

Performance Analysis of Civic Education Lecturers

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Abstract

This study aims to analyze the performance of Civic Education lecturers based on student perceptions as a form of learning quality evaluation in higher education. The study uses a quantitative approach with an evaluative survey design, involving 84 active students from the Elementary School Teacher Education and Mechanical Engineering Study Programs at HKBP Nommensen University Pematangsiantar, who were selected purposively. The research instrument was a closed questionnaire with a five-point Likert scale referring to five dimensions of service quality (SERVQUAL), namely teaching readiness, teaching materials, teaching discipline, teaching evaluation, and lecturer personality. The results showed that lecturer performance was generally rated as good to very good, as indicated by the dominance of "Appropriate" and "Very Appropriate" responses across all aspects assessed. These findings indicate that lecturers have carried out the learning process in a planned, consistent manner and in accordance with student needs, so that the results of this study can be used as feedback for lecturers and institutions in their efforts to continuously improve the quality of learning.

Keywords: Lecturer Performance, Student Perception and Learning Quality.

I. INTRODUCTION

Higher education institutions are producers of professional human resources, who are expected to meet existing market needs. Therefore, universities are required to produce professionals with the expertise and qualifications appropriate to their fields of study. Furthermore, these professionals should also possess high ethical behavior. To further improve the quality of graduates, the Directorate General of Higher Education consistently strives to enhance the professional competence of university lecturers. This is based on the concept that lecturers are a crucial component in the learning process and directly influence the improvement of student learning quality.(Suryaningrum & Mudjiumami, 2024).

In any higher education institution, lecturer performance is a key factor influencing the quality of teaching and learning. Lecturer performance evaluation has traditionally been conducted through various methods, including peer review, direct observation, and analysis of research results and publications. However, the increasing dominance of student participation in lecturer performance assessment has become an undeniable global trend. Student assessments not only provide direct feedback on teaching effectiveness but also reflect the learning experience of students.(Permana, 2020).

Efforts to achieve good teaching are not easy, depending on the lecturers who are directly involved in the lecture process (Sunardi et al., 2018). The lecture process of performance assessment is important for lecturers who teach courses to see the results of the teaching and learning process (Atmaja & Wijaya, 2019; Syahrir et al., 2021). Performance evaluations for lecturers are used to determine the contributions that have been made in achieving teaching objectives. Performance evaluation is an assessment system to measure the level of success of work activities against the responsibilities given (Rahadi, 2010; Suryani, 2017). Evaluation tools in the form of assessment questionnaires are commonly used, this questionnaire contains a number of questions given to respondents to get feedback or assessments of certain objects (Riany et al., 2016). One of the processes of assessing or evaluating lecturers is carried out by filling out assessment questionnaires for lecturers filled out by students.

There are several problems regarding the performance of educators/lecturers as stated by Hidayati (2015) that lecturers cannot focus 100% on their work for various reasons, so that their role in serving students and the community does not show professional standards that are in accordance with their functions and duties. Many lecturers work from one place to another with very little time and a large workload.

Meanwhile, the problems of educator performance raised by Sukmanasa et al. (2017) noted that lecturers still do not use different teaching methods, are less communicative when delivering material, are less able to enliven the classroom atmosphere, give a pile of assignments, are unwilling to accept criticism, suggestions, and opinions, and are also not objective in giving final grades. From the problems above, we can conclude that the problems of educator performance include educational qualifications and academic activities that are directly related to students. Therefore, it is necessary to carry out monitoring and evaluation activities for educator/lecturer performance. This monitoring and evaluation of educator/lecturer

performance can not only be carried out by the university, academic department or colleagues, but can also be carried out by students by assessing the efficiency of the lecturer's work from the aspects of pedagogical, professional, personal and social competencies. This can make students feel satisfied or dissatisfied. (Sulastri, 2016).

There have been many previous studies related to the assessment of educator performance, including research by Ruslan (2016) which stated that student satisfaction has a significant influence and is positively correlated with the effectiveness of lecturers' work; and lecturers' work has a significant influence on students' post-lecture behavior. Likewise, research by Xiao & Wilkins (2015) states that lecturers who have a strong commitment will certainly have good performance and good performance greatly influences student academic achievement. Meanwhile, research by Kurniati et al. (2018) states that good performance that must be maintained by educators in lectures includes ensuring understanding in lectures, using varied teaching methods, providing opportunities to ask questions, giving appropriate assignments and exam questions, respecting students' opinions/answers, being objective in assessments. The assessment given by students is the result of a comparison of what they expect from the lecturer's performance with the reality they get from the lecturer's performance.

Based on the issues and previous research mentioned above, we can conclude that issues with lecturer performance not only impact the quality of teaching in higher education but also impact academic activities and achievements directly related to students. Therefore, student assessments also significantly influence the improvement of lecturer performance. Based on the above, the author wanted to understand student perceptions and an objective overview of lecturer performance.

The aim is to obtain an overview and analysis of students' assessment of lecturer performance.

This is done in order to obtain results that can be used as input (feedback) for lecturers to improve performance more effectively, increase higher and maximum educational qualifications, and also develop skills that are relevant to their profession.

II. METHOD

This study uses a quantitative approach with an evaluative survey design that aims to measure the level of student satisfaction with the performance of lecturers during the learning process. This study involved 52 active students of the Elementary School Teacher Education Study Program and 32 active students of the Mechanical Engineering Study Program at HKBP Nommensen University, Pematangsiantar as research samples. The sample determination was carried out purposively, with the consideration that respondents have direct and continuous experience in following the lecturer's learning process, so they are able to provide an objective assessment of the quality of learning services. The instrument used was a closed questionnaire based on a five-level Likert scale, which was designed to measure student perceptions of the quality of lecturer learning.

III. RESULTS AND DISCUSSION

This study uses five dimensions of service quality (SERVQUAL): reliability, responsiveness, assurance, empathy, and tangibles. These five dimensions are formulated into relevant statements, with each item thematically linked to an aspect of the lecturer's learning process. The collected data is presented in the following diagram:

Teaching Readiness

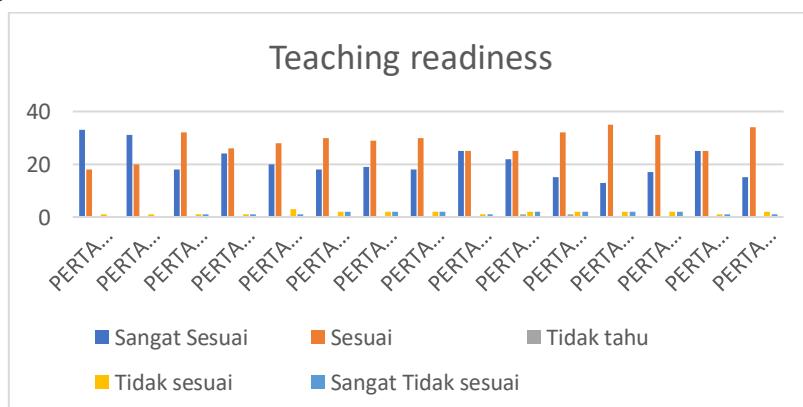


Fig 1. Teaching Readiness

The bar graph presents data on Teaching Readiness, measured through 15 questions with five assessment categories. Overall, the data indicates a very high level of readiness, dominated by positive

ratings in the "Appropriate" (orange) and "Very Appropriate" (dark blue) categories. This indicates that, according to respondents, most teaching staff have met the teaching readiness parameters well. A more specific analysis reveals a variation in the distribution of responses to each question. In Questions 1 and 2, the majority of respondents rated the item "Very Appropriate," indicating a strong advantage in this area. Meanwhile, in Questions 12 and 15, the "Appropriate" category was the most dominant response, with approximately 35 respondents responding. Conversely, the frequency of responses in the negative categories, such as "Not Appropriate" and "Very Unsuitable," was very low across all questions, confirming that teachers' unpreparedness was minimal.

In conclusion, the results of this evaluation reflect a solid and convincing profile of teaching readiness. The low number of respondents selecting the "Don't Know" option also suggests that the indicators assessed are clearly understood and observed by respondents. This data provides an objective picture for institutions to maintain existing quality standards, while also serving as a reference for reviewing aspects with few negative responses to achieve complete readiness.

Teaching Materials

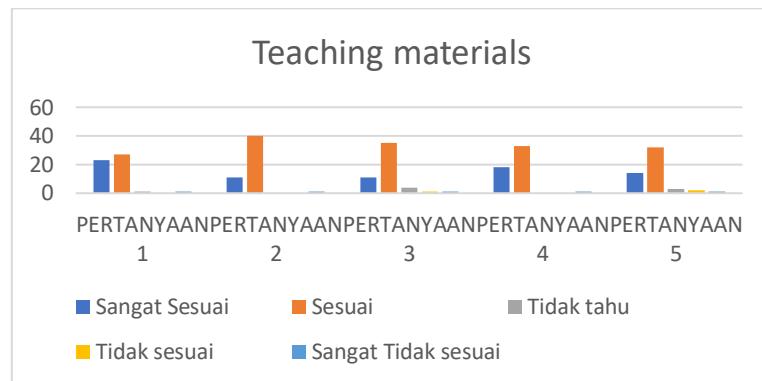


Fig 2. Teaching Materials

The Teaching Materials graph shows respondents' responses to five statements related to the quality and suitability of teaching materials. Based on the graph, the "Suitable" category was the most dominant response across all statements, with the highest number seen in Statements 2 and 3. This indicates that the majority of respondents assessed the material presented as being appropriate to the learning objectives, student needs, and expected competencies.

The "Very Appropriate" category also represents a significant number of respondents, particularly for Statements 1 and 4, indicating a very positive assessment of the clarity and relevance of the teaching materials. Meanwhile, the "Don't Know" category only appeared in a small number of statements, and the "Not Appropriate" and "Very Appropriate" categories were chosen by very few respondents. This indicates that the majority of respondents had a clear and generally positive perception of the teaching materials. Overall, the results of this graph indicate that the teaching materials were rated as good to very good by respondents. The predominance of "Appropriate" and "Very Appropriate" responses reflects that the materials provided were well-structured, relevant to learning, and able to support student understanding in the teaching and learning process.

Teaching Discipline

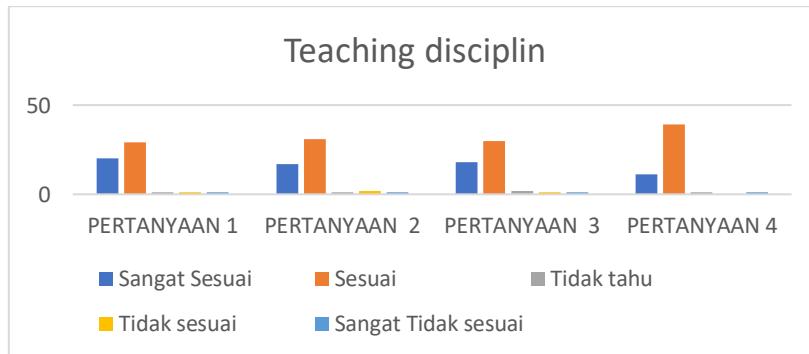


Fig 3. Teaching Discipline

The Teaching Discipline graph shows respondents' responses to four statements assessed using five categories: Very Appropriate, Appropriate, Don't Know, Not Appropriate, and Very Unsuitable. In general, the Appropriate category dominates across all statements, with the highest number of respondents seen in question 4. This indicates that most respondents assess the observed teaching discipline practices as being in accordance with the established criteria or expectations. The Very Appropriate category also shows a significant number in questions 1, 2, and 3, although it tends to decrease in question 4. Meanwhile, respondents who chose the Don't Know, Not Appropriate, and Very Unsuitable categories are relatively

small in number for all statements. This condition indicates that almost all respondents have a clear and tend to be positive perception of teaching discipline, and only a small portion doubted or considered it less appropriate. It can be concluded that the level of teaching discipline is assessed by respondents as good to very good. The dominance of Appropriate and Very Appropriate answers reflects that the implementation of discipline in teaching activities has been carried out consistently and meets expected standards, thus supporting the creation of an effective learning process.

Teaching Evaluation

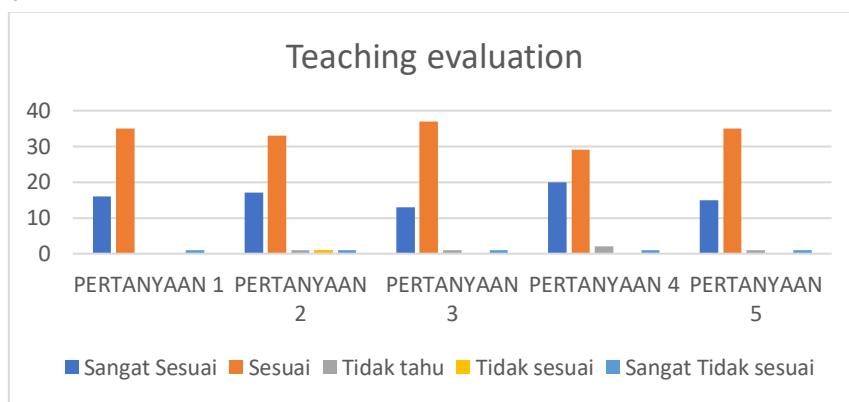


Fig 4. Teaching Evaluation

The bar graph presents the results of the Teaching Evaluation, measured through five questions with five rating categories, ranging from "Very Appropriate" to "Very Inappropriate." Overall, the data indicates a very high level of satisfaction with the learning process. This is evident from the dominance of the Appropriate (orange) and Very Appropriate (dark blue) categories in each question, reflecting that the majority of respondents gave positive assessments of teacher performance.

Upon closer inspection, Question 3 recorded the highest frequency for the "Appropriate" category, with 37 respondents, while Question 4 demonstrated the strongest level of confidence, with the highest "Very Appropriate" score compared to the other questions. Conversely, the percentage of negative assessments in the "Not Appropriate" and "Very Not Appropriate" categories was minimal and almost insignificant. This indicates that the method or material presented met audience expectations very well.

In conclusion, the results of this evaluation demonstrate the success of the teaching process, as the majority of responses focused on the positive side of the rating scale. The low number of respondents selecting "Don't Know" also indicates that the instructions or materials provided were clear enough to allow respondents to provide a firm assessment. This data can serve as a foundation for instructors to maintain existing teaching quality while refining minor aspects that still receive neutral or negative feedback.

Lecturer Personality

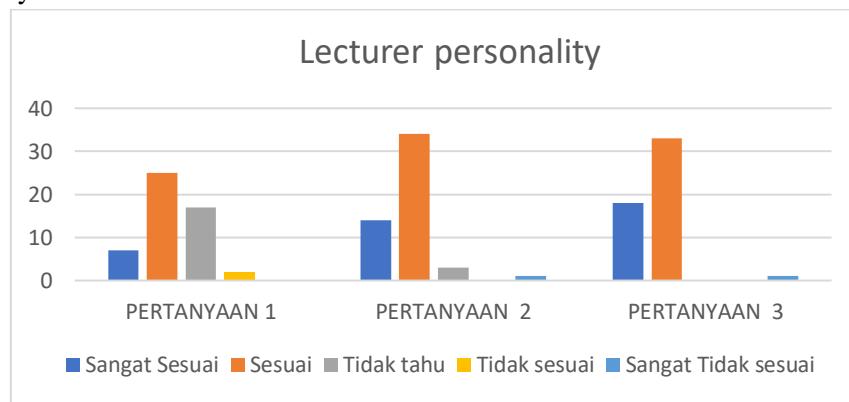


Fig 5. Lecturer Personality

The Lecturer Personality Chart displays respondents' assessments of three statements related to aspects of lecturer personality, using five response categories: Very Appropriate, Appropriate, Don't Know, Not Appropriate, and Very Not Appropriate. Overall, the Appropriate category was the most dominant choice across all statements. This indicates that the majority of respondents assessed lecturer personality as meeting the criteria expected in the learning process.

The "Very Appropriate" category also showed a significant number of respondents, particularly in Statements 2 and 3, indicating a very positive assessment of the lecturer's personality in certain aspects. Meanwhile, the "Don't Know" category appeared only in limited numbers, particularly in Statements 1 and 2, while the "Not Appropriate" and "Very Not Appropriate" categories were almost never chosen by respondents. This condition indicates that most respondents have a clear understanding and tend to give positive assessments. It can be concluded that the lecturer's personality is generally considered good by respondents.

The dominance of "Appropriate" and "Very Appropriate" answers indicates that the lecturer is considered to have attitudes, behaviors, and character that support the creation of a conducive learning atmosphere and positive interactions between lecturers and students.

IV. CONCLUSION

Based on the research results and discussion, it can be concluded that lecturers' performance was generally assessed as good to very good by students. This is evident from the predominance of Appropriate and Very Appropriate responses across all assessed aspects, including teaching readiness, teaching materials, teaching discipline, teaching evaluation, and lecturer personality. These findings indicate that lecturers have implemented the learning process in a planned, consistent manner, and in accordance with student needs and expectations.

The aspects of teaching readiness and teaching materials showed high quality, reflecting the lecturers' ability to plan lectures and deliver material clearly, structured, and relevant to learning objectives. Furthermore, teaching discipline and teaching evaluation also received positive assessments, indicating that the lecturers have a good commitment to implementing lectures and implementing an evaluation system that is fair and easy for students to understand. Regarding the lecturers' personality aspect, students assessed that the lecturers have attitudes and behaviors that support the creation of a conducive learning atmosphere and a positive relationship between lecturers and students. Overall, the results of this study indicate that the lecturers' performance has met the expected learning quality standards and can be used as a basis for institutions to maintain and improve the quality of learning continuously.

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