

THE COMPETENCY OF LECTURERS AS SUPERVISORS OF THE FINAL PAPER IN THE OFFICE ADMINISTRATION STUDY PROGRAM OF UNIVERSITAS INDONESIA

Sancoko*

Universitas Indonesia

Jl. Margonda Raya, Pondok Cina, Kecamatan Beji, Kota Depok, Jawa Barat 16424, Indonesia

Abstract


This study aims to explain the competence of lecturers as a supervisor for the final paper in the Office Administration Study Program of Universitas Indonesia (UI). This research approach used is a quantitative method, which focuses on the use of numbers, tables, and graphs to display the results of the data obtained. To obtain data, the authors distribute questionnaires with several questions to the object of research. This research population is the class student 2016 of the office administration study program who worked on the final paper (tugas karya akhir or TKA). Four aspects of competency were tested in this study: Pedagogical Competency, Professional Competency, Social Competency, and Personality Competency. Based on the results of the study, it can be concluded that the lecturers of the Office Administration Study Program in UI as supervisor the final paper is categorized as competent.


Keywords: *office administration, supervisor, lecturer competency*

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*Corresponding Author:

Sancoko  cokoprivat@gmail.com

 Department of Office Administration, Program Vokasi, Universitas Indonesia
Jl. Margonda Raya, Pondok Cina, Kecamatan Beji, Kota Depok, Jawa Barat 16424, Indonesia.

INTRODUCTION

After completing secondary education (*sekolah menengah atas/kejuruan* or SMA/K) some people will continue their education to a higher level (universities, high schools, etc.). It is hoped that continuing to university will produce human resources that have academic and professional abilities in the fields of technology, art, and science (Hariyani, 2017). Either form of supporting the national development of educational institutions is to produce quality human resource output (graduates). The success of an education plan in a country depends on the teacher/lecturer who must be equipped with scientific competence abilities and professional skills (Ilanlou & Zand, 2011).

Besides, in the implementation of tertiary education, lecturers with good performance are needed. To find out whether the lecturer is performing well or not can be seen from how competent the lecturer is and the attitude of professionalism possessed (Permanasari et al., 2016). In contrast to teachers who are only focused on having the role of educators. In general, lecturers must be able to handle two roles at once, namely; professional educator and role as a scientist. In the position of a scientist, a lecturer is obliged to spread his knowledge and do community development.

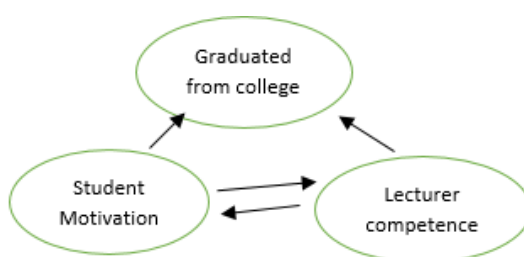


Figure 1. Success Factors for Graduation

Based on Figure 1 and existing research, two factors supporting the success of student learning (graduation) are student motivation and lecturer competence. Learning motivation becomes a factor of learning success in higher education because students have very strong freedom without parental control. Success in completing the final paper (*tugas karya akhir* or TKA) is influenced by the motivation that students want to achieve. If the motivation that is built is correct, it will accelerate the graduation of these students (Hatip et al., 2018). Moreover, in the activities of preparing the final paper (TKA), students must have strong mental endurance. During the preparation of foreign workers, it is very possible to cause boredom, boredom and so on.

Motivation in students can come from two directions; external and internal. An external source of student motivation is their perception of lecturer competence. Based on a research by Muntashofi and Kurjono (2015), positive student motivation is positively influenced by lecturer competence by 63%. The same thing is explained by Omar et al. (2017) there is a significant relationship between teacher competence and achievement motivation, and student achievement. Good teaching practices such as; class preparation, quality teaching techniques and responsibility for the class being taught will motivate students to understand the lesson effectively (Omar et al., 2017).

Slameto (2010) states that perception is one of the factors that influence the cognitive aspects of students. In learning activities, a good perception is needed from students regarding the competence of their lecturers. A good perception of the competence of lecturers will encourage and cause feelings of interest to attend lectures/mentoring. Conversely, if a student has a bad perception of the competence of his lecturers, it can cause feelings of embarrassment, lazy to do lectures/mentoring (Sariani & Nurhakim, 2018).

There are several explanations related to perception. First, it is related to stimulus received by individuals in the form of information, events, objects, etc. Then, the stimulus or excitement is given meaning by the individual concerned (Ramadhan, 2009). Second, everyone has different tendencies to see the same thing. Knowledge, perspectives and experience are factors that influence these different trends. Perception relates to the way a person perceives a certain object in different ways, someone tries to interpret it using the senses owned (Hermuningsih & Wardani, 2016).

In general, perceptions have several stages: the process of receiving stimuli, the process of selecting, the process of organizing, the process of interpretation, the process of checking, and the

reaction process. During the guidance activity takes place there will be a reciprocal relationship between lecturers and students. When the interaction happens, students will give attention and assessment of the lecturer. Assessment activities or give meaning to an object is called perception. Thus, the perception of students for lecturers is student assessment regarding the competence of lecturers during TKA mentoring activities occur.

Competency is the origin of words of *kompetensi* in Bahasa Indonesia that can be interpreted as basic abilities or skills. Competence can also be interpreted as a performance that can be accounted for so that a goal is achieved (Muzdalifah, 2009). According to the Oxford Dictionary, competence is "the ability to do something" or "the ability to complete tasks". The Macquarie Dictionary defines competence as "quality to be competent", while competent means "to meet the requirements well" (Hager & Gonczi, 1996).

Moehariono as cited in Jufri (2018) defines competency as the underlying characteristics of a person related to the effectiveness of his work performance or the basic characteristics of individuals who have a causal relationship or cause and effect on criteria used as a reference or to perform prime or superior at work. Besides, competence can be translated as a basic characteristic of someone who allows them to display performance related to their work. Competence is very much tied to one's personality and can be predicted in various circumstances and jobs. To find out a teacher/lecturer "competent or not", evaluation activities must be conducted (Pattiasina et al., 2016).

The four competencies set out in the Teacher and Lecturer Law are: pedagogical competence (ability in managing learning), professional competence (mastery of extensive and in-depth lecture material), social competence (ability to communicate and interact effectively and efficiently with students and or the surrounding environment), and personality competence (strong, moral, and exemplary personality abilities). Those competencies must be possessed by lecturers (Suarjana & Yintayani, 2017).

In supporting the success of student learning, lecturers play an important role. Lecturers do not merely role as teachers, but they also need to act as: motivators, role models, directors, and facilitators in the success of their students, more specifically in completing final paper (TKA). Based on the background, the author aims to to explain the competence of lecturers as supervisor the final paper in Office Administration study program.

RESEARCH METHOD

A process of finding knowledge by using data in the form of the numeral as an analysis tool about something you want to know is the definition of quantitative research (Kasiram, 2008). The entire research subject is the definition of the population, while the sample is representative of the population to be examined (Arikunto, 2010). The sampling technique used in this study is purposive sampling. Purposive sampling is a sampling technique with a specific purpose.

In this paper, the samples were taken from students in semester 6 or currently on an internship. The objects of perception by students were seven lecturers who supervise final papers. This research is related to student perceptions. Hence, the question for "competency indicators" used a modified Likert scale, namely: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree.

The data analysis technique used in this research is descriptive statistical analysis with several steps conducted as follows. (1) Determining the maximum score (SM), namely the ideal score achieved in an answer, in which $\sum SM =$ the highest score of Likert Scale x number of respondents. For example, the total respondents are 10, then multiplied by the highest likert scale, obtained 40. (2) Determining the total score obtained (SO), namely the total results of data collection from respondents' choices, in which $\sum SO =$ choice of likert scale number of respondents x number of respondents. For example, the total respondents are 10, then five people choose likert scale 3, five people choose likert scale 4, so $\sum SO = (3 \times 5) + (4 \times 5) = 15 + 20 = 35$. (3) Determining the competency gap percentages (P) with this formula presented in Formula (1). The calculation results are classified into four categories, as presented in Table 1.

$$P = \frac{\sum SO}{\sum SM} \dots\dots\dots (1)$$

Table 1. Category of Competence

Interval (%)	Category
≥ 81.25 % - 100 %	Competent
≥ 62.50 % - < 81.25 %	Fairly Competent
≥ 43.75 % - < 62.50 %	Less Competent
≥ 25 % - < 43.75 %	Incompetent

Questionnaires distributed to respondents were tested for validity and reliability. Validity test is conducted to determine the ability of research instruments to measure what should be measured. Reliability test is used to measure the consistency of measuring instruments in measuring a concept or can to measure the consistency of respondents in answering question items in the questionnaire. The indicators for this research, as divided into four categories of competency, are as follows. (1) For pedagogy competency, the indicators are (a) well prepared in mentoring final paper, (b) regularly scheduled in mentoring, (c) able to raise up enthusiasm student who are mentored, (d) able to explain the material final paper, (e) able to use various media and learning technologies in mentoring the final paper (such as whiteboard, e-learning, etc.), and (f) providing feedback. (2) For professional competency, the indicators are (a) able to provide relevant examples related to the final paper, (b) able to explain the relevance of final paper topics with other fields/topics, (c) able to explain the relevance of final paper topics to real life contexts, (d) mastering the latest issues related to the final paper topic, (e) able to use the results of other research (thesis, final paper, etc.) to improve the quality of mentoring, and (f) able to use communication technology (e-mail, WhatsApp, etc.) to supporting the mentoring process. (3) For personality competency, the indicators are (a) having a dignified attitude in mentoring, (b) having a wisdom in mentoring, (c) having attitudes and behaviors that can become a model for the students mentored, such as being on time and patient, (d) able to control themselves in various mentoring conditions and situations, and (e) able to treat fairly the students who are mentored. (4) For social competency, the indicators are (a) being able to communicate the theme of the mentoring well, (b) knowing well the students who are mentored, (c) being easy to get along with various parties such as students, colleagues, etc., and (d) appreciating the diversity of students who are mentored.

RESULTS AND DISCUSSION

Description of the Respondents

In terms of gender, the research respondents are divided into two: male and female, as shown in Figure 2. As many as 91% or 40 people of the total respondents were female, while 9% or 4 of the total respondents were male. In terms of the Grade Point Average (GPA), it is shown in Figure 3 that 50% of the respondents or 22 students mentored had a GPA categorized into cumlaude category, and 50% of the total respondents had a GPA categorized into very satisfying category. In terms of the lecturer's status, it is shown in Figure 4 that four lecturers or 57% of the subject already have lecturer certificates and three lecturers or 43% do not have lecturer certificates yet.

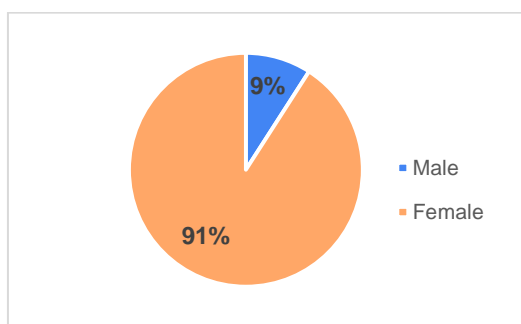


Figure 2. Gender

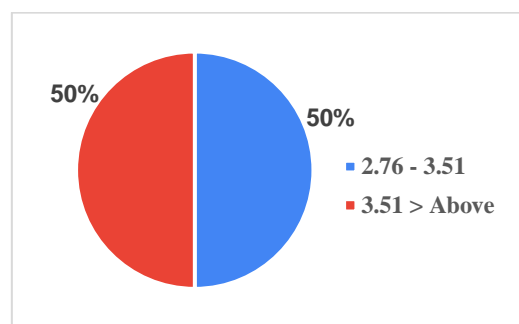


Figure 3. Grade Point Average

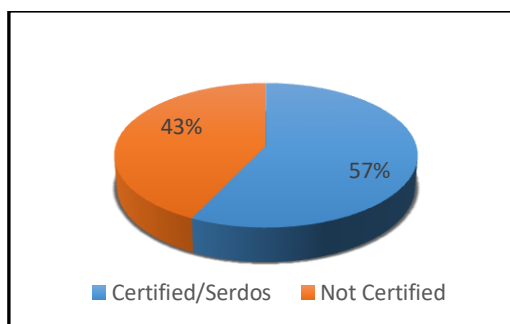


Figure 4. Lecturer Status

Validity and Reliability of the Test

The test validity was conducted with a sample of 30 respondents analyzed using the SPSS software. An instrument is considered valid if the result is: $r_{\text{count}} \geq r_{\text{table}}$. Based on the results of the validity test of all existing variables, it is obtained that $r_{\text{count}} \geq r_{\text{table}}$. (0.3494). Thus, all data generated by the validity test is declared valid.

The test reliability was conducted to 30 respondents (students) as sample. The result of the reliability test to 30 respondents is shown in Table 2. It can be seen that the value of *Cronbach Alpha* of the test reliability is 0.975, so the collected data is declared reliable.

Table 2. Reliability of the Test

Cronbach's Alpha	N of Items
.975	22

Competency Analysis

Pedagogy Competency

There are six items of indicator for pedagogy competency. The explanation for each item is elaborated as follows. Based on Table 3, the total respondents' score for the indicator of “being well prepared in mentoring final paper” amounted to 148 of the maximum total score that could be reached 176 point. Competency gap for this indicator is $148/176 = 84$ percent, so this indicator is categorized as competent. Meanwhile, based on Table 4, the total respondents' score for the indicator of “being regularly scheduled in mentoring” is 142 of the total maximum score that can reach 176. The competency gap for this indicator is $142/176 = 81$ percent, thus, it is categorized as fairly competent.

Table 3. Being Well Prepared in Mentoring Final Paper

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	1	2	2
3	Agree	23	69	52
4	Strongly Agree	19	76	43
	Total	44	148	100

Table 4. Being Regularly Scheduled in Mentoring

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	2	2	5
2	Disagree	3	6	7
3	Agree	22	66	50
4	Strongly Agree	17	68	39
	Total	44	142	100

In addition, based on Table 5, the results of respondents' score for the indicator of “being able to raise up enthusiasm of students who are mentored” is 153 of the maximum value that can reach 176. Competency gap for this indicator is $153/176 = 87$ percent. With this score, this indicator is categorized as competent. Based on Table 6, the total respondents' score for the indicator of “being able to use various media and learning technologies in mentoring the final paper (such as whiteboard, e-learning, etc.)” is 134 of the maximum total value that can reach 176. Competency gap for this indicator is $134/176 = 76$ percent, so that it is categorized as fairly competent. Based on Table 7, the total respondents' score for the indicator of “being able to explain the material of the final paper” is 152 (86%) of the total maximum score that can reach 176. Competency gap for this indicator is $152/176 = 86$ percent, so that it is categorized as competent. Based on Table 8, it is known that the total respondents' score for the indicator of “providing feedback” is 152 of the maximum total score that can reach 176. Competency gap for this indicator is $152/176 = 86$ percent, so the indicator is categorized as competent.

Table 5. Being Able to Raise Up Enthusiasm Students Who are Mentored

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	2	4	5
3	Agree	16	48	36
4	Strongly Agree	25	100	57
Total		44	153	100

Table 6. Being Able to Use Various Media and Learning Technologies in Mentoring the Final Paper (Such as Whiteboard, E-learning, etc.)

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	0	0	0
2	Disagree	10	20	23
3	Agree	22	66	50
4	Strongly Agree	12	48	27
Total		44	134	100

Table 7. Being Able to Explain the Material of the Final Paper

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	1	2	2
3	Agree	19	57	43
4	Strongly Agree	23	92	52
Total		44	152	100

Table 8. Providing Feedback

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	21	63	48
4	Strongly Agree	22	88	50
Total		44	152	100

Of the six indicators in pedagogy competency, overall, the indicators are categorized as competent. However, two indicators need to be improved, namely, “being regularly scheduled in mentoring” and “being able to use various media and learning technologies in mentoring the final paper (such as whiteboard, e-learning, etc.)” because they are considered low (disagree value > 10%). The value weights for the pedagogy competency is in Table 9, where the average weights value of pedagogy competency is 3.34, and the score percentage of conformity with the respondents' expectations for pedagogy aspects is 83%, so the pedagogy aspect is categorized as competent.

Table 9. Value Weight of Pedagogy Competency

Indicator	Var 1	Var 2	Var 3	Var 4	Var 5	Var 6	Average
Weight	3.36	3.23	3.48	3.45	3.05	3.45	3.34
Percent	84	81	87	86	76	86	83

Professional Competency

Professional competency has six indicators. Each indicator is elaborated as follows. Table 10 presents the total respondents' score for the category of “being able to provide relevant examples related to the final paper” that reach 151 of the maximum total score that can be 176. Competency gap for this indicator is $151/176= 86$ percent, so this indicator is categorized as competent. Based on Table 11, the total respondents' score for the “being able to explain a final paper topics related to other fields/topics” indicator is 148 of the maximum total score that can be 176. Competency gap for this indicator is $148/176= 84$ percent, so this indicator is categorized as competent. In addition, based on Table 12, it is known that the total respondents' score for the indicator of “being able to explain relevant topics to the real life context” reaches 143 of the maximum total score that could be 176. Competency gap for this indicator is $143/176= 81$ percent. With this score, this indicator is categorized as fairly competent.

Table 10. Being Able to Provide Relevant Examples Related to the Final Paper

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	2	4	5
3	Agree	18	54	41
4	Strongly Agree	23	92	52
	Total	44	151	100

Table 11. Being Able to Explain the Final Paper Topics Related to Other Fields/Topics

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	2	4	5
3	Agree	21	63	48
4	Strongly Agree	20	80	45
	Total	44	148	100

Table 12. Being Able to Explain the Relevant Topics to Real Life Contexts

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	3	6	7
3	Agree	24	72	55
4	Strongly Agree	16	64	36
	Total	44	143	100

Based on Table 13, the total respondents' score for “mastering the latest issues related to the final paper topic” is 148 of the maximum total score that can be 176. Competency gap for this indicator is $148/176 = 84$ percent. With this score, this indicator is categorized as competent. Meanwhile, based on Table 14, the total score of respondents for the “being able to use the results of other research (thesis, final paper, etc.) to improve the quality of mentoring” indicator is 140 of the maximum total score that can be 176. Competency gap for this indicator is $140/176 = 80$ percent. With this score, this indicator is categorized fairly competent. Based on Table 15, the total respondents' score for the indicator of “being able to use communication technology (e-mail, WhatsApp, etc.) in supporting the mentoring process” is 154 of the total maximum value that can be 176. The competency gap for this indicator is $154/176 = 88$ percent. With this score, this indicator is categorized as competent.

Table 13. Mastering the Latest Issues Related to the Final Paper Topic

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	3	6	7
3	Agree	19	57	43
4	Strongly Agree	21	84	48
	Total	44	148	100

Table 14. Being Able to Use the Results of Other Research (Thesis, Final Paper, etc.) to Improve the Quality of Mentoring

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	5	10	11
3	Agree	23	69	52
4	Strongly Agree	15	60	34
	Total	44	140	100

Table 15. Being Able to Use Communication Technology (E-mail, WhatsApp, etc.) in Supporting the Mentoring Process

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	2	4	5
3	Agree	15	45	34
4	Strongly Agree	26	104	59
	Total	44	154	100

Of the six indicators in the category of professional competence, in general, the majority of respondents give the answer "agree". However, there are two indicators that need to get the attention to improve, namely: "being able to use the results of other research (thesis, final paper, etc.) to improve the quality of mentoring" and "being able to explain relevant topics to the real life context" because they are considered low (disagree value > 10%). As many as 13% of the total respondents said they disagree that lecturers are able to use other research sources. The value weight for the professional competency category can be seen in Table 16, in which the average weight value of professional competency is 3.35, and the percentage of conformity with the respondents' expectations for the professional aspect is 84%, so the professional aspect is categorized as competence.

Table 16. Value Weight of Professional Competency

Indicator	Var 1	Var 2	Var 3	Var 4	Var 5	Var 6	Average
Weight	3.43	3.36	3.25	3.36	3.18	3.50	3.35
Percent	86%	84%	81%	84%	80%	88%	84%

Personality Competency

Personality competence has five indicators. Each indicator is elaborated as follows. Based on Table 17, the total respondents' score for "having a dignified attitude in mentoring" is 153 of the total maximum score that can be 176. The competency gap for this indicator is $153/176 = 87$ percent. With this score, this indicator is categorized as competence. In addition, based on Table 18, the total respondents' score for "having a wisdom in mentoring" is 153 of the total maximum score that can reach 176. The competency gap for this indicator is $153/176 = 87$ percent, therefore, this indicator can be categorized as competent. Furthermore, based on Table 19, the total respondents' score for "having attitudes and behaviors that can become a model for the students mentored, such as being on time and patient" is 146 of the total maximum score that can reach 176. The competency gap for this indicator is $146/176 = 83$ percent. With this score, this indicator can be categorized as competent.

Table 17. Having a Dignified Attitude in Mentoring

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	20	60	45
4	Strongly Agree	23	92	52
Total		44	153	100

Table 18. Having a Wisdom in Mentoring

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	20	60	45
4	Strongly Agree	23	92	52
Total		44	153	100

Table 19. Having Attitudes and Behaviors that Can Become a Model for the Students Mentored, Such as Being On Time and Patient

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	27	81	61
4	Strongly Agree	16	64	36
Total		44	146	100

Based on Table 20, the total respondents' score for "being able to control themselves in various mentoring conditions and situations" is 146 of the total maximum score that can reach 176. The competency gap for this indicator is $146/176 = 83$ percent. With this score, this indicator is categorized as competent. Based on Table 21, the total respondents' score for "being able to treat fairly the students mentored" is 148 of the total maximum score that can reach 176. The competency gap for this indicator is $148/176 = 84$ percent. Therefore, with this score, this indicator is categorized as competent.

In the personality competency category, there are five indicators. In general, the majority of the respondents give the answer "agree". The value weight of the personality competency category is presented in Table 22, in which the average value weight of "personality competency" is 3.39. The percentage of conformity with respondents' expectations of the personality competence aspect is 85%. Therefore, this aspect is categorized as competent.

Table 20. Being Able to Control Themselves in Various Mentoring Conditions and Situations

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	1	2	2
3	Agree	25	75	57
4	Strongly Agree	17	68	39
Total		44	146	100

Table 21. Being Able to Treat Fairly the Students Who are Mentored

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	25	75	57
4	Strongly Agree	18	72	41
Total		44	148	100

Table 22. Weight Value of Personality Competency

Indicator	Var 1	Var 2	Var 3	Var 4	Var 5	Average
Weight	3.48	3.48	3.32	3.32	3.36	3.39
Percent	87	87	83	83	84	85

Social Competency

Social competency has four indicators. Each indicator is elaborated as follows. From Table 23, the total respondents' score for "being able to communicate the topic of mentoring well" is 147 of the total maximum score that can be 176. The competency gap for this indicator is $147/176 = 84$ percent, so this indicator is categorized competent. In Table 24, the total respondents' score for the indicator "knowing well the students who are mentored" is 143 of the maximum total score that can be 176. Competency gap for this indicator is $143/176 = 81$ percent. With this score, this indicator is categorized fairly competent. Based on Table 25, the total respondents' score for "being easy to get along with various parties such as students, colleagues, etc." is 148 of the total maximum score that can be 176. Competency gap for this indicator is $148/176 = 84$ percent, so this indicator is categorized competent. From Table 26, the total respondents' score for "appreciating the diversity of students who are mentored" is 151 of the total maximum score that can be 176. Competency gap for this indicator is $151/176 = 86$ percent. With this score, this indicator is categorized as competent.

Table 23. Being Able to Communicate the Topic of Mentoring Well

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	1	2	2
3	Agree	24	72	55
4	Strongly Agree	18	72	41
Total		44	147	100

Table 24. Knowing Well the Students Who are Mentored

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	4	8	9
3	Agree	22	66	50
4	Strongly Agree	17	68	39
Total		44	143	100

Table 25. Being Easy to Get Along with Various Parties Such as Students, Colleagues, etc.

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	2	4	5
3	Agree	21	63	48
4	Strongly Agree	20	80	45
Total		44	148	100

Table 26. Appreciating the Diversity of Students Who are Mentored

No	Answer Option	Frequency	Value	(%)
1	Strongly Disagree	1	1	2
2	Disagree	0	0	0
3	Agree	22	66	50
4	Strongly Agree	21	84	48
Total		44	151	100

For the category of social competence, there are four explanatory indicators. In general, the majority of respondents give the answer "agree". However, there is one indicator that needs to be

improved, namely the “knowing well the students who are mentored” indicator because it is considered low (disagree value > 10%). As many as 11% of the total respondents stated that they disagree that the lecturer as mentor knew the students. The value weight for this category can be seen in Table 27.

Table 27. Value Weight of Social Competency

Indicator	Var 1	Var 2	Var 3	Var 4	Average
Weight	3.34	3.25	3.36	3.43	3.35
Percent	84	81	84	86	84

Based on Table 27, the average weight score of "social competency" is 3.35. The percentage of conformity with respondents' expectations of the social aspect is 84%. With this score, the social aspects is categorized as competence.

The author also conducted in-depth interviews with respondents, referring to two inputs, as follows. (1) The first respondent, Nisa, said: "there are different final paper rules between one lecturer and another lecturer". This is certainly something that interferes the mentoring process and does not show professionalism. Lecturers must comply with the existing guidelines. (2) The second respondent, Halimah, said that students need to be guided in making a schedule to achieve the writing target. Thus, it will help them complete the final paper on time and help them with material that has not yet been attained, for example, how to quote using the APA method, etc.

CONCLUSION

Based on the results and discussion on the quality of the lecturers' competence in supervising final paper in the Office Administration study program, some conclusions can be drawn. (1) Student perception of the competence of lecturers in supervising final paper in Office Administration study program for pedagogical competency is competent. This can be seen from the value weight of the pedagogical aspect average of 3.34, with a percentage value of 83 percent. (2) Students' perception of the competence of lecturers in supervising final paper in Office Administration study program for professional competency is competent. This can be seen from the value weight of the professional aspect average of 3.35, with a percentage value of 84 percent. (3) Students' perception of the competence of lecturers in supervising final paper in Office Administration study program for personality competence is competent. This can be seen from the personality aspect's average value weight of 3.39, with a percentage value of 85 percent. (4) Students' perception of the competence of permanent lecturers as supervising final paper in Office Administration study program for social competence is competent. This can be seen from the social aspect's average value weight of 3.35, with a percentage value of 84 percent.

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