Teaching and Learning Performance:
The Perception of Lecturers of English at Medical Colleges

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Abstract

This study was aimed at investigating the perception of the lecturers of English toward their teaching and learning performance by finding out the most dominant indicators of performance in terms of planning and preparing, conducting learning process, and learning evaluation. The design of the study was survey study involved sixteen lecturers of English at ten different medical colleges in Jambi as participants. The data were obtained through a set of questionnaire. The percentage analysis was used as technique to find out the most dominant indicators of teaching and learning performance implemented by lecturers of English at medical colleges in Jambi in terms of the three sections (planning and preparing, conducting learning process, learning evaluation).

Keywords: Perception; Teaching,Learning Performance; Lecturers of English; Medical Colleges

INTRODUCTION

One component of education which has very important and strategic role in improving the quality of education is lecturer. Qualified lecturer are very important for maximizing efficient function of educational system and for enhancing the quality of learning. (Shishavan & Sadeghi, 2009)(Babai, Corresponding, & Sadeghi, 2008) support the statement by stating that a good lecturer and action to be taken on his/her part in the classroom play a vital role in provoking effective and efficient learning on the part of the college students. Lectures also have important influence on their college students' academic achievement.

In Indonesia, the important role of lecturer is outlined in the Act of Republic Indonesia Number 14 of 2005 on Teachers and Lecturers. It is stated that lecturers are professional educators with the primary task of educating, teaching, guiding, directing, coaching, assessing, and evaluating college students in fromal and college education. It is worth saying that lecturers play a major role in the development of education. Lecturers also determine the success of college students, particularly in relation to teaching and learning. In addition, lecturers have great influence in shaping the outcome of the education. Therefore, any attempt being made to improve the quality of education would not provide a meaningful

contribution without the support of a professional and qualified lecturer.

In Indonesia, a professional lecturer is described in the Indonesia Government Law No. 14 Year 2005 about *"Principles of Professionalism"* as follows: (1) Professional teachers and lecturers are professionals specialized areas of work undertaken by the following principles: (a) have talents, interests, vocation, and idealism; (b) have commitment to improve the quality of education, faith, piety, and moral values; (c) have academic qualifications and educational background in accordance with its duties; (d) have the competence in accordance with its duties; (e) have responsibility for the implementation of tasks in professionalism; (f) have income in accordance with work performance; (g) have the opportunity to develop in a sustainable manner with the professionalism of lifelong learning; (h) have legal protection guarantees professionalism in carrying out the task,

and (i) have a professional organization that has the authority to regulate matters relating to the duty teacher professionalism.

In the context of lecturer professionalism in which teaching is considered as a professional job, lecturers are required to carry out their duties professionally. Actually, in becoming the professional lecturer is not an easy process and it needs strong commitment from all related people. Panda and Mohanty (2003, as cited in Akram, 2010) relevantly states it is universally recognized that lecturers' instructional performance plays a key role in college students' learning and academic achievement. At the end of the study, it can result the graduates with qualified skills in English who have high competitiveness in global job competition. These are the data of the demand of health manpower from other different countries, as follows:

Table 1.
The Demand of Health Manpower in Indonesia from Other Countries in
2014 to 2025

No	Health Manpower Major	2014	2019	2025
1	Nurse	9.280	13.100	16.920
2	Medical Specialist	800	1.000	1.200
3	General Practitioners	1.440	1.800	2.160
4	Dentist	400	500	600
5	Midwife	40	50	60
6	Medical Technician	400	500	600
7	Radiographer	400	500	600
8	Staff of Public Health	200	250	300

Based on the data in the above table, we can conclude that the demand of health manpower from other countries increases in every year. It means that the necessity of qualified language skills for

the graduates of medical colleges also increases in line. Therefore, the role of lecturer of English is really needed to fulfil those demand in order to create the graduates from medical colleges who

have qualified skills of English as provision for them in global job competition. In line with it based on Ilmiyani (2012, p.2) states in achieving a good quality of education is strongly influenced by the performance of lecturers in carrying out their duties so that the performance of the lecturers becomes an important requirement to achieve educational success.

Based on the Regulation of the Minister of National Education No. 16 Year 2007 on Standards of Academic Qualifications and Competencies of Teacher, BSNP version 6.0. 11/2008 Framework of Indicator for Reporting the Achievement Standards of National Education: Standards of Academic Qualification and Competencies of Lecturers, and the Regulation of Minister of Administrative Reform and Bureaucracy Reform No.16 Year 2009, concerning the functional position of lecturers and the number of credit. The performance encompasses the following indicators: (1) Ability to formulate the objective of learning, (2) Ability to organize the material of learning, (3) Planning of effective learning process, (4) Selecting of source and media of learning, (5) Starting of effective learning, (6) Mastery of the learning material, (7) Implementing of approach and strategy of learning, (8) Applying of source and media of learning, (9) Stimulating and maintaining of student involvement, (10) Applying appropriate and proper language in communication of learning, (11) Closing of effective learning, (12) Designing of instrument for evaluation, (13) Applying strategy and method of evaluation, and (14) Applying the feedback.

Lecturer performance evaluation system is a lecturer-based performance management system that is designed to evaluate the level of the individual lecturer performance in order to achieve maximal performance of the colleges that have an impact on improving college student achievement. This is a very important form of assessment to measure a lecturer's performance in carrying out his or her work as a form of college accountability. In the future, the wealth profile of lecturers will be pressed on the aspects of improving ability of the college students, starting from analyzing, planning or design, developing, implementing, and assessing learning based on the application of educational technology. In order to produce the graduate from medical college with qualified skills of English and the discrepancy between what they have to do as professional and qualified lecturer and the real cases of them in field are the main points which became the reason for conducting a research at the medical college in Jambi to know how is the performance of lecturers of English in Jambi in teaching the college students of medical colleges. Specifically, this study was aimed to investigate:

1. The most dominant indicator of performance implemented by lecturers of English at medical colleges in Jambi?
2. The most dominant indicator of performance implemented by lecturers of English at medical colleges in Jambi?
3. The most dominant indicator of performance implemented by lecturers of English at medical colleges in Jambi?

RESEARCH METHOD

The sample of this study was 16 lecturers from 10 different medical colleges in Jambi. The sample was selected by using total population sampling in which all the lecturers in the population were taken as the sample.

This research was survey study was aimed at finding out information concerning with the perception of lecturers of English on their performance in teaching and learning at Medical Colleges in Jambi. Creswell (2005) defines survey research design as a qualitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics, of the population. In this study a questionnaire was used to collect the data.

Lecturer Performance Appraisal questionnaire was used to obtain the data of the perception on the performance of the lecturers of English from the 10 different medical colleges in Jambi. The questionnaire was a ready-made questionnaire which was adapted from *the Guideline for the Implementation of Lecturer Performance Appraisal* (Indonesian Ministry of Education, 2012). This guideline is based on (1) Regulation of the Minister of National Education No. 16/2007 on Standards of Academic Qualifications and Competencies of Teacher and Lecturer, (2) BSNP version 6.0. 11/2008 Framework of Indicator for Reporting the Achievement Standards of National Education: Standards of Academic Qualification and Competencies of Teachers and Lecturers, and (3) the Regulation of Ministry of Administrative Reform and Bureaucracy Reform No.16 Year 2009, concerning the functional position of lecturers and the number of credit.

In this questionnaire, there were 92 closed-ended questions which were grouped in three different sections as follows: (1) Planning and Preparing Section, (2) Conducting Learning Process, and (3) Learning Evaluation. The questionnaire used a Likert-Scale (never, seldom, sometimes, often, usually, and always) and the items were scored from 1 to 6 (1= Never, 2= Seldom, 3= Sometimes, 4= Often, 5= Usually, 6= Always).

In analyzing the collected data, the writer used descriptive-quantitative method. To analyze the data obtained from the questionnaire, SPSS was used for computing the descriptive data. The percentage analysis was used as technique to find out the dominant indicators of lecturer performance implemented by lecturers of English at Medical Colleges in Jambi in terms of the three sections of Planning and Preparing, Conducting Learning Process, Learning Evaluation.

RESULTS AND DISCUSSION

Lecturers' Perception on Performance of Lecturer in Planning and Preparing Section

Table 2: Lecturers' Perception to Planning and Preparing Section

Section	Indicator	Scale Range in Percentage													
		1 (Never)		2 (Seldom)		3 (Sometimes)		4 (Often)		5 (Usually)		6 (Always)		TOTAL	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
Planning and Preparing	**Formulating Learning Objective**	0	0	0	0	3.12	0	0	0	35.95	6	**60.95**	10	100	16
	Material Arrangement	0	0	0	0	10.47	2	10.43	2	40.63	6	38.58	6	100	16
	Planning of Effective Learning	0	0	0	0	3.4	0	30	5	42.32	7	24	4	100	16
	Selecting of Source, Media, and Strategy of Learning	0	0	0	0	18.38	3	19.66	3	47.15	8	15.27	2	100	16

First, the most dominant indicator of performance in terms of planning and preparing section was formulating learning objective. It is stated based on the result of percentage which showed that 60.95% or 10 of lecturers of English at Medical Colleges in Jambi approximately chose scale 6 (Always) for each four different items in the indicator of formulating learning objective. It means that more than a half of lecturers (60.95%) admitted that they always conducted the indicator of formulating learning objective dominantly rather than other three indicators such as: material arrangement, planning effective learning and selecting of source, media, and strategy of learning. It is in line with Gintings (2008, p.14) statement that the main role of lecturer in teaching and learning as planner learning activities,

lecturer must be able to prepare learning activities and organize the learning activities. For the dominant items in formulating learning objective was item (no.1a) which concerned with formulating of the learning objective based on competency standard and basic competency. It means that more than a half of lecturers of English admitted that they always formulated the objective of learning based on competency standard and basic competence rather than developed it. It is in line with the aspect conveying the materials systemically in connection with the competence standards as one of aspect in professional competence mentioned in Government Decree No. 19/2005 Article 28 Verse 5.

In planning and preparing section, the needs should be negotiated with the needs of the students. After the needs are

negotiated, the learning objectives are formulated explicitly. These learning objectives are central to the curriculum contents (Oliva, 2009; Saylor, Alexander, & Lewis, 1981; Taba, 1962; Tyler, 1969). These objectives are used to determine the students' learning experience. They are the sources in which a lecture might determine their teaching organization and methods, often simply called lesson plans (Goodlad & Richter, 1966; Joyce, Weil & Calhoun, 2009; Philips & Soltis, 2009). Those plans are then implemented in the classroom.

Lecturers' Perception on Performance of Lecturer in Conducting Learning Process Section.

Table 3: Lecturers' Perception to Conducting Learning Process Section.

Section	Indicator	Scale Range in Percentage												
		1 (Never)		2 (Seldom)		3 (Sometimes)		4 (Often)		5 (Usually)		6 (Always)		TOTAL	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
Conducting of Active and Effectie Learning Process	**(Pre-Activity): Begin the effective learning**	0	0	2.1	0	16.7	3	2.1	0	**56.27**	9	22.93	4	100	16
	(Whilst-Activity): Mastery of learning material	0	0	1.05	0	13.57	2	26.07	4	40.67	7	18.78	3	100	16
	Implementing of approach and strategy of effective learning	0	0	0	0	3.76	1	20.02	3	50.02	8	26.28	4	100	16
	Applying source and media of learning	2.5	1	0	0	27.52	4	17.52	3	25.02	4	27.52	4	100	16
	Stimulating and maintaining college students involvement in learning	0	0	0	0	6.94	1	13.91	2	46.54	8	32.65	5	100	16
	Applying appropriate and proper language in communication of learning	0	0	0	0	7.5	1	25.02	4	36.28	6	31.28	5	100	16
	(Post-Activity): Closing learning process effectively	0	0	0	0	15.65	2	26.6	4	35.97	6	21.9	4	100	16

Second, the most dominant indicator of performance in terms of conducting learning process was beginning the effective learning. Based on the finding for the lecturers' perception on the questionnaire in conducting of active and effective learning process, it presented that 56.27% or 9 of lecturers of English at Medical Colleges in Jambi approximately chose scale 5 (Usually) for each three different items in the indicator of beginning the effective learning. It means dominant indicator based on lecturers' perception was beginning the effective learning in the other word it can be stated that more than a half of lecturers of English at Medical Colleges in Jambi admitted that they usually begin the effective learning in learning process. For the dominant items in beginning the effective learning which was stated that the highest percentage of item was 75% or 12 of 16 lecturers of English at Medical Colleges in Jambi chose scale 5 (Usually) for item (no.1) which concerned on the repetition of previous material before conducting effective learning. It means that more than a half of lecturers of English at Medical Colleges in Jambi admitted that they usually motivated college students to repeat previous material before conducting effective

learning. It is in line with (Nishikawa, 2014) statement that repetition provided students with an opportunity to focus on selected areas according to their needs. If one cares about quality of learning, one should consciously design repetitive engagement into courses and daily teaching. If one adopts a student-centered teaching approach, repetition will be a very important tactic for enhancing learning. Repetition becomes a tactic to help the student self-teach ideas.

The success of conducting active and effective learning process is characterized by the effective of the teaching and learning process in the pre-activity. To gain effective teaching and learning, according to Chua and Heng (2014), lecturers should be able to give clear presentation to assist the students in making sense of and absorb new knowledge and skills taught. In addition, Tjudin (2018) states that students would welcome lecturers who are able to present the material in a clear and logical sequence. The material presented must also be intelligible and meaningful to the students. It is important not to overburden them with too many main points in each lecture and not to use too many different types of presentation materials, which can confuse the learners.

Lecturers' Perception on Performance of Lecturer in Learning Evaluation Section.
Table 4: Lecturers' Perception to Learning Evaluation Section

Section	Indicator	Scale Range in Percentage												
		1 (Never)		2 (Seldom)		3 (Sometimes)		4 (Often)		5 (Usually)		6 (Always)		TOTAL	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
Learning Evaluation	**Designing evaluation instrument**	1.78	0	1.78	0	19.66	4	17.88	3	**47.34**	7	11.63	2	100	16
	Applying strategy and method of evaluation	2.08	0	0	0	11.48	2	35.45	6	40.66	6	10.45	2	100	16
	Applying the feedback	6.94	1	6.95	1	12.52	2	25	4	38.22	6	10.43	2	100	16

The third aspect deals with the result of lecturers' questionnaire in learning evaluation section. As stated before, there were three different indicators in that section. Based on the result of percentage, it showed that 47.34% or 7 of lecturers of English at Medical Colleges in Jambi approximately chose scale 5 (Usually) for each seven different items in the indicator of designing evaluation instrument. Among seven different items of questions in the indicator of designing evaluation instrument, the highest percentage of it was 87.5% or 14 of 16 lecturers of English at Medical Colleges in Jambi chose scale 5 (Usually) for item (no.1a) which concerned on adapting technique of assessment toward learning objective and for item (no.1b) which concerned on adapting kinds of assessment toward learning objective.

Third, the most dominant indicator of performance in terms of learning evaluation was among three different indicators in learning evaluation section was designing evaluation instrument. It was stated based on the result of percentage which presented that 47.34% or 7 of lecturers of English at Medical

Colleges in Jambi approximately chose scale 5 (Usually) for each seven different items in the indicator of designing evaluation instrument. It means that almost a half of lecturers (47.34%) admitted that they usually conducted the indicator of designing evaluation instruments dominantly as learning evaluation. Majid (2011, p. 7-8) stated that lecturer has four main duties, including assessment of learning achievement of college students and conduct the follow-up assessment of college students achievement and Gintings (2008) stated that lecturers as evaluator of learning outcomes.

Based on the highest percentage of item in designing evaluation instrument which was presented that 87.5% or 14 of 16 lecturers of English at Medical Colleges in Jambi chose scale 5 (Usually) for item (no.1a) which concerned on adapting technique of assessment toward learning objective and for item (no.1b) which concerned on adapting kinds of assessment toward learning objective. It means that the dominant item which mostly cited by lecturers of English at Medical Colleges in Jambi was adapting technique and kinds of assessment toward

lerarning objective. It is in line with, Jones (2005, p. 25) stated that assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. It refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes.

Assessments provide a basis for determining whether one has achieved what one has set out to accomplish- they provide criteria for assessing the outcomes of one's teaching. When identifying objectives to use in classroom assessment and evaluation, it is important to use those objectives that best describe what one, as an individual teacher, wants to accomplish (Chievement & Djudin, 2018). Gensee and Upshur (1996) argue that evaluation involve comparison. More specifically, decisions that result from assessment are arrived at by making comparisons between various components of instruction and the larger instructional context (including input factors, purposes, plans, practices, and outcomes) and then taking action to reduce mismatches between the components so that the desired outcome or match is achieved.

To be useful and effective, evaluation and assessment requires planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the school year or course (Jabbarifar, 2009). As pointed earlier, clearly an important focus of classroom assessment and evaluation is student achievement. Lectures of instruction, to plan ongoing instruction, and for accountability purposes. According to Gensee and Upshur (1996), in order to plan and make instruction that is appropriate for individual students or groups of students, it is necessary to understand the factors that influence student performance in class. This means going beyond the assessment of achievement. An evaluation constitutes their main source for measuring the effectiveness of selected learning activities. Establishing effective teacher evaluation procedures is challenging at several levels: accuracy of the measurement, inclusion of all the dimensions of what is meant to be measured, consistency with the goals of the feedback exercise, adaptation to the needs of those who will use the results (teachers, school leaders, educational authorities), cost-effectiveness, and practical feasibility (OECD, 2011). Evaluation of achievement is the feedback that makes improvement possible. By means of evaluation, strengths and weaknesses are identified. Evaluation, in this sense, is another aspect of learning, one that enables learners to grasp what they missed previously To do so, alternative methods (e.g. dialogue journals, portfolio conferences, interviews and questionnaires, observation, etc) are available for collecting useful information about language learning and about student related factors which influence the processes of language teaching and learning.

CONCLUSIONS

Lecturers of English at different Medical Colleges in Jambi tend to maintain their performance in different dominant indicators based on their own professional development as lecturers of English. In addition, most of lecturers of English in this study have fulfilled the requirements of being professional leacturers. The result of lecturers' perception about their performance in teaching and learningimplied that the lecturers had almost mastered the four competences mentioned in Goverment Decree No. 19/2005 Article 28 Verse 3 containing pedagogical competences, professional competences, personal competences, and social competences. Effective management of teaching and learning activities is an integral part of teaching effectiveness. It can include setting suitable teaching and learning objectives, determining what to teach, knowledge, skills or attitudes, how to teach, the approaches and strategies to employed, how to assess, formative or summative and whether remedial or enrichment programmes should be introduced as a follow-up to the lesson. Hence, proper planning, organizing and managing teaching and learning activities can contribute to maximize students' motivation, involvement and cooperation in learning.

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