Student Satisfaction Index on Lecturer Performance Based on E-learning and Competence

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ABSTRACT

Student satisfaction in the learning process is influenced by various factors, one of which is related to the performance and competence of lecturers. This study aims to identify student satisfaction with the lecture process based on lecturer performance competencies. The research method used is a survey research method. The sampling technique in this study used a non-probability incidental sampling technique. This study was conducted to measure the quality of lecturer performance from students' perspectives. The unit of research analysis is the individual (student). Respondents were sent randomly using the Google Drive system in connection with the COVID-19 pandemic, which impacted the online lecture system. The results of the analysis show that the performance of lecturers with an IKM score of 2.82 (70.5), where the service quality is category B. The quality of service B shows that the performance of UIN Walisongo lecturers is categorized as good. Of the 14 elements studied, there is one unsatisfactory indicator: Timeliness of attendance Lecturers have an average performance score of 2.46. The other 13 indicators assessed by Walisongo State Islamic University students had good categories.

Introduction

Along with the inevitable developments due to globalization and technology, universities need to have weapons to excel in competing. As an information center for the development of the world community, universities must compete with other higher education institutions on a national and international scale. Therefore, universities must have quality and are superior to other universities. To achieve superior higher education, State Universities must produce quality products. With these quality products, it can be an attraction for the community to include family members in educational institutions (Nisa et al., 2020). In addition, having a superior institution can support the success of State Universities in the

long term. Salomon, 1993 (Kusumawardhani, 2004) formulated the characteristics of future education strategies, namely; 1) great concern for quality must be owned by all lecturers, employees, and students. 2) To improve the quality of an organization, all organizational participants must have high morale. 3) Improving the quality of teaching, research, and community service has become a demand for the needs of students and graduates. 4) Improving the ability of universities to generate cash flows, which in turn makes universities have reputable capabilities in the financial sector, namely by improving strategic quality. The mission and vision of the organization formulated in an organization can make the organization have a great ability to make it happen.

To accommodate the internationalization of higher education, increase competitiveness, quality of the learning process, quality of internal management, and achieve the expected performance, it is necessary to have a Good University Governance policy applied in higher education management. One of the critical elements in the implementation of Good University Governance is the performance of lecturers. Quality human resources are primarily determined by the growth and development of an organization. Universities contribute very significantly in terms of creating quality human resources. In higher education, the requirements for expertise or competence are also emphasized. Lecturer performance dramatically determines the competence of higher education graduates, either directly or indirectly, through organizational commitment and professional commitment. So that directly or indirectly, stakeholder satisfaction is influenced by the competence of good graduates (Priwantoro et al., 2020).

Article 3 paragraph 1 Law on lecturers and teachers no. 4 of 2005 that lecturers have positions as professionals at the higher education level who are appointed according to statutory regulations. In terms of lecturer performance, Walisongo State Islamic University is one of the largest universities in Central Java under the auspices of the Ministry of Religion of the Republic of Indonesia. In 2019, according to the data submitted by the Academic and Student Affairs section of the Walisongo State Islamic University, the number of students was 15827. The lecturers devoted themselves to 603 people on 3 May 2019 based on data submitted by the OKH (Organization, Personnel, and Law) Section, consisting of 537 civil servants and 66 non-civil servants. Many students at the Walisongo State Islamic University see the phenomena, and reports from various sources, state that various problems still arise during the Lecture.

Literature Review

Quality

According to Lewis and Booms in Tjiptono (2005:121), service quality measures how reasonable the service level is to follow customer expectations. Service quality is realized through fulfilling customer needs and desires. Thus, two main factors affect service quality: expected service and perceived service. If the perceived service is under the expected service, then the quality of the service concerned will be perceived as

good or positive. If the perceived service exceeds the expected service, then the service quality is perceived as an ideal quality. On the other hand, if the perceived service is worse than the expected service, the service quality is perceived as negative or destructive. Therefore, whether or not the quality of service depends on the ability of the service provider to meet the expectations of its customers.

Sabariah presented the theory put forward by Kasmir (in Pasolong, 2007:133) that good service is a person's ability to provide satisfaction to customers with specified standards. To get good service quality, it takes resources that have the sincerity of "4 P attitudes", which by Patricia Patton in Sholikhin (2008: 18) is known as Wholehearted Service, which consists of 1) Passionate (passionate attitude). Passion means something that can bring life and vitality in carrying out work. This attitude will produce great enthusiasm for work, self, and others. The enthusiasm and attention that is brought to wholehearted service will distinguish how you view yourself and your work from behavior and service to consumers. Consumers know whether we value them or not; 2) Progressive (progressive). Progressive can create new and interesting ways to improve service and personal style. No matter how hard the work is, if it is carried out with passion and a progressive mindset, it will make the job more interesting and challenging to complete; 3) Proactive (Proactive). To achieve the service, prompt and appropriate initiative and reaction are needed, not sitting around waiting to be ordered to do something when needed; 4) Positive (positive). A positive attitude can change the mood and excitement in almost any consumer interaction. One of the positive attitudes in service is a smile.

Service

The theory presented by Albrecht in Lovelock, 1992 (in Sedarmayanti, 2010: 243) that service is a total organizational approach that becomes the quality of service received by service users as the main driving force in business operations. According to Monir (in Harbani Pasolong 2013: 128), conveying the idea of service is the process of meeting needs through the activities of others directly. The Minister conveyed another definition for Empowerment of State Apparatus, that service is all forms of service activities in the form of goods or services in efforts to fulfill the community's needs. Meanwhile, according to Gronroos (in Ratminto and Atik Septi Winarsih 2013: 2), service is an activity or series of invisible (cannot be touched) that occur as a result of interactions between consumers and employees or other things provided by the company providing the service. services intended to solve consumer/customer problems

Ivancevich et al in Ratminto and Winarsih (2005:2) convey the understanding that services are invisible products (cannot be touched) that involve human efforts and use equipment. Gronroos convey another understanding in Ratminto and Winarsih (2005:2), namely: "service is an activity or series of activities that are invisible, that occur as a result of interactions between consumers and employees or other things that provided by service providers that are intended to solve consumer or customer problems". From this understanding, it can be understood that service

performance is a visible performance that cannot be touched with the five senses. However, these activities involve other human elements interacting in a joint task in the form of goods or services. To support these services, according to Fitzsimmons and Fitzsimmons in Sinambela (2016:7) there are five service indicators, namely: 1) Reliability (correct and correct service); 2) Tangibles (provision of adequate human and other resources); 3) Responsivnesses (fast service); 4) Assurance (service with a level of ethical and moral attention); 5) Empathy (willingness to know consumer wants and needs).

Customer Satisfaction

According to Kotler (2002), what is meant by satisfaction is a person's feeling of pleasure or disappointment that arises after comparing his perceptions or impressions of performance that is below expectations. Customers are not satisfied. However, if the performance exceeds expectations, the customer is very satisfied and happy. If the perceived performance is below expectations, the customer will feel disappointed. If the performance meets customer expectations, the customer will feel satisfied, whereas if the performance exceeds expectations, the customer will feel delighted. So this theory conveys an understanding of one's feelings after receiving and comparing it with the results received.

The theory that is still in line with the theory put forward by Kottler presented by Engel, Roger & Miniard (2004) says that satisfaction is a post-consumption evaluation to choose several alternatives to meet expectations. Band (in Nasution,

2005) says that satisfaction is achieved when quality meets and exceeds consumer expectations, wants, and needs. Conversely, satisfaction is not achieved if the quality does not meet and exceed consumers' expectations, desires, and needs. Consumers who are not satisfied with the goods or services they consume will look for other companies that can provide for their needs.

Lecturer Performance

Article 3, paragraph 1 of the Law on Teachers and Lecturers no. 4 of 2005, stated that teachers and lecturers have positions as professional staff at the tertiary level appointed according to statutory regulations. It was further stated that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. As educators, lecturers have the duty and responsibility to educate students to become individuals who have the abilities and skills that are useful for their lives and are needed to enter the world of work through their ability to teach various knowledge and skills (Fariyani et al., 2020). In addition to responsibilities in the form of correct and incorrect attitudes and behaviors. In acting through his exemplary nature as a moral human being.

In Sri Trisnaningsih's article in the Journal of Accounting and Auditing Volume 8 No. 1/November, 2011, According to the Ministry of National Education (2004), lecturer performance is the ability to carry out the work or tasks possessed by the lecturer in completing his work. Performance can be interpreted as a work

presentation, work implementation and achievement, work results, or performance (LAN: 2004). The progress of science in tertiary institutions is the responsibility of the lecturer. The lecturer is a noble job and has a great responsibility for developing human civilization. Therefore, lecturers are required to have high integrity. Thus, it will improve the quality of lecturer performance.

Research Method

The study used a quantitative approach, with a descriptive—students on the performance of lecturers. The data were collected according to the provisions for calculating the IKM (Community Satisfaction Index). The results of these calculations will be described following the categorization that has been determined based on the Ministry of Agriculture No. 25 of 2004 with 14 indicators that have been determined, namely: service procedures, service requirements, clarity of service officers, the discipline of service officers, the responsibility of service officers, the ability of service officers, speed of service, justice in getting services, courtesy and friendliness of officers, the reasonableness of service fees , certainty of service costs, the certainty of service schedules, environmental comfort, and environmental safety. According to Bungin (2006:36), this approach aims to explain and summarize various conditions, situations, or variables that arise in the community that is the object of the research based on what happened. Then raise it to the surface of the character or description of the condition, situation, or variable. Morissan asserts

(2016: 23) that quantitative research uses numbers to allow for better accuracy or precision in reporting research results.

The survey research method is also used in this study to describe public satisfaction and identify factors that can satisfy the public's dissatisfaction. The target of this research is the students of UIN Walisongo. In addition, to deepen the research results, in-depth interviews were conducted with respondents. This research was conducted to measure the quality of Lecturer Performance from a student perspective. The unit of research analysis is the individual (student).

The population in this study were students of UIN Walisongo Semarang. In comparison, the sample was taken by accidental sampling, namely a non-probability sampling form where the selected sample members were taken based on the ease of obtaining the required data or carried out simply. The sample in this study was active students and came to campus when researchers met them. Due to the COVID-19 pandemic, which impacted the online lecture system, respondents were sent randomly using the google drive system. The sample in this study with the distribution of the sample distribution as follows:

Table 1.
Respondent Distribution

Faculty	Amount
FDK	16
FEBI	25
FISIP	5
FITK	33
PS	1
FPK	6

FSH	14
FST	9
FUHUM	11
JUMLAH	120

Data collection in the field was done by distributing and distributing questionnaires to respondents, namely students of UIN Walisongo Semarang. Then the respondents answered the questions in the questionnaire according to the instructions for filling out the questionnaire. Following the Decree of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 14 of 2017 concerning Guidelines for Compiling a Community Satisfaction Survey for Public Service Providers, the questionnaire was prepared based on the purpose of the survey on the level of community satisfaction and distributed to 150 people. Determination of respondents by calculating the population of service recipients, on the basis of ("number of elements" + 1) X 10 = number of respondents (14 + 1) X10 = 150 respondents. In connection with the Covid 19 pandemic, which impacted the online lecture system, researchers experienced communication barriers with respondents. In this regard, only 120 respondents can be contacted by researchers.

In this study, the data analysis technique was carried out using the Community Satisfaction Index (IKM) value according to Ministerial Decree no. 25 of 2004. Research data management is carried out in the following ways: (1) Editing. After the questionnaire was filled in by the respondent and returned to the author, the writer immediately examined the completeness in filling out the questionnaire. Only the correct and valid questionnaires were processed and used. (2) tabulation. The data is given a score against the answers to the 14 indicators of the community satisfaction index. (3) Analysis of community satisfaction index and interpretation. Based on the Ministry of Agriculture No. 25, each element is calculated using each service element's weighted average value. In calculating the IKM, 14 elements or indicators are studied. Each service element has the same weight with the following formula: Weighted average value = Total Weight/ Number of Elements = 1/14 = 0.071

To obtain the IKM value, the following formula is used:

$$\text{IKM} = \frac{\text{Total of Perception value per Element}}{\text{Total Elements filled}} \times \text{Value of Scales}$$

To facilitate the interpretation of the IKM scores, which range from 25-100, the results of each assessment are multiplied by 150. Value of IKM Service Unit X 25. The results of the above calculations are categorized as follows:

Table 1.

Perception Value, SMI Interval, SMI Conversion Interval

No	Interval Value	SMI Conversion	Service Quality	Service Unit Performance
1	1,00 – 1,75	25 – 53.75	D	Very Not Good
2	1,75 – 2.50	53.76 – 62.50	C	Not good
3	2,50 – 3.25	62.51 – 81.25	B	Good
4	3,25 – 4.00	81.26 – 100.00	A	Very good

Result and Discussion

The questionnaire results given to respondents regarding student satisfaction at UIN Walisongo on lecturer performance were measured based on student satisfaction using a community satisfaction index in terms of lecturer performance based on learning and competence, the results of the community satisfaction index per indicator are obtained.

Table 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Lecturer's punctuality	120	1.00	4.00	2.4667	.60715
Conformity of Lecturer Attendance with class schedule	120	1.00	4.00	2.6750	.68798
Polite and friendly lecturer behavior	120	2.00	4.00	3.0417	.35256
Consistency in dress	120	2.00	4.00	3.1750	.51306
Lecturer's ability in delivering material with clear words	120	1.00	4.00	2.8250	.57486
The ability of lecturers to update the material according to the times	120	1.00	4.00	2.6333	.88814
The lecturer has already discussed the exam results as positive feedback	120	1.00	4.00	2.5250	.73293
Lecturers already can utilize and use IT facilities	120	2.00	4.00	2.9750	.52600
Lecturers have transparency in the assessment process	120	1.00	4.00	2.5333	.75519
Lecturer explains RPS at the beginning of Lecture	120	1.00	4.00	3.1917	.63901
The suitability of the material delivered with the RPS	120	2.00	4.00	3.1000	.55610
The ability of lecturers to create a conducive atmosphere	120	2.00	4.00	2.8583	.59826
Lecturers master the material presented	120	2.00	4.00	3.1417	.53915
Lecturers already have journals that are known to students	120	1.00	4.00	2.5667	.74171
Valid N (listwise)	120				

The results of the calculation from the study results by photographing the quality of the performance of UIN Walisongo Semarang lecturers with the SPSS program can be seen clearly in Table 1. punctuality of attendance of lecturers has the lowest score of 296, which is converted to 2.46. The score of 2.46 is categorized as low. Therefore, this element needs to be improved to be better. The details of each indicator will be discussed as follows:

Table 3.

Lecturer's punctuality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not exactly	4	3.3	3.3	3.3
	Less precise	59	49.2	49.2	52.5
	Appropriate	54	45	45	97.5
	Very precise	3	2.5	2.5	100
	Total	120	100	100	

From the information above, it can be seen that the respondents who stated that the punctuality of the lecturer's attendance was very precise were three respondents with a percentage weight of 2.5%. The number of respondents who said that the punctuality of the lecturers' attendance was exemplary amounted to 54 with a weighted percentage of 45%. On the other hand, 59 people gave incorrect responses with a weight percentage of 49%. The respondents who stated that it was not correct were 4 people with a weight of 3.3%.

From the table above, it can be seen that many lecturers came on time so that many students were satisfied with the lecturer's performance. Meanwhile, students answered incorrectly because when there was a teaching schedule, it was possible that the lecturer was having concurrent activities outside or inside the campus, which caused the lecturer to arrive not on time. Moreover, besides being educators, lecturers are also responsible as researchers and do community service, as mandated in the tri dharma of higher education. Thus from this table, it can be concluded that some of the respondents feel satisfied with the lecturer's performance. Still, some of the respondents feel less satisfied with the lecturer's performance because there is a lecturer who is not present in teaching.

Table 4

Conformity of Lecturer Attendance with class schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not exactly	5	4.2	4.2	4.2
	Less precise	39	32.5	32.5	36.7
	Appropriate	66	55	55	91.7
	Very precise	10	8.3	8.3	100
	Total	120	100	100	

The factor of the suitability of the presence of the lecturer with the lecture

schedule is one of the discipline factors of the lecturer's performance. Lecturers who are disciplined in teaching, both right in their attendance and according to the lecture schedule, will encourage students to also come on time.

This has become a trust from customers, in this case, UIN Walisongo students as recipients of services provided by lecturers feel satisfied, so that they can bring benefits to their organization. If it is not by what is expected, dissatisfaction will arise from its customers, this can be an indicator that the lecturer's performance is incompetent. Of the 120 respondents, who stated that it was not appropriate, five respondents with a percentage of 4.2%, 39 respondents with a percentage of 32.5 did not match. According to as many as 66 respondents with a percentage of 55% and those who stated that it was very appropriate ten respondents with a percentage of 10% for

the performance aspect.

From this description, it can be seen that the lecturers in carrying out their lecture assignments are following the schedule that has been prepared by the Faculty's Academic and Student Affairs Subsection. This shows that the availability of lecturers is under the needs of students. So there are not many lecturers who teach more than the existing rules. Lecturers get a teaching schedule according to the hours set by the campus.

In this pandemic period, all learning is through online media, this will make it easier for lecturers to provide services to their students. Learning can be done according to the schedule or according to the agreement with the students. Especially in this era of covid, all activities are carried out through online media, so that lectures can be conducted according to schedule using online media.

Table 5.

Polite and friendly lecturer behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not polite and friendly	5	4.2	4.2	4.2
	Polite and friendly	105	87.5	87.5	91.7
	Very polite and friendly	10	8.3	8.3	100
	Total	120	100	100	

The table above is the respondent's answers about polite and friendly lecturer behavior. What is meant by polite and friendly lecturer behavior? Students in interacting with lecturers receive words that sound beautiful and don't hurt. Likewise, with attitudes in everyday life, students can interact with lecturers

reasonably. Lecturers are not only responsible for learning in the classroom, but are also responsible for providing examples in daily behavior. Many lecturers now have a relationship between lecturers and students like their parents, sometimes acting as friends. So when students have problems, both personal

and related to learning, students do not hesitate to tell all problems or share with lecturers. However, lecturers today are very different from the past, and many students are reluctant and even afraid to meet their lecturers. As in theory put forward by Patricia Patton, we must not be silent to satisfy our customers. But we are more proactive so that customers will feel satisfaction with the proactive attitude of the lecturer.

With the development and mastery of technology and information, the world seems to have no distance. Lecturers and students can greet at any time via online media or cellphones. Lecturers are also happy to serve students, both related to lectures. Some even come to personal problems so that the relationship between lecturers and students is like family. From the table, the respondents who answered less polite and friendly were five people (4.2%). Respondents who answered Polite and friendly were 105 people (87.5%), then ten people who answered Very polite and friendly or 8.3%. Respondents who answered impolite and friendly did not exist.

Table 6.

Consistency in dress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not compatible	7	5.8	5.8	5.8
	match	85	70.8	70.8	76.7
	Very harmonious	28	23.3	23.3	100
	Total	120	100	100	

Performance in today's era is important for every individual. Every individual wants to look beautiful, flexible, harmonious, and to get good judgment from everyone who sees it. This is not only seen directly, but through online media, people will always appear attractive to get positive values from people who see it. Lecturers as public figures, also do not want to be left behind always to perform well. This means that lecturers will always look attractive, both when teaching in class and through online media. This is so that students will be more enthusiastic during the lecture process. Harmony in dress is a problem that is often in the spotlight of students, especially for a teacher. Now some students have followed the trend. Especially for appearance, so lecturers must also be required to be able to look attractive in the eyes of the academic community. The respondents' answers to the aspects of compatibility in different clothes.

In this study, it can be seen that the most dominant answer is matching as many as 85 people (70.8%). The following sequence is compatible with the respondent's answer of 28 (23.3%), delivered by 26 people with a 17.3% process. The number of respondents who stated that they were not compatible were 7 people (5.8 %). From this description, it

can be seen that the lecturers in dressing show that they are by the norms of dress. So that on this indicator, it can be said to be good, because as many as 85 people answered correctly.

Table 7

Lecturer's ability in delivering material in clear words

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not capable	3	2.5	2.5	2.5
	Less fortunate	23	19.2	19.2	21.7
	capable	86	71.7	71.7	93.3
	Very capable	8	6.7	6.7	100
	Total	120	100	100	

One of the successes in the learning process is communication with clear words so that the students can clearly understand the knowledge conveyed by the lecturer. So in this study, the problem of the ability of lecturers to deliver material with clear words becomes a measure of lecturer performance. The most significant percentage for performance, namely 71.7%, was stated by 86 respondents that UIN Walisongo lecturers could deliver lectures clearly and understood by students. Twenty-three respondents or 19.2% answered less able, eight respondents, or 6.7%, said that the lecturers were competent and good at delivering lecture material. As for those who said they were unable, no one answered. This shows that the quality of the performance of UIN Walisongo lecturers is good. It has become a demand for lecturers to be creative and prepare lecture material beforehand. Lecturers must also be competent in all matters mandated in the tri dharma of higher education, namely education, research, and community service. Many students will leave lecturers who are not clear in delivering lecture material.

Table 8.

The ability of lecturers to update the material according to the times

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not capable	17	14.2	14.2	14.2
	Less fortunate	26	21.7	21.7	35.8
	capable	61	50.8	50.8	86.7
	Very capable	16	13.3	13.3	100
	Total	120	100	100	

The ability of lecturers to update materials following the times is a significant

element in the lecture process in universities in preparing superior student quality.

With good material and according to the times, it is hoped that the students will have more abilities easily absorbed in the workforce. In addition, when the lecturer does not update the lecture material, it will be less attractive to students. Because of the current lecture system, all students are free to choose lecturers to teach them. However, when the lecturer still uses material that has never been updated, this will affect the students' satisfaction because students feel that they do not get new material per the current developments. For example, a lecturer

only teaches about communication in the old era. Therefore, it will be far behind. Because now is the digital era.

In this study, the lecturer's performance factor as the object of research, the respondents who answered that they were unable were 17 people or 14.2%. While the respondents who answered less able as many as 26 people or 21.7%, and who answered able as many as 61 people or 50.8%. Then the respondents answered very well as many as 16 people with a percentage of 13.3%. This shows that the lecturer's ability to update the lecture material is good because as many as 61 respondents answered that the lecturer could update the material.

Table 9

The lecturer has already discussed the exam results as positive feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not talking about	11	9.2	9.2	9.2
	Less talk	41	34.2	34.2	43.3
	Talking about	62	51.7	51.7	95
	Very talkative	6	5	5	100
	Total	120	100	100	

Openness to students is the main key in terms of service with service recipients. Students are sometimes dissatisfied with the results obtained during exams, both midterm exams, practice exams, and final exams. Sometimes students feel that the answer is right, but they are not satisfied with the score they get. In this condition, the lecturer has discussed the test results as a positive feedback which is the final process of the Lecture. So that it can be a motivation for students to study harder so that their exam results are as expected. With a positive response from the

lecturer, students can find out the results of the final learning process obtained. In this questionnaire, the largest percentage for lecturers to talk about is 51.7% stated by 62 respondents. 41 respondents or 34.2% answered that they did not talk much, 6 respondents or 5% said that the lecturers actively discussed with students. 9.2% or 11 respondents answered that they did not talk about it. Lecturers are less responsive to talk about final results. Based on the respondents' answers, lecturers still do not want to talk about their exam results. However, the

assessment for indicators regarding the discussion of exam results by lecturers

shows good results.

Table 10

Lecturers already can utilize and use IT facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less fortunate	18	15	15	15
	capable	87	72.5	72.5	87.5
	Very capable	15	12.5	12.5	100
	Total	120	100	100	

For the success of lectures in this global era, the information technology factor is significant. The e-learning program during this pandemic has become very vital in delivering lecture material. So like it or not, lecturers must also master information technology, especially in terms of using facilities in learning either directly or through online media.

In addition, other programs are also needed to develop scientific disciplines. Lecturers who do not master information technology will experience obstacles in their activities. Because now everything is online. Starting from the lecturer's performance report model, research and community service activities, lectures, student guidance, guardianship guidance, discussions, and the implementation of lectures, all using information technology.

Regarding the aspect of Lecturers who already can utilize and use IT facilities, the answers are given varied, namely 18 respondents or 15% commented that the lecturers were less capable in IT. The respondents who stated that Lecturers already could utilize and use IT facilities were 87 people or 72.5%, and 15 people (12.5%) who stated that they were very capable of utilizing IT. 0 respondents said they were unable with a weight of 0%. This shows that the performance of lecturers in providing services to their students is also good. Because by mastering the field of information technology, especially in learning, it will run well. Especially in the time of covid where everything is required to be done online.

Table 11

Lecturers have transparency in the assessment process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No transparency	12	10	10	10
	Lack of Transparency	39	32.5	32.5	42.5
	Transparency	62	51.7	51.7	94.2
	Very transparency	7	5.8	5.8	100
	Total	120	100	100	

Lecturers have transparency in the assessment process. This is one of the keys to successful lectures. The existence of positive communication between lecturers and students in giving grades will impact the students' satisfaction. With transparency in the assessment process to students, lecturers are open to students, so there is feedback from students to increase their enthusiasm for learning to get satisfactory results.

Regarding the transparency of lecturers' scores, the respondents who answered were not transparent were 12 respondents (10%), while those who gave less transparent answers were 39 respondents or 32.5%. On the other hand, respondents who answered transparently were 62 respondents (51.7%), seven respondents stated they were very transparent or 5.8%. This shows that the level of transparency of lecturers to students related to the assessment is high.

Table 12

Lecturer explains RPS at the beginning of Lecture

		Frequency	Percent	Valid Percent	Cumulative Percent
	Doesn't explain	1	0.8	0.8	0.8
	Not explaining	12	10	10	10.8
Valid	Explain	70	58.3	58.3	69.2
	Very explain	37	30.8	30.8	100
	Total	120	100	100	

The lecturer explained that the RPS at the beginning of the Lecture was one of the requirements determined as the quality standard for lectures by LPM UIN Walisongo. Then, the lecturer delivered a lecture contract with students. After that, the lecturer will explain all the material that will be delivered during the lecture process. Usually, the lecturer will also consult with students to agree on a lecture model. For example, when students are late, they can still attend lectures or not or are given a grace period of how many minutes after the Lecture starts. The same thing is related to not entering without reason, it will have an impact. Besides that, it includes books or references that must be owned in lectures. Even lecturers agree with the clothes that students should wear in every Lecture with certain lecturers.

The study results stated that 0.8% or 1 respondent gave an answer that did not explain, 10% or 12 respondents gave an answer that did not explain. 70 respondents or 58.3% of the answers given that the UIN Walisongo lecturer explained the RPS, 37 respondents (30.8%) said that the lecturer explained very well. This shows that the lecturer's performance is good by explaining the RPS or lecture contract to students at the beginning of the Lecture. So that students feel satisfied with what they get.

Table 13.

The suitability of the material delivered with the RPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not suitable	13	10.8	10.8	10.8
	In accordance	82	68.3	68.3	79.2
	Very suitable	25	20.8	20.8	100
	Total	120	100	100	

The suitability of the material presented by the lecturer will improve the institution's quality because students will get material that follows the lecture plan. This will make it easier to achieve the objectives of the learning carried out. On the other hand, when the lecturer conveys material that deviates from the plan, it will cause the learning objectives not to be achieved, so students will feel dissatisfied, because what they get is not what is expected. Especially now that lecturers have to fill out teaching journals after every lecture activity. From the journal it will be seen what material has been delivered. So, there is no repetition of the material presented in the Lecture.

The table above shows respondents' answers about the suitability of the material presented with the RPS. Aspects of lecturer performance 13 respondents (10.8%) gave less appropriate answers, 82 respondents or 68.3% answered appropriate, and 20.8% or 25 respondents gave very appropriate answers. The respondent's answer has shown that the lecturer's performance from the suitability indicators of the material presented with the RPS is good. This means that students are satisfied with what has been obtained from the lecturer's performance.

Table 14.

The ability of lecturers to create a conducive atmosphere

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less fortunate	31	25.8	25.8	25.8
	Capable	75	62.5	62.5	88.3
	Very capable	14	11.7	11.7	100
	Total	120	100	100	

Conducive lectures are the main requirement to achieve the objectives of teaching and learning activities in the classroom. However, a bustling atmosphere, with lots of students chatting during lectures, students sleeping or playing games, will create an unpleasant atmosphere and disrupt the classroom's

teaching and learning process.

In the current era, lecturers are required to master the audience, the lecture room to create a conducive, calm atmosphere and increase students' enthusiasm to learn so that the goal of the Lecture can be achieved.

The lecturer's ability to master the class is needed in the lecture process. Furthermore, a conducive atmosphere will create an optimal lecture system. Thus, the goals and objectives of the Lecture will be met.

The study results stated 25.8% or 31 respondents gave answers less able, 62.5% or 75 respondents gave answers able. On the other hand, 14 respondents or 11.7% of the answers given that the lecturer was competent, 0 respondents said that the lecturer was unable. Therefore, the percentage obtained from respondents' answers shows that students are satisfied with the ability of the lecturer to create a conducive atmosphere in the classroom.

Table 15.

Lecturers master the material presented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of control	10	8.3	8.3	8.3
	Control	83	69.2	69.2	77.5
	Expert	27	22.5	22.5	100
	Total	120	100	100	

In the lecture process, lecture material is significant in learning. Materials that follow the times, lecturers are always required to accept new knowledge. Many course materials are readily available online. When the lecturer does not want to find information related to what will be delivered according to the plan, it will cause students to be dissatisfied with the results received.

Thus, the lecturer will master the material presented to students. Lecturers must always be ready before delivering the material so that the lecture process will follow the plans that have been prepared. This will make it easier for students to receive the material and understand the

material presented.

When the lecturer does not master the material presented, this will cause the goal not to be achieved. The study results stated that 8.3% or ten respondents gave fewer mastery answers, 69.2% or 83 respondents gave mastery answers. On the other hand, 27 respondents or 22.5% of the answers given that the lecturer was very mastered, 0 respondents said that the lecturer did not master.

From the respondents' answers, the percentage of lecturers who master the material presented shows a good value. This means that students can accept the material presented by the lecturer.

Table 16.

Lecturers already have journals that are known to students

		Frequency	Percent	Valid Percent	Cumulative Percent
	Do not have	9	7.5	7.5	7.5
	lack of	43	35.8	35.8	43.3
Valid	Have	59	49.2	49.2	92.5
	Many have	9	7.5	7.5	100
	Total	120	100	100	

In the standard of lecturer performance, one element that is quite vital is journaled work. The main requirement is for lecturers who wish to obtain an honorary professorship title to produce a covered journal work. Therefore, the journal work of lecturers should be known by students.

Online media can access lecturer research works. This makes it easier for students to find out what journals are the work of their lecturers. The more journals write, the higher the performance level of the lecturer. Because with a lot of writing, the lecturer also owns a lot of knowledge. Students will feel proud when they see many lecturers' works uploaded online. So they will feel confident that their decision to study at UIN Walisongo is not wrong. Because seeing the reputation of the lecturers who are no less great than lecturers abroad.

The study results stated that 7.5% or 9 respondents answered that the lecturer did not have a journal work, 35.8% or 43 respondents answered that they did not have. Fifty-nine respondents or 49.2% of the answers given that lecturers have, 9 or 7.5% of respondents said that lecturers

have a lot of scientific journals. A total of 59 respondents answered that the lecturer had a journal work, indicating a good value for this indicator. Because a lot of journal works will improve the scientific quality.

Based on the data in the table, the overall index value is:

Index Value: $(2.47 \times 0.071)+ (2.68 \times 0.071)+ (3.04 \times 0.071)+ (3.18 \times 0.071)+ (2.83 \times 0.071)+(2.63 \times 0.071)+ (2.53 \times 0.071)+ (2.98 \times 0.071) + (2.53 \times 0.071)+ (3.19 \times 0.071)+ (3.1 \times 0.071)+ 2.86 \times 0.071)+ (3.14 \times 0.071)+ (2.57 \times 0.07)$:

Thus, the results of the Lecturer Performance index can be concluded as follows:

- SMI value after conversion = Index Value x Weighing Value : 2.82 x 25 = 70.5, equivalent to 70.5 after conversion
- Service Quality: B
- Lecturer Performance : Good

Based on the above calculations, the overall performance of UIN Walisongo Lecturers is in a Good category.

Table 18

Elemental Average

No	Matter	Performance	Average	Information
1	Lecturer's punctuality	296	2.46	C
2	Conformity of Lecturer Attendance with class schedule	321	2.67	B
3	Polite and friendly lecturer behavior	365	3.04	B
4	Consistency in dress	381	3.17	B
5	Lecturer's ability in delivering material with clear words	339	2.82	B
6	The ability of lecturers to update the material according to the times	316	2.63	B
7	The lecturer has already discussed the exam results as positive feedback	303	2.52	B
8	Lecturers already can utilize and use IT facilities	357	2.97	B
9	Lecturers have transparency in the assessment process	304	2.53	B
10	Lecturer explains RPS at the beginning of Lecture	383	3.19	B
11	The suitability of the material delivered with the RPS	372	3.1	B
12	The ability of lecturers to create a conducive atmosphere	343	2.85	B
13	Lecturers master the material presented	377	3.14	B
14	Lecturers already have journals that are known to students	308	2.56	B
		4765	39.65	

Conclusion

The results showed that the performance of lecturers with an IKM value of 2.82 (70.5), which means the quality of service B. The quality of service B shows that the performance of UIN Walisongo lecturers is categorized as good. Of the 14 elements studied, there is one unsatisfactory indicator: Timeliness of attendance Lecturers have an average performance score of 2.46. However, the other 13 indicators assessed by UIN Walisongo students were good.

Recommendation

This research is descriptive quantitative research. Therefore it is necessary to

conduct qualitative research for aspects of performance that require improvement so that problems can be identified in detail. This research, despite its limitations, is expected to be useful as reference material in practice to improve lecturer performance to increase student satisfaction. The results of this study are also expected to be used as a reference and encourage further research. Furthermore, we expect input and criticism from any party for the improvement and refinement of this research.

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