Relationship between Lecturer Competencies and Students’ Learning Achievement in Social Sciences Education Courses

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Abstract. Relationship between lecturer competencies and student learning achievement in the social science's education courses is aimed at knowing the capacity of lecturers in providing services to students so that they can get proud student achievement. The research method used descriptive and verification type from 86 students as samples and analyzed accepting multiple regressions. The results of the research prove that of the three competencies of the lecturers studied, all three have a favourable influence on student achievement, and aspects of ability competency that have a very positive influence on variable Y in this study. This study strengthens previous research even though it was only carried out at the level of higher education and in social science education courses.

Keywords: Lecturer Competencies, Student Learning Achievement, Social Sciences Education.

1. Introduction
The problem of learning achievement is still one of the interesting studies in recent years. Some studies reveal concerns about student academic achievement due to learning problems and school demands, including time to complete studies, not passing exams, and unsatisfactory grades[1], [2]. Learning achievement can be seen from the ranking of actualization in learning activities obtained through formal education institutions [3]. The benchmark of learning achievement is seen in the standard values set by each school and on changes in achievement levels from year to year in all academic courses on tests and assessments[4]–[6]. In addition, learning achievement can describe the level of achievement of students in terms of knowledge, skills, and learning experiences formulated by learning objectives in the Campus curriculum[7], [8].

Learning achievement is the result of the interaction of the teaching and learning process that occurs during learning. At the end of the learning process, the teacher evaluates the act of teaching, and students are expected to improve their abilities [9]. High learning achievement is the hope of all parties; students, parents and educational institutions. However, there are many students who have not
reached the mastery of learning in social science education courses that show indicators of the lack of success of teaching and learning activities carried out [10].

The problem of the low learning achievement of students in social science education courses also occurred in STKIP PGRI Sukabumi. From a few years after the assessment was carried out, there were conditions that the students’ learning achievement showed a decreasing condition. If these conditions continue to be left unchecked, it is feared that the learning achievement of participants will be low and educational goals will not be realized. Furthermore, this condition will have an impact on further education, future, career opportunities, achievement of social status, and later student welfare [11], [12]. The campus will also be affected by the difficulty of gaining interest, other expected student learning motivation if student achievement is low [1]. For this reason, this problem is very important to solve because it is a problem that is always faced in the field of education.

This research is different from previous research. In this study, it examined the effect of teaching competencies on students' learning achievement and carried out at universities that became the research sample. Researchers believe that lecturers' competence indirectly influences student achievement [11], [13]. Lecturer competencies basically an ability that must be possessed by a lecturer who includes aspects of knowledge, skills, thought processes, adjustments, attitudes and values adopted in carrying out the profession as a teacher. In carrying learning activities, an educator thinks and acts consistently and continuously in his teaching effectiveness that is inaccordance with his competence. Competence here can be said as the skills, expertise, skills and abilities possessed by the teacher, which includes four competencies related to the ability to manage student learning[14], [15].

Lecturers as educators must have the competence in carrying out the learning process because the lecturer is most connected with students. Quality lecturers can support student learning achievement. Lecturers' competencies develop relationships that encourage students to design lessons, influence students' understanding of the material, apply behaviors to foster students' motivation, encourage collaboration between students, and assessment actions can be role models for students who ultimately affect their learning achievement [16]–[18].

2. Research Methodology

Research methods can be interpreted as ways that can be used by researchers in conducting research so that research objectives can be achieved. This study uses descriptive and verification research types. In this study, researchers used two data source's especially first and secondary data sources obtained from the first hand to be analyzed next to find the solution or problem under study. The primary data source in this study is all data obtained from interviews, observations, and questionnaires distributed to a number of students who are in line with the target and considered to represent the entire study population, namely students of STKIP PGRI Sukabumi. Whereas, secondary data in the form of data that has been collected by researchers, data advertised in statistical journals and others, and information available from publications or non-publications either inside or outside the organization, all of which can be useful for researchers [19]. In this study, the subordinate data source is documentation of the results of the Final Semester Examination.

As for the population unit in this study were all fourth semester, students of citizenship education study programs and economic education study programs of STKIP PGRI Sukabumi, with 86 students. For testing and analysis of research it uses Multiple Equation Regression Models. Below is a design of a research model compiled to be tested [20], [21].
Figure 1. Simple model of Student Learning Achievement

\[ Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e \]

3. Result and Discussion

Research related to lecturer competency is done with the aim that competencies related to the capacity of the lecturer can be known and developed in the future. The independent variables in this study consisted of knowledge competencies, comprehension competencies and ability competencies, which analyzed the effect on student achievement.

Below, it will be elaborated on the results of the study and also the discussion related to the lecturers' competence which consists of aspects of knowledge, aspects of understanding and aspects of ability towards student learning achievement.

Table 1. Correlation and Descriptive Statistics (N = 86)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Y</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X1</td>
<td>.903**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X2</td>
<td>.852**</td>
<td>.808</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>X3</td>
<td>.914</td>
<td>.879</td>
<td>.839</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>3.35</td>
<td>6.44</td>
<td>6.80</td>
<td>9.99</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.13</td>
<td>2.82</td>
<td>2.53</td>
<td>3.21</td>
</tr>
</tbody>
</table>

Information: *p < .05; **p < .01; ***p < .001

Table 1 explains that the relationship between the independent variables (lecturer competence) has the value of each correlation coefficient on student learning achievement is 0.903; 0.852 and 0.914. So it can be concluded that the three aspects of the lecturer competence studied to have a very high relationship in determining student achievement in the introductory social studies courses at the Sukabumi Teacher Training and Education School. The results of the analysis in the form of correlation of each of the independent variables \(X_1 \rightarrow X_2 = 0.808; X_1 \rightarrow X_3 = 0.879 \) and \( X_2 \rightarrow X_3 = 0.839 \). The results of this study corroborate the research conducted which relates to the teaching competence of students' performance [22]–[24]; student learning achievement[25]–[28].
Table 2. Summary of Results of Parameter Estimates for Model Y (Learning Achievement)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R² (Adjusted R²)</th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>.943***</td>
<td>.890 (.886)</td>
<td>.325</td>
<td>.141</td>
<td>2.295</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X1</td>
<td>.151**</td>
<td>.146</td>
<td>.151</td>
<td>.032</td>
<td>.378**</td>
<td>4.739</td>
</tr>
<tr>
<td>X2</td>
<td>.087**</td>
<td>.031</td>
<td>.196**</td>
<td>.030</td>
<td>.417</td>
<td>2.791</td>
</tr>
<tr>
<td>X3</td>
<td>.146</td>
<td>.030</td>
<td>.417</td>
<td>.030</td>
<td>4.826</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan: *p < .05; **p < .01; ***p < .001

Table 2 is a summary of the results of the analysis carried out. The brief explanation is shown in Figure 2 and Figure 3 below, which is a model image based on the results of AMOS analysis with standardized and unstandardized categories. The function produced by this research nature is: 

\[ Y = 0.325 + 0.151X_1 + 0.087X_2 + 0.146X_3; R^2 = 0.890. \]

Figure 2. Calculation results using AMOS (Unstandardized)

Figure 3. Calculation results using AMOS (Standardized)
Test results: 
- Ho is rejected p-value <0.05).
- The variability that occurs in Y is 89.0% can be explained together by X1, X2, and X3. The remaining 11.0% is explained by other variables not examined.
- The test results for each coefficient cannot indicate. X1, X2, and X3 had a significant effect on Y (p <0.05). The magnitude of the effect of X1, X2, and X3 on Y is 0.378; 0.196 and 0.417.

As described above, the research related to learning achievement is very numerous in terms of its result and so on. Some research results that show factors influencing students' learning achievement to include: [25], [29], [30]. The significance of this research is that in terms of the location where it is conducted in higher education, lecturers and students as a subject and object of research and only internal competence of lecturers conducted research on students’ learning achievement.

4. Conclusion and Implication
This study proves that lecturer competence has a positive influence in maximizing student learning outcomes in social science education courses. The lecturer competency that has the highest influence is on the ability of the lecturer in carrying out the tasks or work that is charged to him, especially those related to learning models and techniques used by the lecturer so that the lecturer presents active, creative and fun learning.

The implication of this research in the world of higher education, in particular, is that when he or she becomes a lecturer then it is required to have conditions that will be attached to him or her. The competence of lecturers consisting of six aspects, namely knowledge, understanding, abilities, values, attitudes and interests. This study only examines the three aspects of competence, knowledge, understanding and ability which in turn can present a fun learning process and maximum output and outcomes. For the next researcher, it would be nice to use other variables that are associated with the competency of educators and students both positioned as latent variables, moderator variables, moderating variables and control variables. In addition, further researchers are advised to expand the study of population and sample areas used.

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References


