

THE CAUSAL FACTORS OF LECTURER’S IGNORANCE
IN DOING DUTY

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A B S T R A C T

Factors causing lecturers to neglect teaching responsibilities in higher education institutions in Indonesia were investigated in this study. The research utilized a qualitative approach with data collection through observation, interviews, and documentation. The research subjects were lecturers in the Da'wah Management Study Program at the Faculty of Da'wah and Communication at UINSU Medan. data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) data display, and 3) verification. The study revealed that the factors contributing to the inability of lecturers to fulfill their teaching obligations include an excessive teaching workload, brief teaching durations, involvement in other commitments, and forgetting to teach due to additional tasks.

Faktor-faktor yang menyebabkan dosen mengabaikan tanggung jawab mengajar di lembaga pendidikan tinggi di Indonesia diselidiki dalam penelitian ini. Penelitian menggunakan pendekatan kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian adalah dosen di Program Studi Manajemen Dakwah Fakultas Dakwah dan Komunikasi UINSU Medan. Analisis data dalam penelitian ini menggunakan teknik kualitatif dengan langkah-langkah sebagai berikut: 1) kondensasi data, 2) tampilan data, dan 3) verifikasi. Penelitian mengungkapkan bahwa faktor-faktor yang berkontribusi terhadap ketidakmampuan dosen untuk memenuhi kewajiban mengajar mereka termasuk beban kerja mengajar yang berlebihan, durasi mengajar yang singkat, keterlibatan dalam komitmen lain, dan lupa mengajar karena tugas tambahan.

INTRODUCTION

One of the goals of education is to cultivate individuals of high quality. The kind of quality that Indonesia requires for the future is individuals capable of facing increasing competition with other nations worldwide. This quality of Indonesian individuals is achieved through the implementation of high-quality education. Lecturers constitute an essential component in a higher education system. The role, duties, and responsibilities of lecturers bear significant importance in realizing the national educational goals, which include the enlightenment of the nation, the enhancement of the quality of Indonesian individuals encompassing faith and piety, noble character, and mastery of knowledge, technology, and the arts, as well as the establishment of an advanced, just, prosperous, and cultured Indonesian society.(Pramudyo, 2010) Within the context of educational organizations, lecturer commitment is a reflection of the conscious connection between oneself and the responsibilities they undertake as a lecturer. This commitment can give rise to responsibilities that guide and direct their activities within the Three Pillars of higher education.

High levels of lecturer job commitment will encourage them to work professionally and foster an awareness of achieving optimal performance that aligns with the institution's goals, reflecting their commitment to the institution where they serve. In reality, lecturers often tend to be absent from their classes, and this can have a negative impact on students' academic performance and attendance. When lecturers are not present, students may feel neglected and lose their motivation to learn, which affects their concentration and leads to poor grades. This can also result in chronic absenteeism among students, further influencing their academic performance. There is also another consequence of this, as students might resort to cheating to obtain good grades, which can affect their moral values related to learning.

Therefore, What factor does the lecturer ignore his duty? Based on the information above, there are several factors that may influence a lecturer to neglect their duties. Lecturers may be involved in too many research projects, administrative tasks, or other commitments, making it difficult for them to balance their teaching responsibilities. In some cases, a lack of motivation or job satisfaction may cause lecturers to neglect their teaching duties. Issues related to administrative support, resources, or institutional policies can affect a lecturer's ability to perform their teaching duties effectively.

THEORETICAL REVIEW

1. The Role of Lecturers in Higher Education

In the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, paragraph 2 states that, "Lecturers are professional educators and scholars with the main task of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service." The position of lecturers as professional educators serves to enhance their dignity and their role as agents of learning, knowledge development, technology, and the arts, as well as contributors to the community, aims to improve the quality of national education.

In the context of higher education, the role of lecturers is paramount, especially in terms of academic guidance and student mentoring. Lecturers are individuals with professional expertise and the responsibility to make decisions that are in the best interest of their students based on professional judgment. Many perspectives emphasize that the improvement of education quality can be achieved through enhancing the quality of lecturers. This is reflected in previous research that highlights the significant role of lecturers in the success of the education system. (Miller, 1980)

2. Performance

Performance is the outcome of work that an individual or a group of people within an organization can achieve, both quantitatively and qualitatively, in accordance with their respective authorities and responsibilities. (Moeheriono, 2009) Based on this opinion, higher education institutions expect that through lecturers, the fulfillment of the Tri Dharma of Higher Education (education, research, and community service) is achieved with high performance. The performance of lecturers will be realized or reflected in the academic functional positions they attain. Achieving high lecturer performance undoubtedly requires management of factors that can influence the performance of a lecturer.

3. Lecturer Commitment

A lecturer, in essence, embodies leadership within the classroom. To fulfill their various roles, lecturers must be of high quality and have a strong commitment to the university, allowing the university to develop more robust and sustainable development plans. However, it seems that most higher education institutions in Indonesia have not recognized the importance of lecturers' commitment to the university for the improvement of quality and the development of higher education. On the other hand, until now, universities appear unable to take firm actions against lecturers who are not highly involved in campus activities, including educational and teaching activities, even though this is something important that needs to be addressed seriously. (Seniati, 2006)

METHODS

The method used in this research is qualitative. This choice is due to the fact that in this research, the author analyzes the factors that cause lecturers to neglect their duties. The subjects serving as sources of information to obtain the desired data in this study are Lecturers of the Dakwah Management Study Program at the Faculty of Dakwah and Communication at UINSU Medan. In this research, data is collected through three methods: observation, interviews, and documentation. The primary data collection instrument is the researcher themselves, referred to as the human instrument. Furthermore, data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) data display, and 3) verification.

RESULT AND DISCUSSION

After analyzing the data about causal factors of lecturer's ignorance in doing duty, there are 6 findings in this research namely:

- (1) Handling an excessive number of courses,
- (2) Teaching beyond the designated duration,
- (3) Brief teaching periods,
- (4) Engaging in other commitments such as meetings, and so forth,
- (5) Not conducting classes due to other academic responsibilities,

(6) Being burdened with additional tasks to the extent of neglecting teaching obligations. Handling an excessive number of courses means the difficulty of managing and effectively teaching a large number of courses simultaneously. Teaching beyond the designated duration means indicates the act of extending the prescribed time allotted for teaching, potentially affecting the planned schedule.

Brief teaching periods means highlights the concern of inadequate time allocated for teaching sessions, potentially impacting the depth and quality of instruction. Engaging in other commitments such as meetings, and so forth means suggests the presence of additional responsibilities, such as attending meetings, which may divert attention from teaching duties. Not conducting classes due to other academic responsibilities means implies instances where teaching is neglected due to academic obligations, potentially impacting the regularity of classes. Being burdened with additional tasks to the extent of neglecting teaching obligations means indicates a situation where an overload of supplementary responsibilities hinders the fulfillment of primary teaching responsibilities, potentially affecting the overall quality of education.

CONCLUSION

Based on the provided analysis, the findings can be summarized as follows: Lecturers are burdened with an excessive teaching workload, resulting in brief teaching durations and frequent absences from classes. Lecturers often bear additional academic and administrative responsibilities, such as attending meetings, contributing to their neglect of teaching duties. Lecturers may forget to teach due to an overwhelming workload and other commitments, leading to the non-fulfillment of their teaching obligations.

In comparing the findings, it is evident that the primary reasons for lecturer negligence in fulfilling their duties are associated with an excessive teaching workload, administrative commitments, and negligence due to additional tasks. This document highlights the necessity for the university to address lecturer workload and time management to ensure the fulfillment of teaching obligations. In conclusion, this document provides insights into the factors causing lecturer negligence in fulfilling their duties, emphasizing the university's need to recognize and address issues hindering lecturer teaching obligations. The findings underscore the importance of lecturer commitment to delivering high-quality education and the university's need to address lecturer workload and time management.

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