

Portraying a web-driven lecturer: lesson learned from an Indonesian accounting class

R Destiana¹, Misdi^{2*}

¹Accounting Department, Universitas Swadaya Gunung Jati, Jl Pemuda 32 Cirebon, Indonesia

²English Education Department, Universitas Swadaya Gunung Jati, Jl Pemuda 32 Cirebon, Indonesia

*misdirina@gmail.com

Abstract. The rapid development of ICT-based instruction in the accounting class has shake higher accounting education in several countries. This paper aimed at describing a journey of an accounting lecturer in employing personal website as media of instruction for teaching accounting. A female accounting lecturer was recruited to participate in the study. The findings suggest that using a website-driven class had empowered the female accounting lecturer. It also revealed that a web-driven class facilitated her to build her teaching motivation. In addition, practical implication is also discussed.

1. Introduction

The use of Information and Communication Technology (ICT) is currently mandated in the recent higher education, e.g. accounting class. In this context, ICT refers to the use of technological device such as website (1) for the instruction as blended learning experiences. Teaching staffs of the higher education are forced to employ ICT-assisted instruction in their instruction and evaluation. Website is among of those tools for having ICT- assistantships for getting interaction either in the classroom or outside class activities.

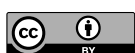
Website as one of the ICT facilitates both lecturers and the students rapid changes in the classroom interaction (1). Recently, the ICT is used to determine the students' engagement in their higher education. In spite of the mass ICT movement users among the higher education pedagogues, the evaluation of the use of the ICT in the instruction just recently began (1). Research also demonstrates the gradual instruction shift from traditional to technological assisted learning (2).

Thus, this paper is aimed to present a reflected evaluation of the use of the website for the higher education instruction of an accounting class. To be better understanding of efforts spent by a lecturer in accounting class of a private university, the research question is formulated as follows.

How does a lecturer manage her hustling hours in exerting website for her instruction in her accounting class?

2. Methods

This qualitative research is a self-evaluation. This study was conducted in the accounting class of a private university in Indonesia. A reflected narrative report was employed as the technique of data collection. A female accounting lecturer participated in the study. During her rushed-overwhelmed



Content from this work may be used under the terms of the [Creative Commons Attribution 3.0 licence](https://creativecommons.org/licenses/by/3.0/). Any further distribution of this work must maintain attribution to the author(s) and the title of the work, journal citation and DOI.

activities, she was able to share her alive experienced ability in using website for her instruction. Through the interview, she told her story of how struggled she was teaching accounting using her personal educational website.

3. Results and discussions

3.1 *The belief to make better service through website*

During the interview, she told her belief that she can make a better service through her personal educational website as the following transcripts.

Saya masih lebih baik jika dibandingkan dengan para pejabat yang sudah overloaded jam mengajar, namun masih sangat tradisional. Hal ini berakibat pada beberapa hal yang tidak sempat didiskusikan di kelas. Dengan website, mahasiswa masih sempat berinteraksi. Mereka bisa mengunduh dan mendiskusikan tugas sewaktu-waktu.

(Once, I reflected that I do better than the superior colleagues who are overloaded tasks, too. They tend to be very traditional so that the students skipped for some classes [**self-evaluation**]. By utilizing the website, I have a plenty of time for making interaction [**successful implementation of online instruction**]. My students easily download and discuss materials at any convenient time[**better learning**])

She is able to make a self-evaluation. To her, most teaching staffs are overloaded tasks. She had to enter all classes rapidly. From the results of the evaluation, gradually, all professional pedagogical teachers will be steady reach on the final ICT-based challenging focused lesson (2). Regardless the lack supported environment, she showed her success in implementing the online instruction.

The findings also indicate the success of the confident accounting lecturer in handling her overloaded works (2). It can be seen if she was a struggled female lecturer who was hard working for having a better class. She found her students were getting easier for handling the assignment and tasks she provided. As the tasks and assignments were sent earlier, the students had more time to have well-prepared. As the results, the students had some options for task completions. In the other word, what she had already had is empowering.

3.2 *Do as a late night worker*

The findings revealed that the respondent spent a lot of times learning to lunch and operate her personal educational website for teaching. The following transcript proves it.

Saya banyak memperhatikan rekan dosen yang sudah terbiasa dengan mengajar online dan mengimplementasikan cara mengunggah materi secara mandiri ke websitenya. Sering, saya menulis dan mengunggah tugas dan materi ke website hingga larut malam. Sederhana, saya berusaha agar pertemuan dihari yang akan datang, mahasiswa sudah membaca dan mengerjakan tugas.

(I spend a lot times observing one of colleague operating his instructional website for online courses and how he uploaded materials. Often, do I feel as a late night worker [**late night worker**]. Simply, I prepare my tomorrow morning class. I wish my students have read the materials or even complete their assignment before the class begins)

It found that a hard working was successfully learned from this female lecturer. She often stayed over night for preparing her next classes. She started her late night work by writing and designing her tomorrow class. She, then, uploaded the materials and instruction to her personal website. She believed, her students learned much and being critical as the materials ready in the day before. In sense of psychological perceived control, this method is possibly empowering as the students have more time and options for completing the tasks and assignments.

In the same time, the different mode of instruction that she endorses has raised different learning experiences and it is relevant to the current digital era of learning and tend to be “refreshment” for the students (3). She introduced her students with the recent friendly automachines for learning. It is, of course, will be different from when the students will be getting the job in the future. But, at least, the students had already got in touch with the technology for their lives.

Moreover, the student-centeredness has already implemented as the students have opportunities to discuss (4). The female lecturer had successfully implemented student-centeredness in her class. She

let her students to select their suitable learning preferences for the task completion. This is, again, empowering in terms of choices.

3.3 *Good at time management*

To have a good practices as web-driven lecturer, the respondent shows herself as good time management as revealed in the interview.

Saya sempatkan belajar membuat website dan selalu menyempatkan diri mengoperasikan disela-sela kesibukan urusan administrasi yang tiada habisnya. Alhamdulillah, sekarang sudah mulai bisa mengatur menyeimbangkan pembelajaran online dan tatap muka.

(I usually spend time to learn how to run a website during my overloaded administrative works [good at time management]. Thanks God, I am now getting easy to manage my offline and online classes)

The website is not only providing students experiences as a face-to-face instruction but it also gives online interaction. To run well the website effectively, the findings also found that a good time management should be one of the main principles. The female accounting lecturer had already showed when she should be in the classroom and when she possibly skipped the class. In terms of skipping the class, she was so powerful using her website.

In short, the ICT-assisted instruction possibly facilitates the students to have more pleasurable learning environment as it can be a factor for being successful accountants in the future (3). The students will engage and also develop their skills as reflective, self-directed, self-regulating and, indeed, self-determined learners (5). So that able to be future employees (3).

4. Conclusion

It concludes by being a web-driven accounting lecturer, she was able to manage and provoke herself to become more empowered staff member. She found easier to manage and deliver the materials based on the needs and, thus therefore, she was independent.

References

- [1] Sharma B, Nand R, Naseem M, Reddy E V, Nand R, Naseem M, et al. Effectiveness of online presence in a blended higher learning environment in the Pacific. Stud High Educ [Internet]. Taylor & Francis; 2019;0(0):1–19. Available from: <https://doi.org/10.1080/03075079.2019.1602756>
- [2] Amhag L, Hellstrom L, Stigmar M. Teacher Educator's Use of Digital Tools and Needs for Digital Competence in Higher Education. J Digit. 2019;23(3):2019.
- [3] Grace E. Instructional resources for teaching social influence in accounting courses. Soc Infl. 2006;1(3):234–46.
- [4] Misdi M, Hartini N, Farijanti D, Wirabhakti A. Teacher-Centred and Teacher Controlled Learning: A Postmodernism Perspective. Acad J Perspect Educ Lang Lit. 2013;1(1).
- [5] de George-Walker L, Keefe M. Self-determined blended learning: A case study of blended learning design. High Educ Res Dev. 2010;29(1):1–13.