Students' Perceptions on Lecturers Affective Competence at Kupang State of Polytechnic

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Abstract— **This study aimed to investigate the student's perception level in the learning process toward lecturers' affective competence when online learning policies are implemented. This study used survey research by adapting research instruments that have been developed in previous studies by King, namely "Teacher Affective Attitude Inventory". This instrument was used to measure the lecturer's attitude towards the affective aspects of teaching, the positive relationship between lecturers and students, and the empowerment of the learning environment. The population in this study amounted to 7280 students of the Kupang State Polytechnic from various majors. Sample in this study was taken by using a simple random sampling technique. Determination of the number of sampling used the Slovin method. Thus, the number of respondents expected is 99 people from 6 majors at the Kupang State Polytechnic. This instrument has six choices of scale from Strongly Agree to Strongly Disagree. This questionnaire will be distributed to respondents online using a google form or an offline written questionnaire. All data collected from the questionnaire will be tabulated and processed in a quantitative descriptive manner. As a result, five indicators of the lecturer's affective competence were excellent, with the highest index score of 85.20 for student autonomy. In comparison, the rest six indicators were categorized as good. The index score of attitude toward guidance was 78.54, and 64.09 for the lowest index score indicator of attitude toward student-lecturer conflict. Furthermore, it could be summed up that lecturers at the Kupang State Polytechnic have acted as good facilitators during the implementation of online learning due to their good affective competence, so that student learning independence increases. They can create a good positive relationship between lecturer-student and also for the classroom environment. The results of student perceptions measurement for lecturer affective competence show that the students get good academic and personal attention from the lecturer. The lecturer also could create a good class atmosphere for students to enjoy the online teaching and learning process.**

Keywords—student perception, affective competence, Affective factors, online learning.

I. INTRODUCTION

Education is a process for civilised humans.[1] In order to educate people, competent and professional educators are needed. According to Act of the Republic of Indonesia Number 14 Year 2005 Chapter 10 Article 1, a lecturer should have four competencies: pedagogical, personal, professional, and social competencies. [2]. Pedagogical competence is the essential primary competence in education followed by personal competence due to lecturers' function to become role models. As a role model, lecturers are expected to be able to create a positive interpersonal relationship, maintain rules without being strict, and design an engaging learning process. [3] Therefore, lecturers may not only transfer their knowledge cognitively but also affective attitudes that support a successful learning process. This also means the role of a lecturer is not defined cognitively by considering their knowledge, but it should be seen from their attitude, behaviour, and thinking process while teaching. [4]

A study conducted by Yulianik showed that personal competence had the highest percentage of 42.25% and the most important characteristics of a lecturer were patience, speaking ability, flexibility, perseverance, and ability to be a good listener. [5]. In

addition to this, a lecturer should develop a social attitude with students by creating effective communication, understanding, influencing, educating with effective reward and punishment, managing conflict, encouraging confidence, and designing a conducive environment. [4]. Such conditions might be clearly measured if the learning process is conducted face to face.

Various reactive statements were given by students separately to speak up their perception of the lecturers' affective competence during online learning. The study of students' perception about lecturers' affective competence during online learning refers to two dimensions: positive relationship and classroom environment. The classroom environment dimension will be measured by the elements of student-centred Environment, High Expectations Environment, and positive guidance environment. Then positive relationships covered Positive Interactions, Managing Conflict, and Caring Relationships. The purpose of this study is to employ the two dimensions, which are divided into six elements from 11 indicators of lecturers' affective factors as a basis for the assessment of lecturers' affective competence during online learning at Kupang State of Polytechnique.

Lecturers' self-assessment is carried out in order to upgrade their competence. Competence is defined as "knowledge, skills, and behaviour" that should be possessed implemented by a lecturer in relation to their professional responsibility as cited in Law of Lecturers and Teachers Chapter 1. [6]. Considering the lecturers' competence, self-evaluation covers a measured assessment of these three aspects (knowledge, skills, and behaviour) in doing "Three Dharmas" – Education and Teaching, Research, and Community Service.

Studies related to assessing lecturers' performance have been done previously with a focus to assess the cognitive aspect. [7]; [8]. The assessment of teacher and lecturer's competence currently only measure knowledge, skill, and attitude in general, not covering specifically the affective domain of the competence. Affective attitude cannot be separated from their competence as a teacher or lecturer. This attitude is predominantly defined as belief and values in a teacher or lecturer related to the affective aspect, such as building a teacher-student relationship and creating a positive and warm classroom atmosphere [9]. Nasution clarifies the fact that the most likeable teachers were those with fun and friendly personality. [10]

Affective is believed by Dornyei and Hurd to be characteristics of emotion, feeling, and attitude, which are part of the learning process and may well be relevant to motivation. [11] In addition to this, Marlina found in her study that the affective aspect

percentage of teachers was higher than cognitive and conative ones when dealing with acceptance of students' achievements with special needs. [12]

The assessment toward teachers' effectiveness in conducting the learning process has been evaluated and rewritten by King, emphasising the affective aspect of a teacher – Teacher Affective Attitudes Inventory. This inventory includes four scale assessments, three of them are related to elements of empowering classroom environment, while the first scale is Positive Relationships. Three factors which are measured in positive relationship are Student Centered Environment, High Expectations Environment, and Positive Guidance Environment. Furthermore, empowering classroom environment covers three factors namely Positive Interactions, Managing Conflict, and Caring Relationships[13]

It is essential to examine students' perceptions due to the fact that online learning has been the only option left during Covid-19 pandemic outbreak. Bilfaqih dan Qomarudin[14] elaborates that in order to create effective online learning, it is essential to pay attention to strategies in identifying learning objectives, appropriate assessment, designing progressive and active learning activities for students, and at the same time considering social interaction since lecturer is not physically present in an actual face-to-face classroom.

II. Method

A survey method was applied in this study. Survey research is done by asking a sample of respondents about their beliefs, opinions of characteristics of objects, and past or present attitudes. Consequently, there were no treatments for research respondents. They are asked only to give responses on various phenomena related to their perceptions of lecturers' affective competence based on the statements made by researchers.

The population in this study was 7280 students of Kupang State Polytechnic from various departments. The sampling technique applied was simple random sampling, where the sample was taken randomly without stratified action from a population. [15] To determine the sample size, a formula by Slovin was employed as follows:

$n = N / (1+N.(e)^2)$
$n = 7280/ (1+72,8)$
$n = 7280/ 73,8$
$n = 98,64 = 99$ respondent

A research instrument is a tool used to measure observable phenomena, either natural or social, in order to get valid data. It means an instrument can measure a measurable object or get the same result after repeated measurement (reliable). [15] The researchers adapted the questionnaire

"Teacher Affective Attitude Inventory" and spread to respondents to assess lecturers' attitude toward affective aspects of teaching, lecturers-students positive relationship, and empowering learning environment [13]. The result of the test instrument showed a coefficient value of 0.76, which indicated that this questionnaire was reliable and usable. [3]. There were six scales in this questionnaire ranging from Strongly Agree to Strongly Disagree, which had been modified by researchers into five scales namely Strongly Disagree (score=1), Disagree (score=2), Neutral (score=3), Agree (score=4), Strongly Agree (score=5).

To collect data, a questionnaire covering 84 statements was given to respondents to be answered. A questionnaire is considered efficient and appropriate to be used for a large number of respondents. [15] The questionnaire was made into google form and sent online to respondents.

TABLE I.   RESEARCH INSTRUMENT

Dimension	Indicator	Questions number	Total
Positive Relationship	1. Attitudes toward Lecturer-Student Relationship	1,2,3,4,5&6	6
	2. Attitudes toward lecturer-student conflict	7,8,9,10,11,12,13&14	8
	3. Attitudes toward caring	15.16.17.&18	4
	4. Attitudes toward feedback	19,20,21,22,23,24,25&26	8
	5. Attitudes toward equity	27,28,29,30,31,32,33,34&35	9
Classroom Environment	6. Attitudes toward supportive climate	36,37,38,39,40,41,42&43	8
	7. Attitudes toward classroom management	44,45,46,47,48,49&50	7
	8. Attitudes toward control	51,52,53,54,55,56,57&58	8
	9. Attitudes toward guidance	59,60,61,62,63,64,65,66&67	9
	10. Attitudes toward high expectations	68,69,70,71,72,73,74,75&76	9
	11. Attitudes toward student Autonomy	78,79,80,81,82,83&84	8
TOTAL			84

Source: Processed Primary Data, 2021

The data obtained from the survey were analysed by a descriptive statistics procedure. As the technique data analysis the writer uses descriptive analysis in order to know the condition and the picture of the variable of respondents feedback. First of all, the data from the research sample will be calculated using the percentage index formula proposed by Sugiyono (2012), namely the total score divided by the highest ideal score multiplied by 100 percent (f/n(100%)). The total score (f) is the total value of the frequency of respondents' answers, while the ideal score (n) is obtained from the maximum value of the item multiplied by the number of respondents.

Furthermore, the writer uses the determination of the assessment criteria guidelines interval formula (I = 100 / Total Score). Thus, the range of values obtained in order to interpret the data obtained is as follows:

TABLE II.   STUDENTS' PERCEPTION INDEX

Range Value	Category
0% – 19,99%	Very Poor
20% – 39,99%	Poor
40% – 59,99%	Fair
60% – 79,99%	Good
80% – 100%	Excellent

Source: Processed Primary Data, 2021

III. RESULT

This study measured the perceptions of the students on lecturers' affective competence during online learning in Kupang State Polythecnique. A total of 99 respondents were involved as sample for this study. Below are the demography of the respondents:

TABLE III.   DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Gender		Age		Semester			Department					
M	F	17	19>	2	4	6	ACC	ME	CE	EE	T	BA
35	64	25	74	74	14	11	33	1	22	15	16	12

[a.] *Source: Processed Primary Data, 2021*

Note: ACC: Accounting, ME: Mechanical Engineering, CE: Civil Engineering, EE: Electronica; Engineering, T: Tourism, BA: Business Administration

Based on Tabel III, more than half of the respondents were female students. Dominantly students were above 19 years old and from the second semester. Moreover, students from Accounting Department and Civil Engineering Department have halved the total respondents.

The result of the descriptive analysis of students perception is shown in the following table. Descriptive statistics functions to sum up the characteristics of the data set in two basic categories of measure: central tendency (mean, median, and mode) and variability or spread (standard deviation, minimum, and maximum).

TABLE IV.   **DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTION**

Indicator	Mean	Std. Deviation	Minimum	Maximum	SUM
1	22.979	3.938	11.00	30.00	2275.00
2	25.636	5.382	14.00	40.00	2538.00
3	13.666	4.010	4.00	20.00	1353.00
4	32.020	5.405	14.00	40.00	3170.00
5	36.939	6.891	11.00	45.00	3657.00
6	33.101	5.84	10.00	40.00	3277.00
7	29.282	5.471	7.00	35.00	2899.00
8	30.969	5.311	12.00	40.00	3066.00
9	35.34	6.078	13.00	45.00	3499.00
10	32.474	6.711	17.00	45.00	3215.00
11	34.080	6.511	8.00	40.00	3374.00

Source: Processed Primary Data, 2021

Table IV shows that the data set's overall average score (mean) is larger than the standard deviation, which means that the dispersion (spread) of the data is clustered about the mean.

After calculating the percentage index and put them into categories, the result is presented in Table V below:

TABLE V.   **STUDENTS' PERCEPTION INDEX**

Indicator	f x 100	n	Index (%)	Category
1	2275.00	2970	76.60	Good
2	2538.00	3960	64.09	Good
3	1353.00	1980	68.33	Good
4	3170.00	3966	80.05	Excellent
5	3657.00	4455	82.08	Excellent
6	3277.00	3960	82.75	Excellent
7	2899.00	3465	83.66	Excellent
8	3066.00	3960	77.42	Good
9	3499.00	4455	78.54	Good
10	3215.00	4455	72.16	Good
11	3374.00	3960	85.20	Excellent

Source: Processed Primary Data, 2021

This table of Students' Perception Index shows that there are five indicators in the excellent category: lecturer attitudes toward feedback, equity, lecturer's attitude toward supportive climate, Classroom management, and student autonomy. The other indicators are categorized as Good ones. Generally, students' perception regarding lecturers' affective competence is positive.

IV. DISCUSSION

Affective competence is one of the most crucial aspects which support an active, creative, effective, and fun learning process. It is in line with a study conducted by Hasanati, which stated that 32.6% of lecturers' competence contributed significantly to the affective commitment towards professionalism [16]. It means that lecturers are required to remain professional in carrying out their duties and responsibilities in various situations. In addition, the pandemic outbreak insists on such a commitment [17]

The result of the study emerges the increase in the caring act of the lecturers during online learning. It is seen from their attitude that they pay attention toward the academic progress of their students. Furthermore, they are attentive to their students' personal lives by providing time to listen to their complaints, financial problems, social life, and family affairs. This indicates that lecturers care for their students. This finding is supported by the previous study by Paduraru (2014) which proposed some essential characteristics of a lecturer such as patience, speaking skill, flexibility, perseverance, and being able to be a good listener [5]. Another finding of Rochmawati, as cited from [17] was proposed by stating that personality is needed because education covers not only academic aspect, but also students' character such as good personality, independence, responsible, honest, faithful, and respectful [17]. Students generally do not admire their lecturers based on their excellent cognitive competence but their good character.

As a social human being, conflict is indeed unavoidable, even in the university or higher education context. The conflict between lecturers and students might happen due to the diverse and unique backgrounds. A previous study proposed some differences such as socio-culture, economy, and ways to communicate with students or lecturers [20]. A good lecturer should be professional regardless of such lecturer-student conflict. 64.09% of students observed that lecturers tend to ignore their negative emotions and frustration when dealing with conflict with students.

The result regarding students' perception on lecturers' feedback shows that 80,05% of students are

satisfied, which means that such feedback is meaningful for them during online learning. Lecturers responded immediately and satisfactorily. In addition to this, 82,08 % of students believe their lecturers respect them regardless of their tribe, religion, and race. Such finding is supported by that of Yulianik which stated that the ability to appreciate social diversity is helpful during the learning process [5]

Concerning classroom atmosphere or supportive climate, 82,75 % of respondents show positive responses. They claimed that lecturers have performed very well during online learning to create a supportive classroom and help them speak up their thoughts and ideas. Lecturers are successful to create student-centered online learning, motivate them to achieve more, and be productive. Lecturers apply various teaching methods (e.g. discussion) to support critical thinking and develop problem-solving skills [19]. Throughout the learning process, autonomy is another essential factor that contributes to a successful learning process. Lecturers are mainly facilitators who stimulate students to explore their cognitive competence to find out more about topics or material provided.

The results of the study found that 85.20% of students' independence in learning increased and did not depend entirely on lecturers. Paris & Winograd (Sumarmo, 2010, as cited in [20]) argues that independent learning not only focuses on mindfulness, the application of strategies and continuous motivation but also helps students use them to solve problems effectively. In addition, students can also distinguish productive and non-productive problems to consider various options before finding solutions [20]. This is in line with the research findings of Arifin and Herman in [20] that online learning can give students more opportunities to develop their cognitive abilities, encourage students to actively participate in learning and actively express their ideas, encourage students to solve problems in their own way, increase student motivation to explain their chosen strategy for problem-solving and improve student experience to further improve understanding of concepts [20].

In addition, the results of research Fitriani show that 49% of learning independence is supported by student learning motivation. So that in the online learning process, lecturers need to stimulate students to continue to be motivated for their progress and success [21].

Thus, independent learning becomes one of the determining factors for the success of student studies in online learning and makes students as individuals who survive in various conditions because learning occurs throughout human life and not only at formal learning.

In conclusion, students' perceptions of lecturers' affective competence during online learning are in a good category. The lecturers can build a good positive relationship between lecturer-student and also for the classroom environment.

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