

ABSTRACT

Article investigated the grading of teaching values and its relation to the rating performance of the teachers. For this purpose, 27 EFL teachers were randomly chosen from Bina Nusantara University. Some teachers taught only English Department students and some others taught students of other Departments, for example Computer Science, Marketing Communication, Management, Visual Communication Design and Chinese Department. They were asked to grade twelve values in their teaching according to the order of importance and to answer a set of questions on those values. Besides, their students filled in a questionnaire with the aim of evaluating the teachers' performance from September 2008 until June 2010 (three semesters). The results of the study suggest that there is a change in the teaching-value grading along with teaching experience. However, there is no relationship between teaching values and getting high/low rating performance, the reason of which is not dealt with in the study. Expertise, Enthusiasm, Reliability and Attentiveness were teaching values selected as most important for the EFL teachers. Moreover, most teachers were graded higher in their soft skills rather than hard skills, especially in giving the students an opportunity to ask questions and to have a discussion during the teaching and learning process. Finally, when teachers taught small and big classes, surprisingly most of them got higher rating performance from their students of big classes, for both their hard and soft skills.

Keywords: *EFL teachers, teaching performance, teaching values, hard skills, soft skills*

ABSTRAK

Artikel menyelidiki hubungan nilai pengajaran dengan kinerja dosen. Sampel terdiri dari 27 dosen EFL Universitas Bina Nusantara yang dipilih secara acak. Dosen diminta menyusun 12 nilai berdasarkan kepentingan ketika mereka mengajar dan menjawab pertanyaan sesuai dengan nilai tersebut. Mahasiswa diminta mengisi evaluasi dosen selama 3 semester, yaitu September 2008 sampai Juni 2010. Simpulannya adalah terdapat perubahan di dalam penilaian cara mengajar seiring dengan pengalaman mereka mengajar. Walaupun demikian, tidak ada hubungan antara nilai pengajaran dengan perolehan kinerja yang tinggi/rendah, dengan alasan di luar konteks penelitian. Expertise, Enthusiasm, Reliability, dan Attentiveness adalah nilai pengajaran yang terutama dipilih para pengajar EFL. Kebanyakan dosen dinilai lebih tinggi untuk soft-skill dari pada hard-skill mereka karena telah memberi kesempatan mahasiswa bertanya dan berdiskusi selama proses pengajaran. Akhirnya, ketika dosen mengajar di kelas besar atau kecil, ternyata mereka mendapat rating kinerja yang lebih tinggi pada saat mengajar di kelas besar, baik untuk hard skill atau soft skill mereka.

Kata kunci: *Dosen EFL, kinerja dosen, nilai pengajaran, hard skill, soft skill*