

THE ROLE OF INSTRUCTOR IN INCREASING THE VALUE OF LEARNING EXPERIENCE

Fatik Rahayu, Sofie, Hexana Sri Lastanti & Murtanto
Trisakti University, Jakarta, Indonesia
fatik_rahayu01@yahoo.com

ABSTRACT

Educational literatures suggest that there is mounting pressure from customers of higher education to close the gap between their expectation of institutional performance and the actual performance (Widrick et al., 2002; Pariseau and Mc Daniel, 1997; Shank et al., 1995). Therefore, it is imperative that higher education actively monitor the quality of their service. The value of learning experience is one of the most significant trends in current higher education quality (Zhu and McFarland, 2005). This research concerns only with the impact of instructor' role on the value of learning experience. The result showed that the instructor play a large role in explaining student perceptions of the value of learning experience. The sample unit that is an individual sample, which is students in Faculty of Economics in Trisakti University who are take Marketing Research class. The variables that become a focus in this research are The Value of Learning Experience and The Role of Instructor. The hypothesis which is tested in this study is using a regression. This technique is considered as an appropriate to test the proposed research model in this study.

Keywords: The Role of Instructor, the Value of Learning Experience, Higher Education Quality

Introduction

Background of Research

Educational literature has shown that there is a pressure from stakeholders, especially from consumers, to the manager of Higher Education to improve the quality of their performances (Helgesen and Nasset, 2007; Abdullah, 2005; Serva and Fuller, 2004; Bryant, 2003; Widrick et al., 2002; Nguyen and LeBlanc, 2001; Ford et al., 1999; Kwan and Ng, 1999; Pariseau and McDaniel, 1997; Shank et al., 1995). This pressure is rising with the existence of globalization, where the competition doesn't occur in the universities in the country anymore, but also in foreign universities. To face these pressures, it is necessary for the university administrators to evaluate the quality of services that they have already provided. One of the service quality components from universities will determine the student satisfactions as a major consumer related to learning activities in the classroom (Coffey and Wang, 2006; Shugan, 2006; Tyler and Tyler, 2006; Peltier et al., 2005; Zhu and McFarland, , 2005; Ulrich, 2005; Serva and Fuller, 2004; Bailey et al., 2005; Bigelow, 2004; Ackerman et al., 2003; Bryant, 2003; Paswan and Young, 2002; Gremler and McCollough, 2002; Clarke III et al ., 2001; Dehler, 1996).

The results of research which were conducted by Paswan and Young (2002), Gremler and McCollough (2002), Serva and Fuller (2004), Ulrich (2005) and Peltier et al. (2005) shows that the role of instructors determines the success of the learning process in the classroom. This research is attempted to analyze how the role of instructor can affect the quality of the learning process in the classroom which is measured by students' perceptions to the value of the learning experience.

Objectives of Research

The purpose of this research is to examine the effect of the role of instructors to the value of learning experience. The results of this research can become as input for higher education providers (especially for professors) to carry out their roles in improving the quality of learning process in the classroom.

Literature Review

The Value of Learning Experience

The literatures shows that in recent years, there are many researches discuss about the importance of customer experience and its roles in influencing consumer behavior (Zeithaml et al., 2006). Several experts in consumer behavior studies state that customer experience is one of the important marketing aspects. It means that, if the consumers just have a good customer experience, it is expected that they will continue to consume the goods and services, even they will tell others about the positive experiences and advise them to get the same like they have already had. It is also occurs in the consumer world of Higher Education.

As the demand from the stakeholders who want the graduates to have appropriate competencies to their needs develops, the orientation of learning in Higher Education also changes (Zhu and McFarland, 2005; Ulrich, 2005). The orientation of learning in the company is to produce the graduates to have competences in performing the tasks in a specific job with full responsibility. Those competences must be balanced between hard skill and soft skill competences, which means that they are not only forced by the skills that are related with science or technical skills, but also interpersonal and intrapersonal skills as well. To produce the graduates who have such competences, the learning process in the classroom is one of the factors to be considered.

In pedagogical perspective, the important measurement of the learning success in the classroom is value of learning experience. The value of learning experience relates to whether a particular course has added value for the students who studied the course or not (Peltier et al., 2005, Zhu and McFarland, 2005; Gremler and McCollough, 2002). It is suitable with the development of learning theory that has given the guidance on how to evaluate teaching process that will have a huge impact on the students' development (Serva and Fuller, 2004) as the results showed that the role of instructors determines the success of learning process in the classroom (Peltier et al., 2005; Ulrich, 2005, Serva and Fuller, 2004; Paswan and Young, 2002; Gremler and Mc Collough, 2002).

The results of this study support the concept of important role of people in marketing services. Some marketing experts found that to be successful in marketing services, using marketing mix concept which is

known as the 4Ps (Product, Price, Place and Promotion) is not enough (Kotler and Keller, 2006; Zeithaml et al., 2006). People is one of the additional P in 4 P's, that must be considered to have a successful marketing service. Services have different characteristics with goods. Services have intangible characteristics which means that services cannot be seen unlike the goods can. Because of these characteristics, the consumers often evaluate the behavior of the employees in the company as an indication of the quality of the service itself. Services also have characteristics that simultaneous between the processes of production and consumption. It causes the simultaneous assessment of the characteristics of quality services that are not only on the final results but also on the quality of the services that take place during the preparation process. The competence of the employees in the present service, hospitality and attention to customer, their physical appearance and the atmosphere surrounding the service process help to determine the quality of a service. In addition, the quality of services is also determined by the participation of the people involved in delivery of services. People who are involved in the delivery of services are not only employees, but also consumers themselves. Even consumers and others who are involved in the presentation of the service in large quantities (like the passengers in an airplane, the students in a class, the patients in the queue consulting a doctor, etc.) also affect the quality of a service. It makes the quality of services is difficult to be standardized like the goods are (Zeithaml et al., 2006; Kotler and Keller, 2006).

The Role of Instructor

In the literature of marketing services, it is recognized that role of instructors is important in determining the quality of a service (Zeithaml et al., 2006). Instructors can be likened to a manager, who should be responsible for the quality of the students in learning experience (Ulrich, 2005; Peltier et al., 2005). As managers, instructors are responsible to do the planning, organizing, directing and controlling the whole process in the classroom. They should be able to allocate tasks, activities, materials and time to achieve the learning objectives. Description of instructors' activities should be replaced with the descriptions and tasks that will be performed by the students in one semester to achieve the expected competences. In this case, instructor is just a facilitator.

Instructors should design appropriate learning courses in the

classroom so that the students can develop their competencies in cognitive, affective and psychomotor competencies. Cognitive competences are related to the ability to think logically, critically and analytically. Cognitive competence is obtained from the knowledge which is acquired during the learning process, not just by memorizing it, but also understood, implemented and developed. Affective competences are related to the formation of the student attitudes in a professional manner, which is discipline, honest, committed, ethical, can cooperate with others and so on. Attitudes like these are expected not only to be learnt and accepted, but rather to become a way of life. Psychomotor competences are related to motor skills which are obtained from the learning process in the classroom such as communication skills, both written and verbal, and mastery of a particular technology. Psychomotor skills are expected not only at the level of imitating examples, but can also make their own innovations.

The learning process in the classroom can be done by creating a learning environment that can motivate students to have an inclination in learning actively (Peltier, 2005). Learning methods in accordance with the inclination of the students can be discussed at the beginning of the semester. The method that should be discussed is a learning method that will involve the students in the learning process in the classroom. It is because that this kind of method is more effective and efficient in producing the desired competences of higher education stakeholders.

The evaluation of the learning process should be focused on processes and products in a balanced manner (Zhu and McFarland, 2005). It can be done by observing the behavior of the learning progress of the students during the learning process. So, it is not only done by the written exam at the end of the semester. By providing a feedback during the learning process, the students are expected to know the shortcomings that still can be fixed before the final value is determined. The opportunity in improving the students is expected to motivate the students to enhance their learning efforts.

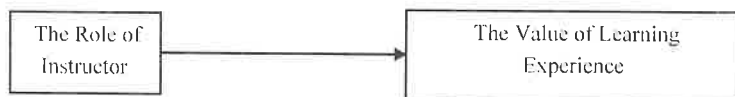
In the process of classroom management, the interaction between instructor and student is one of the keys that will determine the quality of the value of learning experience (Peltier et al., 2005). This interaction between instructors and students relates to the ability of the instructors to stimulate class discussion by encouraging students to bring their opinions (Paswan and Young, 2002). Serva and Fuller (2004) prefer to use the term of active learning for the concept of student-Instructor Interaction. Active learning

approach is more effective and efficient in generating added value for the students, as well as the competence of graduates who meet the expectations of the market (Ulrich, 2005; Zhu and McFarland, 2005; Peltier et al., 2005; Serva and Fuller, 2004). This learning approach has provided an input to Higher Education, so they will improve the learning experience for their students. This approach attempts to involve the students actively and worked to help the students in learning with their best and sustainable efforts. The existence of this management process is expected to give a big impact to the development of students' potential.

The willingness of the instructors in receiving new ideas from the students and giving a chance for the students to ask is a deciding factor in the success of active learning. The ability of instructors to interact with the students will give courage for the students to participate actively during the learning process in the classroom, as well as showing an attempt to carry out the role of instructors in teaching courses in the classes well.

Research Model

One way to assess the success of the process in learning is by measuring the students' perceptions about the value that is obtained after attending the course. Results from several studies indicate that the value of learning experience is influenced by the role of instructors in managing the classes. Therefore, there are some things that can optimize the role of instructors to be considered in order to increase the value of learning experience. The framework of this study can be described in the following models:



Sources: Peltier et al. (2005), Paswan and Young (2002), and Mc Collough Gremler (2002)

FIGURE 1: Research Model

Hypothesis

The results of this research which is conducted by Paswan and Young (2002), Serva and Fuller (2004) and Peltier et al. (2005) suggests that the role of instructors in promoting the active participation of students can affect students' perceptions about the Value of Learning Experience. The

theory approach of active learning is more effective and efficient in generating added value for the students as well as the competence of graduates who meet the expectations of the industrial market (Ulrich, 2005; Zhu and McFarland, 2005; Peltier et al., 2005; Serva and Fuller, 2004). This learning approach addresses for Higher Education providers to improve their learning experiences for their students. This approach tries to involve the students actively and to help students in learning certain courses with their best and sustainable efforts.

The abilities of the instructors in encouraging students to ask their opinions and accept new ideas from students which might be different from the instructors' are the keys to the success of active learning. It will cause the courage of students to participate actively during the learning process in the classroom, as well as showing an attempt to carry out the role of instructors in teaching courses.

Paswan and Young (2002) examine in more details about the role of instructors which is related to how far the involvement of instructors in the learning process in the classroom is. The involvement of instructors which is associated with the enthusiasm in presenting the materials in class, interest in teaching the course, ability in providing real-world examples to clarify concepts, and attention given to the students, should be applied by the instructors so that the students can follow the material well. The involvement of the instructors can increase the interest and attention of the students to study certain subjects, and also increase the perception of the quality of the course instructors at the same time.

The results of the research which are conducted by Serva and Fuller (2004) showed that the ability of the instructors to manage sustainability courses in the classroom can affect the quality of the learning performance. The ability to manage this course deals with setting clear goals, which is followed by coordination in organizing courses (materials, time schedule, etc.). Specifically, Paswan and Young (2002) proved that the Course Organization has a positive influence on the Overall Instructor Evaluation. Student assessment to the quality of instructors is largely determined by the ability of instructors in providing explanations and connecting the material concepts to each other in a systematic way so the students will easily understand.

Based on those reasons, the hypothesis which is proposed in this study is:

H1: The Role of Instructor has effect to the Value of Learning Experience

Methods of Research

Research Design

The study was designed as a kind of field research in purpose to test the hypothesis. The sample unit that is an individual sample, which is students in Faculty of Economics in Trisakti University who are take Marketing Research class. The obtained data is cross sectional data, the data was taken at the last meeting before the Final Examination.

Variables and Measurement

The variables that become a focus in this research are The Value of Learning Experience and The Role of Instructor. To measure these variables, the instruments that used in the previous studies (Paswan and Young, 2002; Gremler and McCollough, 2002 and Serva and Fuller, 2004; Peltier et al., 2005) will be used again. Likert scale 1 (strongly disagree) to 7 (strongly agree) be used to answer each item of statements.

The Value of Learning Experience is measured by several items following by these statements:

- a. Feels got an important knowledge after attend the course
- b. Can understand the material very well after follow the courses
- c. Feels that the course material will affect the ability to get a job
- d. Feels that the course material will affect the performance or career advancement in the work later
- e. Would recommend the others to join the course
- f. Courses material is useful and relevant
- g. Feels satisfied with the course
- h. The course has added value
- i. Had a pleasure feeling to join the course

The Role of Instructor is measured by several items following statement:

- a. The instructor explains the material with passion
- b. The instructor seems interested in courses teaching
- c. The instructor gives examples that can facilitate the student to understand the material
- d. The instructor concerned whether students can understand the material or not

- e. The instructor s can connect the concept of material to each other in a systematic way
- f. Courses take place in organized way
- g. Direction of the course seems quite clear
- h. Explanation of the instructors is easy to be followed
- i. The urge of the instructors allow students to give an opinion
- j. The instructor can accept new ideas or new views of students
- k. Students are given the opportunity to ask
- l. The instructor encourages the occurrence of class discussion

Methods of Data Collection

The data was collected by distributing questionnaires to the sampled respondents. The sampling procedure is carried out with a purposive method with the following criteria: the students in Faculty of Economics in Trisakti University who are taking courses in Marketing Research in the odd semester of the academic year 2007-2008.

Data Analysis Techniques

The hypothesis which is tested in this study is using a regression. This technique is considered as an appropriate to test the proposed research model in this study.

Results and Analysis

Descriptive Statistics

The results of the descriptive statistical analysis of all study variables can be seen as follows:

TABLE 1: Descriptive Statistics Variable the Value of Learning Experience and the Role of Instructor

Variable	Average
<i>The Value of Learning Experience</i>	5.56
<i>The Role of Instructor</i>	5.5

From the table, it can be seen the average for The Value of Learning Experience variable showed the respondents tend to gain learning

experiences that have a value or very valuable. Likewise, The Role of Teacher variables showed that lecturer already carry out the role properly.

Test of Hypothesis

The results of hypothesis testing with regression analysis can be seen in table 2 below:

TABLE 2:The Role of Teacher Influence on the Value of Learning Experience

	Beta	t-Test	Sig.
The Role of Teacher Influence on The Value of Learning Experience	0.756	11.021	0.000

T-Test significance values of table 2 proved that there is an influence of The Role of Teacher to The Value of Learning Experience. Positive sign of the beta value means better lecturer perform its role, the better value learning experience that will be felt by students. The results of this study support the results of studies that have been conducted by Peltier et al. (2005), Serva and Fuller (2004), Paswan and Young (2002) and Gremler and McCollough (2002).

Analysis

The descriptive result statistics show market research lecturer had carry out the role, it resulted a well students feeling to receive the value-added learning experience of this course. This statement is strengthened by the results of hypothesis testing that proves that the influence of the role of lecturer to the value of the learning experience is significant. The results of these empirical studies support the theory of an important role in determining the success of the marketing people services.

As already discussed in previous theoretical review, the learning courses in class is including one type of service. According to Zeithaml et al. (2006), the purpose of marketing services is to create and sustain a memorable consumer experience. This is due to the experience will determine the subsequent consumer behavior, namely loyalty.

There are several things to consider in building a memorable consumer experience, namely:

a. Service Encounters or Moments of Truth

At the time of the service delivery takes place, consumers find the shape of the actual service from provider. At that point, customers will rate the experience and feel the level of service quality and satisfaction, even the customer can decide whether he/she want to use the same service provider in another time. Therefore, when presenting the ongoing service is often referred to as the moment of truth or a service encounter.

From the perspective of service providers, in that point, is an opportunity to demonstrate performance as a provider of quality services and the opportunity to increase customer loyalty. A service, is actually a series of several service encounter. Some services have little service encounter and some of the others have a lot. For example service encounters or moment of truth of a service learning class begins when students enter first grade, during the courses, while get a task, and while the discussion lasted until the time of the assessment.

b. The Importance of Encounter

Service encounters start is a decisive moment experience, satisfaction and consumer loyalty. But actually every service encounter, including those of the middle or at the end of the service also can be an important time as well. Typically, consumer interaction with service providers for the first time is a consumer first impression. Positive experience of each service encounter will have an impact to the high quality statement of the consumer experience. Otherwise, negative experience of each service encounter will result in a lower quality experience statement. While a positive experience in a particular service encounter, but mixed with a negative experience in other service encounter, it will give the inconsistency service impression.

To maintain the consistency of the student experience, lecturer ability to manage learning is very important subject. As a class manager, faculty should be able to allocate tasks, activities, materials and time to achieve learning objectives. Lecturers should be able to convey the material be organized and attractive, with examples that will facilitate students' understanding of the course so that the direction would seem obvious. Lecturers should also encourage the active participation of students, starting from give the student the opportunity to ask or an opinion to encourage class discussion. They opinions or ideas should be respected. In this way the learning process can give a great impact to the development of student potential. Knowledge is not just memorize, but also about the understood,

implemented and developed. Giving group task and class discussions can hone their skills soft skills, such as communication skills, cooperation, commitment and ethics have to respect other people's opinions.

If the lecturer is performing its role properly, it is expected that students will gain experience of learning that has value. Students are expected to feel happy and satisfied with the work, including attending their duties properly. With these conditions, students are expected to gain further knowledge and understanding that can be packed in a future career in the world of work.

Conclusion and Implication

Conclusion

Conclusions from this research is that there is a positive influence from the role of lecturer to the perceived value of the learning experience of students.

Implication

Based on these conclusions, the managerial implications are:

1. In order to improve the quality of the learning process in the classroom, the lecturer have awareness that their role is important.
2. Lecturers are expected to encourage students to participate actively in various ways, such as give an opportunity to the students to ask questions, argue, discuss in class and so on. Lecturers should also be able to become a class manager who can manage the materials, time, and assignments effectively and efficiently. In this way the learning expected of a subject in class will result in a value-added learning experience for students.
3. To conduct further research with respect to other variables that influence the success of the learning process in the classroom, such as the variable use of the media or a learning tool (internet technology for example), the interest of the students themselves subjects, subject characteristics, and so on.

References

- Abdullah, F. (2005). HedPERF versus SERVPERF the Quest for Ideal Measuring Instrument of Service Quality in Higher Education Sector; *Quality Assurance in Education*; Vol. 13 No. 4; p. 305 – 328.
- Ackerman, D. S.; Gross, B. L. & Perner, L. (2003). Instructor, Student and Employer Perceptions on Preparing Marketing Students for Changing Business Landscapes, *Journal of Marketing Education*; Vol. 25 No. 1 (April); p. 46 – 56.
- Bailey, J.; Sass, M.; Swiercz, P. M.; Seal, C.; Kayes, D. C. (2005). Teaching With and Through Teams: Student-Written, Instructor-Facilitated Case Writing and the Signatory Code; *Journal of Management Education*; Vol. 29 No. 1 (February); p. 39 – 59.
- Bigelow, J. D. (2004). Using Problem – Based Learning to Develop Skills in Solving Unstructured Problems; *Journal of Management Education*; Vol. 28 No. 5 (October); p. 591 – 609.
- Bryant, F. K. (2003). Determining the Attributes that Contribute to Satisfaction among Marketing Students at the University Level: *An Analysis of the Traditional/Lecture Method versus the Internet Mode of Instruction*; Dissertation; New Mexico State University; Las Cruces-New Mexico.
- Clarke III, I.; Flaherty, T. B. & Mottner, S. (2001). Student Perception of Educational Technology Tools; *Journal of Management Education*; Vol. 23 No. 3 (December); p. 169 – 177.
- Coffey, B. S. & Wang, J. (2006). Service Learning in Master of Business Administration (MBA) Integrative Project Course: An Experience in China; *Journal of Education for Business*; Vol. 82 No. (November/December); p. 119 – 124.
- Dehler, G. E. (1996). Management Education as Intentional Learning: A Knowledge-Transforming Approach to Written Composition; *Journal of Management Education*; Vol. 20 No. 2 (May); p. 221 – 235.
- Ford, J. B.; Joseph, M. & Josepp, B. (1999). Importance-Performance Analysis as a Strategic Tool for Service Markerter: The Case of Service Quality Perception of Business Students in New Zealand and the USA; *Journal of Service Marketing*; Vol. 13 No. 2; p. 171 – 187.
- Gremler, D. D. & McCollough, M. A. (2002). Sudent Satisfaction Guarantees: An Empirical Examination of Attitudes, Antecedents and Consequences, *Journal of Marketing Education*; Vol. 24 No. 2 (August); p. 150 – 160.
- Helgesen, O. & Nettet, E. (2007). What Accounts for Students' Loyalty? Some Field Study Evidence; *International Journal Educational Management*; Vol. 21 No. 2; p. 126 – 143.
- Kotler, P. & Keller, K.L. (2006). *Marketing Management*. 12th Edition; Pearson Prentice Hall; New Jersey.

- Kwan, P. Y. K. & Ng, P. W. K. (1999). Quality Indicators in Higher Education – Comparing Hongkong and China's Students; *Managerial Auditing Journal*; Vol. 14 No. 1/2; p. 20 – 27.
- Nguyen, N. & LeBlanc, G. (2001). Image and Reputation of Higher Education Institutions in Students' Retention Decisions; *The International Journal of Education Management*; Vol. 15 No. 6; p. 303 – 311.
- Pariseau, S. E. & McDaniel, J. R. (1997). Assessing Service Quality in Schools of Business; *The International Journal of Quality & Reliability Management*; Vol. 14 Iss. 3; p. 204 – 215.
- Paswan, A. K. & Young, J. A. (2002). Student Evaluation of Instructor: A Nomological Investigation Using Structural Equation Modeling; *Journal of Marketing Education*; Vol. 24 No. 3 (December); p. 193 – 202.
- Peltier, J. W.; Hay, A. & Drago, W. (2005). The Reflective Learning Continuum: Reflecting on Reflection; *Journal of Marketing Education*; Vol. 27 No. 3 (December); p. 250 – 263.
- Serva, M. A. & Fuller M. A. (2004). Aligning What We Do and What We Measure in Business Schools: Incorporating Active Learning and Effective Media Use in the Assesment of Instruction; *Journal of Management Education*; Vol. 28 No. 1 (February); p. 19 – 38.
- Shank, M. D.; Walker, M. & Hayes, T. (1995). Understanding Professional Service Expectations: Do We Know What Our Students Expect in a Quality Education?; *Journal of Professional Services Marketing*; Vol. 13 No. 1; p. 71 – 89.
- Shugan, S. M. (2006). Editorial: Save Research – Abandon the Case Method of Teaching; *Marketing Science*; Vol. 25 No. 2 (March-April); p. 109 – 115.
- Tyler, C. L. & Tyler, J. M. (2006). Applying the TransTheoretical Model of Change to the Sequencing of Ethics Instruction in Business Education; *Journal of Management Education*; Vol. 30 No. 1 (February); p. 45 – 64.
- Ulrich, T. A. (2005). The Relationship of Business Major to Pedagogical Strategies; *Journal of Education for Business*; Vol. 80 No. 5 (May/Jun); p. 269 – 274.
- Widrick, S. M.; Mergen, E. & Grant, D. (2002). Measuring the Dimensions of Quality in Higher Education; *Total Quality Management*; Vol. 13 No. 1; p.123 – 131.
- Zeithaml, V.A; Bitner, M.J & Gremler, D.D. (2006). *Services Marketing: Integrating Customer Focus across the Firm*. 4th Edition; Mc Graw Hill; Boston.
- Zhu, F. X. & McFarland, D. (2005). Toward Assurance of Learning in Business Programs: Component and Measurements; *Journal of American Academy of Business*; Vol. 7 No. 2 (September); p. 69 – 72.