

Student's Preception Of Lecturer Achievement Index In Uhw Perbanas Surabaya With Subgroup Method

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Abstract: *This study aims to form a lecturer achievement index model based on student perceptions by looking at the caseality relationship between latent variables, namely professional, social, personality and pedagogical competencies of lecturers. The data collection technique in this study used a purposive sampling method where the criteria used were students who had attended the 2019/2020 odd semester, registered as active students and at least semester 3. Many respondents were used as many as 350 respondents. The variables in this study consisted of 4 latent variables, namely professional, social, personality and pedagogic with each latent variable consisting of several indicators .Data analysis in this study used the SEM-PLS method with the help of WarpPls 6.0 software. The results showed that students' perceptions of 4 lecturer competencies scored above 4. This shows that lecturers at the Economics College in Surabaya have good abilities in teaching and interacting with students so that they can maximize the effective teaching and learning process and produce competent graduates. . The results showed that all indicators were able to measure the latent variable, this was indicated by the fulfillment of the criteria for validity and reliability of the indicator on the latent variable. Hypothesis testing in this study shows that all competencies affect pedagogics, namely, social, professional and personality competencies. Personal competence moderates the relationship between the influence of social competence and professional competence on pedagogic competence. Competensi personality strengthen relations influence social competence and professional competence of the pedagogic competence , it is the show with the increasing value of R-square. The personality of a lecturer is a fundamental factor that will create a lecturer's professionalism in carrying out the tridharma of higher education which is expected to create a good and useful generation for the nation and state. A good lecturer's personality will create a good communication space between lecturers and students so that they can create children's interest and enthusiasm in participating in teaching and learning activities.*

Keyword: *IPD, STIE Perbanas Surabaya, SubGroup.*

I. Introduction

The National Standard for Higher Education (Permenristekdikti 44/2015), article 17 describes the details of activities and time per week per semester for 1 credit, namely: face-to-face 50 minutes; structured assignments 60 minutes; 60 minutes of independent activity. These activities are poured by the lecturer into planning and implemented in the classroom. For this reason, lecturers must have pedagogical and professional competencies , so that they can plan and implement lessons that encourage students to achieve learning outcomes in the form of a good Semester Achievement Index (IPS). Lecturer competence is defined as

knowledge, skills, and attitudes that are displayed in the form of intelligent and responsible behavior that a lecturer has in carrying out his profession (Konseng, 2017). Professional competence is the mastery of the field of expertise or subject taught by the lecturer including mastery of scientific substance, structure and scientific methodology (Muhammad Anwar, 2018). Pedagogic competence according to the National Standards Agency in Abdul Kadir is the ability of lecturers to manage students which includes; (a) understanding insight or educational foundation; (b) understanding of students; (c) curriculum/syllabus development; (d) learning design; (e) implementation of educational and dialogical learning; (f) evaluation of learning outcomes; and (g) developing students to actualize their various potentials (Kadir, 2018).

The National Education System states that universities are obliged to provide education, research, and community service (RI Law No. 20 of 2003 article 20 paragraph 2). Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying humanities values as well as the sustainable culture and empowerment of the Indonesian nation. Tridharma is the obligation of Higher Education to organize education, research, and community service (RI Law No.12 of 2012 article 1 paragraph 9).

In realizing this strategic and large role that can be carried out properly, the role of leadership in developing higher education human resources must have a superior quality leadership style, especially for lecturers as professional educators. One of the main concerns today is the existence of a new leadership style, namely Prophet leadership.

Quality education is highly dependent on the capacity of educational units in transforming students to obtain added value, both related to aspects of thought, feeling, heart, and body. Of the many components of education, teachers and lecturers are very important and strategic factors in efforts to improve the quality of education in each education unit. Regardless of the amount of investment invested in improving the quality of education, without the presence of competent, professional, dignified and prosperous teachers and lecturers, it is certain that the expected goals will not be achieved.

Therefore, the Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers which states that an educator needs to have competence (RI Law No. 14 of 2005 on Teachers and Lecturers Chapter I article 1 paragraph 10). Law No. 14 of 2005 on Teachers and Lecturers also includes competency aspects that need to be possessed by lecturers, namely pedagogical competence, professional competence, personality competence and social competence. Through these dimensions an assessment can be made that can be used to improve competence in supporting performance in teaching and learning activities. Thus, it should be noted that the competence of lecturers will greatly affect the quality and competence of higher education graduates.

Pedagogic competencies are broken down into the ability (a) to understand students, (b) the ability to plan, implement, and assess learning, and (c) the ability to develop students. Personality competences are broken down into a stable and stable personality, wise, dignified, and noble. Then the professional competence is detailed into mastering the science of the field of study and critical study of deepening the content of the field of study. Furthermore, social competence is broken down into the ability to communicate with students, colleagues and the community.

II. Method

This research is a type of exploratory research that is making a model of the achievement index of UHW Perbanas Surabaya lecturers namely structural modeling of personal competencies, social competencies, professionalism competencies and pedagogical competencies. So that we can find out the pattern of relationships to the four latent variables so that it can be a reference to determine the Lecturer Achievement Index (IPD).

The data used in this study are primary data, the results of the survey using a questionnaire. Respondents used in this study were students from the UHW Perbanas Surabaya and had attended odd semester 2019/2020 lectures, many of the respondents used 400 respondents. The variables used in this study consisted of observing variables (indicators) and unobserving variables (latent variables) and are presented in table 1 as follows

Table 1. laten & Manifest Variabel

Laten Variabel	Manifest Variabel
Pedagogical Competencies	The lecturer explains the general objectives and subjects to be taught in accordance with the learning contract. Each beginning of the lecture.
	Lecturers have readiness to give lectures and / or practice / practicum
	Lecturers Have Regular and Orderly Organizing Lectures
	Lecturers Have the Ability to liven up the classroom atmosphere
	lecturer presents the material and answers to questions in class very clearly
	Lecturers utilize learning media and technology
	Lecturers give grades objectively
	Providing feedback on assignments
Professionalism Competencies	The courses taught are in accordance with the area of expertise of the lecturer
	The lecturer is able to convey his wife well and precisely
	Lecturers provide relevant examples of the material being taught
	Lecturers associate other fields / topics with the fields / topics taught with
	Lecturers associate the context of life / real / field with the material being taught
	Lecturers have insight into the skills / scientific development in the field taught
Personality competencies	Lecturers involve students in research
	Lecturers have the authority as a private lecturer
	Lecturers are wise in making decisions
	Lecturers become good role models for students (attitude and behavior)
	Lecturers is always consistent in words and actions
Social Competencies	Lecturers can control themselves in various situations and conditions
	Lecturers have the ability to express opinions

Lecturers are open in criticism, suggestions and opinions
Lecturers know the advantages and disadvantages of students who take their lectures
Lecturers easily communicate well with peers, employees and students
Lecturers have high tolerance related to diversity of students

Data analysis method used in this study is the SEM-PLS method with the help of WARP-PLS 6.0 software. The SEM-PLS method in this study is divided into 3 stages, namely, descriptive analysis, outer model analysis and inner model analysis. Descriptive analysis is used to determine the distribution and exposure of data. Analysis of the outer model is used to see the validity and reliability of each indicator against its latent variable. An indicator is said to be valid and reliable if the loading factor value is more than 0.4, the AVE value is more than 0.5 and the composite reliability value is more than 0.6. Inner model analysis is used to see the relationship between latent variables. In this study, the analysis of the inner model is divided into two namely, hypothesis testing and coefficient of determination. Criteria of the coefficient of determination in this study are based (Guilford, 1987) while the criteria of hypothesis testing in this study use the value of t arithmetic or probability value (Significance), a research hypothesis can be concluded accepted if the significance value <0.05 or t-statistic value > 1.96 with error rate (α) = 0.05. The moderation test in this study uses the subgroup method. The subgroup method is done by dividing the moderating variable into 2 categories, if one of the categories is significant it can be concluded that the variable is moderating.

III. Results

The sample in this study were students of UHW Perbanas Surabaya. UHW Perbanas Surabaya with accreditation A that has been obtained can be a parameter of student perception of lecturer achievement index in measuring the internal relationship of pedagogic, social, professionalism and competencies personality. Sampling in this study uses purposive sampling method, where the criteria for sampling in this study are students who have completed college in the odd semester 2019/2020. The distribution of respondents' data in this study can be seen in the pie chart as follows.

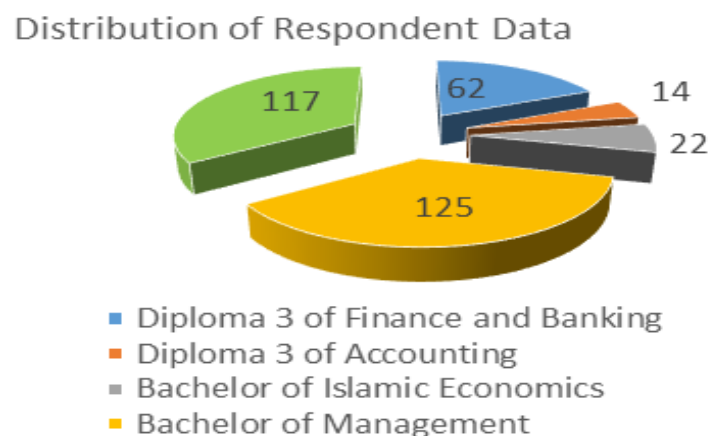


Figure 2. Respondent Data

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Figure 2 informs that the amount of data that can be analyzed is 350 data sets with a response rate of 85%, which is 340 out of 400 target respondents. Respondents with the highest number were undergraduate management as many as 125 respondents (36.67%) and followed by 117 undergraduate accounting (34.41%) followed by D3 in finance & banking, undergraduate in Islamic economics and D3 in Accounting. The data distribution is in accordance with the proportion of the population of each study program at UHW Perbanas Surabaya

Pedagogical Competencies

Pedagogic competencies is one type of competencies that absolutely needs to be mastered by the teacher. Pedagogic competencies is basically the ability of teachers to manage student learning. Pedagogic competencies is a specific competency, which will distinguish teachers from other professions and will determine the level of success of the process and learning outcomes of students. The results of students' perceptions of the pedagogic competencies of UHW Perbanas Surabaya lecturers are as follows:

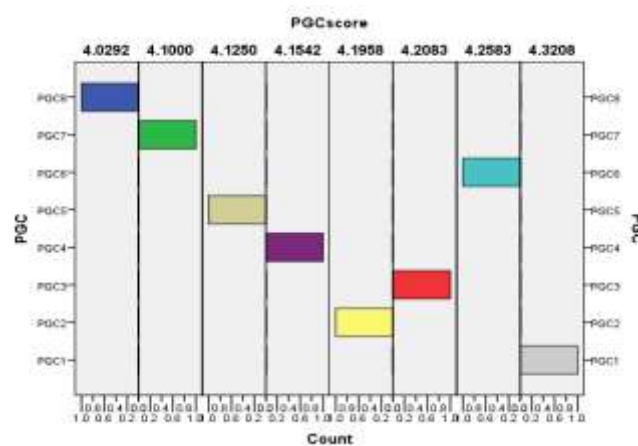


Figure 3. Pedagogical Competencies

Figure 3 informs that all indicators that measure pedagogical abilities of lecturers at UHW Perbanas Surabaya have average values above 4, which can be interpreted that pedagogic competencies possessed by UHW Perbanas Surabaya lecturers are already good. The highest score on PGC 1, this explains that based on students' perceptions that lecturers always initiate recovery by explaining the general objectives and subject matter of the course material to be taught in accordance with the college contract and learning plan. The lowest value is in giving feedback on assignments, then it can be a benchmark of improvement in the composition of the assessment of the assignment and make the assignment assessment rubric so that students feel feedback on the assignments given by the lecturer.

Professionalism Competency

National Education Standards, the explanation of article 28 paragraph 3 point c stated that what is meant by professionalism competencies is the ability to master extensive and in-depth learning material that allows guiding students to meet the competency standards set out in the National Education Standards. The results of students' perceptions of the professionalism competencies of UHW Perbanas Surabaya lecturers are as follows:

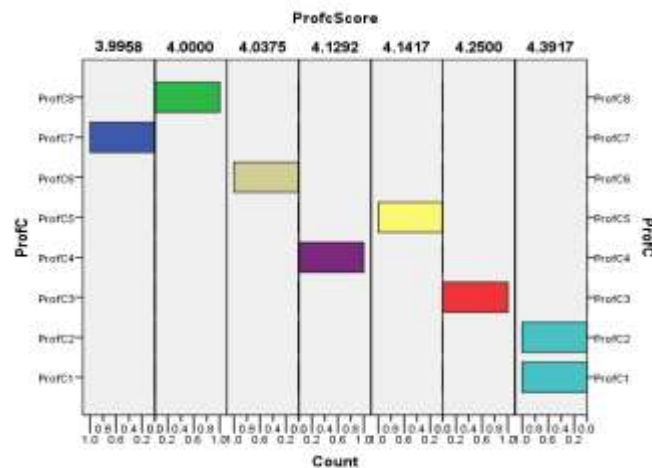


Figure 4. Professionalism Competency

Figure 4 informs that all indicators measuring the professionalism abilities of lecturers at UHW Perbanas Surabaya have an average value of above 4, which can be interpreted that the professionalism competencies possessed by UHW Perbanas Surabaya lecturers are good. The highest score on ProfC1 & ProfC2, this explains that based on students' perceptions that the courses taught are in accordance with the expertise of lecturers and Perbanas lecturers have the ability to explain the subject matter / topics precisely. The lowest value is at point ProfC1, namely, the use of research results to improve the quality of recovery, then it can be used as a benchmark for improving the use of research results to improve the quality of lectures one of them by making textbooks, because one of the points contained in the making textbooks involve research in the writing and discussion of material.

Social Competencies

Social competencies has a close relationship with social adjustment and the quality of interpersonal interactions. Social competencies is one type of competency that must be possessed by lecturers, this competency is an important thing. Ross-Krasnor (Denham et al, 2003) defines social competencies as the effectiveness in interacting, the result of regular behavior that meets the needs of the development period in the short term and in the long term. According to Spencer and Spencer (1993: 36) social competencies is the character of attitudes and behavior or willingness and ability to build sympathy for cooperation with others which are relatively stable when facing workplace problems that are formed through the synergy between character and self-concept, internal motivation, and conceptual social knowledge capacity. The results of student perception of the social competencies of UHW Perbanas Surabaya lecturers are as follows:

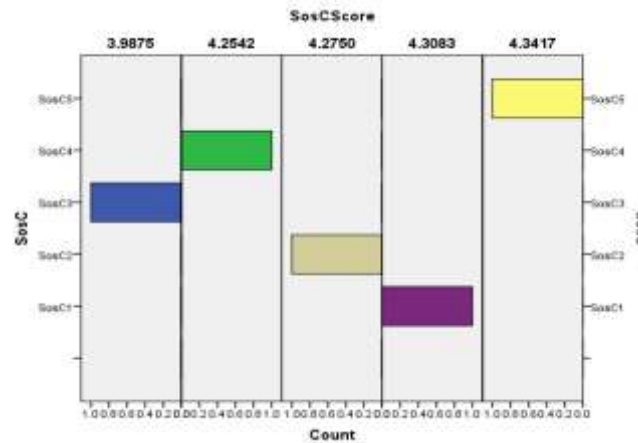


Figure 5. Social Competencies

Figure 5 informs that all indicators that measure the social abilities of lecturers at UHW Perbanas Surabaya have an average value of above 4, which can be interpreted that the professionalism competencies of UHW Perbanas Surabaya lecturers are good. The highest score on SosC5, this explains that based on students' perceptions that lecturers at UHW Perbanas Surabaya are tolerant of students' graciousness, have quite high social abilities because the point of all high social abilities is tolerance of diversity. The lowest value is found in the SosC3 point, which is, Get to know students who take their lectures. Furthermore, it can be a benchmark for improvement. Get to know students who take their lectures in the context of the teaching and learning process, which can be interpreted to recognize the ability of each student being taught so that the speed in the delivery of material can be accepted by all students, High diversity in UHW Perbanas Surabaya because of UHW Perbanas Surabaya students come from various cities in Indonesia with different cultural backgrounds and abilities. One way to get to know the students being taught is to do a pre-test and post-test of every material taught, so that the lecturer is able to measure class ability and can choose a method that is able to achieve learning objectives with class conditions at that time.

Personality competencies

Personality competencies is competencies related to the personal behavior of the teacher or lecturer himself who later must have noble values so that they radiate in daily behavior (Roqib & Nurfuadi, 2009) Personal competencies, meaning a steady personality attitude so that it can become a source of intensification for subject competency. In this case means having a personality that is exemplary, able to carry out leadership. With personality competencies, the teacher or lecturer will be an example and role model, and arouse the learning motivation of students in competencies. Therefore, a lecturer is demanded through attitudes and actions to make himself as a role model and follow the people he leads.

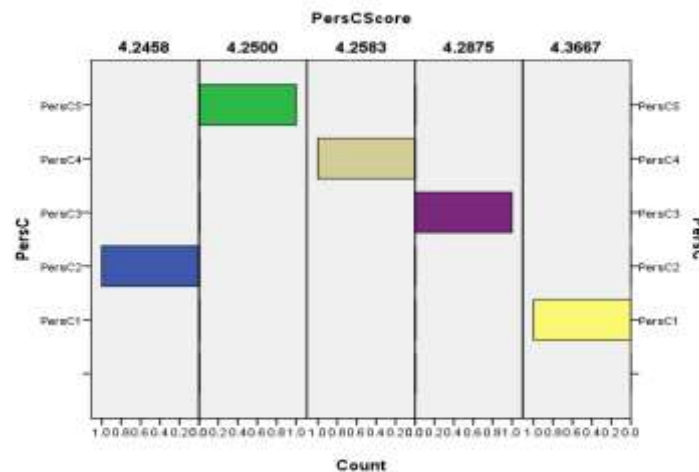


Figure 6. Personality competencies

Figure 6 informs that all indicators that measure the personal ability of lecturers at UHW Perbanas Surabaya have an average value above 4.2, which can be interpreted that the personality competencies of UHW Perbanas Surabaya lecturers are very good. The highest score on PersC1, this explains that based on students' perceptions that lecturers at UHW Perbanas Surabaya have an authority as a lecturer. Authority as a lecturer is a very crucial character for a lecturer. Because with high authority as a lecturer, the character formation that will be applied by the lecturer will be easily shaped on students who are taught, authoritative not have to be a feared killer lecturer, authority is to create a conducive atmosphere mentally and in mind so that it can cause motivation student learning that will produce the majority of student work is not totem to parte, because totem to parte will not have a significant impact on overall student change. The lowest value is found in the PersC2 point, namely, wisdom in decision making. In this personality competency, it cannot be concluded that the wisdom in making STIE lecturers' decisions is still low, because the PersC2 value of 4.258 is relatively high. The conclusion obtained is that the personality of UHW Perbanas Surabaya lecturer that based on student's acceptance can be well received. Competency Personality competencies is the most important point in the teaching and learning process, because without a good personality will have a very fatal impact on the growth of students' character.

In this study, after we describe the pedagogic, professionalism, social and personalities of lecturers based on student perceptions, we will then look at the pattern of relationships between the four abilities possessed by UHW Perbanas Surabaya lecturers. The method used to analyze the relationship between the four capabilities uses the SEM-PLS method with the help of WARP-PLS 6.0 software. The SEM-PLS method in this study consists of an outer model analysis and an inner model analysis.

Outer Model analysis

Outer model analysis in this study uses the confirmatory factor analysis (CFA) method because the indicators used are reflexive. The confirmatory factor analysis (CFA) method consists of validity and reliability tests, validity tests use convergent validity and discriminant validity measures while reliability tests use reability validity measures. The results of the confirmatory factor analysis using Warp-PLS 6.0 are as follows:

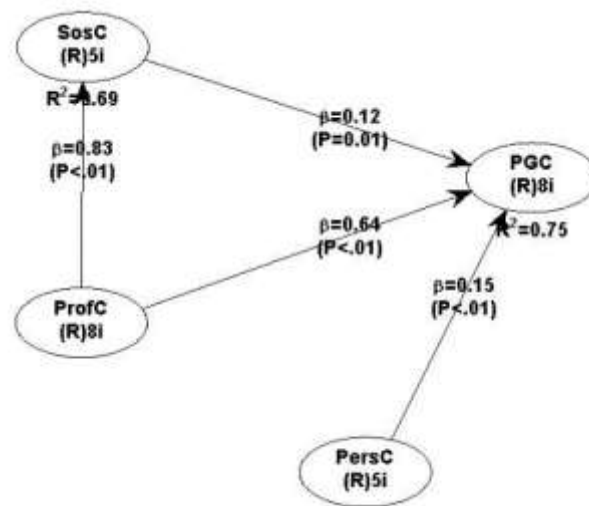


Figure 7. confirmatory factor analysis

Figure 7 informs that the structural model can be written as follows:

$$PGC = 0.64 (\text{ProfC}) + 0.12 (\text{SosC}) + 0.15 (\text{PersC}) + e$$

$$\text{SosC} = 0.83 (\text{ProfC}) + e$$

Information

PGC : Pedagogic Competencies

SosC : Social Competencies

PersC : Personality Competencies

ProfC : Professionalism Competencies

The results of the outer model analysis using the confirmatory factor analysis (CFA) method can be seen in table 2 as follows:

Table 2. Outer Model Analysis

Variable	Indicator	Loading Factor				AVE	CA	CR	R-square
		PC	ProfC	SosC	PersC				
PGC	PG.C1	0.756	-0.306	0.218	0.032	0.634	0.917	0.933	0.751
	PG.C2	0.834	0.149	-0.045	-0.134				
	PG.C3	0.769	0.056	0.037	0.058				
	PG.C4	0.787	-0.035	0.047	0.017				
	PG.C5	0.819	-0.197	0.027	-0.126				
	PG.C6	0.775	0.042	0.073	-0.081				

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	PG.C7	0.855	0.127	-0.099	-0.002				
	PG.C8	0.772	0.144	-0.241	0.254				
ProfC	Prof.C1	0.267	0.764	0.404	0.156	0.659	0.925	0.939	
	Prof.C2	0.127	0.844	0.269	0.002				
	Prof.C3	0.031	0.847	-0.084	0.125				
	Prof.C4	-0.017	0.85	-0.149	0.042				
	Prof.C5	-0.125	0.861	-0.1	0.012				
	Prof.C6	-0.136	0.816	-0.169	-0.118				
	Prof.C7	0.017	0.764	-0.174	-0.125				
	Prof.C8	-0.16	0.737	0.026	-0.109				
PersC	Pers.C1	0.078	-0.19	0.865	0.03	0.761	0.921	0.941	
	Pers.C2	0.004	0.149	0.872	0.052				
	Pers.C3	0.008	-0.132	0.881	-0.166				
	Pers.C4	0.005	0.036	0.879	0.01				
	Pers.C5	-0.095	0.138	0.864	0.077				
SosC	Sos.C1	-0.031	0.119	0.134	0.85	0.71	0.898	0.924	0.686
	Sos.C2	-0.107	0.235	0.042	0.863				
	Sos.C3	0.07	-0.134	-0.278	0.788				
	Sos.C4	0.096	-0.153	-0.176	0.858				
	Sos.C5	-0.022	-0.078	0.257	0.853				

Source. Process by Warp-PLS 6.0

Validity

Based on table 2 informs that all loading factor indicator values measuring each of the latent variables are more than 0.4 and all AVE values of each latent variable are more than 0.5, it can be concluded that each indicator that measures the latent variable all meets the convergent criteria validity. Table 2 informs that all loading factor indicator values that measure latent variables are greater in value than measuring other latent variables. This shows that all indicators that measure each of the latent variables meet validiy discriminant criteria. Table 2 informs that all composite rebility and Croncbach alpha values are more than 0.5, this shows that all latent variables meet the criteria of reliability validity.

The analysis result of conformatory factor analysis informs that the indicators that measure each latent variable (Pedagogic, professionalism, social and personality) are valid, this is demonstrated by the fulfillment of convergent validity criteria and discriminant validity. conformatory analysis of factor analysis informs us that the indicators that measure each of their latent variables (Pedagogic, professionalism, social and personality) are reliable, this is demonstrated by fulfilling the criteria of reliability validity. From the results of the conformatory factor analysis it can be concluded that all indicators can measure the latent variables properly.

Inner Model

Confirmatory results show that all indicators are valid and reliable, then an inner model analysis will be performed. Analysis of the inner model in this study is divided into 2 stages, namely the coefficient of determination and hypothesis testing

Coefficient of Determination

The coefficient of determination is used to see the effect of independent variables on the dependent variable. Based on Figure 7, informing that the coefficient of determination is divided into 2, namely the effect of professionalism competencies on social competencies of 0.686 (68.6%) means that there are other factors not included in the model of 31.4% which are not included in the model and are explained by error. The coefficient of determination of 0.686 can be concluded that the effect of professionalism competencies on social competencies is strong. The influence of professionalism competencies, social competencies and personality competencies influence pedagogical competencies of 0.751 (75.1%) means that there are other factors not included in the model of 24.9 % which is not included in the model and is explained by an error. The coefficient of determination of 0.751 can be concluded that together the influence of professionalism competencies, social competencies and personality competencies on pedagogical competencies is strong.

Hypotesis Testing

Hypothesis testing in this study is divided into 3 namely, direct influence, moderation variable test and mediation variable test. Hypothesis testing criteria in this study using the value of t arithmetic or probability value (Significance), a research hypothesis can be concluded accepted if the significance value <0.05 or t-statistic value> 1.96 with an error rate (Alpha) = 0.05. The moderation test in this study uses the interaction method while the mediation test in this study uses the Variance Accounted For (VAF) method, a variable can be concluded as an intervening variable if the VAF value is more than 0.2 As for the hypothesis of the direct effect of WarpPls 6.0 results as follows:

Table 3. Hypotesis Testing 1-4

Variabel	Path Coeficient	Pvalue	Conclusion
Professionalism --> Pedagogic	0.635	<0.001	Affected
Social --> Pedagogic	0.118	0.014	Affected
Personality --> Pedagogic	0.152	0.02	Affected
Professionalism --> Sosial	0.828	<0.001	Affected

Source. Process by WarpPls 6.0

Professionalism Competencies On Pedagogic Competencies

The first hypothesis test informs that the coefficient value of the professionalism competency path towards pedagogical competence is 0.635 with a p value of <0.001 less than alpha = 0.05 (hypothesis 1 is accepted). These results indicate that professionalism competence has a positive effect on pedagogic competence and can mean that every time there is an increase in professionalism competence, lecturer pedagogic competence will increase as well and vice versa. Lecturers are a unique profession because there are so many competencies that they must have in preparing assignments prepared by future generations. A generation that of course has a different competition and social culture from the lecturer himself. The success or failure of lecturers in doing the assignment depends on themselves. Therefore, lecturers must have professional competence in accordance with their profession as lecturers which can be concluded as separate knowledge, skills and thoughts that must be possessed, internalized, and mastered by lecturers in carrying out the duties of Higher Education Tri Dharma, namely as education / education, research and community service based on Article 60 of Law no. 14 of 2005

concerning Teachers and Lecturers.

Social Competencies On Pedagogic Competencies

The second hypothesis test informs that the value of the path coefficient of social competence towards pedagogical competence is 0.118 with a p value of <0.014 less than $\alpha = 0.05$ (hypothesis 2 is accepted). These results indicate that social competence has a positive effect on competence and can mean that every time an increase in social competence, the pedagogical competence of lecturers will increase as well and vice versa. Social competence is the character of attitude and behavior or the will and ability to build cooperation nodes with others which are relatively stable when facing workplace problems that are formed through the synergy between character and self-concept, internal motivation, and conceptual social knowledge capacity. The limitation of social competence is the ability to make social relations with students, colleagues, employees and the community to support education. Whereas sub competence is the ability to respect social diversity and environmental conservation, express opinions coherently, efficiently and clearly, the ability to respect the opinions of others, the ability to manage the classroom atmosphere, the ability to foster a work atmosphere, and the ability to encourage community participation. Social competence is inseparable from the character and attitudes that are inherited by people who are influenced by the social situation at work, the condition of social groups, social tasks and individual circumstances to adapt to various work environment conditions. Furthermore, it can be stated that the teaching staff or lecturers who have high social competence are able to build good and stable cooperation when they experience problems in their workplaces. Good social competence will give birth to good pedagogical competence and bring success to students.

Personality Competencies On Pedagogic Competencies

The third hypothesis test informs n that the value of the personality competency path coefficient on pedagogical competence is 0.152 with a p value of <0.02 less than $\alpha = 0.05$ (hypothesis 3 is accepted). These results indicate that personality competence has a positive effect on pedagogic competence and can mean that every time there is an increase in personality competence, the pedagogical competence of lecturers will increase as well and vice versa. Personality competence in English is a combination of personal words (personality), personality, personality, and competency (Competence), which means skills, abilities, competencies or authority (Jhon, 2000). Personality means the intrinsic nature of an individual which is reflected in his attitudes and actions which distinguish him from others. Mc Leod, as quoted by Muhibbin Syah, defines personality as a characteristic that a person has. Another word that is very close to personality is character and identity (Syah, 2013). A solid personality of a lecturer will set a good example for students and society, lecturers will appear as someone who deserves to be obeyed and exemplified so that personality competence is an absolute thing to be owned by a lecturer because it is the most important factor for student success. In this connection, Sagala (2011) said that personality includes all elements, both physical and psychological so that personality will also determine whether lecturers become good educators or vice versa to actually destroy their students.

Professionalism Competencies On Social Competencies

The fourth hypothesis test informs us that the coefficient value of the professionalism competency path towards social competence is 0.828 with a p value of <0.001 less than $\alpha = 0.05$ (hypothesis 4 is accepted). These

results indicate that professionalism competence has a positive effect on social competence and can mean that every time there is an increase in the professionalism competence of lecturers, the social competence of lecturers will increase as well and vice versa.

The moderation test in this study uses the sub group method in which the value used to determine the sub group method is the factor score obtained from the factor analysis. Factor analysis itself is a technique to describe the relationship of diversity among several variables in a small number of factors. In this study, factor analysis is used to classify personality competencies based on score factor scores. The first group of personality competencies is obtained from a score factor score less than the first group of personality competencies obtained from a score factor score of less than zero and is categorized as a personality below the average (low). zero and categorized as a personality below the average (low). The first group of personality competencies is obtained from a score factor of more than X zero and categorized as personality above average (low). The moderation test results using the subgroup method are presented in figures 8 & 9 and table 4 as follows:

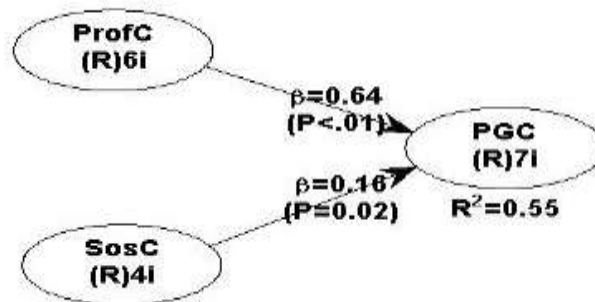


Figure 8. High Personality Sub Group Method

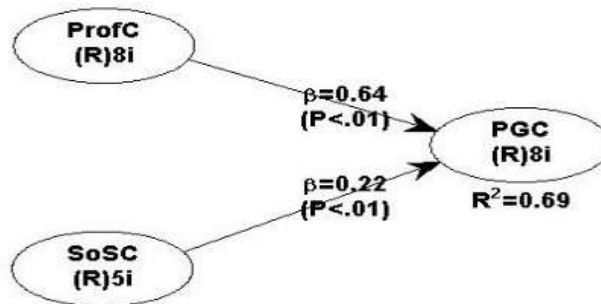


Figure 9. Low Personality Sub Group Method

Table 4. Hypotesis Testing 5-6

Variabel	Path Coefficient	Pvalue	Conclusion
Sub Group Low Personality			
Professionalism --> Pedagogic	0.644	<0.001	Affected
Social --> Pedagogic	0.164	0.02	Affected
Sub Group High Personality			
Professionalism --> Pedagogic	0.638	<0.001	Affected

Sosial --> Pedagogic	0.221	<0.001	Affected
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Source. Process by WarpPls 6.0

Personality Competencies Moderates Professionalism Competencies On Pedagogical Competencies

The fifth hypothesis test informs us that the coefficient value of the professionalism competency pathway towards pedagogical competence in high personalities is 0.644 with a p value of <0.001 less than alpha = 0.05. the value of the path coefficient of professionalism competence towards pedagogical competence in low personalities is 0.638 with a significance value / p value of <0.001 less than alpha = 0.05. based on the criteria of moderating test using the subgroup method, it can be concluded that personality competence moderates professionalism competence towards pedagogical competency (Hypothesis 5 is accepted).

The solid personality of a teacher will provide a good example to students and society, the teacher will appear as a person who deserves to be obeyed and exemplified so that personality competence is an absolute thing for a teacher or lecturer to have because it is the most important factor for the success of participants students. In this regard, Sagala (2011) says that personality includes all elements, both physical and psychological so that personality will also determine whether a teacher or lecturer is a good educator or vice versa, becomes a destroyer of their student

Personality competencies moderate the influence of social competencies on pedagogical competencies

The sixth hypothesis test informs us that the coefficient value of the social competency pathway towards pedagogical competence in high personalities is 0.644 with a significance value / p value of 0.02 less than alpha = 0.05. the value of the path coefficient of social competence towards pedagogical competence in low personalities is 0.221 with a value / pvalue of <0.001 less than alpha = 0.05. based on the criteria of moderating test using the subgroup method, it can be concluded that personality competence moderates social competence towards pedagogic competence (Hypothesis 6 is accepted)

The personality of a teacher is the basic asset for teachers in carrying out their teacher duties professionally because educational activities are basically personal communication between teachers and students. The essence of the teacher's personality all boils down to the personal intern of the teacher. Some of the competencies possessed by teachers as mentioned in paragraph one above, in the end will be more determined by their personality. The appearance of the teacher's personality will more influence the children's interest and enthusiasm in participating in learning activities so that it has a significant effect on improving performance.

IV. Conclusion

The results of the study showed that UHW Perbanas Surabaya as a private university that represented the phenomenon of tertiary institutions bearing the accreditation status of Institution A, students' prescriptions concluded that the UHW Perbanas Surabaya lecturers had the four competencies needed as a lecturer, very good, this was indicated by the fourth average The competency of UHW Perbanas Surabaya lecturers in Surabaya is more than 4. Based on the analysis of the outer model, all indicators are valid and reliable for latent variables, this is shown by all criteria of the outer model analysis being fulfilled. The results showed that of the 7 hypotheses, 1 hypothesis was rejected, that is, social competencies did not mediate the relationship of professionalism competencies to pedagogical competencies. 6 hypotheses accepted, among others, professionalism competencies influences pedagogic competencies, social competencies influences pedagogic

competencies, personality competencies influences pedagogic competencies, professionalism competencies influences social competencies , personality competencies moderates the relationship of professionalism competencies on pedagogic competencies and personality competencies moderates competency relations social to pedagogic competencies . From the results of the above research, the personality of a lecturer is the basic capital for lecturers in carrying out their professionalism duties in a professionalism manner because educational activities are basically personal communication between lecturers and students. The essence of the lecturers 'personality all empties into the lecturers' internal internals. Some of the competencies possessed by lecturers as mentioned above, in the end will be more determined by the personality they have. This is indicated by the results of the study which concluded that personality competencies moderate the influence of professionalism and social competencies on pedagogical competencies. The lecturer's personality appearance will more influence the interest and enthusiasm of children in participating in learning activities so that it has a significant influence on improving performance.

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