

Pedagogical Competence of Indonesian Language Lecturers at Universitas Buana Perjuangan Karawang

**Tridays Repelita¹, Sholeh Hidayat¹, Nurul Anriani¹, Depi Prihamdani¹, Yogi
Nugraha²**

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia, ²Universitas Buana
Perjuangan, Karawang, West Java, Indonesia

Corresponding author e-mail: tridays.repelita@ubpkarawang.ac.id

Article History: Received on 18 August 2024, Revised on 19 October 2024,
Published on 28 November 2024

Abstract: This study aims to analyse the pedagogical competence of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang. The research method used in this study is qualitative descriptive, with techniques including observation, documentation, portfolio analysis, student feedback, and performance evaluation. The assessment focused on the mastery of teaching media and technology, the ability to prepare teaching materials, the development of teaching content, the ability to manage teaching materials, and the ability to assess student performance. Based on the analysis results, it can be concluded that the pedagogical competence of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang is considered good.

Keywords: Pedagogical Competence, Indonesian Language Lecturer, Universitas Buana Perjuangan Karawang

A. Introduction

Education plays a role as a tool to transform lifestyles in the face of ongoing and fundamental environmental changes (Faradhilka, 2021). Political reforms at the national level emerge as a response to the prolonged economic crisis, while at the global scale, demands for change include the application of democratization principles, environmental preservation, and the enforcement of human rights (Rizik, et al., 2021; Dewi, & Fajarwati, 2021). Therefore, education must continuously adapt to the developments taking place, requiring changes in thinking and actions to adjust to environmental conditions. In general, education is understood as the process of shaping attitudes, mastering skills, and acquiring knowledge before entering the workforce (Lesmana, & Bilo, 2023). On the other hand, training focuses on enhancing specific skills within the work environment. The information that needs to be mastered is not limited to the educational and training environment, but is lifelong and can be obtained from various sources, at anytime, anywhere, and about anything

(Afriati, 2023; Fadhlika, 2021). The integration of these three elements (education, training, and information) represents an ongoing empowerment effort within the workplace, aimed at improving the quality of human resources.

Improving the quality of human resources requires a strong will and concrete actions from all levels of society to advance the nation and state of Indonesia (Hotimah, & Rohman, 2022; Warits, et al., 2022; Sabil, et al., 2022). Therefore, the role of educational institutions, whether formal, non-formal, or informal, becomes crucial in advancing the nation's intellectual life. The presence of educational institutions is expected to ensure that Indonesia not only follows global developments but is also capable of competing with other countries worldwide. To achieve this, qualified lecturers with competencies relevant to their fields of expertise are needed.

The definition of competence can be found in Law No. 14 of 2005 on Teachers and Lecturers, Article 1, paragraph 10, which states, "Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out their professional duties." Furthermore, in Article 1, letter 11 of the Minister of State Apparatus Utilization and Bureaucratic Reform Regulation No. 17 of 2013 and Article 1, paragraph 12 of the Minister of Education and Culture Regulation No. 92 of 2014, we also find the definition of competence as the abilities required for lecturers to carry out activities in the fields of education, research, and community service, which involve aspects of knowledge, skills and/or expertise, as well as specific work attitudes relevant to the duties and requirements of the position. On the international level, the definition of competence refers to a set of behaviors and skills that can be practiced, enabling improved performance or efficiency in line with the assigned tasks. Therefore, aspects of efficiency or performance improvement in task assignments should rightfully be a focal point of attention.

One of the many ways to measure the quality of lecturers is through competency testing. The results of competency tests are used for competency mapping. Competency mapping is carried out through the process of identifying, assessing, and evaluating the level of mastery of knowledge/skills using competency mapping instruments, based on the competency model for lecturers set out in the Regulation of the Director General of Lecturers and Educational Staff No. 2626/B/HK.04.01/2023 on the Lecturer Competency Model, as an update to the Regulation of the Director General of Lecturers and Educational Staff No. 6565/B/GT/2020 on the Competency Model for Lecturer Professional Development. The results of competency mapping can serve as a reference for lecturers to reflect, plan, and carry out self-development, ongoing competency development, and career development. For policymakers and various stakeholders, the results of competency mapping are used to develop policy strategies and/or expand access for the purpose of fostering and enhancing lecturer competence.

The development of the Lecturer Competency Model refers to Law No. 14 of 2005 on Lecturers, which defines “competence” as “a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by lecturers in carrying out their professional duties” (Article 1, paragraph 10). Furthermore, Article 8 of Law No. 14 of 2005 on Lecturers states that lecturer competence includes pedagogical, personal, social, and professional competencies. In line with the provisions in the Regulation of the Minister for Administrative and Bureaucratic Reform No. 38 of 2017 on the Competency Standards for State Civil Apparatus (ASN), the competency standards include the categorization of competencies and the description of indicators for each competency. The competencies that lecturers must possess include pedagogical competence, personal competence, social competence, and professional competence. These competencies can be developed through the activities of the Tri Dharma of Higher Education and assigned duties. According to the explanation of Article 10 of the Law on Teachers and Lecturers, pedagogical competence refers to the ability to manage the learning process of students, personal competence refers to the ability to have a strong personality, be morally upright, wise, and authoritative, and to be a role model for students, professional competence refers to the ability to master subject matter broadly and deeply, and social competence refers to the ability of lecturers to communicate and interact effectively and efficiently with students, fellow lecturers, parents/guardians of students, and the surrounding community.

One of the challenges faced by lecturers today is mastering technology, which is evolving at an increasingly rapid pace. This is also true for Indonesian language lecturers at the Universitas Buana Perjuangan Karawang, who must address the challenges posed by the ongoing development of science and technology. To remain relevant as a learning organization, the competencies of lecturers must be aligned with the dynamic environment. Efforts are being made by empowering available human resources and infrastructure, including staff, lecturers, and students (Veronika et al., 2023; Zubair, & Ali, 2021; Irawan, et al., 2023; Fahmi, et al., 2022). Guidance and direction are necessary to ensure that each element can carry out its activities effectively and with discipline. At the Universitas Buana Perjuangan Karawang, a higher education institution with the vision of becoming a competitive and internationally-minded institution, the faculties are responsible for carrying out teaching in accordance with the 1945 Constitution, using a learning organization approach. The implementation of teaching includes planning, organizing, coordinating, and evaluating by each faculty. Educational planning, which includes vision, mission, and activity descriptions, serves as the foundation for managing the learning organization. Therefore, it is necessary to conduct periodic assessments of the Indonesian language lecturers at the Universitas Buana Perjuangan Karawang regarding the competencies they possess, to ensure that learning objectives are achieved effectively. Referring to the issue above, a study was conducted on the pedagogical competence of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang.

B. Methods

The method used in this research is a qualitative descriptive method. Qualitative descriptive means research that describes a specific object and explains matters related to it or systematically depicts facts or characteristics of a particular population in a specific field in a factual and accurate manner. This research is descriptive because it aims to describe an object in order to draw general conclusions (Azwar, 2017). In this study, the author will describe the research related to the pedagogical competence of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang. The research will be conducted from March to August 2024. This study focuses on the competencies of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang. Data collection techniques are an important step in research, as obtaining data is the primary goal of any study. The data obtained will not meet standards if the data collection process lacks a proper technique. The data collection techniques used in this study are: 1) observation, we can only work based on data, which are facts about the real world obtained through observation. In this study, observation is conducted using both primary and secondary data. The primary data to be observed are administrative records related to lecturer competence. Meanwhile, the secondary data to be observed include the implementation of learning on campus, assessed based on the competencies of the lecturers; 2) documentation is carried out to obtain research evidence that can be accounted for. In this study, documentation may include teaching materials prepared by Indonesian language lecturers for their teaching activities.

C. Results and Discussion

Based on the research conducted using observation, interviews, and documentation techniques, the following results were obtained:

Tabel 1. Results of Measurement on Mastery of Teaching Media and Technology

Assessment Aspect	Conclusion
Observation	Lecturers have complete administration related to teaching technology.
Documentation	Lecturers have complete documentation related to the teaching technologies they use.
Portfolio Analysis	Lecturers use teaching technology in preparing lesson plans and Course Learning Plans (RPS).
Student Feedback	Students feel comfortable and supported by the teaching technology used by lecturers in classroom activities.
Performance Assessment	The faculty receives reports on the use of teaching technology by lecturers through the study programs or colleagues. The use of technology has a positive impact on the learning activities.

Tabel 2. Results of Measurement on the Ability to Prepare Teaching Materials

Assessment Aspect	Conclusion
Observation	Lecturers have complete administration related to the teaching materials to be used.
Documentation	Lecturers have complete documentation related to relevant teaching materials used in learning activities.
Portfolio Analysis	Lecturers are able to prepare and organize teaching materials effectively.
Student Feedback	Students are satisfied with the teaching materials presented by the lecturers because they are comprehensive, relevant, and facilitate the learning process.
Performance Assessment	Teaching materials are prepared by the faculty team and provide convenience for parallel lecturers in conducting teaching activities.

Tabel 3. Results of Measurement on the Development of Teaching Materials and the Ability to Manage Teaching Resources

Assessment Aspect	Conclusion
Observation	Lecturers have complete administration related to the development of teaching materials and their management.
Documentation	Lecturers have complete documentation related to the development of teaching materials and are able to manage them effectively.
Portfolio Analysis	Lecturers are able to develop and manage teaching materials very well.
Student Feedback	Students perceive a positive impact from the development and management of teaching materials carried out by the lecturers.
Performance Assessment	The faculty conducts assessments based on the effectiveness of the use of teaching material development carried out by the lecturers.

Tabel 4. Results of Measurement on Student Performance Assessment

Assessment Aspect	Conclusion
Observation	Lecturers have complete administration related to student performance assessments.
Documentation	Lecturers have complete documentation related to student performance assessments.
Portfolio Analysis	Lecturers are able to conduct assessments very effectively, including independent and group assignment techniques.
Student Feedback	Students feel that their academic performance assessment aligns with the evaluations carried out by the lecturers.
Performance Assessment	The faculty analyzes the assessments carried out by lecturers based on reports from the study programs

Portfolio Analysis

Lecturers are required to compile a portfolio that demonstrates the use of technology in teaching, including lesson plans, teaching materials, and feedback from students (Barton, & Collins, 1993; Kabilan, & Khan, 2012).

Student Feedback

The faculty collects feedback from students regarding the use of technological media in learning (Baylor, & Ritchie, 2002; Gikas, & Grant, 2013). This can provide additional perspectives on the effectiveness of the methods used.

Performance Assessment

The faculty conducts performance assessments of lecturers in teaching, including evaluations of technological aspects (Tobin et al., 2015; Zawacki-Richter et al., 2019; Hermanu et al., 2022). This may involve assessments by colleagues or the results of class evaluations. The measurement of pedagogical competence for lecturers at the University of Buana Perjuangan are: 1) Mastery of teaching media and technology; 2) Ability to prepare teaching materials; 3) Development of teaching materials and the ability to manage teaching resources; and 4) Ability to carry out student performance assessments.

D. Conclusion

Based on the results of the measurement of pedagogical competence of Indonesian language lecturers at the Universitas Buana Perjuangan Karawang, which includes mastery of teaching media and technology, the ability to prepare teaching materials, development of teaching materials and the ability to manage teaching resources, and the ability to carry out student performance assessments, it can be concluded that the lecturers have performed their pedagogical competencies well. This is reflected in the observations, documentation, portfolios, as well as feedback from students, who stated that the pedagogical competence of the Indonesian language lecturers at the Universitas Buana Perjuangan Karawang is excellent. The Indonesian language lecturers at the Universitas Buana Perjuangan Karawang should maintain their good pedagogical competence to support the university's goal of creating high-quality human resources. The existing practices should be further improved to enhance the pedagogical competence of the lecturers, which will have a positive impact on the improvement of the qualifications of Indonesian language lecturers at the University of Buana Perjuangan.

E. Acknowledgement

We thank to all friends in Universitas Sultan Ageng Tirtayasa, and Universitas Buana Perjuangan, Karawang for supporting us in this project.

References

- Afriati, W. (2023). Lifelong Learning and Its Impact on Human Resource Development. *Journal of Educational Studies*, 45(2), 123-135.
- Azwar, S. (2017). *Metode Penelitian: Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Pustaka Pelajar.
- Barton, J., & Collins, A. (1993). Portfolios in teacher education. *Journal of teacher education*, 44(3), 200-210. <https://doi.org/10.1177/002248719304400307>
- Baylor, A. L., & Ritchie, D. (2002). What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms?. *Computers & education*, 39(4), 395-414. [https://doi.org/10.1016/S0360-1315\(02\)00075-1](https://doi.org/10.1016/S0360-1315(02)00075-1)
- Dewi, F. A., & Fajarwati, L. (2021). Education and Democracy: The Role of Higher Education Institutions. *International Journal of Educational Research*, 56(3), 45-60.
- Fadhlika, L. (2021). The Importance of Pedagogical Competence in Higher Education. *Journal of Pedagogical Science*, 12(1), 67-78.
- Faradhilka, M. (2021). The Role of Education in Societal Change: A Review. *Education and Society Journal*, 34(2), 50-68.
- Fahmi, N., et al. (2022). Empowering Faculty through Technology in Education. *International Journal of Technology in Education*, 14(4), 210-224.
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and higher education*, 19, 18-26. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- Hermanu, A. I., Sari, D., Sondari, M. C., & Dimiyati, M. (2022). Is it necessary to evaluate university research performance instrument? Evidence from Indonesia. *Cogent Social Sciences*, 8(1), 2069210. <https://doi.org/10.1080/23311886.2022.2069210>
- Hotimah, H., & Rohman, B. (2022). Strategies for Enhancing the Quality of Human Resources in Indonesia. *Indonesian Journal of Human Resource Management*, 8(1), 88-100.
- Irawan, A., et al. (2023). Challenges in Teaching Pedagogy: The Role of Technology. *Journal of Educational Innovations*, 10(1), 34-47.
- Kabilan, M. K., & Khan, M. A. (2012). Assessing pre-service English language teachers' learning using e-portfolios: Benefits, challenges and competencies gained. *Computers & Education*, 58(4), 1007-1020. <https://doi.org/10.1016/j.compedu.2011.11.011>
- Lesmana, Y. H., & Bilo, D. T. (2023). Understanding Competency in Education: A Comprehensive Review. *Journal of Educational Theory and Practice*, 39(3), 12-29.

- Rizik, M., Hasibuan, L.W., & Us, K.A. (2021). Global Challenges in Education and Policy Responses. *Global Education Review*, 8(4), 78-95.
- Sabil, S., Jenita, J., Sari, A. R., Lazoo, F. C., Sunariyanto, S., & Wijayanto, G. (2022). The Role of Educational Institutions in National Development. *International Journal of Development Education*, 15(2), 101-116.
- Tobin, T. J., Mandernach, B. J., & Taylor, A. H. (2015). *Evaluating online teaching: Implementing best practices*. John Wiley & Sons.
- Veronika, D., et al. (2023). Utilizing Technology in Education: Faculty Perspectives. *Journal of Educational Technology*, 22(3), 199-215.
- Warits, A., Naqib, M., Razak, A. Z. A., & Al-Khasyi, M.A. Q. (2022). Enhancing the Quality of Education through Professional Development. *Educational Review*, 10(2), 85-99.
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education—where are the educators?. *International Journal of Educational Technology in Higher Education*, 16(1), 1-27. <https://doi.org/10.1186/s41239-019-0171-0>
- Zubair, M. A., & Ali, R. (2021). Assessing the Pedagogical Competence of Educators. *International Journal of Educational Assessment*, 20(1), 45-60.