

Students' Perceptions of Lecturer Achievement Index in Surabaya Private Universities

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Abstract: *This study analyzes the relationship pattern of lecturers' competencies, namely, pedagogic, professionalism, social and personality competency. The sampling method in this research is purposive sampling method. The sample in this study is students in Surabaya private universities who have attended lectures in odd semester 2019/2020. The data analysis technique used is SEM-PLS, subgroups for moderation test and VAF for mediation tests. Samples obtained in this study were 350 students that were distributed to 5 study programs at Surabaya Private Universities. The results showed that the Surabaya private universities lecturer had 4 competencies needed as a lecturer and his grades were very good. This is indicated by the average of the four competencies is more than 4. The results of the study indicate that the criteria of validity and reliability of the model are met. This informs that all indicators can measure the latent variables properly. Based on the hypothesis testing, professionalism, social and personality competencies influence pedagogical competencies. Moreover, professionalism competencies affect social competencies, but social competencies do not influence the relationship of professionalism competencies to pedagogical competencies. The results of the study also inform that personality competencies moderates the influence of professionalism competencies and social competencies on pedagogical competencies. Furthermore, the personality of a lecturer is the basic asset for lecturers in carrying out their duties as lecturers in a professionalism manner. This is because educational activities are basically personal communication between lecturers and students. The essence of the personality of the lecturer all empties into the internal personal lecturers. The appearance of the lecturer personality will affect the interest and enthusiasm of the students more in participating in learning activities.*

Keywords: *pedagogical competencies, professionalism competencies, social competencies, personality competencies.*

I. Introduction

Lecturer is a crucial component in the teaching and learning process, plays an enormous role in the formation of quality human resources in the field of development, and is one of the elements that plays an active role and positions itself as a professionalism, according to the demands of a dynamic society. The purpose is addressed to lecturers, not only in understanding the material delivered but also demanded in the ability to make designs and maximize the use of various media and learning resources, design optimal learning strategies and be able to explore the potential of students so that they can benefit the nation and country (Sanjaya, 2016).

In carrying out its role as: the facilitator who provides facilities for students in the teaching and learning process; mentors who help students overcome difficulties in the learning and teaching process; a model that is able to provide a good example to students; and motivators who helped disseminate reform efforts to the community

(Suyanto and Jihad, 2013). Global lecturer competencies consist of; able to get to know students in depth; able to master the field of science taught through teaching materials that have been adapted to the college curriculum; able to arrange planning and implementation of the chase properly; evaluating the teaching and learning process as well as making continuous improvements; develop personality and professionalism in a sustainable manner (Naim, 2009).

Student perception is a response to the way lecturers teach in the learning process which is the result of sensing, then interpreted and understood by students as a learning experience, because students' perceptions about the implementation of lecturer learning process affect student actions and behavior in the learning process. Quality of Education requires the attention of all parties, especially the government and education staff. According to Aziz (2014), the quality of education is created well if all components of Education together make changes for the better.

Law No. 14, 2005, Article 10, Paragraph 1 explains that the government has formulated four types of lecturer and lecturer competencies namely pedagogical competencies, professionalism competencies, personality competencies and social competencies. The four competencies are explained in detail in Government Regulation No. 19 of 2005 which explains the National Education Standards. According to Suyanto & Jihad (2013), competencies is basically a description of what is done, and what forms can be seen. According to Abdorrahman (2010) lecturer competencies is a combination of personal, social and spiritual abilities, technology, science that forms the standard competency of the lecturer profession, mastery of the material taught, understanding the condition of students, teaching and learning activities that educate, develop personality and profession.

Pedagogical competencies are the ability of lecturers which includes mastery of the field of science and its application as well as how to transfer knowledge in teaching and learning activities to students (Istiqomah & Sulton, 2013). Lecturer pedagogical competencies include an understanding of the field of science, understanding of students, curriculum development, the ability to plan and implement teaching and learning activities, the ability to evaluate learning outcomes, and the development of students by exploring the potential of students so that they become competent graduates (Suyanto & Jihad, 2013).

Article 60 of Law No. 14 of 2005 concerning Lecturers and Lecturers states that lecturer Professionalism Competencies is (a) conducting tri dharma of higher education namely, education, research and community service; (b). Plan, implement the learning process, and assess and evaluate learning outcomes; (c). Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art; (d). Acting objectively and not discriminating against religion, ethnicity, race, certain physical conditions, gender, socioeconomic background of students in teaching and learning activities; (e). Always upholding the laws and regulations, the code of ethics, the law, religious values and ethics; (f). Always try to maintain and foster national unity and integrity.

The Ministry of National Education (2004: 4) states that Social Competencies is knowledge, skills and basic values that are reflected in the habits of thinking and acting. Social competencies can be interpreted the ability of individuals to cooperate, build social interaction with the surrounding environment by using knowledge about themselves and skilled and able to communicate well with a sense of empathy. Those who are socially competent are able to utilize environmental resources in the form of talents and learning outcomes in the form of adaptation such as understanding and dealing with social situations precisely which are manifested in the form of appropriate and accurate behavior.

In addition to pedagogic, professionalism and social competencies, lecturers have personality characteristics that greatly influence the success of human resource development. 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 competencies 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: 33) 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.

The personality of a lecturer is the basic capital for lecturers in carrying out their lecturer training professionally because educational activities are basically personal communication between lecturers and students. The essence of the personality of the lecturer all empties into the internal personal lecturers. Some of the competencies possessed by lecturers will ultimately be determined more by the personality they have. The appearance of the lecturer personality will affect the interest and enthusiasm of the student more in participating in the learning activities so that it has a significant influence on improving performance (Baso, 2017 and Udiyono, 2011).

Framework of Research and Hypotheses

Based on the background and literature review above, the following framework can be written:

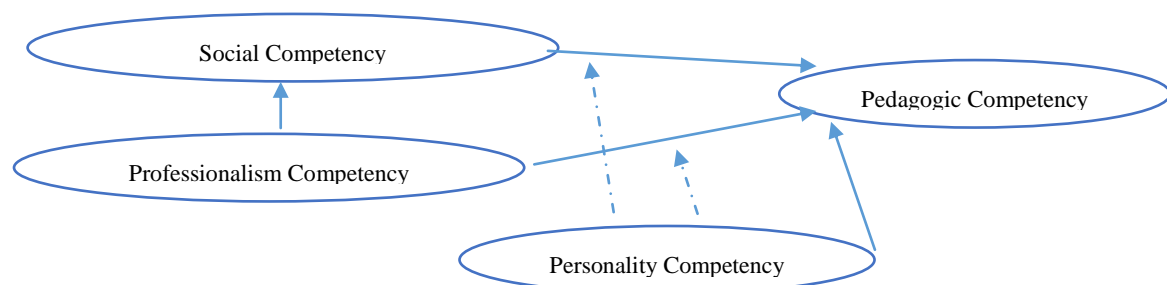


Figure 1. Framework of Research

Based on the background, the literature review framework above, the research hypothesis can be written as follows:

- H1 : Professionalism Competencies affect pedagogical competencies
- H2 : Social competencies affect pedagogical competencies
- H3 : Personality competencies influence pedagogic competencies
- H4 : Professionalism competencies affect social competencies
- H5 : Personality competencies moderate professionalism competencies on pedagogical competencies
- H6 : Personality competencies moderate social competencies on pedagogic competencies
- H7 : Social competencies mediate professionalism competencies against pedagogical competencies

II. Method

This research is a type of exploratory research that is making a model of the lecturers' achievement index of Surabaya Private Universities namely structural modeling of personal competencies, social competencies, professionalism competencies and pedagogical competencies. Consequently, 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.

The data used in this study are primary data, the results of the survey using a questionnaire. Respondents used in

this study were 350 students from the Surabaya Private Universities and had attended odd semester 2019/2020 lectures. 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 in the 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 course well and precisely
	Lecturers provide relevant examples of the material being taught
	Lecturers associate other fields / topics with the fields / topics taught with the fields
	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 analyse 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 Surabaya Private Universities. Surabaya Private Universities 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 personality competencies. 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.

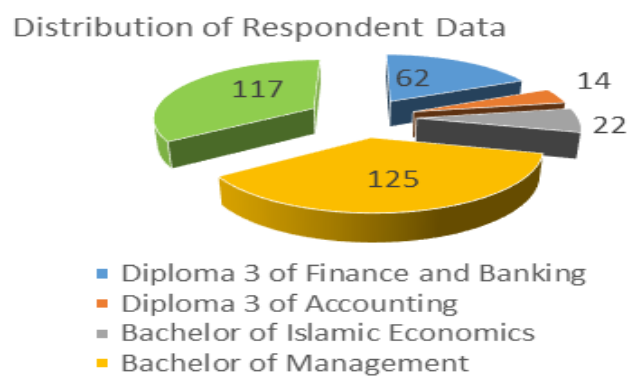


Figure 2. Respondent Data

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 majoring in management as many as 125 respondents (36.67%) and followed by 117 accounting department student (34.41%), followed by Diploma 3 in finance & banking, undergraduate in Islamic economics and Diploma 3 in Accounting. The data distribution is in accordance with the proportion of the population of each study program at Surabaya Private Universities.

Pedagogical Competencies

Pedagogic competencies are one type of competencies that absolutely needs to be mastered by the lecturer. Pedagogic competencies are basically the ability of lecturers to manage student learning. Pedagogic competencies are a specific competency, which will distinguish lecturers 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 lecturers in Surabaya Private Universities are as follows:

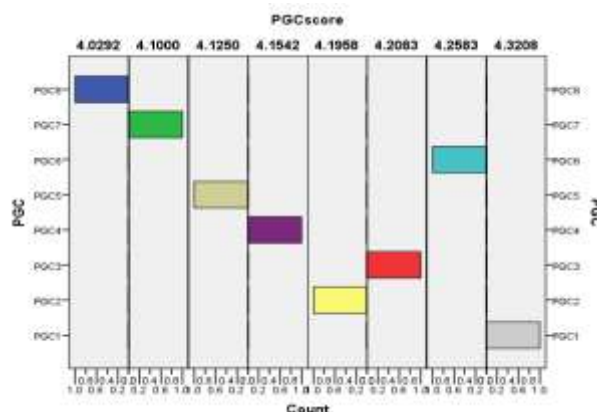


Figure 3. Pedagogical Competencies

Figure 3 informs that all indicators that measure pedagogical abilities of lecturers at Surabaya Private Universities have average values above 4, which can be interpreted that pedagogic competencies possessed by lecturers of Surabaya private universities 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 lecturers in Surabaya private universities are as follows:

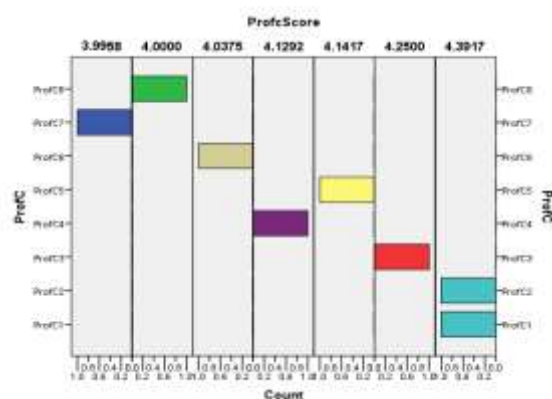


Figure 4. Professionalism Competency

Figure 4 informs that all indicators measuring the professionalism abilities of lecturers at Surabaya Private Universities have an average value of above 4, which can be interpreted that the professionalism competencies possessed by lecturers in Surabaya Private universities 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 the 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, such as 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 have a close relationship with social adjustment and the quality of interpersonal interactions. Social competencies are 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 lecturers in Surabaya Private universities are as follows:

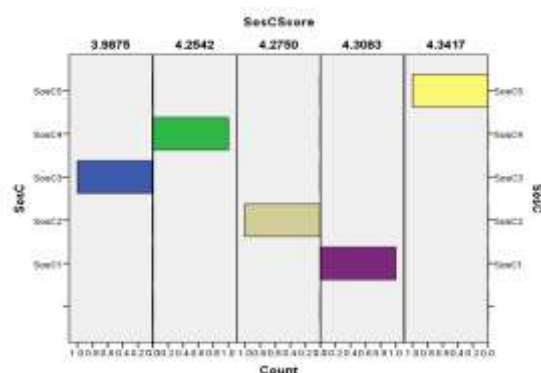


Figure 5. Social Competencies

Figure 5 informs that all indicators that measure the social abilities of lecturers at Surabaya Private Universities have an average value of above 4, which can be interpreted that the social competencies of lecturers at Surabaya private universities are good. The highest score on SosC5, this explains that based on students' perceptions that lecturers at Surabaya Private Universities 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 Surabaya Private universities because of the 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 lecturer 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 lecturer 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.

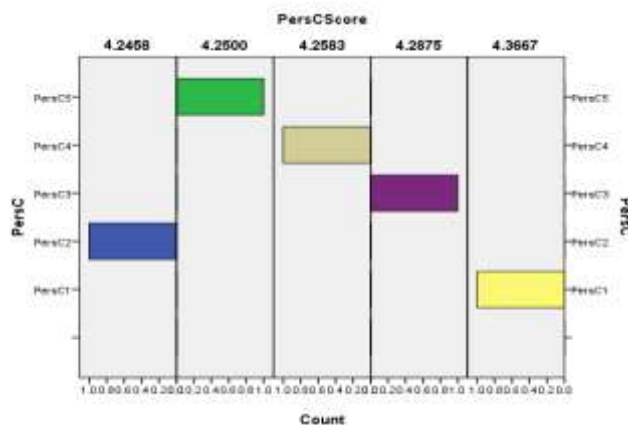


Figure 6. Personality competencies

Figure 6 informs that all indicators that measure the personal ability of lecturers at Surabaya Private Universities have an average value above 4.2, which can be interpreted that the personality competencies of Surabaya Private universities lecturers are very good. The highest score on PersC1, this explains that based on students' perceptions that lecturers at Surabaya Private Universities 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 lecturers' decisions is still low, because the PersC2 value of 4.258 is relatively high. The conclusion obtained is that the personality of Surabaya Private universities lecturers that based on student's acceptance can be well received 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 Surabaya Private universities 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 reliability validity measures. The results of the confirmatory factor analysis using Warp-PLS 6.0 are as follows:

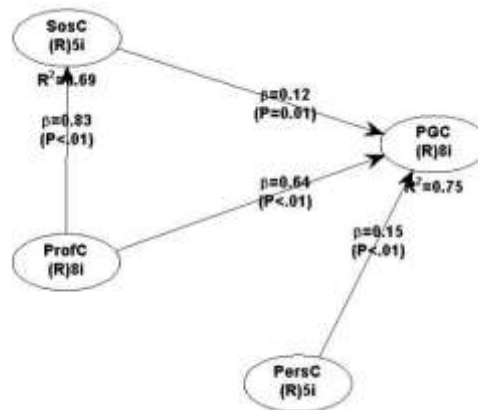


Figure 7. confirmatory factor analysis

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				
	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

Convergent Validity

Convergent validity is used to find out or test whether one construct and the other construct are the same or not the same. An indicator meets the convergent validity criteria, if the factor loading value is more than 0.4 and the Average Variance Extracted (AVE) value is more than 0.5, if the AVE value is less than 0.5 then the model is modified by removing the smallest indicator gradually until getting the AVE value more than 0.5. 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.

Discriminant Validity

Discriminant Validity aims to determine whether the constructs overlap with each other and there is a tendency to measure the same or not competencies. An indicator meets criteria of discriminant validity, if the loading factor value of the variable measured is higher than the value of the loading factor to other variables. 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 validity discriminant criteria.

Reability Validity

Reliability shows the consistency and stability of a score (measurement scale). A questionnaire is said to be reliable if a person's answer to a statement is consistent or stable from time to time. A reliable instrument is an instrument that if tried repeatedly on the same group will generate the same data with the assumption that there is no psychological change to the respondent. An indicator meets the criteria of reliability validity, if the composite reliability value is more than 0.5 and is supported with a Cronbach alpha value of more than 0.6. If the validity criteria are not met, the model is modified by gradually increasing the AVE value to obtain a composite reliability value of more than 0.5. Table 2 informs that all composite reliability and Cronbach alpha

values are more than 0.5, this shows that all latent variables meet the criteria of reliability validity.

The analysis result of confirmatory 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. Confirmatory 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 confirmatory 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 analyse 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% 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 % 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 --> Social	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, research and community service based on Article 60 of Law no. 14 of 2005 concerning Lecturers 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 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 to good pedagogical competence and bring success to students.

Personality Competencies On Pedagogic Competencies

The third hypothesis test informs 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) 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. McLeod, 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. The first group of personality competencies is obtained from a score factor less than the first group of personality competencies obtained from a score factor of less than zero and is 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:

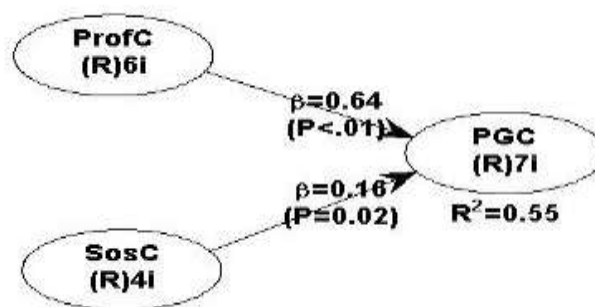


Figure 8. High Personality Sub Group Method

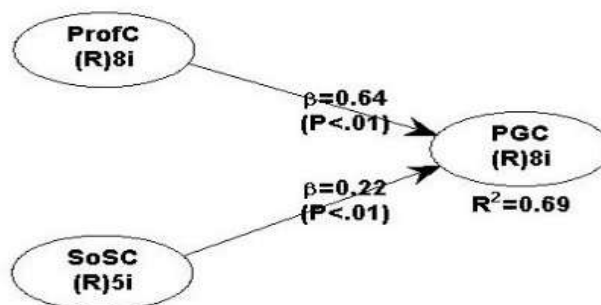


Figure 9. Low Personality Sub Group Method

Table 4. Hypotesis Testing 5-6

Variabel	Path Coeficient	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
Social --> Pedagogic	0.221	<0.001	Affected

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 moderate professionalism competence towards pedagogic competency (Hypothesis 5 is accepted).

The solid personality of a lecturer will provide a good example to students and society, the lecturer will appear as a person who deserves to be obeyed and exemplified so that personality competence is an absolute thing for a lecturer to have because it is the most important factor for the success of the students. In this regard, Sagala (2011) says that personality includes all elements, both physical and psychological so that personality will also determine whether a 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 moderate social competence towards pedagogic competence (Hypothesis 6 is accepted).

The personality of a lecturer is the basic asset for lecturer in carrying out their duties professionally because educational activities are basically personal communication between lecturer and students. The essence of the lecturer 's personality all boils down to the personal intern of the lecturer. Some of the competencies possessed by lecturer as mentioned in paragraph one above, in the end will be more determined by their personality. The appearance of the lecturer's personality will more influence the students 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 the Surabaya Private universities lecturers had the four competencies needed as a lecturer. This was indicated by the average of the competency of Surabaya Private universities lecturers 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 influence pedagogic competencies, social competencies influence pedagogic competencies, personality competencies influence pedagogic competencies, professionalism competencies influence social competencies, personality competencies moderate the relationship of professionalism competencies on pedagogic competencies and personality competencies moderate competency relations social to pedagogic competencies. From the results of the above research, the personality of a lecturer is the basic asset 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' 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 students in participating in learning activities so that it has a significant influence on improving performance.

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