

Analysis of the Effect of Lecturer Personal Competency and Teaching Style on Student Learning Achievement in the New Normal Time

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Abstract

Research "Analysis of the Influence of Lecturer Personality Competence and Teaching Style on Student Achievement in the New Normal Period". The purpose of the research is to find out from this research is to analyze the influence of the lecturer's personality competence and teaching style on student learning achievement in the new normal period. The sample of this study was students of the Faculty of Economics, Jabal Ghafur University. The data analysis technique used simple linear regression analysis to examine the effect of the independent variable X (lecturer's personality competence and teaching style) on the dependent variable Y (student learning achievement). Based on the results of calculated $f = 15,768$ with a significant level of $0.000 < 0.05$, so hypothesis H1 is accepted it means that there is an effect of the independent variable (X) on the dependent variable (Y). Ptest the value with a significant level of $0.000 < 0.05$ because the value is greater than the hypothesis is accepted $t_{hitung} = 3.971 > 2.024 t_{tabel}$ it means that there is an effect of the independent variable (X) on the dependent variable (Y). Score the coefficient of determination (R square) is 0.293, which implies that the effect of the independent variable on the dependent variable is 29.3%. Thus the magnitude of the influence of the lecturer's personality competence on learning outcomes is 29.37% which means it has an influence, while 70.63% is influenced by other factors.

Keywords

competence; teaching style; learning achievement



I. Introduction

The world of education today is growing, especially in the current new normal, which used to be a face-to-face teaching and learning process, now it's via zoom. So that the learning process can be done anytime and anywhere without having to gather in one place, but the goal of education must still be achieved. Every education system has a goal to achieve the best quality, the most common quality is reflected in learning outcomes expressed in written grades (Darajah & Hadijah, 2016). Student learning achievement is a number obtained by students from the results of evaluations carried out by lecturers after completing lessons with minimum completeness criteria (KKM) with time and subject matter that has been determined according to the applicable curriculum. The learning outcomes achieved by students (students) are influenced by two factors, namely internal and external factors. Factors that come from within are motivation, while factors that come from outside are influenced by personality competencies and teaching styles owned by lecturers. Personality

and teaching style are important basic parts that can help the learning process well, and make students comfortable and motivated to learn to achieve learning goals (Risk, 2019). Education is a human right and tool. A lecturer needs to have a personality, master the subject matter and teaching methods as his competence in order to improve the quality of education (Koriaty et al., 2017). The low quality of education causes the quality of human resources to be low, the higher the quality of education, the higher the quality of human resources (Rahmat & Jannatin, 2018).

The competence of lecturers is influenced by factors of educational background, teaching experience and length of teaching. The competence of lecturers is considered important as a selection tool in the acceptance of prospective lecturers. A lecturer must have personality competencies and teaching styles so that students are motivated to learn. In the Law on Teachers and Lecturers No. 14 of 2005, the competencies that must be possessed by a lecturer are "pedagogic competence, personality competence, social competence and professional competence". Personality competence is a personality ability that has noble character, is stable, mature, wise, and exemplary, evaluates one's own performance, and develops oneself. A good personality can foster student motivation and interest in learning, there are various kinds of student motivation from high motivation, moderate, and less motivated. (Darajah & Hadijah, 2016). The success of education can be seen through the learning achievements achieved by students after carrying out the learning process. Learning achievement is said to be successful if there is a development and improvement in the learning process of students.

Based on this, the problem formulation of this research is "is there any influence of lecturer's personality competence and teaching style on student learning achievement in the new normal period?". Thus, the purpose of this research is to analyze the influence of lecturer's personality competence and teaching style on student learning achievement in the new normal period.

II. Review of Literature

2.1. Teacher Personality Competence

Personal competence is a competency related to the personal behavior of the lecturer himself who has noble values so that they radiate in everyday life. Student learning activities are influenced by various factors, such as motivation, maturity, student-teacher relationship, sense of security and lecturers' communication skills. If these factors can be met then students will learn well. Thus it can be concluded that lecturer competence is the basic cognitive, affective and psychomotor skills or abilities of a lecturer which includes knowledge, understanding, abilities, attitudes and interests that must be possessed by lecturers to support and carry out their duties and responsibilities in carrying out their profession.

Lecturers must understand that all students are unique. A knowledge base about diversity is essential, and includes differences in intelligence, emotion, talent, and language. So that lecturers must treat students with respect, be able to direct and motivate them. In the teaching and learning process, lecturers must have patience and compassion for their students, until they have truly become adults. This causes lecturers to continue to practice and learn about characters and more importantly how to deal with these characters.

2.2. Teaching Style

Style is a person's disposition which is influenced by environmental factors, style is a characteristic in carrying out teaching activities or transferring knowledge to students with the aim of achieving an understanding of what is conveyed. (Wulandari, 2017). The teaching

style of a lecturer with other lecturers is different even though they have the same goal, namely conveying knowledge, forming attitudes, character, developing and being able to analyze a problem in the real world. The teaching style of a lecturer is influenced by personality which becomes a different character.

According to (Rahmat & Jannatin, 2018) There are various styles that are applied in teaching, namely:

1. Classical teaching style

The classical teaching style is that the lecturer still dominates the class without giving students the opportunity to be active so that learning takes place in one direction.

2. Tech teaching style

Technological teaching style is that lecturers must adhere to various available media sources. Lecturers teach by providing a stimulus to determine students' understanding and readiness in learning so that later learning will be more meaningful or more useful for students.

3. Personalized teaching style

Personnel teaching style is carried out based on the interests, experiences, and mentality of students. Students are more dominant than lecturers, the teaching style of lecturer personnel will always improve their learning and also view students as themselves. Lecturers cannot force students to be the same as him because each student has different interests and talents.

4. Interactional teaching style

Lecturers by teaching interactional prioritize dialogue with students so that learning takes place in two directions.

2.3. Learning achievement

Learning is an activity that produces change for students. The changes in question are in the form of new knowledge and skills as well as from the learning outcomes that have been achieved previously. The results of learning are often referred to as learning achievements in the form of grades given by lecturers through posttests that are answered by students. There are two factors that influence learning achievement, namely internal factors and external factors.

Learning process is based on John Locke's theory of tabularity which says that a child's mind is like a blank white paper that is clean and ready to wait for his teacher's scribbles. In other words, a child's brain is like an empty bottle that is ready to be filled with all the knowledge and wisdom of a teacher. (Silalahi, T. et al. 2020)

Learning activities are complex conditions that are intentionally created (Dimiyati and Mudjiono 2006). A teacher must be able to create effective learning conditions which contain various elements that influence one another. Samatowa (2010) states that "learning models suitable for Indonesian children are learning through direct experience (learning by doing)". The lecturer has given more lectures and exercises to do the questions quickly without giving a deep understanding of the concept. (Piliang, F and Asneswastri. 2020)

2.4. Evaluation of learning achievement

Evaluation is a tool used to assess student achievement. Evaluation is an assessment of the success rate of students in achieving a predetermined goal based on the applicable curriculum (syah, Muhibbin 2014).

III. Research Methods

The method used in this study is a quantitative approach with a simple paradigm, with the population being all students of the University of Jabal Ghafur, the sample being students of the Economics Faculty of Education, University of Jabal Ghafur. The quantitative approach used is expected to reveal the phenomena studied systematically to obtain the truth of the problems studied. The sampling technique in this study used the proportional random sampling method because by random or proportional random sampling it gave equal opportunities to members of the population to be selected as samples. In this study there are two types of variables, namely the independent variable and the dependent variable. The independent variable is a variable that affects other variables.

Collecting data in this study using questionnaires and interviews, where the lecturer's personality questionnaire and teaching style were given to respondents, namely students, while interviews were conducted to lecturers to determine student motivation and grades.

Analysis of the data in this study using the SPSS application software, before testing the hypothesis first using the classical assumption test which is the normality test and then testing the hypothesis with simple linear regression analysis.

The hypotheses proposed are as follows:

H1: There is an influence of the teacher's personality and teaching style on student learning achievement

Ho: There is no influence of the teacher's personality and teaching style on student learning achievement.

IV. Results and Discussion

4.1. Personality Competence and Lecturer Teaching Style

The variables measured using a questionnaire to assess the competence and teaching style of lecturers distributed to students of Economics Faculty of Education, University of Jabal Ghafur, obtained the following data:

Table 1. Frequency Distribution of Lecturers' Competencies and Teaching Styles

| No | Score | Category | Frequency | percentage |
|----|---------------|-----------|-----------|------------|
| 1 | >88,997 | Tall | 6 | 15% |
| 2 | 68,703-88,997 | Currently | 26 | 65% |
| 3 | <68,703 | Low | 8 | 20% |
| | | | N=40 | 100% |

Based on the distribution of questionnaires, the research sample was 40 students, indicating that the personality competencies of high lecturers were 8 people (20%), while the lecturers were in the medium category as many as 26 people (65%), and the lecturers were in the low category as many as 8 people (20%). .

Based on these calculations, the competence of lecturers is in the medium category. The presence of lecturers who have moderate or good enough personality competencies will certainly be very supportive of increasing student knowledge in the learning process.

4.2. Student learning outcomes of the Economics Faculty of Jabal Ghafur University

Understanding learning can be understood that learning is a business process carried out by someone to obtain a change from interaction with the environment.

Table 2. Frequency Distribution of Student Learning Outcomes

| No | Score | Category | Frequency | percentage |
|----|------------|-----------|-----------|------------|
| 1 | >3.44 | Tall | 8 | 20% |
| 2 | 2.871-3.44 | Currently | 25 | 62.5% |
| 3 | <2.872 | Low | 7 | 17.5% |
| | | | N=40 | 100% |

Based on the table above, the student learning outcomes are at a moderate or good enough level. This can be seen from the data analysis which shows that of the 40 samples, as many as 8 people (20%) were in the low category, as many as 25 people (62.5%) were in the medium category, and as many as 7 people (17.5%) were in the high category.

4.3. The Influence of Competence on Learning Outcomes

In this study, the author will examine whether or not there is an influence of the lecturer's personality competence and teaching style on student learning achievement by looking at the student's GPA. This study used a sample of Fkip Economics students, so 40 students were taken as samples who had filled out the questionnaire. The author's first step was to test the validity of the questionnaire, which consisted of 20 statement questions, tested on 40 respondents and found that the significance value was <0.05 so that the questionnaire was declared valid to the 20 questions.

After calculating whether the instrument is valid or not, then it is also sought for the reliability of the questionnaire, it is found that the Cronbach's alpha value of 0.928 is included in the criteria that have very high reliability. The profit normality test finds out whether the independent and dependent variables are normally distributed or not. In this case, the Kolmogorov-Smirnov test is used. The results of calculations using the SPSS 16.0 application are as follows:

Table 3. Normality test results

One-Sample Kolmogorov-Smirnov Test

| | | Student learning outcomes | Teacher personality competence |
|---------------------------------|----------------|---------------------------|--------------------------------|
| N | | 40 | 40 |
| Normal Parameters | mean | 3.1570 | 78.8000 |
| | Std. Deviation | .28983 | 1.02262E1 |
| Most Extreme Differences | Absolute | .139 | .155 |
| | Positive | .093 | .103 |
| | negative | -.139 | -.155 |
| Kolmogorov-Smirnov Z | | .880 | .981 |
| asymp. Sig. (2-tailed) | | .421 | .291 |
| a. Test distribution is Normal. | | | |
| | | | |

The results of the calculation of the data normality test with Kolmogorov Smirnov obtained a significance value with the following details:

- the significance of the lecturer's personality competence is $0.421 > 0.05$
- the significance of student learning outcomes is $0.291 > 0.05$

Because both have a significance value > 0.05 , it means that the data is normally distributed.

4.4. Hypothesis testing

The hypothesis in this study reads that there is an influence of teacher personality and teaching style on student achievement, hypothesis testing uses simple linear regression.

Table 4. t test results

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 18,479 | 15.253 | | 1,211 | .233 |
| | influence of competence | 19,107 | 4,812 | .542 | 3.971 | .000 |

a. Dependent Variable: learning outcomes

Based on the table of significance test results obtained a value with a significant level of $0.000 < 0.05$. so it is greater than then the hypothesis is accepted. Conversely, if the price is less than then the hypothesis is rejected. $t_{hitung} = 3.971 > 2.024 t_{hitung} t_{tabel} t_{hitung} t$

Table 5.f-test results

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------|
| 1 | Regression | 1196,035 | 1 | 1196,035 | 15,768 | .000a |
| | Residual | 2882.365 | 38 | 75,852 | | |
| | Total | 4078,400 | 39 | | | |

a. Predictors: (Constant), influence of competence

b. Dependent Variable: learning outcomes

Based on the table of significance test results obtained indigo with a significant level of $0.000 < 0.05$. So it is greater than then the hypothesis is accepted. Conversely, if the price is less than then the hypothesis is rejected. $F_{hitung} = 15.768 > 4.12 F_{hitung} F_{tabel} F_{hitung} r_{tabel}$. That the calculated f value = 15,768 with a significant level of $0.000 < 0.05$, then the regression model can be used to predict the religiosity variable or in other words there is an effect of the independent variable (x) on the dependent variable (y).

Table 6. test results of the influence of lecturer competence and teaching style on student learning achievement

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1,948 | .307 | | 6.343 | .000 |
| | lecturer competence | .015 | .004 | .542 | 3.971 | .000 |

a. Dependent Variable: learning outcomes

Based on the table above, it is known that the constant value (a) is 1,948 and the regression coefficient (b) is 0.015. So as to predict how much influence the lecturer's personality competence has on learning outcomes as follows:

$$Y = 1.948 + 0.015X$$

The constant of 1,948 indicates that if there is no personality competence of the lecturer, the student's learning outcomes will be 1,948. While the regression coefficient of 0.015 indicates that if the lecturer's personality competence increases or increases, then each addition or increase will affect learning outcomes by 0.015, so the better the lecturer's personality competence, the better the student's learning outcomes.

4.5. Test the coefficient of determination

To find out the amount of contribution given by variable X in supporting the success of variable Y, it must first have a coefficient called the coefficient of determination with the following formula

$$\begin{aligned} KD &= r_{xy}^2 \times 100\% \\ &= (0.542)^2 \times 100\% \\ &= 29.37\% \end{aligned}$$

Thus the magnitude of the influence of the lecturer's personality competence on learning outcomes is 29.37% which means it has an influence, while 70.63% is influenced by other factors.

V. Conclusion

From the results of the author's research regarding "Analysis of the Effect of Lecturer Personality Competence and Teaching Style as Intervening Variables on Student Learning Achievement in the New Normal Period" it can be concluded that the competence and teaching style of lecturers have a positive and significant influence on student achievement or in other words H1 is accepted and H0 is rejected.

It is based on calculations Based on the table of significance test results obtained a value with a significant level of $0.000 < 0.05$. So it is greater than then the hypothesis is accepted. Conversely, if the price is less than then the hypothesis is rejected. $t_{hitung} = 3.971 > 2.024 t_{hitung} t_{tabel} t_{hitung}$ That the calculated f value = 15,768 with a significant level of $0.000 < 0.05$, then the regression model can be used to predict the religiosity variable or in other words there is an effect of the independent variable (x) on the dependent variable (y). From the table above, the summary model of the value of the correlation / R relationship is equal to 0.542. From the output, the coefficient of determination (R square) is 0.293, which means that the effect of the independent variable on the dependent variable is 29.3%. Thus the magnitude of the influence of the lecturer's personality competence on learning outcomes is 29.37% which means it has an influence, while 70.63% is influenced by other factors.

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