



THE STUDENT'S PERCEPTION ON LECTURER'S TEACHING FROM TEACHING CHILDREN WITH DIVERSE ABILITY CLASS QUESTIONNAIRE

WIPUTRA CENDANA

Universitas Pelita Harapan

wiputra.cendana@uph.edu

First Received: 10-08-2020; Accepted: 07-09-2020

Abstract

One of the most important elements to build in a university is the lecturer. This research aims to find out the student's perception in the implementation of course design in the classroom, lecturer performance and given assignments in response to high standard of teaching and learning in the higher education. This research used a survey research. The researcher decides to take Primary Study Program Department as a representative of population in University XYZ. Reliability and validity instrument been analyzed by looking at the item analysis, internal reliability (cronbach alpha), and descriptive statistics. The researcher found the strength in the consistency of learning material with learning contract, new insight of teaching, the use of language that the lecturer used, on time given feedback distribution, material review, the source of theory has been attached in the power point slide, time discipline, well done group work, the compatibility between the assignment and learning contract, given test that enrich student's critical thinking and direct observation has given positive contribution towards the theory.

Keywords: perspective, survey, lecturer, feedback.

INTRODUCTION

One of the most important elements to build in a university is the lecturer. Dr. Liftin (Litfin 2008) recommended that, "To apply such concept in education, Wheaton college tries to recruit and train faculty members who understand all the concepts. Through that way, they will teach the students to think in the way about any subject matter taught in the class." Through this point of view, the lecturers hold an important role in a teaching context in the higher education.

God calls teachers to guide young people into the knowledge and discernment that lead to serve God and fellow human beings. God calls teachers to guide their student in the way of wisdom. Teachers guide students to develop their gifts and take on life's calling in an even deeper and fuller way. Teachers guide them into becoming competent, discerning and responsive disciples (Brummelen 1998).

As one of the Teaching Children with Diverse Ability course has permitted for maternity leave, the department chair of Primary Department asked the researcher to evaluate

the class. The researcher holds a role as a substitute lecturer for the course. Therefore, the researcher could not say any thought without any particular data or evidence. The researcher needs to design a measurement as a tool to evaluate the course and lecturer's performance from the student's questionnaire feedback.

Statement of the problem of this research is that the student's perception on the course design, lecturer performance and given assignments has equipped them as student teacher.

This research aims to find out the student's perception in the implementation of course design in the classroom, lecturer performance and given assignments in response to high standard of teaching and learning in the higher education.

This study is important to be conducted in several respects:

1. To give the evaluation evidence (based on student's perception) in order to improve the teaching implementation to Department Chair and related lecturer,
2. To empower the lecturer to implement effective teaching in Primary Teacher Education Department,
3. To evaluate the running of course outline and revise some ineffective way in the teaching process.

According to Creswell, limitations identify problems that are beyond the control of study. Delimitations address how the researcher has purposeful chosen to narrow the extent of the study (Creswell 1994).

This research focuses on the Primary Department, University XYZ. To identify and understand the student's perspective of Christian teaching in Primary Department, the researcher asked 122 students to participate in filling the student's questionnaire feedback. This research could be only be generalized to other course which depends on the use and need of any further evaluation.

METHOD

This research was conducted at University XYZ. The statement of the problem of this research was that that the student's perception on the course designs, lecturer performance and given assignments has equipped them as student teacher. Therefore, the aim of this research was to give the evaluation evidence in order to improve the teaching implementation to Department Chair and related lecturer.

This part consists of describing the process of the research by identifying the problem, setting the context, making the instrument, collecting the data, analyzing the data and making conclusions and recommendations.

This research used a survey research. The major purpose of surveys is to describe the characteristics of a population. In essence, what researcher wants to find out is how the members of a population distribute themselves on one or more variables. A description survey involves asking the same set of question of a large number of individuals (Fraenkel and Wallen 2008).

The location of this research is University XYZ that located in Banten province, Indonesia. Population of this research is the student in University XYZ. The number of the students is more than 12 000 students which comprise of national students and students from diverse nations. Sample is a section of the number and characteristics that is possessed by population (Creswell 1994). This research aims to find out the student's perception about the lecturer performance and given assignments on particular course subject. The researcher decides to take Primary Study Program Department as a representative of population in University XYZ.

This research used the purposive sampling technique. Purposive sampling is Sthat the researcher uses his judgment to select a sample that he believes, based on prior information (Fraenkel and Wallen 2008). To understand more about the student's perception towards Teaching Children with Diverse Ability course, researcher select 122 students who are currently study in the current course.

Golafshani explained that a research needs to be tested and demonstrated to prove if the studies are credible or not (Golafshani 2003). The input and constructive feedback from the lecturer and systemic student in the class has led the researcher to apply the questionnaire.

The role of class leader in TCWDA class and the use of computer laboratory at paddock became a witness in making the survey research more credible. Reliability and validity instrument been analyzed by looking at the item analysis, internal reliability (cronbach alpha), and descriptive statistics.

To conduct this survey research, the researcher consulted to the research supervisor and systemic student in order to get more input in order to accomplish the validity of this

measurement. This measurement used questionnaire to understand the student's perspective toward the lecturer's teaching, assignment given and teaching course design. The researcher used google form in order to collect the data from 122 student teachers.

The data collection from Google form surveys will be imported in a Microsoft excel sheet for further analysis. The researcher conducted the survey research at the same time in the computer laboratory of University XYZ. To make it simple the researcher has modified the link of measurement by asking them to browse gg.gg/tcwda.

The researcher started to import the data in a Microsoft excel and then he analyze the the item analysis, internal reliability (cronbach alpha) and descriptive statistics. To double check the final result of the measurement, the researcher initiated to consult with Dr. Hananto as the credible research supervisor.

Ideally, for the questionnaire, we should conduct test and retest questionnaire approach. Due to the lack of time, the researcher just conducted the survey research once to the sample. The research was conducted at Primary Education Department. For the data gathering, the researcher used purposive random sampling. In some questionnaire statement, the misinterpretation or double meaning could take place because of the student's interpretation. To avoid that, the researcher explains the questionnaire statement one by one.

FINDINGS AND DISCUSSION

Finding The measurement research conducted at University XYZ. The statement of the problem of this research is to find out the student's perception on the course designs, lecturer performance and given assignments towards Teaching Children with Diverse Ability course.

This section consists of three sections. First section describes the overview questionnaire statement. Second section talks about the data analysis and findings such as the item analysis, the internal validity (cronbach alpha) and the descriptive statistic. The third section discusses the evaluation of the measurement which related with good and bad items, and so on.

First of all, the researcher formulates the questionnaire statement in order to find out the student's perception on the lecturer's teaching towards the course. The researcher put the question into the category like below.

Table 1. *Indicators of the questionnaire statement*

No.	Indicators	Numbers of Question
1.	Well communicate and structure in the lesson plan (learning contract)	1,2,3
2.	The ability of the lecturer to deliver the lesson	4,5,6,7,8,9,10,11,12,13
3.	The assignment and assessments enrich the student's understanding	14,15,16,17,18

The google form is designed to help the research conduct and analyze in a simple way. Once the students submit their questionnaire, at the same time, the researcher receives their feedback in a table format. The researcher has an access to take a look their response like below.

Table 2. *Form Responses*

	Materi	Diskusi	Buku	te	Mahasi	Dosen	Dosen	Materi	Teori	yg	Dosen	Dosen	Dosen	Kelas	Feedba	Soal	te	Waktu	Kerja	ki	Kedala	Tugas	yang	diberikan	dosen	sesuai	dengan	kontrak	perkuliahan
7 13:06:48	4	4	2	3	4	4	4	4	4	2	2	2	2	4	4	4	4	4	3	4	4								
7 13:06:50	4	4	2	4	4	3	4	4	3	2	4	3	3	3	3	4	3	4	3	4	3								
7 13:07:08	4	4	2	3	4	4	4	4	2	1	1	4	3	3	3	2	4	4											
7 13:07:14	4	3	2	2	3	3	3	3	3	2	3	3	3	4	3	3	3	3											
7 13:07:25	2	2	1	1	3	2	3	3	1	1	1	3	2	2	2	3	1	3											
7 13:07:52	4	3	2	3	4	3	4	3	2	3	4	3	3	3	3	3	3	4											
7 13:07:59	3	4	3	3	4	3	3	3	3	3	4	2	3	4	3	3	4	3											
7 13:08:04	4	3	4	2	3	2	3	3	2	2	2	4	3	4	3	4	4	3											
7 13:08:04	3	4	3	2	3	3	4	4	2	2	3	3	3	3	3	3	3	3											
7 13:08:14	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4											
7 13:08:26	4	3	2	4	4	4	4	4	2	3	4	4	4	4	4	3	4	4											
7 13:08:30	3	1	1	3	4	3	2	4	1	1	1	4	4	3	3	2	2	4											
7 13:08:34	4	3	2	2	4	4	3	3	2	2	3	4	3	3	3	3	4	4											
7 13:08:40	4	2	1	1	2	2	3	4	1	1	1	3	2	3	4	2	4	4											
7 13:08:49	4	3	4	4	4	4	3	4	2	2	3	3	3	3	3	3	3	3											
7 13:08:54	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4											
7 13:08:57	4	4	3	3	4	3	4	4	3	3	3	4	4	3	3	4	4	4											
7 13:09:04	3	3	2	1	2	2	2	2	2	2	3	2	2	3	2	2	3	2											
7 13:09:06	4	4	2	3	3	3	4	4	2	3	3	3	3	4	3	3	3	4											
7 13:09:07	3	3	2	3	4	4	3	4	3	3	3	4	4	3	4	3	4	3											
7 13:09:11	4	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	4	4											
7 13:09:19	4	3	3	3	2	2	3	3	2	2	2	4	4	3	3	3	4	4											
7 13:09:34	1	1	4	3	4	4	4	4	2	2	2	3	3	4	4	3	4	4											

THE STUDENT'S PERCEPTION ON LECTURER'S TEACHING FROM TEACHING CHILDREN WITH DIVERSE ABILITY CLASS QUESTIONNAIRE

Table 3. *Questionnaire data item*

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	4	4	2	3	4	4	4	4	2	2	2	4	4	4	4	3	4	4
2	4	4	2	4	4	3	4	4	3	2	4	3	3	3	4	3	4	3
3	4	4	2	3	4	4	4	4	2	1	1	4	3	3	3	2	4	4
4	4	3	2	2	3	3	3	3	3	2	3	3	3	4	3	3	3	3
5	2	2	1	1	3	2	3	3	1	1	1	3	2	2	2	3	1	3
6	4	3	2	3	4	3	4	3	2	3	4	3	3	3	3	3	3	4
7	3	4	3	3	4	3	3	3	3	3	4	2	3	4	3	3	4	3
8	4	3	4	2	3	2	3	3	2	2	4	3	4	3	3	4	4	3
9	3	4	3	2	3	3	4	4	2	2	3	3	3	3	3	3	3	3
10	4	4	3	4	4	4	4	4	3	3	4	4	4	4	3	4	4	4
11	4	3	2	4	4	4	4	4	2	3	4	4	4	4	3	4	4	4
12	3	1	1	3	4	3	2	4	1	1	1	4	4	3	3	2	2	4
13	4	3	2	2	4	4	3	3	2	2	3	4	3	3	3	3	4	4
14	4	2	1	1	2	2	3	4	1	1	1	3	2	3	4	2	4	4
15	4	3	4	4	4	4	3	4	2	2	3	3	3	3	3	3	3	3
16	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
17	4	4	3	3	4	3	4	4	3	3	3	4	4	3	3	4	4	4
18	3	3	2	1	2	2	2	2	2	2	3	2	2	3	2	2	3	2
19	4	4	2	3	3	3	4	4	2	3	3	3	3	4	3	3	4	4
20	3	3	2	3	4	4	3	4	3	3	3	4	4	3	4	3	3	4
21	4	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	4	4
22	4	3	3	3	2	2	3	3	2	2	2	4	4	3	3	3	4	4

Tabel 1. untuk keperluan perhitungan cronbach alpha dan mengetahui good item/bad item

TOTAL	T-11	T-12	T-13	T-14	T-15	T-16	T-17	T-18	T-19	T-110	T-111	T-112
62	58	58	60	59	58	58	58	58	60	60	60	60
61	57	57	59	57	57	58	57	57	58	59	57	57
56	52	52	54	53	52	52	52	52	54	55	55	55
53	49	50	51	51	50	50	50	50	50	51	50	50
36	34	34	35	35	33	34	33	33	35	35	35	35
57	53	54	55	54	53	54	53	54	55	54	53	53
58	55	54	55	55	54	55	55	55	55	55	54	54
55	51	52	51	53	52	53	52	52	53	53	53	53
54	51	50	51	52	51	51	50	50	52	52	51	51
68	64	64	65	64	64	64	64	64	65	65	64	64
65	61	62	63	61	61	61	61	61	63	62	61	61
46	43	45	45	43	42	43	44	42	45	45	45	45
56	52	53	54	54	52	52	53	53	54	54	53	53
44	40	42	43	43	42	42	41	40	43	43	43	43
58	54	55	54	54	54	54	55	54	56	56	55	55
70	67	66	66	67	66	66	66	66	66	66	66	66
64	60	60	61	61	60	61	60	60	61	61	61	61
40	37	37	38	39	38	38	38	38	38	38	37	37
59	55	55	57	56	56	56	55	55	57	56	56	56
60	57	57	58	57	56	56	57	56	57	57	57	57
59	55	56	56	55	56	56	56	56	56	56	56	56
54	50	51	51	51	52	52	51	51	52	52	52	52

Table 4. *The item analysis*

No	ITEM ANALYSIS	1	2	3	4	SUM	ITEM ANALYSIS (%)	1 (%)	2 (%)	3 (%)	4 (%)	SUM (%)
1	2	1	30	89	122	1.6	0.8	24.6	73	100		
2	3	2	50	67	122	2.5	1.6	41	54.9	100		
3	4	34	58	26	122	3.3	27.9	47.5	21.3	100		
4	6	16	71	29	122	4.9	13.1	58.2	23.8	100		
5	1	5	33	83	122	0.8	4.1	27	68	100		
6	1	9	62	50	122	0.8	7.4	50.8	41	100		
7	2	6	57	57	122	1.6	4.9	46.7	46.7	100		
8	0	3	27	92	122	-	2.5	22.1	75.4	100		
9	8	46	60	8	122	6.6	37.7	49.2	6.6	100		
10	7	37	69	9	122	5.7	30.3	56.6	7.4	100		
11	6	18	65	33	122	4.9	14.8	53.3	27	100		
12	1	6	38	77	122	0.8	4.9	31.1	63.1	100		
13	1	10	62	49	122	0.8	8.2	50.8	40.2	100		
14	2	6	54	60	122	1.6	4.9	44.3	49.2	100		
15	1	10	62	49	122	0.8	8.2	50.8	40.2	100		
16	2	14	61	45	122	1.6	11.5	50	36.9	100		
17	2	4	25	91	122	1.6	3.3	20.5	74.6	100		
18	1	2	29	90	122	0.8	1.6	23.8	73.8	100		

Furthermore, the researcher tries to find out the internal validity as the step to recognize bad and good items. Ideally, for the survey research the researcher should conduct test and retest survey questionnaire. In fact, the researcher did not do that way as the lack of time that he had. Here is the result of the internal validity.

Table 5. *The internal validity item analysis*

No		Item Deleted	Item Deleted	Correlation	0.904	18
1	VAR0001	55.531	48.97	0.36	0.904	
2	VAR0002	55.771	47.76	0.43	0.902	
3	VAR0003	56.375	45.37	0.55	0.899	
4	VAR0004	56.219	45.04	0.61	0.897	
5	VAR0005	55.583	47.49	0.52	0.9	
6	VAR0006	55.917	46.44	0.6	0.898	
7	VAR0007	55.823	45.66	0.69	0.895	
8	VAR0008	55.521	48.42	0.48	0.901	
9	VAR0009	56.719	45.72	0.56	0.898	
10	VAR00010	56.563	44.96	0.66	0.895	
11	VAR00011	56.229	44.39	0.62	0.896	
12	VAR00012	55.646	48.38	0.38	0.904	
13	VAR00013	55.938	47.03	0.53	0.9	
14	VAR00014	55.844	46.98	0.53	0.9	
15	VAR00015	55.927	46.07	0.67	0.896	
16	VAR00016	56.01	46.31	0.54	0.9	
17	VAR00017	55.573	47.07	0.54	0.899	
18	VAR00018	55.531	48.27	0.49	0.901	

In order to find out the item difficulty level, the researcher is calculating it. The highest standard score level is 4, so then the researcher calculate with the pearson and correl. Here is the data.

Table 6. *The item test correlation*

Opsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	6	1	1	2	0	8	7	6	1	1	2	1	2	2	1
2	1	2	34	16	5	9	6	3	46	37	18	6	10	6	10	14	4	2
3	30	50	58	71	33	62	57	27	60	69	65	38	62	54	62	61	25	29
4	89	67	26	29	83	50	57	92	8	9	33	77	49	60	49	45	91	90
Jumlah responden	122																	
Jumlah mahasiswa yang menjawab 4	89	67	26	29	83	50	57	92	8	9	33	77	49	60	49	45	91	90
Tingkat kesukaran soal	0.73	0.549	0.213	0.238	0.68	0.41	0.467	0.754	0.066	0.074	0.27	0.631	0.402	0.492	0.402	0.369	0.746	0.738
Daya Beda Soal	0.495	0.533	0.511	0.631	0.581	0.624	0.674	0.549	0.542	0.599	0.595	0.463	0.565	0.605	0.697	0.584	0.632	0.601
	0.495	0.533	0.511	0.631	0.581	0.624	0.674	0.549	0.542	0.599	0.595	0.463	0.565	0.605	0.697	0.584	0.632	0.601

Furthermore, the researcher finds out the descriptive statistics. It is shown in the table below.

Table 7. *Descriptive Statistics*

	Responses	Percentage (%)
Mean	3	73.8
Standard Error	0.03	0.813
Median	3	74.9
Mode	3.3	82.7
Standard Deviation	0.33	8.17
Sample Variance	0.1	
Kurtosis	-0.19	0.97
Skewness	-0.79	-0.7
Range	4	25
Minimum	1	25
Maximum	4	100
Sum	5989	
Count	101	

By looking at the data finding and analysis above, the researcher get the result of cronbach alpha 0.904. The lowest correlation number is 0.32. Based on the data calculation the item is already good and no need to be dropped or taken away.

CONCLUSION

The conclusion of this measurement research is the items of questionnaire statement formulated were good. It is proven with the cronbach alpha which reflected the internal consistency reliability for the attitude scales used.

Furthermore, the bar graph presented the strength of the teaching course design and lecturer's teaching. It is naturally based on the student's perspective. The researcher found the strength in the consistency of learning material with learning contract, new insight of teaching, the use of language that the lecturer used, on time given feedback distribution, material review, the source of theory has been attached in the power point slide, time discipline, well done group work, the compatibility between the assignment and learning contract, given test that enrich student's critical thinking and direct observation has given positive contribution towards the theory.

REFERENCES

- Brummelen, H. Van. (1998). *Walking with God in the classroom: Christian approaches to learning & teaching (2nd ed.)*. Seattle: Alta Vista College Press.
- Cobuild, Collins. (1987). *English language a dictionary: Helping learners with real English*. London: Collins Birmingham University International Language.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage.
- Fraenkel, Jack R, and Norman E. Wallen. (2008). *How to design and evaluate research in education seventh edition*. United States: McGraw Hill.
- Golafshani, N. (2003). "Understanding reliability and validity in qualitative research." *The Qualitative Report*, 597.
- Ingvarson, L.C. (2002). *ACER Policy Briefs Issue 1: Development of a National Standards Framework for the Teaching Profession. An Issues paper prepared for the MCEETYA Taskforce on Teacher Quality and Educational Leadership*. Camberwell, Vic: Australian C.
- Litfin, D. (2008). "Keeping God at the center of education." *Campus Asia*, September, 60.
- Pazmino, R.W. (1992). *Principles and practices of Christian education: An evangelical perspective*. Grand Rapids: Baker Book.
- Sekuler, R., & Blake, R. (2002) *Perception*. New York: McGraw-Hill.
- Babbie, E. (2007). *The practice of social research*. Belmont, Calif: Thomson Wadsworth.