Volume 4, Number 1, 2012

ISSN 2086-3209

JOURNAL OF EDUCATIONAL RESEARCH AND POLICY

JERP

Vol. 4

Number 1

i - 135

Jakarta
July 2012

ISSN
2086-3209

**Office for Research and Development
Ministry of Education and Culture**

Editorial Advisory Committee

Head of the Office for Research and Development
Secretary of the Office for Research and Development
Director of Center for Educational Policy Research
Director of Center for Curriculum and Text Book
Director of Center for Educational Assessment

Editor-in-Chief

Dra. Srie Peryati, M.A.

Editorial Board

Erry Utomo, Ph.D. (Center for Curriculum and Text Book)
Dra. Siti Dlyona Kusumah (Center for Cultural Research and Development)
Asrijanty, Ph.D. (Center for Educational Assessment)
Nur Listiawati, S.S., M.Ed. (Center for Educational Policy Research)
Kosasih Ali Abu Bakar, S.Si., MMSI (Center for Educational Policy Research)

Peer Reviewers

Prof. Dr. Laurens Kaluge, M.A. (Kanjuruhan University of Malang)
Prof. Dr. Ipung Yuwono (State University of Malang)
Prof. Dr. Nenden Sri Lengkanawati (Indonesia University of Education, Bandung)
Prof. Dr. A. Chaedar Alwasilah (Indonesia University of Education, Bandung)

Secretariat

Dra. Lestyani Yuniarsih, M.Ed. Adm.
Rochana, S.S.
Bandiyah, S.IP
Dodi R.P. Nugroho, S.S.
Eko Purwanto
Drs. Agus Prayitno

Office :

Office for Research and Development
Ministry of Education and Culture
Gedung E, Lt.2
Jl. Jenderal Sudirman, Jakarta 12041
Phone/Fax : 62-21-57900406
Email: jerp@kemdikbud.go.id
sekretariatjerp@yahoo.com

Publisher:

Office for Research and Development
Ministry of Education and Culture

Table of Contents

Volume 4 ■ Number 1 ■ 2012

Editor's Notes	ii
<p>Devolving Authority: Public Secondary Schools' Perception ... 1-41 and Response to School-Based Management Policy in Indonesia <i>Bambang Sumintono, Nora Mislana, Lokman Mohd. Tahir, and Hamdan Said</i></p>	
<p>The Development of Mathematics Teaching and Learning 42-56 'Models': Experience of SEAMEO QITEP in Mathematics <i>Fadjar Shadiq</i></p>	
<p>Designing IT Governance for the Educational Quality 57-79 Improvement (Case Study: Lembaga Penjaminan Mutu Pendidikan – LPMP Sumatera Utara) <i>Yusuf</i></p>	
<p>Positive and Significant Factors Influencing on 80-104 the Lecturer's Teaching Performance <i>Didik Riana Sumekto</i></p>	
<p>Characteristics of Quality Management in Pioneering 105-135 International School of SMAN I Surakarta <i>Muladi Wibowo</i></p>	

POSITIVE AND SIGNIFICANT FACTORS INFLUENCING ON THE LECTURER'S TEACHING PERFORMANCE

Didik Rinan Sumekto

didikrinan@unwidha.ac.id

Widya Dharma University, Klaten

Abstract: Research objectives generally aim to identify and analyze the lecturer's competence in supporting courses, classroom management, and communication effectiveness between the lecturer and students in the lecture process that have positive and significant influence on the lecturer's performance. The population is the English Education Study Program students totaling 335 persons with 110 respondents that have been determined using the Cohen formula. The sampling adopts the proportional stratified random sampling technique. The data collection is conducted using the questionnaire technique with Likert scale. The data analysis is examined quantitatively by applying descriptive statistics, simple correlation and two-tailed regression analysis with the significance level of 0.05. The analysis output shows that the competence in supporting the subject matter, the classroom management, the communication effectiveness in the learning process all are categorized as moderate. These influencing factors on the lecturer's teaching performance collectively have a positive and significant influence on the lecturer's performance.

Keywords: Lecturer's performance, Competence, Classroom Management, Communication

INTRODUCTION

One of the steps that may be taken to manifest the readiness of Indonesian human resources, those who are reliable and ready to work is through the implementation of a good education for adult learners. This suggests the meaning that the whole process of education that is implemented and organized related to the process, implementation, levels, as well as formal and informal methods that would encourage the learners to grow up through the educational process itself. In tune with the needs of qualified human resources, the implementation of higher education must be packed with the principles of continuous quality improvement through multiple criteria, namely: 1) *program requirements*, which include the needs of community and industry for its graduates, 2) *instructional design*, which relates to the capabilities of graduates and the balance between objectives, learning experiences and assessment, 3) *equality*, which includes access to educational programs and student support, 4) *management*, which is associated with the process and documentation, 5) *evaluation and maintenance of the service*, which relates to the review of an ongoing program, and 6) *the requirements of policy makers*, who expect an accredited institution or department in a professional manner (Fraser, 2005). Therefore, the lecturer has a very important role and influence in academic activities at every course in the university. Lecturers should be able to understand, live, and master their role as educators and also be able to build good relationships with their students as subjects of learning in the implementation of lectures. In the implementation, lecturers and students are mutually expected to concentrate and earnestly try to create a conducive, effective, and efficient learning process (Sukarmin, 2002). Duties and responsibilities of a lecturer is to manage lectures in a more effective, dynamic, efficient, and positive way, which is characterized by the

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

awareness and engagement between the two subjects of learning, that are the lecturer as early initiator, guide, and mentor and the students who are experiencing and involved to obtain self evolution through the learning process (Rohani, 2004). The main consideration, such as disclosed by the *Georgia State University* (2010), is how to contribute in the implementation of lectures and services that engage students both inside and outside the classroom environment, including: program administration, consultation and service to the academic needs of students. In order to optimally create and carry out the quality of education in a study program, Hussey and Smith (2010) asserts that it is necessary to have a continuous output associated with learning outcomes in which the role of the lecturer focuses on providing examples which comprehend the students' ideas when they need support for their learning outcomes.

The presence of inhibiting factors in the lecture will have an effect on the cycle of a good learning, in which, according to Rohani (2004), inhibiting factors may take the following forms: 1) the authoritarian type of leadership and lack of democracy in the course delivery will foster passivity and fear in students. This condition will become a source of problems in the classroom management; 2) pattern or delivery of a course that is monotonous and without variations may cause students to be boring and frustrated or disappointed, 3) the lecturer's personality that is not warm, fair, objective, and flexible will lead to an unpleasant emotional atmosphere in the implementation of lectures, 4) the lecturer's limited knowledge regarding the subject matter, both theoretical and practical will lead to poor result and impressions on students, and 5) the lack of lecturer's comprehension in the academic and non academic condition of the students will position the lecturer merely as an instructor (transmitter of knowledge), not as an educator, who influences the students' affective

and cognitive competence. Consciously or unconsciously, a lecturer has positioned students not as learning subjects that have the personality and intellectual potential that needs to be manifested as closely as possible to become a self-actualized person, leading to the formation of a fully functioning person. Learning paradigm in higher education should start going for the student-centered learning which will enable the students to carry out the competency-based learning and abandon the lecturer-centered learning. Lecturer-centered learning encourages passive learning because only one-way communication is established; consequently, students are not stimulated to express their opinions (“Pembelajaran”, 2005).

Conditions that refer to the above problems are undeniably still in contact with phenomena related to the lecturer’s performance in providing academic services in English Education Studies Program of the University of Widya Dharma Klaten. A number of phenomena that can be indicated as a trigger for the poor performance of lecturers, among others, are 1) the lack of salary or other incentives for lecturer leads to a tendency that they seek additional income outside of the institutions in which they serve, and this often interferes with the basic tasks, job functions and existing responsibilities; 2) the presence of complaints and discontentment from several students against the competence of the lecturer supporting the course in lecture activities; 3) learning facilities, such as references of lecture books, instructional scientific journals, internet, and so forth in courses that are still minimal, therefore they do not give significant contribution to the input and output of the lecture activities; 4) lecturers are considered as unable to provide earnest attention to the classroom management, therefore, the lecture activities are ineffective; 5) students still experience difficulties to interact with the lecturer, which is indicated by the lack of communication between the lecturer and students in

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

lecture activities, including other academic activities outside of classes; and 6) there is a need for more intensive assessment on the competence of lecturer in evaluating the process and outcomes of the lectures. This is presumably because there are weaknesses in the lecturer's competence in conducting the evaluation.

Problem formulation of the research represents an attempt to explicitly state the related questions and/or statements that we wish to find the answers to. From the identification and restriction of problems stated above, the problems in this study can be formulated as follows:

1. Is there a significant and positive influence from the competence in supporting the courses to the lecturer's performance?
2. Is there a significant and positive influence from the classroom management to the lecturer's performance?
3. Is there a significant and positive influence from the communication effectiveness in the lecture process to the lecturer's performance?

Research objectives generally aim to identify and analyze the lecturer's competence in supporting courses, classroom management, and communication effectiveness between the lecturer and students in the lecture process that have positive and significant influence on the lecturer's performance.

LITERATUR REVIEW

Lecturer's Competence in Supporting the Courses

Basically, lecturers must approach learning as a rational act. The concept is related to aspects of cognitive development and delivery of curriculum that puts forward the results in accordance with the expectations of the students (Riley, 2011). Apart from a must to have a dynamic and exemplary personality, a lecturer must be able to be a

source of reference for their students, both academically and non-academically, having good social communication skills with their students, fellow lecturers, as well as with the broader community.

Tomlinson (2004) disclosed his analysis that there are five aspects to consider: 1) a competent lecturer always conveys knowledge to the students. Lecturers must ensure that all students can learn well, promote equality and recognize the differences of each individual student to provide treatment through instructional practices that are given. Lecturers always strive to develop the cognitive capacity and respect for the students' learning process; 2) a competent lecturer should be able to convey specialized knowledge in the courses provided to the students. Lecturers should be able to understand the difficulties encountered by their students. Lecturers who teach well and structured will deliver their lecture material in stages, in addition to having the natural ability in teaching, they should also know how to address and solve the problems of their students; 3) a competent lecturer should be able to create, maintain, and provide instructional options in order to reach and keep the students' interest and make use of the time effectively by providing a set of generic instruction techniques; 4) a competent lecturer should be able to serve as an educator model by providing examples of good behavior to students, such as: interest, tolerance, honesty, fairness, respect for differences, respect for cultural differences, the capacity required for the academic development: the ability to reason and take multiple perspectives to be creative and take risks, as well as orientated on experiment and problem solving. Lecturers should be able to describe the development of the knowledge of their students through the course, learning methods, and complete understanding in expressing their opinion practically and logically. Other requirements for a competent lecturer is to critically examine the lecture experiences that

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

have been implemented, expand the horizons of instruction, extend the knowledge, sharpen the ideas, and adapt the instruction models into the research results, theory, and new ideas; and 5) a competent lecturer will contribute effectively to the campus where he/she serves by working collaboratively with other educational professionals in learning policy, development of curriculum and educational staff.

Clarity in the learning process refers to the ability of a lecturer to provide learning that may assist students to understand the learning materials that are delivered. Thus, the clarity in the learning process is addressed as something that can be achieved, not merely as what the lecturer has performed alone. The lecturer's behavior in a lecture is not just a matter of the ability to explain the lecture material but also related to the ability to organize the lecture material well. It is important that the issue of organizing lecture material is applied directly, both to students and lecturers. Surely this behavior is related to how the lecturer: 1) prepare and relates the lecture material, 2) introduces and emphasizes the lecture material, 3) elaborates on the importance of ideas and concepts, and 4) observes the students' comprehension and provides remedial actions should there be some students who do not understand the lecture material. A good lecturer is consistently able to think and understand the students quickly, provide support, create a democratic environment in which students feel free and dare to ask or express their doubts or misunderstandings, and observe verbal and nonverbal indications that students have not yet understood. The ultimate aspect of the learning process may be carried out by observing and correcting students' understanding through the opportunities provided to apply their concepts and ideas (Cruickshank, Jenkins, and Metcalf, 2006).

Classroom Management

Classroom management may be interpreted as effort and procedures required to create and maintain a learning atmosphere with students during a lecture to keep it running properly. Since classroom environment has a strong impact on behavior, learning, and students' motivation, in the classroom management, lecturers may manipulate the two elements of classroom environment to enhance the quality of learning and students' behavior. *First*, the physical environment consists of classroom aspects that provide comfort to the residents. The shape and size, setting for the class arrangement, location, and the availability of equipment and materials in the classroom become a major aspect in the physical environment. Since this represents a real and observable condition, most students in the classroom will describe the physical environment in the same way. *Second*, the psychological environment will switch on the minds of the students occupying a classroom. Consequently, students and lecturer have different ways in describing the psychological environment. The psychological environment is often attributed to the classroom climate, which includes class emotional quality and a sense of comfort level of students with the lecturer, course assignments, and between one student and another student as a social group within the classroom (Cruickshank, Jenkins, and Metcalf, 2006).

Wright (2005) claims that class management is usually conducted by the lecturer. All this time, lecturers have concentrated their time in the middle of the class, because a lecturer and students in class must be able to work together to create constructive conditions every day. Wright restates that a lecturer should be able to: 1) utilize the classroom for lecture activities; 2) use time effectively; 3) utilize progressive and quality learning activities; 4) create communication and interaction with students in a constructive manner; and 5) create

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

conducive classroom climate or atmosphere. Meanwhile, Borich (2000) reveals that in line with the ultimate goal of effective classroom management, students should be involved actively in the lecture process. Active involvement means to facilitate students to work together and work on something to the lecture material presented, to participate in various classroom discussions, and to give serious attention to the lectures. Classroom management represents an action taken by the lecturer in order to provide optimum conditions for the lecture to take place effectively. Such actions may include preventive measures (*prevention*), that is by providing good physically and socio-emotional condition, in order for a sense of comfort and security to study is perceived by students, in addition to the corrective measures against a student's behavior that is not constructive and that may damage the optimum conditions for the lecture that is in progress.

However, Borich (2000) claims that the problems that may occur among the students constitute an academic risk. Students with academic problems are often unable to complete tasks in the courses and are not willing to get involved in the lecture seriously. This issue is related to the course reference, such as: textbooks, lecture notes and other course materials. Students with such problems require serious attention in the course, feedback, and additional constructive course materials in order to provide them with the opportunity to engage actively in the learning process. Therefore, there are four types of approaches that may be applied by lecturers in classroom management, namely: first, the behavior-modification approach. This approach departs from behavioral psychology that suggests the assumption that all good or bad behavior is the result of the lecture process and the presence of a small number of fundamental psychological processes that can be used to explain the occurrence of the lecture in question. The psychological process referred to includes

positive reinforcement and negative reinforcement; second, socio-emotional climate approach. This approach assumes that an effective lecture process requires a good socio-emotional climate between the lecturer and students, and among students. Furthermore, lecturers are perceived as having an important position in the formation process of the socio-emotional climate; third, group-process approach. This approach is based on social psychology and group dynamics. The classroom management elements in respect to group-process approach consist of: 1) mutual expectation of the behavior of lecturer and students, and among students themselves. A good class is characterized by its realistic and clear expectations for all parties; 2) good leadership from both lecturer and student who provide guidance to the group's activities towards achieving the stated objectives; 3) friendship pattern among the students in the classroom. The better the bond of friendship, the greater the chance of the group to be productive; 4) the norms owned and maintained by a productive group; 5) effective communication between groups; and 6) a cohesive element in the form of emotional bond between each member of the group; and fourth, eclectic approach.

Therefore, realistic actions that may be conducted by a lecturer in creating and maintaining a dynamic classroom management in each of the lecture include presenting a physically and socio-emotionally conducive learning environment, understanding any differences arising among students, applying discipline and using the time to deliver lectures well and properly, and performing corrective actions when necessary as effectively as possible.

Communication Effectiveness of Lecturer and Students in the Lecture Process

From the point of view of Law and Glover (2000), a good communication in the world of education is vital or fundamental, and

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

not to be taken lightly as a simple matter because communication is a complex process that involves multiples aspects. Communication plays a very important role both in the lecture and in the lecturer's duty of implementing and leading the educational mission. Muijs and Reynolds (2005) also explained that the most important aspect in the classroom climate is the relationship between the lecturer and students. This relationship may be a series of formal and informal relationships. Conducive lecture environment may be crucial for the effectiveness of lecturer in teaching, particularly in encouraging students to participate constructively to the lectures. Lecturers are expected to provide understanding, be helpful and adaptive to students and also be able to demonstrate leadership without being rigid in order to help students improve their achievement and outcomes of learning in the aspects of cognitive, affective, and psychomotor. Lecturers should also be able to create a conducive and constructive environment in which students' opinion are appreciated. It is a lecturer who is concerned on students' academic needs, social, and emotional condition who will earnestly emanates the students' involvement in the lectures.

The relationship between a lecturer and students that is built in a professional and humanist manner, which may take the formal and informal structure and rhythm, containing mutual interests, is perceived as an important factor in improving students' achievement. On the other hand, the relationship of lecturer and students may serve as an example for the heads of universities as a force that leads to the professional collegiality relationships within the campus (Riley, 2005: 41). The existence of a friendly interactive relationship such as this constitutes the added value in an atmosphere of the lecture. Students represent an asset that must be preserved and whose rights must be provided; so that the continuity of learning and the completion of study terms in accordance with the target date would really be a

commitment of all the lecturers in the lecture process.

Communication and harmonious relationship form the basis for the lecture that will make the students enjoy their studies. Establishing the basic form of communication, according to Sugiantoro (2006), may be in the form of active listening, questioning, explaining and demonstrating something. For example, an effective lecturer must be able to perform more than just carrying out a precise order to acquire basic skills.

Class discussions may also help meet the three main learning objectives: 1) engaging students' involvement in the lecture by providing them the opportunity to convey their ideas; 2) helping students develop a better understanding of their verbal and non-verbal ideas; and 3) helping students develop their communication skills, at least to give them confidence in expressing an opinion in public clearly and correctly (Muijs and Reynolds, 2005). Approach method that may be used to facilitate the achievement of learning objectives is through adaptive learning, that is by providing general learning objectives for students with different capabilities, such as: behavior and learning. The adaptive learning technique applies different learning strategies with the available groups of students, thus the differences in the classroom do not prevent the students to achieve learning success. Compensating approach provides the role that a lecturer has the right to choose a lecture method to compensate for the lack of information, expertise, and skills possessed by the majority of the students by adding materials through other course sources, such as: role-play model and simulation, and other course activities, such as group discussions and sharing of lecture experiences (Borich, 2000).

Thus the communication process that is more constructive and beneficial to the lecture may be conducted so that the lecturer may

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

understand and place the students completely as a subject of study, recognize the varied characteristics of students, provide more flexible meeting times to students, and take the humanistic approach, either in the pedagogical-psychological or the socio-constructive manner.

Relevant Research Results

Genoveva and Vita (2004), in their study entitled *Preparing Performance Assessment System for Lecturers in Enforcing the Three Duties of the University*, suggested that performance assessment should refer to the Three Duties of the University. An issue to consider in the implementation of the performance assessment is the control of the university management as the assessment team. The aspects of transparency and objectivity in the assessment system would make lecturers feel appreciated, and they would be able to set their personal targets for improving job satisfaction, which ultimately will influence the overall achievement of the University. The lecturer's performance issue is also supported by the results of research by Ilyas and Zuhairi (2004) entitled *Development of Human Resources Performance Assessment System in Long Distance University*, which concludes that the application of a good performance system for lecturers will yield positive results in the future, because they become a part of the management, who work together to realize the vision and mission of the organization. The existence of a quality work culture, a sense of belonging, and *esprit de corps* will provide a conducive working atmosphere that can create a productive and effective performance. Meanwhile, Lisnayetti (2006), based on the results of her research entitled *Workload and Performance of the Lecturers of Polytechnic of Health of Padang*, stated that workload has a correlation with the lecturers' performance. High workload for a lecturer will lead to the decrease in performance, and will cause the lecturer to have less time to prepare for learning materials, methods and media.

METHODOLOGY

This is a descriptive quantitative research that describes the problem through a process of collecting, processing, analysis, and discussion of the data. The research was conducted in English Education course, in the University of Widya Dharma Klaten. The research population was all regular students registered in the English Education course program who are active in the second semester of academic year 2010-2011, amounting to 335 students. Data collection was conducted by distributing a set of questionnaires with *Likert* scale to the respondents, who are active students, randomly using the method of supervisory rating, that is to base the perceptions on the respondents. Meanwhile, the analysis technique used is descriptive statistical technique, which is a technique of inferential analysis with Karl Pearson product moment correlation, single regression technique and multiple regression technique with three predictors used to describe variable data, which are teacher competence in supporting the courses, classroom management, and communication effectiveness between the lecturer and students in the lecture. Minimum sample size is determined using the Cohen's (1977) formula, taking into account the magnitude of significance level (α), power ($1-\beta$), the number of variables (U), and the influence size (f^2). Scale L is determined by table 9.4.2, namely: 14.17 and the influence size $f^2 = 0.14$ (minimum value), where the power ($1-\beta$) of 0.90 at a significance level (α) of 0.05 with 3 (three) predictors. The sample collected was 110 respondents, which has met the minimum sampling requirements, which is $110 \geq 105$ (minimum sample). The magnitude of this size has the same degree with 32.8% of the population and was conducted through the stratified random sampling on the basis of need according to the number of unit elements of the semester as follows: the second semester students are $87 \times 110 \div 335 = 29$; the fourth

semester students are $99 \times 110 \div 335 = 32$; the sixth semester students are $71 \times 110 \div 335 = 23$; and the eighth semester students are $78 \times 110 \div 335 = 26$.

FINDINGS AND DISCUSSION

Findings

Lecturer's Competence in Supporting the Courses

The results of descriptive data analysis for the variable of Lecturer's Competence in Supporting the Courses are listed in Table 1. The table shows that 6.4% of respondents stated that the lecturer's competence in supporting the courses is bad, 58.2% of respondents stated that the lecturer's competence in supporting the courses is fair, 32.7% of respondents stated that the lecturer's competence in supporting the courses is good, and 2.7% of respondents stated that the lecturer's competence in supporting the courses is excellent. Range of scores assigned to the variable of Lecturer's Competence in Supporting the Courses is 10.8 to 30. Based on the research results, the lowest score is 10.8 and the highest score is 30, with mean of 19.54 and standard deviation of 2.785, which is included in the category of fair. The lecturer's performance in supporting the lectures categorized as fair was influenced by several indicators that have implications to the variable of lecturer's competence in supporting the courses, among others: the monotonous format or delivery of a course, and the lack of variations provided in class. Such condition causes the students to feel bored and frustrated or disappointed, and the knowledge of the lecturer is limited to the lecture material being presented, both theoretical and practical experience, which consequently raises a poor impression and irrelevance to the development of students' knowledge.

Classroom Management

The results of data analysis for the variable of Classroom Management are listed in Table 2. The table shows that 8.0% of respondents stated that the lecturer's classroom management is bad, 79.7% of respondents stated that the lecturer's classroom management is fair, 12.3% of respondents stated that the lecturer's classroom management is good, and 29.1% of respondents stated that the lecturer's classroom management is excellent. Range of scores

Table 1. Score Distribution for Lecturer's Competence in Supporting the Courses (X_1)

Category	Interval	Frequency	Percentage (%)
Bad	10.8–15.6	7	6.4
Fair	15.6–20.4	64	58.2
Good	20.4–25.2	36	32.7
Excellent	25.2–30	3	2.7
Total	-	110	100

assigned to the variable of Classroom Management is 33 to 80. Based on the research results, the lowest score is 33 and the highest score is 80, with mean of 56.10 and standard deviation of 6.444, which is included in the category of fair. The lecturer's performance for the variable of classroom management categorized as fair was influenced by several indicators that have implications to the lecturer's performance, among others: lecturer's personality that is not warm, fair, objective, and flexible, which causes unpleasant emotional atmosphere in the implementation of lectures and the authoritarian type of leadership and lack of democracy in the course delivery will foster passivity and fear in students. Such condition may become a

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

source of problems in the classroom because the lecturer does not show the earnest care, which results in ineffective lecture activities.

Communication Effectiveness Between the Lecturer and Students in the Lecture

The results of data analysis for the variable of Communication Effectiveness between the Lecturer and Students in the Lecture are listed in Table 3. The table shows that 1.8% of respondents stated that the communication effectiveness between the lecturer and students in

Table 2. Score Distribution for Classroom Management (X_2)

Category	Interval	Frequency	Percentage (%)
Bad	18-26	15	13.6
Fair	26-34	60	54.5
Good	34-42	32	29.1
Excellent	42-50	3	2.7
Total	-	110	100

the lecture is very bad, 15.5% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is bad, 47.3% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is fair, 34.5% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is good, and 0.9% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is excellent. Range of scores assigned to the variable of Communication Effectiveness between the Lecturer and Students in the Lecture is 5 to 25. Based on the research results, the lowest score is 5 and the highest score is 25, with mean of

16.05 and standard deviation of 2.826, which is included in the category of fair. The lecturer's performance for the variable of communication effectiveness between the lecturer and students in the lecture categorized as fair was influenced by several indicators that have implications to the lecturer's performance effectiveness in communicating with the students, among others: lack of lecturer's comprehension in the academic and non academic condition of the students, which causes the lecturer to hold the position of an instructor (transmitter of knowledge), not as an educator, who influences the students' affective and cognitive competence. Consciously or unconsciously, a lecturer has positioned students not as learning subjects that have the personality and intellectual potential that needs to be manifested as closely as possible to become a self-actualized person leading to the formation of a fully functioning person. Similarly, the learning paradigm in the English Education Course has not aimed for student-centered learning which will enable the students to obtain higher order thinking skill.

Discussion

The findings of the descriptive statistical analysis shows that either the variable values, namely lecturer's competence in supporting the courses (X_1), classroom management (X_2), and the communication effectiveness between the lecturer and students in the lecture (X_3), or the lecturer's performance (Y) contributes to the category of fair with average value of respondents' answers of 3 (three) in the calculation of the *Likert* scale. The analysis of data obtained is $R=0.858$; $F=98.216$, and $p=0.000$ with a regression equation of $Y=5.521+0.294X_1+0.479X_2+0.797X_3$. Based on the indicators assessed in this research, it indicates that the lecturers possess the academic knowledge and learning methodologies, possess the ability to

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

Table 3. Score Distribution for Communication Effectiveness between the Lecturer and Students in the Lecture (X_3)

Category	Interval	Frequency	Percentage (%)
Very Bad	5-9	2	1.8
Bad	9-13	17	15.5
Fair	13-17	52	47.3
Good	17-21	38	34.5
Excellent	21-25	1	0.9
Total	-	110	100

communicate academically and socially with the students, posses the ability to foster and guide the students in obtaining sufficient learning outcomes, and are able to accommodate the course of the lecture into a pleasant learning process. Each independent variable in this study contributes, respectively, 29.4% for the mastery of course material (X_1); 47.9% for class management (X_2), and 79.7% for communication between the lecturer and students in the lecture (X_3). Meanwhile, the three independent variables contribute to the performance of lecturers at 73.5%.

Lecturer's Competence in Supporting the Courses

The results also show that for the variable of Lecturer's Competence in Supporting the Courses is categorized as fair, with the highest contribution of 58.2%. From the data of the Lecturer's Competence in Supporting the Courses collected, 6.4% of respondents stated that the lecturer's competence in supporting the courses is bad, 58.2% of respondents stated that the lecturer's competence in supporting the courses is fair, 32.7% of respondents stated that the lecturer's competence in supporting the courses is good, and 2.7% of respondents stated that the lecturer's competence in supporting the

courses is excellent. Significance level of the variable of Lecturer's Competence in Supporting the Courses ranks second in this study with results of the analysis of the obtained data as follows: $t=1.996$; $p=0.049$ and the regression equation of $Y=5.521+0.294X_1$. Based on the indicators assessed in this study, it requires that lecturers must be able to choose and use the course material, explain and describe the course material, deliver the course material with appropriate levels of education, and describe the learning objectives that have been planned.

Classroom Management

The results also show that for the variable of Lecturer's Classroom Management is categorized as fair, with the highest contribution of 79.7%. From the data of Classroom Management collected, 8.0% of respondents stated that the lecturer's classroom management is bad, 79.7% of respondents stated that the lecturer's classroom management is fair, 12.3% of respondents stated that the lecturer's classroom management is good, and 29.1% of respondents stated that the lecturer's classroom management is excellent. Significance level of the variable of Lecturer's Classroom Management ranks first in this study with results of the analysis of the obtained data as follows: $t=5.121$; $p=0.000$ and the regression equation of $Y=5.521+0.479X_2$. Based on the indicators assessed in this study, it requires that lecturers must be able to create conducive learning environment both physically and socio-emotionally, understand any differences among the students, apply discipline and effectively use the time to deliver lectures well and properly, and perform corrective actions.

Communication Effectiveness Between the Lecturer and Students in the Lecture

The results also show that for the variable of Communication Effectiveness between the Lecturer and Students in the Lecture is

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

categorized as fair, with the highest contribution of 47.3%. From the data of Communication Effectiveness between the Lecturer and Students in the Lecture collected, 1.8% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is very bad, 15.5% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is bad, 47.3% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is fair, 34.5% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is good, and 0.9% of respondents stated that the communication effectiveness between the lecturer and students in the lecture is excellent. Significance level of the variable of Communication Effectiveness between the Lecturer and Students in the Lecture ranks third in this study with results of the analysis of the obtained data as follows: $t=5.639$; $p=0.000$ and the regression equation of $Y=5.521+0.797X_3$. Based on the indicators assessed in this study, it requires that lecturers must be able to understand and place the students as a subject of study, recognize the varied characteristics of students, provide more frequencies to have face-to-face meetings (physical interaction) with students, and take the humanistic approach, either in the pedagogical-psychological or the socio-constructive manner.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions derived from the descriptive analysis and discussions in this study show that:

1. Lecturers' ability viewed from their competence in supporting the courses is categorized as **fair** with 58.2% contribution to this variable. This condition indicates that the lecturers are able to select

and employ the appropriate lecture material, explain and describe the course material, deliver the course material with appropriate levels of education, and describe the learning objectives that have been planned; however, the contribution of the lecturers' performance in supporting the courses has not achieved the category of good or excellent.

2. Lecturers' ability viewed from their classroom management is categorized as **fair** with 79.7% contribution to this variable. This condition indicates that the lecturers are able to create conducive learning environment both physically and socio-emotionally, understand any differences among the students, apply discipline and effectively use the time to deliver lectures well and properly, and perform corrective actions. However, the contribution of the lecturers' performance in classroom management has not achieved the category of good or excellent.
3. Lecturers' ability viewed from their communication effectiveness in the lecture is categorized as **fair** with 47.3% contribution for this variable. This condition indicates that the lecturers are able to understand and place the students as a subject of study, recognize the varied characteristics of students, provide sufficient frequencies to have face-to-face meetings (physical interaction) with students, and take the humanistic approach, either in the pedagogical-psychological or the socio-constructive manner. The result of this study indicates that the contribution of the lecturers' performance in communication with the students has not achieved the category of good or excellent.
4. Altogether, the lecturer' competence in supporting the courses, classroom management, and communication effectiveness in the lecture are categorized as **fair** with contribution from the three independent variables to the performance of lecturers of 73.5%.

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

While each independent variable in this study contributes, respectively, 29.4% for the mastery of course material; 47.9% for class management, and 79.7% for communication between the lecturer and students in the lecture. This condition indicates that the lecturers possess the appropriate and vast academic knowledge and learning methodologies, possess the ability to communicate academically and socially with the students, possess the ability to foster and guide the students in obtaining better learning outcomes, and are able to accommodate the course of the lecture into a pleasant learning process. The results of this study with reference to the lecturer's competence in supporting the courses, classroom management, and communication effectiveness in the lecture indicate that the contribution of the lecturers' performance in general also has not achieved the category of good or excellent.

Recommendations

Referring to the results of the analysis, discussion, and conclusions, education and training, coaching and professional development of lecturer in English Studies Program, University of Widya Dharma Klaten is still needed. It is applied to complete the level needs to be achieved, especially on the aspects related to the mastery of the ability of lecturers in supporting the course, classroom management, and effectiveness communication of lecturers and students in the lecture on an ongoing basis in the future.

The managers of English Education Study Program expected to:

- 1) pay attention to what output has been achieved well and what is still needs to be improved in the future although there are limitations associated with implementing the budget in English Education Study Program for the provision of better education,
- 2) adjusting the conditions and limitations that exist in the study program to improve

the results of these research findings towards the expectation according to capabilities of human resources, education resources, the policy on the level of study program and budget availability.

There is a need to develop a similar research to explore and examine a number of other indicators. Other researchers expected to search, explore and develop the other variables that can contribute to more positive and significant impact on teacher performance.

REFERENCES

- Borich, G.D. (2000). *Effective teaching methods* (4th ed.). New Jersey: Prentice Hall.
- Cohen, J. (1977). *Statistical power analysis for the behavioral sciences* (Rev. ed.). New York: Academic Press.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K. K. (2006). *The act of teaching* (4th ed.). New York: The McGraw-Hill Companies, Inc.
- Fraser, K. (2005). Education development and leadership in higher education: Developing an effective institutional strategy. In Radloff, A, *Decentralized approaches to education development: supporting quality teaching and learning from within a faculty* (pp. 72-87). Abingdon, Oxon: RoutledgeFalmer Taylor & Francis Group.
- Genoveva & Vita, E.M. (2004). *Menyusun sistem penilaian kinerja dosen yang mendukung tri dharma perguruan tinggi*. Retrieved September 23, 2011, from <http://www.depdiknas.go.id/Jurnal/51/040507-ed-genoveva&elizabeth-menyusunsistempenilaian.pdf>.
- Georgia State University. (2005). *Lecturer review and promotion policy*. Retrieved April 7, 2010, from http://www.cas.gsu.edu/docs/admin/facrev/lec/lec_hist.pdf.
- Hussey, T & Smith, P. (2010). *The trouble with higher education: A critical examination of our universities*. New York: Routledge Taylor &

Positive and Significant Factors Influencing on The Lecturer's Teaching Performance

Francis Group.

- Ilyas, Y & Zuhairi, A. (2004). *Pengembangan sistem penilaian kinerja sumberdaya manusia pada institusi pendidikan tinggi jarak jauh*. Retrieved October 14, 2011, from <http://pk.ut.ac.id/ptjj/ptjj/51yasnimar.pdf>.
- Law, S & Glover, D. (2000). *Educational leadership and learning: Practice, policy and research*. Philadelphia: Open University Press.
- Lisnayetti, M. (2006). *Beban kerja dan kinerja dosen poltekes Padang*, working paper series No. 3. Retrieved April 10, 2010, from www.lrc-kmpk.ugm.ac.id/id/UP-PDF/working/no.3_Lisnayetti_11_06.pdf
- Muijs, D & Reynolds, D. (2005). *Effective teaching: Evidence and practice (2nd ed.)*. London: Sage Publications Ltd.
- Pembelajaran harus berpusat pada mahasiswa. (2005, October 4). *Kompas*, Yogyakarta Ed. p.G.
- Rohani, A. (2004). *Pengelolaan pengajaran (edisi revisi)*. Jakarta: PT. Rineka Cipta.
- Riley, P. (2011). *Attachment theory and the teacher–student relationship: A practical guide for teachers, teacher educators and school leaders*. Oxon: Routledge Taylor & Francis Group.
- Sugiantoro, R. (2006, May 9). Layanan total mahasiswa, tak ada dosen 'killer'. *Kedaulatan Rakyat*, p. 20.
- Sukarmin, Y. (2002). Kinerja dosen program studi pendidikan jasmani kesehatan dan rekreasi. *Majalah Ilmiah: Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta*, 8 & Edisi Agustus, 81–82.
- Tomlinson, H. (2004). *Educational leadership: Personal growth for professional development*. London: SAGE Publications Ltd.
- Wright, T. (2005). *Classroom management in language education*. New York: Palgrave Macmillan.