

## Portrait of Lecturer Competence in Online Learning During the Covid-19 Pandemic

Herdah<sup>1</sup>, Sudirman<sup>2</sup>, Andi Aras<sup>3</sup>

<sup>1</sup> Institut Agama Islam Negeri (IAIN) Parepare, Indonesia; herdah@iainpare.ac.id

<sup>2</sup> Institut Agama Islam Negeri (IAIN) Parepare, Indonesia; sudirman@iainpare.ac.id

<sup>3</sup> Institut Agama Islam Negeri (IAIN) Parepare, Indonesia; andi.aras@iainpare.ac.id

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### ABSTRACT

Implementing online learning raises various kinds of problems. Not a few lecturers and students have difficulty using the e-learning platform to make online learning take place only by giving assignments remotely with no feedback or interaction between lecturers and students, so that the learning process does not run effectively. This study aims to find out the process of implementing online learning and lecturer competencies during the Covid-19 pandemic. This study uses a mixed methods approach with an exploratory sequential design. The population in this study amounted to 265 people. The research sample amounted to 160 people consisting of lecturers and students at the Arabic Language Education Study Program, Tarbiyah Faculty of IAIN Parepare. The data analyzed is the result of in-depth interviews and questionnaires. From the results of the study, it can be seen that the pedagogic competence of lecturers plays a very important role in creating effective online learning. This can be seen from the lecturers' efforts in improving the quality of classroom management starting from planning, implementing, and evaluating which have been integrated with learning technology. This study also found that lecturers have pedagogic competence, professional competence, personality competence, and social competence in both categories in carrying out online learning.

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#### **Corresponding Author:**

Herdah

Institut Agama Islam Negeri (IAIN) Parepare, Indonesia; herdah@iainpare.ac.id

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## 1. INTRODUCTION

The Covid-19 pandemic, which was first confirmed in the city of Wuhan, has caused many deaths and has spread throughout the world. Prevention of the spread of the virus is the main effort made so far. Covid-19 prevention measures are implementing social and physical distancing policies, and school

closures (Azhari & Fajri, 2021). More than 124 countries in the world, including Indonesia, have closed schools and universities. School closures are one of the effective ways to prevent the spread of the epidemic, in particular, to prevent the spread of the virus among students (Cauchemez et al., 2009) To avoid the spread of Covid-19, the Indonesian government's policy is to suspend classrooms without stopping learning, so schools conduct distance learning (Susilo et al., 2020). Thus, distance learning is a solution for continuing learning in critical times, such as the case of the current corona virus pandemic.

These conditions require educational institutions to innovate in the learning process. One form of innovation is by conducting online learning which has the aim of increasing student access to higher quality learning. Online learning is an educational innovation that involves elements of information technology in learning (Herliandry et al., 2020).

Generally, every lecturer in a higher education institution can have their own considerations to choose which learning model is considered the most suitable to be held in student learning. Online learning is a solution to overcome the problems faced by universities in the education system by providing good and clear explanations and learning, students can carry out online learning efficiently and more optimally (Sobri, Nursaptini, & Novitasari, 2020). A similar statement was also expressed by Widiyono (2020) in his research which concluded that online learning is effective for learning during a pandemic. Likewise, research by Hamdani & Priatna (2020) states that the online learning model is effective with significant achievements in line with the demands of realizing the ideals of higher education, namely the 21st century golden generation.

On the other hand, the implementation of online learning also raises various kinds of problems. Not a few lecturers and students still have difficulty using online learning technology, whether it's using e-learning or other platforms such as Zoom, Google Classroom, and CloudX (Harjanto, 2020). This makes online learning take place only by giving assignments remotely without any feedback or interaction between lecturers and students. Not all students have facilities that support online learning activities. Other obstacles such as unsupported devices, inadequate internet connections, and expensive internet quotas are barriers to online learning (Asmuni, 2020).

Several studies on learning during Covid-19 pandemic from various point of views have been conducted and published (Cao et al., 2020; Favale et al., 2020; Sintema, 2020; Azhari & Fajri, 2021). However, until now there has been no research that explores the competence of Arabic Lecturers in carrying out online learning during the Covid-19 pandemic.

In this regard, lecturers are actually educators with the main task of transforming, developing, and disseminating science, technology and art through education, research and community service (Indonesia, 2005). From the definition of the lecturer profession, it can be understood that the competence of lecturers is highly demanded for the development of science (Sutisna & Widodo, 2020). However, in the conditions of the Covid-19 pandemic with limitations in the implementation of learning, lecturer competence is one of the things that should be the focus of attention of academics and education practitioners. So the question in this research is how is the implementation process and competence of Arabic Lecturers in carrying out online learning during the Covid-19 pandemic at the Arabic Language Education Study Program, Tarbiyah Faculty of IAIN Parepare? Therefore, this study aims to examine the competence of Arabic Lecturers in online learning during the Covid-19 pandemic at the Arabic Language Education Study Program, Tarbiyah Faculty IAIN Parepare.

## 2. METHODS

This study uses a mixed method approach with a sequential exploratory design (Creswell, 2014) because to obtain answers about the process of implementing online learning during the Covid-19 pandemic, a qualitative approach is used, while to obtain answers about the competence of lecturers in online learning during the Covid-19 pandemic, a quantitative approach is used (Creswell, J., 2009; Hesse-Biber, 2014). This research was carried out for 6 months, namely June-November 2021 at the Tarbiyah Faculty of Institut Agama Islam Negeri (IAIN) Parepare. The population in this study amounted to 265 people consisting of 10 lecturers and 256 students of the Arabic Language Education

Study Program, Tarbiyah Faculty of IAIN Parepare. The sample was randomly selected from the current population using the Slovin formula to measure the size of the research sample, amounting to 160 lecturers and students (Consuelo et al., 2007). Furthermore, the interview subjects were selected based on the research objectives in accordance with the research criteria. To obtain data on the portrait of online learning, in-depth interview techniques were used, while data on the competence of lecturers was obtained through a questionnaire that had been prepared by the researcher. The validity of the data was obtained in two ways, namely: 1) triangulation of sources by comparing the data obtained from students and lecturers; 2) triangulation method by comparing the data obtained through interviews and questionnaires. After the data is obtained, the data is analyzed. Quantitative data were analyzed descriptively using SPSS version 22 for Windows (Kolog, 2017). Furthermore, qualitative data analysis of interviews was carried out by data reduction, data presentation, drawing conclusions and verification (Miles et al., 1994).

### 3. FINDINGS AND DISCUSSION

#### Portrait of Online Learning during the Covid-19 Pandemic

Arabic Language Education Lecturers at IAIN Parepare as a whole consider that information and communication technology with the Sevima Edlink application helps smooth online learning during the pandemic, this is because the features available on the application make it easy for lecturers and students to discuss during the lecture process. Sevima Edlink as a supporter of online learning that adapts to the needs of the digital era to produce the skills of students and lecturers as skilled and skilled workers who are able to adapt to the demands and needs of information technology-based learning by considering values including economic value, functional value, psychological value and creative value and innovative value.

Based on the statement above, it can be aligned with the average condition of students belonging to the millennial group in terms of age, where they are more comfortable using features in internet applications including Edlink to be used as an option in this online learning model. These applications are familiar to them before or easy to understand because they tend to be similar to some of the applications they usually use in their daily activities, besides that, most students also have a tendency to the type of visual learning that is more directed to pictures, writing, videos and so on.

Meanwhile, the learning model that is generally used by lecturers is more on the implementation of a student centered approach combined with Student Teacher Aesthetic Role-Sharing which creates active learning between students and lecturers, developing the capacity and competence of lecturers as facilitators by adjusting it to the characteristics of students. The connection with the problems that often arise in online learning so far, for me personally, is only a network problem that sometimes students have problems when the zoom meeting feature on Edlink is used and sometimes tasks are too heavy like videos so it takes a long time to upload. But that can be overcome by giving a little extra time.

The first stage is planning. Like offline learning, online learning also requires careful planning. Likewise, the lecturers of Arabic Language Education at IAIN Parepare, where they prepare learning plans in advance. Planning learning is the first step that must be taken by lecturers before carrying out learning. Planning learning is necessary so that the learning process runs in accordance with educational goals. The ability of lecturers in planning learning is one form of pedagogic competence that must be possessed by a lecturer before carrying out learning. With a careful design, it will make it easier for lecturers to carry out learning well. The plans they made in online learning included adjustments to learning tools, especially adjustments to semester learning plan documents, course outlines, and learning evaluation instruments. Based on observations, there is a change in the content of the semester learning plan for online learning which almost touches starting from the initial, core, and closing activities as well as project-based learning evaluation instruments. Learning methods and techniques are also clearly adjusted, not forgetting that the use of technology is prioritized because learning is online-based.

After that, the implementation stage of learning. The survey results show that there is a modification of the learning pattern with a variety of different learning techniques. The results of interviews and observations show that the online learning pattern carried out by lecturers uses the Edlink Sevima platform as the main Management Learning System (MLS) in carrying out online learning, but still uses other MLS platforms as a support for learning effectiveness.

In addition to this, among the active strategies of lecturers in ensuring the lecture process continues as it should even though it is carried out online is the assistance strategy. As one lecturer stated that "My strategy is to ensure that students play an active role in learning activities and this is assisted by several of my assistants in the class. I have 3 assistants to assess student activity". However, there is one big obstacle experienced by lecturers in order to achieve the effectiveness of online learning, namely the internet quota constraint. As it is known, that the existence of the internet is no longer just a fun material for the community, but now it is a primary need of the community, in order to achieve the sustainability of life, both economically, socially, educationally, and so on (Asmuni, 2020).

Furthermore, the lecturer admitted that he did not experience any academic anxiety or anxiety at all during online learning. Instead, they feel happier and more comfortable, because all work if done from home is considered more flexible. This is an indication that the impact of work from home on the learning process he experiences actually makes the lecture process he carries out considered more effective and flexible (Napitupulu, 2020). The lecturer claimed to have a special strategy in avoiding the boredom experienced by students by using a variety of interesting and varied applications, both audio and visual media.

The last stage is the evaluation stage, basically the online learning evaluation stage is no different from conventional learning which includes daily, weekly assessments, mid-semester examinations and end-of-semester assessments (Rifma, 2016). The only difference is the assessment technique. However, the assessment or evaluation faces obstacles in the objectivity of the assessment of students (Zahrawati & Ramadani, 2021; Zahrawati & Nurhayati, 2021). The informant explained that sometimes there were students' jobs which were allegedly not the result of their work. In addition, in filling out questions, both daily and semester tests, it is possible that the process is assisted by student friends or others so that in terms of assessment, it is still not objective. But on the other hand there are also lecturers who carry out lecture evaluations without using tests but by giving project assignments.

Based on this, it is concluded that the role of pedagogic competence of the lecturers of the Arabic Language Education Study Program at IAIN Parepare is very large in creating effective learning. This can be seen from the lecturers' efforts in improving the quality of class management starting from planning, implementing and evaluating. The results of this study are supported by several research results that have been carried out previously which concluded that the pedagogic competence of a lecturer can be seen when the lecturer is able to design and implement learning, understand the character of his students, and be able to evaluate learning outcomes (Sutisna & Widodo, 2020; Deگو et al., 2019; Dwintari, 2017). Therefore, what has been done by the lecturer is a reflection of a lecturer who has and is able to apply the value of his pedagogic competence.

### **Lecturer Competence in Online Learning during the Covid-19 Pandemic**

To determine the competence of the Arabic Language Education Study Program lecturers in the implementation of online learning during the Covid-19 pandemic, questionnaires were distributed to 160 Arabic Language Education Study Program students starting from the 2018-2021 class via google form. This questionnaire is in the form of questions related to lecturer competencies, namely pedagogic competence, professional competence, personality competence, and social competence during online learning.

#### **1. Pedagogic Competence**

Pedagogic competence is related to the skills of lecturers in classroom management so that learning can run effectively and efficiently (Deگو et al., 2019). In addition, classroom management skills are intended so that lecturers are able to create a pleasant learning atmosphere. The quality of classroom

management carried out by teachers is reflected in 3 aspects which include planning, implementation, and evaluation.

There are eight statement items from the questionnaire that measure the competence of Arabic Language Education Study Program lecturers in online learning, including: (1) Arabic language lecturers are prepared to give lectures/practice/practicum during the Covid-19 pandemic; (2) Arabic language lecturers are disciplined, orderly, and orderly in conducting lectures during the Covid-19 pandemic; (3) Arabic language lecturers have the ability to liven up the classroom atmosphere during the Covid-19 pandemic; (4) Arabic language lecturers use media and learning technology during the Covid-19 pandemic; (5) Arabic language lecturers use various methods of measuring learning outcomes during the Covid-19 pandemic; (6) Arabic language lecturers provide feedback on assignments during the Covid-19 pandemic; (7) Arabic language lecturers provide exam/assignment material with the appropriate course objectives during the Covid-19 pandemic; and (8) Arabic language lecturers provide grades with appropriate learning outcomes during the Covid-19 pandemic. The results of the questionnaire analysis from respondents regarding the pedagogic competence of Arabic language lecturers in the implementation of online learning can be seen in Figure 1.

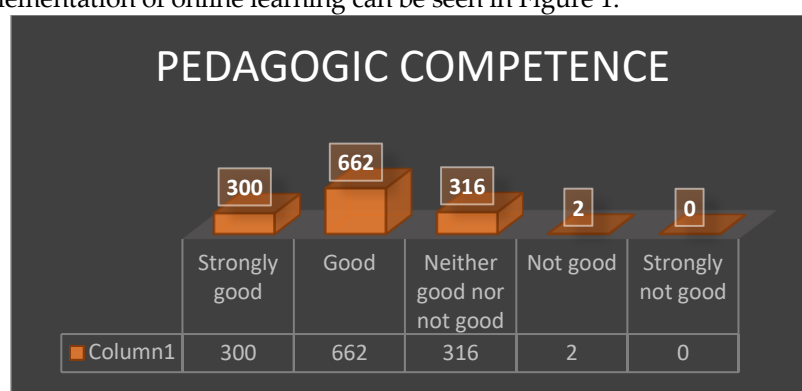


Figure 1 Lecturer's Pedagogic Competence

The data obtained that 160 respondents who gave answers related to the competence of Arabic language lecturers in carrying out online learning that 300 respondents' choices of items were strongly good or 23.44%, 662 good choices or 51.71%, 316 choices were neither good nor not good or 24.68%, 2 choices are not good or 0.156%, and there are no respondents who give strongly not good choices. From the results of the analysis, it can be concluded that the pedagogic competence of Arabic language lecturers at IAIN Parepare in carrying out online learning is in the good category.

This is because before the learning takes place, the Arabic language lecturer at IAIN Parepare prepares learning plans, makes course outlines, and assessment instruments. In the process of implementing online learning, Arabic language lecturers are disciplined, orderly, and orderly based on the lecture schedule, utilizing learning media and technology in the administration of lectures. Arabic language lecturers provide feedback on student assignments and provide learning outcomes that are in accordance with student abilities.

On the other hand, there were also some student responses that gave poor and bad ratings related to the pedagogic competence of lecturers in carrying out online learning, especially on indicators of providing feedback on assignments during the pandemic. Some lecturers only give grades to student assignments without providing comments and responses related to the work being done.

Lecturers who have good pedagogic competence will have an understanding of the psychology of student development so that they can identify the problems faced by students and then can determine the right solutions and approaches to take during the learning process. This is in line with research conducted by Deogo et al., (2019) which concluded that the pedagogic competence of a teacher is the main determinant in the successful implementation of the learning process during the pandemic. In the study of Hill et al., (2020) revealed the same thing that a good pedagogic competence possessed by a lecturer will make the learning process run interactively, inspiring, fun, challenging, motivating

students to participate actively, and providing a wide space for students to be able to explore their potential and abilities so that they can be trained and developed as well as independence in accordance with the talents, interests and physical and psychological development of students.

Pedagogic competence is related to the ability to manage learning. In managing teaching and learning programs, the task of a lecturer is to formulate instructional objectives and indicators of learning achievement, recognize and be able to use instructional design, implement teaching and learning programs, plan and implement remedial programs. In conducting learning, lecturers use technology as a medium. Provide learning materials and administer using information technology and familiarize students with interacting using technology (Suparman & Nurliana, 2020). Pedagogic competence is also related to the ability of lecturers to evaluate the learning carried out including planning, student responses, learning outcomes, methods, and approaches. To be able to evaluate, lecturers must be able to plan appropriate assessments, take measurements correctly, and draw conclusions and solutions accurately. Learning evaluation is carried out to determine student achievement in class and to assess the progress of their learning outcomes (Asmuni, 2020; Sutisna & Widodo, 2020).

## 2. Professional Competence

Professional competence includes understanding learning materials, being able to understand the competency standards to be achieved, being able to develop more effective learning, being able to act reflectively, and being able to take advantage of the sophistication of information and communication technology (Maisaroh, 2021). There are seven statement items in the questionnaire that measure the professional competence of Arabic language lecturers in carrying out online learning including: (1) Arabic language lecturers have the ability to explain the subject/topic appropriately during a pandemic; (2) Arabic language lecturers have the ability to provide relevant examples of concepts taught during a pandemic; (3) Arabic language lecturers have the ability to explain the relevance of the fields/topics being taught with the context of life; (4) Arabic language lecturers have mastery of the latest issues in the fields taught during the pandemic; (5) Arabic language lecturers use research results to improve the quality of lectures; (6) Arabic language lecturers involve students in research/study and/or development/engineering/design during a pandemic; and (7) Arabic language lecturers use various communication technologies in teaching during the pandemic. The results of the questionnaire analysis from respondents regarding the professional competence of Arabic language lecturers in the implementation of online learning can be seen in Figure 2.

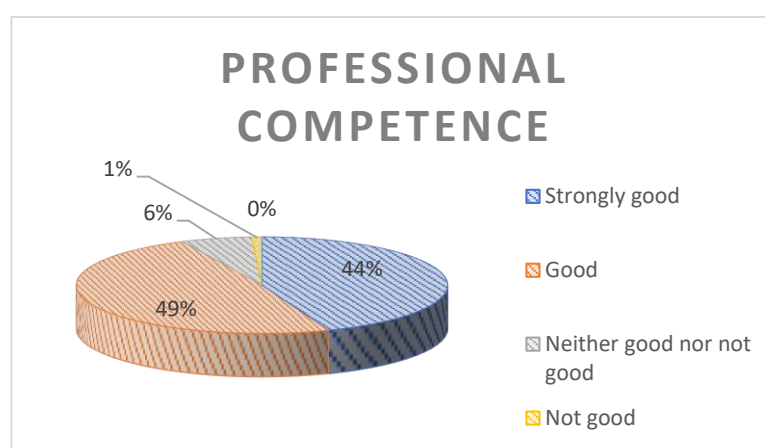


Figure 2 Lecturer's Professional Competence

The data obtained that 160 respondents who gave answers related to the professional competence of Arabic language lecturers in carrying out online learning, the respondents' choices were strongly good at 44%, good choices at 49%, neither good nor not good choices at 6%, not good choices at 1%, and strongly not good choices at 0%.

Based on the results of the observation and analysis of the questionnaire data, the form of professionalism above has been applied by the Arabic language lecturer at IAIN Parepare. For understanding the material and understanding competency standards, it can be seen from their educational background who is a Master and Doctoral graduate in Arabic Language Education. Arabic language lecturers have a good ability to explain the relevance of the fields/topics being taught with the context of life, have mastery of the latest issues in the fields being taught, use research results to improve the quality of lectures, and involve students in research/study and or development /engineering/design of Arabic learning.

Professional lecturers must also be able to utilize communication and information technology in the implementation of learning (Hartini, 2019). In this case there is no need to question it anymore. Arabic lecturers at IAIN Parepare try to adapt as quickly as possible to learn and use information and communication technology so that educational services can continue to be implemented. In addition, the resource persons stated that now they are more familiar with applications that can be used as learning media. Starting from chat applications such as WhatsApp, e-learning such as Edlink Sevima, google classroom, and video converence media such as zoom meetings or others.

Based on the researcher's analysis, this is a reflection of professional lecturers because they are able to adapt quickly to the demands of the times, in other words, the lecturer is able to educate, teach, direct and train, and evaluate by utilizing information technology (Wulandari & Agustika, 2020). Professional competence is absolutely necessary because it will be the key to producing intelligent, active, creative and civilized learners. Basically, lecturers have been able to apply the value of professionalism to learning even though legally not all teachers are recognized for their professionalism. But the point is not legal recognition but efforts to increase the effectiveness of student learning because professional lecturers are lecturers who have aspirations to advance education and always try to make it happen (Hartini, 2019). The influence of teacher professionalism is very large on the quality of education (Jajat, 2020). Therefore, online learning requires an innovative and creative lecturer figure. This is reflected in professional lecturers.

### 3. Personality Competence

Lecturers as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resource development. The strong personality of a lecturer will set a good example for students and the community, so that the lecturer will appear as a person who should be admired and imitated (Dwintari, 2017). The personality of the lecturer is the most important factor for the success of student learning (Maulana & Hamidi, 2020). These personality competencies are personal competencies, namely the personal abilities of a lecturer needed to become a good lecturer: (1) Able to act consistently in accordance with Indonesian national religious, legal, social and cultural norms; (2) Able to present oneself as a person who is steady, stable, mature, wise, honest, authoritative, and has noble character; (3) Have a sense of pride in being a lecturer, able to work independently, have a work ethic, self-confidence, and high responsibility; (4) Able to behave and behave in a respected manner; (5) Able to uphold the professional code of ethics for lecturers (Rifma, 2016).

Personal competence is related to the character of the lecturer. Humility, patience, empathy, sympathy, sincere discipline and noble character are something that is absolutely owned by a lecturer (Suparman & Nurliana, 2020). Personality is a lecturer's identity as an individual which is the basis of eligibility to be gugu and imitated. As a lecturer, personality competence is a capital in addressing problems in learning so that they can respond more wisely and wisely (Dwintari, 2017).

There are four statement items in the questionnaire that measure the personality competence of Arabic language lecturers in carrying out online learning including: (1) Arabic language lecturers have authority, become examples in attitude and behavior; (2) Wise in making policies; (3) Having the ability to control oneself in various situations and conditions; and (4) Fair in treating students. The results of the questionnaire analysis from respondents about the personality competencies of Arabic language lecturers in the implementation of online learning can be seen in Figure 3.



Figure 3 Lecturer Personality Competence

The data obtained that from 160 respondents who gave answers related to the personality competence of Arabic language lecturers in carrying out online learning can be seen in Figure 3 that the choice of respondents was good as many as 364 or 56.25%, strongly good choices were 261 or 40.78%, choices were neither good nor not good as much as 15 or 2.34%, 0% not good choice, and 0% strongly not good choice.

Based on the results of observations and analysis of questionnaire data in the form of personality competencies of Arabic Language lecturers at IAIN Parepare, it shows that lecturers have authority, are examples in attitude and behavior, are wise in making policies, have the ability to control themselves in various situations, and are fair in treating students.

Various online learning problems test the lecturer's mentality as someone who works as an educator (Harjanto, 2020). Based on the survey that has been done, there are several findings that sometimes become obstacles for teachers in the implementation of online learning. 1) implementation of online learning which makes it more difficult for lecturers to manage the class; 2) the time it takes tends to be longer, 3) costs for internet quota. Meanwhile, not all of them have received quota fee assistance from the campus. Therefore, it becomes a difficulty for lecturers and students. Online learning requires more patience and sincerity than conventional learning (Maulana & Hamidi, 2020). One informant stated that sometimes students are always late in participating in the online learning process and collecting assignments on the grounds that there is no internet quota and an unstable network. Therefore, patience, sincerity must be the main capital possessed by a lecturer, and be able to control oneself in various situations and conditions, and always try to be fair in treating students. Based on the researcher's analysis, what the lecturer has done is based on awareness of his duties and functions as a lecturer. From the data above, it is reflected that sincerity and responsibility are attached to a lecturer regardless of situations and conditions that are less likely. Good values must be owned and upheld because consciously or unconsciously the personality of the lecturer will affect student learning achievement (Sutisna & Widodo, 2020; Dwintari, 2017). The higher the level of competence of the lecturer's personality, the higher the level of student learning achievement (Rifma, 2016). Therefore, every lecturer should be aware of their roles and responsibilities and have a good personality so that they can give birth to good generations.

#### 4. Social Competence

The lecturer's social competence includes the ability to communicate orally, in writing, and sign. In using these three communication tools, lecturers can provide good examples. This means that the communication built contains positive things such as motivating, advising, and giving direction.

There are three statement items on the questionnaire that measure lecturers' social competence in carrying out online learning including: (1) Arabic language lecturers have the ability to communicate well, accept criticism, suggestions, and opinions of others; (2) Arabic language lecturers know the students who attend their lectures well; and (3) Arabic language lecturers are tolerant of student diversity. The results of the questionnaire analysis from respondents about the personality

competencies of Arabic language lecturers in the implementation of online learning can be seen in Figure 4.



Figure 4 Lecturer Social Competence

The data obtained that 160 respondents who gave answers related to the social competence of Arabic language lecturers in carrying out online learning, 197 or 41%% strongly good choices of respondents, 265 or 55.208% good choices, 18 or 3.75% neither good nor not good choices, no choices not good 0%, and strongly not good 0%.

Based on the results of observation and analysis of questionnaire data in the form of social competence of Arabic lecturers at IAIN Parepare, it shows that Arabic language lecturers have the ability to communicate well, accept criticism, suggestions, and opinions of others, know well the students who take part in their lectures, and are tolerant of student diversity.

Online learning will not be optimal without good communication and always open to receiving suggestions and opinions from students (Maulana & Hamidi, 2020). This communication must always be maintained even outside teaching hours (Dewi, 2019). In this regard, high social competence is needed in creating good communication. Social competence is important for every individual. Not only for a lecturer, but any profession that needs to have social competence as a capital to interact and communicate in a society (Rifma, 2016). Social competence is a person's ability to interact and establish positive relationships (Aldin0 & Rio, 2020). This is important to create a close relationship between individuals. Based on the research findings above, it has been reflected that the lecturer's social competence plays a role in building a good communication with students and parents. The lecturer's communication style both verbally and non-verbally will affect the development of student learning (Suparman & Nurliana, 2020). Therefore, social competence acts as a medium so that students or parents have comfort in interacting.

Lecturers who have good social skills will use information and communication technology functionally (Batubara & Batubara, 2020). Information and communication technology is growing rapidly, such as mobile phones, face books, e-mail, twitter and others. A lecturer must use this technology for the benefit of learning, socializing and organizing with many people. The speed in this era of globalization requires the dexterity and expertise of a lecturer in using information and communication technology that has flooded human personal life (Donitsa-Schmidt et al., 2020). Therefore, learning and following developments in information and communication technology is very important for lecturers to add insight, increase self-confidence, and use it in daily life according to their fields and needs.

From the results of interviews and questionnaire analysis, it was concluded that the lecturers of the Arabic Language Education Study Program at IAIN Parepare had pedagogic, professional, personality, and social competencies in good categories in carrying out online learning. These results are supported by research conducted by Donitsa-Schmidt et al., (2020); Widiyono (2020); Sobri et al., (2020) which concludes that lecturer competence plays an important role in efforts to increase the success of online learning. This is in line with research conducted by Bustomi (2020); Hartini (2019); Suparman & Nurliana (2020); Wulandari & Agustika (2020) that pedagogic competence, professional competence, personality, and social are competencies that must be integrated in the performance of lecturers, meaning that within the lecturers there must be all the required competencies. If there is one competency that is lacking, then the lecturer cannot be said to be a professional lecturer.

#### 4. CONCLUSION

The role of pedagogic competence possessed by Arabic language lecturers at IAIN Parepare is very large in creating effective learning. This can be seen from the lecturers' efforts in improving the quality of class management starting from planning, implementing and evaluating. Planning learning is the first step taken by Arabic language lecturers at IAIN Parepare before carrying out online learning. As for the plans they compiled, they adjusted the semester learning plan documents, course outlines, and evaluation instruments that were integrated with information technology. In the process of implementing the learning process, the Arabic language lecturer at IAIN Parepare uses the Edlink Sevima application by utilizing various learning features such as discussion sites, uploading material in the form of videos or e-books, video conferences, quizzes, and assignments. In addition to using the Edlink application, IAIN Parepare lecturers also take advantage of other learning applications to support the success of online learning such as Kahoot for games and quizzes, WhatsApp Groups for consulting assignments outside of class schedules, and Google Meet. For evaluation, lecturers use project assignments in the form of making learning videos using Arabic. Arabic language lecturers at IAIN Parepare have pedagogic, professional, personality, and social competencies in both categories in carrying out online learning based on questionnaire data analysis. The limitations of this study are that the subject of this research is an Arabic language lecturer, so the recommendation given to further researchers is to expand the research subject by examining lecturers with different teaching backgrounds to determine their competence in carrying out online learning.

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