

Lecturer Performance Evaluation By Students

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Abstract. This study aims to determine the performance of lecturers in teaching through evaluation by students of 1,250 people to 73 lecturers. The evaluation intended to answer the problem about the difference performance of teaching between lecturers of Civil Servant and non-civil servant, with the educational background of Doctoral and Masters degree. The study used a descriptive quantitative approach, with five scale closed questionnaire instruments of 20 items. The results showed, 6 of lecturers (8.2%) had ENOUGH performance (grades 2.65-3.45), consisting of civil and non-civil lecturers. There are 38 people (52%) had GOOD (grades 3.46-4.25), consisting of civil and non-civil lecturers, having Doctor and Masters education, with official academic level as Head-Lectors, Lectors and Professor-assoc, and those without official academic level, as well as recipients and not recipients of Lecturer Professionalism compensation. Furthermore, 29 lecturers (39.7%) with VERY GOOD performance (score > 4.26 those who came from civil and non Civil lecturers.

Keywords: Lecturer as civil servant, Performance evaluation, Lecturer Professionalism Compensation

1 Introduction

Quality Higher Education is the expectations of all stakeholder. Good quality education is obtained through the implementation of the entire educational process that occurs. Higher education aims to develop the potential of students to become human beings who believe and fear God Almighty and have noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation, and produce graduates who master the branches of Science and / or technology to meet national interests and increase competitiveness [1].

The development of student potential to become quality graduates becomes the main responsibility of lecturers through transformation, development and dissemination of science and technology to students, in the learning process [2], therefore, it is important to evaluate the performance of lecturers every semester. Performance of lecturers in teaching is one part of the three main tasks lecturer (tridharma Perguruan Tinggi) [3], therefore Djojodibroto, knowing the performance of lecturers in teaching must be done periodically by the leader both through reporting loads work, through the appraisal of the promotion proposal (Lecturer Workload Rubric and Evaluation of the Implementation of Higher Education Tridharma [4].

The development of student potential is the main task of professional teaching lecturers and researchers who must transform, develop and disseminate science, technology, and seniors through education, research, and community service [5]. Performance can separate various factors between other statuses, employment, education strata, functional positions, and occupational benefits received. Employee status consists of civil servants or honorary lecturers. Ideally lecturers with civil servant status have good performance than honorary lecturers because they get greater income and more satisfied, than honorary lecturers with

relatively smaller income and are not satisfied. Lecturers with higher education (doctoral) ideally have better abilities than lecturers with master education, learning experience and better civilization of logistics and science have been received. Provided with higher functional positions (Professor, Head-Lectors, Lectors) ideally have better performance than lecturers who still help experts assistant and who do not have functional positions. Lecturers who receive allowances Lecturer professionalism compensation (from Indonesia Government) ideally have better performance than lecturers who do not receive lecturer professionalism compensation, that the reason for the goals of this lecturer professionalism compensation is to increase motivation and better performance.

2 Method

2.1 Evaluation Lecturer's Performance

Evaluation of lecturers' performance by students, called as EDOM, is one of the data collection techniques about the work of lecturers by students conducted at the end of the semester, generally after the 14th meeting, so students have a good understanding of the learning process undertaken by lecturers. This is motivated by the fact that in the classroom learning process, lecturers are directly in contact with students, so it will be very objective if the evaluation of lecturers' performance is also conducted through students. Some universities in Indonesia have conducted lecturer performance evaluations by students (EDOM) online, University of Indonesia [6], Tanjungpura University [7], University of Indonesian Education [8], Semarang State University [9].

Through the participation of students assessing lecturers, students have participated to help improve the quality of learning. The EDOM results also provide input to lecturers to improve themselves if there are still shortcomings and will try to develop their potential and strengths. For the management of institutions, faculties, and study programs, the results of EDOM can be used as a reference in compiling a program to improve the quality of the learning process and lecturer performance. And most importantly for students, can feel the continuous improvement in the quality of the learning process. To motivate students to fill out EDOM, the relevant lecture grades will be held for two weeks after the deadline for submitting final grades by the lecturer as long as the EDOM form has not been filled out (<https://edom.ui.ac.id/login.php>), the same thing was expressed by Tertiavini, Rita Wirya Saputra, that the performance evaluation system of lecturers provides facilities for lecturers and study program heads to be able to see directly the results of lecturers' performance evaluations. These results can be an illustration and input for institutions to improve the human resources of lecturers [10].

Some principles that need to be considered in evaluating the performance of lecturers, that assessment must 1) relate to the work of lecturers, 2). based on the standard implementation of the work of lecturers, 3). The assessment system is practical, easy to understand and easy to use, both by students, department leaders, by administrative staff and by the lecturers themselves. 4). must be done objectively and transparently, 5) it must provide benefits to the institution and the lecturers themselves, 6). The results of the assessment should be used as a basis in providing operational technical guidance and problem solving assistance for the smooth implementation of lecturer assignments, 7). able to find the cause of the error and how to correct it, 8) the results of the assessment can be used as a means of communication between the leader and the lecturer, so that a personal approach is achieved and fostered a

sense of trust and good cooperation. 9). Assessments should be carried out continuously, and 10). Performance appraisal is essentially a cooperative process and is an integral part of campus management [11]. The above principle becomes a principle that needs to be applied to the assessment or evaluation to be carried out in this research, given that the purpose of the assessment is to obtain important information about performance based on the lecturer job description, meaning that the focus of the assessment must be based on the lecturer performance indicators to be assessed.

In this study, the evaluation of lecturer performance referred to is a method and process of evaluating lecturers' behavior in carrying out their job descriptions as instructors and educators who contribute both positively and negatively to the achievement of the Tarutung State Christian Religion Institute, which is carried out by a minimum of all students participating in lectures (EDOM), with indicators: 1. Learning Preparation: a) Course contract, b) KRS signature, c) dividing syllabus and learning materials / resources, d) agreeing on the techniques and conditions of the test, 2. Implementation: a) Starting lectures with worship, b) Explain lecture material systematically and broadly, c) Explain material with real life experience of students, d) choose and use appropriate learning media, e) choose learning methods that enable students, f) Link lecture material with relevant work fields, g) Explain the relationship of the course with the vision & mission of the campus, h) Carry out lectures with minimum 12 meetings /semester. 3. Evaluation includes: a) Returning the assignment papers after being assessed, b) Arranging exam questions that are relevant to the course material, c) returning work papers for the Midterm and Final Exams, d) Giving grades according to student achievement (objective and fair), 4. Emotional Involvement: a) Appreciate /accept students' opinions, b) Are encouraging / develop students' abilities, c) Help students who have learning difficulties.

Research instruments use a closed questionnaire EDOM (Lecturer Evaluation by Students) with indicators, rating scales and analysis techniques the data was adopted from EDOM compiled by the University of Indonesia [12], which was revised based on the need for learning implementation at Tarutung State Christian High School, based on Christianity, for example the first session learning activities must always begin with worship . The reason for choosing and adopting an EDOM instrument in the form of a closed questionnaire designed by the University of Indonesia is based on the understanding of the researcher with indicators compiled based on the lecturer job description of teaching.

2.2 Research Method

This study uses a descriptive quantitative approach that aims to describe the trends in performance of Tarutung State Christian High School lecturers in teaching. The population of 1,250 students who actively participated in lectures from 73 lecturers in the even semester of 2017. To ensure data accuracy, respondents who gave an assessment to each lecturer were rated around 70-95% of the total number of students Research course participants are conducted at the end of the semester after the 14th meeting in the hope that students will give objective answers after getting to know and know the performance of the lecturers of the courses they participate.

Data were collected using a closed questionnaire according to the lecturers' performance evaluation indicators. Before the questionnaire was used to collect data, a trial was conducted on 30 respondents. From the results of the trial, all items totaling 20 items have validity values (r_{xy}) above $0.631 > r_{table}$, and reliability values (r_{11}) $> 0.599-0.895$, are in the medium and good category and that meet the standards for use as data collection instruments. Analysis of

research data of Lecturer Performance Value is based on a single arithmetic average of data with the formula:

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i \quad (1)$$

(<https://rumus.com/rumus-atistika/>),

Then the average value of each lecturer is converted to the Performance Assessment Standards table as follows:

Table 1. Lecturer Performance Rating Standards

Score Average	Lecturer Performance Classification
>4,25	Very Good
>3,45-4,25	Good
>2,65-3,45	Enough
>1,85-2,65	Less
>1,85	Very Less

3 Results and Discussion

Data analysis found results as in the following table:

Table 2. The results of the analysi

No	Employment Status/Education Strata/Academic Employment Revord/Receiving Lecturer professionalism Convensation	Performance Value			Total
		C	B	A	
1	Civil Servant/ Doctor/ Professeor-Head Lector/ Receiving Lecturer professionalism Convensation	-	2	2	4
2	Civil Servant/ Doctor/ Lector/ Receiving Lecturer professionalism Convensation	-	2	2	4
3	Civil Servant/ Doctor/ Lector/ Not Receiving Lecturer Professionalism Convensation	-	-	1	1
4	Civil Servant/ Magister/Head Lector/ Receiving Lecturer Professionalism Convensation	-	2	5	7
4	Civil Servant/ Magister/Lector/ Receiving Lecturer Professionalism Convensation	3	24	9	36
6	Civil Servant/ Magister/expert assistant/ Not Receiving Lecturer professionalism Convensation	1	4	6	11
7	Not Civil Servant/ Doktor/ Not Academic Employment Revord/ Not Receiving Lecturer professionalism Convensation	-	-	1	1
8	Not Civil Servant/ Magister/ Not Academic Employment Revord/Not Receiving Lecturer professionalism Convensation	1	6	2	9
Total		5	40	28	73

The results of the analysis obtained data, from 73 lecturers, there are 6 people (8.2%) have a performance in the ENOUGH category (value 2.65-3.45), consisting of lecturers with Masters/ Lector/ Assistant Expert/ Recipients of the Lecturer Professionalism Covensation, also an honorary lecturer. There are 38 people (52%) in the GOOD category (grades 3.46-4.25), consisting of lecturers with Doctoral/ Master/ Lecturer Lector/ Lector/ Recipient certification allowances as well as honorary lecturers, 29 people (39.7%) in the category is VERY GOOD (score > 4.26), consisting of Doctor / Masters/ Professor / Professor / Head Lecturer / Lecturer/ Lecturer Professionalism Covensation and honorary lecturers.

Some lecturers have sufficient (low) grades on planning indicators, including not yet notifying the syllabus of courses to students at the beginning of the semester, not yet explaining and agreeing to the techniques and conditions of the exam. In the Learning Implementation indicator, it has not linked lecture material with relevant employment in the community, it has not explained the relationship of the course with the vision & mission of the campus. In the Evaluation indicator, they have not returned the assignment papers after being assessed, there are lecturers who have not returned the Middle Exam and Final semester work papers. On Emotional Engagement: there are still lecturers who have not paid attention to the limitations and difficulties of student learning.

The results of the study explain the status of lecturers with employment status (PNS and NON PNS), have performance in the same category (ENOUGH, GOOD and VERY GOOD), Why? Is the status and amount of PNS salaries inadequate? The Education aspect, all lecturers with doctoral degrees perform well in the GOOD and VERY GOOD categories, while lecturers with ENOUGH performance are all Masters in education. This should be in line with government expectations which provide broad opportunities for lecturers to improve the qualifications of lecturer education with qualifications for assistance or full scholarships. The Academic Employee (Professor / Head Lecturer is dominant in the category of GOOD and VERY GOOD performance, but there are still lecturers with the position of Head Lecturer / Masters education / Lecturer / Expert Assistant of those who do not have a dominant functional relationship belong to the GOOD and ENOUGH category acceptance of Lecturer Professionalism Covensation is not in accordance with lecturer requirements, because both Lecturer Professionalism Covensation do not receive recipients alike, equally, both have investments in the ENOUGH, GOOD and VERY GOOD categories. evaluated based on performance after receiving the allowance In addition to the discussion above, the non-PNS lecturers, non-Academic Employee and non- Lecturer Professionalism Covensation have the GOOD performance for that will get the facility in the future.

4 Conclusion

Education factors (Doctor) are the distinguishing factors of lecturers' performance, but the employment status (civil/not civil servant), Academic Employment Revord, Lecturer Professionalism Covensation are not the distinguishing factors of lecturer performance.

This study recommends that campus management improve education qualifications to the Doctoral level, provide training to improve teaching performance to lecturers with Masters education, at all levels of academic Employee, also to recipient Lecturer Professionalism Covensation.

References

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