PROCEEDING
ICBESS 2014
The 1st International Conference on Business, Economics and Social Sciences
Grand Inna Kuta Hotel, Bali, June 25 - 26, 2014

Published by:
Indonesia College of Economics (STEI) Jakarta

Sponsored by:
Forewords

Economic, business, and social sciences are some of the most important parts of human life in general and specifically a country in order to increase its position and image in the world. There are many evidences from researches around the world showing that those sciences play a very important role in a country's development such as in eradication of poverty, reduction of income imbalance, and increasing economic growth. In its turn, it will improve a country's welfare and thus lift up its prestige in the international world. This will then potentially increase foreign investment which will stimulate a sustainable economic growth.

For the past several years, Indonesia College of Economics (Sekolah Tinggi Ilmu Ekonomi Indonesia / STEI) has conducted various education, research, and seminar activities related with Economic, Business, and Social sciences in the local and national levels. Those activities are venues to develop and communicate various findings and developments of the sciences to the public, government, private parties, state-owned enterprises, observers, and users.

However, the findings and development in those three disciplines, especially ones produced by academicians either domestically or internationally, have yet to be informed to the general public. While actually there are many which can be learned from the findings resulting from the researches.

STEI as a further education institution has played its role in educating the people. Since 1969, it has graduated 20,000 alumni. At the moment, STEI has approximately 5000 active students which make it the largest Economic School in Indonesia. This serves as an evidence that STEI has and will continue to find ways to develop and inform sciences to the general public.

Therefore, to face the above-stated phenomenon, STEI supported by the Universiti Selangor (Malaysia), Universitas Diponegoro, Universitas Riau, Universitas Negeri Jakarta, Universiti Kuala Lumpur (Malaysia), Universitas Gunadarma, Universitas Mercu Buana, Universitas Mahidol, Perbanas Institute, Universitas Esa Unggul, and Ikatan Sarjana Ekonomi Indonesia
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DESIRABLE LECTURER CHARACTERISTICS: FINDINGS FROM MANAGEMENT AND BUSINESS SCHOOL STUDENTS IN JAKARTA AND BANDUNG, INDONESIA

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Abstract

Two hundred and sixty respondents out of eight hundred students from four universities at two cities, Jakarta and Bandung, were surveyed to obtain information on what characteristics of lecturer that the Management and Business school students really want. Using Factor Analysis with Principal Component Extraction method and Equamax rotation after several trials, the Kaiser Meyer Olkin measure of sampling adequacy value is 0.829, with 0.000 significant levels and 53.94% cumulative percentage. This study has formed 7 new components from 30 important indicators which are selected rigorously in focus group discussion session among faculty students. Some important findings in this study are: 1) the first component consists of “caring”, “open minded”, “value student opinion”, “value to diversity”, “be fair”, “wise”, and “open to critics”; 2) the second component consists of “response precision”, “media for teaching”, “vast knowledge” and “examples”; 3) the next group comprises “appearance”, “media use” “humor”, “beauty”, “handsomeness”; 4) the fourth component consists of “experience” “reputation”, “English”, and “foreign language”; 5) the fifth component consists of “relationship”, “motivator”, “religious”, and “anti corruption”; 6) the sixth component consists of “on-time”, “syllabi”, and “grading”; 7) the seventh component consists of “old”, “young” and “academic degree”

Keywords: Lecturer Characteristics, Students’ Academic Achievement
Desirable Lecturer Characteristics: Findings from Management and Business School Students in Jakarta and Bandung, Indonesia

ABSTRACT

Two hundred and sixty respondents out of eight hundred students from four universities at two cities, Jakarta and Bandung, were surveyed to obtain information on what characteristics of lecturer that the Management and Business school students really want. Using Factor Analysis with Principal Component Extraction method and Equamax rotation after several trials, the Kaiser Meyer Olkin measure of sampling adequacy value is 0.829, with 0.000 significant levels and 53.94% cumulative percentage. This study has formed 7 new components from 30 important indicators which are selected rigorously in focus group discussion session among faculty students. Some important findings in this study are: 1) the first component consists of “caring”, “open minded”, “value student opinion”, “value to diversity”, “be fair”, “wise”, and “open to critics”; 2) the second component consists of “response precision”, “media for teaching”, “vast knowledge” and “examples”; 3) the next group comprises “appearance”, “media use” “humor”, “beauty”, “handsomeness”; 4) the fourth component consists of “experience” “reputation”, “English”, and “foreign language”; 5) the fifth component consists of “relationship”, “motivator”, “religious”, and “anti corruption”; 6) the sixth component consists of “on-time”, “syllabi”, and “grading”; 7) the seventh component consists of “old”, “young” and “academic degree”

Keywords: Lecturer Characteristics, Students’ Academic Achievement

INTRODUCTION

Although university students are more independent and relatively more mature than high school students, they still need guidance, supervision, and help from lecturers to gain high academic achievements. Finding from Ekeke (2013) shows that qualified teacher will promote different student’s performance than those of unqualified teacher. In term of gender, female teacher can build better communication and furthermore promote student’s motivation (Yuliyawati, 2010). Some important features of lecturers characteristics needed to promote high students’ performance are teaching method, scientific degree, experience, attitude, and knowledge (Abbaszadeh and Badali, 2013). In another case, not all students’ achievement influenced by their lecturer characteristics, but relies more on lecturer experiences (Kosgei, 2013). Many researchers have studied about lecturer characteristics and other supporting facilities to support students’ academic achievements included the work of Chairiyati and Sari (2013); Pujadi (2007); Dwipurwani, et.al (2012), Nurchayati (2012), and Syah (1995). But another finding of Abbasi, Malik, and Chaudhry (2011) revealed insignificant role of lecturer to support the student’s achievement. Similar with it, the work of Zuzovsky (2003) mentioned that experience and academic degree of lecturer don’t have significant effect on student’s performance. Another case in one high school showed that the relationship between academic achievement and teacher
characteristics also irrelevant (Kosgei, Mise, Odera, Ayugi, 2013), this information shows that students’ academic achievement is a complex matter.

Like any other university students in Indonesia, many students at Faculty of Economics and Business suffer inconsistent academic achievement in terms of examination grade which affects students’ Grade Point Average (GPA). Based on students interview and thorough observation among several classes, inconsistent result of students’ academic achievement majorly caused by lecturer factor. In many cases, lecturer who can deliver good course materials combined with humor and high empathy tend to foster students’ motivation to learn further, and frequently contributes to higher examination grade, and vice versa. The importance of lecturer characteristics to enhance students’ academic achievement is widely discussed and revealed some constant findings that lecturer characteristics can be good predictors of students’ academic achievement (akbari and allvar, 2010; Shah, 2009; Soekartawi, 1995). Some important characteristics of lecturer that highly affected students’ academic achievement are interpersonal communication, emotional intelligence and course materials mastery (Tjalla, 2012; Hendri, 2010). Other important factors that can heavily influence the students’ academic achievement are teaching method and lecturer behavior, which can be found in the work of Dryden and Jeannette (2001), Ersa (2011), and Munawaroh (2010). Most students agreed that lecturers must have a broad knowledge and subject mastery, but more important thing for them is how the lecturers can deliver the knowledge in enjoyable atmosphere. The enjoyable atmosphere occurs from good students-lecturer interaction (Wijaya and Rusyan, 1992; Sagayadevan and Jeyaraj, 2012), and the enjoyable atmosphere is very important to promote high students’ motivation (Ekpo, Akpan, Essien, Imo-Obot, 2009) or in other words, according to Rivers and Sanders (1996), students’ academic achievement strongly correlates with lecturer effectiveness.

RESEARCH PROBLEMS

How many components of lecturer characteristics can be formed from identified indicators selected by the Management and Business school students from four universities at two cities, Jakarta and Bandung?

LITERATURE REVIEW

Lecturer Characteristics
Soekartawi (1995) mentioned that character is values which can be a foundation for particular attitude and behavior in a stable manner. According to that, lecturer characteristics are a set of values and virtues attached to a lecturer and become the main source for lecturers to teach and interact with their students. This particular characteristic plays an important role in transfer of knowledge between lecturer and student.

Lecturer Competencies
Based on government regulation in national education system, it stated that teacher or lecturer must have academic qualification, certificate of teaching competency, good physical and emotional
condition, and also have the abilities to prevail national goal in education. Specifically, in the regulation clearly stated that lecturer or teacher must:
1. Able to create enjoyable teaching atmosphere, which are fun, creative, and dynamic for all students
2. Have strong commitment to raise the quality of national education
3. Willing to be a role model for all students, maintain good reputation both individually and institution

Certification in Teaching for Lecturer
Ministry of National Education in Indonesia has launched certification program for all lecturer since 2008. Related to that program, all lecturer must fulfill several requirements in order to get the professional certificate in teaching. Some of assessment points to this certification are pedagogy mastery, English fluency, intelligence level, and other softskills competencies.

Academic Achievement
Academic achievement is the accumulation of student’s accomplishment as a result of academic process, and can be used to evaluate the teaching process (Syah, 1995). Academic achievement is the output of particular teaching process and also a good indicator to evaluate student mastery in certain subject

Factors Affecting the Academic Achievement
There are several internal and external factors strongly affected the student achievement (Soekartawi, 1995):
1. Intelligence
2. Talent
3. Need for achievement
4. Physical and emotional condition
5. Resilience
6. Campus environment
7. Family support
8. Situational factor
Another work of Wijaya and Rusyan (1992) mentioned that there are two important factors influenced the student’s achievement:
a. Lecturer competency in teaching
b. Lecturer spirit and commitment

RESEARCH METHOD
The samples in this study are 260 students from 4 universities in Jakarta and Bandung, the details are 81 students from State University of Jakarta, 83 students from Padjadjaran University, 49 students from Swiss German University, and the last 47 students from Widyatama University. All samples represent various classes, starting from the class of 2013 until the class of 2010. Using probability sampling technique, this study has gathered some important information of lecturer characteristics through questionnaire distribution. This study use Factor Analysis to identify how many components of lecturer characteristics that can be produced from 30 indicator items. This study has undergone several rotation trials including Varimax, Direct Oblimin, Quartimax, Promax and Equamax with principal components extraction method.
RESULT AND DISCUSSION

The robustness of data in this study has been tested, and the result of Kaiser Meyer Olkin (KMO) measure of sampling adequacy test shows that all data are ready to run in Factor Analysis.

Table 1. KMO-Bartlett's Test

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy: | .829 |
| Bartlett's Test of Sphericity | Approx. Chi-Square: 2145.561 |
| df | 435 |
| Sig. | .000 |

Since the KMO score is 0.829 with sig 0.000, then Factor Analysis can be applied. The next step is components building extracted from 30 indicators of desirable lecturer characteristics. This study has conducted several rotation trials including Varimax, Direct Oblimin, Quartimax, Promax and Equamax, and the best formed components was extracted from Equamax rotation with total 7 components of desirable lecturer characteristics.

Table 2. 7 components of desirable lecturer characteristics

<table>
<thead>
<tr>
<th>Compo- nent</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Rotation Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>4</td>
<td>1.429</td>
<td>4.765</td>
<td>41.724</td>
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<tr>
<td>5</td>
<td>1.323</td>
<td>4.412</td>
<td>46.136</td>
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<tr>
<td>7</td>
<td>1.132</td>
<td>3.772</td>
<td>53.939</td>
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<tr>
<td>8</td>
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<td>3.312</td>
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<td>9</td>
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<td>10</td>
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<td>3.035</td>
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<td>11</td>
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<td>30</td>
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<td>.940</td>
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</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.

Below is the scree plot from the Equamax rotation:

**Figure 1.**
Scree Plot of 7 Components

![Scree Plot](image_url)
Using the Equamax rotation, 30 lecturer characteristics can be grouped into 7 components. To determine which characteristic belongs to certain component, the biggest score of characteristic among components is selected regardless the negative or positive sign.

### Rotated Component Matrix

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
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<td>Media for teaching</td>
<td>.016</td>
<td>.501</td>
<td>.043</td>
<td>-.230</td>
<td>.286</td>
<td>.372</td>
<td>.163</td>
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<tr>
<td>Appearance</td>
<td>-.129</td>
<td>.111</td>
<td>.699</td>
<td>.077</td>
<td>.093</td>
<td>.169</td>
<td>.090</td>
</tr>
<tr>
<td>Response precision</td>
<td>.160</td>
<td>.748</td>
<td>.157</td>
<td>.144</td>
<td>-.041</td>
<td>.064</td>
<td>-.115</td>
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<tr>
<td>Example</td>
<td>.091</td>
<td>.819</td>
<td>.025</td>
<td>.033</td>
<td>.022</td>
<td>.098</td>
<td>-.020</td>
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<tr>
<td>On-time</td>
<td>-.025</td>
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<td>-.062</td>
<td>.160</td>
<td>.053</td>
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<td>-.031</td>
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<td>Syllabi</td>
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<td>.073</td>
<td>.141</td>
<td>.127</td>
<td>.105</td>
<td>.715</td>
<td>.107</td>
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<tr>
<td>Media use</td>
<td>-.191</td>
<td>.200</td>
<td>.471</td>
<td>.382</td>
<td>.334</td>
<td>.190</td>
<td>-.018</td>
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<td>Experience</td>
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<td>.143</td>
<td>.011</td>
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<td>Reputation</td>
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<td>.235</td>
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<td>Relationship</td>
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<td>.132</td>
<td>.320</td>
<td>.057</td>
<td>.418</td>
<td>-.043</td>
<td>-.001</td>
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<td>Value student opinion</td>
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<td>.197</td>
<td>.193</td>
<td>.074</td>
<td>.303</td>
<td>.084</td>
<td>-.078</td>
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<td>Motivator</td>
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<td>.402</td>
<td>-.052</td>
<td>-.025</td>
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<td>.059</td>
<td>.074</td>
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<tr>
<td>Vast Knowledge</td>
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<td>Open minded</td>
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<td>Value to diversity</td>
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<td>.156</td>
<td>-.049</td>
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<tr>
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Extraction Method, Principal Component Analysis.
Rotation Method: Equamax with Kaiser Normalization.
The output shows the first component are “caring minded”, “tend to open minded”, “valuing the student opinion”, “value to diversity”, “be fair”, “wise”, and “open to student's critic”. The next group consists of “response precision in teaching”, “media for teaching process”, “vast lecturer knowledge” and the last is “examples”. The third component comprises “appearance”, “media use” “humor”, “beauty”, “handsomeness”. The fourth component consists of “experience” “reputation”, “English”, and “foreign language”. The fifth component consists of “relationship”, “motivator”, “religious”, and “anti corruption”. The sixth component consists of “on-time”, “syllabi”, and “grading”, and the last component consists of “old”, “young” and “academic degree”.

**Components Name**
After all components are formed, new names for each component must be determined. Proposed names for seven components are as follows:
1. Component 1: Open Minded
2. Component 2: Pedagogy Mastery
3. Component 3: Appearance
4. Component 4: Reputation
5. Component 5: Ethics
6. Component 6: Administration expert
7. Component 7: Age

Some of new formed components are relatively similar with the government regulation in national education system, which stated some standard requirements of professional lecturer and teacher in various levels. This finding also consistent result with previous researches that specifically mentioned open minded, pedagogy aspect, and ethics of lecturer are very important for students (Abbaszadeh and Badali, 2013; Chairiyati and Sari, 2013; Pujadi, 2007; Dwipurwani, et.al, 2012; Nurchayati, 2012; Tjalla, 2012; Hendri, 2010; and Syah, 1995). Lecturer also viewed to have a good skill in administrative work and positive behavior, and it confirms with the work of Dryden and Jeannette (2001), Ersa (2011), and Munawaroh (2010).

**CONCLUSIONS AND RECOMMENDATIONS**
This study has formed seven new components of lecturer characteristics from 30 indicators retrieved from students’ opinion, but debate among researchers related with lecturer characteristics and its correlation with students’ academic achievement is still remaining due to complexity of education system in Indonesia. Further research in this field should add other factors related with lecturer characteristics from different perspective included the lecturer itself, user in industry, parents, and university top management.

**ACKNOWLEDGMENT**
We would like to thank our colleagues and also students who have helped us to finish this simple research, and hopefully it can contribute to lecturer characteristics study.

**REFERENCES**


