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Student Perceptions of Lecturer Performance in Enhancing Student Satisfaction in The Islamic Education Management Master's Program at The Faculty of Education and Teacher Training State Islamic University of North Sumatra Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui: Pertama, persepsi mahasiswa terhadap kinerja dosen. Kedua, kepuasan mahasiswa terhadap kinerja dosen Program Magister Manajemen Pendidikan Islam FITK UIN Sumatera Utara Medan. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologis. Instrumen yang digunakan meliputi observasi, wawancara, dan analisis dokumenter. Penelitian dilakukan di Program Magister Manajemen Pendidikan Islam FITK UIN Sumatera Utara Medan. Analisis data melibatkan tiga langkah: reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa: Pertama, terdapat persepsi positif dikalangan mahasiswa terhadap kinerja dosen, khususnya mengenai kemampuan mengajar, bimbingan tugas, dan supervisi skripsi. Dosen menunjukkan kompetensi dalam mengajar sesuai keahlian dan materi kuliahnya. Selain itu, mereka menciptakan lingkungan pengajaran yang mendukung dan membina. Khusus dalam pembimbingan skripsi, dosen memberikan bimbingan profesional dengan memberikan arahan dan menjelaskan materi yang mungkin menantang bagi mahasiswa. Namun masih terdapat beberapa persepsi negatif terutama mengenai kedisiplinan dosen selama perkuliahan. Beberapa dosen terkadang terlambat atau tidak memberi tahu mahasiswanya terlebih dahulu ketika mereka berhalangan memimpin kelas. Kedua, mahasiswa mengungkapkan kepuasan terhadap kinerja dosen, merasa harapannya terpenuhi. Meskipun demikian, masih terdapat ketidakpuasan yang disebabkan oleh kurangnya disiplin yang ditunjukkan oleh dosen dalam hal ketepatan waktu dan kadang-kadang ketidakhadiran yang tidak dapat dijelaskan, sehingga mengurangi kepuasan keseluruhan terhadap kinerja dosen.

Kata Kunci: *Persepsi Mahasiswa, Kinerja Dosen, Kepuasan Mahasiswa*

Abstract

This research aims to explore: First, students' perceptions of lecturer performance. Second, students' satisfaction with lecturer performance in the Islamic Education Management Master's Program at FITK, UIN North Sumatra Medan. This research employs a qualitative approach with a phenomenological design. The instruments utilized include observation, interviews, and documentary analysis. The research is conducted in the Islamic Education Management Master's Program at FITK, UIN North Sumatra Medan. Data analysis involves three steps: data reduction, data presentation, and conclusion drawing. The findings reveal that: First, there is a positive perception among students regarding lecturer performance, particularly concerning their teaching abilities, guidance on assignments, and thesis supervision. Lecturers demonstrate competence in teaching within their expertise and course materials. Moreover, they create a supportive and nurturing teaching environment. Specifically in thesis supervision, lecturers provide professional guidance by offering direction and explaining materials that students may find challenging. However, some negative perceptions exist, especially regarding the discipline of lecturers during classes. Some lecturers are occasionally late or fail to notify students in advance when they are unable to conduct the class. Second, students express satisfaction with lecturer performance, feeling that their expectations are met. Despite this, some dissatisfaction remains due to the lack of discipline displayed by lecturers in terms of punctuality and occasional unexplained absences, which diminishes overall satisfaction with lecturer performance.

Keywords: Student Perceptions, Lecturer Performance, Student Satisfaction

INTRODUCTION

The increasing societal demand for formal education, particularly in higher education, positions universities as a strategic sector expected to produce high-quality human resources. The competitive landscape among universities necessitates educational institutions to focus on the quality of education and institutional excellence to excel in this competition.

According to Ronald Barnett, as cited by Sanjaya Mishra, there are four crucial aspects in higher education.:

1. Higher education as the production of quality human resources.
2. Higher education as a place for career research training.
3. Higher education as efficient management of teaching requirements.
4. Higher education as a material for expanding life opportunities.

Universities, as service-providing institutions, offer educational services that lead to the creation of an effective learning process. The realization of quality academic services is inseparable from several components that can influence it, including input, process, output, and outcome. Firstly, there is the aspect of quality input, which can be assessed based on

qualified teaching staff, administrative staff, students, facilities, and other aspects considered as educational inputs. Secondly, the educational process is vital, focusing on high-quality teaching and learning. The quality of the teaching and learning process can be observed through the teaching methods employed by instructors and the level of understanding demonstrated by students in grasping the knowledge provided by the teaching staff. Thirdly, there is the output, which refers to the competence of graduates that aligns with customer needs in terms of pedagogical, social, individual, and professional competencies. Lastly, there is the outcome, emphasizing the acceptance and usefulness of graduates in their environment, including their families, communities, and the professional world.

The improvement of national education quality is a crucial focal point in the development of the education sector. Efforts to achieve this quality are made by both the government and the community. The new paradigm of national education places educators as professionals responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators in higher education (Article 39 paragraph 2 of the National Education System Law). The quality of a university depends on these integrated factors. If one factor is deficient, it will have a negative impact on other factors, ultimately affecting the overall quality of the university. Therefore, quality is the central focus of this research, as it serves as the main pillar for improving education quality in a university.

The successful achievement of educational goals is a manifestation of lecturer performance. Lecturers are one of the determining factors for success in a university. They represent a crucial component in higher education, aligning with the Law Number 14 of 2005 concerning Teachers and Lecturers, which declares lecturers as professional educators and scholars. Their role is to transform, develop, and disseminate knowledge, technology, and the arts through education, research, and community service. Lecturers play a pivotal role in the educational landscape of a university, contributing significantly to its success. Hence, a lecturer's performance should rightfully be the focus of success in education, especially at the university level. According to Law Number 20 of 2003 concerning the National Education System, Article 38 states that education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process at educational units. Educators are professional personnel responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, particularly for educators in higher education, as outlined in the law.

Furthermore, the use of the term "lecturer" is explicitly stated in Law Number 14 of 2005 concerning Teachers and Lecturers to refer to educators at the higher education level. The primary tasks of lecturers include transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service. In the context of the input-process-output relationship in the higher education system, lecturers and education personnel are crucial human resources with important roles and responsibilities in executing processes within the system. To ensure that lecturers and education personnel can perform their duties effectively, improving the standards for both lecturers and education personnel is essential.

In Minister of Education and Culture Regulation Number 49 of 2014 concerning the National Standards for Higher Education, the standards for lecturers and education personnel constitute the minimum criteria for the qualifications and competencies of lecturers and education personnel to conduct education in order to fulfill the learning outcomes of graduates. Academic qualifications represent the lowest level of education that must be met by a lecturer and must be substantiated by a diploma. Meanwhile, teaching competence is evidenced by an educator certificate and/or a professional certificate.

Lecturer performance is a crucial aspect that should be considered in all processes of internalizing values in higher education. The performance of lecturers is a determining factor for the success of FITK UIN North Sumatra, especially in the Islamic Education Management Master's Program, in achieving its vision. Therefore, the development of lecturers and the measurement of their performance are of utmost importance.

Based on initial observations and interviews, researchers found data that shows the importance of lecturer performance in the Master of Islamic Education Management study program, FITK UIN North Sumatra in order to increase student satisfaction during the lecture process. To see student satisfaction in lectures, the researchers suspect that this can be seen based on their perception of the lecturer's performance. The high level of student satisfaction will support the effectiveness of lectures and the level of accreditation of the Master of Islamic Education Management study program, so researchers feel interested in conducting research with the title: "Student Perceptions of Lecturer Performance in Increasing Student Satisfaction in the Master of Islamic Education Management Study Program FITK UIN North Sumatra Medan".

Based on the problem and research title above, there are two research questions: First, what is the student's perception of lecturer performance in increasing student satisfaction in the Master of Islamic Education Management Study Program FITK UIN North Sumatra?

Second, how is student satisfaction with the performance of lecturers in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra?.

RESEARCH METHOD

In line with the nature of the research problem posed, this study adopts a qualitative research design with a phenomenological approach. The data collection from research subjects and informants, as well as the subsequent holistic and comprehensive analysis, will be conducted through qualitative research using the phenomenological approach. This approach involves interpretative and naturalistic analysis of the observed phenomena, making qualitative research the primary focus of this study.

The use of qualitative research with a phenomenological approach will be reflected in the selection of research subjects and informants, as well as in the data collection techniques and data analysis to be applied. The following explanations justify why this study predominantly employs qualitative research with a phenomenological approach.

Firstly, addressing the research questions in this study involves understanding (*verstehen/understanding*) and meaning-making, which are two crucial aspects warranting a qualitative research approach. Secondly, this research aims to reveal and comprehend students' perceptions of faculty performance in enhancing student satisfaction in the Master's Program in Islamic Education Management at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra (FITK UIN Sumatera Utara).

The scope of the study, as outlined in the research title, includes: First, students' perceptions of performance in the Master's Program in Islamic Education Management at FITK UIN Sumatera Utara. Second, student satisfaction with faculty performance in the Master's Program in Islamic Education Management at FITK UIN Sumatera Utara. Therefore, an analysis of this reality must be conducted by examining the surrounding context, and this can only be accomplished through a qualitative approach.

The subjects of this research are active students currently attending lectures in the Master's Program in Islamic Education Management at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra (FITK UIN Sumatera Utara), totaling seven students. The criteria for selecting students as research subjects include having experience in academic services and interaction with faculty during lectures and thesis guidance. Data collection techniques for this research involve observation, interviews, and documentary studies.

RESULT AND DISCUSSION

Students' perceptions of the performance of lecturers in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra

As part of the academic community in the university, faculty members must demonstrate their performance maximally in all aspects of their work. The academic-related performance of faculty involves influencing student behavior to instill good morals in interactions with fellow students, faculty, and staff, conducting lectures (teaching), guiding student assignments, training students in research, and providing academic guidance to facilitate students in completing their studies.

Referring to Law No. 14 of 2006 concerning Teachers and Lecturers, especially regarding lecturers, it is emphasized in Article 3 that lecturers have a position as professional personnel at the university level, appointed in accordance with prevailing regulations. The recognition of the position of teachers and lecturers as professional personnel is evidenced by an educator certificate.

Furthermore, in Articles 2 and 3, it is also stated that the teaching and lecturing professions are professional personnel with legitimacy in carrying out their duties and functions. Article 7 of Law No. 14 of 2006 states that the teaching and lecturing professions are special fields of work carried out based on the following principles.:

1. Have talent, interest, calling and idealism.
2. Have a commitment to improving the quality of education.
3. Have academic qualifications and educational background according to the field of assignment.
4. Have the required competencies according to the field of assignment.
5. Has responsibility for carrying out professional duties.
6. Earn income determined by work performance.
7. Have the opportunity to develop professionalism continuously throughout life.
8. Has a guarantee of legal protection.
9. Have a professional organization.

Lecturers as teaching staff at universities carry out the Tri Dharma duties, namely education, teaching and community service. In order to carry out the Tri Dharma tasks, the Directorate General of Higher Education through Decree No. 48/DJ/Kep.1983 details it into five components, namely educational tasks, research and development of knowledge, community service, development of the academic community and administrative/management tasks (Sanusi Uwes, 1999).

According to Rosyada, in general, lecturers must fulfill two categories: capability and loyalty. This means that lecturers should have expertise in their field of study, possess theoretical teaching skills from planning to evaluation, and have loyalty to the teaching profession. On the other hand, a good lecturer must meet seven criteria, including character, knowledge, communication, teaching methods, expectations, the lecturer's response to students, and management.

The entire performance of lecturers must be manifested in all their activities, whether as educators, instructors, mentors, or trainers to all their students within the framework of realizing the three pillars of higher education. The realization of the three pillars of higher education indicates that lecturers have the ability in the fields of education and teaching, research, and community service. Therefore, in this study, in line with the focus, issues, and title of the research, the researcher found data based on interview results that there are perceptions among students of the Master's Program in Islamic Education Management at FITK UIN North Sumatra Medan regarding lecturers' performance. This includes the lecturer's teaching ability, discipline in teaching, academic guidance for students, training students' abilities in completing course tasks, and guiding students in completing final thesis assignments.

Based on the interview results with Ali Akbar Rambe, one of the students, about the lecturer's performance in carrying out his duties, as stated below:

"In my opinion, the placement of lecturers in courses should align with their educational background, considering their expertise and specialization, teaching experience, as well as the curriculum requirements and the development of knowledge. I believe that the discipline of lecturers during classroom teaching is excellent because they set an example and consistently communicate with students. Regarding the performance or ability of lecturers, I think it can vary and may be influenced by teaching methods, personality, and communication skills towards students. In my view, the teaching abilities of lecturers in the Master's Program in Islamic Education Management at FITK UIN North Sumatra are excellent because the lecturers possess professional and effective teaching skills."

Another aspect highlighted by Dermawan Syahputra regarding the performance of lecturers based on an interview is as follows:

"The academic background of the lecturers in the Master's Program in Islamic Education Management (MPI) at FITK UIN North Sumatra is highly aligned with the courses they teach. These lecturers have expertise in the field of Islamic education

management. Lecturers in the Master's Program in MPI at FITK UIN North Sumatra demonstrate good discipline. They are consistently punctual in their classroom teaching. However, there are some lecturers who are occasionally late. If a lecturer is absent without prior notice, I feel disappointed. I am disturbed by the lecturer's absence because it hinders the learning process. Lecturers in the Master's Program in MPI at FITK UIN North Sumatra have excellent teaching abilities. They can deliver lecture materials clearly and engagingly. These lecturers are also always open to discussion and provide guidance to students".

The perception emphasized by Khairani, one of the students, regarding the lecturer's performance in the interview results is as follows:

"The performance and work abilities of the lecturers in lectures are quite good. And as for the teaching staff, alhamdulillah (thank God), it is good, matching their educational classifications and potentials in their respective fields. For example, the education management lecturer is indeed a professor in their field, as well as the lecturers in the fields of economics, law, and other lecturers in the field of Islamic education. The academic backgrounds of the lecturers are aligned with the courses they teach. They often share experiences and the practical application of knowledge in real life according to the realities. The discipline of lecturers during teaching depends on the lecturer. Some are disciplined and punctual. Some may keep their students waiting for more than 20 minutes. Some may not attend without confirming whether they will come or not. This results in students waiting for a long time without clarity. Sometimes there are lecturers who are absent without any reason or confirmation. As a student, I feel quite disappointed, especially for students from outside Medan who have traveled a long distance and time, but when they arrive at the campus, the lecturer is not present".

Regarding the lecturer's performance in carrying out their duties based on the interview results with students, Miftah Royani stated:

"So far, the lecturers who have come to my class have shown excellent performance and have never made things difficult for students. As far as the teaching abilities of the lecturers in my class are concerned, they possess excellent skills, and all lecturers master the materials they deliver. There are some lecturers who are very disciplined, and there are a few who rarely attend lectures due to their busy schedules. If a lecturer who is unable to attend informs about their absence one day before the lecture, I

understand because surely the lecturers have commitments outside of teaching. However, if a lecturer is absent without prior notice, it certainly disappoints me".

The lecturer's performance related to assigning coursework, academic guidance, and supervision of final thesis projects was revealed through an interview with Sonya, a student, as follows:

"Receiving challenging assignments is common, especially for us as master's students. However, no matter how difficult the tasks are, we always receive guidance and instructions from our professors. This ensures that we face no obstacles or difficulties in the process of completing the assignments. In my opinion, the most challenging task for students each semester is the mini research assignment. This task is usually done individually and requires a significant amount of time, involving direct research from the object being studied".

Apart from the research assignments, other tasks perceived as challenging each semester are the CBR and CJR assignments. These tasks already have materials or objects, such as books and journals. Our role is to review these materials and provide conclusions and suggestions based on our critiques of the books and journals. The thesis guidance process with my supervisor is very enjoyable because they do not hinder the progress of my thesis. On the contrary, the methods provided make it easy for me to complete the thesis quickly, and my supervisor is meticulous in reviewing the thesis.

"I believe the capability and expertise of the appointed thesis supervisor, as well as their knowledge matching my research focus, greatly facilitate my progress. In case I encounter any challenges during the process, I can easily consult them about the problems I'm facing".

Meanwhile, Sulasmi emphasizes the lecturer's performance related to assignments given to students and thesis supervision as follows: :

"My opinion about the assignments given by the lecturer was initially challenging to consider, but when executed, it proved to be very useful in expanding my insights and knowledge. The thesis supervisor I got is excellent; he is very patient and willing to guide me through the assigned tasks. Whenever I meet him, he always makes time for me. The lecturer's ability to guide the thesis is excellent because he explains in detail what needs to be improved, and he always makes time if I need guidance. Until now, the thesis guidance I received has been excellent, and hopefully, until I finish compiling this thesis, he remains helpful and willing to assist with any issues I encounter in the thesis preparation".

Based on the interview results above, with the students expressing their perceptions related to the lecturer's performance in delivering lectures, teaching discipline, giving assignments, and thesis guidance, the researcher can conclude that all lecturers in the Master's Program in Islamic Education Management at FITK UIN North Sumatra, Medan, have good performance in delivering course materials. Considering their educational background, it aligns with the subjects they teach. Moreover, in assigning tasks, they consider the students' abilities, and even though some tasks may be challenging for students, with guidance from the lecturers, students can complete them.

Regarding the level of discipline in teaching, there are some lecturers who are disciplined and active in teaching, while there are also lecturers who are absent without clear reasons. Furthermore, guidance for final assignments in the form of theses is excellent because most lecturers provide professional guidance to their students, enhancing the students' understanding in composing their theses.

Anwar Prabu (2005) in his research entitled *The Influence of Motivation on Job Satisfaction of Employees of the Muara Enim Regency National Family Planning Coordinating Agency*, performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

Research that is relevant to the research that will be carried out by researchers is research conducted entitled *Student Satisfaction with Lecturer Performance*. This research conducted by Abdullah Taman (2013) aims to study the level of student satisfaction with lecturer performance, as well as investigate the influence of student satisfaction on lecturer performance. Data were analyzed using factor analysis, descriptive analysis, bivariate correlational analysis, one-way multivariate analysis of variance (one-way Manova), and multiple regression analysis. Based on research findings, it was concluded that (1) student satisfaction has a significant effect and is positively correlated with lecturer performance; and (2) lecturer performance has a significant influence on students' post-lecture behavior.

Furthermore, Syefuddin (2019) in his research entitled *The Influence of Academic Service Quality and Lecturer Performance on Postgraduate Student Satisfaction at the Jakarta Institute of Al-Quran Sciences (Ptiq)* emphasized that first, there is a positive and significant influence of academic services on the satisfaction of postgraduate students at the PTIQ Jakarta Institute. This is proven by the results of the correlation coefficient (r) of 0.530 and the coefficient of determination R^2 of 0.281. Simple regression analysis shows the regression equation, which means that every increase in one academic service style score

will influence an increase in student satisfaction scores of 0.465. Second, there is a positive and significant influence on lecturer performance on postgraduate student satisfaction at the PTIQ Jakarta Institute. This is proven by the results of the correlation coefficient (r) of 0.487 and the coefficient of determination R^2 of 0.237. Simple regression analysis shows the regression equation, which means that every increase in one lecturer's performance score will influence an increase in student satisfaction scores by 0.376.

CONCLUSION

Based on the research data findings, this research can be concluded as follows:

1. Students' perceptions of the performance of lecturers in the Islamic Education Management Master's Study Program FITK UIN North Sumatra illustrates that. Students have a good perception of lecturers who teach courses, seen from their scientific background and the material they teach, the ability of lecturers to carry out lectures seen from their teaching appearance. However, looking at the level of discipline, there is still a perception that students are not good because some of the lecturers who teach do not show enough discipline in teaching. This is characterized by lecturers being late in teaching, the absence of lecturers without clear explanation, and even sudden changes in lecturers even though the roster already exists. This makes students uncomfortable when carrying out lectures.
2. Student satisfaction with the performance of lecturers in the Master of Islamic Education Management Study Program FITK UIN North Sumatra shows that research data shows that students feel satisfied with the performance of lecturers in teaching and guiding assignments. Some students feel satisfied because the lecturers have professional abilities in teaching and able to guide the assignments given to students. While the lecturer's performance is seen from his ability to guide the final thesis assignment, students also feel satisfied because the lecturer guides the students well and is responsive. This can be seen from the lecturers' diligence in teaching students to be able to compose their theses independently and the availability of time that lecturers have in guiding students.

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