

## The Effect of Lecturers Pedagogic Competency on Accountability of Management Islamic Religious Higher Education

Norma Fitria

*Institut Agama Islam Agus Salim Metro Lampung, Indonesia*

 [normafitriapramuji@gmail.com](mailto:normafitriapramuji@gmail.com)

### Abstract

Islamic Religious Higher Education Institutions are educational institutions whose implementation of learning is based on Islam. Higher education is a public institution where management and management must be carried out openly so that higher education management must be carried out where every sector in educational institutions must work together in providing knowledge in an open, balanced and responsible manner. Educators or lecturers at higher education institutions are required to have good lecturer competencies which will affect the accountability of Islamic religious college management. The aim of this research is to reveal the influence of lecturer competence on the accountability of Islamic religious higher education management. The type of research used descriptive qualitative methods, researchers use random sampling methods for data collection techniques. Based on the research findings, it is concluded that the pedagogic competence of Islamic religious college lecturers has a positive effect on the accountability of Islamic religious college management. The results obtained are t arithmetic 2.332 exceeding the t table value of 5% is 1.67. So that the greater the pedagogic competence of the lecturers, the greater the accountability value of higher education management.

**Keywords:** Learning Outcome, Kalkulus Diferensial, Learning Method

### ARTICLE INFO

*Article history:*

Received

December 30,

2021

Revised

January 23, 2022

Accepted

January 25, 2022

Published by

ISSN

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

2774-2399

<https://attractivejournal.com/index.php/bse/>

<https://creativecommons.org/licenses/by-sa/4.0/>



## INTRODUCTION

Education is the most important key in improving the quality of human resources as well as higher education is a place to study in improving the quality of human resources and for the progress of the nation. Higher education in its development is required to make developments in the face of global progress (Bastas, & Altinay, 2019; Teir & Zang, 2018). Higher education here, namely Islamic religious colleges is a center in carrying out learning, community service and scientific research.

The organization of Islamic religious colleges is a public institution that is open in regulating or managing full responsibility for higher education, being responsible for this management, commonly referred to as college management accountability. This accountability can not only be achieved just like that, but there must be support or involvement from other parties in similar fields so that the

accountability of higher education management can be achieved with full responsibility.

In achieving good management accountability, it cannot be separated from the involvement of staff, employees and lecturers, lecturers as educators are required to have good pedagogic competence so that lecturers or educators are demanded to have the ability to educate and have good personality (Ramírez, & Tejada, 2018; Sabandar, Tawe, A., & Musa, 2018). The pedagogic competence of lecturers in an Islamic religious college is a determinant of the growth of higher education management accountability (Radinger, 2014). Furthermore, Metro City is an area located in Lampung Province which has the designation City of Education, where there are many schools and universities, Islamic religious colleges located in Metro City. One of them is IAI Agus Salim Metro. IAI Agus Salim Metro is a university in its implementation based on Islam. After conducting preliminary research, the researcher got low results on the accountability of Islamic religious college management which was influenced by the pedagogic competence of lecturers who had not been effective (Interview Result, Fitria, IAI Agus Salim, December 12, 2021).

This research essential to be conducted because to know teacher's ability in managing student learning which includes understanding insight or educational foundation, understanding of participants education, curriculum and syllabus development, learning design, implementation of educational and dialogical learning, use of technology learning, evaluation of learning outcomes, and student development to actualize its various potentials.

Based on the problems in the Islamic religious college IAI Agus Salim Metro the pedagogic competence of lecturers will be used to reveal how influential it is on management accountability. So this research is the influence of lecturers' pedagogic competence on the accountability of Islamic religious college management IAI Agus Salim Metro.

## **Lecturer Pedagogic Competence**

### **a. Understanding Competence**

Competence contains the notion of an educator's foundation, the foundation here implies the guidelines that educators have as a description of their abilities, so that an educator must master abilities well when carrying out learning (Andina, 2018). Competence is also a description of skills or abilities in certain fields professionally, so that professionals in a field are required to really master it so that someone with good competence gets the same good work results (Arman Maulana, 2020). Competence is something that must be owned by educators. Educators in this case must know the times and find new things in carrying out learning (Dudung, 2018). Competence is the responsibility of educators who are oriented to students from not knowing to knowing, and from being unskilled to being an expert by providing teaching patterns that are tailored to the abilities of students (Ismail, 2010). The definition of competence above can be concluded that the association of knowledge, attitudes, responsibilities, abilities, and desires that become the foundation of a person when carrying out activities or work in order to achieve good results according to what has been planned.

### **b. Understanding Lecturer Pedagogic Competence Lecturer's**

Pedagogic competence is an element of the abilities possessed by an educator or lecturer, this competence an educator is required to improve the quality of learning so that it can motivate students when attending lectures, so that the quality of student learning can increase so that the learning process that is followed will successful (Kustiyati, 2017).

Pedagogic competence must be possessed by a lecturer, educators must be able to develop and improve the quality of their fields, the abilities possessed by lecturers are being able to manage classes well and be able to control the learning climate so that learning becomes conducive (Mardiani, 2020). Educators must also train their competencies in improving their professional skills by participating in trainings that are in accordance with their expertise, so that in carrying out their learning learning objectives can be achieved (Sudrajat, 2020).

From the above understanding, it can be concluded that the pedagogic competence of lecturers is the expertise possessed by an educator in managing or conditioning the class during the learning process, including the lecturers are able to plan, implement, evaluate and can improve and apply all the potential that exists in students.

### **Higher Education Management Accountability**

Higher education is a public organization where the implementation of its activities cannot be separated from the social sector, so that in its management it must be open and accessible to any party (Setiadi, 2018).

Accountability is very important to be owned by universities, universities are required in their management to be responsible, clean, open and in their implementation can provide explanations for parties within the university or outside so that they can provide an explanation and assessment of the college (Wicaksono , 2015). Accountability can occur when there is participation from other parties such as local governments, local governments here assist in providing input about the success or failure that occurred at the university. So it can be concluded that the accountability of higher education management is the least participation of other agencies, the smaller the accountability of higher education management and vice versa.

### **METHOD.**

This research approach with a descriptive approach that will be used by the author. This type of associative research is to reveal the relationship between the independent variable and the dependent variable. The sample of this research is 10 lecturers and 10 students. In collecting the data the reserchers used questionnaire and test. Questionnaire is a research instrument used by researchers. After the data is collected, it is analyzed so that the hypothesis can be found. The sample will be analyzed using statistical techniques whose results will be used as a population (Sugiyono, 2011).

### **RESULT AND DISCUSSION**

An overview of the variable pedagogic competence of lecturers obtained an average score with a questionnaire totaling 19 questions with 5 answer choices, the results of which are stated in the table below:

Table 1  
Indicators of lecturer pedagogic competence

| No | Indicator                              | Results | Criterion |
|----|--|---------|-----------|
| 1  | Designing learning                     | 3.80    | High      |
| 2  | Carrying out learning                  | 3.78    | High      |
| 3  | Designing and carrying out evaluations | 3.74    | High      |
| 4  | Understanding students                 | 3.68    | High      |
| 5  | Developing students                    | 3.65    | High      |

After the data is obtained and processed from 19 questions from the lecturer's pedagogic competence variable, it is stated in the table below :

Table 2  
Indicators, score of Lecturer Pedagogic Variables

| NO Item | Indicator                              | Score | Criteria  | Interpretation |
|---------|--|-------|-----------|----------------|
| 1       | Understanding students                 | 3.75  | High      | Good           |
| 2       |  | 3.70  | High      | Good           |
| 3       |  | 3.65  | High      | Good           |
| 4       |  | 3.60  | High      | Good           |
| 5       | Implementing Learning                  | 4.05  | Very High | Very Good      |
| 6       |  | 3.70  | High      | Good           |
| 7       |  | 3.60  | High      | Good           |
| 8       |  | 3.85  | High      | Good           |
| 9       | Designing Learning                     | 3.70  | High      | Good           |
| 10      |  | 3.70  | High      | Good           |
| 11      |  | 3.95  | High      | Good           |
| 12      | Designing and carrying out evaluations | 3.65  | High      | Good           |
| 13      |  | 3.90  | High      | Good           |
| 14      |  | 3.65  | High      | Good           |
| 15      |  | 3.75  | High      | Good           |
| 16      | Developing students                    | 3.80  | High      | Good           |
| 17      |  | 3.60  | High      | Good           |
| 18      |  | 3.55  | High      | Good           |
| 19      |  | 3.65  | High      | Good           |

In accordance with the table data above, the one who has the highest number of scores is in question no 5 on the indicator of Implementing learning with the lowest score of 4.05 with indicators motivating students who support student achievement in question number 18. Value an average of 3.73 for the

variable pedagogic competence of Islamic religious college lecturers IAI Agus Salim Metro has a good classification.

The description of the results for the management accountability variable with an average calculation of 55 questions with the results contained in the table below:

Table 3  
Indicators, scores of Higher Education Management Accountability Variables

| No | Indicator                  | Results | Criteria |
|----|----------------------------|---------|----------|
| 1  | Planning Accountability    | 3.65    | High     |
| 2  | Organizing Accountability  | 3, 65   | High     |
| 3  | Leadership Accountability  | 3.39    | High     |
| 4  | Supervision Accountability | 3.42    | High     |
| 5  | Managerial Accountability  | 3.66    | High     |
| 6  | Process Accountability     | 3.72    | High     |
| 7  | Program and Outcomes       | 3.63    | High     |

Accountability Management Accountability Islamic Religious College has good qualifications indicated by the average score is 3.56.

### Normality Test

Before testing the hypothesis so that the variables are distributed with normal results, the normality test is used. normality test as follows.

Table 4  
Table of Test of Normality

|                               | Kolmogorov - Smirnov <sup>a</sup> |    |             | Shapiro - Wilk |    |      |
|-------------------------------|-----------------------------------|----|-------------|----------------|----|------|
|                               | Statistic                         | df | Sig.        | Statistics     | df | Sig. |
| Competency_Pedagogic_Lecturer | .134                              | 6  | <b>.009</b> | .936           | 6  | .024 |
| Accountability_Management     | .189                              | 6  | <b>.008</b> | .892           | 6  | .012 |

a. Lilliefors Significance Correctionshows the

Table 4 abovevalue of sig. 0.009 and 0.008 and has a value below 0.05 so that this data is normally distributed.

### Linearity Test

In this test, the research variables are tested for linearity, the calculations are:

Table 5  
Linearity Test  
**Table ANOVA Table**

|  | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----|-------------|---|------|
|  |                |    |             |   |      |

|                               |                          |           |    |         |            |
|-------------------------------|--------------------------|-----------|----|---------|------------|
| Kompetensi_ Pedagogik_Dosen * | Between Groups           | 2198,7216 | 33 | 1,085   | (Combined) |
| Akuntabilitas_Manajemen       | Linearity                | 452.110   | 1  | 452.110 | .000       |
|                               | Deviation from Linearity | 1746.612  | 32 | 54.582  | .889       |
|                               | Within Groups            | 1596.012  | 26 | 61.385  |            |
|                               | Total                    | 3794.733  | 59 |         |            |

As in the table above a linear said data if it has significance of 0.05 and above. The significance of linearity of management accountability with lecturer competence is 0.628. Significance has a value of 0.05 more so that the relationship between variables is declared linear. So that the product moment analysis can be used.

### Test

Results results are carried out by utilizing the SPSS application after being processed to get the results shown as in the table below:

Table. 6  
ANOVA Table  
ANOVA<sup>b</sup>

| Model        | Sum of Squares | df | Mean Square | F            | Sig.              |
|--------------|----------------|----|-------------|--------------|-------------------|
| 1 Regression | 1177,108       | 1  | 3534,326    | <b>3,962</b> | .002 <sup>a</sup> |
| Residual     | 16654.257      | 56 | 296.397     |              |                   |
| Total        | 20188.583      | 59 |             |              |                   |

a. Predictors: (Constant), Competence\_Lecturer

b. Dependent Variable: Accountability\_Management

Looking at the table above with a value of 0.05, the significance of which has a degree of freedom is 56 by looking at table F, which is 2.54. So that Fcount has a value of 5.196, because Fcount is more than Ftable ( $3.961 \geq 2.54$ ). So the hypothesis  $H_0$  is rejected,  $H_a$  ditrima who have understanding of the significance of the independent variables have an influence to variable strain.

The finding show that faculty competence significantly influence the management accountability Islamic religious college IAI Agus Salim Metro Lampung. It means that if optimally implemented, the competence of lecturers will be effective in implementing educational management on organizational characteristics within the Islamic religious college of IAI Agus Salim Metro Lampung.

This is different from previous research (Pamungkas, S., & Rachbini, W. (2021) which stated that competence has not had a strong influence on

performance accountability. The concept of competence and its limitations may not be fully understood by the lecturers who are responsible for carrying out their duties as educators. This is where the role of strategic played by the institutions to provide an understanding and create conditions so that every element of the academic community as service providers have high competence and clear as it has been conceptualized in the National Education System (Syamsu Alam, 2011; Puspa, and Prasad, 2020). It is in line with Becker (2001), relates to knowledge, skills, abilities or personal characteristics that directly affect their work performance. Even according to Virtanen (2000), something concerning functions, roles, tasks, skills, abilities or traits personal traits of a person that can increase productivity.

Another study by Rofaida, R., & Gautama, BP (2019) also explained that the level of achievement of academic accountability in private universities is still very low and has not had a strong effect on preventing academic fraud. The concept of performance accountability has not been fully understood by service providers who are responsible for carrying out their duties as educators. The strategic role of institutional leaders is to clearly formulate performance evaluations and strive to achieve academic accountability so that irregularities committed by service providers can be prevented or minimized.

The weak dimensions of understanding students become research findings on the variable competence of lecturers to find the root of the problem and how it relates to existing theory. The dimension in this study resulted in the lowest influence on the variable of lecturer pedagogic competence. An ability of the lecturer is to provide encouragement or motivation to students towards achievement which was still relatively low. In educating students, there are lecturers who are less aware of their students who have the same potential. Hence, the potential empowerment of students has a low level of achievement. Law Number 20 of 2003 Article 3 concerning the National Education System states that national education students must develop their potential so that they become individuals who have a level of faith and piety to God Almighty, have noble character, are responsible, physically and mentally healthy, independent. so that they become citizens who have a democratic attitude.

## **CONCLUSION**

The variable pedagogic competence of lecturers has a positive influence on Management Accountability of Islamic religious colleges. From the test, the *t*-count value is 2.332, then the result is greater than the *t*-table with a value of 5%, the significance level is 1.67. so that it means that when a lecturer's competence has a high score, it will result in higher implementation of Higher Education Management Accountability. The suitability of the theory of lecturer competence in this study is the ability that must be possessed by individuals. So that an educator in carrying out his duties carried out efficiently. The competence of lecturers here is intellectual competence; physical competence; personal competence and social competence (Kunandar, 2010).

## REFERENCES

- Andina, E. (2018). Effectiveness of Teacher Competency Measurement. *Aspirations: Journal of Social Issues*, 9(2), 204–220. <https://doi.org/10.46807/aspiration.v9i2.1103>
- Alam, S. (2011) Pengaruh Kompetensi Akuntan Pendidik, Etika Profesional dan Proses Pengendalian Manajemen Terhadap Akuntabilitas Kinerja Akuntan Pendidik serta Implikasi Terjadinya Fraud Akademik Akuntan Pendidik.
- Arman Maulana. (2020). The Influence of Competence and Compensation on the Performance of Cooperative Primary Employees. *Coopetition: Scientific Journal of Management*, 11(2).
- Bastas, M., & Altinay, Z. (2019). Employment for Disability: Human Resources Management in Higher Education for Quality. *International Journal of Disability, Development and Education*, 66(6), 610-615.
- Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). *The HR scorecard: Linking people, strategy, and performance*. Harvard Business Press.
- Dudung, A. (2018). Teacher professional competence. *JKKP (Journal of Family Welfare and Education)*, 5(1), 9–19. <https://doi.org/10.21009/JKKP.051.02>
- Ismail, Muh. I. (2010). Teacher performance and competence in learning. *Lantern Pendidikan: Journal of Tarbiyah and Teacher Training*, 13(1), 44–63. <https://doi.org/10.24252/lp.2010v13n1a4>
- Interview Result, Fitria, IAI Agus Salim, December 12, 2021
- Kunandar. (2010). *Become a Professional Teacher*. Jakarta: Rajawali Press.
- Kustiyati, S. (2017). INCREASING LECTURER'S pedagogical competence to increase student motivation and learning achievement. *Indonesian Journal of Midwifery*, 1(1), 37. <https://doi.org/10.26751/ijb.v1i1.222>
- Mardiani, N. (2020). The effect of lecturer's pedagogical competence on classroom management. *Journal of Health*, 6(2), 733–739. <https://doi.org/10.3865/jk.v6i2.155>
- Pamungkas, S., & Rachbini, W. (2021). Pengaruh Kompetensi, Etika Profesional dan Proses Pengendalian Manajemen terhadap Akuntabilitas Kinerja dan Fraud Akademik Akuntan Pendidik di Perguruan Tinggi Swasta Wilayah DKI Jakarta. *Permana: Jurnal Perpajakan, Manajemen, dan Akuntansi*, 13(1), 9-34.
- Puspa, D. F., & Prasetyo, R. A. (2020). Pengaruh Kompetensi Pemerintah Desa, Sistem Pengendalian Internal, Dan Aksesibilitas Laporan Keuangan Terhadap Akuntabilitas Pengelolaan Dana Desa. *Media Riset Akuntansi, Auditing & Informasi*, 20(2), 281-298.
- Ramírez, Y., & Tejada, Á. (2018). Corporate governance of universities: improving transparency and accountability. *International Journal of Disclosure and Governance*, 15(1), 29-39.
- Sabandar, S. Y., Tawe, A., & Musa, C. I. (2018). The Implementation of Good University Governance in the Private Universities in Makassar. *Revista Espacios*, 39(02).
- Radinger, T. (2014). School Leader Appraisal—A Tool to Strengthen School Leaders' Pedagogical Leadership and Skills for Teacher Management?. *European Journal of Education*, 49(3), 378-394.

- Rofaida, R., & Gautama, B. P. (2019). Strategi Peningkatan Kompetensi Lulusan Perguruan Tinggi melalui Studi Pelacakan Alumni (Tracer Study). *Image: Jurnal Riset Manajemen*, 8(1), 1-8.
- Setiadi, A. (2018). The effect of apparatus leadership and competence on the quality of public services. *Journal of Management Review*, 2(2), 209. <https://doi.org/10.25157/jmr.v2i2.1797>
- Sudrajat, J. (2020). Teacher competence during the covid-19 pandemic. *Journal of Economics and Business Research*, 13(2), 100. <https://doi.org/10.26623/jreb.v13i2.2434>
- Sugiyono. (2011). *Educational Research Methods, Quantitative Approach, Qualitative, R&D*. Bandung : Alfabeta.
- Teir, R. A. A., & Zhang, R. Q. (2016). The current practices of human resource management in higher education institutions in Palestine. *Journal of Human Resources Management and Labor Studies*, 4(1), 65-83.
- Virtanen, T. (2000). Changing competences of public managers: tensions in commitment. *International Journal of Public Sector Management*, 13 (4)
- Wicaksono, KW (2015). Public Sector Organization Accountability. *JKAP (Journal of Policy and Public Administration)*, 19(1), 17. <https://doi.org/10.22146/jkap.7523>

---

**Copyright Holder :**

© Norma Fitria (2022).

**First Publication Right :**

© Bulletin of Science Education

**This article is under:**

CC BY SA