

Analysis of Lecturer Performance in the Application of The Online Learning Process

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Abstrak

Tujuan penulisan ini adalah untuk memperoleh data pelaksanaan dari penerapan pembelajaran online dari 3 aspek, yaitu: perencanaan pembelajaran, pelaksanaan pembelajaran, dan evaluasi pembelajaran dengan menggunakan pendekatan teknik kuantitatif. sampel dalam penelitian ini adalah 30 orang dosen pendidikan teknologi dan kejuruan. Hasil penelitian menunjukkan bahwa: (1) perencanaan pembelajaran yang diperoleh sebesar 82,26% tergolong kategori baik; (2) melaksanakan pembelajaran dengan persentase 78,96% termasuk dalam kategori cukup baik; (3) pembelajaran online diperoleh 79,13 persen cukup baik. Hasil keseluruhan yang diperoleh adalah 80,12 persen yang menunjukkan kinerja dosen dalam penerapan pembelajaran dalam kategori berani dan baik.

Keyword: Kinerja Dosen, Penerapan Pembelajaran Daring

Abstract

The reason for this paper is to acquire execution data from the application of online learning from 3 aspects, in particular: planning learning, implementing learning, and evaluating learning using a quantitative technique approach. The sample in this study was 30 lecturers of Technical and Vocational Education and Training (TVET). The outcomes showed that: (1) the learning planning obtained was 82.26% classified as good category; (2) carry out learning with a percentage of 78.96% belonging to the fairly good category; (3) online learning obtained by 79.13 percent is quite good. The overall results obtained are 80.12 percent which shows the performance of lecturers in the application of learning in the category of being brave and good.

Keywords: Lecturer Performance, Application Of Online Learning

INTRODUCTION

Lecturers are proficient teachers and researchers with the primary errand of changing, creating, and spreading science, innovation, and workmanship through schooling, exploration and local area administration[1]. The educational background of each lecturer is not always the same as the educational experience entered within a certain period of time. The existence of these differences in background will affect the activities and creativity of the lecturers themselves in carrying out their teaching duties. Therefore, it takes professional lecturers who have competence in the field of higher education tridharma who are able to carry out all stages of the activity and learning process and service with good managerial so that learning objectives can be achieved with maximum results. Lecturer competence is an ability to carry out a job or task based on skills and knowledge that has a real impact on changes in the quality of student learning outcomes[2], [3].

The jobs, obligations, and obligations of lecturers are extremely dire in understanding the objectives of public training, in particular instructing the country's life, working on the nature of Indonesian individuals, which incorporates the nature of confidence/taqwa, honorable person, and authority of science, innovation, and workmanship, just as understanding an Indonesian culture that is progressed, just, prosperous and humanized. Lecturers are one of the fundamental parts in instruction framework in advanced education, and

speakers are a sign of the accomplishment of advanced education. Along these lines, lecturers should be proficient.

In completing proficient obligations, lecturers have the accompanying commitments: 1) Carry out schooling, exploration, and local area administration; 2) Planning, executing the learning system, just as surveying and assessing learning results; 3) Improve and foster scholarly capabilities and abilities on a continuous premise in accordance with the advancement of science, innovation, and artistic expression; 4) Act equitably and non-oppressive based on contemplations of sex, religion, identity, race, certain states of being, or the financial foundation of understudies in learning; 5) Upholding legal guidelines, laws, and codes of morals, just as strict and moral qualities; and 6) Maintaining and cultivating public solidarity and honesty.

One form of lecturer professionalism is professional in the field of teaching. Lecturers' professional competence in the field of teaching includes the ability to select and enrich subject matter, procure and use teaching tools, determine appropriate learning methods, design learning experiences, determine student activities, carry out classroom management, and develop evaluation tools. according to the learning objectives and implement them[4]. The professionalism of lecturers in teaching is an important aspect, because the low professional ability of lecturers in the field of teaching will lead to a less conducive lecture situation, the presentation of lecture material is less varied, less informative, and less challenging. According to Utama[5], such a situation will result in a decrease in the quality of learning and teaching materials for each subject.

Lecturer professionalism in learning also includes mastery and implementation of good communication. The professional development of lecturers in the field of teaching can be realized by coaching and developing lecturers' teaching skills, both in mastery to plan learning programs, skills in implementing teaching programs, and conducting objective evaluations[6]. To improve teaching skills, lecturers need to be given training related to teaching methods in higher education[7].

During the current COVID-19 pandemic, the learning process has shifted to an online learning system. Online learning is a virtual learning process that utilizes internet technology as a method of interacting in learning such as delivering material[8]. Online learning can be done with computer facilities, laptops and smartphones that are connected to the internet network. Schools and higher education institutions can take advantage of the Learning Management System as an application in the implementation of the online learning process. And, there are several applications that can be used in the online learning process, such as the Google Classroom or Office 365 applications, as well as video conferencing applications that can be used during learning[9]. The online learning system can optimize the interaction between lecturers and students through discussion forums found in online media[10], [11]

In any case, the online learning process does not work as expected. Not a couple of understudies gripe about internet learning. As well as expanding the expense for quota purposes, understudies additionally don't get alleviation as far as paying educational expenses[12], [13]. The application of the online learning system in the Covid-19 time actually creates a few issues[14]. In accordance with that Gunadha and Rahmayunita[15], Difficulties seen during the online learning process incorporate unsupported organization quality, a few understudies need more quantities, numerous interruptions when learning at home, understudies feel less centered around learning without direct joint effort with speakers and different understudies, the material acquainted is troublesome with comprehend, there is no readiness from the instructor in setting up the material. the available access point points are not equitably circulated and the internet access speed is as yet insufficient[10], [16].

Based on the results of observations in the field during the implementation of online learning, it was found that there were still lecturers who had not shown their performance professionally. For example, in the aspect of learning planning, there are still teachers who do not make their own Semester Learning Plans (RPS) but download them from the internet. Semester Lesson Plans should be made according to the characteristics and needs of each student. In the aspect of learning implementation, there are still lecturers who are not disciplined in carrying out their obligations such as being late for class and ending learning sooner than the specified time. In addition, there are still many lecturers who are not appropriate in using methods and media in the lecture process. In the aspect of learning evaluation, lecturers often use learning evaluations in the form of written tests compared to other learning evaluation systems. In fact, there are many evaluation systems in other forms such as project, performances, final assignments, and student writings that can be adapted to the needs of students and the material being taught.

METHOD

This study uses a quantitative research approach, because the results obtained are in the form of numbers. Sugiyono[17], states that quantitative methods are used to look at a particular population or test, collect information using research instruments, and examine quantitative/factual information. this type of quantitative descriptive research, descriptive research is research with the aim of clarifying or describing the phenomena that are happening. The information obtained is broken down using descriptive statistics[18].

The population in this study were 30 lecturers of the Technical and Vocational Education and Training (TVET), consisting of 3 groups of subject areas. Data collection techniques in this study are questionnaires, and documentation. questionnaire is used as the main instrument, while documentation is used as a supporting instrument.

Table 1. Research Sample

No	Peer Groups	Number of lecturers
1	Mata Kuliah Pengembangan Kepribadian	7
2	Matakuliah Keahlian Berkarya	10
3	Matakuliah Keilmuan dan Ketrampilan	13
	Total	30

Data analysis using descriptive statistics is presented in the form of tables and figures. The table used is in the form of a frequency distributive with the presentation of data in the form of a percentage then visualized in the form of an image in the form of a pie chart which is equipped with a qualitative explanation. The formula used to calculate the percentage is as follows:

$$P = \frac{f}{N} 100\%$$

Information:

P = Percentage

f = Frequency (number of respondents' scores)

N = Number of expected frequencies

[18]

The percentage obtained through this calculation is then interpreted using a percentage classification scale.

Table 2. Range of achievements

Category	Achievement
90 – 100%	Very good
80 – 89%	Good
65 – 79%	Quite Good
55 – 64%	Not good
0 – 54%	Not good

RESULTS AND DISCUSSION

The results of data collection obtained were processed quantitatively so as to produce exposure to the qualifications of the sub-variables presented in table 2.

Table 3. Results of Lecturer Performance Analysis Data in the Application of Online Learning.

Sub Variabel	Percentase (%)	Category
Planning online learning	82,26	Good
Carry out online learning	78,96	Quite Good
Evaluating online learning	79,13	Quite Good
Average	80,12	Good

Hereafter to make it easier to understand, the image is presented in the form of a bar diagram as follows.

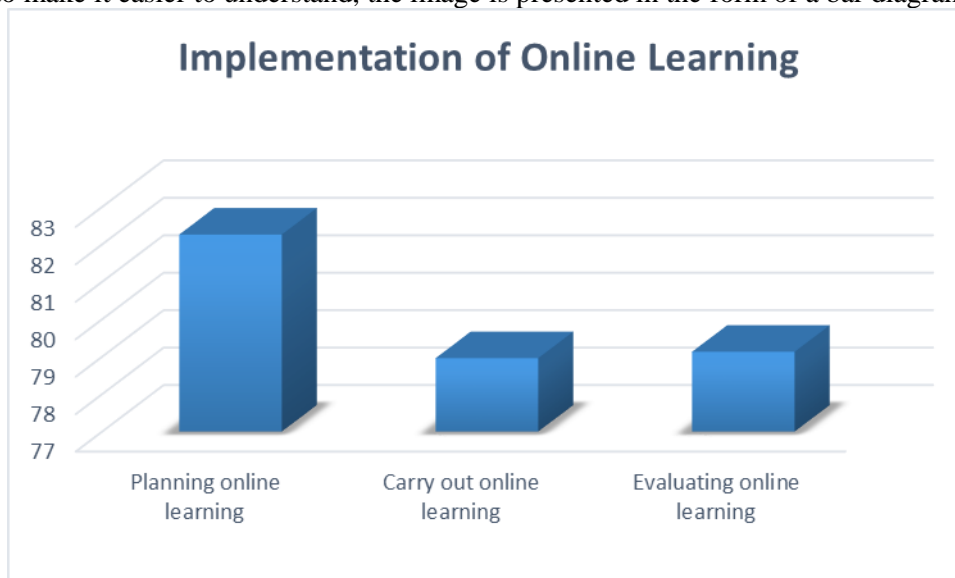


Figure 1. Lecturer Performance Diagram in the Application of Online Learning in Technical and Vocational Education and Training (TVET)

Planning Online Lessons

Lecturer performance can be seen from the way the lecturer runs and implements the tridharma of higher education, one of the duties of the lecturer contained in the tridharma of higher education is to carry out learning. In carrying out learning, lecturers plan lessons including preparing lecture contracts, preparing Semester Learning Plans (RPS), Implementing learning and evaluating learning

Based on the results of research related to planning aspects of online learning from 30 permanent university lecturers, a percentage of 82.26% was obtained. These results are influenced by 6 (six) indicators that are used as a reference to assess the performance of lecturers in planning online learning which include: drafting lecture contracts, Semester Learning Plans (RPS), compiling teaching materials, determining the type of learning management system used during lectures, determining online learning assignments, and difficulty planning online learning. From the results of data analysis, it can be seen that the performance of lecturers in the application of online learning in the Technical and Vocational Education and Training (TVET) related to aspects of learning planning is classified as good. This is the success of the institution, especially the Institute for Learning Development and Quality Assurance (LP3M) which annually provides training and workshops on the preparation of RPS and teaching materials to lecturers in the university environment.

Learning administration is the main part in a learning process, where the administration is used as a guide in carrying out all learning activities. completeness and proper administration is an obligation that must be fulfilled by teachers to be able to improve their performance. With the preparation of proper learning administration, learning activities will run optimally.

Implementing Online Learning

Before the Covid-19 pandemic, there were many online learning applications, but their use was still not optimal[19]–[21]. Online learning models or commonly referred to as OLM (Online Learning Models) are used to describe learning systems using internet technology[22], [23]. With OLM students can learn anytime and anywhere, even though they are far apart.. In its execution, online learning needs the help of cell phones, for example, cell phones or Android telephones, workstations, PCs, tablets, and iPhones that can be utilized to get to information whenever and anyplace. Hence, online learning can be supposed to be a center way that should be possible by instructors to work on the nature of learning in Indonesia.

Based on the results of data analysis related to aspects of implementing online learning, the percentage was 78.96%. These results are influenced by 5 indicators that are used as a reference to measure the performance of lecturers in implementing online learning which include: the use of online learning time allocation, the use of online learning strategies or methods, the use of online learning

media and learning resources, the delivery of online learning materials, and difficulties in implementing online learning. From the percentage results obtained, the performance of lecturers in the application of online learning in the Technical and Vocational Education and Training (TVET) related to aspects of implementing learning is quite good.

The use of learning strategies or methods is the key to the online learning process. lecturers are required to be able to use varied learning strategies and methods and are also adapted to the heterogeneous characteristics of students and the material to be delivered, so that students are not bored in their learning activities. Based on the data results, some lecturers have used various strategies or methods including: inquiry learning, problem based learning, lectures, snowball throwing, Inside outside Circle, fan and pick, group discussions and questions and answers.

In addition, the use of online learning media and learning resources is very helpful during the lecture process[13], [24], [25][26]. Most of the lecturers have used various media and sources according to the characteristics of the material to be taught including: pictures, posters, media trays (thin wooden sticks), learning videos, online learning media such as whatsapp groups, zoom, google meet, google forms, and other learning resources in the student's home environment.

However, in practice, the implementation of online learning still poses several problems. This is because there are still lecturers who have difficulty in carrying out online learning. The difficulties experienced by lecturers include: lack of online learning support facilities owned by students, poor signals, no study quota, electronic devices that do not support students to participate in online learning, use of devices that must alternate with parents or siblings of participants. students who are both participating in online learning, frequent power cuts, students are less focused and difficult to condition, the delivery of material is not optimal, students get bored easily, many are often unable to attend online learning, lack of motivation and assistance from parents, and the difficulty of monitoring the characteristics and behavior of students.

Evaluating Online Learning

Learning evaluation is a method used to see the achievement of a learning goal. Evaluation activities can be carried out when learning takes place or at the end of the learning process. Learning evaluation is an important part to determine the level of success and weakness of a learning activity in achieving its goals[27]. As a professional educator, evaluating learning is mandatory in order to be able to assess its performance and can be used as a reference to improve the next learning process.

Based on the results of data related to the performance of lecturers in the Technical and Vocational Education and Training (TVET) in the aspect of evaluating online learning, the percentage is 79.13%. These results are influenced by 4 indicators that are used as a reference for measuring lecturer performance in evaluating online learning which include: difficulty evaluating online learning, approaches and types of online learning evaluation, preparation of online learning evaluation tools, and the use of online learning evaluation results. From the percentage results obtained, the performance of lecturers in the application of online learning in the Technical and Vocational Education and Training (TVET) related to aspects of evaluating learning is quite good.

Some of the obstacles experienced by lecturers in evaluating online learning include: it is difficult to assess students' honesty in doing evaluation questions because most students are assisted by search engines when doing evaluations through google forms media, difficulties in doing scoring according to the rubric, hampered by the network at the location where students live. , difficulty in determining assignments that are in accordance with the characteristics of students, lack of student motivation in doing online learning evaluations, many students who are late in collecting assignments or even intentionally not collecting at all, students do not master the material because learning is not carried out face-to-face, and the last is device barriers, many students are not wise in using gadgets so they are used for things that are not related to learning such as playing online games.

In addition, the lecturers are less than optimal in giving pre-test and post-test and in analyzing student learning difficulties. In these online learning activities, lecturers often do not give pre-tests but directly deliver the material. Pre-test is important so that the lecturer can assess the students' initial abilities regarding the material to be delivered so that the lecturer can easily determine how to deliver the learning that will be taken. In addition, lecturers have not carried out an optimal analysis of student

learning difficulties, this can be seen from the absence of documentation owned by lecturers regarding the analysis of learning difficulties and student learning achievements in online learning.

From the evaluation of online learning, lecturers have used the results of online learning evaluations as consideration for providing enrichment and improvement to students and as material for improvement in subsequent learning programs. In addition to the evaluation results are also used by teachers to improve the quality of performance in teaching.

CONCLUSION

Based on the results of data processing and analysis that has been carried out related to the performance of lecturers in the application of online learning in the I Technical and Vocational Education and Training (TVET), the following conclusions can be drawn: Lecturer performance in the application of online learning related to the aspect of planning learning as a whole obtained a percentage of 82.26% so that it is in the good category. The indicators measured include: drafting lecture contracts, Semester Learning Plans (RPS), compiling teaching materials, determining types of online learning applications, determining online learning assignments, and difficulties in planning online learning. The results of data analysis related to aspects of implementing online learning obtained a percentage of 78.96%. These results are influenced by 5 indicators that are used as a reference to measure the performance of lecturers in implementing online learning which include: the use of online learning time allocation, the use of online learning strategies or methods, the use of online learning media and learning resources, the delivery of online learning materials, and difficulties in implementing online learning. From the percentage results obtained, the performance of lecturers in the application of online learning in the Technical and Vocational Education and Training (TVET) related to aspects of implementing learning is quite good. The performance of lecturers in the Technical and Vocational Education and Training (TVET) in the aspect of evaluating online learning obtained a percentage of 79.13%. These results are influenced by 4 indicators that are used as a reference for measuring lecturer performance in evaluating online learning which include: difficulty evaluating online learning, approaches and types of online learning evaluation, preparation of online learning evaluation tools, and the use of online learning evaluation results. From the percentage results obtained, the performance of lecturers in the application of online learning in the Technical and Vocational Education and Training (TVET) related to aspects of evaluating learning is quite good.

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