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The academic competence development of Arabic lecturers in lecture management in Indonesia

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Abstract

This study focused on examining three issues: (1) the academic competence of Arabic lecturers in lecture management at the Tarbiyah and Teachers Training Faculty (TTF); (2) the strategies in developing the academic competence of Arabic lecturers at the TTF of The State Islamic University in Indonesia; and (3) the obstacles in developing the academic competence of Arabic lecturers at the TTF of the State Islamic University in Indonesia. The results showed that the lecturers assigned to the ASP at the TTF of the State Islamic University in Indonesia had effective academic competencies in the planning, implementation, and evaluation of lectures.

Keywords: Lecturer competence, Academic, Management, Constraints, Indonesia.

El desarrollo de la competencia académica de los profesores de árabe en la gestión de conferencias en Indonesia

Resumen

Este estudio se centró en examinar tres cuestiones: (1) la competencia académica de los profesores de árabe en la gestión de conferencias en la Facultad de Formación de Profesores y Tarbiyah (TTF); (2) las estrategias para desarrollar la competencia académica de los profesores de árabe en el TTF de la Universidad Islámica del Estado en Indonesia; y (3) los obstáculos en el desarrollo de la competencia académica de los profesores de árabe en el TTF de la Universidad Estatal Islámica de Indonesia. Los resultados mostraron que los profesores asignados a la ASP en el TTF de la Universidad Islámica del Estado en Indonesia tenían competencias académicas efectivas en la planificación, implementación y evaluación de conferencias.

Palabras clave: Profesora competente, Académica, Gestión, Restricciones, Indonesia.

1. INTRODUCTION

A lecturer is a professional educator who serves in tertiary institutions. One of the main tasks of a lecturer is teaching, which links to the provisions of Law Number 14, the Year 2005, concerning teachers and lecturers. Lecturers are professional educators and scientists whose main tasks are transforming, developing and disseminating science, technology and arts through education, research and community service. Academic competence of the lecturers, specifically in the management of lectures, is required to support the lecturers to fulfill their duties effectively, especially for the ASP

lecturers of the Tarbiya and Teachers Training Faculty (TTF) of the State Islamic University in Indonesia.

ELIS (2010) explained that lecturer's competence in managing lectures affects the quality of students' learning outcomes. Following this statement, Resi, MOESTIKA and SUNDARI, (2019) mentioned that efforts to improve the quality of lectures must be supported by developing the lecturer competencies. SUMARDJOKO (2010) also stated that lecturers' competence is one of the factors in the quality assurance of education at tertiary institutions.

BUDIMAN (2007) referred to Soekartawi's explanation argued that a lecturer in a university must have five main competencies in managing lectures, namely: (1) lecturers must master the teaching materials, including understanding the curriculum content and which materials should be given to students; (2) lecturers must master educational theory, including the principles of teaching and learning strategies and other teaching techniques; (3) lecturers must be able to design lecture programs well; (4) lecturers must be able to manage creative and fun learning; and (5) lecturers must be able to display good attitudes and personality in the lecture. In addition, ANUNG (2010) and EKA (2011) revealed that those competencies influence the lecturers' teaching quality. Therefore, the lecturers in the Arabic Study Program (ASP) of the TTF of the State Islamic University in Indonesia must have all those academic competencies to deliver a quality lecture.

However, the ASP lecturers at the TTF of the State Islamic University in Indonesia are found to have a lack of competence in

teaching. This is based on the information from the head of the study program (2019) who reported that some lecturers had not developed Semester Learning Plan (SLP), many found to teach monotonously resulting in learning boredom for students, and many are lacking the competence in lecture management.

Another issue discovered is that the competency cultivation of ASP lecturers at the TTF of State Islamic University in Indonesia has not been done properly. It is indicated by the ASP lecturer (2019) who mentioned that skill development programs, particularly for ASP lecturers, were rarely conducted. Ideally, the top management at the ASP as well as the TTF of the State Islamic University in Indonesia should undertake many activities to develop the academic competence of the lecturers, so that they can implement their tasks and promote the improved quality of lectures.

The lack of lecturer's competence and the declining quality of lectures are due to the heavy workload of the lecturers, so they have no time to design the SPL and develop their academic competencies which are closely related to teaching. TATI (2009) and FAJAR (2011) elaborated that the increasing workload for the lecturers becomes one of the factors decreasing the quality of the lecturer performance. However, each professional lecturer is supposed to manage her/his duty and performance professionally to fulfill the teaching assignment effectively. The program for developing the academic competence of the lecturers, including ASP lecturers in Indonesia has been done properly at the institution and ministry level, through the MORA scholarship program provided by the Ministry of Religious Affairs. Yet, not all ASP lecturers attained the scholarship because of various reasons, including the

requirements and even the lack of motivation for pursuing a doctoral degree. These are the general problems related to the ASP lecturer's academic competence and its development. Thus, authors are interested in conducting further study to gain concrete evidence regarding the academic competence of the ASP lecturers and its development as well as its policy towards the ASP academic competence development at the TTF of the State Islamic University in Indonesia.

Competence literally means ability or capability. SUPRIADIE & DARMAWAN (2012) presented two definitions of competence. First, competence is defined as what needs to be done by a person to do the job correctly. Second, competence illustrates how a person is expected to behave to do the job well. MULYASA (2006) depicted competence as a blend of knowledge, skills, values along with attitudes that are reflected on thinking and acting habits. Meanwhile, according to TARUNA (2011), competence or capability/skill generally mean as a person who has the power, authority, expertise, knowledge that are necessary to carry out a specific task.

2. METHODOLOGY

This research used a qualitative method (AININ, 2007 & SUGIYONO, 2011). The research subjects were two deans and 24 ASP lecturers at the TTF of the State Islamic University in Indonesia. The subjects were purposively selected with the consideration that they could give solid information related to the ongoing research. Data

collection was conducted through interviews, observation, and documentation, while the data was analyzed by a descriptive approach.

3. RESULTS and DISCUSSION

3.1. The Academic Competence of Arabic Lecturers in Lecture Management at the Tarbiya and Teachers Training (TTF) of State Islamic University in Indonesia

The lecturers, as educators in universities, are obliged to have academic competence in lecture management. Sudirwan & Pangestu (2015) stated that capable lecturers are more prepared in fulfilling the tasks and developing the lecture quality. Whilst Sugiyanto, Slamet, & Sugiyono (2016) said that the lecturer's competence affects the success of the lecture. It also applies to the Arabic lecturers at the TTF of the State Islamic University in Indonesia. Below are seven aspects of the academic competencies for the ASP lecturer at the TTF of the State Islamic University in Indonesia, which are mainly the focus on this research.

3.2. Arabic Lecture Planning

Lecture planning is a crucial component in the lecturing process to support lecture achievement. Lecturing process initially begins with lecture planning in the form of syllabus and Semester Learning Plan

(SLP). SLP is a learning plan document designed as a guideline for students in carrying out the lecture activities during one semester for achieving the learning objectives set. Every lecturer must prepare the lecture planning, which will be used for implementing the Arabic lectures during one semester.

Arabic lecture planning, the SLP, should be prepared by the lecturers before the lecture begins, or it is prepared by the Arabic lecturers at the beginning of the semester and is handed out to the students. One of the lecturers, Suhaimi (2019) defined SLP was designed a week before the lecturing begins. Afterwards, the students and lecturer agree on the SLP at the first meeting and revisions can be made, if any. The common argument was also conveyed from another source, Toto Edidarmo (2019) said that the drafting of SLP should be completed in the initial semester for the Arabic lecture to be accomplished.

Bukhari Muslim (2019) explained that SLP is to ensure the lectures run systematically and directedly. Another source, Mauidhatun Nisa (2019), elaborated that the design of the syllabus and SLP highly promote lecture management because the SLP is the reference for the lecturing implementation and the improvement of the performance quality. Next informant pointed out that designing SLP is beneficial in supporting the lecture objectives so that the lecture can be implemented based on what has been prepared in the SLP.

The lecture planning, in the form of SLP, is one of the indicators that the ASP lecturers have good competence in academic task implementation. It is in line with the Dean of the Tarbiya and

Teachers Training of UIN Ar-Raniry, Muslim Razali (2019), who stated that all lecturers design the lecture planning, including Arabic lecturers, in syllabus and SLP, to support the high quality of the learning.

The Dean of the Tarbiya and Teachers Training of UIN Syarif Hidayatullah, Jakarta, Sururin (2019) also offered identical information, that lecturing process must be initiated with lecture planning, either the syllabus or SLP, and all lecturers are required to prepare the lecture planning so the lectures can proceed effectively, systematically and with a high quality. The lecture quality depends on the syllabus and SLP designed by the lecturer. He also added that SLP not only functions as the lecture handbook but also as the administrative requirement to be fulfilled by the lecturer in the lecture.

Based on the information from various elements, including the lecturers and the Deans of the TTF of the State Islamic University in Indonesia, it can be concluded that lecture planning is a mandatory lecture guideline for the lecturers to establish at the Arabic Study Program so that the lecture will run systematically, effectively and with a high quality. The SLP design also indicates that the ASP lecturer holds good academic competence.

3.3. Lecture Materials Organization

Lecture materials organization is the academic competence required by the ASP lecturers in the TTF of the State Islamic

University in Indonesia to develop a high-quality lecture. All lecturers must have this competence because the ability to organize lecture materials contributes to the effectiveness and the quality of the lecture. SUHAIMI (2019), an ASP lecturer at UIN Ar-Raniry Banda Aceh explained that the ability to organize lecture materials is essential for the lecturers as it will help them in delivering the lecture materials and has the implications for improving the quality of the lecture. It will also assist students in conducting the learning activities, which in turn will ultimately affect the quality of the lecture.

Similar ideas were also conveyed by the next informant, LALA ALAWIYAH (2019), an ASP lecturer at UIN Syarif Hidayatullah, Jakarta. She mentioned that lecture materials organization must be conducted by the lecturers in line with the lecture planning, namely SPL, and it will help the lecturers managing the lecture.

In addition, BUKHARI MUSLIM (2019), an ASP lecturer at UIN Ar-Raniry Banda Aceh, said that organization would ease the teaching, and it could be in the form of organizing the main and supporting materials. Similarly, MAUIDHATUN NISA (2019), an ASP lecturer at UIN Syarif Hidayatullah, Jakarta, explained one of the academic tasks of the lecturers is organizing the lecture materials. Lecturers must prepare all lecture material before the lecture so that they can easily facilitate student learning activities during the lecture.

Lecture materials organization mainly aims to facilitate the implementation of lectures. The lecturers must conduct it before the

course starts. The preparation of lecture materials by the lecturers has implications for the ease, systematic, effectiveness, and quality of lectures. Hence, all ASP lecturers at the State Islamic University in Indonesia are expected to improve their competence concerning the lecture materials organization. The implications of the academic competence in lecture materials organization on the quality of lectures at the State Islamic University in Indonesia are presented as follows.

1. Assisting lecturers in facilitating the Arabic lecture.

2. Assisting lecturers in managing Arabic lectures.

3. Assisting students in working on Arabic lecture assignments.

4. Improving the quality of student engagement in the lectures.

5. Encouraging students to have a high performance in the lecture.

The researchers interviewed the deans to obtain information about the competence of ASP lecturers in the State Islamic University in Indonesia. SURURIN (2019), the dean of Tarbiya and Teachers Training Faculty of UIN Syarif Hidayatullah Jakarta, said that in general, the lecturers' competence in managing Arabic lectures was good; however, they are encouraged to enhance their competence to achieve a higher quality Arabic lecture. He added that lecturers' competence in organizing the lecture materials would improve the quality of the lectures, as indicated by the participation of students in the lecture. In general, based on the information from the Deans of TTF at the State Islamic University in Indonesia, ASP lecturers have adequate organization competence, this finding is supported by the observation results (2019).

Based on the data from various sources, the ASP lecturers at the TTF of the State Islamic University in Indonesia has an effective academic competence, as indicated by the ability of organizing lectures. However, the competence needs to develop further to achieve a higher quality lecture.

3.4. Classroom Management

Classroom management is an activity conducted to create a conducive and excellent lecture. NUGRAHA (2018) explained that class management is one of the skills required by lecturers in understanding, diagnosing, deciding and improving the dynamic classroom atmosphere. Classroom management activities aim to create and maintain the classroom atmosphere and conditions for the effective and efficient lecture. The skills of the lecturers in realizing the conducive lecture are paramount in developing the quality of Arabic lectures. TOTO EDIDARMO (2019), an APS lecturer at the Faculty of TTF of UIN Syarif Hidayatullah Jakarta, explained that one of the efforts to build a conducive Arabic lecture is by classroom management.

Lecture management is conducted to create a situation to support the implementation of a high-quality lecture. Regarding this issue, to obtain in-depth information on the benefits of lecture management, we interviewed Asyraf Muzaffar (2019), one of the ASP senior lecturers at the TTF of UIN Ar-Raniry Banda Aceh. He explained that the lecturer's skills in managing lectures were the key to successful lectures.

Competence in lecture management is required by lecturers to create a conducive lecture. SURURIN (2019), the dean of the TTTF of UIN Syarif Hidayatullah, Jakarta, said that classroom management in Arabic lectures aims to develop a conducive classroom climate. Thus, classroom management is related to physical and social-emotional management of the classroom so that the lecture can run well. Similarly, MUSLIM RAZALI (2019), the dean of the TTF of UIN Ar-Raniry explained that the lecturers' competence in classroom management were excellent, especially the senior lecturers. He added that classroom management included both physical and non-physical (socio-emotional) classroom management. The above information presented indicates that generally, the ASP lecturers at the TTF of Islamic Universities in Indonesia have effective skills in classroom management. Classroom management activities in the lecture are divided into two, the physical classroom and non-physical classroom management (socio-emotional), as presented in Figure 1.
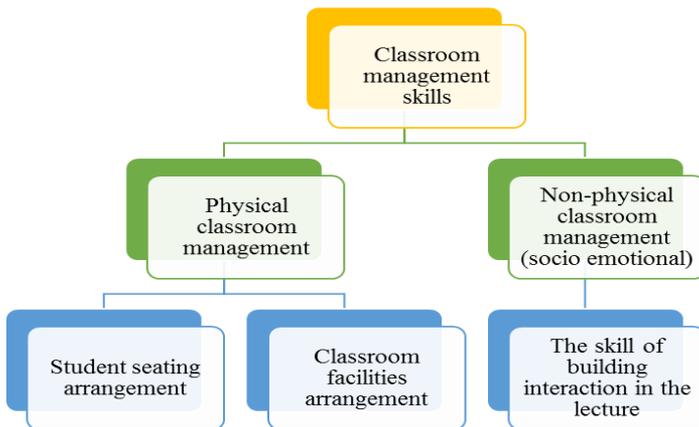

Figure 1: Classroom management activities

Classroom management activities are an important aspect and have been the major attention of ASP lecturers at the TTF of the State Islamic University in Indonesia. The following are the class management activities.

1) Physical classroom management, the lecturers arrange the facilities in the classroom. Lecturer skills in term of classroom management are effective, with the indicators are that (a) all lecturers make class arrangements, (b) arrange student seating, (c) lecturer desk positions, (d) classroom cleanliness.

2) Non-physical classroom management (socio-emotional). Based on the information obtained, the lecturers' skills in developing socio-emotional in the classroom vary, some lecturers have excellent skills in developing socio-emotional relationships with the students. However, some lecturers seem to have the fair skill and do not concern about classroom management.

Furthermore, based on information gathered, it can be concluded that the function of classroom management, both physical and non-physical classroom (socio-emotional) management are as follows.

1) Classroom management activities can develop a conducive Arabic lecture.

2) Classroom management can motivate ASP students in conducting learning activities.

3) Classroom management can develop interactions with Arabic lectures.

4) Classroom management assists lecturers in facilitating Arabic lectures.

5) Classroom management improves the quality of the lecture.

Classroom management competence is vital for each ASP lecturer at the TTF of the State Islamic University to improve the quality of the lecture. Thus, the dean of the TTF emphasized that each lecturer should develop classroom management skills so that they could develop the lecture quality in ASP.

Overall, the classroom management skills of the ASP lecturers have been effective, with the indicators: (a) conducting physical classroom management activities in the lecture at ASP, and (b) performing activities related to the development of interaction in the lecture.

3.5. Developing Educational Interaction

The educational interaction in this discussion is an active two-way process that occurs in the lecture between the students and lecturer to achieve the objectives of the lecture. DJAMARAH S. B (2010) explained that the process of educational interaction is a process consisting of a number of norms, and all norms must be

transferred to students. Therefore, educational interaction will not proceed in a vacuum but a meaningful situation. Educational interaction plays a role as the bridge connecting the knowledge and deeds, leading to students' behavior in accordance with the knowledge gained.

GADE & SULAIMAN (2019) defined educational interaction as the active relationships in the lecture. The interaction development in lectures depends on the lecturers' skills in managing the lecture and interactions indicate an engaging lecture. FIRMANSYAH (2017) believed that the lecture interaction can be developed by discussion learning method or model. In addition, SETRIANI (2017) explained that varied teaching methods can increase the interactions in lectures.

Educational interaction in Arabic lectures is the active or reciprocal communication between the students and lecturers as well as between the students in the lecture. The development of the interaction process in the lecture is one of the strategies undertaken by lecturers to improve the quality of the Arabic lecture.

TOTO EDIDARMO (2019), a lecturer and the secretary of the ASP at the TTF of UIN Syarif Hidayatullah, explained that strategies used for developing the interactions in the lecture were conducted using a student-centered approach, a learning approach oriented to students. This approach emphasizes the students' engagement in the lecture. He added that this approach benefits to increase student

engagement in the lecture, which will affect student learning experiences.

MAUIDHATUN NISA (2019) explained that muhadasah requires students to be more engaged in Arabic conversation. Thus, students are encouraged to be more active in conversing with others to build their experiences and language skills. Therefore, students are directed to actively speak in Arabic with their peers to increase communication interactions. Another lecturer, MASWANI (2019), added that the development of lecture interactions could be done by a learning-oriented approach, lecturers can encourage students to learn independently before discussion the materials in the lecture. This step contributes to increasing the quality of the interaction in the lecture.

The researchers also seek further information related to the strategies made by lecturers to improve the quality of the interactions in the lecture at the ASP at the State Islamic University in Indonesia. SUHAIMI (2019), one of the senior lecturers in the ASP of the TTF of UIN Ar-Raniry, Banda Aceh, said that lecturers develop communication interactions in the lecture by employing discussion methods and cooperative learning models. Another lecturer, MAIMUNAH (2019), gave a similar explanation that generally, group learning is applied to build and increase the interaction in the lecture. Groups of students are determined, and they write articles or papers and discuss them in the lecture. This model of learning improves lecture quality.

To obtain accurate information, the researchers also gathered information from the leaders in the ASP and the faculty level. ZAINAL MUTTAKIN (2019), head of the ASP of the TTF of UIN Syarif Hidayatullah, Jakarta, provided information related to the strategies undertaken by lecturers in increasing the interaction in the lecture by discussion and cooperative (group learning) method. Similar information was also conveyed by A. MUFAAKHIR MUHAMMAD (2019), the head of ASP of the TTF of UIN Ar-Raniry Banda Aceh, the lecturers employed cooperative learning model in improving the quality of interaction in lectures. This learning model is useful to engage students actively and communicatively. The lecturers' skills in developing communication interactions in lectures are good. Some lecturers have excellent abilities, and some others are lacking in their skills and require improvement.

While, SURURIN (2019), the dean of the TTF of UIN Syarif Hidayatullah, argued that lecturers should change their teaching approach by leaving conventional learning methods that were no longer appropriate for the current generation. Lecturers should have skills to apply various learning models to develop more active lecture interactions. The information was confirmed by MUSLIM RAZALI (2019), the dean of the TTF of UIN Ar-Raniry, Banda Aceh; he said that lecturers developed lecture interactions by involving student activity in the lecture as well as applying the cooperative learning model and problem-solving approach. Hence, students will actively discover the concepts and discuss among themselves in the lecture.

In general, the ASP lecturers at the TTF of the State Islamic University in Indonesia are competent in developing lecture interactions. However, few lecturers are less qualified in improving the interaction.

Based on various information from various sources, the strategies conducted by the ASP lecturers to enhance the interaction in the lecture are as follows.

1) Student-centered approach (student-oriented learning). This approach enables students to more active in gathering information, conducting learning activities, and discussing them in lectures.

2) Cooperative learning models. This learning model is applied by creating study groups and students communicate and interact among their peers with the guidance by the lecturer.

3) The discussion method. Generally, ASP lecturers use the discussion method in the lecture.

4. CONCLUSION

Overall, the academic competence of Arabic lecturers in lecture management at the Tarbiya and Teachers Training Faculty (TTF) of the State Islamic University in Indonesia is excellent. However, there

are some lecturers with low academic competence. The lecturers' academic competence includes the skills of lecture planning, lecture materials organization, classroom management, educational interaction development, lecture media variations, lecture methods, and lecture evaluation.

The strategies implemented for developing the academic competence of the Arabic lecturers at the TTF of the State Islamic University in Indonesia are conducted through formal education (doctoral degree), and non-formal education (lecturer training, seminar and coaching young lecturers). This strategies positively affect the improvement of the Arabic lecture quality.

Meanwhile, the challenges in developing the academic competence of the ASP lecturers of the TTF of the State Islamic University in Indonesia are mainly due to individual factors, not because of the government or rector policies at the university level. Some lecturers are discouraged to pursue doctoral education because of the old age, consideration of leaving the family behind, and a lack of fund. Overall, the implementation of lecture in the ASP of TTF of the State Islamic University in Indonesia has run effectively.

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