MANAGING THE LECTURER'S PERFORMANCE BY USING STUDENT SATISFACTION SURVEY

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Abstract: Managing Lecturers' Performance by Using Student Satisfaction Survey

Lecturers play a very significant role in education. Managing their performance can give good impacts to the quality of teaching processes and outcomes. There are actually many approaches to manage their performance. One of the approaches worth considering is students' feedback combined with the marketing concept of 'customer satisfaction' since students can be considered customers. The concept of student satisfaction is too broad. It ranges from facilities to lecturers. This paper focuses only on managing the lecturer's performance based on student satisfaction towards what normally a lecturer has done in teaching and learning. The data is collected from the questionnaire provided for the students. The research is expected to map the weakness and strength areas of the lecturer in four classifications: first, what the lecturer should improve because the lecturer's performance perceived by the students is in the low level and the students' expectation is in the high level; second, what the lecturer should maintain or keep going because the lecturer's performance and the students' expectation at the same time are in the high level; third, what the lecturer should maintain but think about the weighting of it because the lecturer's performance is in the low level and the students' expectation is also in the low level; fourth, what the lecturer should reduce the emphasis if possible because the lecturer's performance is in the high level and the students' expectation is in the low level. The result shows that with the four classifications the lecturer's performance can be managed well. Consequently, the lecturer can do the planned evaluation action to improve the performance accordingly in measurable and manageable way.

Keywords: Customer Satisfaction, Student Satisfaction, Performance, Lecturer

Abstrak: Mengelola Kinerja Dosen dengan Menggunakan Survei Kepuasan Mahasiswa

Dosen mempunyai peran yang sangat signifikan dalam pendidikan. Mengelola kinerja dosen dapat memberikan efek yang baik pada mutu proses dan hasil pengajaran. Ada banyak pendekatan untuk mengelola kinerja dosen. Salah satu yang pantas dipertimbangkan adalah umpan balik mahasiswa yang dipadukan dengan salah satu konsep pemasaran 'kepuasan pelanggan' karena mahasiswa juga pelanggan. Konsep kepuasan mahasiswa sangat luas yang mencakup dari fasilitas-fasilitas sampai dosen. Penelitian ini hanya fokus pada mengelola kinerja dosen berdasarkan kepuasan mahasiswa terhadap apa yang biasanya dosen lakukan dalam hal pengajaran dan

pembelajaran. Data dikumpulkan dari angket yang disediakan untuk mahasiswa. Hasil riset diharapkan dapat memetakan kelemahan dan kekuatan dosen dalam empat klasifikasi: pertama, apa yang dosen harus tingkatkan karena kinerja dosen yang dipersepsi oleh mahasiswa adalah rendah dan harapan mahasiswa tinggi; kedua, apa yang dosen harus terus pertahankan karena kinerja dosen dan harapan mahasiswa pada saat yang bersamaan sudah tinggi; ketiga, apa yang mestinya dosen pertahankan tetapi pantas mempertimbangkan lagi karena kinerja dosen rendah dan harapan mahasiswa juga rendah; keempat, apa yang dosen sudah laksanakan dengan baik dan perlu mempertimbangkan untuk mengurangi penekanan karena kinerja dosen sudah baik tetapi harapan mahasiswa rendah. Hasil penelitian menunjukan bahwa dengan empat klasifikasi ini kinerja dosen dapat dikelola dengan baik. Efek dari penelitian ini adalah dosen dapat menjalankan evaluasi tindakan yang terencana untuk meningkatkan kinerja.

Kata Kunci: Kepuasan Pelanggan, Kepuasan Mahasiswa, Kinerja, Dosen

INTRODUCTION

In this era, institutions of higher education have to manage quality and quantity in order to be able to compete locally, regionally, and globally. To some extent, with certain modifications, institutions of higher education in Indonesia should adopt the concept of marketing by staying close to the customers, putting the customers at the top of the organizational chart, and defining the purpose of the operation of the organization as the creation and retention of satisfied customers. Institutions that are better equipped to respond to market requirements and anticipate changing conditions are expected to enjoy long-run competitive advantage and superior growth.

There are, actually, many aspects, ways, or approaches to manage the quality and the quantity of higher education. One of the approaches worth considering is the marketing world view, namely customer satisfaction. In the theory and the practice, service excellence of higher education, of course, covers too many things.

Students in higher education institutions are increasingly regarded as customers. Given the competitive environment in which most institutions find themselves, managers of higher education institutions in many countries have begun to place greater emphasis on satisfying the needs and expectations of students. Even in a communist country like China (Xiao & Wilkins, 2015) and in a country of long-lasting conflicts like Palestine (Koni, A., Zainal, K., & Ibrahim, 2013), student satisfaction is also commonly used as an indicator of quality by quality assurance agencies and the compilers of rankings and league tables. According to Rebecca Milner and Adrian Furnham, the five dimensions raised by Parasuraman are widely used and reported in various academic papers and adopted by researchers of service quality in educational institutions (Milner & Furnham, 2017).

In the context of Islamic higher education institutions in Indonesia, the concept of student satisfaction has been applied according to the perceived priority of service quality achieved. Just to take a sample case, student satisfaction in Institut Agama Islam Negeri Purwokerto was measured based on student services covering five components: (1) academic counselling service; (2) thesis supervising service; (3) library, laboratory, and administration services; (4) lecturers' competence; (5) public facilities and infrastructures (Hamidi et al., 2015).

The objective of this paper is to identify the shared concept and application of service in general and education service in specific especially on what the lecturer has done in relation to student satisfaction and take corrective actions. The model of conducting student satisfaction survey is aimed at proposing student satisfaction approach for lecturers to make the best use of it. Lecturers can administer its application in a simple way by themselves. Also, higher education institutions can administer it in a simple way, too.

Theoretically, the performance, job performance, or actual performance refers to the degree of the success the person has in doing his work within a certain period (Kartika et al., 2020). Bernardin and Russel determine the performance as the record of outcome produced on a specified job function or activity during a specified time (Kurniawan & Karim, 2020). Since the lecturer should have pedagogical, personality, social, and professional competences (Law of the Republic of Indonesia Number 14 Year 2005 Concerning Teachers and Lecturers, 2005), the lecturer's performance is, then, the degree of the success the lecturer has in doing his work based on his four competences mentioned or the record of outcome produced on his four competences mentioned.

The lecturer's performance can be improved in many ways including the feedback from the students as the customers. This feedback can take the form of student satisfaction survey adopted from the concept of measuring customer satisfaction.

Historically, it has been recorded in the marketing management literature that there has been significant amount of scholarly work in 2000s regarding similarities between service management in general and service management in education (Angell et al., 2008; Arambewela & Hall, 2006; Curran & Rosen, 2006; Frankel & Swanson, 2002). It is, then, common to adopt and adapt the marketing view in general for the marketing view in education services. The concept and the application of the marketing for higher education institutions are originally adopted from the concept and the application of the marketing for companies to run businesses. In the world of business, customers derive satisfaction from a product or a service based on whether their need is met effortlessly, in a convenient way that makes them loyal to the company.

The concept of customer satisfaction seems to have its foundation in the feelings that a customer experiences after a purchase of a product or a service

used from a company. Satisfaction is an overall customer attitude towards a service provider, or an emotional reaction to the difference between what customers anticipate and what they receive, herein regarding the fulfillment of some needs, goals or desires.

Customer satisfaction is defined as a person's feelings of pleasure or disappointment that results from comparing a product's perceived performance or outcome with his/her expectations (Kotler et al., 2016). It can also be defined as an overall customer attitude towards a service provider or an emotional reaction to the difference between what customers anticipate and what they receive (Kunanusorn & Puttawong, 2015).

Student satisfaction, then, refers to the favorability of a student's subjective evaluation of the various outcomes and experiences associated with education as defined by Elliot and Shin in an article entitled-Dimensions Driving Business Student Satisfaction In Higher Education (Yusoff et al., 2015). In a simple way, it is about the level of student satisfaction after students compare what they experience to what they expect. If what they experience is above what they expect, they are satisfied. If what they experience is below what they expect, they are dissatisfied.

Studies conducted by Michael (Stodnick & Rogers, 2008) and Saifuddin (Saifuddin & Sunarsih, 2016) made the best use of the following five dimensions of service in educational institutions: (1) Tangibility-physical facilities, equipment, and appearance of personnel; (2) Reliability-ability to perform the promised service dependably and accurately; (3) Responsiveness-willingness to help customers and provide prompt service; (4) Assurance-knowledge and courtesy of employees and their ability to inspire trust and confidence; (5) Empathy-caring, individualized attention the firm provides its customers.

Conducting student satisfaction survey is about comparing what students experience to what they expect using the five dimensions of quality used by Michael Stodnick & Pamela P. Roger and Saifuddin & Sunarsih mentioned above. If what they experience is above what they expect, they are satisfied. If what they experience is below what they expect, they are dissatisfied. Later, each item in each dimension is classified based on Importance-Performance Grid used by Jinyang (Deng & Pierskalla, 2018).

It is necessary to map the student satisfaction construct after recognizing the need to monitor student satisfaction as a means of assessing the overall performance of higher education institutions (Santini et al., 2017). The concept of using the student satisfaction survey follows the concept of student satisfaction as a means of assessing the overall performance of higher education institutions. However, this research focuses only on monitoring student satisfaction as a means of assessing the overall performance of the lecturer, not the whole aspects involved in higher education institutions. In the study entitled "Measuring Teachers' Competency in Determining Students' Satisfaction through Electronic Internet

Survey Method" (Tarigan et al., 2019) also focuses on the lecturer's innovation on development, thinking ability and problem solving, communication skills, continuous learning, leadership skills, team work and good ethics, and professional work. Unlike the research conducted by Husada Tarigan et al, this research was adopted from the concept of the quality service dimensions that Parasuraman raised: tangibility, reliability, responsiveness, assurance, and empathy for measuring satisfactions of customers. The five dimensions are used in such a way to accommodate what the lecturer can do to meet the student satisfaction.

Conducting student satisfaction survey by using importance-performance grid can help map the lecturer's the strengths and weakness and lead to taking corrective actions relatively easily since the grid shows what action to take for each item of each dimension of the quality in four classifications: (1) what to improve the performance; (2) what to maintain the level of the service; (3) what to maintain but think about the weighting of it; (4) what to reduce the emphasis if possible.

The lecturer evaluation by the students in higher education's normally takes the form of putting the score as the highest, the lowest, the average, above the average, or below the average. The lecturer evaluation by the students proposed from this study can help the lecturer do the planned evaluation action to improve the performance in a measurable and manageable way since the items that should be evaluated are classified into one of the four classification: (1) the lecturer's performance is in the low level and the students' expectation is in the high level; (2) the lecturer's performance and the students' expectation at the same time are in the high level; (3) the lecturer's performance is in the low level and the students' expectation is also in the low level; (4) the lecturer's performance is in the high level and the students' expectation is in the low level. By knowing what items fall into what classification, the lecturer can develop the performance.

Based on the above explanations, the objective of the study is to compare what items the students consider important as they expect to occur to what items the students perceive as the lecturer performance, the comparison results in putting the items into one of the four classifications accordingly.

METHOD

This study uses the questionnaire as a means of data collection, as it is necessary to test the validity and reliability. The next step is to use the Importance-Performance Grid analysis to map what statement item in what classification out of the four classifications mentioned above. The number of the samples is 22 students in the second semester of 2020-2021 taking the subject of English 2 at STES Islamic Village Tangerang. Supported with the Importance-Performance Grid Analysis, each statement item is mapped based on its average score and its position in the X axis and the Y axis. The X axis represents the lecturer's performance as experienced, seen or perceived by the students. The Y axis

represents the importance, that is, the expectation the students have. To maximize the responses, all the respondents have to complete the online questionnaire provided in the google form on the last day of the lecture before they have the final test. The data collected is analyzed with the use of SPSS.

FINDINGS AND DISCUSSION
The Questionnaire Model

Adopted from the concept of the quality service dimensions that Parasuraman raised and adapted from the studies of Stodnick & Rogers and Saifuddin & Sunarsih, the dimensions and the indicators used in this research is interpreted as follows: (1) tangibility-being well-groom, ready, and friendly; (2) reliability-being present and letting students access the materials for the whole semester; (3) responsiveness-providing the social media used to communicate, answering students' questions well, repeating the explanation if necessary, being open to suggestion or comment; (4) assurance-managing the classroom activities well; (5) empathy-motivating students to improve the skills related to the subject learned and giving additional materials or individualized attention.

There are twelve statement items made based on the said dimensions and indicators. The same statement items are provided in two columns: the column of what the students experience and the column of what the students expect. The first column is used to explore the degree of the students' experience with what the lecturer has done, which is to some extent, can represent the lecturer's performance from the students' points of view. This column is considered as 'the column of performance'. The second column is used to explore the degree of what the students expect as the customers of the educational service especially from the lecturer. This column is considered as 'the column of importance'. The respondents are required to take one of the five response options (strongly agree, agree, don't know, disagree, and strongly disagree) for each of the statement items in the questionnaire.

The Respondents' Profile

The profile of the respondents is shown in Table 1. The respondents are the students taking the subject of English 2 in the second semester of 2020-2021 at Sekolah Tinggi Ekonomi Syariah (STES) Islamic Village Tangerang Banten Indonesia. There are 7 male students and 15 female students in the class.

Table 1. Respondents' Profile

Genders	Frequency	Percentage
Male	7	32%
Female	15	68%
Total	22	100%

Source: The Primary Data, 2021

The Values of the Statement Items

The processed data as seen in Table 2 shows the total and the average of each statement item from the performance and importance. The figures are comprehensively used for the test of validity, the test of reliability, and the analysis of importance-performance grid.

Table 2. The Values of the Statement Items

Statement	Performance	Importance
Item 1	4.36	4.50
Item 2	4.36	4.41
Item 3	4.55	4.59
Item 4	4.00	4.23
Item 5	4.41	4.50
Item 6	4.50	4.50
Item 7	3.95	4.14
Item 8	4.41	4.55
Item 9	4.18	4.18
Item 10	3.95	4.23
Item 11	3.91	4.05
Item 12	4.27	4.32
TOTAL	50,84	56.42
AVERAGE	4,24	4.35

Source: The Primary Data, 2021

The Validity of the Questionnaire

The instrument used in this study has to be valid and reliable. The validity test and the reliability test shown in this section is based on IBM SPSS Statistics 25. The result of Pearson Correlation with sig. (2-tailed) taken from SPSS is simplified in Table 3 and Table 4. With r Count of each statement item is above r Table, all of the items are valid.

Table 3. Validity Test of the Questionnaire

	Items	r Count	r Table	Reference	Status
Performance	Item 1	0.515	0.423	r Count > r Table	Valid
	Item 2	0.654	0.423	r Count > r Table	Valid
	Item 3	0.663	0.423	r Count > r Table	Valid
	Item 4	0.794	0.423	r Count > r Table	Valid
	Item 5	0.713	0.423	r Count > r Table	Valid
	Item 6	0.898	0.423	r Count > r Table	Valid
	Item 7	0.676	0.423	r Count > r Table	Valid
	Item 8	0.713	0.423	r Count > r Table	Valid
	Item 9	0.687	0.423	r Count > r Table	Valid
	Item 10	0.795	0.423	r Count > r Table	Valid
	Item 11	0.448	0.423	r Count > r Table	Valid
	Item 12	0.765	0.423	r Count > r Table	Valid
Importance	Item 1	0.661	0.423	r Count > r Table	Valid
	Item 2	0.637	0.423	r Count > r Table	Valid

Items	r Count	r Table	Reference	Status
Item 3	0.741	0.423	r Count > r Table	Valid
Item 4	0.832	0.423	r Count > r Table	Valid
Item 5	0.671	0.423	r Count > r Table	Valid
Item 6	0.839	0.423	r Count > r Table	Valid
Item 7	0.681	0.423	r Count > r Table	Valid
Item 8	0.828	0.423	r Count > r Table	Valid
Item 9	0.722	0.423	r Count > r Table	Valid
Item 10	0.682	0.423	r Count > r Table	Valid
Item 11	0.724	0.423	r Count > r Table	Valid
Item 12	0.722	0.423	r Count > r Table	Valid

Source: The Primary Data, 2021

The Reliability of the Questionnaire

Following the reference that the variable with score of Cronbach's Alpha of above 0.6 expresses its reliability (Sujarweni, 2015), the variable used in the research is reliable. The figures can be seen in Table 4. The score of Cronbach's Alpha for the performance is 0.902 and the score of Cronbach's Alpha for the importance is 0.917.

Table 3. Reliability Test of the Questionnaire

	N of Items	Cronbach's Alpha	Reference	Status
Performance	12	0.902	Cronbach's Alpha > 0.6	Reliable
Importance	12	0.917	Cronbach's Alpha > 0.6	Reliable

Source: The Primary Data, 2021

## Importance-Performance Grid Analysis

Importance-Performance Grid Analysis is conducted to map what statement item belongs to what classification. The classifications based on the result of the Importance-Performance Grid Analysis are seen in Diagram 1.

Unlike the common evaluation of the lecturers by the students which shows the scores classified as the highest, the lowest, above the standard, or below the standard, the evaluation of the lecturers by the students in this study with the Importance-Performance Grid Analysis can help the lecturer with what to evaluate and do next time in details.

The importance is what the students expect to occur and the performance is what the students experience. By having the average scores of the performance and the importance, with the Importance-Performance Grid Analysis, each item in this study can be put in one of the four classifications: (1) The lecturer's performance is in the low level and the students' expectation is in the high level; (2) The lecturer's performance and the students' expectation at the same time are in the high level; (3) The lecturer's performance is in the low level and the students' expectation is also in the low level; (4) The lecturer's performance is in the high level and the students' expectation is in the low level.

Diagram 1. The Results of the Mapping
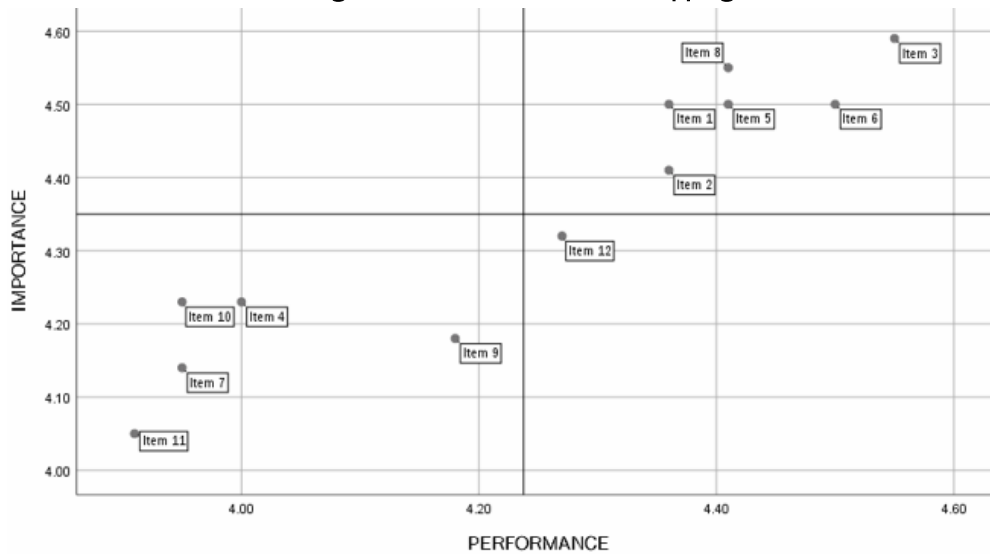
Source: The Primary Data, 2021

The average score of the performance, the average score of the importance, and the score of each item in the study are shown in Table 3. The average score of the performance is 4,24 and the average score of the importance is 4.35. The position of each item in its classification is shown in Diagram 1.

With the said average scores of the performance and the importance, no single item belongs to the first classification. It means that no item shows that the lecturer's performance is in the low level and the students' expectation is in the high level. The items in this classification should be prioritized to improve.

Item 1 with the performance score of 4.36 and the importance performance of 4.50, item 2 with the performance score of 4.36 and the importance performance of 4.41, item 3 with the performance score of 4.55 and the importance performance of 4.59, item 5 with the performance score of 4.41 and the importance performance of 4.50, item 6 with the performance score of 4.50 and the importance performance of 4.50, and item 8 with the performance score of 4.41 and the importance performance of 4.55 fall into the second classification which mean that the lecturer's performance and the students' expectation at the same time are in the high level. The items in this classification should be kept going as the study are conducted.

Item 4 with the performance score of 4.00 and the importance performance of 4.23, item 7 with the performance score of 3.95 and the importance performance of 4.14, Item 9 with the performance score of 4.18 and the importance performance of 4.18, item 10 with the performance score of 3.95 and the importance performance of 4.23, item 11 with the performance score of 3.91 and the importance performance of 4.05 belong to the third classification. This means that the lecturer's performance is in the low level and the students'

expectation is also in the low level. The items in this classification needs to maintain but think about the weighting of them.

Item 12 with the performance score of 4.27 and the importance performance of 4.32. This means that the lecturer's performance is in the high level and the students' expectation is in the low level. The item in this classification should be reduced its emphasis if possible.

The summary of the classification of each statement item used in the questionnaire is displayed in Table 4.

Table 4. The Result of Importance-Performance Grid Analysis

Classifications	Statement Items
Classification 1	None
Classification 2	• The lecturer wears the decent clothes during the sessions (Item 1), • The lecturer always looks ready to teach (Item 2), • The lecturer always looks friendly (Item 3), • The lecturer lets the students access the learning materials in the whole semester (Item 5), • The lecturer provides the social media used to communicate (Item 6), and • The lecturer repeats the explanation if necessary (Item 8).
Classification 3	• The lecturer is always present for the sessions (Item 4), • The lecturer answers students' questions well (Item 7), • The lecturer is open to suggestions or comments (Item 9), • The lecturer manages the classroom activities well (Item 10), and • The lecturer motivates students to improve their English (Item 11).
Classification 4	• The lecturer gives additional materials or individualized attention (Item 12).

Source: The Primary Data, 2021

Thus, the study results show that, by conducting the student satisfaction survey and by using Importance-Performance Analysis, the lecturer can map the areas of strengths and weaknesses and prioritize what to do with the students and what to do with the performance, The lecturer has nothing to prioritize to improve because no statement item falls into the first classification that tells that the lecturer's performance is in the low level and the students' expectation is in the high level. The lecturer has to keep doing as the study was conducted. As shown in Table 4 he has six statement items falling into the second classification which tell that the lecturer's performance and the students' expectation at the same time are in the high level. The lecturer has to maintain five statement items as shown in Table 4 but reconsider weighting them because the five items fall into the third classification telling that the lecturer's performance is in the low level and the students' expectation is also in the low level. The lecturer has one statement item as shown in Table 4. This item falls into the fourth classification that requires the

lecturer to reduce its emphasis if possible because the lecturer's performance is in the high level and the students' expectation is in the low level.

CONCLUSION

From this research it can be concluded that student satisfaction survey gives clear, measurable, and manageable corrective actions to develop the lecturer's performance. With the four classifications, it gives the lecturer clear guidance on what to improve, what to maintain the level of the service, what to maintain but think about the weighting of it, and what to reduce the emphasis if possible. When the items can be mapped this way, the lecturer can do the planned evaluation action to improve the performance accordingly.

Since this research is still limited to the student satisfaction survey on what the lecturer has done and the respondents are limited, it will be more interesting if further research can explore more on the big size of classes or a variety of classes, the use of technology in the classroom, technique or strategies of teaching, or other factors or other aspects.

As this research requires various disciplines of teaching quality management, marketing management, and human resources management, there should be further multidisciplinary researches or studies to be conducted to meet the accuracy of the implementation in a broader scope.

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