

**THE ACADEMIC QUALITY ASSURANCE:
EVALUATION OF LECTURER PERFORMANCE IN TEACHING
LEARNING ACTIVITY IN GRADUATE SCHOOL, UNIVERSITAS
GADJAH MADA**

Ana Anggraini¹, Kirbani Sri Brotopuspito², Sri Suning Kusumawardani³

1. Master Program of Higher Education Management, Graduate School of UGM

2. Faculty of Mathematics and Natural Science, UGM

3. Faculty of Engineering UGM

Email: anapasca@ugm.ac.id

ABSTRACT

The aims of the research is to identify the implementation of academic quality assurance on the evaluation of lecturer performance in teaching learning activity and to study the effectiveness of the lecturer performance components as an indicator of the teaching learning quality in Graduate School, Universitas Gadjah Mada.

The research was conducted in five study programs of Graduate School, namely Religion and Cross Culture, Media and Cultural Studies, National Resilience, Extension and Development Communication Studies Program, also Environmental Studies Program. The variables were selected based on the quality assurance standard, issued by Board of Higher Education, not only to evaluate the lecturer performance but also to evaluate the study program performance. The variable consists of three elements, namely the Teachers and Lecturers Act 14 of 2005 (competence of pedagogic, professional, personality, and social), BAN-PT accreditation standard (Standard 4: Human resources and standard 7: research and community service), and the citation index based on Scopus and Google scholar. This research employed the descriptive analytic method with qualitative and quantitative approach as well as interview to obtain real data.

The result showed that the performance of lecturers under the Teachers and Lecturers Act 14 of 2005 and BAN-PT accreditation standard achieved good results, while the performance for the citation index lecturer needed to be improved. Component of input variable namely BAN-PT accreditation standard and citation index may reflect the effectiveness of the quality of teaching learning in the variable output, in particular for pedagogical and professional competence based on the Teachers and Lecturers Act 14 of 2005. It was proved that 100 students as respondent from five study programs gave high results namely 92.91 for pedagogic competence and 91.3 for professional competence.

Keywords: quality assurance, lecturer competence, accreditation standards, citation index

INTRODUCTION

Universitas Gadjah Mada (UGM) as the oldest university in Indonesia had carried out the academic quality as it was always trying to implement its quality continuously. It was clearly stated in the target of UGM strategic plan

2012-2017 that UGM could be able to obtain its excellent reputation, showed by the accredited study program development that successfully generated the excellent alumni, based on the international standardized curriculum also the implementation of international curriculum. The Graduate School of Universitas Gadjah Mada (GS UGM) as one of the unit of academic organizer, through the Decree No. 89/P/SK/HT/2006, was determined as the unit of academic organizer that was as equal as the faculty that organized the master and doctoral multidisciplinary study program. Currently, GS UGM has been organizing 13 master study programs and 10 doctoral study programs that have been accredited by Board of Higher Education.

In accordance with the annual report of GS UGM 2013, the academic quality culture had not been totally carried out, for example the monitoring and evaluation of teaching and learning activity had not been optimally implemented. Furthermore, based on International Standar Organization (ISO) 9001: 2008 survey of customer satisfaction as its quality assurance implementation that had been conducted since 2010, it was found in that the element of teaching learning activity in terms of teaching and learning activity in an academic year 2013/2014 and 2014/2015 needed to be concerned.

A lecturer is one of a significant element in the teaching learning activity that has a role to assist the student to obtain the expected learning goal. A lecturer, with his roles as a teacher and an educator is an interesting topic to be discussed (Sujarwo, 2011) since he plays a dominant and strategic role in order to assist the successful achievement of his students in doing the transformation process of science, technology, as well as ethic internalization and morality (Sidi, 2001).

The fulfillment of the requirements qualification and competency must be possessed by a professional lecturer. It is stated in the Teachers and Lecturers Act 14 of 2005 that a lecturer must have and develop four competencies, namely pedagogic, personality, professional, and social competencies through the implementation of Tri Dharma that consists of learning activity, research, community service, also moral value preservation.

Suharto stated that a lecturer would determine the quality of its learning activity, alumni, and higher institution as well as become an important element in improving the academic quality, related with the lecturer's competence and commitment in teaching and learning activity (2011: 33). The evaluation of lecturer performance had to be carried out by institution (Keane, 2015) wherein the evaluation that involved many students had been mostly performed and believed as a form of accountable evaluation by institution (Samian and Noor, 2012), also the result of many lecturer's performance evaluation came to varied outputs, however, most of the outputs showed that the students who assessed their lecturer performance brought it into an appropriate evaluation that was close to the reality. (Felder and Brent, 2008).

In order to make a comparative study and enrich this article, both the national and international research and literature that discusses the evaluation of lecturer performance in teaching learning activity are described in Table 1.

Table 1. The Authenticity of Research

Researcher	Title of Research	Variable of Research	Output of Research
Harisantoso, John (2012)	The Assessment of Lecturer Performance Through The Evaluation of Lecturer Performance Instrument Based on Students' Perspective.	Four lecturer's competencies namely pedagogic, personality, professional, and social competencies through the implementation of Tri Dharma	The things to be improved are discipline in thesis consultation and mastery of technology usage for learning activity.
Samian, Yahya dan Noor, Norah Md (2012)	Students' Perception on Good Lecturer Based on Lecturer Performance Assessment in UTM, Malaysia.	Four variables are planning and preparation, delivery techniques, assessment, dan students-lecturer relation.	In order to be an <i>excellent lecturer</i> , it needs to improve the delivery technique of teaching and build the good relation with students.
Sukanti, dkk (2008)	The Perception of Students Toward the Lecturer Professionalism Based on the Teachers and Lecturers Act 14 of 2005 in UNY.	Employ the descriptive analysis and questionnaire to evaluate the lecturer competences.	The students perception toward the lecturers' academic qualification and competences is good.

The quality of teaching and learning activity, assessed through the evaluation of lecturer teaching and learning activity in a higher education, involving the students as its assessor became the top research topics to be discussed (Culver, 2010) and it had been carried out since 1970s (Seldin, 1999) in many countries, such as USA, UK, Australia and Ireland. For example Centre of Excellence Learning and Teaching (CELT) "Grouped Student Evaluation", a kind of feedback from students to lecturers as well as the process of teaching and learning activity in National Ireland University (Keane and Labhrainn, 2005). Therefore, by doing an evaluation of lecturer performance in teaching learning activity in GS study program, it would be expected to improve the teaching and learning quality that would lead to the improvement of its academic quality.

This paper tried to evaluate the performance of teaching and learning activity based on four competences, required in the Teachers and Lecturers Act 14 of 2005 as the output variable by adding variable of National Accreditation Agency for Higher Education (BAN PT) Accreditation Standard 4 and 7 as well as index citation in scopus and google scholar as the input variables that may reflect the teaching and learning quality, particularly for pedagogical competence and professional competence based on the Teachers and Lecturers Act 14 of 2005.

The Quality and Evaluation of Teaching Learning

The good teaching and learning activity was actively to facilitate the learning for students, not limited to the information transformation of chalk and talk only (Ramsden, 2002). The evaluation of teaching also learning, related with the assessment of learning effectiveness could be used to enhance the quality of teaching and learning activity (Chairy, 2005). The evaluation of teaching and learning was carried out every semester or every end of the academic year to obtain the feedback from students (McKeachie and Kaplan, 1996). In order to get a comprehensive data to be evaluated, the students as respondent were expected to be broader, that came from two or more different subject and at least two different terms (Chasin, 1990).

Competence

The competence was such a mixed of knowledge, attitude, and skill, embodied in every actions (Sagala, 2009) which determined the quality of Tri Dharma implementation as it was shown in the professional activity of lecturers (Murdiyani, 2010). Based on the Government Rule 37 of 2009 about Lecturer, competence was a set of knowledge, skill, and behaviour, possessed as well as embodied and mastered by lecturers in doing their daily professional activity.

Performance

Within the scope organization, Engko (2006) defined a performance as an individual activity achievement based on standard or criteria, published by an organization. Murdiyani also stated that performance was a quantity and a quality of individu from his output activity in a certain activity based on the applied standard for the related activity (2010).

Evaluation of Lecturers' Performance in Teaching and Learning Activity

The activity of lecturers' performance evaluation in a higher education institution was one of activity that could measure the achievement of performance in higher education institution. In general, the evaluation of lecturers' performance was organized in order to obtain the performance evaluation or lecturer performance to enhance the academic performance (Noe et al 2000), where the lecturers' evaluation was one of the ways to identify the output or learning influence toward the students (Ramsden, 1992), as well as it became a unity in a good teaching and learning also assisted the students to achieve the high quality learning (Chairy, 2005).

The Competence of Lecturers Based on Teachers and Lecturers Act 14 of 2005

1. The pedagogic competence included: 1) The readiness to give a lecture; 2) The order and discipline to organize a lecture also compliance with the syllabus; 3) The ability to revive the atmosphere of the classroom; 4) The clarity and delivery of materials also answers questions in class; 5) The ability to use the media and learning technologies.
2. The professional competence, included: 1) The ability to explain the subject/topic appropriately; 2) The ability to provide relevant examples of the concept being taught; 3) The ability to explain the relationship between the subject/topic being taught; 4) The mastery current issues in the subject

- being taught; 5) The use of research output to improve the quality of learning in a certain subject.
3. The personality competence, covered: 1) The authority as a lecturer; 2) The wisdom in making decisions; 3) Being an example in attitude and behaviour; 4) Only the words and behaviour; 5) The ability to control himself.
 4. The social competence, included: 1) The ability to express an opinion in front of the class; 2) The ability to accept criticism, suggestions, and opinions of others; 3) Become familiar with the students who attended the class; 4) Easy to get along with the environment; 5) Become tolerant with the diversity of the students.

The Competence of Lecturers Based on BAN-PT Accreditation Standar 4

The element of lecturers' competence evaluation based on BAN PT

Accreditation standar is presented in Table 2.

Table 2. The Element of Lecturers' Competence Based on BAN-PT Standar 4

No	The Element of Evaluation
1.	The permanent lecturer who has a professorship whose expertise is in accordance with the competence of study program.
2.	The permanent lecturer with the doctoral degree whose expertise is in accordance with the competence of study program
3.	The permanent lecturer with his certified lecturer.
4.	The average workload every permanent lecturer per semester.
5.	The percentage of the number of part-time lecturer toward the total number of lecturers.
6.	The ability improvement of permanent lecturer through the program of learning assignment in accordance with the competence of study program.
7.	The participation of permanent lecturer in scientific seminars / workshops / upgrading / workshop / performance / exhibition / demonstration involving experts / specialists from outside the institution in the last three years.
8.	The permanent lecturer who has become experts / consultants / staff of experts / speakers (instead of full-time officials such as directors, director generals, ministers, etc.) in the last three years.
9.	The permanent lecturer who are members of society / community / professional associations and/ or scientific national and or international level in the last three years.
10.	The Permanent lecturer who has been a guest professor (visiting professor) in the last three years.

Table 3. The Element of Lecturers' Competence Based on BAN-PT Standar 7

No	The Element of Evaluation
1.	The score of existence and suitability of the research agenda of permanent lecturer with the field of study.
2.	The number of research that according to scientific fields of study program, conducted by the permanent lecturers whose expertise is the same with the study program in the last three years.
3.	The number of scientific paper produced by permanent lecturers whose

	expertise is the same with the study program in the last three years.
4.	The number of scientific paper registered in the international citation institutions in the last three years.
5.	The number of community service (PkM) performed by permanent lecturers whose expertise is the same with the study program in the last three years.

The Competence of Lecturers Based on Citation Index

The competence of lecturers could be realized in the implementation of Tri Dharma based on Higher Education Board, that recently the research performance is determined by the score of research output, for instance the number of scientific paper and its citation in h-index that would possibly raise the reputation of higher education institution. H-index is one of the research performance measurement or bibliometric (Hirsch, 2005). The measurement standard applied in h-index assessment is the number of produced scientific paper and the number of its citation come from another publication.

THE METHOD OF RESEARCH

This research employed the descriptive analytic study with the qualitative and quantitative approach. The descriptive approach was applied since this research focused on the study of symptom, behaviour, attitude, opinion, also perception applied by someone through his activity, in this terms means the teaching learning activity by lecturers (Mawardi, 2011). The qualitative approach was employed to give a vivid and comprehensive picture related with the learning evaluation, while the quantitative approach was used to seek the relationship of three variables of this research.

The location of research was in GS UGM and the population was the study programs organized by GS UGM. The sampling methodology applied was a purposive sampling method, therefore the samples were five study programs with an excellent accreditation and an ISO certification, described in Table 4.

Table 4. The Data of Study Program with The Accreditation and Lecturer

No.	Master Degree Study Program	Score of BAN-PT Accreditation	Expire of Accreditation	ISO Certification	Total Number of Lecturers
1.	Religion and Cross Culture (ALB)	A	14 November 2020	25 February 2013	8
2.	Media and Cultural Studies (KBM)	B	23 May 2020	25 February 2013	12
3.	National Resilience (Tannas)	A	14 March 2020	25 February 2013	13
4.	Extension and Development Communication (PKP)	A	23 October 2019	25 February 2013	13
5.	Environmental Studies (IL)	A	18 November 2016	25 February 2013	30

The data source was primary and secondary data, for the primary data, it was taken from the result of processed questionnaires, the calculation result of standard 4 and 7 BAN PT, as well as the searching result of citation index of lecturers' Scopus and Google Scholar explained as follow:

1. The primary data was taken from the 2014/2015 students questionnaire document for evaluation of teaching learning performance by lecturers (ISO Form: ISO 9001: 2008 clausa 7.5.22) based on four competences of the Teachers and Lecturers Act 14 of 2005 in the first semester and second semester of academic year 2014/2015 taken from five master degree study program as the sample of this research. The 10 filled questionnaire of each of study program was taken from students of academic year 2014/2015 as the sample of first semester in academic year 2014/2015 as well as 10 filled questionnaire from second semester in academic year 2014/2015. In general, students evaluation for teaching and learning was considered reliable since in one subject evaluation involved the students as the respondent at least 10 students (Paulsen, 2002; Cashin, 1988) or at least two third from the total number of students in one class combined with the data from several class or subjects (Cashin, 1990). Therefore, the total number of filled questionnaire sample for this variable was 100 samples.
2. The primary data was obtained from the calculation result for standar 4 and 7 BAN-PT accreditation, consisted of 15 questions, namely 10 questions for standard 4 and 5 questions for standard 7 by applying an automatic evaluation for BAN-PT accreditation through excel system.
3. The primary data was gained from the result of citation index search for 76 lecturers through website www.scopusfeedback.com and www.scholar.google.com
4. The secondary data was taken from the literary research, journals, accreditation document, also book reports which was national document as well as international document to support the research.

The research instrument was intended to generate an accurate data also to measure the searched data, therefore the number of instrument employed in this research would depend on the number of the variable which had been researched (Sugiyono, 2013). The number of research instrument was divided into three instruments, namely instrument of likert scale (1-4) for lecturer competences based on the Teachers and Lecturers Act 14 of 2005. The likert scale was applied to measure attitude, opinion, as well as perception of certain community dealing with social phenomena (Sugiyono, 2013).

The second variable used the instrument of accreditation evaluation form for standard 4 and 7 in an excel system (scale 1-4) for the lecturers' competence based on accreditation BAN PT in standard 4 and 7. The performance achievement on BAN PT accreditation was based on 15 questions, namely 10 questions for evaluation of standard 4 and 5 questions for standard 7 since all those elements were the performance achievement of lecturers' teaching and learning activity vividly observed and evaluated. Furthermore the score of evaluation could be easily formatted and filled in a automatic evaluation system without demanding a deep thought like an expert judgement way.

The research instrument of the third variable for searching of citation index employed website through www.scopusfeedback.com and www.scholar.google.com

scholar.google.com for lecturers' competence based on their ownership of scopus and google scholar's h-index. The periode of data gathering for lecturer citation index on scopus was carried out from 11 September – 8 October 2015, while the periode of data gathering for lecturer citation index on google scholar was conducted from 12 January – 10 February 2016. All the variables in this research given scale 1- 4 were intended to create a more homogeneous data and calculations.

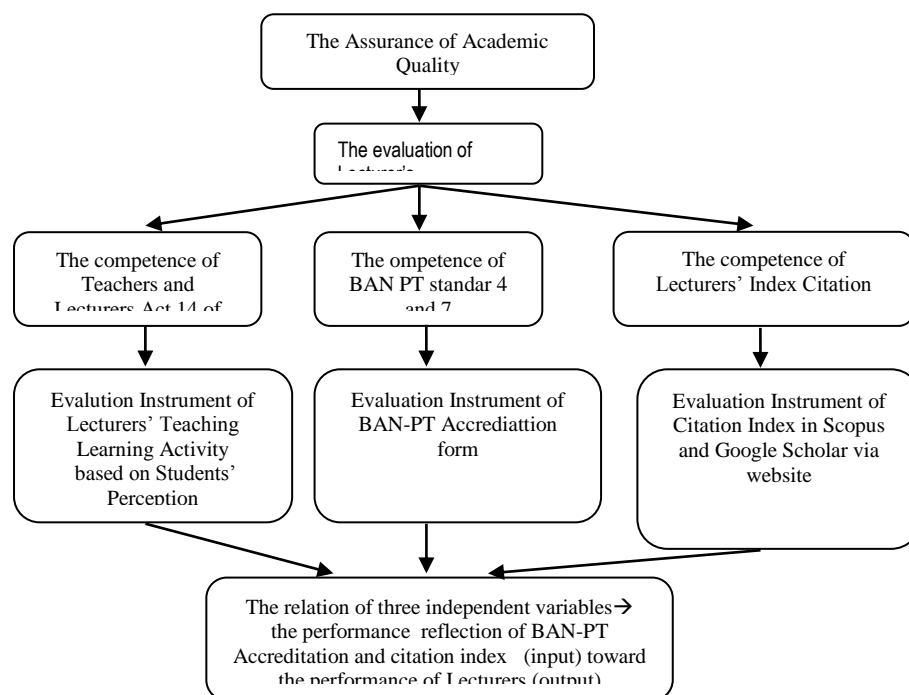
This research employed the descriptive analytic method, and according to Harmawan (1995) in Harisantoso (2012), this kind of research analysis would reveal the real problem and condition, therefore it was such a fact disclosure, furthermore, according to Bogdan and Biklen (2003) this method was applied to analyze the data by describing or explaining the data collected in the field to find out the deficiencies or weaknesses in order to determine how to make it complete or perfect. The summary of research method for the three variables above is presented in this Table 5.

Table 5. The Summary of Research Method Based on 3 Variables

Element	The Competence of the Teachers and Lecturers Act 14 of 2005 (Output Variabel)	The Competence of Accreditation BAN PT for Standard 4 and 7 (Input Variabel)	The Competence of h-index in scopus and google scholar (Input Variabel)
The data source	The result data processed	The result of evaluation for standard 4 and 7	The result of h-index searched for every lecturer
The number of sample	100 students as respondent for 5 study programs	5 study programs that have been excellent accredited and ISO certified	76 lecturers for 5 study programs
The research instrument	Likert Scale	the instrument of accreditation evaluation form in an excel system	Website of scopusfeedback.com and scholar.google.com; By using weight system
The number of questions/ indicator	4 competences, each of competence consists of 5 indicator → 20 indicators	Document standard 4 consists of 10 indicators, document standard 7 consists of 5 indicators → 15 indicators	Adjust the number of h-index for each of lecturer
The scale of grading	1-4	1-4	1-4
The range of score	The range of score 20-80	The range of score 40-60	The range of score 25-100 h-index 1=25; h-index 2=50; h-index 3=75; h-index $\geq 4=100$

The Design of Research

The stages of this research design involves some activities, described in the Picture 1.



Picture 1. Design of Research

THE RESULT AND DISCUSSION

The Evaluation Result of Lecturers' Performance on Lecturers' Competence Based on the Teachers and Lecturers Act 14 of 2005

The average percentage of each study program for the evaluation of lecturers' teaching learning performance in competence of pedagogic, professional, personality, and social is shown in Table 6.

Table 6. The Average Score Percentage of Lecturers' Performance Based on the Teachers and Lecturers Act 14 of 2005

No	Study Program	Score	Percentage
1.	National Resilience	73,45	91,81%
2.	Religion and Cultural Studies	72	90%
3.	Extention and Development Communication	74,1	92,62%
4.	Environmental Studies	73,5	91,87%
5.	Media and Cultural Studies	71,6	89,50%

Overall, the result of lecturers' competence on based on the Teachers and Lecturers Act 14 of 2005 for competence of pedagogic, professional, personality, and social showed a good performance, in detail evaluation the average percentage of National Resilience study program got 91,81%, Religion and Cultural Studies study program obtained 90%, Extention and Development Communication study program attained 92,62%, Environmental Studies program got 91,87%, and Media and Cultural Studies program obtained 89,50%.

The Evaluation Result of Lecturers' Performance on Lecturers' Competence Based on BAN-PT Accreditation Standar 4 and 7

Table 7. The Total Score of Study Program Accreditation in Standar 4 and 7

Prodi	Score of standar 4 (score range 10-40)	Score of standar 7 (score range 5-20)	Total Score of standar 4 dan 7 (score range 15-60)
Religion and Cultural Studies	38,88	17,56	56,44
Media and Cultural Studies	33,93	12,81	46,74
National Resilience	32,29	14,13	46,42
Extention and Development Communication	35,15	20,00	55,15
Environmental Studies	38,04	17,10	55,14
Total Score	178,29	81,60	259,89

Table 7. showed the total score of standar 4 and 7 in BAN PT Accreditation every study program. The Religion and Cultural Studies study program obtained 56,44, Media and Cultural Studies program obtained 46,74, National Resilience study program got 46,42, Extention and Development Communication study program attained 55, 15, also Environmental Studies program got 55,14.

The Evaluation Result of Lecturers' Performance Based on Citation Index

The data of lecturers' citation index based on scopus and google scholar is presented in Table 8.

Table 8. The Lecturers' Citation Index on Scopus and Google Scholar

No.	Study Program Evaluation Element	KBM	ALB	Tan- nas	IL	PKP	Total
1	The number of lecturers who have article	15	13	19	46	16	109
2	The number of lecturers who have h-index	1	2	3	11	2	19
3	The number of lecturers whose article is cited	12	10	14	40	15	91
4	The number of lecturers' article that were indexed on scopus and google scholar	641	554	697	1572	630	4094
5	The number of lecturers' h-index	2	2	7	34	2	47
6	The number of lecturers cited article	151	176	95	312	77	811
7	The number of lecturers' article citation	1168	1284	485	2382	173	5492

The number of lecturers' articles that were indexed on scopus and google scholar reached 4094 article, it is such a productive achievement for five study programs. The following is the lecturers' performance evaluation for h-index displayed in Table 9.

According to the above evaluation, the result of lecturers' h-index on Study program of Media and Cultural Studies, Religion and Cross Culture, National Resilience, also Extension and Development Communication reached 0,25 and Environmental Studies program achieved 0,18. The environmental Studies program reached the score under the other four study programs although it had more number of lecturers' h-index than the other study programs since its ratio was greater. The total score of 76 lecturers' performance achieved 0,132. The achievement score of five study programs was above the average score, however, its achievement needed to improve even though the number of lecturers' article that were indexed on scopus and google scholar was productive enough to represent the number of lecturers publication in five study programs.

The first variable, the Lecturers' Performance Based on The Teachers and Lecturers Act 14 of 2005, it was obtained that the average percentage in five study programs was 91,16%. There were three study programs that achieved above the average score, namely study program of National Resilience got 91,81%, Extension and Development Communication reached 92,62%, and Environmental Studies achieved 91,87% , while two study

programs were under the average score, 90% was obtained by the Religion and Cross Culture Study Program and 89,50% was for Media and Cultural Studies Program. Nevertheless, the achievement of lecturers' performance in five study programs was good based on the Teachers and Lecturers Act 14 of 2005.

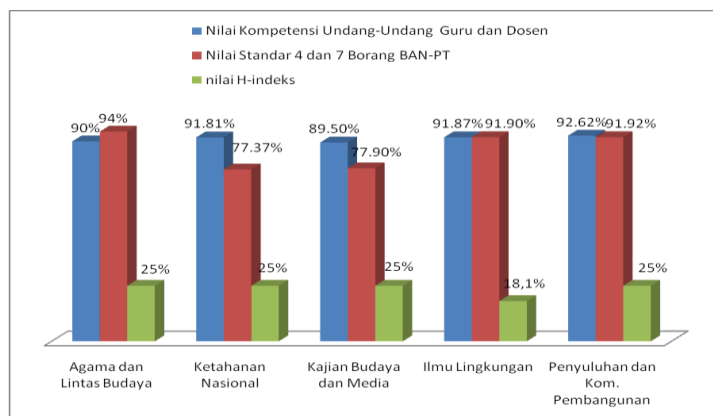
Table 9. Lecturers' h-Index on Study Program

Study Program	The number of lecturers' h-index on scopus	The maximum score of scopus' h-index	The number of lecturers' h-index on google scholar	The maximum score of google scholar' h-index	The total number of h-indeks	The total of maximum score
KBM	2	50			2	50
	1	25			2	50
	1	25				
Tannas	1	25	3	75	7	175
			3	75		
IL	5	100	4	100	36	650
	1	25	9	100		
	2	50	1	25		
	1	25				
	1	25				
	1	25				
	2	50				
	1	25				
	8	100				
PKP	1	25	1	25	2	50

The second variable of this research was lecturers competence based on BAN PT Accreditation standard 4 and 7, in this competence, the percentage of score achievement for five study programs was 86,63%. Three study programs achieved the percentage score above the average, namely Religion and Cross Culture Study Program got 94,40%, Extension and Development Communication reached 91,92%, Environmental Studies Program obtained 91,90%, whereas the other two study programs had already reached a good score although it was still under the average score, namely Media and Cultural Studies Program got 77,90% and National Resilience study program reached 77,37%.

The third competence was lecturers citation index, particularly the h-index achievement for 76 lecturers in five study program. The score of lecturers' h-index based on scopus and google scholar in five study programs reached 0,132. The achievements of lecturers' h-index on the study program of Religion and Cross Culture, Media and Cultural Studies, National Resilience, and Extension and Communication Development respectively is 0,25, while for the study program of Environmental Sciences gained 0,181.

The achievement of the h-index score for the five study program was still below the target of Higher Education Board, it was also strengthened by the results of the document evaluation on standard 7, which was one of the evaluation points showed that the number of lecturers' involvement in scientific papers published in international journals are still under the target. Here is a general overview of lecturers performance results for the three variables studied, where the gains of the citation index lecturer is lower when compared with the two other variables.



Picture 2. The Average Percentage of Lecturers' Performance Based on Competene of Teachers and Lecturers Act, Standard of BAN-PT Document, and h-Index score in Graduate School UGM

In order to see the achievement of evaluation component in picture 2. more detail for each study program, therefore, the calculation of performance achievement for each component was carried out with the criteria that performance achievement was above the average score then it was rated 1, while the gains below average was rated 0 by score of assumption. The average achievement of each variable are displayed in Table 10.

Table 10. The Average Score of Lecturers Competence Variables

Study Program	Teachers and Lecturers Act				BAN PT Accreditation Standard		Lecturers Citation
	Pedagogic (maximum score:100)	Professional (maximum score:100)	Personality (maximum score:100)	Social (maximum score:100)	Standard 4 (maximum score: 40)	Standar 7 (maximum score: 20)	Lecturers' h-index (target score: 2)
ALB	91,5	90,25	84,75	93,5	38,88	17,56	0,25
KBM	88	91	89,25	89,75	33,93	12,81	0,25
Tannas	92,25	91,75	92,25	91	32,29	14,13	0,25
IL	95,25	91,75	91,75	88,75	38,04	17,10	0,18
PKP	89,5	95,75	91	94,25	35,75	20,00	0,25
Average	92,1	91,3	91,3	91,45	35,66	16,32	0,164

Based on Table 10, most of the evaluation component showed good result that had been already above the performance averag , but there were some points that were still below the average score although the resulting performance was good. The assumption score of assessment component was described in Table 11.

Table 11. The Assumption Score of Lecturers' Competence Variables

Study Program	Teachers and Lecturers Act				BAN PT Standard		Lecturer Citation	Total
	Pedagogic	Professional	Personality	Social	Standard 4	Standard 7	Lecturer' h-index	
ALB	0	0	0	1	1	1	1	4
KBM	0	0	0	0	0	0	1	1
Tannas	1	1	1	0	0	0	1	4
IL	1	1	1	0	1	1	1	6
PKP	0	1	0	1	1	1	1	5

Table 11. showed the score of assumption for each element of evaluation, if the score was 0, it did not mean that the performance was not maximum, however, the assumption could be explained that its achievement was below the average performance of five study programs, namely study program of Religions and Cross Cultural reached 57,14%, Media and Cultural Studies reached 14,20%, the National Defense got 57,14%, Environmental Studies obtained 85,71% also Extension and Communication Development reached 71,4%. By this result of performance achievement of each component, the study program is expected to improve the performance better for each component, even though its performance had been regarded reaching a good result.

The explanations that were outlined above aims to observe the detail performance of the three variables, namely the competence of Teachers and Lecturers Act 14 of 2005, BAN-PT accreditation document of standard 4 and 7, as well as citation index. Furthermore, to see the component performance of the lecturers' evaluation toward the quality of teaching and learning activity in the Graduate School, there are three variables are divided into input and output variables where the input variable is BAN-PT accreditation document of standard 4 and 7as well as citation index, while the output variable is the competence of Teachers and Lecturers Act 14 of 2005.

The relationship between the three will be a positive effect if the input variable is used as a reflection toward the quality of teaching and learning activities by the lecturers, where the output variable is pedagogic and professional competence that are components of lecturers' competency assessment of Teachers and Lecturers Act 14 of 2005.

The performance achievement of BAN-PT accreditation standards for five courses shows good results while the lecturers' h-index achievement likely to be improved even though the results were above average. If it is seen from the number of articles, there are 4094 articles which have been indexed in Scopus and Google scholar and from that number of article, there were 811 articles that were cited as described in Table 8. The figure shows that the number of article is productive enough for lecturer publication on five study program in the Graduate School.

Pedagogical and professional competence that is part of the evaluation component of Teachers and Lecturers Act 14 of 2005, is used as a measure of the quality of teaching and learning related to the performance of lecturers in the citation index and standard 4 and 7 accreditation document. The achievement of the BAN-PT standard 4 when it is related with the quality of

learning outcomes can be explained that the competence of doctoral lecturers who always be engaged and active in academic activities both nationally and internationally can enhance the networking to collaborate, for example, the area of research that is relevant to the dynamic development of society. In addition, the activity of lecturers to be a speaker or presenter at scientific forums in national and international level can be a vehicle for the dissemination of lecturer research output. The results of the research can enrich the teaching materials for learning.

The results of the research activities of lecturers can be employed for enriching the student learning insight. The achievement of the BAN PT document Standard 7 is related with the achievements of the quality of teaching and learning since its number of lecturers' research, the number of scientific articles produced by lecturers and recorded in the international citation institute, become the element of evaluation, then the lecturers are encouraged by the study program to boost research and writing scientific paper. This is in line with the number of articles indexed in Scopus and Google scholar, that reached 4094 articles. The results of lecturers' research that are always up to date are expected to be used as a teaching material to respond to the nation's problems and improve the quality of teaching and learning.

The articles indexed either on Scopus and google scholar is the result of interdisciplinary research that can strengthen the quality of learning. In terms of pedagogical competence, the lecturers are assumed to be able to utilize and integrate the results of research in order to improve the quality of teaching and learning in the GS. In terms of professional competence, lecturers are also considered to be able to develop and generate knowledge based on research activities in order to improve the quality of teaching and learning. It is evident that in general, 100 students as respondents from five courses give high marks for pedagogic competence achieved 92,91 and professional competence reached 91,3 according to the Table 10.

This provides an explanation that the student is a good perspective to help evaluating the learning and giving feedback (Chism, 1999; Theal and Franklin, 2001).

CONCLUSION

1. The achievement of lecturers' performance based on the Teachers and Lecturers Act 14 of 2005 in five study program showed a good result, with the average value reached 91,16%.

2. The achievement of lecturers' performance based on the BAN-PT Accreditation standard 4 and 7 in five study program reached a good result, in standar 4 reached 89,14% and standard 7 reached 81,60%.

The achievement of index citation performance, especially h-index for five study programs at 0,164. This achievement is still below the target of Higher Education institution.

3. The input variable of BAN PT Accreditation for standard 4 and 7 as well as lecturers citation index can reflect the effectiveness of the quality of teaching learning activity in GS since the score of output variable, namely pedagogic and professional competence has reached 92, 91 and 91, 3 respectively.

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