IMPROVING TEACHING QUALITY: CASE STUDY OF STUDENT EVALUATION AT STIE PEMBANGUNAN TANJUNGPINANG

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INTRODUCTION

According to Kiyosaki (2002), there are 4 professional quadrants, namely as employees, professionals, business owners and investors. All of these professions have their advantages and uniqueness. As for what is the focus in this paper, namely on the side of the profession as a professional where one of them is becoming a lecturer. Being a lecturer is a noble profession as a teacher in educating their children to become better human beings. As a lecturer, you are not only required to transfer knowledge, but also to provide character and ethics for preparation for the real world. In addition, knowledge and maturity in thinking are demanded during the process.

In Indonesia, the duties of a lecturer are known as the tridharma of higher education (Liana, 2019), which consists of 3 aspects that support each other and are related. These three aspects are education, research and service. In addition, lecturers are also required to carry out the fourth aspect, namely the supporting aspect. In the first aspect, namely educational activities include teaching and learning activities in the classroom, in which lecturers are required from the start to develop a learning curriculum for 1 semester known as the Semester Learning Plan (RPS) which is used for 16 meetings (including exams). midterm and final exams). In addition, during the learning process in the classroom, it does not only rely on the lecturer's skills in teaching the material, but further how to be able to invite students to interact and think critically about the material that has been given (Mulyani, 2022). In addition, a lecturer also needs to recognize each of his students, with their respective ways, approaches and uniqueness.

On the other side of education, lecturers are also required to create modules and textbooks that can be used during the learning process in class. Then, lecturers are also asked to carry out self-development, either by participating in various types of training that have a minimum of 10 hours of learning, or by sharing data with lecturers and other tertiary institutions. Everything is done in order to fulfill the educational aspects of a lecturer.

Next, enter the second tridharma, namely the research aspect. Lecturers are required to conduct research at least 1x in 1 semester so that in a year they can produce 2 studies (DIKTI, 2019). It needs to be understood together, that the research that has been carried out by the lecturer must also be published in scientific journals, both national and international journals. Publishing this scientific journal, not all lecturers have the ability, access and readiness to carry out a series of processes (such as the process of submitting, revising, proof reading and others) for articles that have been submitted, and there will be a publication fee that must be paid by the lecturer to the journal

manager, so from the point of view of this research many problems for the career of a lecturer. Then the scientific work that has been made,

As for other forms that can be carried out by a lecturer in fulfilling the research component, lecturers can do other things such as making works in the form of books. The book in question can include 3 types, namely monograph books, reference books and chapter books. In addition, lecturers can also make adaptations of foreign language books into Indonesian language books. All of these are forms of work and contributions made in the process of developing science through scientific research.

Then, in the third tridharma aspect, namely dedication, a lecturer is required to perform community service in accordance with his scientific capacity, as well as in accordance with the assignment from the institution. Forms of dedication can be in the form of counselling, becoming resource persons, seminar speakers, giving public lectures and others. In addition, forms of activity in the community, such as being a mosque caretaker, getting a position as Head of the Rukun Tetangga (RT), or participating in committees, both at the regional and national levels, can be recognized as a service. Supporting evidence that needs to be attached, such as an assignment letter or committee decree, activity documentation, presentation materials and also an attachment to the list of attendees and certificates if any. At least the service is carried out once in 1 semester. There are other forms that can be recognized as dedication for a lecturer, namely making a dedication journal or service report, both published and unpublished. Everything can still be recognized as a form of service where the contents in the writing must describe the form of service that has been carried out, along with a description of the time, participants and outcomes of the service that has been carried out.

Then finally, the support section is always filled with various kinds of lecturer activities in participating in training, scientific meetings, seminars at the local level. national and international as well as various other things that can be claimed as part of supporting lecturer activities. The amount is not determined, but in each semester at least carry out 1 supporting activity. What is attached as supporting evidence is in the form of certificates and documentation of activities that have been attended.

In writing this article, the author acknowledges that all aspects must be related to tridharma, such as synchronizing between curriculum, research and service to form a comprehensive education (Mcmillin & Dyball, 2009). However, due to the limitations that the writer has, the writer wants to limit the discussion on one of the tridharma, namely the aspect of education. The educational aspect is considered as one of the main duties of a lecturer, because it is through this process that a student is formed in various aspects of students' thoughts, attitudes, and skills in accordance with the achievements of the subjects being taught. In order to achieve all of this, you can start with the quality of the lecturer first, as a teacher in the classroom (Susani & Abadiah, 2021). As for some competencies that need to be owned by a lecturer, according to Sulfemi (2019), including pedagogic, professional, personality, and social competence. In addition to these four competencies, the authors also add the ability to manage distance learning as one of the variables, namely to adjust to the current learning conditions which are hybrid and closely related to technology. All of these competencies will be questioned by students against lecturers who teach in class, so that in this study, the formulation of the problem is how do students evaluate lecturer performance based on lecturer competency indicators? Then the purpose of this study is to find out the results of lecturer performance assessments based on lecturer competency indicators carried out by students.

Pedagogic Competence according to Perni (2019) is the ability to manage student learning which includes understanding students, designing and implementing

learning, evaluating learning outcomes and developing students to actualize their various potentials. There are several indicators in measuring pedagogical competence, including:

Readiness to give lectures and/or practice/practicum
Regularity and order in the administration of lectures
The ability to liven up the classroom atmosphere
Clarity in delivering material and answers to questions in class
Utilization of learning media and technology
Providing feedback on assignments
Appropriateness of exam materials and/or assignments with course objectives

The professional competence according to Netto (2018) namely the breadth of academic insight and the depth of the lecturer's knowledge of the scientific material he is engaged in. There are several indicators in the assessment of lecturer professional competence, namely:

Ability to explain the subject matter/topic appropriately
Ability to give relevant examples of the concepts being taught
Mastery of the latest issues in the field being taught
The ability to explain the relationship between the fields/topics being taught and the context of life
The ability to explain the relationship between the fields/topics being taught and other fields/topics

Then according to personality competence Waluyo, Syarifuddin, & Anriani (2023), is a representation of the characteristics of a person shown in behavior and actions. Personal competence has a big impact on improving performance. Thus the increase in personality competence will affect the increase in performance, and the increase in achievement motivation will also affect the increase in performance. The indicators in personality competence are:

Authority as a personal lecturer
Wisdom in making decisions
Be an example in maintaining ethics
Be an example in attitude and behavior
One word and action, and fair in treating students

Then for social competence according to Novita & Yulianti (2020), is the ability of lecturers as part of society who have the competence to communicate orally and in writing and gestures using information and technology. As for the indicators in social competence, namely:

The ability to control oneself in various situations and conditions
Ability to express opinions
The ability to accept criticism, suggestions and opinions of others
Get to know the students who attend the course well
Easy to get along among colleagues, employees and students
Tolerance for student diversity

Then in the last section, the author adds an element of ability to manage distance learning. As previously stated, the learning process has undergone a lot of transformation, especially in addressing the problems of the past Covid 19 pandemic, so that competence or ability to manage distance learning is one of the indicators

assessed in this assessment. The process of distance learning is related to the form or learning media used, assignments and patterns of feedback given.

METHOD
The method used in this paper is descriptive quantitative. According to Gizta in (Alamsyahbana et al., 2023)explained that descriptive research includes data collection to answer questions about the research subject. Descriptive data are generally collected through surveys, interviews or observations with the aim of creating a systematic, factual and accurate description of the facts and characteristics of a particular population or area.

As for the population in this study, namely STIE Pembangunan Tanjungpinang students, where the sample was all students taught by each lecturer. In presenting the data, the results of completing the survey will be displayed to the lecturers, especially for the lecturers involved in writing this article. Dissemination of data and information is done by distributing questionnaires with a Likert scale. The data that has been collected is then processed into tables and graphs and includes various types of data that are entered as evaluations from students to lecturers during the learning and education process.
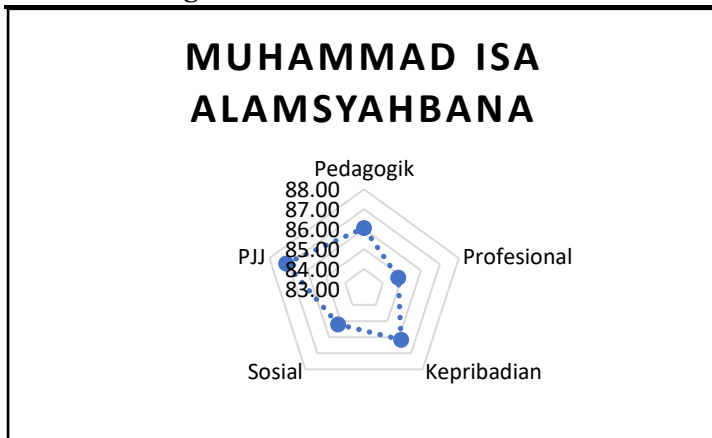
DISCUSSION
Result
Table 1. Respondent Data

	Course Name	Course Code	Study Program Name	Class name	Ratings	Number of Respondents	Course Rating
1	COMPUTER ACCOUNTING	EAD302	62201 – ACCOUNTING (S1)	PAGI/2	86,61	28	85,65
2	COMPUTER ACCOUNTING	EAD302	62201 - ACCOUNTING (S1)	SORE/1	83,62	33	
3	COMPUTER ACCOUNTING	EAD302	62201 - ACCOUNTING (S1)	MALAM/1	85,47	36	
4	COMPUTER ACCOUNTING	EAD302	62201 - ACCOUNTING (S1)	MALAM/2	86,92	41	
	Total					138	

Table 2. Summary of Accumulative Data Results

No	Competence	Mark
1	Pedagogic	86,06
2	Professional	84,81
3	Personality	86,16
4	Social	85,21
5	PJJ	87,12

Figure 1. Lecturer Evaluation Spider Chart

MUHAMMAD ISA ALAMSYAHBANA

Discussion

Based on the results above, it tends to show good results for lecturer performance assessments on student assessments. The assessment is carried out based on the competence of the lecturer, including:

Pedagogic competence has several indicators, namely:

Readiness to give lectures and/or practice/practicum (86.16 points)

Regularity and order in the administration of lectures (86.32 points)

Ability to liven up the classroom atmosphere (83.70 points)

Clarity of delivery of material and answers to questions in class (85.81 points)

Utilization of learning media and technology (88.36 points)

Providing feedback on assignments (85.34 points)

Suitability of exam materials and/or assignments with course objectives (86.74 points)

From the indicators presented, the lowest score is on the indicator of the ability to liven up the classroom atmosphere and the highest score is on the indicator of the use of learning media and technology. Based on this assessment, it can be seen that students expect an evaluation of the ability to liven up the class atmosphere, where during the process in class, the lecturer should be able to provide various kinds of interactions, such as greetings, reading prayers before starting learning or sharing stories and experiences related to class topics. , so that students get learning not only from the module, but also from the life experience of the lecturer concerned. Then, there is also an indicator of giving feedback on a given task which is also an important benchmark, where with this feedback, lecturers can find out the extent to which students understand the assignments that have been given. Giving feedback can be done in various ways, such as filling out the Google evaluation form or through interaction in the classroom on the learning process and assignments that have been given. While the strongest indicators are indicators of the use of media and learning technology, where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes. Giving feedback can be done in various ways, such as filling out the Google evaluation form or through interaction in the classroom on the learning process and assignments that have been given. While the strongest indicators are indicators of the use of media and learning technology, where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned.

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to support the learning process in order to achieve the best learning outputs and outcomes. Giving feedback can be done in various ways, such as filling out the Google evaluation form or through interaction in the classroom on the learning process and assignments that have been given. While the strongest indicators are indicators of the use of media and learning technology, where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes. such as filling out the google evaluation form or through interaction in class on the learning process and assignments that have been given. While the strongest indicators are indicators of the use of media and learning technology, where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes. such as filling out the google evaluation form or through interaction in class on the learning process and assignments that have been given. While the strongest indicators are indicators of the use of media and learning technology, where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes. where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes. where in this assessment students feel that the use of media and technology has been carried out properly by the lecturer concerned. Media and technology are one of the most important indicators at this time, where as lecturers are required to educate students so they can optimize technology and media to support the learning process in order to achieve the best learning outputs and outcomes.

Lecturer professional competence has several indicators, namely:
Ability to explain the subject matter/topic appropriately (84.54 points)
Ability to give relevant examples of the concepts being taught (85.14 points)
Mastery of current issues in the field being taught (85.12 points)
Ability to explain the relationship between the fields/topics being taught and the context of life (84.64 points)
Ability to explain the relationship between the fields/topics being taught and other fields/topics (84.61 points)
Based on the results of student assessments, it is known that the indicator with the lowest score is the indicator of the ability to explain the subject/topic appropriately while the highest score is the indicator of the ability to give relevant examples of the concepts being taught. In this assessment, the scores obtained were not too much different between 1 indicator and 4 other indicators. As for the evaluation of the ability to explain the subject matter/topic accurately, what is meant is the ability of a lecturer to explain the subject matter correctly, in accordance with the Semester Learning Plan (RPS), and in accordance with the assignments given and the material received by

students. Then, for the highest point regarding the ability to give relevant examples of the concepts being taught, even though the lecturer has weaknesses in providing explanations according to the topic, the lecturer can provide relevant examples of the concepts being taught. The examples in question are in the form of lecturers' personal experiences, various kinds of research journals that have been made by lecturers which are then linked to learning and examples in accordance with issues that are the current trend.

Personal competence has several indicators, namely:
Authority as a personal lecturer (86.02 points)
Wisdom in making decisions (85.13 points)
Be an example in maintaining ethics (87.91 points)
Be an example in attitude and behavior (86.43 points)
One word and action, and fair in treating students (85.35 points)
Based on the results of the assessment, it is known that the lowest points are on the indicator of wisdom in making decisions while the highest points are on the indicator of being an example in maintaining ethics. Regarding the wisdom indicator in making decisions, it means that students hope that lecturers are able to consider and tolerate the needs of students in class. Apart from that, lecturers are also required to be diligent in giving assignments and making rules during the lecture process, so as to create a conducive and pleasant classroom atmosphere. Then for the indicator to be an example in maintaining ethics means that the lecturer is not only the person who is responsible for providing the transfer of knowledge, but also takes an important role as an example in maintaining ethics which is a manifestation of personality competence. The most visible ethics are ethics in speaking, dressing, greeting and communication as well as ethics in making a decision.

Social competence has several indicators, namely:
Ability to control oneself in various situations and conditions (86.33 points)
Ability to express opinions (85.54 points)
Ability to accept criticism, suggestions, and opinions of others (86.93 points)
Get to know students well who are attending their lectures (81.82 points)
Easy to get along with colleagues, employees and students (85.00 points)
Tolerance to student diversity (85.62 points)
Based on the results obtained, it is known that the indicator with the lowest score is the indicator of knowing students well who attends lectures and the indicator with the highest point is the ability to accept criticism, suggestions and opinions of others. If we look at the 5 social indicators, all indicators are important benchmarks. The indicator of knowing well the students attending lectures is the evaluation that needs the most attention, where the getting to know stage in question is knowing about the student's name, the uniqueness and advantages of the student, the character and patterns of communication to students. All of the elements mentioned are unique ways, where each student cannot be approached in a way that is general or the same for all, but the lecturer must be able to distinguish between one student and another. then for indicators of receiving criticism, satan and other people's opinions can be seen during the learning process taking place in class, where when interactions occur, it is not uncommon for lecturers to receive input and suggestions from students. For this reason, magnanimity is the main thing for a lecturer to be able to receive a lot of input and truth, even though the truth comes from the students he cares for.

Ability to manage distance learning (87.12 points)

The ability to manage distance learning is an important indicator, where after the Covid-19 pandemic changed and forced the education system to be closely connected with technology. In this assessment, no specific indicators are given but instead form a package with the sentence itself, namely the ability to manage distance learning. This capability includes the use of applications or digital platforms that are easy for students and lecturers to access and understand, clarity of material instructions and assignments given, rational deadlines for completing each assignment given and interaction in distance learning between lecturers and students if any. things that are not understood on the task that has been given.

CONCLUSION

Based on the results of this assessment, the lecturers who were assessed had an average score of 85.65 with 5 assessment variables, namely pedagogic competence, professional competence, social competence, personal competence and the ability to manage distance learning. With this value, lecturers are considered capable of carrying out various educational processes inside and outside the classroom. Assessment by students is a form of transparency in the assessment given and is a consideration for the University and the Chair of the Study Program in evaluating each lecturer's performance for 1 semester.

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