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Efforts of Lecturers to Enhance Student Learning Engagement in the Digital Era

Tatta Herawati Daulae

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

Email: tatta@uinsyahada.ac.id

Abstract

Lecturers play a vital role as educators in higher education institutions, tasked with preparing students for future life through the implementation of the Tri Dharma of Higher Education. This paper aims to examine how the execution of lecturers' roles can enhance students' learning activeness. The research method used is a literature study that reviews various sources related to the role of lecturers in the learning process. The findings show that lecturers who carry out their duties optimally—not only transferring knowledge but also guiding and mentoring students—are able to improve students' motivation and active participation in learning. Therefore, it is essential for lecturers to continuously develop their competencies and create an interactive learning environment. Future researchers are advised to conduct field studies to observe firsthand how lecturers' roles are implemented in various higher education contexts.

Keywords: Lecturer, Learning Activeness, Education, Tri Dharma.

Abstrak

Dosen memiliki peran penting sebagai pendidik di perguruan tinggi yang bertugas mempersiapkan mahasiswa menghadapi kehidupan di masa depan melalui pelaksanaan Tri Dharma Perguruan Tinggi. Penulisan ini bertujuan untuk mengkaji bagaimana pelaksanaan peran dosen dapat meningkatkan keaktifan belajar mahasiswa. Metode yang digunakan dalam penelitian ini adalah studi pustaka yang menelaah berbagai literatur terkait peran dosen dalam pembelajaran. Hasil kajian menunjukkan bahwa dosen yang menjalankan tugasnya dengan optimal, tidak hanya mentransfer ilmu tetapi juga membimbing dan membina mahasiswa, mampu meningkatkan motivasi dan partisipasi aktif mahasiswa dalam proses belajar. Oleh karena itu, penting bagi dosen untuk terus mengembangkan kompetensinya serta menciptakan suasana pembelajaran yang interaktif. Peneliti selanjutnya disarankan untuk melakukan penelitian lapangan guna melihat secara langsung implementasi peran dosen dalam berbagai konteks perguruan tinggi.

Kata kunci: Dosen, Keaktifan Belajar, Pendidikan, Tri Dharma.



Introduction

The development of technology in the current digital era has had a significant impact on various aspects of life, especially in the field of education. The presence of technology allows access to information and knowledge to become easier, faster, and wider, so that the process of searching for and disseminating knowledge has experienced rapid growth (Siemens, 2005). Technology is not only a complement, but has become the main means of supporting learning at all levels of education (Anderson, 2008). Along with this progress, various learning media have begun to be used intensively with the aim of increasing the effectiveness and activeness of student learning (Mishra & Koehler, 2006). Active learning is very important because it is an indicator of the success of the education process, where active students tend to have a better understanding and are able to achieve learning goals optimally (Bonwell & Eison, 1991). Therefore, lecturers as facilitators in the learning process must be able to develop relevant strategies, including the use of technology-based media that can stimulate student interaction and participation (Laurillard, 2012). In practice, the use of technology-based learning media needs to be designed by paying attention to pedagogical and technological aspects in a balanced way to create an effective, disciplined learning process and foster meaningful learning activities (Kirkwood & Price, 2014).

Research Methods

This study uses a descriptive qualitative approach with the aim of describing in depth the lecturers' efforts to improve students' learning activity in the digital era. This approach was chosen because it is able to provide a comprehensive understanding of the phenomena that are currently occurring in the university environment, especially related to teaching practices and the use of technology in the learning process.

The data sources in this study were lecturers and students from several study programs at the university that were the objects of the study. Data collection techniques were carried out through in-depth interviews, direct observation of the

lecture process, and documentation. Interviews were conducted in a semi-structured manner so that researchers could explore information flexibly but still focused. Observations were conducted to directly see the interaction between lecturers and students in the classroom, as well as how technology is used in teaching and learning activities. The documentation used includes the syllabus, Semester Learning Plan (RPS), and relevant lecture notes.

The data analysis technique used is the interactive analysis of the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. Data validity is maintained through triangulation of sources and techniques. This triangulation is carried out to ensure that the data obtained from interviews, observations, and documentation are mutually supportive and consistent. This study is expected to contribute to the development of more effective digital learning strategies and increase the active role of students in the learning process.

Results and Discussion

Lecturer

Lecturers are professional staff at the higher education level who are appointed in accordance with statutory regulations. Recognition of the position of lecturers as professional staff is proven by a teaching certificate. This indicates that the lecturer has professionalism in accordance with his/her competence and field of scientific expertise at the university.

According to experts, lecturers are professional educators and scientists with the main task of teaching, transforming, developing, and disseminating science, technology, and art through education, research, and community service.

The main task of a lecturer is the main task to carry out the tridharma of higher education which includes education and teaching, research, and community service. While supporting tasks are additional tasks of lecturers carried out inside or outside the lecturer's place of duty. The explanation of the duties of lecturers is the duties of lecturers in the field of education and teaching, namely: a. Organizing education and teaching in accordance with their respective fields of

science to students so that they gain knowledge. b. Guiding students to think critically and analytically so that they are able to write theses independently. c. Fostering students in terms of intellectual and mental (STAIN Padangsidempuan Team, 2012).

Student

The definition of a student, if traced from the aspect of its word formation, then *maha* means big. A student is a person who studies at a university (Central Language Dictionary Compilation and Development Team, 2001). A student is a member of the academic community at a university. The definition of a student is explained in the Republic of Indonesia Law Number 12 of 2012 concerning higher education in article 13 paragraph 1 stating that students as members of the academic community are positioned as adults who have their own awareness in developing their potential at university to become intellectuals, scientists, practitioners and/or professionals.

Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Article 13, paragraph 2, states that students actively develop their potential by learning, seeking scientific truth, and/or mastering, developing, and practicing a branch of science and/or technology to become scientists, intellectuals, practitioners, and/or cultured professionals. Paragraph 3 states that students have academic freedom by prioritizing reasoning and noble morals and being responsible in accordance with academic culture.

In addition, in accordance with the contents of paragraph 4 which states that students have the right to receive educational services according to their talents, potentials, and abilities. In addition, paragraph 6 states that students are obliged to maintain ethics and obey higher education norms to ensure the implementation of the *tridharma* and the development of academic culture.

The law emphasizes that students are positioned as learners who function to develop their potential according to their talents, interests and abilities through the implementation of the *tridharma* of higher education. Therefore, students must



have reasoning and noble morals and be responsible according to their position and function.

In accordance with the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Article 26 4, the graduate competency standards at the higher education level aim to prepare students to become members of society who have noble morals, have knowledge, skills, independence, and attitudes to discover, develop, and apply science, technology, and art, which are beneficial to humanity. This legal basis requires that students must be able to achieve the graduate competency standards of the college (Padangsidimpuan State Islamic College, 2012).

Students are people who study at a college, either at a university, institute or academy, those who are registered as students at a college can be called students. But basically the meaning of students is not that perfect. Registering as a student at a college is only an administrative requirement to become a student, but being a student has a broader meaning than just the administrative problem itself (Diding Nurdin, 2008). Students themselves are an elite educated group who are one of the pioneering forces for social and political change in Indonesia, so students can be called leaders for the future, therefore they need to be educated, both in terms of knowledge, personality, attitude, and behavior and skills needed as a leader (Diding Nurdin, 2008). Furthermore, regarding the duties of students in the field of education and teaching are; First, Attending lectures according to their respective fields of science to lecturers so as to gain knowledge. Second, asking for guidance from lecturers to think critically and analytically so as to be able to write a thesis independently. Third, asking for guidance from lecturers in terms of intellectual and mental.

Learning Activity

In the Indonesian dictionary, activity has the basic word active which has the prefix ke and the suffix an which means actively trying. More income than expenses, dynamic able to react and act. Activity comes from the word active which means actively trying, able to react, While the word activity is busyness or

activity in categorizing activity can be viewed from two things, namely physical and spiritual activity.

Learning activity in English consists of the words active and learning when combined into active learning. Active means that in the learning process the teacher must create an atmosphere in such a way that students actively ask questions and express ideas.

Learning is a process of effort carried out by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interaction with their environment. The learning process is essentially to develop students' learning activity through interaction and learning experiences. Student activity is important because sometimes teachers emphasize more on the cognitive aspect by emphasizing the mental abilities learned so that they only focus on understanding the knowledge material. Active means that students are able to interact to support learning. Teachers must create an atmosphere so that students actively ask questions, provide responses, express ideas and demonstrate their ideas or ideas. Active teachers will monitor student activities by providing opportunities for active students to encourage student creativity in teaching and solving problems (Shilphy A. Oktavia, 2020). The learning process carried out in the classroom is an activity that transforms knowledge, attitudes and skills. In these learning activities, student activity is highly demanded, where students are subjects who do a lot of activities, while teachers guide and direct more (Prihantini, 2020).

Student learning activity is a condition when students do many activities, students use their brains to learn ideas, solve problems and apply what they learn, where active learning basically tries to strengthen and facilitate the stimulus and response of students in learning, so that the learning process becomes something fun, not something boring for them. In order for students to learn actively, teachers need to create the right strategy so that students have high motivation to learn. The learning activity experienced by students is related to all activities that occur, both physically and non-physically. Active learning is a teaching and learning system that emphasizes the activity of students, both physically, mentally

intellectually, and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects.

Next are the forms of Learning Activity. In learning, both psychological and physical activity are required. The success or failure of an educational goal depends largely on the learning process experienced by students. In an effort to achieve successful learning activities, students are required to be active in learning activities. The forms of learning activity are: First, Psychic activity. According to the cognitive school, learning is an internal event, meaning that learning can only occur if there is an ability in a person who is learning.

So learning shows the existence of a very active soul, the soul processes the information we receive, not just storing it without transforming it. As for psychic activity includes: Sensory Activity, in participating in learning activities, one should try to utilize the senses as best as possible, such as hearing, sight, and so on. Second, Physical Activity. According to Thorndike's theory, students' activeness in learning is stated by the law "Law of Exercise" which states that learning requires exercises. MC Kachix regarding the principle of activity states that individuals are active learners and are always curious. As for physical activity includes: Third, Taking notes. Taking notes or writing is said to be a learning activity if students in writing, especially students, have needs and goals. Writing here means if in writing students are aware of the motivation and purpose of writing or taking notes.

Taking notes requires thinking, so it is not the same as copying. The notes should be an outline or summary that provides an overview to remember the lesson. So when studying we must try to understand and remember the contents of the lesson. The notes are very useful if we want to repeat it later.

Fourth this reading. Reading has a big influence on learning. Almost most activities are reading. In order to learn well, it is necessary to read well too, because reading is a learning tool. Fifth, namely listening. In the teaching and learning process, students always listen to information given by educators. In this case, listening as a learning activity when listening there is a need or motivation.

The existence of this need and motivation makes information active and purposeful.

Remembering is the last stage in the listening process. This means that a person not only receives, interprets the information received, but also adds things that have been heard to his memory which can be retrieved at any time if needed. Sixth is discussing. In discussing there are several learning activities such as asking questions, expressing opinions or suggestions and others. If a discussion is held in the learning process, it will develop the potential of students so that they are more critical and creative. Seventh, namely practicing. In learning, students are required to practice or try to practice dialogue using lessons that are not enough to be heard or seen, but students must practice often so that students become more skilled (Max Darsono, 2002). So, in carrying out learning activities, the mind must always be active or activated to solve problems such as, considering, compiling, opinions and drawing conclusions. In addition, the activity of memory while learning, where students must be active in receiving the learning material delivered by the teacher and trying to store it in the brain, then being able to explain it again when asked to explain.

This is the condition where a student should always love what will and has been learned. Because by loving what is learned, the knowledge will be more blessed in the form of understanding and actualization.

Indicators of Student Learning Activity

According to Erna, the indicators of student learning activity can be seen from: 1). Students' response to the teacher's explanation. 2). Their cooperation in groups. 3). Students' ability to express opinions in expert groups. 4). Students' ability to express opinions in original groups. 5). Giving opportunities to express opinions to friends in the group. 6). Listening well when friends express their opinions. 7). Giving brilliant ideas. 8). Making mature plans and division of work. 9). Decisions based on considerations from other members. 10). Utilizing the potential of group members. 11). Helping each other and solving problems

According to Nana Sudjana, indicators of student learning activity that can be used by Islamic Religious Education teachers to improve student learning

activity in the learning process are: 1). Participating in carrying out their learning tasks. 2). Involved in solving problems. 3). Asking other students or the teacher if they cannot understand the problem they are facing. 4). Trying to find various information needed to solve the problem. 5). Carrying out group discussions according to the teacher's instructions. 6). Assessing their own abilities and the results they have obtained. 7). Training themselves in solving similar problems or issues. 8). Opportunity to use or apply what they have acquired in completing tasks or problems they are facing.

The indicator of learning activity from a psychological perspective can be understood that the movements made by a student are in accordance with their circumstances and instincts. Thus, they can use their senses well.

In a learning situation, he will be more receptive to mastering the lesson if physically and mentally active. So it can be understood that there are many kinds of indicators of student learning activation, such as participating in carrying out their duties, trying to find information to solve problems and can also be seen from the movements carried out according to their circumstances and instincts.

Factors That Influence Learning Activity

Factors that influence many types, but can be classified into two groups, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual. However, for more details, several opinions will be presented, including: 1). Sumadi Suryabrata, said that learning is greatly influenced by several factors, namely: a). Factors that come from outside the student are divided into two, namely: non-social factors (air, place, tools used for learning) and social factors (relationships with humans). b). Factors that come from within the student, these factors are classified into two, namely; physiological factors (physical) and psychological factors (mental conditions).

Furthermore, Abdurrahman Abror, explained that the factors that influence learning are individual factors (factors found within the learner) and situational factors (factors originating from the surrounding environment). Furthermore, WS

Winkel emphasized that the factors that influence learning and learning achievement are: a. Intellectual factors that include the level of intelligence, learning ability and learning methods of students. b. Non-intellectual factors that include learning motivation, attitudes, interests, conditions, psychology and socio-cultural conditions.

Digital Era

The increasingly sophisticated digital technology today makes a big change to the world, the birth of various kinds of increasingly advanced digital technology has emerged. From various circles have been facilitated in accessing information through many ways.

The digital era is a time when most people at that time use digital systems in their daily lives. The world community has entered the 12th century, one of its characteristics is that humans have entered the global era. In this era, humans are facilitated by sophisticated information technology and transportation. In terms of information, humans have been connected by sophisticated communication tools in seconds via telephone, fax, internet, and others that break through national and continental boundaries.

Media in the digital era has the characteristics of being manipulable and networked. The ability of digital era media makes it easier for people to receive information. The increasingly sophisticated digital technology today has made major changes to the world, the birth of various increasingly advanced digital technologies has emerged.

Characteristics of the Digital Era

The characteristics referred to in the following study are where in this century science is prioritized as a mainstay of humans to solve their life problems, thus this century gives birth to a learning society or a knowledge society. Furthermore, in this era a borderless world will emerge. Geographical barriers become invisible as a result of advances in communication and information science. Any event that occurs in one part of the world at almost the same time will be known in other

parts of the world, so there is an easy exchange of information. Finally, in this era global competition will also emerge, a competitive era will emerge. If the era of competition emerges, superior humans are needed.

Lecturers' Efforts to Increase Student Learning Activity in the Digital Era

What students must strive for in learning activities in this digital era is by utilizing learning media. According to Isjoni, efforts are a series of activities carried out in the teaching and learning process with the aim of providing experience, knowledge and understanding for students so that students can have academic abilities (intellectual questions) and emotional abilities (emotional questions) while according to Dimiyati, what is meant by efforts is the effort to educate and develop learning ideals.

Peter Salim and Yeni Salim state that what is meant by effort is the part played by the teacher or part of the main task that must be carried out. According to the big dictionary, effort is defined as an activity that directs the mind's energy to achieve a goal. Effort also means an effort to achieve an intention to solve problems and find a way out.

The word media comes from Latin and is the plural form of the word medium which literally means intermediary or messenger. Media is an intermediary or messenger of messages from the sender to the recipient of the message. There are many limitations on media, the association of education and communication technology/AECT in America, defines media as all forms and channels that people use to convey messages or information. Gagne states that media are various types of components in the student's environment that can stimulate them to learn.

According to Purnamawati and Eldarni, media is anything that can be used to convey messages from the sender to the recipient, so that it can stimulate the thoughts, feelings, attention and interests of students in such a way that the learning process occurs. Media is defined as a communication tool used to convey information from a source to the recipient.

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students exchanging information. According to Wikipedia, learning is assistance provided by educators so that the process of acquiring science and knowledge, mastering skills and habits and forming attitudes and beliefs in students can occur, in other words, learning is a process of forming students so they can learn well.

Learning media in general is a tool to help the teaching and learning process, anything that can be used to stimulate thoughts, feelings, attention and learning abilities or skills, so that it can encourage the learning process. This limitation is quite broad and deep, including understanding, sources, human environment and methods used for learning purposes. Learning media is a tool that functions to convey the learning process.

Furthermore, in addition to the importance of understanding learning media in the digital era, students are expected to know what types of learning media are meant. Among the types of media meant are, first, audio media is a media whose message content is only received through the sense of hearing. Judging from the content of the message received, audio media can convey verbal messages of spoken language or words are verbal sounds or vocalizations. Even the second is visual media is a media that only relies on the sense of sight, visual media displays its material using a projection tool or projector, because through this media the software that complements this projection tool will produce a bias of light or image that matches the desired material. Next is audio visual media also called video media which has elements of sound and images. Audio visual is a media that has elements of sound and images. Audio visual media has the following properties: 1). The ability to improve perception. 2). The ability to improve ability. 3). The ability to improve transfer/transfer of learning. 4). The ability to provide reinforcement or knowledge of achievements achieved. 5). The ability to improve retention (Achmad Lutfi, 2009).

Apart from the above, students are expected to be able to utilize educational technology. According to Iskandar Ali Sabana, technology has been known for millions of years, because of the drive for a more comfortable, more

prosperous and more prosperous life. So since the beginning of civilization, technology has actually existed, although the term technology has not been used. The term technology comes from *techne* or way and *logos* or knowledge. So, literally technology can be interpreted as knowledge about how. The definition of technology according to him is a way of doing something to meet human needs with the help of tools and reason.

Even etymologically, technology comes from Greek, namely *Tekhne* and *Logia*. *Tekhne* means art or expertise, while *logia* means area of study or science. So literally *Tekhnologia* means the science of art and expertise. The word technology also comes from Latin, namely *texere*, which means to build or establish. In the development of technology, it is interpreted as the process of creating tools and machines by humans which are used as a means to improve the mastery and management of materials in their environment (Imam Sukardi et al., 2003).

Technology is the development of a media/tool that is used more efficiently, in order to process and control a problem. The term technology is the application of science that studies and develops the capabilities of an engineering with certain steps and techniques in a field. So, technology is the handling of something systematically or the application of science to solve problems (Ibrahim, 1995). Related to the previous thing that technology has become an integral part of every society, the more advanced a society, the more technology is developed and used. (Yusufhadi Miarso, 2007). Technology is developing rapidly, there are quite a lot of varieties and forms. From the various technologies, it is very helpful in human life today. There are 7 types of advanced technology which are types of information and communication technology that play an important role in making it easier for humans to carry out their life tasks. The various technologies are such as mobile phones (HP), cellular phones (cellphones), or mobile phones are information technologies that have now become one of the primary human needs after food, clothing, and housing. Through HP, information can spread quickly, and anyone can be a source of information. In addition, other technological devices such as laptops, notebooks, or netbooks are also very helpful for a

person's work routine because they are able to maintain work productivity, provide information that is always up to date, and provide ease in accessing data. Computers or PCs, which consist of hardware and software, function to process, store, and display information. Tablet PCs are also practical technological devices, in the form of portable computers shaped like books. The Internet, which is short for "inter-network", is a global computer network connected via information exchange protocols (TCP/IP), and provides services such as email and the World Wide Web (www). Television is an electronic media that presents images and sound or moving images directly (audio visual). Finally, a digital camera is a technological device used to capture images electronically and store them in digital format.

In addition to the above, it is appropriate for students to carry out student discipline. The word discipline in the Indonesian dictionary is interpreted as inner and character training with the intention that all actions always obey the rules and can also mean obedience to rules and regulations (WJS Poerdawarminta, 2003). Ali Imran quoted Tianggie's opinion, that discipline is an orderly state where people who join an organization submit to existing regulations with a sense of pleasure (Ali Imron, 1995). Another opinion, that discipline refers to a person's obedience in following the rules or regulations because it is driven by the awareness in his heart (Suharsimi Arikunto, 1993).

Based on the statements above, it is clear that discipline is a condition or compliance with established regulations, both written and unwritten, which is carried out happily, willingly and responsibly based on the awareness that grows within a person. So the task of disciplining student learning is a task that must be carried out by lecturers in order to achieve good learning outcomes.

Discipline is very important in learning activities and will help smooth learning, a disciplined attitude that someone has will lead to the success of the program being taken, therefore a disciplined attitude must be truly implemented by lecturers properly in learning. Discipline is also one of the important functions of human resource management and is the key to achieving goals, without discipline it will be difficult to improve learning outcomes.



Discipline has an important meaning in learning activities, people who are disciplined in carrying out tasks will be able to achieve perfect results. Thus, discipline is very important for human life, so lecturers must continuously foster student discipline so that it becomes a habit, people who succeed in learning, generally have high discipline, on the other hand people who fail are generally because they are not disciplined, so discipline needs to be owned by students and maintained by people who learn. Factors that function to grow and maintain discipline are awareness, role models and obedience to regulations (AS Moenir, 1987). Discipline in students is seen when there is an understanding of the limits of freedom from actions that are allowed and not allowed. This discipline must be properly instilled by lecturers in learning. Sometimes a firm attitude and action are needed so that students understand and can develop themselves. The things needed to be able to take care of themselves and adapt to the way of life are the existing norms and values.

Instilling discipline is a process of teaching lecturers. As a teaching and learning process, various good approaches have been carried out. In general, this approach is divided into two, namely a positive approach and a negative approach. An effective way to discipline students is through a positive approach, namely by setting an example, encouragement, praise and rewards. An effective way to discipline students is by giving numbers, prizes, rivals/competencies, ego-involvement, giving tests, knowing the results, praise, punishment, desire to learn, interests, and recognized goals (Arief M Sardiman, 2019). In learning there are goals that must be achieved, so to achieve the goal there are several activities that must be fulfilled. In the learning process, lecturers have an important role to encourage various student learning activities so that learning objectives are achieved optimally. First, lecturers must ensure that students listen to the material presented well, because without clear motivation and goals, listening activities will not produce effective learning. In addition, lecturers also need to direct students' perspectives so that they focus on important material and are not distracted by irrelevant things. The activities of touching, smelling, and tasting or tasting can also be part of the learning process if they are driven by specific

learning needs and goals, so lecturers must pay serious attention to this aspect. In lectures, students also need to write or take notes on the material as memorization and reference material, and reread the material that has been delivered to strengthen understanding. Making an overview or summary and underlining important parts are also effective learning strategies and need to be guided by lecturers. The activity of remembering must be fostered by delivering clear and interesting material so that it is easy to understand and remember. In addition, thinking is an important intellectual activity in learning, because through thinking students can understand the relationship between concepts and gain new knowledge. Finally, exercises or practices must always be given to measure the extent to which students understand the material that has been taught, because exercises are an integral part of the learning process that produces real competence.

As a continuation of the above, there is a need for effective learning. Effective learning is that which produces useful and purposeful learning for students through the use of appropriate procedures. This definition contains two important indicators, namely the occurrence of learning in students and what the lecturer does. Therefore, the learning procedures used by lecturers and evidence of student learning will be the focus in efforts to foster learning effectiveness. Yusufhadi Miarso quoted the opinion of Wotruba and Wright, that based on their review of a number of studies, identified seven indicators that indicate effective learning. These indicators are: good organization of lectures, effective communication, mastery and enthusiasm in the subject, positive attitudes towards students, fair exams and grades, flexibility in teaching approaches, and good student learning outcomes.

If these indicators are utilized by teachers/lecturers in implementing learning, then it is very supportive to improve learning outcomes. The importance of organizing lectures well. Indicators of organizing lectures well are reflected in; formulation of objectives, selection of lecture materials/topics, class activities, assignments, assessments, lecturer readiness to teach, assignment of lecture time well.



The implementation of lectures properly is certainly not carried out with many deviations from the Plan that has been set initially. Organizing lectures is the authority of the lecturer. Organizing lectures properly includes the ability to manage learning. In managing learning there are three important things to implement, namely planning, implementation and control (Enco Mulyasa, 2019).

In relation to organizing learning, Hamzah B. Uno divides three (3) strategies, namely: First, Organizational Strategy is a method for organizing the contents of the chosen field of study for learning. "Organizing" refers to an action such as selecting content, arranging content, making diagrams, formats and others of the same level. Second, Delivery strategy is a method for delivering learning to students and/or for receiving and responding to input from students. Learning media is the main field of study of this strategy. Third, Management strategy is a method for organizing interactions between learners and other learning method variables, variables of organizing strategies and delivering learning content.

Classroom teaching and learning activities are a separate world of communication, where teachers and students exchange ideas to develop ideas and thoughts, so that they contain the content of "educational communication" meaning that the ultimate goal of the communication process is to develop knowledge, skills and values of attitudes of students. Communication often causes deviations that cause obstacles for students. Communication comes from the Latin "communis" which means to create togetherness or build togetherness of two or more people (Hafied Cangara, 2009). According to Weaver, communication is a form of human interaction that influences each other intentionally or unintentionally, not limited to verbal language, including facial expressions, paintings, and art and technology. Everet M. Rogest stated that communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing their behavior, while Lawrence Kincaid's opinion, communication is a process in which two or more people form or exchange information with each other, which in turn will arrive at a deep mutual understanding, the function of this communication is to convey information, educate, entertain and influence (Onong Uchjana Effendy, 2009). Effective

communication is the skill of transferring knowledge in teaching, this is highly demanded in learning, so that the learning content can be understood well. Most learning in higher education is given in the form of lectures. Therefore, the ability to give lectures, including the use of media and audiovisual tools or other techniques to attract students' attention is a characteristic of good learning. Communication skills include: clear presentation, fluency in speaking, interpretation of abstract ideas with examples, good speaking skills (tone, intonation, expression, etc.), ability to listen.

Assessment of communication skills can also be done well by students, (a) whether the lecturer's voice is clear enough to hear; (b) whether the lecturer communicates confidently or hesitantly and nervously; (c) whether the lecturer is able to explain something abstract well and use concrete examples, and (d) whether the lecture content is well understood.

Communication skills are very much needed in creating effective learning, namely speaking skills, listening skills, overcoming verbal communication barriers, understanding non-verbal communication from students and being able to resolve conflicts, when talking to students even with parents, administrators and others (John W. Santroch, 2007). Teachers must have effective communication skills, in order to be able to accept all feelings and encourage the emergence of student compliance (Enco Mulyasa, 2007).

Next, a lecturer is required to know his lecture material well so that it can be organized systematically and logically. The indicators of mastery of lecture material are: he must be able to relate the contents of his lectures to what students already know, be able to relate the contents of his lectures to new developments in his scientific discipline, be able to take advantage of the results of related research, select required books and readings, determine discussion topics, make an overview, make presentation materials.

Mastery of the lecture material alone is not enough, that mastery must be accompanied by the will and enthusiasm to provide that mastery to the students. A positive attitude towards students is reflected in various ways, including: 1). A lecturer provides assistance when students have difficulty with the lecture

material. 2). The lecturer encourages students to ask questions or give opinions. 3). The lecturer can be contacted by students outside of class. 4). The lecturer is aware of and cares about what the students are learning.

This positive attitude can be demonstrated in both small and large classes, of course in different ways. In small classes, this attitude can be continued by giving attention to individuals, while in large classes it can be given to groups facing the same problem.

Positive attitudes shown by teachers towards the subjects presented to students and towards the methods used can influence students' motivational attitudes. It is a must that everyone involved in the implementation and execution of a teaching program shows enthusiasm, cooperation, willingness to help and interest in the teaching materials. If students feel or really see positive expressions or attitudes, students will tend to behave positively, the results can support the success of learning (H. Hamzah B. Uno, 2010).

Fairness in exams and assessments. From the beginning of the lecture, students must be informed of the various types of lecture assessments that will be carried out, such as formative tests, essays, projects, exams and other questions that will all be counted to determine the final grade. The benchmark for fairness in examinations can be seen in: 1). The suitability of the exam questions to the lecture material. 2). Consistent attitudes towards achieving lecture goals. 3). Student efforts made to achieve goals. 4). Student honesty. 5). Providing feedback on student work.

This assessment fairness does not mean giving students an A grade if they should not have received it. Whether or not the exam and assessment are in accordance with the objectives and course material can be known by colleagues or direct supervisors. Likewise, the assessment given to student achievement; sometimes the grade given by a lecturer is also influenced by feelings of like or dislike for a particular student. Students can also be asked for their opinions about the level of fairness of the lecturer. But we also have to be careful because students cannot always be objective.

Often in the teaching and learning process, the evaluation aspect of learning outcomes is ignored, meaning that lecturers and teachers pay too much attention when they are giving lessons. Lectures are ongoing, when making exam questions they no longer see learning targets including cognitive, affective and psychomotor aspects. In making exam questions, it is necessary to pay attention to: 1). Providing the measurements used. 2). Determining the assessment function. 3). Implementing exam assessment standards. 4). Designing exam questions that remain relevant to achieving learning targets. 5). Making question weights. 6). Measuring and assessing exam results. 7). Making decisions on exam evaluation results.

The exam has three functions, namely measuring, assessing and evaluating. An exam is said to be of good quality if it tests what is to be tested and consists of a series of good exam questions. The main purpose of holding the exam is to measure and assess how far students achieve the learning targets that have been set.

The steps above are very important to be implemented by every lecturer, teacher to support the achievement of fair grading. Evaluation of learning outcomes is a process of starting and determining the object being measured, measuring it, achieving measurement results, transforming it into a value and making a decision on whether or not the student passes, whether or not the lecturer is effective in teaching or whether the interaction between the lecturer and the student in the teaching and learning process is good or bad.

The teaching approach used by lecturers with variations is often an indication of passion in teaching. Various approaches may be useful in achieving various goals, or in responding to the background and abilities of students. For example, simulations and game techniques can be useful in teaching analysis, synthesis, and critical thinking skills. Media can be used to increase digestibility and provide benefits to students. By providing different time opportunities to students with different abilities, it already means that there is a flexible approach. Teaching activities should be determined based on student characteristics, subject characteristics, and obstacles. Different characteristics and different obstacles

require different approaches. The first attempt at a flexible approach may not be able to show good results. Willingness to experiment or provide feedback will be a good effort to produce a good lecture approach. Flexibility in the teaching approach may only be known by the lecturer concerned and the students who attend his lectures. Sometimes the approach used by lecturers is determined situationally, namely adjusted to the atmosphere and events that exist at the time the lecture is given. In such circumstances, it would be best for the lecturer to note the atmosphere and approach used, the characteristics of the changes and the results obtained.

Appropriate student learning outcomes. How much and what students learn in a course is the result of a variety of factors, not all of which are related to the lecturer. The ability to motivate students, for example, is closely related to what students achieve.

Conclusion

The digital era is a time when the development of knowledge and technology is increasing rapidly, causing all activities to be controlled by technology. In this digital era, learning is faced with learning progress and on the other hand causes negative things. Therefore, there needs to be an effort by lecturers to increase student learning activity in the digital era. Some efforts that can be made by lecturers are utilizing learning media and technology, fostering student discipline, fostering student learning activities, and implementing effective learning.

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