

THE INFLUENCE OF LECTURER COMPETENCE ON THE QUALITY OF EDUCATION IN THE MANAGEMENT DEPARTMENT OF UKIP MAKASSAR

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ABSTRAK

Fokus penelitian adalah untuk mengetahui apakah kompetensi dosen berpengaruh terhadap standar pendidikan pada jurusan Manajemen kampus UKIP Makassar. Penelitian ini menggunakan metodologi deskriptif kuantitatif. Sampel penelitian terdiri dari tujuh puluh tiga siswa tahun ajaran 2018-2022. Sesuai dengan hasil penelitian, mahasiswa jurusan manajemen kampus UKIP Makassar mendapatkan pendidikan yang unggul karena kompetensi dosen manajemennya yang signifikan. Dalam rangka meningkatkan standar pengajaran di UKIP Makassar, penulis menyarankan para pendidik di jurusan Manajemen untuk meningkatkan kapasitas kompetensinya. Selain itu, pihak manajemen juga harus terus memantau kinerja dosen dengan lebih cermat dan senantiasa menyampaikan seluruh tugas-tugas yang harus dipenuhi dosen, terutama tugas-tugas yang berhubungan dengan pembelajaran. Dengan tujuan agar seluruh dosen lebih bertanggung jawab terhadap tugas yang diberikan kepadanya.

Kata kunci: Dosen; Kompetensi; Pendidikan; Mutu; UKIP Makassar.

ABSTRACT

The focus of the research is to investigate if lecturer competency influences the standard of education in the UKIP Makassar campus's Management department. The present research adopts a quantitative descriptive methodology. The study's sample consisted seventy-three students from the 2018–2022 academic year. In accordance with the study's results, students majoring in management at the UKIP Makassar campus received superior education due in a significant way to the competence of their management lecturers. In order to improve the standard of instruction at UKIP Makassar, the author suggests educators in the Management department to improve their capacity of competency. Apart from that, management should continue keeping track of lecturers' performance more closely and constantly conveying all the tasks that lecturers need to fulfill, primarily the learning-related tasks. With the goal for all lecturers to be more transparent for the duties they assign.

Keywords: Lecturer; Competence; Education; Quality; UKIP Makassar

INTRODUCTION

Education is important in building national civilization. Education is the only asset for building quality human resources. Therefore, strategies are needed on how education and also lecturer learning management can be a means to open students' consider the information they obtain has useful implications and may beneficially influence their perspectives, knowledge, and capabilities. Competence is defined as knowledge, skills

and basic values that are reflected in habits of thinking and acting (Yusuf et al., 2019). In this way, the competence possessed by each lecturer will show the true quality of the lecturer. This proficiency will be attained by knowledge mastery from professional actions in carrying out duties and functions as a lecturer (Surya, 2003). A lecturer is also an educator. Therefore, professional lecturers must have adequate knowledge and learning management in terms of pedagogy or educational science and educational management.

While numerous studies have explored the impact of lecturer competence on educational outcomes across various disciplines and institutions (Gunadi et al., 2023; Pratama & Istiyono, 2015), there remains a notable gap in the literature regarding the specific context of the Management Department at UKIP Makassar. Despite the acknowledged importance of lecturer competence in shaping the quality of education, there is a dearth of empirical research focusing on this relationship within the unique socio-cultural and institutional context of UKIP Makassar. Thus, a research gap exists in understanding how lecturer competence influences the quality of education in the Management Department at UKIP Makassar, particularly concerning the specific competencies valued within this context, the challenges faced by lecturers, and the strategies employed to enhance educational quality. Addressing this research gap is crucial for informing evidence-based policies and practices aimed at improving the quality of education within the Management Department at UKIP Makassar and similar institutions.

According to (Sudarmanto, 2009), lecturer competency is the ability, expertise and skills that lecturers must have in carrying out the learning process which includes learning planning, learning implementation and evaluation. Considering evaluations, a lecturer becomes competent if he is knowledgeable about the approaches and procedures associated with the process and is able to conduct evaluations in a way that generates results that can be used to enhance the teaching and learning process. The process of implementing the evaluation into action starts by planning it, designing test questions, processing and analyzing data from the tests, and at last interpreting and following up on the results of the evaluation. The lecturer's personality is the most important factor for the success of their students' learning.

Article 10 paragraph 1 of Law No. 14 of 2005 stipulates that in addition to support a teacher's or lecturer's personality and qualified as a professional teacher, teachers have to possess four teaching capabilities. The concerned competencies are: 1. The ability to oversee students' learning, including their knowledge, the planning and execution of lessons, the assessment of learning objectives, and the development of pupils to reach their full potential, is known as pedagogical competence. 2. Personality competency refers to the attitude of the instructor who is noble in character, mature, wise, and authoritative, and who sets an example for their students. 3. The capacity of educators to effectively communicate and engage with students, other educators, the education staff, parents/guardians of kids, and the community is known as social competency.

Education in a country has an important role for nation development. Through instruction, training, and research, a group of people acquire information, skills, and habits that are passed down from one generation to the next. This process is known as education (Yamin, 2013). According to the findings of the 2000 Political and Economic

Risk Consultancy (PERC) survey on the typical level of education in Asia, Indonesia came in 12th place, just behind Vietnam. In the 2019 Human Development Index Ranking, Indonesia is positioned 111th out of 189 nations (Pramana et al., 2021). According to (Anwar, 2006), Indicators of educational quality are as follows: 1. Process indicators. Enhancing the capacity of educational institutions to carry out the cycle of education quality assurance, as evidenced by management changes, the presence and application of policies that make reference to SOPs, the capacity to plan and carry out prepared quality fulfillment plans, and the capacity to observe and assess the mechanisms in place. completed. 2. Output indicator. The creation of extracurricular activities, better infrastructure and financial management, collaboration and involvement of all stakeholders, and an increase in the competency of educators in carrying out the learning process from planning to assessment are all indications of the increased quality of education being realized in educational units. 3. Outcome indicators. The accomplishments of educational units and their members, the development of a pleasant learning environment, the recognition and financial support from stakeholders, the results of competency tests and performance evaluations of teachers and education personnel, and an improvement in student learning outcomes are all included. 4. Impact indicators. Establishing continual, continuous quality assurance in educational units to foster a culture of quality.

In light of the aforementioned situation, the researcher is interested in investigating how lecturer competency affects the quality of education at Paulus Indonesian Christian University, Makassar, where the researcher currently works. Therefore, researchers specifically conducted research on "Impact of Lecturer Competence on Education Quality at Management Department UKIP Makassar". This is intended so that this research can provide input to the UKI Paulus campus in improving the quality of the university as a whole.

METHODS

(Sekaran, 1992) provides an understanding of the framework of thought as a picture that explains conceptually the theory in research and the identification of various problems which become the formulation of why it is important for research to be carried out and completed. Providing a framework for thinking is to help clarify the observational phenomena to be studied as follows:



Figure 1: Research Framework

(Sugiyono, 2007) holds that a hypothesis is a provisional response to a research problem formulation, where the problem formulation appears as a question. The hypothesis put forward by the researcher is as follows: "There is a belief that the UKIP Makassar

Management Department's educational quality is positively and significantly impacted by the competency of its lecturers."

Types of research. The approach used in this research is a quantitative approach. The research approach carried out went through several stages, starting with collecting data by distributing questionnaires to a number of respondents who were the research samples, then the researcher carried out data processing and analysis, then provided a description of the data processing results obtained through descriptive analysis.

Time and Location of Research. The research was carried out from January to July 2023. The research was carried out in the UKIP Makassar campus complex which is located at Jl. Perintis Kemerdekaan KM 13, Daya, Kec. Tamalanrea, Makassar City, South Sulawesi.

Population and Sample. The population in this study were 268 students majoring in Management at UKIP Makassar class 2018 - 2022 who were still actively studying.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2007). The size of the sample size is determined based on the Slovin formula as follows:

$$n = \frac{N}{1+N(e)^2}$$

n = Number of Samples

N = Population, namely the number of students majoring in Management who are still actively studying (class of 2018 - 2022)

e = Percentage of allowances for inaccuracies due to sampling errors that can still be tolerated or desired

$$n = \frac{268}{1 + 268(0,1)^2}$$
$$n = \frac{268}{1 + 268(0,01)}$$
$$n = \frac{268}{3,68}$$
$$n = 73$$

So, the sample used in this research was 73 samples.

Data collection technique: 1. Observation, namely a data collection technique by making direct observations of educational conditions directly in the UKIP Makassar Management department. 2. A questionnaire is a research instrument consisting of a series of direct questions aimed at collecting information from respondents.

Data analysis method. To identify problems regarding the influence of lecturer competence on the quality of education in the UKIP Makassar Management department, the following data analysis tools can be used:

Pearson Product Moment Correlation Analysis. Karl Pearson identified the link in 1990. especially to determine the magnitude of the contribution and the degree of link between one variable and another (coefficient of determination or determining coefficient = $r^2 \times 100\%$)

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Information:

r = Correlation Coefficient
n= Number of Respondents
 ΣX = competency
 ΣY = quality of education

Coefficient of determination (r^2). The percentage of diversity in the estimation variable is indicated by the coefficient of determination (Ghozali & Latan, 2015). The coefficient of determination is symbolized by r Square, with the formula:

$$KD = r^2 \times 100\%$$

Information:

KD= Coefficient of determination
 r^2 = Square of the correlation coefficient

The determination's correlation value falls between 0 and 1. In other words, if the coefficient of determination value is close to 0, it indicates that the independent variable's influence on the dependent variable is decreasing. If the value is close to 1, it indicates that the independent variable's influence is substantial (Ghozali & Latan, 2015).

T Test (Partial Test). According to (Ghozali & Latan, 2015), the significance of the link between variables x and y, as well as whether or not variable x actually effects variable Y separately, are ascertained using the T test. The competency of lecturers specializing in management and the standard of education were the associated variables, and the t test (T-Test) was used to see if the independent variables that had been examined had a significant impact on them. The following is the T-Test formula:

$$T - Count = r \sqrt{\frac{n - 2}{1 - r^2}}$$

Information:

n= Number of samples
r = correlation value

RESULTS AND DISCUSSION

Respondent Characteristics. The characteristics of respondents referred to in this research are about analyzing questionnaire data that has been distributed to respondents, namely 73 students in the Department of Management UKIP Makassar, with the data format being about the gender and class of the respondents.

Table 1: Characteristics based on respondent gender

No	Gender	Total	Percentage
1	Male	22	30%
2	Female	51	70%
	Total	73	100%

Source: Self-processed Data, 2023

The number of female respondents was more dominant, namely 51 people (70%) while the number of male respondents was 22 people (30%).

Table 2: Characteristics Based on Respondent Class

No	Class of Respondent	Total	Percentage
1	2018	8	11 %
2	2019	12	17 %
3	2020	18	24 %
4	2021	20	28 %
5	2022	15	20 %
	Total	73	100%

Source: Self-processed Data, 2023

From the data above we can see that the dominant respondents came from the class of 2021, namely 20 people (28%), then from the class of 2020 there were 18 people (24%), then those from the class of 2022 were 15 people (20%), which 12 people came from the class of 2019 (17%) and 8 people came from the class of 2018 (11%).

Correlation Coefficient Analysis. To determine whether a relationship exists in between the two variables—the lecturer competency variable (X) and the quality of education (Y), which can be calculated using the following formula—Pearson product moment correlation analysis:

$$r = \frac{n \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{73 \cdot (53927) - (1981) \cdot (1987)}{\sqrt{\{73 \cdot 54311 - (1981)^2\} \{73 \cdot 54403 - (1987)^2\}}}$$

$$r = \frac{3956671 - 3936247}{\sqrt{\{3964703 - 3924361\} \{3964119 - 3948169\}}}$$

$$r = \frac{20424}{\sqrt{(40342) \cdot (15950)}}$$

$$r = \frac{20424}{\sqrt{643167800}}$$

$$r = \frac{20424}{25360} = \mathbf{0,80}$$

Table 3: Interpretation of Value (r)

Coefficient interval	Relationship level
0,0	Not correlated
0,01-0,20	Very low
0,21-0,40	Low
0,41-0,60	A bit low
0,61-0,80	Moderate
0,81-0,99	High (strong)
1,00	Very high (very strong)

Source: (Ghozali & Latan, 2015)

From the explanation of the formula above, it can be seen that the relationship between the lecturer competency variable (X) and the quality of education (Y) is at a medium level where the relationship ranges between 0.61 - 0.80.

Coefficient of Determination (r^2). The coefficient of determination is used to determine the percentage of significant influence of the relationship between lecturer competency variables and educational quality variables in the UKIP Makassar management department using the following formula:

$$KD = r^2 \times 100\%$$

$$KD = 0,80^2 \times 100 \%$$

$$KD = 0,6400 \times 100\%$$

$$KD = 64,00\%$$

We are therefore able to draw the conclusion that 36% of the relationship between lecturer competence and educational quality is influenced by factors outside of those investigated considering the coefficient of determination data, which indicates that 64.00% of the relationship exists.

T test analysis. The T test is used to determine the significant relationship between competency variables and educational quality, calculated using the formula:

$$th = r \sqrt{\frac{n - 2}{1 - r^2}}$$

$$th = 0,80 \sqrt{\frac{73 - 2}{1 - 0,80^2}}$$

$$th = 0,80 \sqrt{197,22}$$

$$th = (0,80) (14,04)$$

$$th = 11,232$$

The t value uses the T distribution table:

$$a = 0.10$$

$$n = 73$$

$$df = n - 2$$

$$df = 73 - 2 = 71$$

$$t\text{-table} = 1.66660$$

From the calculation results, the t-count value is 11.232. After comparing this value, it turns out to be greater than the t-table = 1.66660. This means H_a is accepted and H_0 is rejected. So, it can be said that there is an influence between variable x and variable Y, so that the hypothesis which states that lecturer competence has a positive and significant effect on the quality of education in the UKIP Makassar Management department can be declared accepted. This is in line with previous research from (Pramana et al., 2021) which highlighted about improving the level of teaching professionals is a strategy of improving educational standards. Furthermore, the curriculum, educational regulations, educational facilities, the use of ICT in lessons, reasonably priced educational expenses, and educational administration are several additional aspects that contribute to the quality of education.

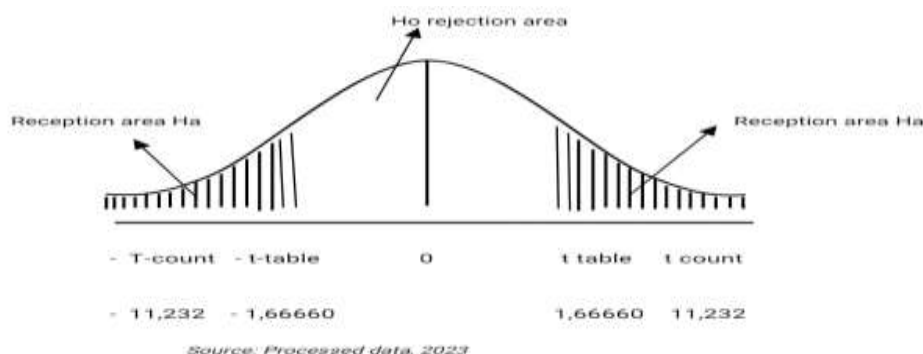


Figure 2: Significant Test Curve

CONCLUSIONS AND RECOMMENDATIONS

Conclusion. From the presentation of the research results above, it can be seen that the relationship between lecturer competency variables and education quality variables in the UKIP Makassar Management department is at a medium level. In the results of calculating the coefficient of determination, the relationship between the influence of lecturer competence and the quality of education in the UKIP Makassar Management department is 64.00% and the remaining 36% is influenced by other factors outside those studied. Then, from the research results, it can be concluded that the competence of lecturers (X) who teach in the UKI Paulus Makassar Management study program has a positive and significant effect on the quality of education (Y) provided to their students.

Recommendations. Based on the research results that have been obtained, there are several suggestions that the author would like to convey, as follows: a. Lecturers should continue to strive to improve their competence in their respective fields, especially lecturers in the management department who are the objects of this research. Lecturers should start taking part in training, seminars and other activities that can improve their competence. b. It would be better for university leaders to increase their monitoring of lecturers' performance through the Quality Assurance Agency (BPM), and to continuously communicate on an ongoing basis regarding the tasks that must be carried out by lecturers, especially those related to learning. So that all lecturers in the management department can be more responsible for the tasks given to them.

Research Limitations. This research has limitations that can be explored by future researchers, including: The UKIP Makassar Management program's lecturer competency and its impact on educational quality are the exclusive subjects of this study. There are still a plethora of additional factors that can impact education quality, including curriculum, policies, facilities, the use of ICT in the classroom, reasonably priced educational costs, and educational management. These factors can be further investigated by researchers in the future to determine how they affect educational quality. This research only focuses on the UKIP Makassar Management study program. The author realizes that there are differences in the qualifications of lecturers at each campus. This can be an opportunity to conduct similar research on different campuses or fields of study.

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