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LECTURER TEACHING METHODS AND COMPETENCES AND STUDENTS LEARNING ACHIEVEMENT

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Abstract: Lecturer Teaching Methods And Competences And Students Learning Achievement

The use of lecturers' teaching methods and competencies varies greatly at IAIN Bukittinggi and it is important to know the relationship between lecturers' teaching methods and competencies with student learning achievements at Bukittinggi IAIN. The quantitative descriptive method used can clearly identify the relationship between the method and teaching competence of 40 lecturers with student learning achievement. The method of teaching lecturers at IAIN Bukittinggi mostly uses lecture and question and answer methods, discussion, assignment and reading and problem solving. Teaching competence of lecturers at IAIN Bukittinggi in the teaching and learning process is quite high in terms of mastery of the material, syllabus development and KRS preparation, implementation of learning and teaching interactions, and student achievement. The method and teaching competence of lecturers do not correlate with student achievement at IAIN Bukittinggi, only reaching 2.8% of student achievement, the rest is more influenced by other factors.

Keyword Method; lecturers teaching competence; learning achievement

Abstrak : Metode dan Kompetensi Dosen Serta Prestasi Belajar Mahasiswa

Penggunaan metode pengajaran dan kompetensi dosen yang bervariasi di IAIN Bukittinggi sangat penting untuk mengetahui hubungan antara metode pengajaran dan kompetensi dosen dengan prestasi belajar mahasiswa di IAIN Bukittinggi. Metode deskriptif kuantitatif yang digunakan dapat dengan jelas mengidentifikasi hubungan antara metode dan kompetensi mengajar 40 dosen dengan prestasi belajar mahasiswa. Metode pengajaran dosen di IAIN Bukittinggi sebagian besar menggunakan metode ceramah dan tanya jawab, diskusi, pemberian tugas dan pemecahan masalah. Kompetensi mengajar dosen di IAIN Bukittinggi dalam proses belajar mengajar cukup tinggi dalam hal penguasaan materi, pengembangan silabus dan mempersiapkan KRS, pelaksanaan pembelajaran dan interaksi pengajaran, serta prestasi belajar mahasiswa. Metode dan kompetensi mengajar dosen tidak berkorelasi dengan prestasi belajar mahasiswa di IAIN Bukittinggi, hanya mencapai 2,8% dari prestasi belajar mahasiswa, sisanya lebih dipengaruhi oleh faktor lain.

Kata Kunci: Metode; Kompetensi Mengajar Dosen; Prestasi Belajar

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A. INTRODUCTION

Teaching is a very complex activity, so it is difficult to determine how good teaching really. Teaching is a relationship between people, because it needs good treatment of students, and mastering the material to be taught, then adjusting the teaching method with the lesson material (Winataputra, dkk., 2014; Wahidin, U., 2017; Padmowihardjo, S., 2014; Handayani, T., 2011).

The teaching methods are very diverse. Each method has advantages and disadvantages of each. None of the methods is considered effective in every condition (Anas, M., 2014; Amin, A., 2015). Each method is seen as effective in one situation and may not be effective in another. Teaching is very good if done using various methods. A method is carried out based on relevant considerations and learning situations. To apply the method, the state of the method must also be known, both its effectiveness and the way it is implemented (Nurdin, M., 2016; Yulianti, H., dkk, 2018; Hanum, N. S. (2013).

The lecture method can be seen as a delivery of teaching material through narrative (Amaliah, R. dkk, 2014). The following types of methods is commonly use in teaching like, discussion, question and answer, experimental method, simulation, project, sociodrama and role-play, recitation, demonstration, problem solving, and training. Many teachers and lecturers also use this method in teaching, because its implementation is very simple and does not require complicated procedures. Cranton suggests that the lecture method is identical to what is known as the instructor centered method (Cranton, P. 2002). This happens because the instructor or lecturer is the only person responsible for delivering the material to students, so the direction of communication tends to be only one direction, from lecturer to student.

The discussion method is a method used by lecturers in teaching in all classes (Sugiyanto, R., 2009; Astuti, H., 2012). The discussion method is not effective for presenting new information. The discussion method will be suitable for lecturers who want to do the following:

- a. Helping students learn to think and argue about subject matter.
 - b. Helping students evaluate using logic.
 - c. Giving an opportunity to students to formulate a topic and idea of thinking.
 - d. Helping students find problems from information obtained.
 - e. Discuss and use study materials from materials from other groups.
 - f. Obtain information and know previous theories.
 - g. Motivate and develop broader learning.
 - h. Get stimulus and feedback about achieving a learning goal.
- (Nurrohmi, Y., dkk, 2017; Wiranty, W., dkk, 2018; Suparya, I. K., 2016)

Question and answer method is a way of presenting courses in the form of questions that must be answered by students. Question and answer method is the oldest method and is widely used in the educational process, both in the family, community and in schools/madrasah and universities (Siregar, E. A. 2014; Alfiyana, N., dkk, 2019).

Simulation can be interpreted as a way of teaching by doing artificial behavior (Ikhwan, A., 2017; Handayani, N. D., 2018). Simulation is basically a kind of game in teaching that is lifted from the reality of life.

The project method is a way of presenting material that starts from a problem (Qomariyah, O. N., 2019; Piona, Y., 2017). This method can broaden students' thinking in facing life problems, and then can foster students with the habit of applying knowledge, attitudes and skills in daily life in an integrated manner.

The experimental method is a way of presenting lessons, where students conduct experiments by experiencing and proving for themselves what they have learned (Andiasari, L., 2015; Sartika, S. B., 2012). In the teaching and learning process with this method students are given the opportunity to experience or do it themselves, follow a process, observe an object, analyze, prove and draw their

own conclusions about an object, state or process of something. Thus students are required to experience it themselves, reach the truth, or try to explore the proposition or law and draw conclusions from the process they experienced.

Task method (recitation) is a method of presenting material where the lecturer assigns a specific task to students in their learning activities (Lestari, E. C., dkk, 2015; Amin, M., dkk, 2017). Assignments can be done in the classroom, on the campus yard, in the laboratory, in the library, in the workshop, at home or in the student dormitory or anywhere.

Socio-drama and Role Playing are dramatizing behavior that has to do with social problems (Sitompul, D. N., 2015; Endriani, A., 2016). Role playing aims to describe a past event. Then appoint several students to perform roles in accordance with the purpose of the story. The benefit is helping someone change their attitude so far. In addition, role playing is a planned learning activity designed to achieve specific educational goals.

The demonstration method is a way of presenting lecture material by demonstrating the process to students, certain situations that are being studied, both actual and imitation accompanied by verbal explanations (Gilboy, M. B., 2015; Wati, N. N. K., 2020).

Method of Problem Solving (problem solving) is a method of thinking that starts with finding data until drawing conclusions (Mitra, A. K., 2012; Muntamah, U., 2017). Use this method by following the steps as follows:

- a. There are obvious problems to solve. The problem comes from students according to their abilities.
- b. Looking for data or information that can be used to solve these problems, such as reading books, researching, asking questions, discussing, and others.
- c. Establish a temporary problem-solving schedule for the problem (Ulfhanny, M., 2018; Mutia, I., dkk, 2018).

The method of training (training) is a good way of teaching to instill good habits. This method can be used to acquire dexterity, accuracy, opportunity, and skills Nurhasanah, H. (2017).

The method of fieldwork is to review certain places, such as visiting historical sites, museums, and so on. Tourism can be done in a short time or a long time (Suridah, S., dkk, 2020).

Demonstration means show. Teaching using the demonstration method is done in the form of performances related to teaching material. This can be done by lecturers and outsiders invited to class. Demonstrated process taken from the actual object (Situmorang, H., dkk 2013).

This method is basically two methods that are interrelated to one another (Hamid, A., 2019). Inquiry means investigation, while discovery means discovery. By carrying out an investigation, students can obtain an invention. With inquiry and discovery methods, students do a high-value mental process, in addition to other physical activity processes.

The important thing for the lecturer in using the teaching method is to consider the factors regarding the suitability of the method with the teaching objectives, available resources and facilities, the conditions and conditions of teaching and learning, student conditions and the time available.

Teaching ability relates to the skills possessed by lecturers in delivering lecture material. Lecturers as executors of educational assignments have a hand in choosing teaching tools, teaching aids and other teaching media. Oemar Hamalik (2004) and Fajarwati, S. (2016) suggested that the use of teaching media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities and even bring psychological influence on students.

There are eight basic teaching skills that are considered very important in the success of teaching and learning activities namely the skills to ask questions, provide reinforcement, hold variations, explain, open and close lessons, guide

small group discussions, manage classes, and teach groups small and individual
Turney, C. (1973).

The ability to manage learning can be seen in various aspects as stated by Nurhayati Djamas (2002) namely the aspect of mastery of teaching materials with indicators must be able to understand the structure of knowledge and master the specific substance in accordance with the types of services needed by students. Aspects of syllabus development/preparation of lecture program units with indicators are able to describe the learning objectives, choose and determine the material and organize the material. Able to determine learning methods and be able to determine learning media. Able to develop assessment tools also determine and be able to allocate time.

The aspects of implementing teaching and learning interactions with indicators are able to open lessons and teach material, able to use methods and use media, able to use communicative language and motivate students, able to organize activities and interactions with students communicatively, able to conclude learning and provide feedback.

Learning achievement assessment aspects with indicators able to choose questions based on the level of difficulty, and choose questions based on the level of differentiation, able to correct valid questions, able to check answers and classify assessment results, able to process and analyze assessments, able to identify the level of variation in the results of the assessment, and conclude the results of the assessment clearly and logically. Learning achievement
In general, achievement is defined as a result of work that has been achieved with effort or obtained by way of working tenacity which can be measured by a measuring instrument called a test. Learning achievement is defined as the results obtained from learning that can be in the form of knowledge, skills, and can also be in the form of behavioral attitudes (Sukardi, 2005). Learning achievement can also be interpreted as the results achieved from all work through the teaching and learning process.

Learning achievement has several functions including indicators of the quality and quantity of knowledge that has been mastered, curiosity, as well as various information and educational motivations. This is an indicator of the absorption of students. The teaching methods that are used by lecturers vary and the ability to teach lecturers in utilizing a variety of teaching skills which also varies will certainly have an effect on the achievements of the students they teach in class

B. RESEARCH METHOD

This research uses *ex post fact* to involve all lecturers and students of IAIN Bukittinggi as its population. The sample of this study was taken as much as 5% of the population, as many as 40 people. This research is a correlational research which is intended to find out the relationship between variables. By using correlation techniques, researchers know the relationship of the method, the ability of lecturers with student achievement.

Data collection uses a closed questionnaire. The questionnaire is arranged based on indicators that can answer the problem. These indicators are compiled from each variable by seriously considering the use of content validity and construct validity. This study also uses interviews and documentation.

Data analysis begins with scoring and then the data are analyzed inferentially. Some hypotheses are tested using the correlation technique (Anova). To find out the correlation given independent variables to the dependent variable used regression analysis with the formula: $Y = B_0 + B_1X_1 + B_2X_2 + \dots$. All data is done through computer media, namely the use of a statistical analysis system (SAS) program. (Muhammad Arif Tiro, 1999).

C. RESULT AND DISCUSSION

Result

Based on the results of the study, it can be described lecturer teaching methods as follows:

1. Lecture Method

Based on respondents' answers to the questionnaire that has been provided, the data about the lecture method there are 23 people or 57.5% of lecturers always use the lecture method, 11 people or 27.5% stated frequently, 6 people or 15% stated sometimes. The following data is in the table below. This shows that most lecturers use the lecture method which is more than half of the total number of lecturers who teach at IAIN Bukittinggi.

Table 1. Use of the Lecture Method

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Lecture Method	23 people	11 person	6 people	0 people	0 people
Percentage (%)		57,5%	27,5%	15%	0%	0%

2. Question and Answer Method

There are 22 people or 55% of lecturers always using the question and answer method, 14 people or 35% stated frequently and 4 people or 10% stated sometimes. Lecturers also use the question and answer method more than any other method.

Table 2. Use of Question and Answer Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Question and Answer Method	22 people	14 People	4 people	0 people	0 people
Percentage (%)		55%	35%	10%	0%	0%

3. Discussion Methods

Lecturers who stated were often 20 people or 50%, 15 people or 37.5% stated always and 5 people or 12.5% stated sometimes. IAIN Bukittinggi lecturers quite often use the method of discussion in lectures, which makes students more trained in expressing opinions in lectures.

Table 3. Use of Discussion Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Discussion Methods	15 people	20 people	5 people	0 People	0 People
Percentage (%)		37,5%	50%	12,5%	0 %	0%

4. Project Method

So those who said never 23 people or 57.5%, 10 people or 25% stated almost never, and 5 people or 12.5% stated sometimes and often 2 people or 5%. Lecturers generally never do the project method because this method is considered ineffective and requires a lot of preparation to complete a lecture material project.

Table 4. Use of Project Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Project Method	0 people	2 people	5 people	10 People	23 people
Percentage (%)		0%	5 %	12,5%	25%	57,5%

5. Experiment Method

So those who said never 19 people or 47.5%, 9 people or 22.5% stated sometimes, 6 people or 15% stated often, 5 people or 12.5% stated almost never, and 1 person or 2, 5% stated always.

Table 5. Use of Experimental Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Experimental Method	1 people	6 people	9 people	5 people	19 people
Percentage (%)		2,5%	15%	22,5%	12,5%	47,5%

6. Methods of Task and Recitation

So those who stated always and often were 16 people or 40% each, sometimes 7 people or 17.5% and 1 person or 2.5% said never.

Table 6. Use of Task and Recitation Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Task and Recitation Method	16 people	16 people	7 people	0 people	1 people
Percentage (%)		40%	40%	17,5%	%	2,5%

7. Sociodrama Method and Role Playing

Based on data that has been collected, the highest frequency is the highest which states that sometimes reaches 16 people or 40%, 6 people or 15% states often, and 5 people or 12.5% states almost never and 13 people or 32, 5% said never.

Table 7. Use of the Sociodrama Method and Role Playing

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Sociodrama Method and Role Playing	0 people	6 people	16 people	5 people	13 people
Percentage (%)		0%	15%	40%	12,5%	32,5%

8. Demonstration Method

Based on data that has been collected, stated sometimes reaching 19 people or 47.5%, 6 people or 15% stated always and often, 2 people or 5% stated almost never and 7 people or 17.5% stated never. More lecturers sometimes use this demonstration method, because it takes a lot of ability to demonstrate something related to the material taught by lecturers in class.

Table 8. Use of Demonstration Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Demonstration Method	6 people	6 people	19 people	2 people	7 people
Percentage (%)		15%	15%	47,5%	5%	17,5%

9. Problem Solving Method

The frequency is that states often reach 16 people or 40%, 3 people or 7.5% say always, 13 people or 32.5% who say sometimes, almost never 2 people or 5%, and 6 people or 15% stated never.

Table 9. Use of the Problem Solving Method

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Problem Solving Method	3 people	16 people	13 people	2 people	6 people
Percentage (%)		7,5%	40%	32,5%	5%	15%

10. The method of fieldtrip

So the highest frequency is that states never reach 27 people or 67.5%, 7 people or 17.5% states almost never, sometimes 5 people or 17.5% and 1 person or 2.5% states often.

Table 10. Use of Tourism Work Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Tourism Work Method	0 people	1 people	5 people	7 people	27 people
Percentage (%)		0%	2,5%	12,5%	17,5%	67,5%

11. Lecture and Question and Answer Methods

Then the highest frequency is that which always says 26 people or 65%, 10 people or 25% stated often, sometimes 3 people or 7.5% and 1 person or 2.5% said never.

Table 11. Use of Lecture and Question and Answer Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)

1.	Lecture and Question and Answer Method	26 people	10 people	3 people	0 people	1 people
Percentage (%)		65%	25%	7,5%	%	2,5%

12. Simulation Method

Based on the data obtained, the highest frequency is that sometimes it reaches 17 people or 42.5%, 7 people or 17.5% states often, almost never 4 people or 10%, and 12 people or 30% states never.

Table 12. Use of Simulation Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Simulation Method	0 people	7 people	17 people	4 people	12 people
Percentage (%)		0%	17,5%	42,5%	10%	30%

13. Inquiry and Discovery Method

The frequency is that states sometimes reach 13 people or 32.5%, 1 person or 2.5% states always, often 5 people or 12.5%, almost never 10 people or 25%, and 11 people or 27, 5% said never.

Table 13. Use of Inquiry and Discovery Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Inquiry and Discovery Method	1 people	5 people	13 people	10 people	11 people

Percentage (%)	2,5%	12,5%	32,5 %	25%	27,5%
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14. Combined Method

The frequency is that states sometimes reach 16 people or 40%, 13 people or 32.5% say always, often 11 people or 27.5%.

Table 14. Use of Combined Methods

Number	Lecturer Teaching Method	Alternative Answers				
		Always (SL)	Often (SR)	Sometimes (KD)	Almost Never (HTP)	Never (TP)
1.	Combined Method	13 people	11 people	16 people	people	people
	Percentage (%)	32,5%	27,5%	40%	%	%

Description of Student Learning Achievement

Student learning achievement is the result achieved by students in the learning process in the form of numbers or grades given by the lecturer after an evaluation is held. Grading scores to students is an accumulation of the entire examination process, discussion, individual and group assignments, and activities in the teaching and learning process so that the numbers or given are 4, 3, 2, and 1 with the symbols of the letters A, B, C, and D of each course. All courses that have been programmed and tested in each semester are calculated and made an average student achievement index (IP). Of the 40 samples of students who were meticulous writers, the IP of IAIN Bukittinggi students varied. After counting through computer media, the lowest score is 2.16 and the highest score is 3.66. From the score obtained an average value (mean) of 2.99 and standard deviation (SD) of 0.35.

To find out the frequency of student learning achievement can be seen in Table 15:

Table 15. State of student achievement in IAIN Bukittinggi

Number	Value Interval	Category	Frequency	Percent
1.	1-2,47	Rendah	7	17,5
2.	2,275-3,49	Sedang	31	77,5
3.	3,50-4,0	Tinggi	2	5
Jumlah			40	100

From the above table, it is known that in general the learning achievement of students of IAIN Bukittinggi is in the medium category with the highest frequency of 31 people or 77.5% and those who get scores of 2.75 - 3.49 are classified as satisfactory and very satisfying while 7 people or 17.5 % get a low score or 1.0-2.74 is quite satisfying, and 2 people or 5% get the highest score of 3.50-4.0 (cum laude).

Hypothesis Testing

1. Correlation of Lecturer Teaching Methods

From the results of calculations using the product moment correlation formula, through a computer program, it can be seen that the price of r tables for the 5% error level with $n = 40$ is obtained 0.0878. This means that the r count is smaller than r table ($0.0878 < 0.312$). This means that there is no correlation between the teaching methods of lecturers and student achievement.

2. Correlation of Lecturer Teaching Ability

From the results of the partial correlation analysis it is known that the r table for the error level of 5% with $n = 40$ obtained 0.312. While the r count obtained 0.146 (contained in appendix, 1 study) this shows that the r count is smaller than r table ($0.146 < 0, 312$) meaning that there is no correlation between the ability and proficiency of lecturers' teaching on student achievement.

3. Correlation of Lecturers' Method and Teaching Ability

Through calculation and analysis of variance, it is known that the r table for the error level is made 5% with $n = 40$ obtained 0.312. While r arithmetic obtained

0,541 (contained in appendix 2) this shows r arithmetic greater than r table ($0.541 > 0.312$). Thus there is a positive correlation between the method and teaching ability of lecturers on student achievement in IAIN Bukittinggi. While the determination coefficient $r^2 = 0.028$.

This shows that the method and teaching ability of lecturers have a relationship with students' learning achievement Bukittinggi IAIN of 2.8% while the rest is influenced by other factors.

The main influence model is $Y_2 = B_0 + b_1 X_1 + b_2 X_2 + E = 3,53 + 0,00376X_1 + 0,004391X_2 + 4,467$ seeing this means simple linear regression analysis shows that the method and teaching ability of lecturers are not the main factors influencing achievement IAIN Bukittinggi student learning but many things and other factors that influence such as external and external factors of students who are frightened and the environment and personal motivation of the student.

Discussion

1. Teaching Methods for Lecturers

IAIN Bukittinggi lecturers on average deliver learning material using the lecture method. This method shows the lecture is very beneficial for students. In addition to the lecture method also uses the Question and Answer method with a high enough frequency because students are given the opportunity to ask questions about the material that has been explained.

In this case, students can understand the material taught by lecturers. The method of discussion is often also carried out by lecturers, especially material that is full of high reason and requires a long discussion. Meanwhile, the method of assignment or recitation is also quite high in frequency which is useful with tasks that require deep and specific knowledge.

So that with the assignment of students understanding and skilled in their assignments, but the most widely done by lecturers in delivering lecture material

is the combined method of lecture and question and answer means this method can improve student understanding. Among the methods that are rarely performed by lecturers are project methods, experiments, sociodrama, role playing, demonstrations, problem solving, field trips, simulations, Inquiry and Discovery, and others.

2. Lecturer Teaching Ability

The ability of lecturers in the management of learning is quite high used in the learning process. Therefore, the key to successful learning is seen from the factors of learning management, the lecturer is required to do some learning management such as:

a. Mastery of teaching materials

The ability to understand teaching materials and the structure of knowledge related to the field of study must be mastered by lecturers, so that students easily obtain knowledge.

b. The ability to design a syllabus and develop it into specific topics of learning. Lecturers must be able to describe the learning objectives by selecting and determining the material and organizing learning.

c. Implementation and interaction of teaching and learning

Good learning implementation seen from a good process, both how to present, learning strategies, teaching tools or media. Then a good way of communication and can motivate students who are taking part in learning that finally brings up and provides good feedback.

d. Evaluating student learning achievement

In terms of evaluating student achievement, lecturers must be smart and have the ability to evaluate both in terms of the selection of exam questions, the level of difficulty of questions and motivation to solve questions,

classify the results of the assessment and process and analyze the results of the assessment. In order to obtain clear, measurable and logical assessment results.

Other factors that influence student achievement are mainly the ability of students personally, motivation, attention, perception, memory, and other factors that are outside the student, such as learning conditions, learning goals and andfeed back by the teaching lecturer.

3. Correlational Analysis

The teaching methods of Bukittinggi IAIN lecturers in the implementation of teaching and learning often use lectures and questions and answers, discussions, methods of assignment and recitation as well as problem solving. The teaching method is very low correlation only reaches 2.8% of student achievement, the rest is influenced by other factors. Like the factor of students who are active in the discussions sought by students concerned.

In addition to the aforementioned factors other factors outside the student's self which influence the student's learning achievement are factors outside the student's self, such as the learning environment, and the conditions and ways of student learning. This is an input cause of the modification of learning that raises learning behavior for students.

Gagne argues that learning outcomes can be classified to 5 categories: 1. Intellectual Skills, 2. Cognitive Strategies, 3. Verbal Information, 4. Motor Skills. 5. Attitude. To get this, internal and external conditions on students are needed. Internal conditions, for example, students' readiness for learning, abilities, prerequisite knowledge existing in students, motivation and talent, intelligence and aspirations of the student. While the external conditions of students are something that exists outside the student.

The task of the lecturer is to be used as manipulation and include factors outside the student's self. To expedite the learning process even though it does

not mean the lecturer does not need to pay attention to the internal conditions of students. The method that can be done by lecturers on external conditions is by controlling the learning behavior of students who are fostered in order to achieve the same desirable learning goals. For this reason, a lecturer must have the right policies and decisions in promoting student learning outcomes.

Lecturers must have adequate knowledge about the characteristics of students, learning theory, planning and developing instructional systems, selecting effective teaching methods for assessing student learning and being able to overcome student learning problems. A lecturer is considered a good lecturer if he is professional in his field and masters the knowledge he is in

D. CONCLUSION

Based on the descriptions that have been presented previously, the results of this study can be concluded by the authors as follows: The use of teaching methods at IAIN Bukittinggi lecturers in the teaching and learning process uses a lot of the lecture and question and answer method, discussion, assignment and recitation methods as well as problem solving methods. The teaching skills and abilities of lecturers at IAIN Bukittinggi are considered quite high; this can be seen in the mastery of study material, syllabus development and preparation of semester learning plans, interactions, communication of teaching and learning, and assessment of student learning achievement. There is an indicator of the correlation between the method and skills as well as the teaching ability of lecturers with student achievement in IAIN Bukittinggi. Recommendation in this study to all lecturers in IAIN Bukittinggi to use various methods in the teaching and learning process, so they can follow the development and technology of teaching and learning. To the leadership of IAIN Bukittinggi to improve and conduct teaching training for lecturers, especially for lecturers with non-educational backgrounds.

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