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# **The implication of lecturers' academic competency on Malaysian and Indonesian students' satisfaction**

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## **Abstract**

This study investigated the implication of the academic competencies of educators on students' learning satisfaction at the School of Education and Modern (SEML) University Utara Malaysia (UUM) and the Faculty of Tarbiyah and Teaching (FTK) UIN Ar-Raniry. Based on qualitative data, the lecturers at FTK UIN Ar-Raniry and SEML UUM have good academic competencies in planning, teaching, and evaluation. The finding is also supported by the quantitative data, which is 85.6% have good ability in preparing Rencana Pembelajaran Semester (RPS). 78.8% of lecturers at SEML

UUM have good academic competencies in teaching, while in FTK UIN Ar-Raniry 70%.

**Keywords:** Lecturer, Academic competencies, Quality, Students' learning satisfaction.

## La implicación de la competencia académica de los profesores en la satisfacción de los estudiantes de Malasia e Indonesia

### Resumen

Este estudio investigó la implicación de las competencias académicas de los educadores en la satisfacción del aprendizaje de los estudiantes en la Escuela de Educación y Universidad Moderna (SEML) Utara Malasia (UUM) y la Facultad de Tarbiyah y Enseñanza (FTK) UIN Ar-Raniry. Basado en datos cualitativos, los profesores de FTK UIN Ar-Raniry y SEML UUM tienen buenas competencias académicas en planificación, enseñanza y evaluación. El hallazgo también está respaldado por los datos cuantitativos, que son el 85,6% tienen una buena capacidad para preparar el Plan de aprendizaje del semestre de Rencana Pembelajaran (RPS). El 78.8% de los profesores de SEML UUM tienen buenas competencias académicas en la enseñanza, mientras que en FTK UIN Ar-Raniry el 70%.

**Palabras clave:** Profesor, Competencias académicas, Calidad, Satisfacción del aprendizaje de los alumnos.

### 1. INTRODUCTION

Lecturers have a strategic position in the teaching and learning process in higher education (SULAIMAN, 2017). Based on the Indonesia's 2005 Law No 14 on teachers and lecturers, lecturers are professional educators and scientists with the main task of transforming, developing and disseminating sciences, technology, and

arts through teaching, conducting research and doing community service.

The lecturers also have strategic roles in carrying out the functions of national education. According to the 2003 Law on National Education System No 20, chapter II, article 3, national education is in charge of developing capabilities and shaping dignified national characters and civilization. It is the tasks of teachers to develop students to be human beings who believe in and fear God Almighty, have noble characters, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens. Due to their profession and strategic position, lecturers need to be professional and have academic competencies in order to carry out the tasks of teaching professionally.

The academic competencies of lecturers and professionalism lecturers have implications on developing the quality of teaching and learning quality and student learning satisfaction. The development of the quality of teaching and learning in tertiary institutions is very much determined by the competence of lecturers in carrying out teaching assignments (SOLEHUDDIN & BUDIMAN, 2019). Therefore, it is necessary to continuously develop lecturers' competencies and qualification.

Academic qualification is an aspect crucial to support the quality of teaching and learning and has implications for student learning satisfaction. The 2006 Law Number 14 Article 45 concerning

the certification of lecturers stipulates that lecturers must have academic qualifications, competencies, certification of educators, physically and mentally healthy, fulfill other qualifications required by higher education units, and have the ability to realize the goals of national education. Master's degree is the minimum requirement the lecturers need to hold in universities in Indonesia today. The qualifications of master and doctoral degrees have become one of the requirements for lecturers of universities in many countries. Their professionalism development must be carried out continuously to enable them to develop teaching that satisfies students in learning. It is one of the supporting aspects of learning management (DANIM, 2002; ZUCHDI, & NURHADI, 2019). The lecturers' competencies have implications for the quality of teaching and learning.

Like in many universities, many professional lecturers are currently working for the Faculty of Education and Teacher Training, locally called Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Indonesia. They have been equipped with professional competencies in order to teach students that have steadily increased from year to year. For example, in the 2018/2019 academic year, 2.000 students enrolled in the faculty. The increase in student interest in the faculty indicates that the teaching and learning process has been good in the eyes of people. However, it has been unknown whether their competencies bring about students' learning satisfaction. How do their competencies differentiate compared to the lecturers of SEML University of North Malaysia (UUM), one of the best universities in Malaysia? How do the students' satisfaction at SEML UUM

University differ from those studying at FTK UIN Ar-Raniry Banda Aceh, Indonesia?

## **2. METHODOLOGY**

This study uses a type of field research with Mixed-methods design. A mixed-method is a research procedure that uses quantitative data and qualitative data to obtain a comprehensive analysis of research problems (CRESWELL, 2010; MASRIZAL. et all, 2019). The purpose of using this method is to collect qualitative data for exploring the phenomenon of the teaching and learning process and the academic competencies of the lecturers, whereas quantitative data to explain the relationships with the qualitative data. The descriptive research involved 82 respondents, including 2 deans, 30 lecturers, and 50 students taken purposively.

### **Population, Sample Size, and Procedure Sampling**

Conducted at SEML UUM Malaysia and FTK UIN Ar-Raniry Banda Aceh, Indonesia, the research involved two deans, 30 lecturers, and 50 semester V students of 2018/2019 academic year. They were selected purposively, on the basis of certain considerations (ARIKUNTO, 2003). They were selected because they know about the lecturers' competencies and other related information at the research location which are useful for this study. Data were collected

through interviews, observations, documentation, and surveys using questionnaires.

### Testing the validity and reliability of the instrument

Instrument variabel X (academic competencies) has 22 questions. Each question has 5 options of answers, which score 1 for the lowest option to score 5 for the highest one on the Likert's scale. Validity of the instruments was measured by using the correlation technique of the product moment formula rough numbers from Pearson (Siregar, 2003) which is looking for the correlation coefficient between each item with a total score. The formula is as follows:

$$r_{hitung} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2) - (\Sigma X)^2][n(\Sigma Y^2) - (\Sigma Y)^2]}} \quad (1)$$

where:

N = Number of respondents.

x = Score of variable (respondent answers)

Y = Total score of the variables (respondent answers)

$r_{xy}$  = Correlation of the coefficient between variable X (subject's score for each item) and Y variable (total score of all items)

$xy$  = Number of multiplication results between variable X and Y variable

$x$  = Number of scores on all items

$x^2$  = Number of squares of the X score

$y^2$  = Number of squares of the Y score

The results obtained after testing the validity that all or 22 items for variable X and 7 items for variable Y are declared valid, provided that the valid item yield has a positive coefficient  $\geq 0.300$ . as can be seen in Table 1 below:

Table 1: The Results of Validity Testing of the Variable X (Academic Competence of lecturers)

No	Options	calculated r	Meaning	Interpretation
1	The lecturer develops semesterly lesson plans (RPS).	0.524	$\geq 0.300$	Valid
2	The lecturer explains the RPS to students in the beginning of teaching and learning process.	0.466	$\geq 0.300$	valid
3	Relevance of the RPS to the graduate learning achievement and course learning	0.569	$\geq 0.300$	valid

	achievement.			
4	Relevance of the RPS to the topics or subject matter.	0.352	$\geq 0.300$	valid
5	Relevance of the RPS to the learning resources.	0.393	$\geq 0.300$	valid
6	Relevance of the RPS to lesson materials.	0.504	$\geq 0.300$	valid
7	Relevance of the RPS to the goals of learning.	0.698	$\geq 0.300$	valid
8	Relevance of the RPS to the time allocated.	0.504	$\geq 0.300$	valid
9	Relevance of the RPS to the methods of teaching and learning used.	0.629	$\geq 0.300$	valid
10	The lecturer has skills of teaching based on the plan in the RPS.	0.555	$\geq 0.300$	valid
11	The lecturer has skills of developing effective learning interaction.	0.361	$\geq 0.300$	valid
12	The lecturer has skills of combining several methods (lecture, discussion, group work, habituation, drill) to improve the learning quality.	0.343	$\geq 0.300$	valid
13	The lecturer uses cooperative learning.	0.488	$\geq 0.300$	valid

14	The lecturer uses varied media in teaching and learning process.	0.469	$\geq 0.300$	valid
15	Conducive learning management improves the learning quality and climate in the classroom.	0.490	$\geq 0.300$	valid
16	The faculty provides supporting facilities for improving the teaching and learning process.	0.312	$\geq 0.300$	valid
17	The use of media in teaching and learning process implicates on the learning quality and satisfaction.	0.475	$\geq 0.300$	valid
18	The classroom is conducive for teaching and learning process.	5.00	$\geq 0.300$	valid
19	The lecturer evaluates learning based on RPS.	0.487	$\geq 0.300$	valid
20	Assessment of learning is carried out properly.	0.475	$\geq 0.300$	valid
21	The lecturer fills in students' grades in the portal based on the academic plan requirements.	0.364	$\geq 0.300$	valid
22	The lecturer provides the term of refutal to the grades published in the portal.	0.380	$\geq 0.300$	valid

Table 2: Variable Y (Students' satisfaction)

No	Options	Calculated r	Meaning	Interpretasi
1	The lecturer's competency in developing RPS affects students' learning satisfaction.	0.683	$\geq 0.300$	Valid
2	The lecturer's competency in organizing the course affects students' learning satisfaction.	0.614	$\geq 0.300$	Valid
3	The lecturer's competency in using multimedia tools affects students' learning satisfaction.	0.717	$\geq 0.300$	Valid
4	The lecturer's competency in using teaching aids affects students' learning satisfaction.	0.410	$\geq 0.300$	Valid
5	The lecturer's competency in learning interactions affects students' learning satisfaction.	0.375	$\geq 0.300$	Valid
6	The lecturer's competency in managing the class affects students' learning satisfaction.	0.531	$\geq 0.300$	Valid
7	Good RPS affects students' learning satisfaction.	0.620	$\geq 0.300$	Valid

To measure the reliability, this research used Alpha *Cronbach*

(Siregar, 2013), that is 
$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Di mana:

$\sigma_t^2$  = Total varians.

$\sum \sigma_b^2$  = The number of varians.

k = the number of question items.

$r_{11}$  = instrument reliability coefficient.

The tested reliability result is depicted in Table 3 below:

Table 3: The Result of Reliability Testing

No	Variables	Cronbach's Alpha	N of Items
1	Academic competencies of lecturers: teaching preparation, implementation of teaching, dan evaluation of teaching.	0.833	22
2	Students' learning satisfaction.	0.648	7

Based on the data on Table 2 above, all the valid items are reliable. The reliability testing used the cronbach alpha formula which requires each item to have reliability coefficient  $\geq 0,600$ .

Data obtained through interviews, documentation, and observations was processed and arranged using descriptive qualitative forms. Meanwhile, the quantitative data using the questionnaire to find the implications of academic competence of lecturers on student learning satisfaction was processed by calculating the average answer based on the suspension of each answer from the respondents.

### **3. RESULTS AND DISCUSSION**

The academic competencies of lecturers in this study include three aspects: teaching planning, teaching implementation, and teaching evaluation. In detail, the three aspects are described in the following research results. Lecturer academic competence is an important element in conducting teaching and learning process (Hanifah, Mohmadisa, Yazid, Nasir, & Balkhis, 2019, (Ene & Barna, 2015). The development of the teaching quality is largely determined by the competence of lecturers. Based on the research data obtained, the lecturers of SEML UUM and FTK UIN Ar-Raniry Banda Aceh already have effective academic competencies.

The ability of lecturers in preparing semester learning plans is the first indicator related to the lecturers' academic competencies. The

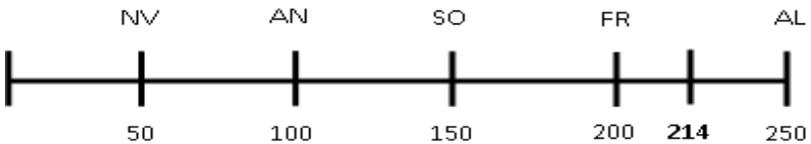
dean of SEML UUM said that the lecturers in charge of this faculty had good competence in the preparation of teaching or semester learning plans. Likewise information obtained from lecturers at the faculty.

The preparation of teaching or semester learning plan (RPS) is not just to fulfill administrative requirements. It must be developed by the lecturers as a basic guide for teaching so that the implementation of the teaching process is effective, efficient and systematic. Based on the dean's explanation and information obtained through interviews with lecturers that all lecturers on duty at SEML UUM Malaysia and the Faculty of Tarbiyah and Teaching UIN Ar-Raniry Banda Aceh Indonesia, the semester learning plans were carried out with high quality. Teaching planning in the form of RPS is developed by lecturers at the beginning of each semester. The information is supported by the results of a questionnaire that the lecturer preparing RPS in each semester and has implications on improved quality of teaching, as follows:

The total scores of 26 students responding ALWAYS (A)	=	26	x	5	=	130
The total scores of 14 students responding FREQUENT (FR)	=	14	x	4	=	56
The total scores of 8 students responding SOMETIMES (SO)	=	8	x	3	=	24
The total scores of 2 students responding ALMOST NEVER (AN)	=	2	x	2	=	4
The total scores of 0 student responding NEVER (NV)	=	0	x	1	=	0
<b>Total</b>					=	<b>214</b>

The number of ideal scores (criteria) for all items =  $5 \times 50 = 250$  (if all students answer lecturers always make teaching planning, in the form of: syllabus and Semester Learning Plan (RPS). The number of scores obtained from the study = 214. , then the preparation of the teaching planning program in terms of syllabus and Semester Learning Plan (RPS) has implications for the quality of teaching =  $(214: 250) \times 100\% = 85.6\%$  of the expected (100%).

Continuum can be described as follows:



#### 4. CONCLUSION

Considering the findings of the study, it can be understood that the lecturers at SEML UUM Malaysia and FTK UIN Ar-Raniry Banda Aceh Indonesia, have good competencies in teaching, as indicated in the ability to develop RPS at the beginning of each semester, organize teaching and learning process, use varied methods, utilize media, use multi-model lecture interactions, develop conducive lectures, and evaluate teaching and learning in accordance with semester planning programs.

However, students' learning satisfaction is not the same at both universities. It depends on the academic competencies of the lecturers, which are different between those working for FTK UIN Ar-Raniry and those for SEML UUM. The competencies of the lecturers of SEML UUM are higher than those of FTK UIN Ar-Raniry, 85% and 78% respectively. As such, students' learning satisfaction is higher at SEML UUM (81.8%) than those at FTK UIN Ar-Raniry (50.8%).

Nevertheless, this study has some limitations, such as the comparison is only between one university in Indonesia and one in Malaysia and just compare the two variables, lecturers' academic competencies and students' learning satisfaction. Further research is needed to cover more variables, including culture.

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