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PPG Students' Perceptions of Lecturer Competence in the In-Service PPG at the Teacher Education Institute (LPTK) of IAIN Pontianak: Cross-Sectional Quantitative Survey with PLS and Cronbach's Alpha Validation

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ABSTRACT

Purpose – To assess in-service Teacher Professional Education (Pendidikan Profesi Guru, PPG) students' perceptions of lecturer competence in providing learning services in the in-service PPG program at the Teacher Education Institute (LPTK) of IAIN Pontianak. The research rationale refers to the demands of the 21st century, Technological Pedagogical Content Knowledge (TPACK), and the utilization of the Learning Management System (LMS).

Design/methods/approach – Descriptive cross-sectional quantitative survey; 215 students were invited, 177 valid responses were analyzed (≈82,3%). Data were collected through a questionnaire. Descriptive analysis summarized domain scores; construct validity was evaluated with PLS (outer loadings ≥ 0,50) and reliability with Cronbach′s alpha (SPSS 22.0).

Findings – All 27 items met the loading threshold. High reliability: pedagogical α=0,907 (9 items), professional α=0,888 (7), personality α=0,884 (6), social α=0,839 (5). Perceptions of lecturer competence "very good": pedagogical 93,09%; professional 92,94%; personality 93,53%; social 93,08%. Item diagnostics highlighted areas for improvement: diversity of assessment, integration of research findings, consistency of words–actions, as well as lecturers' closeness in recognizing students.

Research implications – Program priorities: assessment literacy, research-based teaching, professional role modeling, and relational lecturer–student practices; calibration of assessment aligned with learning contracts/indicators; optimize the LMS so that the admin role is supportive, not substitutive.

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1. Introduction

Professional education is higher education after the undergraduate program that prepares learners to have jobs with requirements for specific expertise (Viginia & Ratnasih, 2017). In this era of globalization, the quality of human resources becomes a fundamental factor in fostering competitiveness (Cohen & Soto, 2019). However, as the population increases, competition becomes increasingly tight. Consequently, the education sector faces the necessity to create human resources with high competitiveness.

Teacher Professional Education (PPG) is one of those professional education programs, whose learning level contains guidance to improve teachers' competencies in adapting to developments in science, technology, and information (Arifa & Prayitno, 2019). Teachers' relational competence is their

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ability to initiate, maintain and develop teacher–student relationship to promote students' learning (Plantin Ewe, 2020). The main objective of teacher professional education is to encourage teachers to have the ability to adapt to 21st-century developments, and this competence is shown through TPACK-based (Technological Pedagogical Content Knowledge) learning. The 21st-century TPACK-based learning approach is to integrate all learning components by utilizing technology, information and communication (Koehler et al., 2013). The graduate profile of PPG is a teacher who masters teaching material (advance material), has Indonesian character and personality, inspires and becomes a role model for students, has an appealing appearance, is authoritative, firm, sincere, disciplined, and is able to educate, guide, direct, train, assess, and evaluate learners in accordance with the demands of current and future developments in information and communication technology (Amarulloh, 2022).

Teachers' challenges are relatively heavy in carrying out guidance and learning for learners. Learners in schools today consist of Generation Z and Generation Alpha, terms used for children born in 2010 to 2020. According to Rothman, the characteristics of Generation Z and Alpha include; being familiar with something instant, unwilling to be bound by strict rules, technology as a basic need, and easily exposed to negative things (Fadlurrohim et al., 2020). Responding to these characteristics, people, especially teachers, must have certain abilities in order to present learning according to learners' needs. In addition to a personality that can be an example for students, teachers must have the ability to operate the latest technology so that they can accompany and provide direction to learners, especially in the positive use of information technology (Ulfah, 2020). The development of teaching materials is one indicator of lecturers' performance in supporting the leading performance indicators of higher education. Teaching materials in the leading performance indicators can be used as recognition for people utilize. (Arianto, 2021)

The teacher's task is not easy amid the development of science and the dynamic social life of society (Subekt et al., 2017). To become a professional teacher requires high discipline, especially in improving media literacy and scientific literacy. Lecturers as mentors of teachers to obtain a professional predicate become the first party that must meet the required ability qualifications (Sapriani, 2019). Lecturers in the teacher professional education program must meet the predetermined criteria, because lecturers will provide guidance to teachers to improve teaching competence and obtain the predicate of professional teacher (Hosaini, 2021). As for the requirements for lecturers who can teach in the in-service teacher professional education program, among others; having a minimum academic qualification of master's degree, an educational background in accordance with the field of science being taught, having a minimum functional position of lecturer (lektor), having an educator certificate or being able to demonstrate specific expertise, and mastering information and communication technology. The intended components are absolute requirements that must be met by lecturers as educators in the teacher professional education program (Iwan Wijaya, 2018).

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it states that the competencies of Teachers and Lecturers as educators include pedagogical competence, personality competence, social competence, and professional competence. The intended competencies for lecturers are the main capital in providing guidance to teachers in the in-service teacher professional education program. The activity of lecturers in the in-service teacher professional education program is to identify learning problems found by students (teachers) (Sunaryo et al., 2020). Types of problems include weak teacher competence, difficulty in delivering the concepts of teaching material, low student learning motivation, an unpleasant learning atmosphere, and so forth. The components identified are not only the problems experienced by students, but the problems experienced by teachers must receive attention (Sunaryo et al., 2020). Teachers' characteristics and abilities improve the quality of relationships and are very important to enhance student learning (Hyytinen et al., 2023).

Identifying learning problems should be carried out holistically for all components involved in learning activities (Muthmainnah & Budiyono, 2022). Referring to the implementation of the in-service teacher professional education (Lembaga Pendidikan Tenaga Kependidikan) at IAIN Pontianak, a number of obstacles are still found that become impediments in the learning process. Some lecturers have not been able to operate the Learning Management System (LMS) Space properly, some lecturers conduct learning not in accordance with the learning contract, and provide assessments not in accordance with the established assessment indicators. Virtual learning is a system that allows students to participate in class just like a traditional classroom except students have to use a computer and internet connection to ask questions and receive feedback from the lecturers (Salleh et al., 2021).

According to the results of the survey and joint discussion at the PPG Evaluation activity at the end of 2023 delivered by the chair of the Indonesia-wide Deans Forum, Ibu (Sururin, 2023) stated that such matters occur in almost all organizing LPTKs due to various place backgrounds, the ability to master IT is indeed still low so that most of these problems can be handled with the help of class admins. Class admins are educational staff who become a communication bridge between lecturers and students during the learning process in the in-service teacher professional education. Responding to these various problems, the study was conducted to measure PPG students' perceptions related to lecturers' competence in providing learning services in the in-service teacher professional education at the LPTK of IAIN Pontianak.

2. Methods

This study uses a descriptive analysis method, with a quantitative research approach. Quantitative research can be defined as a research method grounded in the philosophy of positivism, used to examine a particular population or sample, data collection using research instruments, data analysis being quantitative/statistical, with the objective of testing predetermined hypotheses (Emzir, 2009). As for another view regarding the quantitative approach, it is that quantitative research has three characteristics in the field, namely the research from beginning to end is fixed, so it will experience similarity of the research report title. Developing problems that have been previously found. And the problems will be different when in the field because they have been confirmed with the reality found. Moreover, a quantitative survey of a larger sample with greater gender and cultural diversity would be worthwhile to test the proposed model. (Lewicka & Bollampally, 2022)

As for the subjects in this study, they are all in-service teacher professional education students at the LPTK of IAIN Pontianak. The data collection technique in this study is the indirect communication technique with the data collection tool in the form of a questionnaire, with data analysis using descriptive analysis (Juliansyah et al., 2023). With the type of correlational research. The population in this study is all in-service PPG students at the LPTK of IAIN Pontianak, and the sample in this study is 215 in-service PPG students. Data collection in this study used a questionnaire (kuisioner).

3. Results

The researcher conducted a construct validity test, in which the field data that had been collected were then analyzed using the Partial Least Square (PLS) Software to examine whether each item of the instrument statement used was valid or not (Sulistiawati & Fiangga, 2024). The illustration of the analysis of the Partial Least Square (PLS) Software for each item can be seen in the following description:

Table 1. Lecturer Competence

Variable	Weight	Loading	Location	ResidVar	Redundan
			X1 outward		
X1.1	0.151	0.790	.0000	0.376	.0000
X1.2	0.147	0.734	.0000	0.461	.0000
X1.3	0.141	0.727	.0000	0.471	.0000
X1.4	0.159	0.788	.0000	0.379	.0000
X1.5	0.155	0.785	.0000	0.384	.0000
X1.6	0.137	0.747	.0000	0.442	.0000
X1.7	0.142	0.757	.0000	0.427	.0000
X1.8	0.150	0.769	.0000	0.408	.0000
X1.9	0.137	0.720	.0000	0.482	.0000
			X2 outward		
X1.10	0.198	0.787	.0000	0.380	.0000
X1.11	0.200	0.800	.0000	0.361	.0000
X1.12	0.182	0.752	.0000	0.435	.0000
X1.13	0.186	0.789	.0000	0.364	.0000
X1.14	0.167	0.752	.0000	0.434	.0000
X1.15	0.177	0.755	.0000	0.430	.0000
X1.16	0.181	0.773	.0000	0.403	.0000
			X3 outward		
X1.17	0.204	0.765	.0000	0.414	.0000
X1.18	0.216	0.834	.0000	0.304	.0000
X1.19	0.193	0.749	.0000	0.439	.0000
X1.20	0.216	0.785	.0000	0.384	.0000
X1.21	0.220	0.848	.0000	0.280	.0000
X1.22	0.207	0.791	.0000	0.374	.0000
			X4 outward		
X1.23	0.204	0.765	.0000	0.414	.0000
X1.24	0.216	0.834	.0000	0.304	.0000
X1.25	0.193	0.749	.0000	0.439	.0000
X1.26	0.216	0.785	.0000	0.384	.0000
X1.27	0.220	0.848	.0000	0.280	.0000

Based on the analysis above, it can be understood more clearly regarding the criteria considered valid from the processing of lecturer competence data that when the loading value is >= 0.5, the item can be considered valid. From the figure above for the Pedagogical Competence of Lecturers, which consists of items number 1–9, it can be seen that the loading values for all items of Lecturer Pedagogical Competence are >= 0.5, meaning that the items in the Lecturer Pedagogical Competence data can be considered valid.

Based on the processing of the Professional Competence data, which consists of items number 10–16, it can be seen that the loading values for all items of Lecturer Professional Competence are >= 0.5; therefore, these items can be considered valid. Thus, the conclusion is that every item in the Lecturer Professional Competence data is considered valid. Then, from the processing of the Lecturer Personality Competence data, which consists of items number 17–22, it can be seen that the loading values for all items of Lecturer Personality Competence are >= 0.5; therefore, the items in the Lecturer Personality Competence data can be considered valid. And from the processing of the Lecturer Social Competence data, which consists of items number 23–27, it can be seen that the loading values for all items of Lecturer Social Competence are >= 0.5; therefore, the items in the Lecturer Social Competence data can be considered valid.

A measurement tool or research instrument (questionnaire) is said to have good reliability when the measurement tool or instrument always provides the same results even when used repeatedly by different researchers (Sudarmanto, 2005). The reliability test is intended to determine the extent of consistency in the measurement results; a reliable measurement tool will provide relatively similar measurement results when the use of the measurement tool is repeated (Sappaile, 2007). If the instrument can be trusted, it will also produce trustworthy data. Data reliability using the Cronbach's Alpha formula can be observed when processed using the SPSS version 22.0 for Windows program (Viginia & Ratnasih, 2017).

To determine the results of the reliability test of the study, they can be seen in the following table:

Table 1. Lecturer Pedagogical Competence

Cronbach's Alpha	N of Items
,907	9

From the SPSS calculation results, the Cronbach's Alpha value of Lecturer Pedagogical Competence is >0.7, so it can be concluded that the items of Lecturer Pedagogical Competence are reliable and can be used for the confidence stage of instrument development.

Table 2. Lecturer Professional Competence

Cronbach's Alpha	N of Items
,888	7

From the SPSS calculation results, the Cronbach's Alpha value of Lecturer Professional Competence is >0.7, so it can be concluded that the items of Lecturer Professional Competence are reliable and can be used for the confidence stage of instrument development.

Table 3. Lecturer Personality Competence

Cronbach's Alpha	N of Items
,884	6

From the SPSS calculation results, the Cronbach's Alpha value of Lecturer Personality Competence is >0.7, so it can be concluded that the items of Lecturer Personality Competence are reliable and can be used for the confidence stage of instrument development.

Table 4. Lecturer Social Competence

Cronbach's Alpha	N of Items
,839	5

From the SPSS calculation results, the Cronbach's Alpha value of Lecturer Social Competence is >0.7, so it can be concluded that the items of Lecturer Social Competence are reliable and can be used for the confidence stage of instrument development.

3.1. Pedagogical Competence of Lecturers

The data were processed using the SPSS program version 22.0 for Windows. After being processed, the following output was produced:

Table 5. Frequency Description of Pedagogical Competence

	N
Valid	177
Missing	0
Mean	41.89
Median	43.00
Mode	45
Std. Deviation	3.374
Variance	11.385
Range	14
Minimum	31
Maximum	45
Sum	7414

Based on the results of the data analysis presented in the table, all responses were complete with no missing data, resulting in 177 valid entries or 100 percent. The mean score for pedagogical competence was 41.89, while the median value was 43.00, indicating a relatively stable distribution. The most frequently occurring score (mode) was 45, suggesting that many respondents achieved higher levels within the assessed range. The standard deviation of 3.374 reflects a moderate level of variation among respondents' scores. Meanwhile, the range was calculated to be 14, derived from the difference between the maximum and minimum values, namely 45 minus 31.

Interpreting the percentage value according to the assessment score. The data were processed as follows:

$$\frac{\bar{x}}{Max\ Score} \times 100\% = \frac{41.89}{9 \times 5} \times 100\% = 93.09\%$$

Table 6. Assessment Criteria (**Arikunto, 2010**)

Percentage (%)	Category
81 – 100	Very Good

61 – 80	Good
41 – 60	Adequate
21 – 40	Poor
0 – 21	Very Poor

Based on the results of the percentage analysis above, the students' perceptions of the Teacher Professional Education Study Program regarding the pedagogical competence of lecturers obtained a value of 93.09%, with a very good assessment category.

3.2. Professional Competence of Lecturers

The data were processed using the SPSS program version 20.0 for Windows. After being processed, the following output was produced:

Table 7. Frequency Descriptive of Professional Competence

N	
Valid	177
Missing	0
Mean	32.53
Median	33.00
Mode	35
Std. Deviation	2.667
Variance	7.114
Range	11
Minimum	24
Maximum	35
Sum	5758

Based on the results of the data analysis presented in the table, all responses were complete with no missing data, resulting in 177 valid entries or 100 percent. The mean score for professional competence was 32.53, while the median value was 33, indicating that the distribution of scores tends to center around this midpoint. The most frequently occurring score (mode) was 35, suggesting that a considerable number of respondents achieved the highest value within the observed range. The standard deviation of 2.667 reflects a moderate level of variability among the respondents' scores. Furthermore, the range was calculated to be 11, derived from the difference between the maximum and minimum scores, namely 35 minus 24.

Interpreting the percentage value according to the assessment score. The data were processed as follows:

$$\frac{\bar{x}}{Max\ Score} \times 100\% = \frac{32.53}{7 \times 5} \times 100\% = 92.94\%$$

Based on the results of the percentage analysis above, the students' perceptions of the Teacher Professional Education Study Program regarding the professional competence of lecturers obtained a value of 92.94%, with a very good assessment category.

3.3. Personality Competence of Lecturers

The data were processed using the SPSS program version 20.0 for Windows. After being processed, the following output was produced:

Table 8. Frequency Descriptive of Personality Competence

N	
Valid	177
Missing	0
Mean	28.06
Median	29.00
Mode	30
Std. Deviation	2.279
Variance	5.195
Range	8
Minimum	22
Maximum	30
Sum	4967

Based on the results of the data analysis presented in the table, all responses were complete with no missing data, resulting in 177 valid entries or 100 percent. The mean score for personality competence was 28.06, while the median value was 29.00, indicating that the distribution of scores is centered near this midpoint. The most frequently occurring score (mode) was 30, showing that many respondents achieved the highest value within the score range. The standard deviation of 2.279 reflects a relatively low level of variability among respondents' scores. Additionally, the range was calculated to be 8, derived from the difference between the maximum and minimum values, namely 30 minus 22.

Interpreting the percentage value according to the assessment score. The data were processed as follows:

$$\frac{\bar{x}}{Max\ Score} \times 100\% = \frac{28.06}{6 \times 5} \times 100\% = 93.53\%$$

Based on the results of the percentage analysis above, the students' perceptions of the Teacher Professional Education Study Program regarding the personality competence of lecturers obtained a value of 93.53%, with a very good assessment category.

3.4. Social Competence of Lecturers

The data were processed using the SPSS program version 20.0 for Windows. After being processed, the following output was produced:

Table 9. Frequency Descriptive of Social Competence

N	
Valid	177
Missing	0
Mean	23.27
Median	24.00
Mode	25
Std. Deviation	1.943
Variance	3.776
Range	8
Minimum	17
Maximum	25
Sum	4118

Based on the results of the data analysis presented in the table, all responses were complete with no missing data, resulting in 177 valid entries or 100 percent. The mean score for social competence was 23.27, while the median value was 24.00, indicating that the distribution of scores centers closely around this midpoint. The most frequently occurring score (mode) was 25, suggesting that a substantial number of respondents achieved the highest observed score. The standard deviation of 1.943 shows a relatively low variation in respondents' scores. Furthermore, the range was calculated to be 8, obtained from the difference between the maximum and minimum values, namely 25 minus 17.

Interpreting the percentage value according to the assessment score. The data were processed as follows:

$$\frac{\bar{x}}{Max\ Score} \times 100\% = \frac{23.27}{5 \times 5} \times 100\% = 93.08\%$$

Based on the results of the percentage analysis above, the students' perceptions of the Teacher Professional Education Study Program regarding the social competence of lecturers obtained a value of 93.08%, with a very good assessment category.

4. Discussion

4.1. Lecturers' Pedagogical Competence

The measurement of the perceptions of students of the Teacher Professional Education Study Program Batch 1 regarding lecturers' pedagogical competence at IAIN Pontianak in 2022 obtained a score of 93.09 %. This is in the very good assessment category, which reaches a perfect score; therefore, it needs to be maintained. In accordance with what is stated in the explanation of Article 28 paragraph 3 point a of Government Regulation No. 19 of 2005, in (Irtanto et al., 2010), namely that "Kompetensi pedagogik adalah kemampuan mengelola pembelajaran peserta didik yang meliputi pemahaman terhadap peserta didik, perancangan dan pelaksanaan pembelajaran, evaluasi hasil belajar, dan pengembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimiliki". and in line with (Lasaiba & Man Arfa, 2023) who state that pedagogic

competence is the ability of lecturers to plan, implement, evaluate, and follow up learning outcomes so that they become better. Pedagogic competence is the ability to manage learning process which includes understanding of students, designing, implementing, and evaluating learning outcomes and developing students to actualize their various potentials. (Lumbantobing, 2020)

The researcher's conclusions are, first, that overall the lecturers of the Teacher Professional Education Study Program have the ability to manage learning very well. Second, overall the indicators of pedagogical competence have been mastered by the lecturers, which include: readiness to deliver lectures and/or practicum practice, regularity and orderliness in the implementation of lectures, ability to enliven the classroom atmosphere, clarity in delivering material/answers to questions in class, utilization of learning media and technology, diversity of methods for measuring learning outcomes, provision of feedback on assignments, suitability of exam materials and/or assignments with the course objectives, and suitability of the grades given with the learning outcomes.

Of the 9 items, there are several items that have the highest scores on this competence, namely item number 1 on lecturers' "Readiness to deliver lectures and/or practicum practice" with a total score of 834 and item number 8 on lecturers' "Suitability of exam materials and/or assignments with the course objectives" with a total score of 834. Nevertheless, because the average score of 93.09 % has not yet reached 100 %, there are of course aspects that can/need to be improved. The aspects that can be improved can mainly be seen from several items that have the lowest scores on this competence, namely item number 6 on "Diversity of methods for measuring learning outcomes" with a total score of 810.

4.2. Lecturers' Professional Competence

The measurement of the perceptions of students of the Teacher Professional Education Study Program Batch 1 regarding lecturers' professional competence at IAIN Pontianak in 2022 obtained a score of 92.94 %. This is in the very good assessment category, which reaches a perfect score; therefore, it needs to be maintained. In accordance with what is stated by the law in the explanation of Article 28 paragraph 3 point c of Government Regulation No. 19 of 2005, namely that "Kompetensi profesional adalah kemampuan penguasaan materi pembelajaran secara luas dan mendalam yang memungkinkannya membimbing peserta didik memenuhi standar kompetensi yang ditetapkan dalam Standar Nasional Pendidikan" (Irtanto et al., 2011)

Process of formation of professional competence of teachers in institutions of higher education in the process of professional activity in the conditions of inclusive education. Now, competence is interpreted as the ability or readiness to implement the acquired knowledge, skills, and abilities in real activity. Competence components are subject and operational knowledge, skills and abilities – ability and readiness to use them in activities and confidence in activities and responsibility for their results. In modern society, which is constantly undergoing changes, the high professionalism and professional competence of teaching specialists, teachers, has acquired an important importance, because the competitiveness of specialists is an urgent issue that is being prepared by a higher education institution. This directly applies to workers in the field of education with an inclusive population, because teachers must be competent in the scientific field of activity, because professional education has always been and continues to be aimed at the comprehensive development of the individual in order to prepare him for active and effective participation in public production with the greatest benefit for themselves and for society as a whole. (Shevchuk, 2023)

The researcher's conclusions are, first, that overall the lecturers of the Teacher Professional Education Study Program have the professional ability of a lecturer in educating and teaching very well, and this is a very important matter. Second, overall the indicators of professional

competence have been mastered by the lecturers, which include the ability to explain the subject matter/topics accurately, the ability to provide relevant examples of the concepts taught, the ability to explain the relationship between the field/topics taught and the context of life, the ability to explain the relationship between the field/topics taught and other fields/topics, mastery of current issues in the field taught, the use of research results to improve the quality of lectures, and the ability to use various communication technologies.

Of the 7 items, there are several items that have the highest scores on this competence, namely item number 10 on lecturers' "Ability to explain the subject matter/topics accurately" with a total score of 832. Nevertheless, because the average score of 92.94 % has not yet reached 100 %, there are of course aspects that can/need to be improved. The aspects that can be improved can mainly be seen from several items that have the lowest scores on this competence, namely item number 15 on "Use of research results to improve the quality of lectures" with a total score of 813.

4.3. Lecturers' Personality Competence

The measurement of the perceptions of students of the Teacher Professional Education Study Program Batch 1 regarding lecturers' personality competence at IAIN Pontianak in 2022 obtained a score of 93.53 %. This is in the very good assessment category, which reaches a perfect score; therefore, it needs to be maintained. In accordance with what is stated by the law in the explanation of Article 28 paragraph 3 point b of Government Regulation No. 19 of 2005, kompetensi kepribadian adalah kemampuan kepribadian yang mantap, stabil, dewasa, arif, dan berwibawa, menjadi teladan bagi peserta didik, dan beraklak mulia" (Irtanto et al., 2011).

Lecturers are one of the main components in the development of higher education, especially in private universities in Indonesia. To improve lecturers' performance, it is necessary to improve the performance of personal competence. This study examines in depth the development of performance measurement models in private institutions. For the purposes of designing a performance measurement model, it is necessary to determine the key performance indicators and determine the weighting of the priority scale of the Key Performance Indicator (KPI). (Lamatinulu & Setiawati, 2023)

The researcher's conclusions are, first, that overall the lecturers of the Teacher Professional Education Study Program have very good personality and morals. Lecturers are required to become good role models for students because this is one of the factors in character building. Second, overall the indicators of personality competence have been mastered by the lecturers, which include: obligations as a lecturer as a person, wisdom in making decisions, being an example in attitudes and behavior, consistency between words and actions, ability to control oneself in various situations and conditions, and fairness in treating students.

Of the 6 items, there are several items that have the highest scores on this competence, namely item number 17 on lecturers' "Obligations as a lecturer as a person" with a total score of 839. Nevertheless, because the average score of 93.53 % has not yet reached 100 %, there are of course aspects that can/need to be improved. The aspects that can be improved can mainly be seen from several items that have the lowest scores on this competence, namely item number 20 on "Consistency between words and actions" with a total score of 810.

4.4. Lecturers' Social Competence

Lecturers' competence and social support are external factors that can affect students' academic achievement. Both factors, namely lecturers' competence and social support, play a very large role in students' attitudes and behavior so that they continue to adhere to the goals they have

set. (Ruhendi & Marta, 2022). The measurement of the perceptions of students of the Teacher Professional Education Study Program Batch 1 regarding lecturers' personality competence at IAIN Pontianak in 2022 obtained a score of 93.08 %. This is in the very good assessment category, which reaches a perfect score; therefore, it needs to be maintained. In accordance with what is stated by the law in the explanation of Article 28 paragraph 3 point d of Government Regulation No. 19 of 2005, in (Irtanto et al., 2010) that "Kompetensi sosial is the educator's ability, as a member of society, to communicate and interact effectively with students, fellow educators, education personnel, parents or guardians of students, and the surrounding community."

The researcher's conclusions are, first, that overall the lecturers of the Teacher Professional Education Study Program have communication between lecturers and students that runs very well during lectures. Social competence here includes, among other things, how communication between lecturers and students takes place during the course of lectures. Second, overall the indicators of personality competence have been mastered by the lecturers, which include: readiness to deliver lectures and/or practicum practice, regularity and orderliness in the implementation of lectures, ability to enliven the classroom atmosphere, clarity in delivering material/answers to questions in class, utilization of learning media and technology, diversity of methods for measuring learning outcomes, provision of feedback on assignments, suitability of exam materials and/or assignments with the course objectives, and suitability of the grades given with the learning outcomes.

Of the 5 items, there are several items that have the highest scores on this competence, namely item number 27 on lecturers' "Tolerance in student diversity" with a total score of 844. Nevertheless, because the average score of 93.08 % has not yet reached 100 %, there are of course aspects that can/need to be improved. The aspects that can be improved can mainly be seen from several items that have the lowest scores on this competence, namely item number 25 on "Knowing well the students who attend their lectures" with a total score of 796.

5. Conclusion

This study affirms that lecturers' competence in the Teacher Professional Education (PPG) Program at the LPTK IAIN Pontianak is perceived as very good in all four domains: pedagogical (93.09 %), professional (92.94 %), personality (93.53 %), and social (93.08 %). The instrument used is valid (all loadings ≥ 0.50 on 27 items) and reliable (Cronbach's alpha: 0.907; 0.888; 0.884; 0.839), so it is feasible for continuous quality monitoring. These findings are in line with the mandate of PPG to prepare twenty-first-century educators who integrate TPACK and the use of LMS, and provide a picture of lecturers' performance that is consistently strong in the eyes of students.

Practically, the results of this study can be directly operationalized to: (1) design well-targeted lecturer development programs—especially assessment literacy, strengthening research-based teaching, professional role modeling, and the management of lecturer–student relations; (2) calibrate learning and assessment tools so that they are consistent with the learning contract and assessment indicators; and (3) increase the use of LMS through structured training so that the role of class administrators becomes capacity-building support, not substitution. This instrument, which has been proven to be reliable, can also be used as a baseline for internal quality audits at the study program and LPTK levels.

The research question—measuring PPG students' perceptions of lecturers' competence—has been adequately answered through descriptive analysis and instrument quality testing. Although the average scores are very high, item analysis shows clear room for improvement in the diversity of learning assessments, the integration of research findings into lectures, consistency between words and actions, and lecturers' pedagogical closeness in getting to know students.

This study has several limitations: a single site (one LPTK), a cross-sectional design with self-report data (potential social bias), and a discrepancy between the planned sample (215) and the valid responses analyzed (177). In addition, although the design mentions a correlational element, the analysis reported is descriptive; relationships among constructs and their consequences for learning outcomes have not yet been tested, so causal conclusions cannot be drawn.

The implications for further research include: multi-site replication with a larger and more diverse sample (including measurement invariance testing); longitudinal/experimental designs to assess the effects of lecturer development interventions on student achievement; triangulation with objective data (classroom observations, assessment artifacts, indicators of LMS engagement); SEM-PLS to test the relationships between lecturers' competence and learning outcomes; and in-depth qualitative studies on items that are still weak in order to design more precise interventions. Overall, these findings provide a strong empirical foundation to strengthen lecturers' readiness to meet the demands of twenty-first-century learning and to ensure the sustainable quality of PPG.

Declarations

Author contribution statement

Nopita Sari initiated the research topic, formulated the core research questions, and coordinated the manuscript preparation. Fitri Muthmainnah contributed to developing the theoretical framework and supervised the research methodology. Juliansyah supported the data collection process and assisted in managing the research logistics. Muhammad Irfan Izudin conducted the data analysis and contributed to interpreting the findings. Nelly ensured the coherence of the manuscript structure and refined the academic writing style.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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