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Research Article

General English Lecturer Professionalism (A Case Study at USN Kolaka)

Roslina[1*], Hanna[2], Asrun Lio[2], and Nasrul[3]

[1]English Study Program, Universitas Sembilanbelas November Kolaka, Jl. Pemuda No. 339Kolaka, Southeast Sulawesi, Indonesia
[2]English Study Program, Haluole University, Jl. Pemuda No. 339 Kendari, Southeast Sulawesi, Indonesia
[3]Management Study Program, Haluole University, Jl. Pemuda No. 339 Kendari, Southeast Sulawesi, Indonesia

Abstract.

This study aimed to describe the reflection of the professionalism of general English lecturers at USN Kolaka. This reflection was very important as the first gateway for evaluating the quality of general English learning at USN Kolaka. The study was motivated by the university's low state of general English learning. For this purpose, this study used a qualitative descriptive method. Data were collected through questionnaires and in-depth interviews with 8 (eight) general English lecturers at USN Kolaka. The results of the questionnaire showed that the 8 (eight) lecturers reflected on their professionalism at a high level, In contrast, the results of the interview confirmation showed that every professional indicator has been carried out but not optimally. Thus, it was concluded that there was an effort by the general English lecturer at USN Kolaka to improve their professionalism. This study recommends follow-up support from the university to increase the number of lecturers in terms of good governance management process for lectures welfare.

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Corresponding Author: Roslina; email: alimuddin.roslina@gmail.com

1. Introduction

Lecturer professionalism is closely related to the higher education quality. The presence of professional lecturers will affect the teaching and learning process. thus will definitely and significantly affect the quality of education which is reflected in the absorption of graduates in the Business and Industrial World (DUDI). The conclusions presented in this paper are supported by many studies both at home and abroad. Therefore, the higher the quality of education, the greater the ability to solve various problems faced by its society, the nation and the state (Sinambela, 2017)

Consequently, it is necessary for USN Kolaka to pay attention to the lecturer's professional issues, especially general English lecturers. (Arung & Roslina, 2018) found that the crucial problem of general English was the low professionalism of general English lecturers at USN Kolaka. This study was needed as the first gateway to evaluate the

quality of general English learning at USN Kolaka. Because after all the professional-ism of lecturers affects learning motivation (Hatip, Khoiriyah, Sanosra, & Nurul, 2018) especially in general English courses which are one of the pillars of achieving the vision of USN Kolaka in 2039. It should be noted that USN Kolaka's vision is to become a known university in Southeast Asia. Thus, that the English competence of the USN Kolaka academic community is expected to lead USN Kolaka in the regional association. Because English is an international language, it can be ignored.

The interesting point of the current study was the issues of the general English lecturer's self-reflection at USN Kolaka. This self-reflection was deemed necessary as a form of the seriousness of every lecturer when evaluating their professionalism in carrying out their duties and obligations. Even if everyone tells you to change, without self-awareness there is no change. Through this reflection, general English lecturers could identify the crucial issues of their improvement needs. In other words, this reflection provided a starting point for general English lecturers at USN Kolaka to empower their self-development and practice. It is undeniable that self-reflection is a lecturer's assessment of the learning process.

Several researchers have conducted studies on lecturer professionalism. In a global context (Demirkasımoğlu, 2010) examined the definition of lecturer professionalism from various perspectives. The other study was (Abdullah, Hoque, & Shafee, 2019). They examined the lecturer background study which predicted support for the level of lecturer professionalism in Malaysia. Their research involved lecturer grade indicators and the amount of teaching experience. For the national context, (Hatip, Khoiriyah, Sanosra, & Nurul, 2018); (Trinova & Kustati, 2019); and (Prasetyo, Ilham, & Asvio, 2022); examined the effect of lecturer professionalism on the quality of learning. (Trinova & Kustati, 2019) used education, research, and community services to measure lecturers' professionalism at Islamic State Universities in West Sumatra. (Susanto, 2020) linked lecturers' professionalism to students' perceptions and commitments. ((Hatip, Khoiriyah, Sanosra, & Nurul, 2018) linked lecturer professionalism with spiritual intelligence as a moderator of student motivation. Meanwhile, in the local context (Rosmaladewi, Abduh, & Basri, 2020) examined the professionalism of lecturers at three universities in South Sulawesi. Their research described lecturers' experiences in professional development, especially in term of their knowledge, skills, and expertise.

All of the previous studies looked at the professionalism of lecturers from the perspec-tive of practical definitions, and the causal relationship between lecturer professionalism and other learning indicators. Meanwhile, this study offers novelty from an evaluative perspective, namely how a lecturer evaluates himself/herself as part of a reflection for

improvement. However, the indicators in this study differed from those used in previous studies. In this case, evaluative research involves lecturers performance as an indicator of lecturer professionalism.

Briefly, the present study aimed to describe the self-reflection of a general English lecturer at USN Kolaka to evaluate their job professionally.

2. Methods

The present study was a case study of lecturer professionalism in the form of general English self-reflection at USN Kolaka. This study used a descriptive qualitative approach. As (Stone, Bleibaum, & Thomas, 2012) stated that descriptive analysis means a study that describes, simplifies and presents sample data in an orderly form so that it is easy to understand. In other words, this research would specifically present data reflecting the professionalism of general English lecturers at USN Kolaka. By hope, this study can provide reliable conclusions. For data reliability, the question indicator refers Danielson and Marzano's teaching professionalism indicator. Two expert evaluation frameworks were chosen because they have been previously used by several researchers.

To answer the research questions, all 8 (eight) lecturers in general English courses at USN Kolaka were involved. They were all involved in gaining a complete description of the professionalism of the general English lecturer at USN Kolaka.

The data collection method was used a questionnaire and semi-structured interviews. Then, each respondent's answer was scored with a Likert scale on dimensions of 3 (three) scales with categories (according to the purpose of the question/statement).

It should be noted that this research still has limitations. In this case, the researcher distributed the questionnaire without prioritizing the perception of the respondent. This was intended to obtain answers according to the lecturer's initial understanding. For validation confirmation, the researcher conducted semi-structured interviews with all lecturers concerned. Of course, if the researcher created a perception equation at the beginning, different answers would be found for each question indicator.

3. Results

Broadly speaking, this study focused on answering two research questions, namely "How do General English lecturers at USN Kolaka reflect on their professionalism"; and "How are the actions taken by General English lecturers to adjust your competence to the demands of the times". The first question consisted of eight indicators, namely

the seriousness of the profession; exemplary appearance; students' perceptions of the presence of lecturers; student comfort in the presence of lecturers; personal interest of students; lecturers' volume and voice intonation; students' listening sensitivity; and self-talk activity. The reflections of lecturer professionalism at USN Kolaka can be seen in table 1.
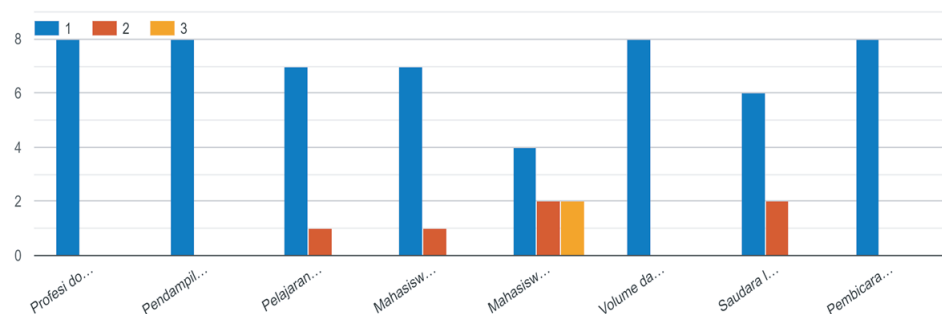

Figure 1: General English Professionalism Self Reflection.

From the table 1, it can be seen that all of the lecturers gave the highest points for the question "The lecturer's profession is a calling, not just a job"; "Your appearance can be a role model for students"; "The volume and intonation of your voice can be heard well, polite, straightforward and easy to understand"; and "The conversations you have with yourself are more positive than negative". Then, there were 7 (seven) lecturers who bought the highest rating and one person answered in the process stage to the question "Your lesson or attendance is highly anticipated by students"; and "Students feel comfortable with your presence". Then, four lecturers answered with a score of 1, 2 people with a score of 2, and 2 lecturers with a score of 3 for the question "Students flock to you everywhere". Six lecturers were given a score of 1 and 2 lecturers gave a score of 2 for the question "You listen to students more and try to understand the context of their thinking". In short, the general English lecturer at USN Kolaka carried out the all indicators of lecturer professionalism. In other words, the self-assessment sheet for general English lecturers at USN Kolaka showed that they were professional lecturers.

Research question 2 concerns sustainable professionalism. This consists of four aspects of assessment. Similar to planning, classroom environment and classroom management strategies, and the self-responsibility of professionalism. Each aspect consists of several indicators. For more detail, the answers for each aspect were described in tables 2, 3, 4, and 5.

From the table above, it can be seen that all lecturers expressed the attitude that they had mastered the materials and teaching methods. There were 7 (seven) lecturers who gave a score of 1 and 1 (one) lecturer gave a score of 2 for statements on formulating
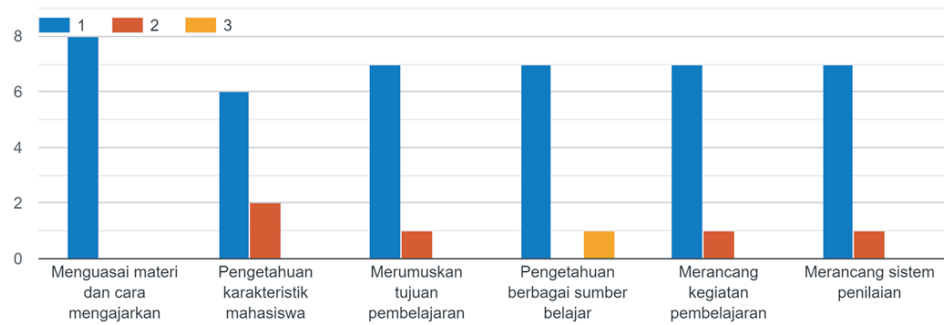
Figure 2: Planning and Preparation Reflection.

learning objectives, designing learning activities, and designing learning systems. Then, There were 7 (seven) lecturers gave a score of 1 and 1 (one) lecturer gave a score of 3 on the question of knowledge of various learning resources. There were 6 (six) lecturers who gave a score of 1 and 2 (two) lecturers gave a score of 2 for the question of knowledge of student characteristics.
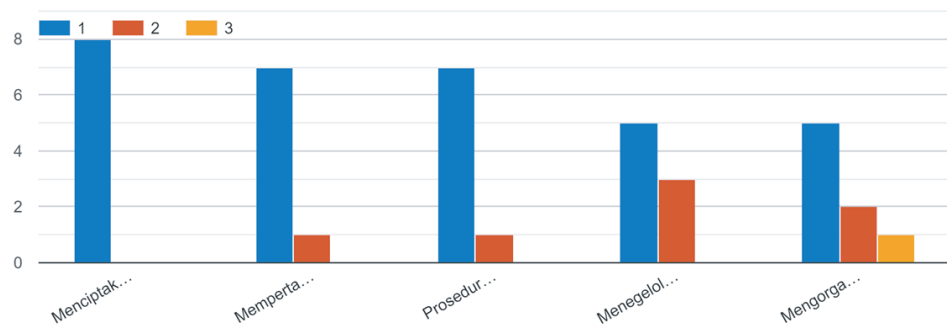

Figure 3: Reflection on Class Environment Evaluation.

From table 3, it can be seen that all lecturers created an environment of mutual respect. Then, there were 7 (seven) lecturers who gave a score of 1 and 1 (one) lecturer gave a score of 2 for the question of maintaining a learning culture and the question of understanding classroom management procedures. There were 5 (five) lecturers who gave a score of 1 and 3 (three) lecturers who gave a score of 2 for the question of managing student behaviour. There were 5 (five) lecturers with a score of 1, 2 (two) lecturers with a score of 2 and 1 (one) lecturer with a skier of 3 for questions on organizing physical facilities.

From table 4, it can be seen that all general English lecturers at USN Kolaka gave a score of 1 to the overall learning evaluation indicator questions. It can be interpreted that all these lecturers can communicate well with students, use question-and-answer techniques in class, involve students in learning, use assessment during learning, and show flexibility and good responses to students.
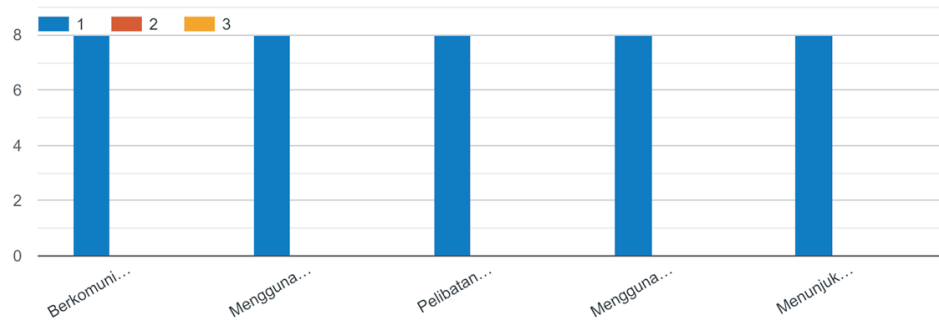
Figure 4: Reflection on Learning Evaluation.

From table 5, it can be seen that all lecturers gave a score of 1 for questions to reflect on learning and show professionalism. There were 7 (seven) lectures with a score of 1 and 1 person with a score of 3 to the question of having an accurate record of learning. Furthermore, there were 2 (two) lecturers with a score of 1, 2 (two) lecturers with a score of 2 and 2 (two) lecturers with a score of 3 on the question of building communication with parents of students. There were 5 (five) lecturers with a score of 1, 2 (two) lecturers with a score of 2 and 1 (one) lecturer with a score of 3 for the question of participating in the learning community. And, there were 5 (five) lecturers with a score of 1 and 3 (three) were with a score of 2 for the question of growing and developing professionally. In other words, self-evaluation of the self-responsibility of professionalism is in the positive quadrant.
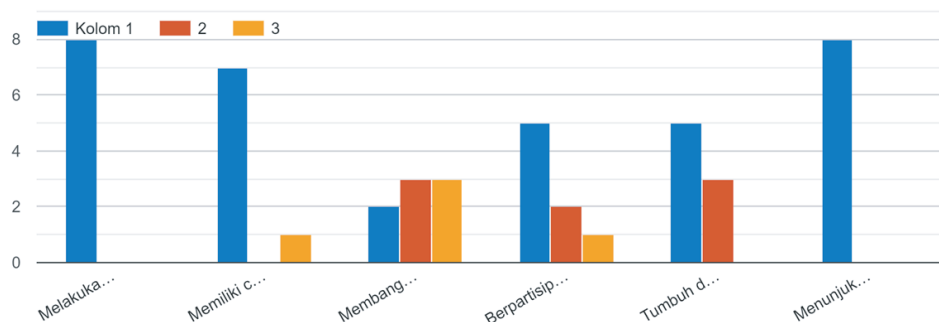

Figure 5: Reflection on the Evaluation of Self-Professional Responsibilities.

4. Discussion

From the results of the research above, it can be seen that the all General English lecturers at USN Kolaka stated that working as a lecturer was their soul calling. It could be interpreted that they came to the profession by pleasure and without coercion. It could also be interpreted that there is a reward, so they continue to carry out their duties sincerely. In addition, it can be interpreted that general English lecturers at USN Kolaka

will prioritize their duties as lecturers and put aside other work. However, after being confirmed through interviews, it was found that most of them have other businesses, as as like as online shop, English course, and multilevel marketing bussiness. For confimation reasons, overal stated that it was for welfare. In short, they think that lecturers are the main task that showed their image in society, but for fulfilling their daily life , they take other jobs.

Whereas as a professional, the lecturer must put their time first and not waste their time on other work. So it could be perceived that the teaching profession is a their soul calling. This, this study recommends the government's glance at welfare policies and lecturers' workload to improve the quality of higher education.

In general, the self-reflection of the English lecturer at USN Kolaka stated that they was a professional lecturer. They assume that they have passed all the given indicators, even though it was not maximal. At leaast, they have tried to fulfil them. Furthermore, they were constrained by the problem of time. Sometimes they realized the need for improving their competence but there were other daily activities called. Sometimes, they have to face a time to choose between the main job and a side prosperity job.

Of course, in this condition, every general English lecturer at USN Kolaka needs to continue to reflect. Because as previous references state that self-reflection is important because it is a process that makes a person collect, record, and analyze everything that happens in the lesson so that the teacher can make improvements in teaching strategies if needed (Cox, 2014). As a teacher, lecturers need to upgrade their competencies because along with the times, the needs and behaviour of students are always changing. And the role of lecturers is very large for effective graduate educational reform achievement (Bueno, 2017).

In addition, a lecturer is likened to a leader. Leaders who lead a learning class that self-reflection needs to be considered for the development of leadership competencies. As (Nesbit, 2012) found a positive effect of teacher self-reflection on Emotional Management of Feedback, Self-Regulation Processes in Self-Directed Leadership Development.

5. Conclusion

Based on the findings and discussion above, it can be concluded that the reflection of the professionalism of the General English lecturer at USN Kolaka is in the good category. For the issue of continuous professional evaluation, the general English lecturer at USN Kolaka has carried out all the indicators and is in the process of fulfilling them. In the sense that every lecturer still needs improvement. The improvement is expected to

be facilitated by the university because in addition to having to be educated according to their work and expertise. A professional must also do his job completely and not think about switching to another profession or thinking about doing odd jobs. So universities need to consider the lecturer welfare regulations. In this case, a regulation that can control the quality of the lecturer's professional work, protect the implementation of the lecturer's work, and develop the quality of the lecturer's professionalism. In short, for practical issue, this study recommend a managerial evaluations process, especially regarding for lecturer professionalism issues.

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