Students' Perception Of Lecturers' Teaching Performance

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Abstract.
This research was about students' perception of lecturers' teaching performance at the English Department of FKIP Mataram University Academic Year 2020/2021. This research aims to discover the ideal teaching performances perceived by the students at the English Department of FKIP Mataram University. The method used in this research is descriptive quantitative design. The samples of this study totaled 70 students taken from the fifth, seventh, and ninth semesters. This research used a questionnaire as means of collecting the data. The researcher used a descriptive quantitative method for analyzing and presenting the data gathered from the questionnaire. The result from this research showed that the students at the English Department of FKIP Mataram University gave a significant amount of response in lecturers' inventiveness (71.4%), lecturers' preparedness (65.7%), lecturer' classroom management (62.9%), and lecturers' clarity of scoring rubric (54.4%). In addition, this study also discovers that the students at the English Department of FKIP Mataram University expected their lecturers to have a vast knowledge of the material subject, be friendly toward the students, have knowledge and ability in I.T. Lastly, the lecturers should be more understanding toward the students. The students in this study responded positively to the lecturers' teaching performance, which impacts their learning motivation and academic results.

Keywords: Perception, Lecturer, Teaching Performance

Abstrak.
Penelitian ini tentang persepsi mahasiswa terhadap kinerja mengajar dosen Jurusan Bahasa Inggris FKIP Universitas Mataram Tahun Akademik 2020/2021. Penelitian ini bertujuan untuk mengetahui kinerja mengajar ideal yang dirasakan oleh mahasiswa Jurusan Bahasa Inggris FKIP Universitas Mataram. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan desain. Sampel penelitian ini berjumlah 70 mahasiswa yang diambil dari semester lima, tujuh, dan sembilan. Penelitian ini menggunakan kuesioner sebagai alat pengumpulan data. Peneliti menggunakan metode kuantitatif deskriptif untuk menganalisis dan menyajikan data yang dikumpulkan dari kuesioner. Hasil dari penelitian ini menunjukkan bahwa mahasiswa Jurusan Bahasa Inggris FKIP Universitas Mataram memberikan respon yang signifikan dalam hal kreativitas dosen (71,4%), kesiapan dosen (65,7%), manajemen kelas dosen (62,9%), dan kejelasan dosen terhadap rubrik penilaian (54,4%). Selain itu, penelitian ini juga menemukan bahwa mahasiswa Jurusan Bahasa Inggris FKIP Universitas Mataram mengharapkan dosennya memiliki pengetahuan yang luas tentang materi, ramah terhadap mahasiswa, memiliki pengetahuan dan kemampuan di bidang I.T. Terakhir, dosen harus lebih pengertian terhadap mahasiswa. Mahasiswa dalam penelitian ini memberikan respon positif terhadap kinerja mengajar dosen yang berdampak pada motivasi belajar dan hasil akademik mereka.

Kata kunci: Persepsi, Dosen, Kinerja Mengajar

INTRODUCTION

A number of recent studies show that lecturers' teaching methods can bring about influences to the students being taught. The effect can affect students' learning motivations (Amin & Saukah, 2016). These learning motivations are derived from two factors. The first factor deals with the internal factor of the learners, such as the physical and psychological condition and intellectual capacity of the learners. The second one concerns external factors of

the learners, such as, family, environment, the school system, and the teaching method used by the lecturer in the learning process (Blazar, 2016).

In Indonesian higher education system, according to The Government Regulations *No. 37 of 2009*, lecturers are defined as professional educators and scientists whose main jobs are transforming, developing, and disseminating knowledge, skills and technology through lecturing, researching and community services. From that description, it can be inferred that one of lecturers' role is teaching. The teaching-learning process conducted in classroom would be largely influenced by the performance of the lecturers themselves (Piopiunik, 2014). Especially, the motivation of the students can be influenced by lecturers' performance, such as the method use, lecturers' behavior when teaching, and how well lecturers turn the class into good environment (Anjanigrum, 2017).

However, to obtain an ideal teaching and learning process in the classroom, there must be reciprocal communication between lecturers and students. Students work on the assignments given by the lecturers, and the lecturers provide inputs or feedbacks on students' performance. However, if the lecturers rarely provide inputs or feedbacks on student work results will cause the students to become confused and find it difficult to understand what their shortcomings are with the subject in question. Therefore, it is necessary to know how the students view the lecturers' teaching performances in the class, especially in the English Department of FKIP Universitas Mataram. At the English Department of FKIP Universitas Mataram, there is still lack of students' input or feedback on the lecturers' teaching performances. The lack of input from the students' toward the teaching performances of the lecturers at English Department of FKIP Universitas Mataram can be factored by the lack of means provided by the faculty to express opinions or students feel reluctant or intimidated to express their assessment of the lecturers. The English Department of FKIP Universitas Mataram also lacks the means to monitoring the performance of the lectures such as theirs' presence to teach in the classroom. There is still no supervision of the lecturers who rarely come in or teach. So the input or feedback from someone who had the first-hand experience of the lecturers' performance in classroom which are the students is very important. Hence, this study can be considered as discovery of how students' at English Department of FKIP Universitas Mataram perceive their lecturer's teaching performance in the classroom and can be consider students' liberty to freely express their opinion or assessment also as a monitor of the lecturers teaching performances.

On the same account, a good deal of research has been conducted about which teaching performance of the teachers or lecturers can affect and influence the students' performance or learning motivation. The example for this is the Teacher and Teaching Effect on Students'

Academic Performance, Attitudes, and Behaviors written by Blazar (2016). Some other studies also included the perception of the students as an indication or deciding factors to determine which performance of the teachers or lecturers that can be considered successful and have an impact toward the classroom achievement. Students as someone who had the most interaction to the teacher/lecturer would have a good grasp on their teacher/lecturers performance in the classroom which can boost their learning motivation.

Based on that assumption, the researcher is intrigued to conduct this study of students' perception toward lecturers' performance further. The researcher wants to know which ideal performances of the lecturers that the students want especially at English Department of FKIP Mataram University. Also the researcher wants to show that with this research, students input can be include in the evaluation of the lecturers.

The theory that studies perception is attribution theory. One of the attribution theories is Weiner's theory of attribution. A living being has beliefs, motives, and intentions. That is why people behave in specific ways (Weiner, 2010). We make assumptions about an individual's internal state and clarify people's actions or behavior. Attribution theory explains how we judge people differently in line with the beliefs of other people's behavior. (Weiner, 2010) stated that the focus study of attribution theory concerns the causal conclusions of events, and the outcomes also include the achievement related to success and failure. He also stated that all assumptions, beliefs, data, hypotheses, and theories of phenomenal causality are included in attribution theory. Weiner's attribution theory focuses on the achievement of the students learning at school; he believed that attribution theory is centered on the causes that determine success and failure. His attribution model assumed that learners are affected by external and internal (personal) factors.

Studies on students' perception of their teachers have been conducted in several countries. Related research also considers whether a teacher's performance while teaching in classroom can affect students' motivation and achievement. A study conducted in Pakistan by (Chhapra et al., 2018) analyzed students' perception of teachers' personalities in academic achievement. A similar study was conducted in Ghanaian University by (Mensah and Charles, 2016), which researched the perception of Ghanaian students toward the lecturers. Another study conducted in Japan by (Lee, 2010) analyzed Japanese students' perceptions of their EFL teachers.

As an indicator to determine the lecturers' ideal characteristics or ideal teaching performances, the researcher took the references in the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers to determine what characteristics lecturers must

possess. Based on Law No. 14 of 2005 regarding Teachers and Lecturers, Article 10 paragraph (1) state that "Teacher competencies as referred to in Article 8 include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education", those 4 competencies are the indicator of the ideal characteristics of the lecturers. Henceforth, this study was conducted to discover the lecturers' ideal teaching performance perceived by the students at the English Department of FKIP Mataram University.

RESEARCH METHOD

This research was descriptive quantitative research. The aim was to discover the ideal teaching performances or characteristics of the lecturers perceived by the students at the English Department of FKIP Mataram University. The population consisted of 222 students from the 5th semester, 248 from the 7th semester, and 226 from the 9th semester. The Reason for choosing these semesters is that the researcher considers that the students on these semester would already have ample experiences with their lecturers. The sampling technique used in this research was the quota purposive sampling technique. The quota of the samples in this research consisted of 10% of the total population from those semester as the sample of this study, 22 students from the 5th semester, 25 students from the 7th semester, and 23 students from the 9th semester, with the total of 70 students. The instrument used in this research is a questionnaire adapted and adopted from (Mashita, 2016).

The questionnaire consisted of 20 close-ended questions and 4 open-ended questions. Close-ended questions use the Likert scale. To measure the students' responses, the study used specific ratings ranging from "Very Important" to "Not Important" or in numbers from 5 to 1. The open-ended question consisted of 4 questions; this part was composed to answer the respondents' experience in the classroom to determine which lecturer's teaching performance they liked. This research used a quantitative procedure to analyze the data then the result was described in descriptive form. The close-ended data are categorized into 4 categories: Lecturers' Personality, Lecturers' Knowledge & Credibility, Lecturers' Teaching Delivery, and Lecturers' Assessment adopted from Mashita (2016). Then the data obtained were tabulated into a percentage using the calculation. For open-ended questions, the data were classified based on the response similarity. When two or more responses showed similarities, they were grouped into one, but if the response occurred only once, it was considered idiosyncrasy and exempted from further analysis. After that, the results from the grouping of the data collected through open-ended questions were analyzed and described.

RESULT AND DISCUSSION

Close-ended Questionnaire Result

The results of the closed-ended questionnaire are categorized into 4 categories: lecturers' Personality, Lecturers' Knowledge & Credibility, Lecturers' Teaching Delivery, and Lecturers' Assessment.

Lecturers' Personality

Table 1. Students' Perception on Lecturers' Personality

Characteristics	Very Important	Important	Moderately Important	Slightly Important	Not Important
Lecturers' Punctuality	49 (70.0%)	15 (21.4%)	5 (7.1%)	1 (1.4%)	0
Lecturers' Presence in the Classroom	40 (57.1%)	23 (32.9%)	6 (8.6%)	1 (1.4%)	0
Lecturers' Enthusiasm	35 (50.0%)	19 (27.4%)	11 (15.7%)	4 (5.7%)	1 (1.4%)
Lecturers' Friendliness	37 (52.9%)	26 (37.1%)	7 (10.0%)	0	0
Lecturers' Inventiveness	50 (71.4%)	16 (22.9%)	3 (4.3%)	1 (1.4%)	0
Lecturers' Fairness	37 (52.9%)	25 (35.7%)	5 (7.1%)	3 (4.3%)	0
Lecturers' Sense of Humor	45 (64.3%)	17 (24.3%)	8 (11.4%)	0	0

Lecturers' personality consisted of item related to the personality of the lecturers. Table 1 presented the results gained from the questionnaire which aim to gained students' perception of the ideal personality that the lecturers should have. Based on Table 1, the students' favorite form of this category was lecturers' inventiveness with a significant number of respondents in Very Important (71.4%) category. The inventiveness here referred to the creativity of the lecturers when teaching in the classroom. Based on the result above, the students or the respondents implied that they perceived the creativity of the lecturers could motivate the students in learning. Hence, the students considered this characteristic as the ideal personality. However, the result also shows that the lecturers' enthusiasm was the minor expected characteristic of the lecturers perceived by the students. The number of respondents was 35 students (50.0%) in Very Important category.

Lecturers' Knowledge and Credibility

Table 2. Students' Perception on Lecturers' Knowledge and Credibility

Characteristics	Very Important	Important	Moderately Important	Slightly Important	Not Important
Lecturers' Mastery of the subject	30 (42.9%	17 (24.3%)	15 (21.4%)	6 (8.6%)	2 (2.9%)
Lecturers' Preparation of the Teaching Materials	46 (65.7%)	23 (32.9%)	1 (1.4%)	0	0
Lecturers' Clarity of Instruction in Giving the Assignment	42 (60.0%	25 (35.7%)	3 (4.3%)	0	0
Lecturers' Knowledge and Skill in IT	26 (37.1%)	26 (37.1%)	18 (25.7%)	0	0

For this part, the category consisted of the characteristics of the lecturers, which pertained to the lecturers' knowledge and credibility in teaching. Table 2 indicated that most of the students perceived lecturers' preparedness to organize the lesson materials as the ideal characteristic in this category of lecturers' teaching performance. The implication of the result from the table above is that the lecturers who prepared their lesson materials had a favorable impression by the students. This is shown with a significant number of respondents (65.7%) in Very Important category. It was considered that this aspect represented the ideal characteristic of lecturers.

Lecturers' Teaching Delivery

Table 3. Student' Perception on Lecturers' Teaching Delivery

Characteristics	Very Important	Important	Moderately Important	Slightly Important	Not Important
Lecturers' Ways of Delivering Learning Activities	20 (28.6%)	33 (47.1%)	16 (22.9%)	1 (1.4%)	0
Lecturers' Provision of Question and Answer Opportunities	25 (35.7%)	28 (40.0%)	13 (18.6%)	4 (5.7%)	0
Lecturers' Provision of Relevant Examples	24 (34.3%)	26 (37.1%)	17 (24.3%)	3 (4.3%)	0
Lecturers' Classroom Management	44 (62.9%)	16 (22.9%)	8 (11.4%)	2 (2.9%)	0
Lecturers' Provision of Feedback	35 (50.0%)	29 (41.4%)	5 (7.1%)	1 (1.4%)	0

The lecturers' teaching delivery category consisted of the lecturers' characteristics on how the lecturers deliver or teach the subjects they taught in the classroom. According to the result in Table 3, the students mostly regarded lecturers' classroom management as a necessary characteristic that every lecturer should have; this is represented by h the number of respondents (62.9%) that belonged to a Very Important category. The result indicated that the lecturers' characteristic created a comfortable atmosphere in the class as an ideal teaching performance of the lecturers. The lecturers' ability to create a comfortable atmosphere in the class was considered to be able to increase conducive atmosphere in the teaching and learning process.

Lecturers' Assessment

Table 4. Students' Perception on Lecturers' Assessment

Characteristics	Very Important	Important	Moderately Important	Slightly Important	Not Important
Lecturers' Provision of Timely Feedback	37 (52.9%)	19 (27.1%)	14 (20.0%)	0	0
Lecturers' Provision of Effective Comments on Their Feedback	33 (47.1%)	23 (32.9%)	10 (14.3%)	4 (5.7%)	0
Lecturers' Objectivity in Assessing Students; Assignment	37 (52.9%)	25 (35.7%)	8 (11.4%)	0	0
Lecturers' Clarity of Scoring Rubric	38 (54.4%)	26 (37.1%)	6 (8.6%)	0	0

The next category consisted of the characteristics of the lecturers that dealt with the lecturers' way of conducting assessment on the students. According to the result shown in Table 4, the characteristic that got the highest students' score is the lecturers' clarity of scoring rubric. This was represented 54.4% or responses categorized in Very Important option. The table above indicated that the students wanted their lecturers to be open and transparent about how lecturers assessed or judge the students' performance in the class. Knowing how their lecturers assessed them, the students would be able to improve or get the best result on the point being evaluated by the lecturers.

Open-Ended Questionnaire result

The open-ended questionnaire in this research consisted of 4 questions, two of which asked the student's opinion on the most important characteristics of the lecturers they chose and another characteristic that they expected from the lecturers. As stated before, the number of participants in this research consisted of 70 students taken from the 5th, 7th, and 9th semesters. However, the number of students or respondents who filled out the answer in the open-ended questionnaire was only 23 students. From the responses of those 23 students, the researcher gathered several characteristics of the lecturers that the students considered important and expected. For the important characteristics of the lecturers, the majority of the students who filled out the open-ended questionnaire considered that the lecturers have a vast knowledge of the material subject; the lecturers were friendly toward the students; and the lecturers have good knowledge of I.T. The following are the examples of the responses from the students taken from the open-ended responses:

R1: *"Lecturers knowledge on the material subject."*

R2: *"Good knowledge and competence."*

R3: *"Friendly, kind, humor, and communicative."*

R4: *"Professional and friendly."*

R5: *"Friendly, does not make the student feel tense."*

R6: *"Have good I.T. knowledge and ability."*

R7: *"Lecturers should have good I.T. knowledge and ability."*

R8: *"Have good I.T. knowledge and objective."*

The open-ended question also asked the opinion of the students on another characteristic which they expected from the lecturers, which was not included in the closed-ended question. From the students' responses to this question, the most characteristic that the students expected from their lecturers: was that they had more understanding toward students' needs. They also expected their lecturers should be more understanding or sympathetic toward the students' condition and problem. Here are the examples of response of the students about the characteristic of the lecturers which they expected:

R9: *"An understanding lecturer."*

R10: *"Lecturers must understand the condition of their students."*

R11: *"Lecturer should be more patient and understanding."*

R12: *"Lecturer understands the student' situation."*

In short, the characteristic of the lecturers according to the students' opinion obtained from the open-ended question was that the lecturers had vast knowledge of the lecture material; lecturers' friendliness toward the students, lecturers' good knowledge and ability in I.T.

The majority of the students in this research gave positive responses to the characteristics of the lecturers that would have an impact on their motivation in learning and academic results. The result indicated that the students perceived that their lecturers' characteristics would impact their achievement. The result of this study is in line with Weiner's (2010) theory of attribution, in which the theory focuses on the achievement of the students learning at school.

The research finding shown that the students at English Department of FKIP Mataram University perceived the ideal teaching performance of the lecturers should be creative and inventive in teaching. This supports Krueger' proposition, which stated that creativity in the classroom, can spur motivation in learning to the students. The next ideal teaching performance is lecturers' preparedness with the lesson materials. This characteristic is congruent with Barnes & Lock' theory (2010), i.e. students felt facilitated when lecturers were well prepared to teach every subject. Other characteristics considered ideal by the students are lecturers' creativeness and lecturers' clarity in assessing the students. This result strengthen the study reported by Mashita (2016). Mashita's study revealed that students gave the highest responses to the similar characteristic of the lecturers, who provide clear rubric scores. The finding above also mentioned that lecturers should have vast knowledge and mastery of their subject. This opinion of the students is supported by a study conducted by (Lee, 2010), which stated that Asian students in Asian culture tend to emphasize knowledge as a favorable lecturers characteristics.

CONCLUSION

The result from the finding established that the ideal teaching performances of the lecturers perceived by the students at the English Department of FKIP Mataram University are the characteristics of the lecturers that can improve their motivation in the learning process and impact their academic results. The lecturers' characteristics with a significant amount of respondents are lecturers' creativity, lecturers' preparedness, lecturers' classroom management, providing a clear scoring rubric, and lecturers' mastery of the subject. This study also discovers that the students expected their lecturers to understand their problems and circumstances more.

The faculty should provide more media as a means for the students to give their feedback or opinion toward their lecturers freely. For further research on students' perception of their lecturers, the researcher can use this as future reference with a note that this research is still far from perfection and has many flaws. The next researcher should include more diverse techniques in collecting the data, including interviews or observation.

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