Students' Perception toward Good Lecturer Pedagogical Competence

Andi Asrifan*[1], Ali Wira Rahman[2], Raveenthiran Vivekanantharasa[3], K.J Vargheese[4], Muhammad Shoaib Khan Pathan[5], Gül Erkol Bayram[6]

[1]Universitas Muhammadiyah Sidenreng Rappang, Indonesia
[2]Universitas Muhammadiyah Parepare, Indonesia
[3]Open University, Srilangka
[4]Christ College (Autonomous) Irinjalakuda, India
[5]Government College University Hyderabad, Pakistan
[6]Sinop Üniversity, Sinop, Turkiye

e-mail: *[1]andiasrifan@gmai,.com, [2]aliwira.rahman@gmail.com [3]rvive@ou.ac.lk ,
[4]vargheesekj@yahoo.com , [5]pakshoaib.khan@gmail.com, [6]gul@windowslive.com

Abstract As the application of the four competencies for the lecturers in teaching and learning becomes a new business for them to fulfil those competencies (pedagogical, professional, personality, social). This impacts the provision of a new method for students in learning activities so that a teacher could develop a curriculum per the respective educational unit and the local needs of each student. The first pedagogical competence deals with a lecturer's ability to manage the classroom and facilitates the students' diversity. Sometimes lecturers apply different pedagogic actions to students' perceptions so that what is supposed to be good by lecturers sometimes inversely with students' intake. This study aimed to facilitate the students' perception regarding the pedagogical perception of a good lecturer. The result is supposed to be some consideration from the lecturer in applied pedagogical action in the classroom.

Keywords: pedagogical; professional; personality; social; perception.

Abstrak Sebagai penerapan empat kompetensi bagi dosen dalam belajar mengajar, menjadi suatu usaha baru bagi mereka untuk memenuhi kompetensi tersebut (pedagogik, profesional, kepribadian, sosial). Hal ini berdampak pada pemberian metode baru bagi siswa dalam kegiatan pembelajaran sehingga seorang guru mampu mengembangkan kurikulum yang sesuai dengan satuan pendidikan masing-masing dan kebutuhan lokal masing-masing siswa. Kompetensi pedagogik yang pertama berkaitan dengan kemampuan seorang dosen dalam mengelola kelas dan memfasilitasi keberagaman mahasiswa. Terkadang dosen menerapkan tindakan

---

* **Corresponding Author** : *andiasrifan@gmail.com*

pedagogik yang berbeda dengan persepsi mahasiswa sehingga apa yang dianggap baik oleh dosen terkadang berbanding terbalik dengan asupan mahasiswa. Tujuan dari penelitian ini adalah untuk memfasilitasi persepsi mahasiswa tentang persepsi pedagogik dosen yang baik. Hasil tersebut diharapkan menjadi bahan pertimbangan dosen dalam menerapkan tindakan pedagogik di kelas.

Kata Kunci: pedagogik; profesional; kepribadian; sosial; persepsi.

INTRODUCTION

The government policy in the educational system develops alternating days. We may look from the lecturer certification, where the government tries to improve the lecturers' ability through that program. The students' standard value also increases year by year to force the students to learn more in order that the alumna can compete in this globalisation era. In fact, there is still some deceitfulness in implementing those policies.

At the level of higher education, lecturers play an important role in the transformation of knowledge to the students, because the lecturer is one of the few elements of education, which is required of lecturers or lecturers who are reliable in the field and has high responsibility and professionalism appropriate to the task following the law of Republic of Indonesia No. 14/2005 article 1, paragraph 1 mentioned that "Lecturers are professional educators and scientists with the main task to transform, develop, and disseminate the science, technology, and the arts through education, research, and community service."

Some people think that being an educator is an easy job, whereas, if we return again to the basic understanding, then it is not easy in this profession as a lecturer. Let alone be a good lecturer in front of students both inside and outside school (Rusydie 2012: 7). Good materials, techniques, and teaching strategies are not enough to be a good lecturer. There is no shortcut to be a high grade educator, even though having good models may be very helpful and further knowing the way to imitate those models while keeping our integrity and appreciating our uniqueness as educators (Parini 2005: 59).

Occasionally, outside critics may think paying attention to lecturer retention is a narrow, self-interested approach. But the lecturer retention is not

something that can be easily addressed without addressing many other facets of school life (Scherer 2003:10). On the other hand, the discussion induced most of the lecturers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar in Akram 2010: 2).

A classroom is an active place, a place where the lecturer or lecturer constantly interact with each other. The lecturers give questions, and feedback, manage the reward and punishment, praise and give critique, answer the question from the students, and help them when they have some difficulties in learning process (Schunk, et al 2012: 465). There are seven performance dimensions of lecturers' job performance. These were preparation and planning, effectiveness in presenting the subject matter, poise, relations with students, self-improvement, relations with other staff, and relations with parents & community

Because the lecturer is a professional educator, he/she must have ability to arrange and manipulate the situation in which a learner tries to overcome the learning problems, the lecturer needs to be competent in content as well as in the way to deliver that content to facilitate learning (Akram 2010: 2), and the competencies are personal, professional, pedagogical and social competence.

Samian *et al* (2012) have researched to investigate the purpose of Lecturer Performance Assessment by students is to provide teaching staff with information to make informed decisions about improving lecturers teaching. The result shows that a detailed analysis of the highest and lowest achievers based on the lecturer performance assessment was conducted to identify these groups' strengths and weaknesses.

Fox (2000) also has conducted research to gain insight into the teaching practices, characteristics, and attributes of lecturers at Auckland College of Education (ACE). Insight was sought through the perceptions of nine student lecturers who drew on their experiences in lecturer education classrooms at ACE. These were then discussed in relation to conceptions of good teaching provided in the literature and in particular in relation to qualities of good lecturers identified in a comprehensive report on good teaching conducted by Ramsden, Margetson, Marten & Clarke (1995). Comparisons pointed to considerable similarities between the nine student lecturers' perceptions of good teaching and also with those qualities identified by Ramsden *et al.* (1995). An exception was

about disposition; for a while, the student lecturers identified a range of dispositions as significant, but limited mention of these was evident in the literature.

Liakopoulou (2011) has conducted research about the competence of the research. One of the aims of this study was to systematically record the qualifications deemed essential by teachers to perform their pedagogical and didactic duties successfully. The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a "good teacher", as most teachers seem to associate their effectiveness at work with both personal traits and "didactic and pedagogical skills", as well as pedagogical knowledge.

The researches above of course are related to this research, they focus on good English lecturer, but there are some differences among those researches and this research, where mostly the previous researchers were investigated the good English lecturer by statistical data and covered quantitative data, while the type of good English lecturer is abstract, so it should be investigated by using interview and observation in another word by using qualitative data analysis. Another researcher focuses his study on the characteristics of a good lecturer in the students' perception.

In accordance with the law of Republic of Indonesia No. 14/2005 article 1, paragraph 1 mentioned that "Lecturers are professional educators and scientists with the main task to transform, develop, and disseminate the science, technology, and the arts through education, research, and community service. According to Domizio (2008: 3), there has been much debate in the educational literature about the qualities of a good lecturer, but a widely accepted definition is still lacking.

Good lecturers are learner-orientated. They spell out the objectives of their teaching session and focus on outcomes so that the students are clear about what they need to learn. They vary their teaching methods – a lecture one day, a small group tutorial, or a computer-assisted learning session the next. They use different teaching materials, such as PowerPoint presentations, video clips, or web-based tutorials. Lastly, perhaps most importantly, they reflect on their practice – they participate in peer observation, seek students' feedback about

their teaching, and change their practice according to the students' words. What are the qualities of a bad lecturer? In essence, bad lecturers have poor interpersonal and communication skills and are perceived as uncaring with no interest in their students. Bad lecturers are intimidating and unwelcoming and put off the students rather than inspire them Domizio (2008: 3).

That is why every lecturer needs to evaluate herself and do self-reflective.

"In rereading my previous self-reflections, I saw again the power that my prior experiences have had in influencing the place in which I am today. . . . Peer coaching brought out my self-confidence about teaching. The coaching experience enabled me to not only believe in what I was doing but also to stand up for what I believe. . . . Applying the skills I had developed as a peer coach to a mentoring relationship is a natural extension. Engaging in such in-depth professional development has forced me to become self-reflective about everything I do, not only with the students but with my colleagues as well (Spitz in Scherer 2003:180)."

Based on the description above, the researcher can conclude that giving a good lecture is an art, akin to a stage performance in which the lecturer is the protagonist and holds the audience's attention to the end. Some of the skills involved in giving a good lecture stem from the lecturer's personality, but others can be practiced and learned.

According to the Law of the Republic of Indonesia Number 14 : 2005 on Lecturers and Lecturers, competence is a set of knowledge, skills, and behaviours that must be owned lived, and controlled by the lecturer or lecturer in carrying out their professional task. According to (Finch, *et al.* in Fajar, 2012) "Competencies are those task, skills, attitudes, values, and appreciation that are deemed critical to successful employment". This statement implies that competence includes tasks, skills, attitudes, values; appreciation is given in order to achieve successful living/income to live. It can be interpreted that competence is the combination of knowledge, skills, and application in performing tasks in the job.

Lecturer competencies related to the authority of his duties, in this case the use of the field of study as a learning material that acts as an educational tool, and pedagogical competencies related to the function of the lecturer in observing the behaviour of learners (Djohar in Fajar 2012).

According to the Minister of National Education of the Republic of Indonesia Number 16: 2007 regarding Standards of Academic Qualifications and Competencies Lecturers, there are various competencies required by lecturers, among others: pedagogical, personal, professional, and social acquired through professional education. The four competencies are integrated into lecturer performance.

Pedagogical competence includes understanding lecturers on learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. As described in detail each sub-competence becomes an essential indicator as follows:

a) Understand in depth the learners have the essential indicators.

b) Designing learning, including understanding the educational foundation for learning needs, are essential indicators.

c) Implementing learning has an essential indicator.

d) Designing and implementing instructional evaluation has essential indicators.

e) Developing learners to actualize its potential, have the essential indicators.

Based on the pre-observation, the researcher got the name of the lecturer based on the students' perception to be a subject of this research who believed that the researcher got more information about the profile of a good English lecturer by her pedagogical performance in teaching. The phenomenon guided the researcher to focus research on the: 1) The lecturers' concept about pedagogical competence of English lecturers, 2) The factors that influence the lecturer's pedagogical competence in the classroom, and 3) The students' perception of pedagogical performance of good English lecturer.

METHOD

A case study was used in this research by in depth investigation of the case as a kind of qualitative research. It referred to kind of research without using statistical procedure or quantification in finding. This dealing with Bodgan and Biklen (in Syamsuddin 2011) "case study is a detailed examination of one setting or one subject or a document repository or a specific event, as well as Surachmad

(1982), which limits a case study as an approach, focusing on the intensive and detailed case".

The subject of this research was a lecturer at the English department of Universitas Muhammadiyah Parepare. The informant including the students, the colleague and the subject itself. Nine students from three classes were interviewed as the informants and all of the students were chosen based on their friends' recommendations because they consider that the nine students will gave more data to the researcher. Some of the informants were changed because of some reason such as she cannot give enough data to the researcher and another student was sick at that time.

This technique was used to find the phenomenon based on the fact in the field. The data were collected by observation for the classroom's teaching and learning process. The observation conducted six meetings in three classes in the second semester. A structured interview was used to find the verbal data dealing with the focus of the research. The interview guide for the subject and the students taken from the book of *penilaian portofolio dosen* consists of five questions based on the lecturer's competence, and each category has its own question. The researcher uses the lecturer perceptional assessment (penilaian persepsional dosen) for the subject. For the students, the researcher used the students' assessment (penilaian mahasiswa). The researcher designed a different interview guide for the colleague because the data needed from the colleague was just the kind of secondary or supporting data. The interview guide of the subject and the students consists of thirty questions and each question formed like a questionnaire with five kinds of score. They asked first to fulfill the score, and then the researchers interviewed them about why they gave those score. While in the colleagues' interview guide just consisted on six questions to be answered orally.

RESULT AND DISCUSSION
Lecturer Concept about Pedagogical Competence

To find out the concept of good English lecturer, the researcher started by arranging the interview guide, observing and paying attention to the documentation. After talking approximately forty-five minutes, the researcher

began to focus on the interview's content to find out the interviewee AA concept of a good lecturer by asking the question.

> "In my opinion, a good English lecturer is a responsible lecturer so responsible with the material which is they held. Basically is the moral responsibility, so in my opinion a good English lecture should be responsible with the task assigned to her, for example if he/she is assigned with speaking material, she/he must be responsible with that material, trying to teach maximally how the speaking subject itself. Then certainly she/he must master the material, having a good learning objective, that's it I think. So about the speaking subject is how to make the students achieve the learning objective and it should be proofed by learning application not only on the paper. what else, there are many criteria to be a good English lecturer but the core is about the responsibility."

Factors that Influence Lecturers' Pedagogical Competence in the Classroom

As an initial perception, the answer above described the interviewee concept of a figure of good English lecturer. It was the first question; of course the answer was not enough so the researcher continued the interview process to get more specific and deep data about good English lecturer. During the interview, the interviewee talked flow with the perception in her mind because the researcher made the condition closer to her until she restated her statement.

> "Good English lecturer or qualified lecturer perhaps in my opinion when she/he has a good competence but even she/he has a good competence, she/he is kind, friendly, courteous and always make the students laugh but in fact she/he does not bring any effects to the students it is not useful I think. But in terms of good, because you ask about a good lecturer, if we talk about "good" yaaa she / he can understand the students well and accommodate them. So one of the characteristics of good English lecturer is she/he can manage and mastering the classroom well, can accommodate the students' wishes, it can be categorized good lecturer."

The second statement has strengthened the data about the interviewee concept of good English lecturer where she added that good English lecturer should manage the classroom and also accommodate the students need.

The researcher then still continued the interview to develop any other concepts and ideas, but the researcher changed the technique by giving her more change to speak while the researcher stayed as a good listener

> "because I measure myself when I was in college, I was happy with my lecturers who can provide additional value not cruel, eee well discipline

but still friendly, I think it was very potentially make the students to said that this is a good lecturer like that."

In teaching and learning, she always made a joke with the students and made them laugh when the classroom situation was boring. She reported that every lecture should have this and that she prepared everything well in every meeting.

> "I think, before I starting the course, far before I starting the course, I prepares myself with the lecturing process in terms of modules, material, either in terms of scheduling. The things that I will conduct in every meeting should be prepared well. That's what a professional teacher should have".

The second question was about the regularity and orderliness in conducting the lecture. She reported that she always prepared the time schedule and it should be prepared in several months before until she taught.

> "I conducted the lectures regularly and orderly. It means that there should be time scheduling. So, starting from preparing the module in the particular month before teaching until the teaching process. That is why, I dare to say that I am regular and orderly to hold the lectures."

The next was about her ability to manage the classroom, she reported that to know that you can manage the classroom well, you should concern to the students, did they pay attention for you or no and that was the key point in the success of learning.

> "Because I feel that I am able to manage the class. Why I say that because in my point of view, the keys to success in teaching process in the classroom is when a teacher is able to manage the class and I feel that I can do it because when I teach the students, they are always full attention to me. Full attention to what I'm giving to them is one of the main points of the success of teaching process."

The forth she was asked about discipline and adherence to the academic rules. She reported that she paid attention to those academic rules, starting from the first lecture, when to conduct the mid-test and when she must close and do the final test. She also gave the lecture rules clearly.

> "Academic rules always exist in every course in every university and I am dutifully of when I should start the lecture when I should conduct the mid test, when to close the lecture, and when to conduct the final. I was very regular for it, so I applied it in the lecture process. Including by giving lectures rules clearly."

The fifth she was asked about the use of media and technologies of learning, she gave good statement about this question, she claimed that she can mastered those media and technologies based on the subject she taught.

> "I categorize myself as good. Because I can master the technology and media and I use it depends on what type of course at that time."

Sixth, the researcher asked her about the diversity in assessing the learning results. She reported that she was very concerned with the students' ability, so the assessment conducted was process based assessment, where she was concerned not only with the students' final test but also with the whole process they did.

> "I categorize myself 4 in conducting performance appraisals because I, eehhh, am a kind of teacher that is very concerned about the students' academic abilities. So I assess them based on the process or I called it assessment process. I focus on the whole process from the lecture. That's not only about the final examination. Therefore, I rarely do the final test although it is actually needed for the complementary value." (Lecturer first interview on 17th June 2013).

The seventh she was asked about her objectivity in assessing the students. She reported that the process-oriented assessment was objective because the lecturer directly concerned with the whole process of the students activity and knew the development of the students' achievement.

> "also in fact Objectivity, why I arrive on the process assessment, because I saw it in terms of objectivity. If I observe it directly, I noted how they are, how their development from beginning till the end without thinking whether she's beautiful, he's handsome and the others are not."

The eight, she was interviewed about her ability in guiding the students. She reported that the process was very important because she guided the students till they can and she concerned to the learning process. When she taught writing subject, she guided the students from irregular writing to the regular or structured writing.

> "Because I start teaching the students, guiding the students from the basic and I look them the same from the learning process, for example in a writing course. They began to learn to write from order less to well order writing ."

The last factor the researcher interviewed was her positive percepction to the students. She reported that she always be positive thinking to all the students because she felt that every student has the same chance to be a good student. It all depends on the process.

> "I always think positively about the students' academic ability because I believe that everyone has the ability to be like that. So, I strongly believe that emotional quotient can make the students do better especially in terms of academic. It's not only about IQ. There are some students who entered the lecture starting with very standard capabilities but during the learning process because they get a support and motivation from their environment if we compare with their friends that already have a good IQ. So I really support them."

All of the questions that have been given to the subject answered by good or positive comment. The researcher found that she was very concerned to the pedagogical factor. It was also supported when the researcher did an observation in the sixth meeting. She could manage the classroom well, teach the students seriously, be discipline with the time and give score based on the students' ability without any discrimination.

The Students' Perception of Pedagogical Performance of a Good English Lecturer

The readiness to deliver the lecture.

In the first part of pedagogical competence, the students were asked about the lecturer's readiness to prepare the lesson and the material for the students. Among the nine students, most of them were agree that she was preparing the lesson well. They conveyed their perception in different statements. Most of the participants reported that she was ready because of her way in delivering the material was very good, understandable and some of them also said that she always came on time and she could match the material with the book, so the students enjoyed the material. After all the statements or the students' perception about the lecturer's readiness were positive.

In several meetings, she came to the classroom, checked the students' attendance and directly reviewed the previous lesson without taking time to

open the book because she already prepared the lesson before. It was dealing with the factor which influenced her teaching performance in the classroom.

> "I think, before starting the course, I always prepare everything in terms of modules, material, either in terms of scheduling. What I would do in every meeting should be prepared well. That's what a professional teacher should have."

The regularity and orderliness in conducting the lecture

The second part of pedagogical competence was about the regularity and order in holding the lecturing process. This question was to know the students' perception about how regular she hold the lecturing process. In the same question, the students were given different perceptions and statements; there were some positive and negative point of view

Sometimes she moved the schedule when the researcher would like to do the observation, but she informed the researcher before. Having ability to enlive the classroom atmosphere should be owned by the lecturer. That was why, it was included in the interview draft.

Supporting data came from the observation, where in some meetings she always made the classroom very noisy with her jokes, and as soon as the noisy, she kept the classroom silent and brought the classroom back to the focus of the lesson. She also always told some stories to the students based on her experience with the aim of motivating the students to learn. It was also strengthen by her statement in the interview.

> "I feel that I am able to manage the class. Why I say that because in my point of view, the keys to success in teaching process in the classroom is when a teacher is able to manage the class and I feel that I can do it because when I teach the students, they are always full attention to me."

While teaching, she allowed the students to stop her when there was something unclear or if there was a student who wanted to ask question. She responded the question directly until the students understood and did not confuse anymore. It was also supported when the researcher interviewed her colleague.

> "She is a lecturer who has implemented Model SCL (Student Learning Center) as a method of teaching that when talking about the pedagogic competence then she is a lecturer who truly manages effective and efficient in the learning process."

The usage of media and technology of learning

The students then were asked about the use of media and learning technologies. The result showed that most of the students said good and the other said it was rarely. In the observation, the researcher found that the students were given one topic about structure and then they were asked to prepare some power point related to their material and then they used LCD in the presentation session after that the other students were allowed to give some question related to the topic and the presenter should answer the question clearly.

The diversity in measuring the learning outcome

One aspect of learning was the diversity measurement of learning outcomes. It was included in the sixth point of interview guide. Every student gave different comment based on their perception and it was quite subjective because the assessment gave effect to the students so the statement they stated was based on their score.

In several observations, she was always gave a chance to the students to express their idea, asked question to the students and evaluated the assignments. The diversity measurement was applied in the classroom because she considered the whole activities in the learning process.

> "In conducting performance appraisals because I, eehhh, am a kind of teacher that is very concerned about the students' academic abilities. So I assess them based on the process or I called it assessment process. I focus on the whole process from the lecture. That's not only about the final examination. Therefore, I rarely do the final test although it is actually needed for the complementary value. It is an objectivity in the students' assessment."

Giving feedback to the assignment

With regard to the feedback of the assignment, all of the participants gave positive score in their point of view; they felt that she was very concerned to the students' assignments. The students reported that she always gave feedback in every assignment, when the assignment were given last meeting, she would check it in the next meeting. The students also reported that she gave them the solution about the assignment.

After checking the attendance, in structure material, she asked about the students' assignment in the previous week and started to check it. While explaining the mistakes that have been made by the students and then she continued the lesson. In writing subject, she gave the students chance to write in every week and routinely checked and revised it, she also asked the students who did not finish their previous assignment and gave them chance to finish it in the limited time.

The suitability between the examination material and the learning objective

The respond of the participant when they were asked about the suitability of the examination material with the learning objective were different. In the final examination of writing, she just asked the students to choose a topic then asked them to write a paragraph based on the writing steps that have been taught before. In the structure subject, the students were given a topic and then they were asked to present the material in front of their classmate and it would be continued with discussion session. It was also supported by the lecturer's interview. She said that the lecturer should have a good learning objective and how the students achieve those objectives.

> "… Must master the material then have a great teaching objective it's my opinion, such as speaking subject of course how to make the students achieved the target and it must be proved by learning application, not only a concept."

The suitability between the score and the learning result.

Dealing with the students' score, she has been assessed well in the students' point of view. Most of the students reported that she was very objective in giving score, where every student got an appropriate score based on what they have done, their work hard, ability and their attitude during the learning process.

She has told the researcher that some of the students reprogrammed the subject because they did not pass the exam; even there was a student who took remedial twice and did not pass, till she asked her to stop because if she did not want to study hard, she would never pass the subject (Interview). Another interview supported this data. She said that in assessing the students, she did assessment based process objectively.

"... Why my assessment is an assessment process because I saw from the side of objectivity. If I observed directly, then I will know their progress from beginning to end."

Pedagogical competence was a competence to manage the classroom. Every lecturer should have this competence. After conducting interview and observation, the researcher found that every student appreciated her pedagogical competence by giving a good perception or comments in most of the items although not all students gave her a good score. Nine items were interviewed and the result showed that eight of nine items were fulfilled by good score. The diversity in measuring the learning outcome, feedback of assignment, suitability among the examination material and the learning objectives, and suitability between the score and learning outcome.

CONCLUSION

Overall, the students has their own character, behavior, and its pleasure. Pedagogical competence covers all of the divergent and have big attention of the students. Based on the findings, the subject's concepts of pedagogical competence are (1) the lecturer should have responded with the material they hold, (2) the learning objectives should be prepare well and it had to be achieved, (3) accommodating the students need, (4) controlling the classroom situation. The pedagogical factor becomes the most important factor to be considered in teaching performance. In the students' perception, the pedagogical competence of good lecturer should cover the readiness to deliver the lesson, how they enliven the classroom condition, the application of media and technology in the classroom, and giving feedback and evaluation skill. At last, an English lecturer should also apply professional competence, personality competence, social competence in the classroom.

REFERENCES

Akram, M.J. 2010. Factors Affecting the Performance of lecturers at higher secondary level in Punjab. *Unpublished Thesis*. Rawalphindi. Pir Mehr Ali Shah Arid Agriculture University.

Brown, D.H. 2007. *Teaching By Principles An Interactive Approach To Language Pedagogy.* San Fransisco: Pearson Longman.

Chatib, M. 2011, *Gurunya Manusia.* Bandung: Kaifa Learning.

Dar, A. 2012. Lecturer Effectiveness and Competency, Concept, Principal and Criteria. (Online), (http://daraltaf.blogspot.com/2012/03/lecturer-effectiveness-and-competency.html Accessed on 05 May 2013).

Domizio, P. 2008. Giving a good Lecturer. (Online). (http://www.irabpath.org/234.pdf, Accessed on 18 April 2013).

Faturrohman, P & Suryana, A. 2012. *Guru Profesional.* Bandung: Refika Aditama.

Fox, R. 2000. *A 'Good' Lecturer: Student Lecturers' Perception*. Auckland College of Education. (Online), (http://www.nzabe.ac.nz/conferences/2001/pdf/05_saturday_pm/RobynFoxpaper.pdf, Accessed On 5 May 2013).

Foon, Y.S, Yin, J.H,S & Fah, B. C. Y. 2012. Students evaluation on lecturer performance Among Private University Students. *Canadian Social Science,* (Online), Vol. 8, No.4.pp. 238-243. (http://www.cscanada.net/index.php/css/article/download/j.css.1923669720120804.3022/2892, Accessed on 31 March 2013).

Grasha, A.F. 1996. *Teaching With Style*. Pittsburgh: Alliance Publishers.

Hakim. A. 2010. *Hypnosis in Teaching.* Jakarta Selatan: Trans Media.

Hancook, D. R & Algozzine, B. 2006. *Doing Case Study Research*. New York:Lecturers College Press.

Irmawati. 2009. *Lecturers Competence In Developing Authentic Based Materials Through Workshop.* Unpublished Thesis. Makassar: Universitas Negeri Makassar.

Jalongo M. R. 2013. *Professional Development: Social Skills and Young Children*. (Online) http://www.scholastic.com/teachers/article/professional-development social-skills-and-young-children. Accessed on 24 October 2013.

Joyce, B., *et al*. 2009. *Models of Teaching.* Yogyakarta: Pustaka Pelajar.

Kadha, H. I. 2009. What Makes A Good English TLecturer? "Lecturers' Perception and Student's Conception. *Humanity and Socian Sciences Journal.* 4 (1): 01-11"

Kongkiat. K. _____. *Teachers' Personality.* (Online) http://www.siam.edu/siamedu_thai_mainpage/images/stories/article/54/siam_art cle_5_54.pdf

Korthagen, A. J. F. 2004. In Search of the Essence of a Good Lecturer:Towards a More Holistic Approach in Lecturer Education. *Teaching and lecturer education journal*. (Online), 20 (2004) 77-97 (http://ssbelajar.blogspot.com/2012/11/pengolahan-data-kualitatif.html Accessed on 26 march 2013).

Lambert Andrews, J, 2004, *Lecturer Certification, Teaching Styles, And Students' Achievement in Arizona Charter School, Unpublished* Dissertation, Liberty University.

Liakoupolou M. 2011. The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness?. *International Journal of Humanities and Social Science.* (online) (http://www.ijhssnet.com/journals/Vol_1_No_21_Special_Issue_December _2011/8.pdf retrieved on 25 October 2013).

Lucas, B.S. 2005. *Who Am I? The Influence of Lecturer Beliefs On The Incorporation of Instructional Technology By Higher Education Faculty. Unpublished* Dissertation of The University of Alabama.

Macfarlane, B.2007. beyond performance in teaching excellence. (online), (http:// http://web.edu.hku.hk/staff/bmac/docs/Beyond_performance_in_teaching _excellence.pdf, Accessed on 06 May 2013).

Mahmudah, Umi. 2011. *The Importance of English In The Global Era.* Retrieved at 6 January 2013 from http://mtsntambakberas.com/index.php/jurnal/18-the-importance-of-english-in-the-global-era..

Mayuni, I. 2007. *Peningkatan Mutu Guru Bahasa Inggris Melalui Pendidikan Dalam Jabatan.* Bandung: Lubuk Agung.

Menyhart A. 2008. teachers or lecturers? the motivational profile of university teachers of English. *WoPaLP, Vol. 2, 2008.* (Online) (http://langped.elte.hu/WoPaLParticles/W2Menyhart.pdf Retrieved on 25 October 2013).

Miles, M. B & Huberman, A.M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook 2nd Edition.* California:Sage Publications.

Muhammad, Ali. 2008. *Guru Dalam Proses Belajar Mengajar.* Bandung: Sinar Baru Algesindo.

Muin, F. 2011. *Pendidikan Karakter:Konstruksi Teoritik & Paraktik..* Yogyakarta: Ar-ruzz Media.

Noor, N. MD & Samran, Y. 2012. Students Perception on Good Lecturer Based on Lecturer Performance assessment. (Online). (http://tree.utm.my/wp-content/uploads/2013/1569534415.pdf, Accessed On 2 April 2013).

Nurafiah, Andi. 2012. *Teaching Models Used By Professional English English Lecturers of Junior High School in Gowa Regency.* Unpublished Thesis. Makassar: Universitas Negeri Makassar.

Nurfuadah, N.R, 2012. *Lima Tipe Dosen di Kampus.*, (Online) from http://www.okezone.com Accessed on 5 January 2013 .

Osman,S & Yin-Fah, B.C. 2011. A Case Study Of Student Evaluation of Teaching In University. *International Education Studies.* (Online), Vol. 4, No.1. (http://www.cscanada.net/index.php/css/article/download/7177/6620 Accessed On 31 March 2013)

Parini, J. 2005. *The Art of Teaching.* Terjemahan oleh Adinugraha, E & Sulistyaningrum, R. 2009. Yogyakarta: Pustaka Pelajar.

Patel, F.M., *et al.* 2008. *English Language Teaching (Method, Tools & Technique).*Sunrise Publishers.

Richards. J. C. 2011. *Competence And Performance In Language Teaching.* New York: Cambricge University Press.

Richards, J., & Rodgers. 2001. *Approaches and Method in Language Teaching*: Second Edition. United Kingdom: Cambridge University Press.

Rohani, Ahmad H.M. 2004. *Pengelolaan Pengajaran.* Jakarta: Rineka Cipta.

Rusydie, S. 2012. *Tuntunan Menjadi Guru Favorit.* Yogyakarta: Flash Books.

Sampson, J.P.,Driscoll,M.P.,Foolk, D.F.& Carroll,P.S. 2010. Successful Faculty Performance In Teaching, Research and Original Creative Work and Service. *Unpublished Journal.* (Online), (http://fda.fsu.edu/content/download/25448/163336/Successful-Faculty-Performance.pdf Accessed On 5 May 2013).

Sardiman A. M. 2012. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Rajawali Press

Satori, D., *et al*. 2011, *Metodologi Penelitian Kualitatif.* Bandung: Alfabeta.

Scherer, M. 2003. *Keeping Good Lecturers.* United States: ASDC Publication.

Schunk, D.H., Pintrich, P.L., Meege, J.L. 2008. *Motivasi Dalam Pendidikan: teori, penelitian dan aplikasi.* Terjemahan oleh Tjo, E. 2012. Jakarta Barat: Indeks.

Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Sugiyono. 2012. *Memahami Penelitian Kualitatif.* Bandung: Alfabeta.

Syamsuddin, AR & Damaianti, U. S. 2012. *Metode Prnelitian Pendidikan Bhasa.* Bandung: Rosda.

Undang-undang Republik Indonesia, No 14 Tahun 2005. *Tentang Guru dan Dosen.* (Online), (http://wrks.itb.ac.id/apk-images/files-produk-hukum/uu-14-2005.pdf, Accessed on 17 March 2013).

Zacharias, T. N. 2003. *A Survey of Tertiary lecturers' beliefs about English Language Teaching In Indonesia with Regard To The role of English As A Global Language.* Dissertation of Assumption University of Thailand.