COMPETENCE OF LECTURERS FACULTY OF ECONOMICS UNIVERSITY OF SRIWIJAYA

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ABSTRACT

The aims of this research are to know the influences of pedagogic competence, personality competence, social competence, and professional competence toward learning achievement of students. Data gathered in this research are examined using descriptive analysis and multiple linear regression analysis. The independent variable (X) of this research is competence that consists of pedagogic competence (X1), personality competence (X2), social competence (X3), and professional competence (X4) while the dependent variable (Y) is learning achievement of students. Descriptive analysis describes the independent variables and dependent variable. The result of multiple linear regression analysis shows that the pedagogic competence, personality competence, social competence, and professional competence are not influence learning achievement of students, simultaneously or partially.

Keywords: pedagogic competence, personality competence, social competence, professional competence, learning achievement of students

PRELIMINARY

According to the Law on Teachers and Lecturers No.14/2005, lecturers are professional educators with the primary task developing and disseminating science, technology and the arts through education, research and community service. Lecturers are required to have a good competence for the quality of a college graduate. Competence is the knowledge, skills, and the ability or capability that is owned by someone who has been a part of her that shown cognitive behavioral, affective, and psychomotor. According to Djamarah (2008), educators who are competent have the skills to give understanding, questioning, opening and closing the lessons. Competence person becomes the basic characteristic of individuals associated with performance standards effective or superior. Spenser (1993) argues that in addition to determine the

attitude and competence of a person's performance also determines whether a person has done a good job based on the standards established criteria. Law on Teachers and Lecturers No.14/2005 mentioned that teachers and lecturers are required to have academic qualifications, competence, and educator's certificate. The competence of lecturers determine the quality of the implementation of the three pilars of tertiary education (tridharma perguruan tinggi), as indicated in professional activities lecturers. Competent lecturers have pedagogical competence, personal competence, social competence, and professional competence.

The quality of education at a college, one of which can be seen from the learning achievement of students. This means that the success of the learning process will be demonstrated by the high and low achievement of students. The level of student achievement depends on the efforts of each student. The learning achievement is a reflection of the effort of learning undertaken by students. According to Purwanto (2006), the factors that may affect the achievement of students is divided into two, the factor of the individual itself (intrinsic) and factors outside the individual (extrinsic). Factors that exist within the individual itself consist of: maturity, intelligence, motivation and personality. While the factors that are outside the individual is comprised of: family, teachers or lecturers, environment and learning facilities. Based on the above theory, can be seen that the lecturers play an important role in student learning achievement. This means that lecturers are required to have certain competencies.

Faculty of Economics University of Sriwijaya is one higher education institution located in South Sumatra. Nowdays, it has many emerging higher education institutions in the economy which is becoming a competitor of the Faculty of Economics University of Sriwijaya. To distinguish it with other similar institutions, Faculty of Economics University of Sriwijaya should make a difference which one of them is the competence of the lecturers who teach. These competencies will demonstrate the performance of lecturers and will ultimately have an impact on the achievement of students. Total lecturer at the Faculty of Economics University of Sriwijaya as many as 101 people in three departments: Management, Economic Development, and Accounting. From the education, most of the lecturers are Master and quite many are Doctor. It is expected that with such high levels of education, the competence of the Economics Faculty of the University of Sriwijaya was also good, so the impact on the achievement of students. Based on the description of the background above, the problem of this research: Are the

pedagogical competence, personality competence, social competence, and professional competence influence the student learning achievement. The purpose of this study was to determine the influence of pedagogical competence, personality competence, social competence, and professional competence toward student learning achievement.

LITERATURE REVIEW

Competence

Based on estimology, competence is defined as the ability required to perform work that is based on the knowledge, skills and work attitude. According to Spencer (1993), competence lies in part in every human being and forever exist in a person's personality. Competence can predict behavior and performance broadly in all situations and work tasks. There are three main components forming competencies: knowledge, skills, and attitudes of individuals. Knowledge is in the field of cognitive awareness to carry out their duties and responsibilities in accordance field that they do. Skill is an effort to carry out the duties and responsibilities given to an individual company. Attitude is a pattern of behavior of an employee in carrying out its duties and responsibilities in accordance with the company's goal.(Thoha, 2008).

Pedagogical Competence

Pedagogical competence is the ability of a lecturer in managing the learning process associated with learners, include: Understanding of educational foundation, understanding of the learners, development of a curriculum or syllabus, the design of learning, implementation of an educational learning, use of learning technology, evaluation of learning outcomes, and development of learners. According Mulyasa (2007), pedagogical competence is the ability of teachers or lecturers in the management of education of students.

Personal Competence

Personal competence is the ability related to the stability and integrity of the personality of a lecturer, include: act in accordance with religious norms, legal, social, and national culture of Indonesia, honest, noble, and become role models for students and the community, present as a person who is steady, stable, mature, wise and dignified, showing the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence, and uphold the code of ethics of the teaching profession.

Social Competence

Social competence is the ability of lecturers to communicate, cooperate, socialize sympathetic, and have a pleasant life. A lecturer should act in an objective and non-discriminatory and able to adapt to diverse socio-cultural environment.

Professional Competence

Professional competence is the ability of lecturers in the planning and implementation of the learning process. Lecturers must master the learning material, develop professionalism in a sustainable manner, and take advantage of information and communication technology to develop themselves.

The Learning Achievement

The learning achievement is a reflection of the effort of learning undertaken by students. The success of student learning are usually seen from the quality or changes that indicated the student after participating in learning, such as lack of understanding of a thing. According to Slameto (2003), factors that affect student learning are classified into two categories, internal factors and external factors. Internal factors consist of: interest, motivation, physical condition, level of intelligence and learning independence. While external factors consist of: learning facilities, environmental conditions, curriculum, and attention from their parents. Purwanto (2006) suggested that learning achievement is influenced by several factors, come from the student (internal factors) and from outside the student (external factors). Factors that come from the student include: maturity, intelligence, motivation and personality. While the factors that come from outside the student include: family, teachers or lecturers, environment and learning facilities. Besides that, curriculum and standards of competence graduates can also influence the student learning achievement. Standards of competence graduates include: knowledges, skills, and attitudes.
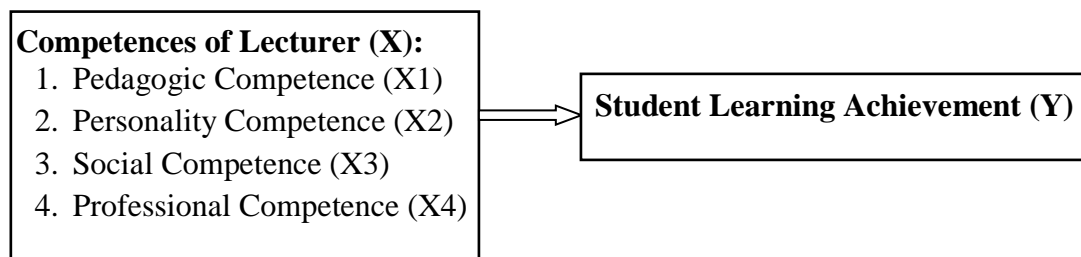
RESEARCH ACCOMPLISHED

Cahyaningsih (2009) in her research about the influence of the professional competence of lecturers on student achievement found that variable professional competence of lecturers significant effect on student achievement, nor Taufik (2014) found that the competence of lecturers significantly and positively influence the student

learning achievement. Mediawati (2010) conducted a study on the effect of learning motivation and competence of lecturers on student achievement found that motivation of students and competence of lecturers has positive and significant impact either partially or simultaneously on student achievement.

Framework

Figure 1

Framework

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┌─────────────────────────────────────┐
│ Competences of Lecturer (X):        │          ┌──────────────────────────────────┐
│  1. Pedagogic Competence (X1)       │ ───────▶ │ Student Learning Achievement (Y) │
│  2. Personality Competence (X2)     │          └──────────────────────────────────┘
│  3. Social Competence (X3)          │
│  4. Professional Competence (X4)    │
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RESEARCH METHODS

Population and Sample

The populations in this study were bachelor degree students of Faculty of Economics University of Sriwijaya 2014/2015 who enrolled in Indralaya Campus, as many as 444 students. The reason took this population is students are already on the fifth semester at the moment, so they are more familiar with the lecturers who taught them. The sampling technique used purposive sampling. The number of samples to be taken in this study as many as 150 students consisting of 50 students of Management, 50 students of Economic Development, and 50 students of Accounting.

Operational Definition of Variables

o Pedagogical competence is the ability of a lecturer to manage the learning process associated with learners. The indicators consist of: development of syllabus, instructional design, learning implementation, evaluation of learning outcomes, and the use of learning technology.

o The personality competence is the ability associated with stability and integrity of the personality of a lecturer. The indicators consist of: act according to religious and cultural norms, become role models for students, and have a responsibility as a teacher.

o Social competence is the ability to associate and communication. The indicators consist of: having good relations with lecturers and students, and be able to communicate with learners.

o Professional competence is the ability to make the planning and implementation of the learning process. The indicators consist of: understanding material and using the information technology to enrich the material.

o Learning achievement is the success of student learning. The indicator is the value grade point average (GPA) of students.

Research Intrument

This study used a questionnaire as a data collection tool.

Technique Analysis

This study uses descriptive analysis and multiple linear regression analysis with data processing using SPSS. The stages of the analysis are as follows:

o Test of Validity and Reliability

o Data Transformation

Change the ordinal data into interval data by the Method of Successive Interval (MSI).

o Descriptive Analysis

Descriptive analysis was conducted to see the distribution of each independent variables and the dependent variable.

o Multiple Linear Regression Analysis

This technique is used to know the influence of the independent variables on the dependent variable. The general form of the regression equation in this study stated as follows:

$Y = a + BX_1 + BX_2 + BX_3 + bX_4 + e$

Y = Student learning achievement

X1, X2, X3, X4 = Pedagogic competence, personality competence, social competence, professional competence

a = Constant

e = Error

RESULTS AND DISCUSSION

Validity and Realibility

Alue of R table is 0.31 and the value of Corrected Item Total Correlation of each question is greater than the value of R tables, so the indicators are valid. Cronbach Alpha value is 0.923, so it is reliable.

Tabel 1

Validity Test

Questions	Value of CITC	Value of r table (α=0.05)	Decision
pedagogic 1	0.600	0.31	Valid
pedagogic 2	0.509	0.31	Valid
pedagogic 3	0.572	0.31	Valid
pedagogic 4	0.509	0.31	Valid
pedagogic 5	0.461	0.31	Valid
pedagogic 6	0.499	0.31	Valid
pedagogic 7	0.643	0.31	Valid
pedagogic 8	0.376	0.31	Valid
pedagogic 9	0.593	0.31	Valid
pedagogic 10	0.577	0.31	Valid
personality 1	0.727	0.31	Valid
personality 2	0.414	0.31	Valid
personality 3	0.489	0.31	Valid
Personality 4	0.432	0.31	Valid
personality 5	0.474	0.31	Valid
personality 6	0.568	0.31	Valid
personality 7	0.438	0.31	Valid
social 1	0.342	0.31	Valid
social 2	0.503	0.31	Valid
social 3	0.361	0.31	Valid
social 4	0.527	0.31	Valid
social 5	0.489	0.31	Valid
social 6	0.359	0.31	Valid
professional 1	0.686	0.31	Valid
professional 2	0.549	0.31	Valid
professional 3	0.720	0.31	Valid
professional 4	0.522	0.31	Valid
professional 5	0.512	0.31	Valid
professional 6	0.463	0.31	Valid
professional 7	0.576	0.31	Valid

Source: primary data processed

Tabel 2

Reliability Test

Cronbach's Alpha	N of Items
.923	30

Source: primary data processed

Data Transformation

Data transformation is changing ordinal data into interval data using the Method of Successive Interval (MSI).

Tabel 3

Succesive Detail

Col	Category	Freq	Prop	Cum	Density	Z	Scale
1.000	3.000	24.000	0.160	0.160	0.243	-0.994	1.000
	4.000	99.000	0.660	0.820	0.262	0.915	2.492
	5.000	27.000	0.180	1.000	0.000		3.978
2.000	1.000	2.000	0.013	0.013	0.034	-2.216	1.000
	2.000	1.000	0.007	0.020	0.048	-2.054	1.436
	3.000	4.000	0.027	0.047	0.098	-1.678	1.722
	4.000	106.000	0.707	0.753	0.316	0.685	3.258
	5.000	37.000	0.247	1.000	0.000		4.845
3.000	1.000	2.000	0.013	0.013	0.034	-2.216	1.000
	2.000	1.000	0.007	0.020	0.048	-2.054	1.436
	3.000	6.000	0.040	0.060	0.119	-1.555	1.799
	4.000	112.000	0.747	0.807	0.274	0.866	3.358
	5.000	29.000	0.193	1.000	0.000		4.985
4.000	1.000	2.000	0.013	0.013	0.034	-2.216	1.000
	2.000	4.000	0.027	0.040	0.086	-1.751	1.618
	3.000	7.000	0.047	0.087	0.158	-1.362	2.029
	4.000	103.000	0.687	0.773	0.301	0.750	3.358
	5.000	34.000	0.227	1.000	0.000		4.895
5.000	1.000	3.000	0.020	0.020	0.048	-2.054	1.000
	3.000	6.000	0.040	0.060	0.119	-1.555	1.653
	4.000	86.000	0.573	0.633	0.376	0.341	2.972
	5.000	55.000	0.367	1.000	0.000		4.448

Source: primary data processed

Overview The Competence of Lecturers

The competence of lecturers in this study is an assessment of students to lecturers who teach them, consisting of pedagogical competence, personal competence, social competence, and professional competence.

Pedagogic Competence

Table 4

Distribution of Competencies Pedagogical

Description	Ped 1	Ped 2	Ped 3	Ped 4	Ped 5	Ped 6	Ped 7	Ped 8	Ped 9	Ped 10
Strongly disagree	2	2	2	3	2	2	3	1	1	2
Disagree	1	1	3	0	0	0	3	4	4	1
Less agree	4	6	7	6	16	3	37	44	24	4
Agree	106	112	103	86	99	99	72	69	89	101
Strongly agree	37	29	34	55	33	46	35	32	32	42
Total	150	150	150	150	150	150	150	150	150	150

Source: primary data processed

The results of primary data processing showed that most respondents agreed with the statement that describes the pedagogical competence, meaning that lecturers have had a good pedagogical competence. Pedagogical competence is the ability of a teacher to manage the learning process associated with learners, such as: explaining the syllabus, able to explain the course material, able to turn the classroom atmosphere, using various teaching methods, and provides an objective value.

Personality Comptence

Table 5

Distribution of Competencies Personality

Description	Kep 1	Kep 2	Kep 3	Kep 4	Kep 5	Kep 6	Kep 7
Strongly disagree	1	2	1	1	1	2	1
Disagree	1	3	1	2	0	7	0
Less agree	9	19	14	8	13	39	9
Agree	107	88	86	93	87	72	91
Strongly agree	32	38	48	46	49	30	49
Total	150	150	150	150	150	150	150

Source: primary data processed

Based on the above table, the majority of respondents agreed with the statement that describes the personal competence of lecturers, meaning that lecturers have had a good personality competence. Personality competence is the ability related to the stability and integrity of the personality of a teacher, such as: being honest, friendly, respect the opinion of students, authoritative, and disciplined with time.

Social Competence

Table 6

Distribution of Social Competence

Description	Sos 1	Sos 2	Sos 3	Sos 4	Sos 5	Sos 6
Strongly disagree	0	2	2	3	1	3
Disagree	1	2	2	8	4	3
Less agree	9	21	20	50	26	32
Agree	107	88	98	69	88	80
Strongly agree	33	37	28	20	31	32
Total	150	150	150	150	150	150

Source: primary data processed

The above table shows that the majority of respondents agree with the statement that describes the social competence of lecturers, meaning that lecturers have had a good social competence. Social competence is the ability of lecturers to communicate, cooperate, socialize sympathetic, and have the spirit of fun, such as: have good relationships with students and lecturers, knowing students who attend his class, and be willing to take the time to consult with students outside the classroom.

Professional Competence

Table 7

Distribution of Professional Competence

Description	Prof 1	Prof 2	Prof 3	Prof 4	Prof 5	Prof 6	Prof 7
Strongly disagree	1	1	0	0	2	1	1
Disagree	1	4	5	4	3	3	2
Less agree	4	16	12	23	16	38	23
Agree	86	88	103	86	84	75	87
Strongly agree	58	41	30	37	45	33	37
Total	150	150	150	150	150	150	150

Source: primary data processed

The results of primary data processing showed that most respondents agreed with the statement that describes the professional competence of teachers, meaning that lecturers already have a good professional competence. Professional competence is the ability of lecturer in the planning and implementation of the learning process, such as: mastering the course material, capable of connecting what is taught with other fields, master the current issues in the field taught, and able to give relevant examples of concepts taught.

Overview of Student Larning Achievement

Student learning achievement shown by Grade Point Average (GPA) of students.

Table 8

Overview of Student Learning Achievement

GPA Group	Total	Percent
≤ 2,00	0	0
2,01-2,50	0	0
2,51-3,00	24	16
3,01-3,50	99	66
3,51-4,00	27	18
Total	150	100

Source: primary data processed

The above table shows the Grade Point Average (GPA) of students at most be in the 3.01 to 3.50 (66%). That is, most students already have a good learning performance.

Relationship Competence of Lecturers with Student Learning Achievement

Table 9

Correlation

Description	Value
R	0,155
R^2	0,024

Source: primary data processed

Value of R in the table above shows the results of multiple correlation. Value of R ranged from 0 to 1, the value closer to 1 means that the relationship is getting stronger, otherwise the value closer to 0, the relationship is getting weaker. R2 value is used to determine the percentage contribution of independent variables simultaneously on the dependent variable. The R2 is called coefficient terminated. This coefficient shows how much percentage of variation of the independent variables used in the model is able to explain the variation of the dependent variable. R2 is equal to 0, there is no percentage contribution of independent variables given on the dependent variable. Instead R2 is equal to 1, the percentage contribution independent variable given on the dependent variable was perfect.

The results of data processing obtained R value of 0.155. Based on the above explanation can be concluded that the relationship between the variables of competence

of lecturers with students learning achievement is very weak. Meanwhile the value of R2 obtained 0.024, meaning that the percentage contribution of the competence of lecturers (pedagogical, personality, social, professional) on student learning achievement only by 2.4 percent or variable competence of lecturers only explains 2.4 percent variable student learning achievement, the rest is explained by other variables not included in this research model.

Influence of Competence Lecturers to Student Learning Achievement

Simultan Regression Coefficient Test (F Test)

Table 10

F Test

Description	Value
Sig	0,471

Source: primary data processed

ANOVA test (F test) is to know the significance the influence of several independent variables on the dependent variable. If significance <0.05, meaning that there is influence between independent variables and the dependent variable. The result of processing the data on above table shows the significant value of 0.471. This value > 0.05 so that it can be said that simultaneously pedagogical competence, personal competence, social competence, and professional competence has no influence on student learning achievement.

Partial Regression Coefficient Test (T Test)

Table 11

T Test

Description	B	Significant	Collinearity Statistics	
			Tolerance	VIF
(Constan)	2,097	0,000	-	-
Pedagogic	0,163	0,445	0,346	2,888
Personality	0,140	0,417	0,377	2,651
Social	-0,004	0,980	0,448	2,230
Professional	-0,185	0,234	0,448	2,230

Source: primary data processed

T test is used to test the significance of the partial influence of independent variables on the dependent variable. If significance <0.05, meaning that there is influence between independent variables and the dependent variable. Statistics collinearity is a value that indicates whether or not a linear relationship between the independent variables in the regression model. The variable that causes the multicollinearity can be seen from the values of tolerance and VIF. If the tolerance value is smaller than 0.1 and VIF greater than 10, it is multicollinearity.

Table 11 above shows that the significance of each variable > 0.05, this means that pedagogical competence has no influence on student learning achievement, personal competence has no influence on student learning achievement, social competence has no influence on student learning achievement, and professional competence is not influence on student learning achievement. The above table also shows the tolerance values of the variables of competence, where each values are more than 0.1 and VIF values are less than 10, so it can be said that it is not multicollinearity.

The values of output regression coefficient can be entered into the regression equation, so the multiple linear regression equation is as follows:

$Y = 2.097 + 0.163 X1 + 0.140 X2 - X3\ 0.004 - 0.185 X4$

The analysis finds there are no influence the pedagogical competence, personal competence, social competence, and professional competence to student learning achievement of Faculty of Economics University of Sriwijaya. Competence of lecturers was not the only one factor that determines the student learning achievement. According to Slameto (2003) and Purwanto (2006), there are other factors that affect student learning achievement such as: interest and aptitude, motivation, intelligence level, independent learning, facilities, learning environment, curriculum and parental concern.

Competence is the ability of each individual that covers aspects of knowledge, skills and attitudes in accordance with established standards. As explained earlier that the competence lecturers at the Faculty of Economics University of Sriwijaya has been good. The lecturers have done their duties in accordance with established standards, but the achievement of students can not only be determined by the competence of lecturers. In this case, the task of the lecturer is to direct and guide students, but student learning achievement depends on the willingness of students themselves to learn. Students who have a high motivation to learn will get high academic achievement as well. This is suited of Mediawati's research (2010), that the motivation may affect the achievement

of students. If students are motivated to learn, there will be an effective learning and ultimately result high academic achievement.

Students of Faculty of Economics University of Sriwijaya was judged to have had a high level of intelligence because they had been selected in advance before entering, in addition students are also considered to be able to learn independently. This is because the lecturers at the Faculty of Economics University of Sriwijaya have given and explained the syllabus at the beginning of the course so the students can prepare themselves to the course material given. Environment can also enhance students' motivation and ultimately improve their academic achievement. This environment can be a family environment (parents) and friends. Facilities study given by the Faculty of Economics University of Sriwijaya also been good. The learning facilities can be buildings, classes, equipment such as LCD and computers, and books in the library. The building and classes at Faculty of Economics University of Sriwijaya has been designed in the standards for learning. Each rooms given air-conditioning and LCD, so students can comfortably take the classes. The books are available in the library, it may be easier for students to find references to complete assignments. Student achievement can also be determined by the curriculum. Faculty of Economics University of Sriwijaya routinely conduct an evaluation of the curriculum used. The curriculum made in accordance with the standard of competence that must be possessed by students of the Faculty of Economics University of Sriwijaya.

CONCLUSION AND RECOMMENDATION
CONCLUSION

The conclusions of this study are:

1. There is no influence of pedagogic competence of lecturers on student learning achievement.

2. There is no influence of personality competence of lecturers on student learning achievement.

3. There is no influence of social competence of lecturers on student learning achievement.

4. There is no influence of proffesional competence of lecturers on student learning achievement

SUGGESTION

Suggestions can be given are as follows:

1. Faculty of Economics University of Sriwijaya should continue to improve the competence of the lecturers so the student learning achievement can be maintained and even improved.

2. This study only uses variable competence of lecturers as a determinant of student learning achievement so that subsequent studies may add other variables such as motivation, interests, environment, and learning facilities.

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