecturer should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand, the discussion induced most of the lecturers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar in Akram 2010: 2).

Because of the lecturer is a professional educator, he / she must have ability to arrange and manipulate the situation which a learner tries to overcome the learning problems, the lecturer needs to be competent in content as well as in the way to deliver that content in order to facilitate learning (Akram 2010: 2), and the competences are personal, professional, pedagogical and social competence. It is very needed because every day the lecturer meets with the students which have different characteristics and as an English lecturer of course she/he must have one additional competence namely intra and intercultural competence. Therefore, being a good English lecturer should have those competences which each competence has its own criteria.

There are many factors that influence the lecturers’ performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and lecturers’ attitude toward the students. Classroom is an active place, a place where the lecturer or lecturer constantly interact each other. The lecturers giving question, feedback, managing the reward and punishment, praise and giving critique, answering the question from the students and help them when they have some
difficulties in learning process (Schunck, et al 2012: 465). There are seven performance dimensions of lecturers' job performance. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community.

LITERATURE REVIEW
Researches Related to Teaching Performance
Researches on teaching performance have been investigated extensively in the field of foreign and second language teaching and learning.

Yin-Fah et al (2012), conducted a research on teaching performance and they argued that the evaluation of lecturer performance. The results of the evaluations are beneficial in understanding the areas of possible improvement for the lecturer. The purpose of this study is to identify the factors and predictors of lecturer performance among undergraduates in a private university in Malaysia using the existing questionnaire. Knowing the predictors of overall lecturer performance would help the lecturer and university identify the specific areas for improving the performance of the lecturer.

Fox (2000) also has conducted research to gain insight into the teaching practices, characteristics and attributes of lecturers at Auckland College of Education (ACE). Insight was sought through the perceptions of nine student lecturers who drew on their experiences in lecturer education classrooms at ACE.

Liakopoulou (2011) has conducted research about competence of the research and one of the aims of this study was to systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties. The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a “good teacher”, as most teachers seem to associate their effectiveness at work with both personal traits and “didactic and pedagogical skills”, as well as pedagogical knowledge.

The researches above of course are related to this research, they focus on good English lecturer, but there are some differences among those researches and this research where mostly the previous researchers were investigated the good English lecturer by statistical data and covered by quantitative data, while the typical of good English lecturer is abstract, so it should be investigated by using interview and observation in other word by using qualitative data analysis. Another researcher also just focuses his study on the characteristics to be a good lecturer in the students’ perception.

The Concept dealing with Teaching Performance
Performance is a core concept within work and organizational psychology. During the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept (Campbell, 1990). Moreover, advances have been made in specifying major predictors and processes associated with individual performance. With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999).

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual’s proficiency with which he or she performs activities which contribute to the organization’s ‘technical core’. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to
the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

There is an emphasis on lecturers replicating the skills and attributes of the accomplished actor through dress, voice projection, body language, use of props, memorizing a script and convincing the audience that they are genuinely passionate and knowledgeable about their subject. In this version of excellent teaching, it is essential to immerse oneself in a role and put on a bravura performance in the lecture ‘theatre’. The use of actors in educational and training provision for lecturers and university lecturers serves to reinforce and, to some extent, legitimate this metaphor (Bruce 2007:48).

Performance in teaching is examined in relation to effectiveness of course delivery, quality of course content, effectiveness in developing and managing instruction, effectiveness in mentoring students, effectiveness of academic advising, and using research and original creative work and service to enhance teaching (Sampson, et al. 2010).

The initial challenge for novice lecturers is to acquire the basic classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a lecturer to be able to carry herself through the lesson, she has to have a repertoire of techniques and routines at her fingertips. These include routines and procedure for such things as:

1) Opening the lesson
2) Introducing and explaining tasks
3) Setting up learning arrangements
4) Checking students’ understanding
5) Guiding student practice
6) Monitoring students’ language use
7) Making transitions from one task to another
8) Ending the lesson

What we normally mean by the term lecturer training refers to instruction in basic classroom skills such as these, often linked to a specific teaching context. Training involves the development of a repertoire of teaching skills, acquired through observing experienced lecturers and often through practice teaching in a controlled setting using activities such as micro-teaching or peer teaching. Good teaching from a training perspective is viewed as the mastery of a set of skills or competencies. Experiencing teaching in a variety of different situations, with different kinds of learners and teaching different kinds of content, is how a repertoire of basic teaching skills is acquired. Over time, experience is said to lead to the development of routines that enable these kinds of skills to be performed fluently, automatically, and with less conscious thought and attention, enabling the lecturer’s attention to focus on other dimensions of the lesson (Tsui 2009; Borg 2006 in Richards 2011:9).

As lecturers accumulate experience and knowledge there is thus a move toward a degree of flexibility in teaching and the development of what is sometimes called “improvisational teaching.” Thus, research reviewed by Borg and others hence describes some of the following characteristics of expert lecturers:

1) They have a wide repertoire of routines and strategies that they can call upon.
2) They are willing to depart from established procedures and use their own solutions and are more willing to improvise.
3) They learn to automate the routines associated with managing the class; this skill leaves them free to focus on content.

4) They improvise more than novice lecturers – they make greater use of interactive decision making as a source of their improvisational performance.

5) They have more carefully developed schemata of teaching on which to base their practical classroom decisions.

6) They pay more attention to language issues than novice lecturers (who worry more about classroom management).

7) They are able to anticipate problems and have procedures available to deal with them.

8) They carry out needed phases more efficiently, spending less time on them.

9) They relate things that happen to the bigger picture, seeing them not in the context of a particular lesson.

10) They distinguish between significant and unimportant issues that arise.

Learning to teach from the perspective of skill development can be thought of as the mastery of specific teaching competencies, at the same time these reflect complex levels of thinking and decision making, and it is these cognitive processes that also need to be the focus of lecturer training. From the perspective of lecturer cognition, teaching is not simply the application of knowledge and of learned skills. It is viewed as a much more complex cognitively driven process affected by the classroom context, the lecturer’s general and specific instructional goals, the lecturer’s beliefs and values, the learners’ motivations and reactions to the lesson, and the lecturer’s management of critical moments during a lesson.

Knowing the school, the possibilities of the classroom space, the students, their neighborhoods, the resources, the curriculum and policy, the supervising lecturer – these are all critical elements that affect what lecturers can do, and how they negotiate and construct identity moment to moment. Teaching in a school thus involves understanding the specific values, norms of practice, and patterns of social participation of that school. This will include understanding such things as the role of the prescribed curricula, the school culture, the routines of the classroom, and the school’s procedures for lesson planning, and learning how to interact with students, school authorities, and colleagues. Learning to teach involves becoming socialized into a professional culture with its own goals, shared values, and norms of conduct. This “hidden curriculum” is often more powerful than the school’s prescribed curriculum (Richards 2011:13).

**Factor Affecting the Teaching Performance**

Every educator has their own reason about their performance in the classroom, and all of the reason will be assessed by the students in the teaching and learning process. Because teaching performance is something complex, in this part will explain about the factors that may affect the teaching performance.

It starts from the theory of Campbell *et al* 1993:40 define performance as:

"... synonymous with behavior. It is something that people actually do and can be observed. By definition, it includes only those actions or behaviors that are relevant to the organization's goals and that can be scaled (measured) in terms of each individual's proficiency (that is, level of contribution). Performance is what the organization hires one to do, and do well. Performance is not the consequence or result of action, it is the action itself... [and] consists of goal-relevant actions that are under the control of the individual" (Campbell *et al.*, 1993, p. 40, emphasis added)."
Performance on any job is complex; that is, it is not just "one thing" but instead consists of multiple, distinguishable components (it is multidimensional). One result of the complexity of job performance is that the notion of "overall job performance" is often not a meaningful concept. It is preferable to measure the components of performance separately. Decision-makers often invoke "overall job performance" because they need a single score upon which to base their decisions, but practical demands do not eradicate scientific reality.

The factors affecting the performance of lecturers are of two types, the external factors and the internal factors. There are many external factors affecting how a lecturer makes decisions in the classroom. While it is difficult to attach any order of significance to these factors, because every lecturer is different, they will include to some degree, the expectations of the community, the particular school system in which the lecturer is employed, the school itself, the grade policies, the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the classroom lecturer who welds these into a workable framework while integrating a range of internal factors. Individual’s belief about lecturers of how children learn most effectively, how to teach in particular discipline or key learning area. The match between individuals’ beliefs about lecturers are best teaching practice and whether they can personally meet these demands in the classroom is crucial. The lecturers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater and Cornu in Akram, 2010). Factors that impact on students’ learning are the knowledge, aptitudes, attitudes, and values with which students leave school or a particular lecturer's classroom.

The knowledge, skills, aptitudes, attitudes and values students possess upon entry are the result of some intricate and complex combination of their genetic composition and their home background. To complicate matters further, early differences among children are often magnified by their parents, decisions concerning the schools the children will attend the lecturers and parents’ decisions as to the programs within these schools in which they will be placed. As we investigate and attempt to understand lecturers’ effectiveness, then, we must take into consideration not only where the students are going. The effectiveness of a particular lecturer depends to a greater or lesser extent on the goals being pursued and the students being taught, but lecturers themselves differ. Like their students, lecturers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson in Akram 2010).

METHODOLOGY

A case study was used in this research by in depth investigation of the case as a kind of qualitative research. It referred to kind of the research without using statistical procedure or quantification in finding. This dealing with Bodgan and Biklen (in Syamsuddin 2011) “case study is a detailed examination of one setting or one subject or a document repository or a specific event, as well as Surachmad (1982) which limits a case study as an approach, focusing on the intensive and detailed case”. Based on the definition above, this study investigated deeply on lecturer teaching performance.

FINDINGS AND DISCUSSION

As an initial perception, the answer above had given a description about her concept of a figure of good English lecturer. It was the first question; of course, the answer was not enough so the researcher continued the interview process to get more
specific and deep data about good English lecturer. During the interview, she talked flow with the perception in her mind because the researcher has made the condition closer with her till, she restated her statement.

“Good English lecturer or qualified lecturer perhaps in my opinion when she/he has a good competence but even she/he has a good competence, she/he is kind, friendly, courteous and always make the students laugh but in fact she/he does not bring any effects to the students it is not useful, I think. But in terms of good, because you ask about good lecturer, if we talk about “good” yaaa she / he who can understand the students well and can accommodate them. So one of the characteristics of good English lecturer is she/he can manage and mastering the classroom well, can accommodate the students’ wishes, it can be categorized good lecturer.”

The second statement has strengthened the data about her concept of good English lecturer where she added that good English lecturer should manage the classroom and also accommodate the students need. The researcher then still continued the interview to develop any other concept and ideas, but the researcher changed the technique by giving her more change to speak while the researcher stayed as a good listener.

“Because I measure myself when I was in college, I was happy with my lecturers who can provide additional value not cruel, eee well discipline but still friendly, I think it was very potentially make the students to said that this is a good lecturer like that.”

In teaching and learning process, she always made a joke with the students and made them laugh when the classroom situation look boredom. She reported that every lecture should have this and she said that she prepared all the things well in every meeting.

“I think, before I starting the course, far before I starting the course, I prepares myself with the lecturing process in terms of modules, material, either in terms of scheduling. The things that I will conduct in every meeting should be prepared well. That's what a professional teacher should have”.

The second question was about the regularity and orderliness in conducting the lecture. She reported that she always prepared the time schedule and it should be prepared in several months before until she taught.

“I conducted the lectures regularly and orderly. It means that there should be time scheduling. So, starting from preparing the module in particular month before teaching until the teaching process. That is why, I dare to say that I am a regular and orderly to hold the lectures.”

The next was about her ability in managing the classroom, she reported that to know that you can manage the classroom well, you should concern to the students, did they pay attention for you or no and that was the key point in the success of learning.
“Because I feel that I am able to manage the class. Why I say that because in my point of view, the keys to success in teaching process in the classroom is when a teacher is able to manage the class and I feel that I can do it because when I teach the students, they are always full attention to me. Full attention to what I'm giving to them is one of the main points of the success of teaching process.”

The fourth she was asked about the discipline and adherence to the academic rules. She reported that she was pay attention with those academic rules, starting from the first lecture, when to conducted the mid test and when she must close and doing the final test. She also gave the lecture rules clearly.

“Academic rules always exist in every course in every university and I am dutifully of when I should start the lecture, when I should conduct the mid test, when to close the lecture, and when to conduct the final. I was very regular for it, so I applied it in the lecture process. Including by giving lectures rules clearly.”

The fifth she was asked about the use of media and technologies of learning, she gave good statement about this question, she claimed that she can mastered those media and technologies based on the subject she taught.

“I categorize myself as good. Because I am able to master the technology and media and I use it depends on what type of course at that time.”

The sixth, the researcher asked her about the diversity in assessing the learning results. She reported that she was very concerned to the students’ ability, so the assessment conducted was process based assessment, where she did not only concern to the students’ final test but also in whole process they did.

“I categorize myself 4 in conducting performance appraisals because I, eehhh, am a kind of teacher that is very concerned about the students' academic abilities. So I assess them based on the process or I called it assessment process. I focus on the whole process from the lecture. That's not only about the final examination. Therefore, I rarely do the final test although it is actually needed for the complementary value.” (Lecturer first interview on 17th June 2013).

The seventh she was asked about her objectivity in assessing the students. She reported that the process-oriented assessment was objective because the lecturer directly concerned to the whole process of the students activity and knew the development of the students’ achievement.

“also in fact Objectivity, why I arrive on the process assessment, because I saw it in terms of objectivity. If I observe it directly, I noted how they are, how their development from beginning till the end without thinking whether she’s beautiful, he’s handsome and the others are not.”

The eight, she was interviewed about her ability in guiding the students. She reported that the process was very important because she guided the students till they can and she concerned to the learning process. When she taught writing subject, she guided the students from irregular writing to the regular or structured writing.
“Because I start teaching the students, guiding the students from the basic and I look them the same from the learning process, for example in a writing course. They began to learn to write from order less to well order writing.”

The last factor that was interviewed by the researcher was about her positive perception to the students. She reported that she always be positive thinking to all the students because she felt that every student has the same chance to be a good student. It all depends on the process.

“I always think positively about the students’ academic ability because I believe that everyone has the ability to be like that. So, I strongly believe that emotional quotient can make the students do better especially in terms of academic. It’s not only about IQ. There are some students who entered the lecture starting with very standard capabilities but during the learning process because they get a support and motivation from their environment if we compare with their friends that already have a good IQ. So I really support them.”

All of the questions that have been given to the subject answered by good or positive comment. The researcher found that she was very concerned to the pedagogical factor. It was also supported when the researcher did an observation in the sixth meeting. She could manage the classroom well, teach the students seriously, be discipline with the time and give score based on the students’ ability without any discrimination.

CONCLUSION
The subject’s concepts of good English lecturer are (1) the lecturer should have responsibility with the material they hold, (2) the learning objectives should be prepared well and it had to be achieved, (3) accommodating the students need, (4) controlling the classroom situation, (5) staying closer with the students, (6) being discipline, and (7) having a good sense of humor. In her teaching performance, the subject concerned to the pedagogical factor, professional factor, personality factor, social factor, intra and intercultural awareness and family factor. Professional factor becomes the most important factor to be considered in teaching performance.

REFERENCES


