

## **ANALYSIS OF STUDENT SATISFACTION WITH LECTURERS' TEACHING PERFORMANCE BASED ON ADEPT PERFORMANCE STANDARDS FOR CLASSROOM-BASED TEACHERS: THE CASE OF INDONESIAN HIGHER UNIVERSITY STUDENTS**

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### **ABSTRACT**

This research is motivated by the decline in student satisfaction with lecturers' teaching performance as evidenced by the decline in the results of the EDOM (Lecturer Evaluation by Students) survey for the Education Administration Study Program in a row over the last three years and the results have never been officially published among students regarding the results. Student satisfaction is an important factor in assessing the performance provided. The aims of this research are 1) to determine and analyze the level of student satisfaction with teaching performance. 2) to identify and analyze dimensions of lecturers' teaching performance that are considered important by students to map out the priority order for improving the teaching performance of lecturers in the Educational Administration Study Program. This research uses descriptive research with a quantitative approach. Meanwhile, the method used in this research uses a survey method. Data collection was carried out by distributing questionnaires with instruments based on the ADEPT Performance Standards for Classroom-Based Teachers. The data analysis technique in this research uses descriptive analysis and Importance Performance Analysis which is processed using the SPSS 21 program. The results of this research show that 1) the level of satisfaction with the teaching performance of Lecturers in the FIA UB Educational Administration Study Program is classified as very satisfied, namely with a percentage of 85.21% 2) dimensions of teaching performance that are considered important by students and are priorities for improving teaching performance, namely the dimensions of teaching and the classroom environment as indicated by these dimensions are included in quadrant I category on the Importance Performance Analysis analysis diagram.

### **KEYWORDS:**

Teaching Performance, Student Satisfaction, ADEPT Performance Standards

### **INTRODUCTION**

Education is a conscious and planned effort to develop human potential in accordance with societal values, as stated by Rahman et al. (2022) and Law No. 20 of 2003 concerning the National Education System. Higher education, as part of the education system, has an important role in producing superior and responsible human resources, as well as contributing to nation development (Sedyati, 2022). In this context, the tridharma of higher education, namely education, research and community service, is

the main foundation. Intense competition between universities, as expressed by Wahyuning and Chairat (2018), emphasizes the importance of lecturers' teaching performance as a supporting factor for the quality of higher education (Alfarisi, 2019).

The teaching performance of lecturers in educational institutions, especially in the Educational Administration Study Program at the Faculty of Administrative Sciences, Brawijaya University, has a vital role in determining the quality of education and graduates. Lecturers as educators, professionals and scientists are responsible for the transformation, development and dissemination of knowledge through education, research and community service. Lecturers' teaching performance is measured through dimensions such as planning, teaching, learning environment, and professionalism, in accordance with research by Stronge (2018), Ronfeldt et al. (2018), Muslim & Suardi (2018), Padillo et al. (2021), and Alsowat (2021). The Education Administration Study Program has an important role in maintaining the quality of graduates with its duties in planning the curriculum, developing learning methods, organizing learning activities, and evaluating learning implementation. In this context, plotting lecturers on courses according to their areas of expertise is key in carrying out their duties and improving lecturers' teaching performance.

Lecturers' teaching performance plays a crucial role in ensuring the quality of higher education, as stated by Siagian and Rafidah (2018). This is reflected in the accreditation assessment, which is an evaluation of the feasibility of an educational program based on certain criteria, as regulated in Law no. 20 of 2003 concerning the National Education System. The Education Administration Study Program is committed to improving quality by participating in National Accreditation by the Independent Education Accreditation Institute (LAMDIK). One aspect of assessment in accreditation is student satisfaction with lecturers' teaching performance, which is an important point in Criterion 6 of the LAMDIK accreditation document. Therefore, research on lecturers' teaching performance is relevant and important to carry out (LAMDIK Accreditation Document, 2023).

Lecturer teaching performance can be measured through the level of student satisfaction, as shown in previous studies. Research by Neswardli et al. (2022) regarding the Padang State Polytechnic Business Administration Study Program shows good results, but there are still certain dimensions that need to be improved. Likewise, research by Indrayani (2021) regarding the teaching performance of lecturers at UIN SUSKA Riau, which shows an adequate satisfaction category. The advice given includes aspects of commitment, lecture preparation, and availability of resources. Lusianda's research (2019) highlights the influence of student satisfaction on lecturer performance at the Persada Bunda Pekanbaru College of Economics, showing that student satisfaction has a significant influence on lecturer performance. Thus, student satisfaction is an important indicator in evaluating and improving lecturers' teaching performance.

User satisfaction, including student satisfaction with higher education services, refers to the level of a person's feelings after comparing perceived performance or results with

their expectations. This definition is reinforced by the views of Hill, Brierley, & MacDougall (1999) who explain that satisfaction is a measure of an organization's total performance compared to customer needs. Students, as service users in the context of higher education, have expectations regarding services, facilities, quality of lecturers, and other aspects during their education. Student satisfaction can be interpreted as feelings of joy, satisfaction, or relief regarding the services provided by educational institutions, according to the views of Idris and Djafar (2019).

To measure student satisfaction with the teaching performance of lecturers in the Educational Administration Study Program, the EDOM Survey (Lecturer Evaluation by Students) method was used. This survey is carried out at the end of every semester by the Faculty of Administrative Sciences, Brawijaya University, but the results are never officially published. Therefore, researchers are interested in finding and analyzing raw EDOM data for the last three years. The EDOM assessment uses five categories, where a score of 1 indicates very poor/very low/never performance, a score of 2 for poor/low/rare performance, a score of 3 for normal/fair/occasional performance, a score of 4 for good performance /high/often, and a score of 5 for very good/very high/always.

**Table 1. EDOM Assessment Results for the Educational Administration Study Program**

No	Assessment Items	2020	2021	2022
1	Readiness to give lectures and/or practice/practicum	4.44	4.41	4.32
2	Ability to explain the subject/topic accurately	4.42	4.39	4.34
3	Ability to provide relevant examples of the concepts being taught	4.44	4.40	4.30
4	Ability to explain the relationship between the field/topic taught and other fields/topics	4.42	4.38	4.30
5	Ability to explain the relationship between the field/topic being taught and the context of life	4.44	4.40	4.28
6	Mastery of current issues in the field being taught	4.42	4.39	4.27
7	Use of research results to improve the quality of lectures	4.35	4.33	4.21
8	Involvement of students in research/studies and/or development/engineering/design carried out by lecturers	4.27	4.27	4.20
9	Ability to use a variety of communications technologies	4.40	4.34	4.25
10	Authority as a personal lecturer	4.45	4.41	4.35
11	Wisdom in making decisions	4.43	4.37	4.28
12	Regularity and orderliness in the implementation of lectures	4.43	4.38	4.23
13	Be an example in attitude and behavior	4.44	4.37	4.32
14	Only words and actions	4.39	4.35	4.30
15	Ability to control oneself in various situations and conditions	4.42	4.36	4.28
16	Fairness in treating students	4.41	4.36	4.34
17	Ability to express opinions	4.43	4.41	4.37
18	Ability to accept criticism, suggestions and opinions of others	4.42	4.38	4.32
19	Get to know the students who take the course well	4.32	4.32	4.21
20	Easy to get along with colleagues, employees and students	4.42	4.34	4.29
21	Tolerance for student diversity	4.46	4.40	4.34
22	Ability to liven up the class atmosphere	4.38	4.33	4.28

23	Clarity in delivering material and answers to questions in class	4.44	4.38	4.31
24	Utilization of learning media and technology	4.41	4.35	4.30
25	Diversity of ways of measuring learning outcomes	4.40	4.35	4.32
26	Providing feedback on assignments	4.39	4.35	4.27
27	Suitability of exam material and/or assignments with course objectives	4.46	4.38	4.30
28	Conformity of the grades given with learning outcomes	4.40	4.35	4.27

Source: EDOM data processed by researchers, 2024

The analysis results from the EDOM Survey data show that the average assessment is still in the good/high/frequent category, but there is a continuous decline every year and in each assessment indicator, indicating a decrease in student satisfaction with the lecturers' teaching performance. This decline is thought to be influenced by the Covid-19 pandemic, which forced lecturers to adapt to online teaching methods. This pandemic has changed the working conditions of lecturers drastically, with many lecturers having difficulty adapting, resulting in their teaching performance decreasing and causing a decrease in student satisfaction. This is a major concern in research on the teaching performance of lecturers in the Educational Administration Study Program, considering that evaluations from the perspective of student satisfaction have never been officially published. It is hoped that the student satisfaction survey can provide input to study program stakeholders to continue to improve the quality of education, in line with the views of Fatihuddin and Firmansah (2019) who state that the success of an educational institution can be measured by the satisfaction of its students.

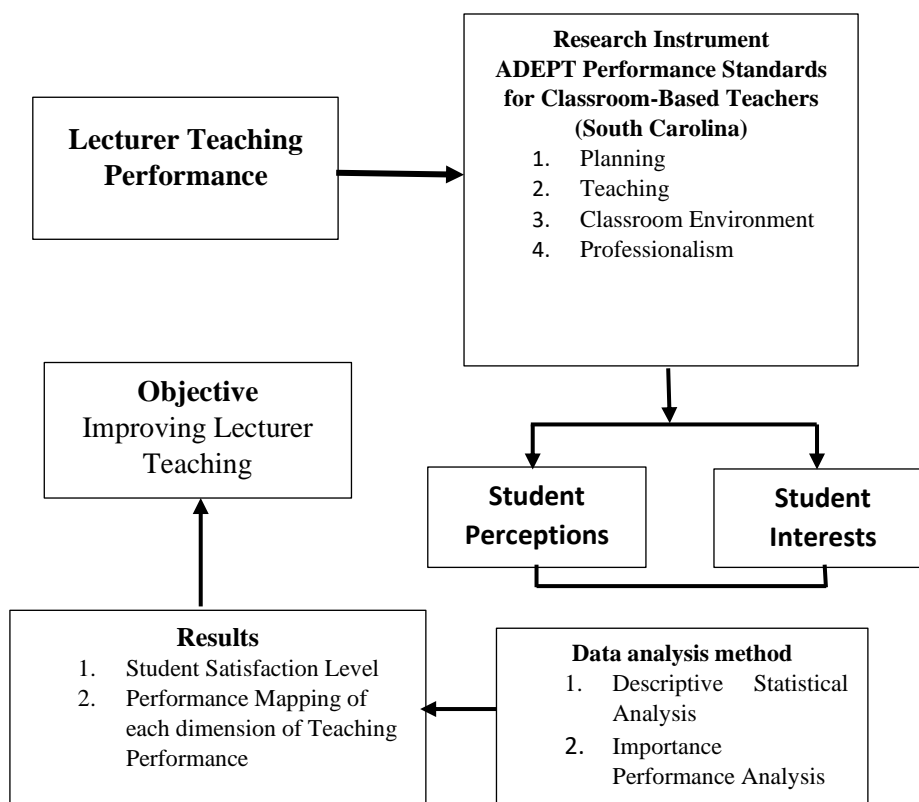
This research has two significant differences from previous research. First, in measuring lecturers' teaching performance, this research adopts the ADEPT Performance Standards (APSs) for classroom-based teachers, a performance assessment model developed by South Carolina since 1998. This model consists of ten performance standards grouped into four main domains: planning, teaching, classroom environment, and professionalism. These domains are used to measure the teaching performance of lecturers in the Educational Administration Study Program in this research. Second, this research uses the Importance Performance Analysis (IPA) analysis technique, which aims to analyze the results of student satisfaction surveys and determine the level of importance and level of satisfaction with the various aspects evaluated. The IPA technique, created by Martilla & James (1977), divides the analysis results into four quadrants, each describing the gap between the level of importance and the level of satisfaction. Quadrant I contains attributes that are priorities for improvement, Quadrant II contains attributes that meet user expectations so they need to be maintained, Quadrant III contains attributes with low priority because the performance provided is considered sufficient while the level of importance is low, Quadrant IV contains attributes with high performance, but the level of importance is low so that the performance given is excessive and needs to be set aside.

Based on the background of the problem that has been explained, the researcher formulated two main problems. First, the research aims to evaluate how high the level of student satisfaction is with the teaching performance of lecturers in the Educational Administration Study Program, Faculty of Administrative Sciences, Brawijaya University. Second, the research aims to identify and map dimensions of lecturers' teaching performance that are considered important by students to determine the priority order for

improving teaching performance in the Educational Administration Study Program. Thus, the aim of this research is to analyze the level of student satisfaction with lecturers' teaching performance and to determine performance dimensions that need to be improved as a priority in the Educational Administration Study Program.

## RESEARCH METHODS

This research uses descriptive research with a quantitative approach, while the type of method used is the survey method. The research location chosen for this research is at the Educational Administration Study Program, Faculty of Administrative Sciences, Brawijaya University, which is located at Jl. MT Haryono 163, Malang East Java Indonesia. In this research, primary data sources were obtained through distributing questionnaires to students and conducting interviews with stakeholders in the Educational Administration Study Program. In this research secondary data are documents that support and strengthen primary data that has been obtained by researchers such as EDOM data (Lecturer Evaluation by Students). The population in this study were all students in the classes of 2019, 2020, 2021, 2022, Educational Administration study program, Faculty of Administrative Sciences, Brawijaya University, with a total of 321 students. In determining the research sample, the Proportionate Stratified Random Sampling technique was used. Apart from that, determining the number of samples in this study also used the Slovin formula, namely obtaining a sample size of 178 samples, then the samples were divided proportionally according to each class, namely the class of 2019 had 37 students, the class of 2020 had 44 students, the class of 2021 had 50, and the class of 2022 has 47 students. The instrument used to assess teaching performance in this research uses the ADEPT Performance Standards for Classroom-Based Teachers which consists of 4 main dimensions or domains, namely Planning, Teaching, Classroom Environment, and Professionalism. The data analysis techniques used are descriptive statistical analysis and Importance Analysis Performance which are processed with the help of software Statistical Package for Social Science (SPSS) version 21. The flow of this research is illustrated in the following figure:



**Figure 1. Research Flow**

Based on Figure 1, this research is an analysis of student satisfaction based on the teaching performance of lecturers in the Educational Administration Study Program. The instruments used use dimensions from the ADEPT Performance Standards for Classroom-Based Teachers. The dimensions are Planning, Teaching, Class Environment, Professionalism which are used to create instruments for student perceptions and interests and the results will be analyzed using descriptive statistical analysis methods and Importance Performance Analysis. (IPA) to determine the level of student satisfaction and performance mapping from the dimensions of student satisfaction and ultimately this research aims to improve the teaching performance of Lecturers in the Educational Administration Study Program.

## **RESULTS AND DISCUSSION**

### **Descriptive Statistical Analysis**

#### ***Planning Dimensions***

Planning is an activity carried out by teaching staff to make long-term learning plans, make short-term learning plans and plan assessments in learning. The distribution of answers to the planning dimension is presented in full in the table below:

**Table 2. Distribution of Answers to Planning Dimensions**

Dimensions	Statement	SS		S		CS		T.S		STS		Total Score
		Σ	Score	Σ	Score	Σ	Score	Σ	Score	Σ	Score	
Planning	Item 1	66	330	99	396	12	36	1	2	0	0	764
	Item 2	82	410	87	348	9	27	0	0	0	0	785
	Item 3	77	385	84	336	17	51	0	0	0	0	772
	Item 4	59	295	83	332	33	99	2	4	1	1	731
	Item 5	103	515	68	272	7	21	0	0	0	0	808
	Item 6	78	390	86	344	14	42	0	0	0	0	776
	Item 7	45	225	87	348	39	117	7	14	0	0	704
	Item 8	94	470	74	296	8	24	2	4	0	0	794
	Item 9	56	280	78	312	37	111	6	12	1	1	716
Total		660	3300	746	2984	176	528	18	36	2	2	<b>6850</b>

Source: Primary Data in research (Research questionnaire results, 2024)

Based on the table above, the total score obtained from the planning dimension was 6850, with 178 respondents, 9 question items and the highest score for each question was given a score of 5 and the lowest score was given a score of 1, which can be seen as follows:

$$\begin{aligned}
 \text{Maximum Score} &= \text{Highest statement score} \times N \times \text{Question Items} \\
 &= 5 \times 178 \times 9 \\
 &= 8010
 \end{aligned}$$

Based on the results of research regarding planning dimension items (Planning) which were obtained from the results of calculating the scores obtained in collecting questionnaire data with a total of 6850, the responses from 178 respondents to this item were:

$$\frac{\text{Acquisition score}}{\text{Maximum score}} \times 100\% = \frac{6850}{8010} \times 100\% = 85,51\%$$

Based on the calculations above, the planning dimension (Planning) gets a result of 85.5 % . This shows that the respondents' responses to the planning dimension are in the "**Very Satisfied**" category.

### Teaching Dimensions

Teaching (Instruction) is an activity carried out by teaching staff to build and maintain high expectations for students, use strategies in learning to facilitate learning, provide content or learning materials for students and carry out monitoring and assessment to improve the quality of learning.

**Table 3. Distribution of Teaching Dimension Answers**

Dimensions	Statement	SS		S		CS		T.S		STS		Total Score
		Σ	Score	Σ	Score	Σ	Score	Σ	Score	Σ	Score	
Teaching	Item 10	45	225	93	372	37	111	3	6	0	0	714
	Item 11	87	435	79	316	10	30	2	4	0	0	785
	Item 12	70	350	89	356	17	51	2	4	0	0	761
	Item 13	58	290	92	368	26	78	2	4	0	0	740
	Item 14	72	360	74	296	25	75	6	12	1	1	744
	Item 15	67	335	88	352	23	69	0	0	0	0	756
	Item 16	82	410	87	348	9	27	0	0	0	0	785
	Item 17	70	350	90	360	16	48	2	4	0	0	762
	Item 18	61	305	98	392	18	54	1	2	0	0	753
	Item 19	82	410	86	344	8	24	2	4	0	0	782
	Item 20	42	210	80	320	43	129	1	22	2	2	683
	Item 21	67	335	86	344	25	75	0	0	0	0	754
Total		803	4015	1042	4168	257	771	31	62	3	3	9019

Source: Primary Data in research (Research questionnaire results, 2024)

Based on the table above, the total score obtained from the planning dimension is 9019, with 178 respondents, 12 question items and the highest score for each question is given a score of 5 and the lowest score is given a score of 1. It can be seen as follows:

$$\begin{aligned}
 \text{Maximum Score} &= \text{Highest statement score} \times N \times \text{Question Items} \\
 &= 5 \times 178 \times 12 \\
 &= 10680
 \end{aligned}$$

Based on the results of research regarding the Teaching dimension items obtained from the results of calculating the obtained scores in collecting questionnaire data with a total of 6850, the responses from 178 respondents to this item were:

$$\frac{\text{Acquisition score}}{\text{Maximum score}} \times 100\% = \frac{9019}{10680} \times 100\% = 84,44\%$$

Based on the calculations above, the teaching dimension (instruction) gets a result of 85%. This shows that the respondent's response to the teaching dimension is in the " **Very Satisfied**" category.

### ***Dimensions of the classroom environment***

Classroom environment is an activity carried out by teaching staff to create and maintain a classroom environment that encourages and supports student learning and maximizes teaching time efficiently, manages student behavior, routines, teaching materials and non-teaching tasks.

**Table 4. Distribution of Answers to Classroom Environment Dimensions**

Dimensio ns	Statem ent	SS		S		CS		T.S		STS		Total Score
		Σ	Scor e	Σ	Scor e	Σ	Scor e	Σ	Scor e	Σ	Scor e	
Classroo m Environm ent	Item 22	74	370	87	348	16	48	1	2	0	0	768
	Item 23	68	340	85	340	24	72	1	2	0	0	754
	Item 24	61	305	94	376	23	69	0	0	0	0	750
	Item 25	90	450	80	320	6	18	1	2	1	1	791
	Item 26	58	290	76	304	37	111	6	12	1	1	718
	Item 27	68	340	79	316	29	87	2	4	0	0	747
Total		419	2095	501	2004	135	405	11	22	2	2	<b>4528</b>

Source: Primary Data in research (Research questionnaire results, 2024)

Based on the table above, the total score obtained from the classroom environment dimension is 4528, with 178 respondents, 6 question items and the highest score for each question is given a score of 5 and the lowest score is given a score of 1, which can be seen as follows:

$$\begin{aligned}
 \text{Maximum Score} &= \text{Highest statement score} \times N \times \text{Question Items} \\
 &= 5 \times 178 \times 6 \\
 &= 5340
 \end{aligned}$$

Based on the results of research regarding the classroom environment dimension items which were obtained from the results of calculating the scores obtained in collecting questionnaire data with a total of 4528, the responses from 178 respondents to this item were:

$$\frac{\text{Acquisition score}}{\text{Maximum score}} \times 100\% = \frac{4528}{5340} \times 100\% = 84,79\%$$

Based on the calculations above, the classroom environment dimension gets a result of 85%. This shows that the respondents' responses to the classroom environment dimension are in the " **Very Satisfied**" category.

### **Dimensions of Professionalism**

Professionalism is the act of fulfilling professional responsibilities, namely by professionally contributing to student learning, being an effective communicator, showing professional attitudes and behavior and always learning .

**Table 5. Distribution of Answers to Professionalism Dimensions**

Dimensions	Stateme nt	SS		S		CS		T.S		STS		Total Score
		Σ	Sco re	Σ	Sco re	Σ	Sco re	Σ	Sco re	Σ	Sco re	
Professionalis m	Item 28	53	265	86	344	32	96	4	8	3	3	716
	Item 29	74	370	92	368	11	33	1	2	0	0	773

	Item 30	79	395	88	352	9	27	2	4	0	0	778
	Item 31	90	450	75	300	1	36	1	2	0	0	788
	Item 32	81	405	85	340	0	30	1	2	1	1	778
Total		37	188	42	170	7						
		7	5	6	4	4	222	9	18	4	4	<b>3833</b>

Source: Primary Data in research (Research questionnaire results, 2024)

Based on the table above, the total score obtained from the classroom environment dimension was 3833, with 178 respondents, 5 question items and the highest score for each question was given a score of 5 and the lowest score was given a score of 1. It can be seen as follows:

$$\begin{aligned}
 \text{Maximum Score} &= \text{Highest statement score} \times N \times \text{Question Items} \\
 &= 5 \times 178 \times 5 \\
 &= 4450
 \end{aligned}$$

Based on the results of research regarding the Professionalism dimension items which were obtained from the results of calculating the scores obtained in collecting questionnaire data with a total of 3833, the responses from 178 respondents to this item were:

$$\frac{\text{Acquisition score}}{\text{Maximum score}} \times 100\% = \frac{3833}{4450} \times 100\% = 86,13\%$$

Based on the calculation above, the Professionalism dimension gets a result of 86.13 %. This shows that the respondents' responses to the Professionalism dimension are in the **"Very Satisfied" category**.

### IPA Analysis (Importance Performance Analysis)

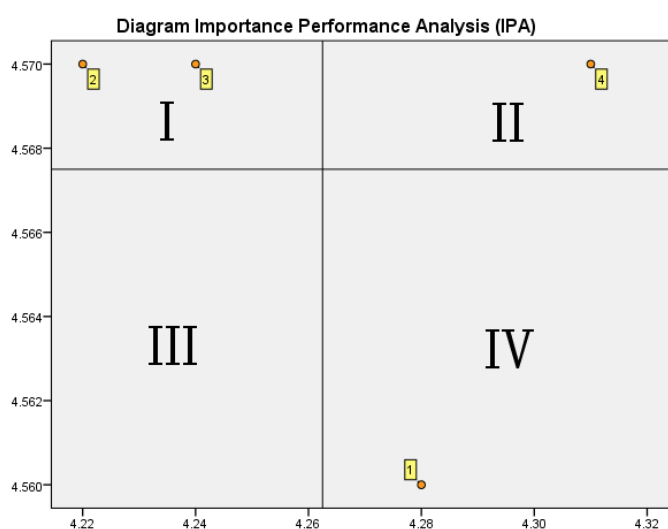
Importance Performance Analysis (IPA) Analysis for teaching performance instruments based on the ADEPT Performance Standard, it is carried out with the aim of getting a general picture of the distribution of teaching performance instruments consisting of 4 (four) dimensions, namely Planning, Teaching, Classroom environment, Professionalism in the quadrants IPA.

**Table 6. Average Expectations and Perceptions of Teaching Performance Dimensions**

No	Dimensions	Mean I Hope	Mean S Perception	Gap IS
1	Planning	4.56	4.28	0.28
2	Teaching	4.56	4.22	0.34
3	Class Environment	4.57	4.24	0.33
4	Professionalism	4.57	4.31	0.27
Total		18.25	17.04	1.21
C line		4.56	4.26	0.30

Source: Researcher Processed Data, 2024

The steps taken in the science analysis are to look for the average (mean) perception and average (mean) expectations of students from each dimension of the ADEPT Performance Standards instrument as shown in table 4.10, then look for the c-line from the level of perception and c -line from the level of expectations, results from the c-line of interest and satisfaction will intersect each other which will divide into the four quadrants that have been explained. In the table there is also a gap or difference between average expectations and perceptions. This difference shows the gap between students' expectations and perceptions of lecturers' teaching performance. The greater the difference, the greater the gap. Using the SPSS application, scatter plot analysis was carried out will produce a mapping of the IPA diagram like the following figure.

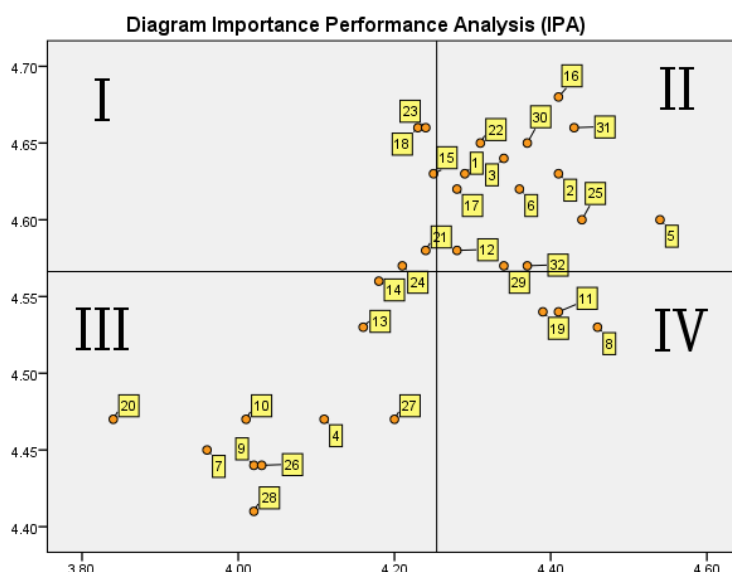


**Figure 2. Per-Dimension Importance Performance Analysis Diagram**

Source: Primary Data in research (Research questionnaire results, 2024)

Importance Performance Analysis diagram above, it can be seen that dimension 2 (Teaching) and dimension 3 (classroom environment) occupy quadrant I, which means that dimensions 2 and 3 need to be improved because students' expectations of this dimension are high while the perception of the performance provided is still low. low. Dimension number 4 (Professionalism) occupies quadrant II, which means this dimension has met student expectations so it needs to be maintained. Dimension 1 (Planning) occupies quadrant IV, which means this dimension is considered very low for students' interests, however in its implementation this dimension has been carried out very well, it could even be said to be excessive.

The next step is to carry out an Importance Performance Analysis (IPA) analysis on each teaching performance item. The method is the same as the IPA analysis in the previous dimension, namely by calculating the average (mean) of the level of expectations and the average (mean) level of perception then looking for the c-line of the level of expectations and level of perception which is then calculated via SPSS, as for The results of the IPA analysis for each item are presented in the following figure:



**Figure 3. Importance Performance Analysis Per-Item Diagram**

Source: Primary Data in research (Research questionnaire results, 2024)

Importance Performance Analysis diagram above, the dimensions of lecturers' teaching performance based on the ADEPT Performance Standards for Classroom-Based Teachers in the Educational Administration Study Program can be grouped into each quadrant. The items included in quadrant I (top priority) are dimensions that are considered important, but students' perceptions of the lecturer's teaching performance are deemed not to be presented completely in the following table:

**Table 7. Teaching Performance Items in Quadrant I Category**

Dimensions	No. Items	Question
Teaching	15	Lecturers implement effective learning by involving students
	18	Lecturers present lesson material logically, clearly, in detail and provide relevant examples
	21	The lecturer provides feedback during the learning process
Classroom Environment	23	Lecturers create and maintain a positive affective climate in the class (enthusiastic, patient, encouraging, respecting students' ideas)
	24	Lecturers create and maintain a learning culture in the classroom

Source: Researcher Processed Data, 2024

The lecturer teaching performance items based on the ADEPT Performance Standards For Classroom-Based Teachers in the Education Administration Study Program are included in quadrant II (maintain achievement), namely dimensions that are considered important and student perceptions of the lecturer's teaching performance given are deemed to be very good, so they must be maintained, presented in full in the following table.

**Table 8. Teaching Performance Items in Quadrant II Category**

Dimensions	No. Items	Question
Planning	1	Semester Learning Plan (RPS) according to student learning needs
	2	The Semester Learning Plan (RPS) contains clear learning objectives in accordance with the scientific vision of the study program
	3	The semester learning plan (RPS) contains learning outcomes (CPL), subject matter, references and media used
	5	Lecturers provide rules or procedures for implementing learning in the classroom (example: lecture contract)
	6	Learning contains materials, content, strategies and learning tools (media).
Teaching	12	Students can understand and be responsible for the material or assignments given by the lecturer
	16	Lecturers master the material given to students
	17	Lecturers provide lesson material in accordance with the RPS and use various reference sources
Classroom Environment	22	Lecturers create a classroom environment that feels safe and conducive to learning
	25	Lecturers encourage students to behave in accordance with applicable rules
Professionalism	29	Lecturers support student activities that contribute to student learning and development
	30	Lecturers are able to become effective communicators in learning
	31	Lecturers demonstrate professional attitudes and behavior (having responsibility, initiative, good time management, polite appearance, and ethics)
	32	Lecturers participate in higher education tridharma activities (education, research and service) to improve learning

Source: Researcher Processed Data, 2024

The teaching performance items for lecturers based on the ADEPT Performance Standards for Classroom Based-Teachers in the Education Administration Study Program are included in quadrant III (low priority), namely dimensions that are considered not very important and student perceptions of the teaching performance of the lecturers given are considered not too special, presented in full in the following table:

**Table 9. Teaching Performance Items in Quadrant III Category**

Dimensions	No. Items	Question
Planning	4	There are criteria or assessment rubrics for each assessment carried out by lecturers
	7	Lecturers conduct learning according to student behavior, progress and achievements
	9	The lecturer explains the assessment criteria or rubric before carrying out the assessment or giving assignments
Teaching	10	Learning objectives are in line with student expectations

	13	Lecturers apply learning strategies in accordance with the Semester Learning Plan (RPS)
	14	The learning strategies applied by lecturers vary
	20	Lecturers develop learning based on assessment results (pre-test, quiz, post-test)
Classroom Environment	26	Lecturers make maximum use of learning time
	27	Lecturers manage non-teaching routines efficiently (for example: taking attendance, collecting or submitting assignments, obtaining and distributing teaching materials)
Professionalism	28	Lecturers build professional relationships with institutions, businesses, community groups to enhance student learning

Source: Researcher Processed Data, 2024

The lecturer teaching performance items based on the ADEPT Performance Standards For Classroom-Based Teachers in the Educational Administration Study Program are included in quadrant IV (excessive), namely dimensions whose level of importance is too low and student perceptions of the lecturer's teaching performance given are considered excessive, presented in a way complete in the following table:

**Table 10. Teaching Performance Items in Quadrant IV Category**

Dimensions	No. Items	Question
Planning	8	Lecturers have various assessment methods both informal (discussions, questions and answers, quizzes) and formal (papers, tests, essays, projects etc.) to see student progress
Teaching	11	Lecturers encourage students to play an active role in learning activities
	19	Lecturers carry out various assessments both informally (discussions, questions and answers) and formally (papers, tests, essays, projects, etc.) to see student progress

Source: Researcher Processed Data, 2024

## Discussion

### ***The level of student satisfaction with the teaching performance of lecturers in the Educational Administration Study Program based on the ADEPT Performance Standards for Classroom-Based Teachers***

Based on research that has been conducted, the teaching performance of lecturers in the Educational Administration Study Program is measured using 4 dimensions from the ADEPT Performance Standards for Classroom-Based Teachers. The dimensions in question are planning, teaching, classroom environment, Professionalism. So that after conducting the research, the results obtained were that the overall level of student satisfaction with teaching performance was 85.21% which indicated the very satisfied category, while the overall level of satisfaction in each dimension was classified as very satisfied, in detail the percentage of student satisfaction in each dimension is as follows: as follows: 1) Planning (Planning): Based on the results of descriptive analysis, the level of satisfaction regarding the dimensions of planning (Planning) on the teaching

performance of lecturers in the Educational Administration Study Program obtained a result of 85.51%. This shows that the respondents' responses to the planning dimension (Planning) are in the "Very Satisfied" category. 2) Teaching (Instruction): Based on the results of descriptive analysis of the level of satisfaction regarding the dimensions of teaching (instruction) on the teaching performance of lecturers in the Educational Administration Study Program, the results were 84.44%. This shows that the respondent's response to the Teaching dimension is in the "Very Satisfied" category. 3) Classroom environment: Based on the results of descriptive analysis of the level of satisfaction regarding the dimensions of the classroom environment on the teaching performance of lecturers in the Educational Administration Study Program, the results were 84.79%. This shows that the respondents' responses to the classroom environment dimension are in the "Very Satisfied" category. 4) Professionalism: Based on the results of descriptive analysis of the level of satisfaction regarding the dimensions of Professionalism in the teaching performance of lecturers in the Educational Administration Study Program, the results were 86.13%. This shows that the respondents' responses to the Professionalism dimension are in the "Very Satisfied" category.

From the results of this research, it was obtained that the four dimensions of teaching performance based on ADEPT Performance Standards obtained very satisfactory results in each dimension. The level of satisfaction in each of these dimensions shows that the teaching performance provided by the lecturer is very good, in line with the opinion of Bhakti & Rahmawati (2018) who say that if the performance exceeds the expectations of students, they will feel very satisfied, happy, happy. Furthermore, based on the opinion of Spearman (2021), the ADEPT Performance Standard model has key elements in each dimension. Lecturers are said to be effective if the key elements of each dimension have been fulfilled or have been implemented in learning, so that if the research results have been obtained very good results or students very satisfied, then the key elements in the dimensions are definitely implemented very well by the lecturer. The level of satisfaction in each dimension shows that lecturers' teaching performance can be measured using student satisfaction, this is in line with the opinion of Indrayani (2021), Nesardi (2022), Idris & Djafar (2019) who measure lecturers' teaching performance using satisfaction and obtain good performance results. will be maintained or improved and if results are not good, efforts will be made to improve.

From the results of this research, it can also be seen that the highest score of the four dimensions is the professionalism dimension, while the lowest score is the teaching dimension. Professionalism is the highest dimension of level of satisfaction because professionalism is the main factor in the success of lecturers in carrying out their performance. This is in line with the opinion of Muslimin et al., (2022) that professionalism has a positive influence on lecturer performance where the success of lecturers in carrying out their performance depends on the lecturer's professionalism in their work. This means that professionalism determines the success of other dimensions including planning, teaching, creating a learning environment which is the performance of a lecturer in learning. Professionalism received the highest score, supported by student responses to item number 20, namely that the Educational Administration Lecturer

showed professional attitudes and behavior (having responsibility, initiative, good time management, polite appearance and ethics) obtaining the highest score compared to the other items, which was equal to 89%, when professionalism is high, performance will be good, student satisfaction will be high. This is confirmed by research by Listiani et al., (2019) which obtained results that there was quite a significant influence between the professionalism of lecturers in lectures on student satisfaction.

Apart from that, it is supported by real evidence of the implementation of professionalism dimension items in the Educational Administration Study Program, for example in item number 29, namely that Educational Administration Lecturers support student activities that contribute to student learning and development, where the fact is that in the educational administration study program there is an Educational Student Association (HIMADIKA), then held competition activities, seminars such as activation, Eduprov, facilitating competitions, which shows that lecturers support student activities. Then in item number 31, namely the Educational Administration Lecturer shows professional attitudes and behavior, this is shown by the lecturer's attitude of having responsibility, initiative, good time management, polite appearance and ethics when providing teaching in class, then in item number 32, namely Lecturer The Educational Administration Study Program participates in higher education tridharma activities (education, research and service) to improve learning, this is shown by the fact that the lecturers in the Educational Administration Study Program are involved in various activities, for example KKNT (Thematic Real Work Lectures), MMD (Students Building Villages) , MBKM (Free Learning-Independent Campus), international seminars such as IVISID, 3in1 and being involved in PKM (Community Service) for example in Dokar (Working Lecturer) activities.

Furthermore, the teaching dimension is the dimension that gets the lowest score. This does not mean that the performance of lecturers in the Educational Administration Study Program is not good, but rather that there are key items or elements from this teaching dimension, not all of which get the very satisfied category, namely item number 20 Educational Administration PS lecturers develop learning based on assessment results (pre-test, quiz, post-test), this item gets the least amount of 78% compared to other items. Developing learning in accordance with assessment results is important because it will increase student participation and satisfaction. By paying attention to the assessment results, lecturers can adjust the teaching approach and material presented to better suit students' needs and preferences. This can increase students' active participation in the learning process and increase their level of satisfaction. This is reinforced by Ananda's (2019) opinion that assessment has a diagnostic function, namely diagnosing student difficulties faced in the learning process. With the results of the assessment, efforts can be designed and made to overcome or help students according to the student's problems or difficulties, if learning has been developed in accordance with needs or hopes will give rise to feelings of satisfaction for students (Kotler et al., 2006).

**Mapping the priority order for improving the teaching performance of Lecturers in the Educational Administration Study Program**

Mapping the priority order of teaching performance was carried out using Importance Performance Analysis. Mapping the level of interest (expectations) and level of satisfaction (perception) of students regarding the dimensions and items of lecturers' teaching performance based on the ADEPT Performance Standards for Classroom-Based Teachers given by lecturers in the Educational Administration Study Program is mapped as follows:

**a. Quadrant I (Improvement Priorities)**

Analysis using Importance Performance Analysis (IPA) in quadrant I shows that the dimensions of teaching (Instruction) and the Classroom Environment need to be paid attention to by lecturers in the Educational Administration Study Program. Even though these two dimensions have obtained a very satisfied category based on descriptive analysis, a comparison between expectations and performance perceived by students shows a fairly high gap. This indicates that there is room for improvement in lecturers' teaching performance. Based on further analysis, several items in these two dimensions have been identified as main priorities for improvement, such as student involvement in learning, presenting lesson material logically and clearly, providing feedback during learning, as well as creating a positive affective climate and learning culture in class. Therefore, further attention is needed from lecturers to improve their performance in these aspects in order to meet student expectations and achieve optimal learning outcomes (Kotler et al., 2006; Gusrina et al., 2021; Nasution, 2017; Santosa et al., 2020; Spearman, 2021; Nugraha & Ambiyar, 2018).

**b. Quadrant II (Maintain Achievement)**

Analysis using Importance Performance Analysis (IPA) shows that the dimension of Professionalism in the performance of lecturers in the Educational Administration Study Program falls into quadrant II, indicating that this performance has met student expectations and is worthy of being maintained. This is reinforced by descriptive results which show a high level of student satisfaction with these dimensions. Focusing on aspects such as support for student activities, the ability to be an effective communicator, a professional attitude in responsibility and time management, as well as participation in higher education tridharma activities, has been proven to provide satisfaction to students in accordance with their expectations (Kotler et al., 2006 ; Spearman, 2021; Muslimin et al., 2022). Apart from that, several items from other dimensions have also proven worthy of being maintained, such as suitability of the Semester Learning Plan (RPS) with learning needs and scientific vision, mastery of material, and creating a safe and conducive classroom environment. Success in maintaining these aspects is an indication that the lecturer's performance has provided satisfaction to students in accordance with their expectations, so it is necessary to maintain this so that they continue to make a positive contribution to the learning process (Saitya, 2022; Febriani, 2021).

Further mapping of specific items in these dimensions also strengthens this conclusion, by highlighting the importance of aspects such as directed learning planning, students' ability to understand and be responsible for the assignments given, as well as the role of

lecturers in creating a classroom environment that supports learning. By maintaining quality in these aspects, lecturers in the Educational Administration Study Program can ensure that their performance continues to have a positive impact on the student learning experience. Therefore, there needs to be continued attention in maintaining and improving professionalism and the quality of learning that has been achieved (Spearman, 2021; Saitya, 2022; Febriani, 2021).

**c. Quadrant III (Low Priority)**

Analysis using Importance Performance Analysis (IPA) shows that the dimensions included in quadrant III indicate that the performance of the lecturers in the Education Administration Study Program is considered sufficient by students, but these aspects are not considered too important for them. Even though the level of student expectations and perceptions of this dimension is considered adequate, students' interest in several items in this dimension is not very high. This shows that Lecturers in the Educational Administration Study Program do not need to prioritize handling items or dimensions that are included in quadrant III. Further analysis of specific items in these dimensions revealed that most of the items did have an adequate level of expectations and perceptions, but students' interest in these items was not very high.

Some of the items included in quadrant III include assessment criteria or rubrics, application of learning according to student behavior and progress, explanation of assessment criteria or rubrics before assignments are given, suitability of learning objectives with student expectations, application of learning strategies in accordance with the Semester Learning Plan (RPS), variations in learning strategies, developing learning based on assessment results, maximizing use of learning time, managing non-teaching routines efficiently, and building professional relationships with institutions, businesses or community groups. Even though students do not have high expectations for these items, increasing or paying attention to these aspects is still an important strategy in managing user satisfaction.

In practice, the Educational Administration Study Program must continue to pay attention to the aspects included in quadrant III as part of a strategy to maintain user satisfaction. Even though students may not have high expectations for these aspects, paying attention to them can help in improving and enhancing the quality of learning provided by lecturers. Therefore, even though they are not a top priority, these aspects still need to be carefully considered as part of a strategy to increase user satisfaction and overall learning quality (Tangkin, 2019; Spearman, 2021; Ananda, 2019; Rahma et al., 2022).

**d. Quadrant IV (Excessive)**

Quadrant IV indicates that the aspects included in it, especially the Planning dimension, can be considered excessive and not very important for students' interests. Even though the performance provided is very good, student expectations regarding these aspects are not very high. The planning dimension in particular has received a high level of satisfaction, but students' expectations of it are relatively low because students are not directly involved in the planning process. Specific items that fall into quadrant IV also show similar things. For example, items about having various assessment methods and

encouraging students to play an active role in learning, although important for lecturers in managing learning, were not a top priority for students. However, this does not reduce the quality or effectiveness of teaching, because the performance given by lecturers is considered very good. In this context, Lecturers in the Educational Administration Study Program can shift their attention to other aspects that may be more important for students or provide more significant added value in improving the quality of learning. Although the aspects that fall into quadrant IV can be considered redundant, this does not mean that they are not important at all. However, priority can be given to aspects that require more attention to maintain lecturers' teaching performance and maintain student satisfaction (Ananda, 2021; Safitri, 2021; Rokhmawati, 2023).

## CONCLUSION

Based on research results related to the analysis of lecturers' teaching performance in the Educational Administration Study Program at the Faculty of Administrative Sciences, Brawijaya University, it was concluded that the level of student satisfaction with lecturers' teaching performance was classified as very satisfied, with a satisfaction percentage reaching 85.21%. With detailed planning dimensions of 85.51%, (Teaching) of 84.44%, classroom environment dimensions of 84.79%, professionalism of 86.13%. However, it is important to note that the teaching and classroom environment dimensions are the primary focus of improvement, as demonstrated by the Importance Performance Analysis. Specific items included in the improvement priority category include involving students in learning, presenting material logically and clearly, providing feedback, creating an affective climate in the classroom, and maintaining a learning culture. Therefore, updates and improvements to these aspects are expected to improve the quality of lecturers' teaching in the Educational Administration study program.

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