Evaluative Study of Lecturer Competence in the Department of XYZ in Insitut Agama Kristen Negeri Tarutung

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Abstract

As providers of educational services, lecturers play a crucial role in tertiary institutions' operations. If lecturers possess legal competencies, tertiary institutions can perform well. This study aims to map the competence of lecturers in the XYZ study program, identify obstacles to developing lecturers' competence, and then offer suggestions for improving lecturers' competence. This study utilizes successive logical blended techniques (blend strategies consecutive illustrative). 72 students who were taught by lecturers (subjects) participated in the survey. Subjects, specifically three XYZ concentrate on program speakers, were then led to top-to-bottom meetings to have the option to recognize hindrances in the advancement of teacher abilities. The review and interview results were broken down to acquire research information. The consequences of the review show that the planning of speaker capabilities in the XYZ Study Program shows that the typical teacher skill is 67.07 where this worth is in the medium class. competence in education, with an average score of 59.92. Competence in the workplace, with an average score of 63.17. With an average score of 62.01, social competence is 61.07 social competence This leads us to the conclusion that, out of the four competencies, professional competence has the highest average, and pedagogical competence has the lowest average. Speakers face different impediments in creating academic, expert, character, and social abilities. These different deterrents come from inside the teachers, understudies, and the foundation.

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1. INTRODUCTION

The Department of XYZ is one of the departments at the Faculty of Christian Education (FIPK) Tarutung State Christian Institute (IAKN Tarutung). In 2022 the Department of XYZ will experience a decrease in the number of new student admissions by 10% compared to the previous year. This needs to be a serious concern for higher education leaders because students are the main customers and this will affect the success of the institution. Students can connect with institutions if students can feel the quality of service in tertiary institutions. The Department of XYZ has never mapped the competence of its lecturers.

The low quality of lecturer competence in teaching is reflected in the decline in academic achievement, student attitudes, and grades, as well as the poor quality of learning outcomes (Long et al., 2014). Then again, the low skill of speakers in discussing in class with understudies is the reason for low understudy accomplishment (Theall and Franklin Jennifer, 2001). In keeping with this, according to Gee (2018), lecturers play the role of facilitators to foster an effective learning environment for students. In addition, lecturers need to be proficient with technology to interact with students. Lecturer assignments are more competitive, necessitating a certain level of expertise to complete.

The best performance will result from high competence. Students will be dissatisfied and even disadvantaged if the lecturer fails to meet the competency properly. Speakers who have high skill will create powerful instructing and learning exercises so understudies feel fulfilled because they can comprehend what is conveyed by the instructor, and get fun learning lastly. According to Gee (2018), student satisfaction will be influenced by lecturers' ability to interact with students effectively and teach effectively. Students who are content will do well in school because their lecturers are qualified. Therefore, high-performing lecturers will produce high-quality students when they teach effectively (Dey et al., 2015).

The nature of instructive foundations is viewed as great if the presentation of HR, framework, and scholastic air is great. If educational institutions perform well, as is to be expected, students will be satisfied. Lecturers and other members of the teaching staff at tertiary institutions play a crucial role in the success of these institutions as providers of educational services. Higher education performance can run well if lecturers have the competencies set out in Undang-Undang Republik Indonesia Nomor 14 Tentang Guru Dan Dosen (2005), and according to Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru (2007), a teacher should have different skills in completing his obligations and obligations. The sorts of capabilities that should be moved by instructors are academic skill, proficient ability, individual skill, and social capability acquired through proficient schooling.

Pedagogical competence, or the capacity to create curriculum subjects, instructional materials, and learning strategies with sub-specializations: the capacity to plan to learn, the capacity to carry out learning, and the capacity to utilize research findings to enhance learning quality. Professional Competence is a skill that comes together from a person's knowledge of a particular field of science, the skills to put that knowledge to use, and a naturally positive attitude to advance, improve, and develop it sustainably. It also comes with a strong determination to make it happen in everyday life. Professional competence consists of broad and deep mastery of subject matter; the ability to design, implement and compile research reports, the ability to develop and disseminate innovations; the ability to design, implement and assess community service.

Social competence, namely the ability to carry out social relations with students, colleagues, employees, and the community to support education. With sub-competencies: the ability to appreciate social diversity and environmental conservation; express opinions coherently, efficiently, and clearly; the ability to respect the opinions of others; the ability to foster a classroom atmosphere; the ability to foster a working atmosphere; ability to encourage community participation.

Personal competence, namely a number of values, commitments, and professional ethics that influence all forms of lecturer behavior towards students, co-workers, family, and society, as well as influencing student learning motivation, including professional self-development. With sub-competencies: authority as a personal lecturer; wisdom in making decisions; being an example in attitude and behavior; only words and actions; the ability to control oneself in various situations and conditions and to treat students fairly.

The four competencies must be possessed by lecturers in carrying out their duties. This competence plays an important role in every lesson so that the expected quality of learning is achieved. Lecturers have a key role in improving the quality, relevance, and efficiency of education. This requires lecturers to be able to prepare their competencies optimally, because after all the competence of lecturers reflects the performance of lecturers or abilities in teaching in class so it can be ascertained that the better the competencies possessed by lecturers, it is very possible that the quality of learning will increase. In line with what was expressed by (Bhargava & Pathy, 2011) that a good education system can develop if two conditions are successfully met. First, updating and improving continuously the knowledge and skills of lecturers and second, equipping lecturers with appropriate competencies and a positive attitude towards the profession.

XYZ Study Program has never done a lecturer competency mapping. The number of lecturers who do not yet have an educator certificate is 19 out of 26 lecturers who teach in the XYZ study program (27%). The results of the study (Bhargava & Pathy, 2011) revealed that possession of the knowledge and qualifications of a certified educator alone does not guarantee that lecturers can achieve the goals of education. Due to broad roles and responsibilities, a lecturer must have high competence both inside and outside the classroom. The results of monitoring and evaluation by the Tarutung IAKN Quality Assurance Institute do not yet include an evaluation of the four lecturer competencies mentioned above. XYZ Study Program has never mapped the competence of its lecturers. Therefore, researchers are interested in researching: Evaluative Study of Study Program Lecturer Competence XYZ IAKN Tarutung.

2. METHODS

This study used a quantitative and qualitative approach/mixed method. In this study, in the first and second stages, the researcher used a purposive sampling method to determine the research sampling. Purposive sampling is a sampling based on certain considerations made by the researchers themselves. According to Sugiyono, (2012), purposive sampling is a sampling unit selected based on certain considerations to obtain a sampling unit that has the desired characteristics. Sampling in the quantitative research was 109 students, with the criteria of having received learning from the entire list of XYZ Study Program lecturers. Meanwhile, sampling in qualitative research is based on the results of research in the first stage. Lecturers who will be interviewed in the second stage of this research are lecturers who have relevance to the formulation of the research problem to obtain in-depth information about lecturer competency constraints in learning activities in the XYZ Study Program.

The instruments in this study were interview guidelines and survey sheets. After all, data has been collected, both quantitative data and qualitative data, the next step is data analysis. What is meant by data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones what is important and will be studied, and make conclusions so that it is easily understood by himself or others. Quantitative data is processed and analyzed using Microsoft Excel and Statistical Product and Service Solutions (SPSS). Quantitative data processing includes editing, coding, entry, scoring, and analysis. Data processing is done by using descriptive analysis. Descriptive analysis is used to identify the average, standard deviation, maximum value, and minimum value of each variable. The results of the descriptive analysis obtained will be used to map the competence of lecturers in the XYZ Study Program. Meanwhile, qualitative data were analyzed in several stages.

3. FINDINGS AND DISCUSSIONS

Findings

The Distribution of XYZ Study Program Lecturer Competency

Lecturer competence is very important in improving the quality of students. Lecturer competence also determines whether a university develops or not. Therefore, higher education leaders must maximize each of their work programs in increasing the competence of lecturers. Where increasing the competence of lecturers is expected to increase the competence of graduates from these tertiary institutions.

In this study, there are four aspects of lecturer competence, namely: (1) pedagogical competence; (2) professional competence; (3) personality competence; (4) social competence. Based on the results of the descriptive analysis, it was found that the aspect with the lowest average was pedagogic competence (59.92). Pedagogic competence is how a lecturer's ability to understand students, design and implement learning, student development, and evaluate student learning outcomes. Pedagogic competence largely determines the design, implementation, and evaluation of learning given by lecturers to students. Therefore, pedagogic competence must be of particular concern to improve the quality of learning. The aspect with the highest average is professional competence (63.17). Professional competence measures how lecturers' master subject curriculum materials and the substance of knowledge that covers learning material and master the structure and scientific methodology. While the average for lecturer competence is 61.07 (Table 1.1), where most of the lecturer competencies are in the medium category. This shows that the competence of lecturers needs to be improved in collaboration with various parties.

Table 1. Distribution of categories, the minimum, maximum, average, and standard deviation of lecturer competence

Category	Dimension								Variable	
	Pedagogic Competence		Professional Competence		Personality Competence		Social Competence		Competence	
	n	%	n	%	n	%	n	%	n	%
Low	8	11,10%	3	4,20%	1	1,40%	3	4,20%	5	6,90%
Middle	64	88,90%	69	95,80%	71	98,60%	69	95,80%	67	93,10%
High	-	-	-	-	-	-	-	-	-	-
Total	72	100%	72	100%	72	100%	72	100%	72	100%
Min -Max	46,09 – 67,40		48,69 – 72,39		49,86 – 69,79		47,14 – 71,73		48,79 - 67,61	
Mean ± Std	59,92 ± 6,14		63,17 ± 5,61		60,45 ± 4,70		62,01 ± 5,81		61,07 ± 5,32	

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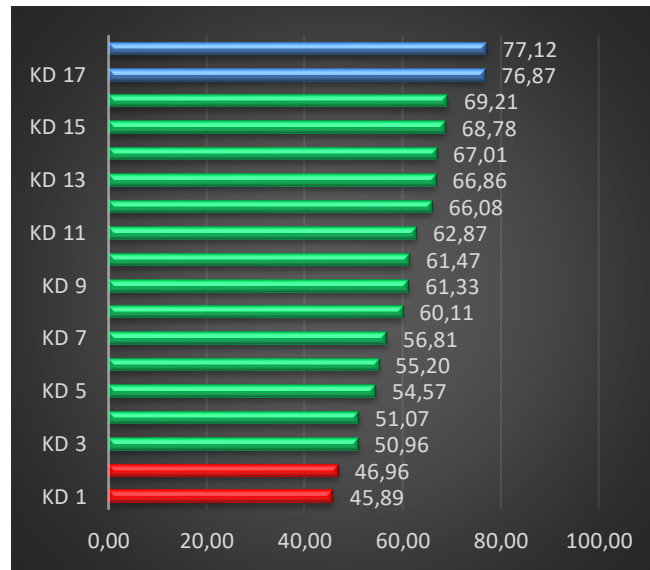
Figure 1. The mean competency per lecturer

Next, the researcher conducted competency mapping for all lecturers in the XYZ Study Program. Lecturer competency mapping is carried out by conducting descriptive data analysis so that the average lecturer competency and competency aspects of each lecturer are found. The lowest lecturer average was 45.89 and the highest lecturer average was 77.12 (Figure 1). For aspects of pedagogic competence, the lowest lecturer average was 48.19 and the highest lecturer average was 78.36 (Figure 2). The second aspect is professional competence, the lowest average is 44.51 and the highest is 76.39 (Figure 3). The third aspect is personal competence, the lowest average is 25.31 and the highest is 78.80 (Figure 4). While the last aspect is the social aspect, the lowest average social competence is 47.06 and the highest is 77.12 (Figure 5).
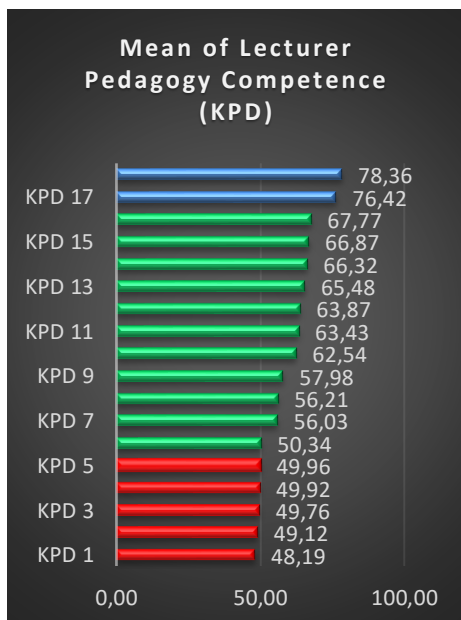

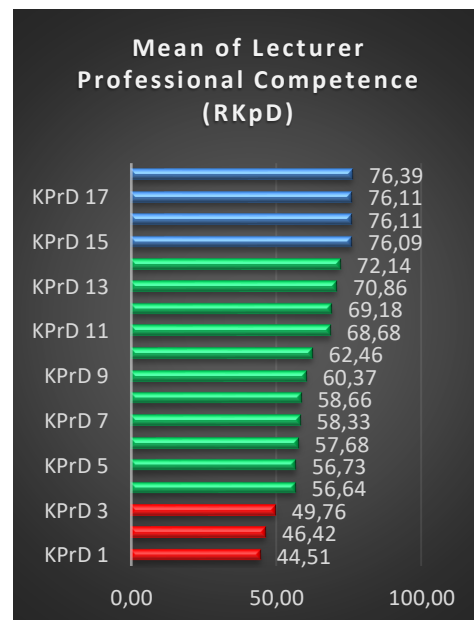**Figure 2.** Mean of Pedagogy Competence per lecturer

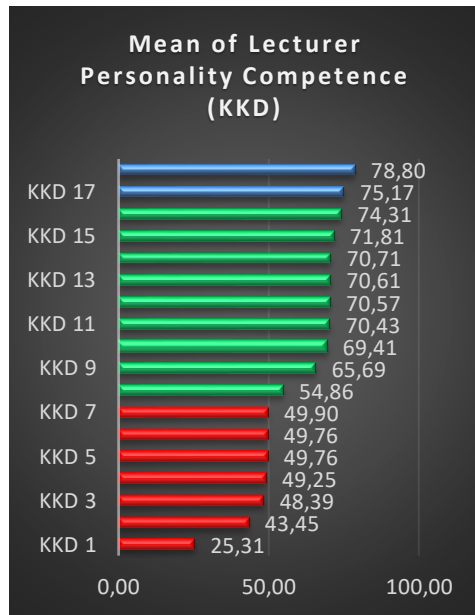**Figure 3.** Mean of Professional Competence per lecturer

Mean of Lecturer Personality Competence (KKD)

	78,80
KKD 17	75,17
	74,31
KKD 15	71,81
	70,71
KKD 13	70,61
	70,57
KKD 11	70,43
	69,41
KKD 9	65,69
	54,86
KKD 7	49,90
	49,76
KKD 5	49,76
	49,25
KKD 3	48,39
	43,45
KKD 1	25,31

0,00   50,00   100,00

Mean of Lecturer Social Competence (KSD)

	77,124
KSD 17	76,777
	70,650
KSD 15	70,568
	69,363
KSD 13	66,524
	66,319
KSD 11	64,297
	63,562
KSD 9	62,970
	60,703
KSD 7	58,517
	56,107
KSD 5	54,534
	51,062
KSD 3	49,510
	49,306
KSD 1	47,059

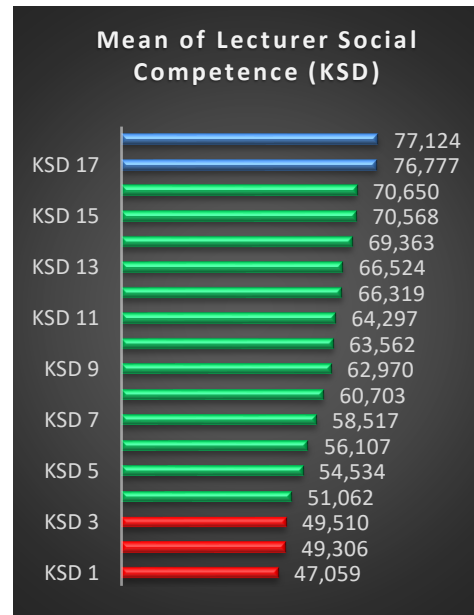**Figure 4.** Mean of Lecturer Personality Competence

Figure 5. Mean of Lecturer Social Competence

Interview Result

After the researchers analyzed the quantitative data to do a mapping of lecturer competencies in the XYZ study program. Furthermore, the researchers conducted in-depth interviews to obtain in-depth, open, and free information regarding the obstacles in developing lecturer competencies in the XYZ study program. The researcher interviewed three XYZ study program lecturers. Each lecturer is a senior, middle, and junior lecturer based on his tenure which according to the researcher's assessment can answer the objectives of the research. The following are the results of interviews with the three lecturers in the XYZ study program.

a. Pedagogy Competence

Researchers used nine indicators to assess the pedagogical competence of XYZ study program lecturers. These indicators are knowledge of the subject, knowledge of students, knowledge of the curriculum, lesson planning, learning methodology, general pedagogical knowledge, educational learning, utilization of learning technology, evaluation of learning, and learning outcomes. The following are the results of each interview.

Knowledge of the subject matter is important for lecturers who teach the subject. All informant lecturers revealed that before starting the learning process at the beginning of the semester the informant lecturer prepared a Semester Learning Plan (RPS). In addition, the informants also prepared themselves by finding out as much information as possible about the subjects to be taught. However, all informant lecturers revealed that they encountered difficulties when asked to teach subjects outside their scientific field. As stated by lecturer informant 1, that management is different from management education. The difficulty of teaching subjects outside the field of study expertise was also experienced by lecturer informant 2. Obstacles in preparing for other lectures were also expressed by informant 2 lecturers such as during the Covid-19 pandemic. Informant 2 lecturers had to adapt to lecture conditions that were initially offline to become online.

Based on the explanation of the informant lecturers above, it can be concluded that the cause of the lack of knowledge of lecturers about courses is that lecturers teach courses that are not in their scientific fields. This happened due to a shortage of teaching staff in the XYZ study program so the head of the study program asked lecturers to teach courses even though they were outside their scientific field. The lecturers' limited understanding of subjects outside of their knowledge makes lecturers need a lot of effort in preparing maximum lectures.

b. Professional Competence

Researchers used five indicators to assess the professional competence of XYZ study program lecturers. These indicators are: mastering the substance of the field of study and scientific methodology, mastering the structure and material of curriculum studies, mastering and utilizing information and communication technology in learning, compiling study curriculum materials, and improving the quality of learning through action research.

Based on the results of interviews with the three informant lecturers, it was found that related to mastering the substance of the field of study and scientific methodology informants 1 and 3 experienced problems in the incompatibility of the field of science with the field of study in certain subjects. The informant lecturer experienced the same problems as the explanation regarding knowledge of the subject where the first experience of teaching pure education management courses was a challenge for the informant lecturers. Informants 1 and 3 lecturers feel that they are not optimal in the learning process because sometimes lecturers are constrained to give examples that are relevant to lecture material, and are not able to explain the relevance of the topics being taught to other topics, and when connected to the context of everyday life.

Based on the results of interviews with the three informant lecturers who mastered the structure and material of curriculum studies, the informant lecturers tried to process learning material creatively. Lecturers follow the progress of the times by learning from various sources. Although for this there are obstacles due to limited learning resources facilitated by the campus, they are still minimal, such as library services and computer labs. Lecturers make every effort to develop a curriculum that encourages student involvement in the learning process.

Based on the results of interviews with informant lecturers, it was found that in mastering and utilizing information and communication technology in learning, informant lecturers still encountered various kinds of obstacles. Informant 3 lecturer revealed that he only used simple learning technology due to limited facilities and infrastructure. "I use the simplest learning technology, sis, I mostly use Google Classroom, nothing like that. Yes, it's like you know, in XYZ there's no electricity, there's no LCD, so how can you use great learning technology, right?" said lecturer informant 3. He further revealed that the limited infrastructure in the PMK study program discouraged lecturer informant 3 from learning the development of learning technology.

In line with this, lecturer informant 1 also revealed "I have never participated in training on the development of learning technology. I need that, maybe you can make a suggestion too for our head of study program because there are still many lecturers who are clueless. It must be noticed. Then yes, it's like the availability of the internet is also an obstacle. As for lecturer informant 2, because he is a lecturer in computer technology, he does not experience any problems in development.

Based on the explanation above, it can be concluded that the obstacles found when educators carry out learning using technology and information are due to limited supporting facilities and infrastructure. The lack of availability of projector screens and the unavailability of internet networks in class greatly affect the course of learning.

Based on the interviews conducted, it was found that the informant lecturer did not experience any problems or obstacles in the process of compiling the curriculum material for the course being taught. XYZ Study Program has two different curricula. The curriculum applied in the XYZ study program is the 2018 curriculum and the 2020 curriculum. Based on the interview results, the informant lecturer was able to prepare a Semester Learning Plan (RPS) according to the different XYZ study program curricula. The lecturer also explained the RPS that would be used by students in the first meeting.

Based on interviews related to improving the quality of learning through action research. Informant 3 lecturer revealed that he had not fully improved the quality of learning through learning evaluation. Student grades from assignments and UTS are not used as a tool for evaluating the RPS that

has been made at the beginning of the semester.

Informant 3 lecturer further explained that he rarely conducts learning evaluations. "I'm what's already in RPS, that's all I'm doing, it doesn't change." There were no specific obstacles expressed by informant 3 regarding why he did not carry out learning evaluations based on student values. Meanwhile, lecturer informants 1 and 2 revealed that they used student values as evaluations to improve the learning process for subsequent meetings.

Informant lecturers also revealed that they used research results to improve the quality of lectures. Research results are taken from both international and national journals. Professional competence is also reflected in the involvement of students in research conducted by lecturers. Based on the statement from lecturer informant 1, he had never conducted research with students. "Never, hopefully, this year. There are already preparations for it, but it hasn't been executed yet," said lecturer informant 1. This is because conducting research requires a lot of funds, while there is no research funding assistance from the XYZ study program.

In line with this, lecturer informant 2 also revealed that he had just conducted research with students this year. "Research with new students this year madam, making a learning model in the form of E-Learning". The obstacle was that in previous years there was no funding from DIPA for lecturer and student research. "Indeed, in the past years, there was no collaborative research for lecturers, just for lecturers, not for students, so yes, the DIPA was actually what was funded by the lecturers, ma'am. Lecturer informant 3 adds constraints in terms of limited time to conduct research with students.

Based on the explanations from informant lecturers, it can be concluded that the obstacles to conducting joint research between lecturers and students are limited time and research funds. For time constraints, lecturers are constrained in dividing their time to work on the tri dharma of higher education. Meanwhile, the reason why lecturers do not conduct research with students is that research funding from DIPA funds is only for lecturer research and does not involve students.

c. **Personality Competence**

Researchers used six indicators to assess the personality competencies of XYZ study program lecturers. These indicators are the authority as a lecturer person, wisdom in making decisions, being an example in attitude and behavior, single words and actions, ability to control oneself in various situations and conditions, and fairness in treating students.

The results of interviews with informant 3 regarding the reflection of authority through attitudes and daily behavior indicate that there are obstacles to showing authority in front of students. "Sometimes there is also a fear that I will not be liked by students, so I sometimes think about how to make students like me. Sometimes it makes me feel that I am not authoritative in front of students." Said lecturer informant 3.

Informant 2 lecturer revealed that he was still learning to be an authoritative lecturer in front of his students. Three indicators of an authoritative lecturer in front of his students. First, lecturers are close to students, so students can express their opinions without fear. Students are free to convey their inspiration with respect. Second, when lecturers teach, there is a good response from students. This shows that students pay attention to what the lecturer conveys in front of the class. Third, when the lecturer gives assignments, the majority of students do the assignments well. If more than 50% of students do not complete the assignment, it means that there is something wrong with the learning method or the lecturer's presentation in the class.

The obstacle experienced by the informant 2 lecturer was related to his authority, namely when he had to deal with problematic students in class. These students rarely do assignments and attend lectures. What the informant 2 lecturer did was call the student personally and have a heart-to-heart talk. Informant 2 lecturer provides time to look for the causes of the student's constraints in participating

in the learning process in class. Then, provide motivation so that the student is excited to return to college. Based on the experience of informant 2 lecturers with these students, informant 2 lecturers were praised as lecturers who were authoritative in front of students.

Based on the explanations from informant lecturers, it can be concluded that the obstacles faced by lecturers in demonstrating their authority are the fear of not being liked by students and facing students who have low motivation in participating in class learning. Students with low learning motivation cannot appreciate the learning process in class, so they will underestimate lecture activities including everything that is conveyed by the lecturer in class. This is a challenge for lecturers to continue to show their authority in front of such students.

Lecturer personality competence is also seen in the wisdom of the lecturer in making decisions about problems that occur among students, student grades, student assignments, and the number of student attendance. The obstacle from lecturer informant 1 is that during online lectures, it is difficult for lecturers to determine whether the problems experienced by students occur or are just reasons made up by students. Network constraints are the reason students most often use for turning off the camera during lectures, not attending lectures, and not submitting assignments on time.

Informant 2 lecturer stated that he did not experience any problems, but rather a challenge to use the lecturer's wisdom in making decisions for students. Don't let the decisions made by the lecturer be used by students not follow the rules in the lecture contract that have been mutually agreed upon.

Informant 3 lecturer revealed that sometimes he could not be an example for students in his class. Informant 2 lecturer stated that he faced obstacles to being an example in attitude and behavior because he had to do other lecturers' work so he sometimes came to class late.

Based on the explanation from the informant lecturer, it can be concluded that the obstacle to being a role model for students is the busyness of the lecturer outside of teaching which makes the lecturer stop violating the provisions of the lecture contract. Lecturers must also continue to learn to manage their time well. Amid their various activities, lecturers must be able to determine priorities to provide good teaching in class, and to be role models for students both on and off campus.

Lecturers are also required to be able to control themselves in various situations and conditions during the learning process in class. Based on the explanation from informant lecturers, lecturers and students are not always in good condition and situation. The informant lecturer admitted that he had scolded a student in his class. In line with this, lecturer informant 2 also revealed that he had faced a case where students committed plagiarism in carrying out their assignments.

Furthermore, lecturer informant 2 revealed that it was necessary to show anger in front of students so that they could respect each assignment or provision that had been mutually agreed upon. "That's necessary for children so they know what we are like when people say shock therapy is for children so they don't do anything wrong either." Said lecturer informant 2. Lecturer informant 3 also admitted that he had expressed his emotions in front of students during the teaching and learning process. This is because many students come late to class, or because students are not optimal when presenting in class.

The obstacle expressed by the informant 1 lecturer in self-control during the learning process in class, namely the fatigue felt by the lecturer is not comparable to the results he obtained at the end of the learning process. Another obstacle is that students sometimes underestimate the course as evidenced by not doing their assignments optimally or doing the assignments for other subjects when lecturer informant 1 is teaching.

Based on the explanations from the informant lecturers above, it can be concluded that the biggest challenge to self-control comes from students. Students commit acts of plagiarism, are late for class, are passive during the learning process, and are careless in doing assignments which triggers the lecturer's anger in class.

The latter is in terms of fairness in treating students. All informant lecturers revealed that they had no problems treating students fairly. However, the informant lecturer paid more attention to students who were active in class during the learning process. Students who are intellectually visible in class usually steal the attention of informant lecturers.

d. Social Competence

Researchers used five indicators to assess the social competence of XYZ study program lecturers. These indicators are the ability to express opinions, the ability to accept criticism, suggestions, and opinions of others, know students well who attend lectures, get along easily among colleagues, employees, and students, and tolerance for student diversity.

In the social competence of lecturers, the first indicator is the ability to express opinions in public. Both orally and in writing in front of students and front of the scientific community. Based on interviews with informant lecturers, it was found that there were no significant obstacles regarding oral and written delivery in front of students. However, for delivery orally and in writing in front of the scientific community, informants 1 and 3 revealed that they had never attended either a national seminar or an international seminar as presenters.

The obstacles faced by informants 1 and 3 were unpreparedness in terms of study material and the lack of funding to attend national and international seminars both from study programs and institutions. "Yes, because there is no writing, they don't do research like that. The research funds are limited, especially when we talk about funding for national and even international seminars," said lecturer informant 1.

Informant 3 lecturer added "Both in terms of material and in terms of finance. Joining conferences is expensive, isn't it, especially international ones? Well, it's still minimal on our campus, Sis," said lecturer informant 3. Lecturer informant 2 revealed that he had indeed attended both national and international seminars. However, they are still constrained in terms of financing the seminar activities. "Campus doesn't have enough funding, ma'am, so we have to make a personal effort, ma'am. It's a financial sacrifice, right, ma'am because it's also beneficial for us. Hopefully, in the future, the leadership can pay more attention to this, "said lecturer informant 2.

Based on the explanations from informant lecturers, it can be concluded that the obstacles to lecturers participating in national and international seminars as presenters are the constraints on the lack of research articles owned by lecturers for seminars. Then the lack of financial support from study programs and institutions to send their lecturers to attend national/international seminars.

The second indicator is the ability to accept criticism, suggestions, and opinions of others. Informant lecturers openly accept criticism, suggestions, and opinions from leaders, students, fellow lecturers, or even from education staff. Based on the results of the interviews, it was also found that the informant lecturers responded well to the criticisms and suggestions given by students. Students who submit complaints related to grades are responded to well and openly. However, the obstacle faced by informant lecturers was that students had minimal criticism, suggestions, and opinions. Alleged lecturer informant 1 maybe because students feel afraid to express criticism, suggestions, or opinions.

The next indicator is that the lecturer knows well the students who attend lectures. Informant 2 lecturers always take student attendance before the learning process begins. While informants 1 and 3 do not always do it. The constraints faced by informants 1 and 3 were due to limited lecture time, while quite a lot of material had to be delivered. So the lecturer decided not to always take student attendance both in online classes and offline classes.

The informant lecturers added that they did not know each student who took the courses in their class one by one. However, they will remember students' names based on their activeness in class and their intellect. Informant lecturers also revealed that they had limited memory and time to know each

student in depth.

The fourth indicator is that lecturers must be easy to get along with colleagues, employees, and students. Based on the results of the interviews, it was found that lecturer informant 1 rarely got along well with students, lecturers, and education staff. "Ouch, how come I also rarely hang out, or establish communication, it's normal, bro, say hi say hi, with students too, yes, the term isn't really that way of communicating. Just enough and as needed," said lecturer informant 1. The obstacle expressed by lecturer informant 1 in getting along is anxiety and fear of making mistakes when establishing communication or special relationships with lecturers and education staff. Another reason is that he feels uncomfortable if he interacts too much with co-workers.

Meanwhile, lecturer informant 3 stated that he had no difficulty getting along with students. However, he stated that he experienced problems in getting along with fellow lecturers, as well as fellow educational staff. Meanwhile, lecturer informant 2 revealed the obstacles he encountered in getting along with students, lecturers, and education staff.

Based on the explanations from informant lecturers, it can be concluded that the constraints or obstacles in establishing relationships and communication with students, fellow lecturers, and education staff are the nature of the lecturers who do not easily get along with other people, there is a gap between senior and junior lecturers, between fellow lecturers and education staff are rarely in the same activity so they are not too close, and finally the weak ability of lecturers to memorize lecturers and education staff.

The final indicator of social competence is tolerance for student diversity based on the results of interviews with informant lecturers it was found that there was no problem regarding tolerance for the ethnic diversity of students. Informant lecturers have a high tolerance for the diversity of socio-economic status of students. The informant lecturer tried to put himself in the student's position to understand the student's point of view during the learning process.

Discussions

Based on the results of the research described above, several obstacles were found by lecturers in the study program. Lecturer pedagogical competence is an important thing to be considered by institutions. Mulyasa (2011) says that pedagogical competence is very important because it determines the success of the learning process which directly touches on learning abilities including student management, planning, implementation planning, evaluation of learning outcomes, and development of students toward their potential. This is also in line with Inayah et al., (2013); Hardiana et al., (2013) which states that pedagogical competence has a major impact on the quality of the teaching and learning process because lecturer competence determines lecturer performance in facilitating students to succeed in learning. The higher the pedagogical competence of the lecturer, the higher the performance of the lecturer concerned (Roro & Nurdianti, 2017). Based on the results of the interviews, it was found that lecturers had obstacles in developing their pedagogical competence, namely the incompatibility of courses with the lecturer's scientific field. The lack of lecturer knowledge of subjects is because lecturers teach courses that are not in their scientific fields. the incompatibility, of course, lecturers with their scientific fields do not only have an impact on the lack of lecturer knowledge of the subject. But it also has an impact on the difficulty of lecturers answering student questions in class. Academic qualifications and the discrepancy in the educational background of educators will affect the learning process in class (Bahri, 2019). said that pedagogical competence is very important because it determines the success of the learning process which directly touches on learning abilities including student management, planning, implementation planning, evaluation of learning outcomes, and development of students towards their potential.

Lectures that take place online are a separate problem for lecturers. The difficulty for lecturers in determining measurable learning outcomes in the subjects they teach is because lectures take place

online. This is due to the condition of the Covid-19 pandemic which makes it difficult to determine measurable learning outcomes. Lectures are conducted online, network constraints and the locations where students live are in remote areas so lecturers cannot make measurable learning outcomes for each course. Online learning is a new challenge for teaching staff which requires them to master online learning media to carry out learning activities and are expected to be creative in the learning process so that learning objectives can be achieved optimally (Mantra et al., 2020). Learning that is carried out online is less effective in terms of student understanding during the learning process (Noviyanti et al., 2021). Based learning processes require supporting facilities and infrastructure so that learning can take place and have better quality learning (Rustiani et al., 2019). This is in line with research conducted by Akhmad (2020) which states that many factors hinder students from studying online including networks, electronic devices, and their limited online quota. According to a study, 61.4% of students disagreed with online learning and said that online learning was inefficient (Akhmad, 2020).

Lecturers need to determine measurable learning outcomes for each course, both practical courses and theoretical courses. The informant lecturer was not given direction from the study program regarding this matter so the informant lecturer did not set measurable learning outcomes in his course. Leadership style can improve teamwork in study programs (Martono, 2013). This means that the role of a leader can make cooperation in carrying out tasks at the study program, department, and faculty levels better. The results of research conducted by Martono (Martono, 2013) revealed that the better the leader explains job descriptions to his subordinates, every members of the organization will know the goals and objectives of the organization. The leader is the person who knows and understands the goals of the organization best. A leader must always try to guide all employees to be the best and contribute positively to the progress of the organization (Einola & Alvesson, 2021). Therefore, the role of the head of the XYZ study program is needed to provide direction to lecturers to be able to determine measurable learning outcomes in each course.

Based on the results of the interviews, it can be concluded that the lecturers experienced difficulties in preparing teaching materials because there were still limited books in the IAKN Tarutung library that were by the courses in the XYZ study program. Not only lecturers, but students also experience obstacles in the learning process due to the lack of availability of learning resources in the IAKN Tarutung library. The availability of learning facilities to support the process of learning activities certainly greatly influences the results of learning objectives and student achievement. With the existence of adequate learning facilities both in number and completeness can make the teaching and learning process run smoothly. Zahroh (Zahroh, 2014) concluded that smooth teaching and learning process services are supported by the completeness of existing learning facilities and infrastructure in educational institutions.

Based on the results of the interviews, it was found that lecturers were required to prepare lesson plans that were adaptive to the times. Informant lecturers also need training regarding the preparation of RPS in the XYZ study program. The unavailability of good RPS causes students to not recognize the descriptions, objectives, and subject matter of courses and lecture activities throughout the semester. to create effective learning, it is necessary to prepare a Semester Study Plan (RPS) so that it occurs in a systematic and directed manner. RPS must be made by every educator so that learning can be carried out effectively and efficiently. The RPS that is compiled must focus on the needs of students according to the times (Sanjaya, 2020). Finland is a country with the best quality education in the world. The key lies in the educators. Educators in Finland are the highest quality educators and receive a training program (Program in Service Training). The training conducted is related to policy changes or reforms in the education sector. In addition, educators must also take part in tiered follow-up training after being observed while teaching. Meanwhile, to create professional educators, the Japanese state provides scholarships specifically designed for educators to improve the quality of teaching in their fields. Therefore, to improve the pedagogical competence of lecturers, training in preparing lesson plans for lecturers is needed. Finland is a country that has succeeded in improving the number 1 quality of

education in the world. It turns out that the key lies in the quality of the teachers. Teachers in Finland are the best quality teachers and get the best training. Qualified teachers are one of the reasons for the success of education in Finland. The existence of quality teachers as a component of an education system greatly determines the quality of education as a whole. However, qualified teachers are formed from many factors. Not only the level of education that the teacher takes but further training and development after the teacher becomes a teacher.

Based on the results of the interviews, it was found that the lecturers' obstacles in developing appropriate learning methods for students were due to the lack of facilities and infrastructure owned by IAKN Tarutung in general, and the XYZ study program in particular. The intended infrastructure includes the availability of electricity, LCD, WIFI, laboratories, and learning resources. The limitations of school facilities and infrastructure certainly affect student learning outcomes. In other words, the process of implementing education in schools and learning problems are not only faced by the lecturers concerned but are also supported by the existence and completeness of educational facilities and infrastructure (Megasari, 2014). Teaching and learning activities will be more successful if supported by adequate facilities and infrastructure so faculties and study programs must complete facilities and infrastructure that support the learning process.

Obstacles in mastering general pedagogic knowledge do not originate from within the lecturers but originate from the low learning motivation of students in the XYZ study program. This learning motivation will encourage someone to do something to achieve the goal. If students are motivated to learn, effective learning will occur which will ultimately result in high learning achievement. This is in line with the opinion of Sardiman, (2006) which states that motivation can function as a driving force for effort and achievement. Someone makes an effort because of motivation. The existence of good motivation in learning will show good results. In other words, with diligent effort and especially awareness of motivation, someone who studies will be able to give birth to good achievements. The intensity of one's motivation will greatly determine the level of achievement of learning achievement. Lecturers find it difficult to be able to return student evaluation results due to the difficulty in allocating time for teaching, research, community service, administration, and other activities both at the study program, faculty, and institute levels. If the lecturer can manage time in carrying out the task then his performance will increase. The more a lecturer is able and careful to manage his time in his assignments and work, the implications for improving his performance as a lecturer (Mamahit, 2019).

The professional competence of lecturers is very important for institutions to pay attention to. Saputra (2011) revealed that if educators with a level of professional competence who are lacking continue to maintain such conditions, it is predictable that the learning process that takes place will experience obstacles and cannot make progress. Based on the results of the interviews, it was found that the lecturers had obstacles in developing their professional competence, namely: (1) the incompatibility of the fields of knowledge with the fields of study in the course; (2) limited learning resources on campus (library services); (3) facilities and infrastructure that do not support the learning process; (4) it is difficult for lecturers to manage time to work on the tri dharma of higher education; (5) lack of research funding for lecturers and students; (6) lack of funding for lecturers to attend national and international seminars.

The higher the professional competence of the lecturer, the higher the performance of the lecturer concerned (Roro & Nurdianti, 2017). Professional competence is very important because it relates to the performance that will be displayed, therefore the level of professionalism of lecturers can be seen from their competence. Professional competence relates to the completion of lecturer assignments. This competency is very important (Roro & Nurdianti, 2017). The results of this study are in line with Hakim's research (2015) which suggests that professional competence has a positive influence on lecturer performance. The results of this study are also in line with Rahman's research (M. Rahman, 2014) namely the quality of lecturers can be seen from the lecturer's mastery of the subject area and their ability to manage academic learning substance and develop their potential. The role of a lecturer is very

strategic in terms of the teaching and learning process because the lecturer will have consequences in carrying out his duties in a professional manner. Institutions need serious attention in producing qualified lecturers. To achieve this, institutions must provide broad opportunities for lecturers to have professional competence and apply professional ethics.

Personality competence is a competency that exists in an educator that contains values that exist in the personality of an educator that can be channeled to students in the learning process to create conducive learning, where personality competence plays a role in achieving student achievement (Pahrudin et al., 2016). Personal competence is very important for lecturers to have. In line with Blašková et al., 2014 explain that personality competence is the most important competency that a teacher must have. Based on the results of the interviews, it was found that lecturers had constraints in developing personality competencies, namely: (1) the feeling of fear of not being liked by students; (2) low student learning motivation in class; (3) it is difficult to manage time amid various activities; (4) the efforts given by the lecturer are not comparable to the results obtained at the end of the learning process; (5) students who don't do their assignments seriously; (6) students violate the agreed lecture contract.

Lecturers who have good personality competencies when teaching in class will indirectly have an impact on student learning outcomes because with good and fun personality competencies students will be more comfortable learning and students will be motivated to learn (Pahrudin et al., 2016). Vice versa, learning activities carried out with better lecturer personality competence, but a lecturer with less professional competence will result in low learning and a lack of mastery of the material owned by the lecturer (Pahrudin et al., 2016).

The lecturer's social competence will be seen in the lecturer's ability to build relationships and collaboration, both with students at school, school principals, fellow lecturers, professional partners, student guardians, and the community environment. The social competence of lecturers is very important to note. This is in line with Puluhulawa (Puluhulawa, 2013) stating that lecturers who lack social competence show several behaviors, one of which is that they are still discriminatory towards those around them. Based on the results of the interviews, it was found that lecturers had obstacles in developing their social competence, namely: (1) lecturers did not have works to be presented in seminars; (2) lack of financial support from study programs and institutions to send their lecturers to attend national/international seminars; (3) the lecturer's personality is not easy to get along with other people; (4) there is a gap between senior and junior lecturers; (5) limited activities involving all lecturers in XYZ study program; (6) the weak ability of lecturers to memorize each student, lecturer, and education staff.

In connection with the implementation of the learning process, lecturers are also required to have social competence. Mangkunegara and Puspitasari (2015) state that a good relationship will create a conducive atmosphere and teaching and learning environment. A good relationship between lecturers and students needs to be established because the relationship between the two takes place inside and outside the classroom so it has a direct effect on learning objectives. The successful relationship between lecturers and students will also support a pleasant learning atmosphere. Another important thing for a lecturer is being able to adapt so that they can work together with other lecturers and student guardians to be able to communicate and work together related to student learning. Meanwhile, the lecturer's ability to get along with other people can also make learning for students to be able to socialize with others.

4. CONCLUSION

Based on the results of the research carried out by the researchers, it can be concluded that the mapping of lecturer competencies in the XYZ Study Program shows that the average lecturer competency is 67.07 where this value is in the medium category. Pedagogic competence with an average of 59.92. Professional competence with an average of 63.17. Social Competence with an average of 62.01.

Social competence 61.07. Based on this, it can be concluded that of the four competencies, pedagogical competence is at the lowest average, and professional competence is at the highest average. Obstacles to developing lecturer pedagogic competence, namely: incompatibility of courses with lecturers' scientific fields, lectures that take place online, lack of direction from Study Programs regarding the importance of learning outcomes, unavailability of books in the IAKN Tarutung library, unavailability of training in preparing lesson plans, lack of facilities and infrastructure that support learning, low student learning motivation, difficulty in allocating time to implement the Tridharma of Higher Education.

The obstacles to developing lecturer professional competence are incompatibility between fields of knowledge and fields of study in courses, limited learning resources on campus (library services), facilities and infrastructure that do not support the learning process, difficulty managing time to work on higher education tri dharma, lack of research funding for lecturers and students, the lack of funding for lecturers to attend national and international seminars. Obstacles to developing lecturer personality competencies, namely: Feelings of fear of not being liked by students, low student learning motivation in class, lecturers having difficulty managing time amid various activities, the efforts given by lecturers are not comparable to the results obtained at the end of the learning process, students who do not do assignments seriously, students violate the agreed lecture contract. Obstacles to developing lecturers' social competence, namely: lecturers do not have works to be presented, lack of financial support from study programs and institutions to send their lecturers to attend national/international seminars, lecturers' personalities do not easily get along with other people, there is a gap (gap) between senior and junior lecturers, limited activities involving all lecturers in XYZ study program, the weak ability of lecturers to memorize each student, lecturer, and education staff.

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