

**THE EFFECT OF LECTURERS' COMPETENCY ON  
STUDENTS' ACADEMIC ACHIEVEMENT  
(Case Study of Active Students in the Social Sciences Education Department,  
FITK)**

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**ABSTRACT**

This study aims to determine how big the influence of lecturer competence on student academic achievement. This study uses quantitative methods with simple linear regression data analysis techniques and data collection using questionnaires, with a research sample of 84 people, based on the results of simple linear regression analysis carried out, there is a significant influence of lecturer competence on student academic achievement. This is shown through the regression equation  $Y=17,072+0,362X$ . This form of regression means that if the competence of the lecturer is 0 then the student's academic achievement is 17,072. Meanwhile, the regression coefficient X is 0.362 which means that for every additional 1 lecturer's competency value, the student's academic achievement value increases by 0.362. Meanwhile, the coefficient of determination (R<sup>2</sup>) is 0.456 or 45.6%. So, it can be said that 45.6% of social studies students' academic achievement is influenced by the competence of the lecturer.

**Keywords:** *Lecturer Competence, Student Academic Achievement*

**INTRODUCTION**

The phenomenon that always occurs in the world of education in Indonesia in the current global era is that the development of the world of education with all its processes is always lagging behind, when compared to the development of technology, information, and education, it is sometimes difficult to develop itself on the basis of mathematical calculations, namely profit and loss and the principles efficiency. Many people think that the problems faced by the Indonesian people, as this nation is facing a crucial and multidimensional problem, are caused by the quality of human resources. The

low quality of human resources both academically and non-academically causes the minimum component of the nation to participate and contribute in the context of national development (Janawi, 2007).

The success of education will be achieved if there is an effort to improve the quality of education. The function and purpose of education according to Law No. 20 of 2003 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who

believe and fear God Almighty. One, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Law no. 20, 2003).

According to Law No. 14 of 2005 Article 1 Point 2 says that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Law no. 14 article 1, 2005).

Educators, or in lectures referred to as lecturers, are required not to transfer knowledge, but more than that they also act as agents of enlightenment. the idealism of educators, borrowing Socrates' term is eutike, a midwife who helps students produce innovation and knowledge. Therefore, the competence of lecturers is one of the factors that can influence students in understanding and mastering the lesson. Competent lecturers are generally seen from how far the lecturer has mastered the material and the lecturer can apply the right learning model for the material being studied. Competent educators are educators who have the skills to provide reinforcement, the skills to ask questions, the skills to make variations, the skills to explain, and the skills to open and close lessons (Djamarah, 2000).

Performance appraisal of lecturers is very necessary to do. Starting in 2008, a lecturer performance appraisal program called lecturer certification was implemented. Lecturer certification is the process of giving educator certificates to lecturers which aims to assess the professionalism of lecturers in

order to determine the feasibility of lecturers in carrying out their duties, protect the lecturer profession as learning agents in universities, improve educational processes and outcomes, and accelerate the realization of national education goals. According to Law No. 14 of 2005 Article 69 Paragraph 2, the competence of lecturers includes pedagogic competence, personality competence, social competence, and professional competence (Law no. 14 article 69, 2005).

Based on research conducted by Isni Ischayati entitled *The Influence of Student Perceptions Regarding Lecturer Competence and Learning Facilities on Learning Motivation for Middle Financial Accounting*. This resulted in the conclusion that the perception of the competence of lecturers and learning facilities together has a positive effect on student learning motivation. From the results of the study, it was explained that there was an influence between the competence of lecturers and learning facilities on the motivation to study accounting.

Pedagogic competence Lecturers must face the demands of democratic learning because they are able to reflect an increasingly complex need that comes from students. The ability of teachers not only to master the lesson alone but also other abilities that are psychological, strategic, and productive and able to motivate students to learn. Such demands can only be answered by lecturers who have competence, especially pedagogic competence. In the writer's observation, the learning process activities carried out by the lecturers are

still lacking in motivating students' interest in learning. lecturers still have problems in using methods for learning media.

In terms of personality competence, lecturers as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resource development. The strong personality of a lecturer will set a good example for students and other lecturers, so that the lecturer will appear as a person who should be obeyed, whether it is advice from his words and imitated in his attitude and behavior. The teacher's personality is the most important factor for the success of student learning. In the author's observation, there are still lecturers who play cell phones during the teaching and learning process and there are also lecturers who sleep when students explain the material.

The work discipline possessed by the lecturer is based on the competencies contained in the lecturer, one of which is professional competence. Lecturers as professional educators have a good image in the classroom or outside the classroom if the lecturer can show students that the lecturer is worthy of being a role model or role model for students or for other lecturers. In the author's observation, there are still lecturers who do not come to class and

only ask students to study independently. And there are also lecturers who enter the class not according to a predetermined schedule.

Based on the formulation of the problem above, the purpose of the research to be achieved in this study is to analyze the influence of lecturer competence on student academic achievement.

## RESEARCH METHOD

This study uses a quantitative approach. The general population of the study was active students of Social Studies Education, Faculty of Tarbiyah and Teacher Training at UIN Syarif Hidayatullah Jakarta, which counted from the 2018 class as many as 111 students, the 2019 class as many as 107 students, the 2020 class as many as 121 students and the 2021 class as many as 138 students. From all of them, there is a total population of 477 respondents. To determine the sample of the study, the researcher used the probability sampling method. Determination of the number of samples is done by using the Slovin formula. From the calculation, it can be ascertained that the sample that the author studied amounted to 84 respondents. To determine the number of respondents in each batch, can be seen in the following table:

**Table 1. Respondent Sample**

No.	Name	Respondent
1	Angkatan 2018	21
2	Angkatan 2019	21
3	Angkatan 2020	21
4	Angkatan 2021	21
Total		84

## RESULTS AND DISCUSSION

### Results

#### A. Test Requirements Analysis

##### 1. Data Normality test

In this study, to test the normality of the data using the Kolmogorov-Smirnov method by seeing if the significance value is >

0.05 then the residual value is normally distributed and if the significance value is <0.05 then the residual value is not normally distributed. Based on the results of the data normality test using the Kolmogorov-Smirnov method, it can be seen as follows:

**Table 2. Data Normality Test Results**

One Sample Kolmogorov-Smirnov Test		
N		84
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.79971937
Most Extreme Differences	Absolute	.039
	Positive	.039
	Negative	-.029
Test Statistic		.039
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance		

Source: *Data Primer yang diolah, 2022*

From the table above, the results of the data normality test showed that the significance is greater than 0.05, with a value of  $0.200 > 0.05$  so it can be concluded that the data is normally distributed.

#### B. Simple Linear Regression Analysis

Simple regression analysis was carried out to determine the magnitude

of the influence of the independent variable on the dependent variable which was measured using the regression coefficient. This method connects the independent variable with the dependent variable. The simple linear regression analysis can be seen in the following table.

**Table 3. Simple Linear Regression Analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.072	2.047		4.441	.000
	Kompetensi dosen (X)	.362	.070	.712	9.176	.000
a. Dependent Variable: Prestasi Akademik Mahasiswa (Y)						

Source: *Data Primer yang diolah, 2022*

Based on the table above, it shows significant results for each variable,

namely the X1 or remedial variable ( $0.499 > 0.05$ ) and the X2 variable or the

enrichment variable ( $0.659 > 0.05$ ). So, it can be concluded that there is no symptom of heteroscedasticity in remedial and enrichment and regression models are feasible to do. The explanation for the value of Y from the results of the linear regression analysis above is  $Y = a + bX$ , if  $X = 0$  then Y is a. The value of constant (a) is 17,072. if the competence of the lecturer is 0 then the student's academic achievement is 17,072. Meanwhile, the X regression coefficient of 0.362 states that for every addition of 1 lecturer competency value, the student's academic achievement value increases by 0.362.

### C. Partial Hypothesis Test

Based on the results of the t-test calculations in Table 3 with a t-count of 9,176 while the t-table with the formula  $df = 84 - 2 = 82$ , the t-table value is 1,663,

with a significance level of 0.000. Therefore, the value of the t-count is greater than the t-table with a significance of less than 0.05, so it can be concluded that the better the competence of the lecturers, the better the academic achievement of students.

### D. Coefficient of Determination Test (R<sup>2</sup>)

The magnitude of the influence between the variable competence of lecturers (X) on student academic achievement (Y) can simultaneously be seen from the magnitude of the correlation between the variable competence of lecturers and student academic achievement squared (R square). The following is the result of the calculation of the coefficient of determination:

**Table 4. Termination Coefficient Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 <sup>a</sup>	.456	.419	1.22633
a. Predictors: (Constant), Kompetensi Dosen (X)				
b. Dependent Variable: Prestasi Akademik Mahasiswa (Y)				

Source: Data Primer yang diolah, 2022

The results of testing the coefficient of determination of the summary model in table 4.10, show that the coefficient of determination (R<sup>2</sup>) is 0.456 or 45.6%. So, it can be said that 45.6% of students' academic achievement in social science education majors (PIPS) is influenced by the competence of lecturers. While the remaining 54.4% is influenced by other variables not examined in this study.

### Discussion

Based on the results of the study, it was obtained a simple linear regression

equation, namely  $Y = 17,072 + 0,362X$  the constant value (a) of 17,072 can be interpreted if the lecturer's competence variable is considered constant or does not change, then the student's academic achievement is 17,072. The value of the coefficient (b) on the variable competence of lecturers is positive, namely 0.362, with a significant level of 0.000, it can be concluded that the better the competence of the lecturers, the better the student achievement.

The influence of lecturer competence on academic achievement of

social studies education students can be seen from the coefficient of determination. The coefficient of determination (R<sup>2</sup>) is 0.456 or 45.6%. So it can be said that 45.6% of social studies students' academic achievement is influenced by the competence of the lecturer. While 54.4% is influenced by other variables not examined in this study. This is supported by previous research by Ridyantoro widoyao Mjurti arif prasetyo 2015 of 0.1% the influence of lecturer competence on student academic achievement.

Based on the results of the t-test of the influence of lecturer competence (X) on student academic achievement (Y), the t-count value is 9,176 and the t-table is 1,663 with a significant level of 0.000. Therefore, the value of the t-count is greater than the t-table with a significance of less than 0.05, so it can be concluded that the variable of lecturer competence has a positive and significant effect on the academic achievement of students majoring in social science education (PIPS).

This is in accordance with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that: "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties". The meaning of competence from the point of view of the term includes various aspects, not only related to physical and mental, but also spiritual aspects. Teacher competence is a combination of personal, scientific, technological, social, and spiritual

abilities that literally form the standard competence of the teaching profession, which includes mastery of the material, understanding of students, educational learning, personal, and professional development. (Mulyasa, 2007).

## CONCLUSIONS

Based on the results of data analysis and research discussion, it was concluded that the influence of lecturer competence on student academic achievement had a positive effect of 45.6%. This is shown through the regression equation  $Y=17,072+0,362X$ . This form of regression means that if the competence of the lecturer is 0 then the student's academic achievement is 17,072. Meanwhile, the X regression coefficient of 0.362 states that for every addition of 1 lecturer competency value, the student's academic achievement value increases by 0.362. Meanwhile, the coefficient of determination (R<sup>2</sup>) is 0.456 or 45.6%. So it can be said that 45.6% of social studies students' academic achievement is influenced by the competence of the lecturer. While 54.4% is influenced by other variables not examined in this study.

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