

Identifying a Favorite Lecturer via Text Messages

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Abstract- Due to the changing nature of learning and teaching in high education, there is a growing need for professional development for being great teachers. This article reports on a research project aimed at investigating the type of a favorite lecturer that is owned by an institution. If the institution can portrait all characters of the lecturer, the institution has much benefit. The mode of the favorite lecturer may increase the spirit of students to study the lesson taught. Using the Research and Development method, the researcher tries to collect data by making interviews with some students who have been taught by the favorite lecturer. The finding of this qualitative method is really surprising because the respondents do not see the favorite person from his education, lesson or gender backgrounds. Their judgment is only based on his total approach in teaching. In conclusion effective teaching promotes effective learning in the students, and discipline-specific professional development will enhance outcomes for teachers, students, and institution.

Index Terms- characteristics, interviews, favorite and develop.

I. INTRODUCTION

Some institutions often send their lecturers to oversea to get better education. When they graduate from master or doctorate degrees, they are expectedly able to have sufficient skills in teaching their lessons. However, this method of institution development is so expensive to implement. Besides, this method does not guarantee that they may become favorite lecturers. It is the fact that the qualified lecturers are not only dependent on the knowledge that has been mastered but also from their capability in teaching their lessons. A study of quality teaching is necessarily undertaken in high education so the institution can push forward the practices that may in turn help the institution to improve the quality of their graduates. Due to this fact of background found in the institution, the investigating the type of a favorite lecturer is important to implement.

II. PROBLEMS OF RESEARCH

It is noted that the most favorite lecturer among 200 teachers in the big institution is not the one who has graduated from master or doctoral degree oversea. He just got a master degree from the local institution. Besides, the lesson that is not the students' major existing in the institution is mathematics, the lesson which most students consider it the most difficult among the other subjects in

the department. So, what are the characteristics of a favorite lecturer according to students' point of view?

III. REVIEW OF LITERATURE

Students are most affected by the quality of their teachers. Not only do they interact with teachers every day in the classroom, but the quality of that interaction matters for our students' future. In fact, Stanford University economist Eric Hanushek has noted that the difference between a good and a bad teacher can be a full level of student achievement in a single school year. But students are rarely asked what they think makes a great teacher. To identify the great teacher from the view of students, some students are interviewed via the text messages due to pandemy of corona virus. This speaking practice is used to explores the description of a favorite lecturer. Bachman and Palmer (1996: 44) modify the speaking definition as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation.

Pearson surveyed students ages 15-19 across the U.S. about what they thought made an effective teacher. Their responses highlight just how important a student-focused approach is to the learning experience. The top five qualities of a great teacher, according to students, are: ¹

1) The ability to develop relationships with their students

The most frequent response is that a great teacher develops relationships with students. The research literature agrees with them: Teachers need to be able to build trusting relationships with students in order to create a safe, positive, and productive learning environment. For example, a student in Boston told us that great teachers are "Willing to listen to students when there is a problem."

2) Patient, caring, and kind personality

Personality characteristics related to being a compassionate person and having a sensitivity to student differences, particularly with learners, was the second most frequently reported quality. Again, there is research to support that teacher dispositions are strongly related to student learning and development.

3) Knowledge of learners

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area

typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs. One student eloquently described it as: "The teacher understands the pace and capacity of the student."

4) Dedication to teaching

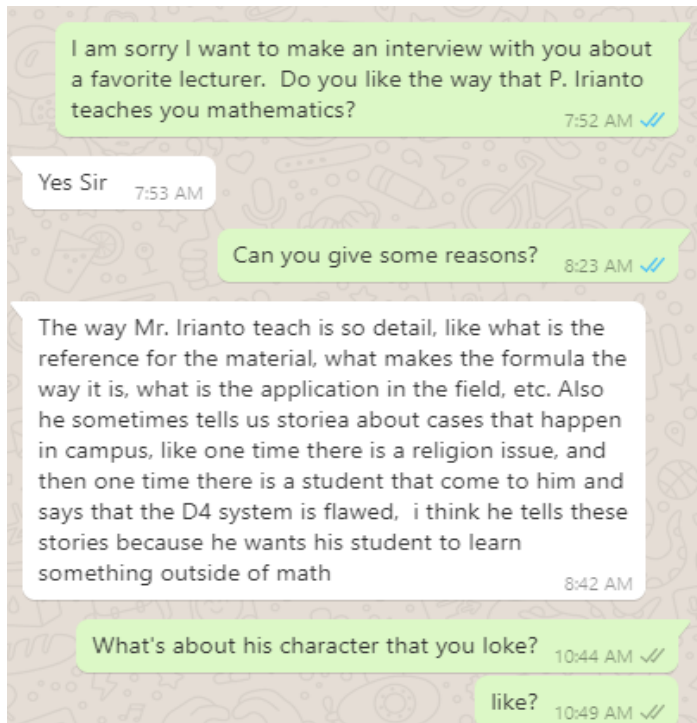
Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a student, this means a teacher should be "always willing to help and give time."

5) Engaging students in learning

Students also said that teachers should be able to engage and motivate students to learn. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional, and behavioral. Survey respondents mostly focused on making content interesting and the ability to motivate students to learn. A student in Pennsylvania said great teachers are, "motivating students to succeed in and out of school."

IV. WHAT THEY THINK MAKES HIM A FAVORITE TEACHER

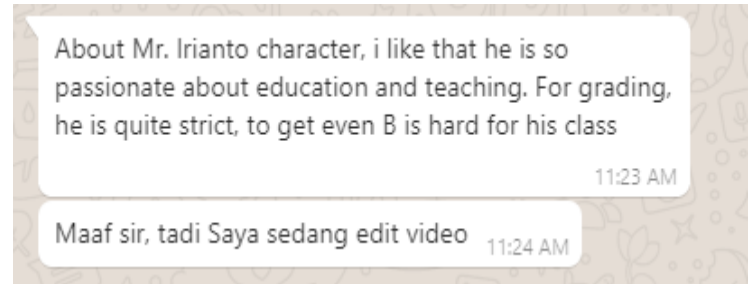
From the first respondent it said that the favorite teacher's teaching is interesting because he provides detail reference for the math material. He explains not only about the understanding of math formula but also about the math application in the field of engineering.



"The way Mr. Irianto teach is so detail, like what is the reference for the material, what makes the formula the way it is, what is the application in the field, etc. Also he sometimes tells us stories about cases that happen in campus. Like one time there is

a religion issue, and then one time there is a student that come to him and says that the D4 system is flawed. I think he tells these stories because he wants his students to learn something outside of math."

In term of character, he is so passionate and firm in giving the explanation about math problems and strictly committed to the professional values.

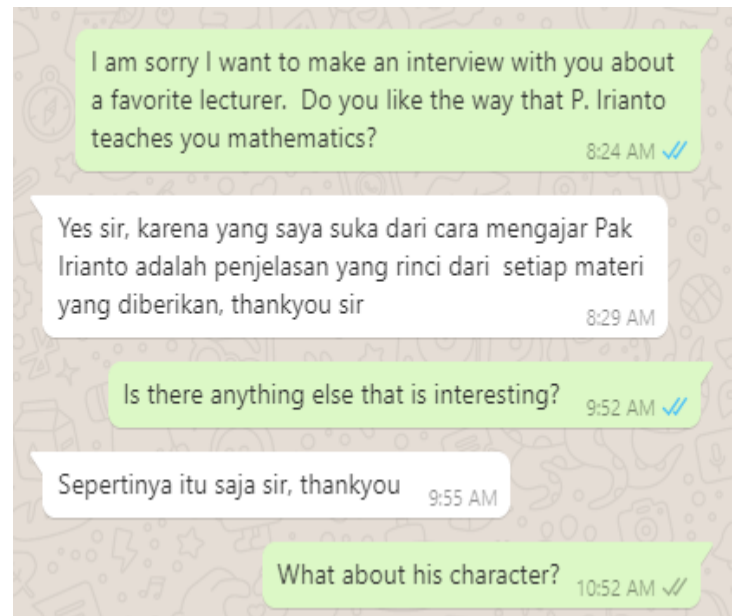


"About Mr. Irianto character. i like that he is so passionate about education and teaching. For grading, he is quite strict, to get even B is hard for his class."

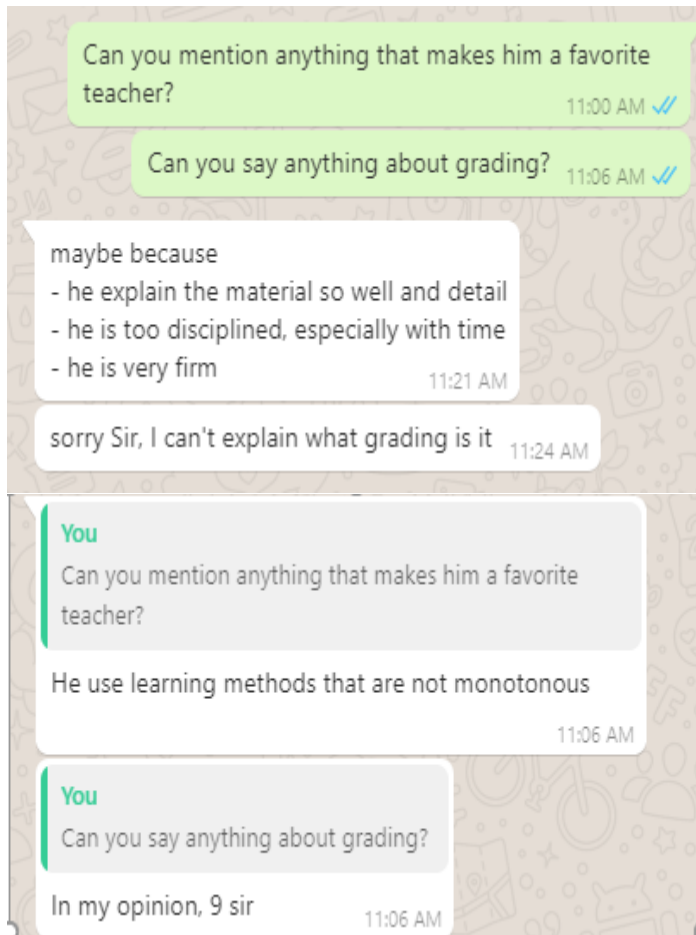
The teaching learning activities are planned to support the students' development process.

"... , for what I like the way in teaching is that Mr. Irianto teaches the math in detail manner for all the materials taught."

The next two students describe his character as discipline, strict and strive for the understanding his materials. The student admits that this character is good because it may build better character for the new students. Besides, he always repeats the theory until they really understand. Another description is



"Because he explains the teaching materials very clearly, and assertively, so this makes the students more serious in their study." Moreover the student adds that: "He uses learning methods that are not monotonous."



Finally, when the student is asked to give a grade for his math teacher, he thinks he gets 9.

The guidance that is effectively shown by referring to the application of math theory in the field of engineering makes the teaching and learning effective. The practice that is done in the early teaching period shows high discipline and continuous monitoring.

V. CONCLUSION

The students do not know much about the lecturer's knowledge or even what kinds of teaching methods he uses. However, they feel that the teacher has ability to build close relationships with his learners. Some points that can be considered as the main conclusion are as follows:

1. It makes sense that the teacher becomes the most favorite one because he develops strong bonds with the students, and use them to help students learn.

2. The favorite teacher uses appropriate methods for teaching and learning the mathematics and at the level of the academic program.

3. Student learning is generally supported in discipline processes.

4. The evaluation method in the teaching learning is admitted as fairly effective.

5. The ways to improve students' proficiency on the mathematics is professionally developed by ongoing practices.

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