



Survey of Students Satisfaction and Some Efforts to Improve Lecturer Profesionalism in the English Education Department of STKIP Situs Banten

Herli Salim, Tri Ilma Septiana

Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia Kampus Serang, Indonesia
Tadris Bahasa Inggris, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
e-mail: herlisalim@upi.edu, tri.ilma@uinbanten.ac.id


Submitted: 03-03-2020

Revised: 02-05-2020

Accepted: 03-05-2020

ABSTRACT. This study aims to determine the level of student satisfaction with the performance of lecturers, especially in the lecture processes and academic services; and examine the efforts that made by STKIP Situs Banten in improving the professionalism of lecturers. The study used descriptive qualitative method with data collection techniques through questionnaires, document analysis, literature study, and interviews. Data were obtained from the questionnaire was processed using the IBM SPSS Statistics 21 application which was then interpreted descriptively. Meanwhile, the data obtained from the analysis of documents, literature studies, and interviews were analyzed using the interactive model of Milles and Huberman, namely data collection, data reduction, data presentations, and conclusions. The results of this study indicate that overall students feel very satisfied in academic services, this shows that the performance of lecturers can be categorized very well. In addition, some efforts to improve the professionalism of lecturers can be done by developing pedagogical competencies, information engineering competencies, management / administrative competencies, curriculum competencies, scientific competencies (research and publications), evaluation competencies; and personal competence.

Keywords: *Student's Satisfaction, Professionalism, Competence, Descriptive Qualitative, Interactive Model.*

 <https://dx.doi.org/10.32678/tarbawi.v6i01.2507>

How to Cite Salim, H., & Septiana, T. (2020). Survey of Students Satisfaction and Some Efforts to Improve Lecturer Profesionalism in the English Education Department of STKIP Situ Banten. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(01), 1-10. doi:10.32678/tarbawi.v6i01.2507.

INTRODUCTION

Nowdays, after entering the era of the Industrial Revolution 4.0 (Kadarisman, 2017), the human resource component in higher education has a strategic role in determining the quality of lecture implementation and graduate competencies (Subekt et al., 2018). Lecturers are the spearhead and the motor of institutions to carry out the activities of Tridharma of Higher Education (Muhtarom, 2015; Noor & Juhji, 2020). As a professional, a lecturer is demanded to always make creative and innovative efforts in the fields of science and knowledge that are his primary responsibility. Basically, the main tasks of lecturers involve the fields of: (1) education and teaching, (2) development of science and research, and (3) community service (Irwansyah, 2015; Kholik, 2016; Kumaladewi & Sugiarti, 2016; Son & Faisal, 2017; Kusnan, 2018; Retnowati et al., 2018).

Higher education is the ultimate foundation of all levels of education and as a medium for formation (Kisworo et al., 2018; Mukti, 2019) and as a medium for the formation of scholars who

have noble character, carry out cultural values, advance life and form satria pinandita (read: brave knight). Generally, if the lecturers at a high quality university, then the quality of the higher education will also be high (Pramudyo, 2010; Sasono, 2014; Ardianingsih & Yunitarini, 2015), and vice versa. No matter how well the education program is planned, if not supported by high-quality lecturers, it will end in unsatisfactory results. Amin (2018) in his study showed that academic services in a university should be able to meet tangible indicators (direct evidence), employee accuracy, staff responsiveness to student needs, the guarantee and ease of communication between students and service providers. Therefore, to run a good education program requires qualified lecturers who have good performance and are supported by academic and non-academic services that can provide satisfaction to students.

Principally, lecturer performance as a real behavior is displayed by everyone (Muniar, 2013; Indriani, 2015) as a work achievement that produced by employees (Mustafid, 2017; Sukmanasa et al., 2017) in accordance with their role in the organization. It cannot be ignored that lecturer performance is directly correlated to student satisfaction. The results of a study which conducted by Dwirahayu (2018) in the UIN Syarif Hidayatullah Jakarta showed that the results of student assessment of lecturers' academic services such as lectures, thesis advisers, practicums, and other academic strengths showed good performance an average service satisfaction index of 3.03 or 75.63.

As matter of fact that obtained by researchers in the field, especially in the English Education Program of STKIP Situs Banten, the majors has a classic problem that often faced by other private university, namely the difficulty of obtaining new students and the not yet creating a culture of quality especially with regard to improve Lecturers professionalism. This happens because there is not yet a synergy between Deputy of Chairman I who handles the curriculum, Deputy of Chariman II who rin charge of staffing, administration, and human resources as well as the Quality Assurance Institution. In short, based on the observation of researchers, the three stakeholders do not have a real work program in order to improve the professionalism of lecturers and academic culture in the university.

Based on the background of the problem and in order this study has significant benefits. Therefore, this study will be focussed on examining two main variables, which are related to (1) the level of satisfaction of students of the English Education Department of STKIP Situs Banten on the lecture processes and academic services, and (2) Some efforts to improve the Lecturers professionalism in the English Education Department of STKIP Situs Banten.

METHOD

This study is a qualitative research with a descriptive qualitative approach. Data retrieval using survey methods, document analysis, library research, and interviews. A descriptive qualitative approach was used to interpret the survey results of Students satisfaction on lecturer performance and describe some efforts to develop Lecturers professionalism as mandated in the Tridharma of Higher Education. Moreover, the data obtained will be processed, analyzed, and interpreted by using an interactive method which adopted from the theory of Milles and Huberman (Gunawan, 2013; Supardi, 2017). The Data retrieval through the survey method was used to obtain concise information on the Students satisfaction level of English Education Department of STKIP Situs Banten on the lecture processes and academic services in odd semester 2019/2020 academic year.

Data in survey research was collected from samples of population to represent the entire population. In the context of this study, individuals who were sampled were active students of the English Education Department of STKIP Situs Banten in odd semester 2019/2020 academic year that consist of 13 students from the total number of students that enrolled in the Forlap Dikti that is 20 students. However, in designing questionnaire, researchers used a Likert scale that

consists of 25 questions which scattered in 3 (three) indicators or aspects to be studied, namely: (1) preparation of lectures, (2) implementation of recovery, and (3) evaluation of lectures. Furthermore, literature study was used in order to obtain theoretical studies related to efforts to improve professionalism and lecturer competency development. Meanwhile, interviews are used to obtain more information in depth. The interview was conducted by researchers to the Chairwoman of English Education Department of STKIP Situs Banten Site and the representatives of English Education Department Students.

FINDINGS AND DISCUSSIONS

Findings

The following was the questionnaire results of the Students satisfaction level of English Education Department on the overall Lecturers performance.

Table 1: Descriptive Statistics on the Students Satisfaction Level

N	Valid	13
	Missing	0
Mean		85,5385
Std. Error of Mean		,73916
Median		85,7500 ^a
Mode		84,00 ^b
Std. Deviation		2,66506
Variance		7,103
Range		10,00
Minimum		80,00
Maximum		90,00
Sum		1112,00
Percentiles	25	84,1250 ^c
	50	85,7500
	75	87,3750

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

c. Percentiles are calculated from grouped data.

Table 1 shows that the mean score of overall lecturer performance scores was 85.53 with a maximum score of 90 and a minimum of 80 with a median score of 85.75, mode was 84, standard deviation was 2.66, and variance was 7.10.

Table 2: Frequency Statistics on The Students Satisfaction Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80,00	1	7,7	7,7
	82,00	1	7,7	15,4
	84,00	2	15,4	30,8
	85,00	2	15,4	46,2
	86,00	2	15,4	61,5
	87,00	2	15,4	76,9
	88,00	2	15,4	92,3
	90,00	1	7,7	100,0
	Total	13	100,0	

Based on table 2, the Students satisfaction level on the Lecturers performance as a whole with the highest number was 7.7% and the lowest was also 7.7% with a frequency of 1 student.

Furthermore, an analysis of the performance of individual lecturers was conducted, and for sake of confidentiality of research subjects, lecturer code 1 was given to lecturers with the initials OL; lecturer code 2 for lecturers with the initials TI, lecturer code 3 for lecturers with the initial S,

lecturer code 4 for lecturers with the initials MR, lecturer code 5 for lecturers with the initials AYD, out of 13 student respondents who filled out the questionnaire. The following table shows descriptive statistics of student satisfaction with lecturer performance.

Table 3: Descriptive Statistics of the Students Satisfaction of Lecturer Performance

Statistics	1	2	3	4	5
N	13	13	13	13	13
Mean	85,5385	87,9231	68,6154	79,2308	80,7692
Std. Error of Mean	,73916	,70221	,65573	1,20445	1,33087
Median	85,7500 ^a	87,0000	68,0000	78,0000	80,0000
Mode	84,00 ^b	87,00	68,00	78,00	76,00 ^a
Std. Deviation	2,66506	2,53185	2,36426	4,34269	4,79850
Variance	7,103	6,410	5,590	18,859	23,026
Range	10,00	8,00	8,00	14,00	14,00
Minimum	80,00	84,00	66,00	74,00	74,00
Maximum	90,00	92,00	74,00	88,00	88,00
Sum	1112,00	1143,00	892,00	79,2308	1050,00
Percentiles	25	84,0000	86,5000	67,0000	1030,00
	50	87,0000	87,0000	68,0000	76,0000
	75	88,0000	90,0000	70,0000	78,0000

The table 3 shows that the mean score of performance evaluation for lecturer 1 was 85.53 with a maximum score of 90 and a minimum of 80 with a median number of 85.75. Then, the mean score of the performance evaluation of lecturer 2 was 87.92 with a maximum score of 92 and a minimum of 84 with the median score was 87. Furthermore, the mean score of lecturer performance for lecturer 3 was 68.61 with a maximum score of 74 and a minimum of 66 with a median score was 68. Moreover, the mean score of the lecturer performance for lecturer 4 was 79.23 with a maximum score of 88 and a minimum of 74 with a median score was 78. Finally, the mean score of performance evaluation for lecturer 5 was 80.76 with a maximum score of 88 and a minimum of 74 with a median score was 80.

Table 4: Statistics Frequency of the Students Satisfaction of Lecturer Performance 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	82,00	1	7,7	7,7
	83,00	1	7,7	15,4
	84,00	2	15,4	30,8
	86,00	2	15,4	46,2
	87,00	1	7,7	53,8
	88,00	4	30,8	84,6
	90,00	2	15,4	100,0
	Total	13	100,0	

Meanwhile, based on table 4, the highest score reached 15.4% with a frequency of 2 students and the lowest was 7.7% with a frequency of 1 student. The rest, the average students satisfaction with lecturer performance touched the number 15.4% with the frequency of 2 students with varied scores at numbers 84 and 86, the mode was 88 or equivalent to 30.8% with a frequency of 4 students.

Table 5: Statistics Frequency of the Students Satisfaction of Lecturer Performance 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84,00	1	7,7	7,7
	86,00	2	15,4	23,1
	87,00	5	38,5	61,5
	88,00	2	15,4	76,9

92,00	3	23,1	23,1	100,0
Total	13	100,0	100,0	

Table 5 shows that the Students satisfaction level on the performance of lecturers 2 obtained the highest score that touched 23.1% with a frequency of 3 students and the lowest was 7.7% with a frequency of 1 student. The rest, the average the students satisfaction with lecturer performance touched the score 15.4% with the frequency of 2 students with varied scores at numbers 86 and 88, while the mode was 87 or equivalent to 38.5% with a frequency of 5 students.

Table 6: Statistics Frequency of the Students Satisfaction of Lecturer Performance 3

	Frequency	Percent	Valid Percent	Cumulative Percent
	66,00	3	23,1	23,1
	68,00	6	46,2	69,2
Valid	70,00	2	15,4	84,6
	72,00	1	7,7	92,3
	74,00	1	7,7	100,0
Total	13	100,0	100,0	

The data from table 6 on the level of Students satisfaction with the performance of lecturer 3 obtained the highest score that touched 7.7% with the frequency of 1 student and the lowest of 23.1% with the frequency of 3 students. The rest, the average of the Students satisfaction with lecturer performance touched 15.4% with the frequency of 2 students with a score of 70 and 7.7% with the frequency of 1 student or equivalent to a score of 72. Meanwhile, the mode was 68 or equal to 46.2% with frequency 6 Student.

Table 7: Statistics Frequency of the Students Satisfaction of Lecturer Performance 4

	Frequency	Percent	Valid Percent	Cumulative Percent
	74,00	2	15,4	15,4
	76,00	2	15,4	30,8
	78,00	4	30,8	61,5
Valid	80,00	2	15,4	76,9
	85,00	2	15,4	92,3
	88,00	1	7,7	100,0
Total	13	100,0	100,0	

Based on table 7, the highest score touched 7.7% with a frequency of 1 student and the lowest was 15.4% with a frequency of 2 students. The rest, the average of Students satisfaction with lecturer performance touched the number 15.4% with the frequency of 2 students with varied scores in the numbers 76, 80 and 85, the highest mode was 78 or equal to 30.8% with the frequency of 4 students.

Table 8: Statistics Frequency of the Students Satisfaction of Lecturer Performance 5

	Frequency	Percent	Valid Percent	Cumulative Percent
	74,00	1	7,7	7,7
	76,00	3	23,1	30,8
	78,00	1	7,7	38,5
Valid	80,00	3	23,1	61,5
	84,00	2	15,4	76,9
	86,00	1	7,7	84,6
	88,00	2	15,4	100,0
Total	13	100,0	100,0	

The last, based on table 8 it can be seen that the Students satisfaction level with Lecturer Performance 5 for the highest score touched 15.4% with the frequency of 2 students and the lowest was 7.7% with a frequency of 1 student. The rest, the average of Students satisfaction with Lecturer Performance touched a varied figure of 7.7% for a score of 78 and 86 with a frequency of 1 student. Meanwhile, the mode is 23.1% for a score of 76 and 80 representing 3 students.

Discussions

Based on the results of the study obtained data that Students of English Education Department of STKIP Situs Banten has a very high level of satisfaction. Overall students feel very satisfied in academic services, this shows that the performance of lecturers can be categorized very well.

In UU RI Nomor 14 Tahun 2005 on Teachers and Lecturers, Article 1, it is said that lecturers are professional educators and scientists with the main task of teaching, transforming, developing, and spreading science, technology, and art through education, research, and community service. Therefore, a lecturer is required to have academic qualifications, competencies, educator certificates, be healthy physically and spiritually, and meet other qualifications required by the higher education unit where he is assigned to work, and have the ability to realize national education goals. Some efforts that made by English Education Department of STKIP Situs Banten in improving lecturer professionalism can be done by developing pedagogical competencies, information engineering competencies, management/administrative competencies, curriculum competencies, scientific competencies (research and publications), evaluation competencies; and personal competence.

Pedagogical Competency Development

Pedagogical competence or the ability of lecturers to manage learning is the backbone of the success of the education process in higher education. This pedagogical competence is related to good and appropriate teaching methods, so that the learning process can run smoothly and effectively. According to Gillespie and Robertson (2010) that to improve this pedagogical ability, lecturers need to be given training related to teaching methods in tertiary institutions which include: (1) discussion methods, discussion methods are more effective than lecture methods, because discussion demands mental and thoughts and exchanging opinions. In addition, the discussion is also more communicative, able to explain things that are still false, and able to reveal the level of activity of each student; (2) the case study method, this method is especially relevant for study programs that emphasize the application of a law to a case, for example in the law faculty or faculty of agriculture, and others. A case is used as material for student discussion under the guidance of a lecturer; (3) tutorial method, this method is in the form of assignment to several students about a particular object, then they discuss it with experts in their fields to ensure the validity of their understanding of the object; (4) the teaching team method, one form of this method is that at least two lecturers teach the same course material at the same time, but with complementary subjects; and (5) lecture method, this method appears the earliest and is widely used especially if there are very many students in one class.

Information Engineering Competency Development

Today we have entered the age of information technology. The rapid development of information technology is a new challenge for education practitioners, including lecturers. The development of the ability to utilize information technology is needed in educational planning, especially those related to analysis, design, implementation, management, to instructional evaluation of education. According to Gillespie and Robertson (2010) that for the development of information technology capabilities, the following are needed: (1) availability of technological facilities and equipment, in the form of computers, videos, projectors, internet equipment, and so on; (2) availability of contents and materials related to the method of using information

technology to support teaching methods and the implementation of the education curriculum; and (3) organizing training for lecturers on how to use these information technology tools, so that in time they can also teach them to students.

Management Competency Development (Administration)

Lecturers as a major part of university are actually needed to be directly involved in managing university, both at the level of university leaders, faculties, study programs, as well as teams formed specifically for specific purposes. Therefore, the development of management capabilities is very important for lecturers. If they are expected to make a significant contribution to the management of tertiary institutions, their administrative and management skills will need to be continuously improved. To support the management skills of lecturers, intensive and ongoing training in general management/administration, administration/management of university, formulation of education strategies, basics of educational planning, curriculum management, decision making, administration/management of personnel, human resource management, conflict management, programming and implementation, community relations, and so on.

Curriculum Competency Development

The curriculum is a very important fundament for producing high quality students. A good curriculum is a curriculum that contains attention to the abilities of students and is able to encourage their abilities to be creative and innovative. This is where one of the important roles of the lecturers. They are the key to opening curriculum development, because they are the most proficient masters of each scientific discipline. According to Gillespie and Robertson (2010) that to improve the ability of lecturers to formulate curriculum, activities need to be held in the form of: (1) meetings, seminars, workshops, and others, whose aim is to update lecturers' knowledge about the latest developments in certain disciplines (Billings & Halstead, 2015), that knowledge will be their provision in formulating a good curriculum; (2) training on how to plan teaching material (Ouellett, 2010). This task is somewhat difficult especially for new lecturers. But it is very important because it can help lecturers organize their teaching grids, such as objectives, content, models, strategies, evaluations and teaching references; (3) training on how to design teaching material plans based on the objectives and targets of each subject matter, as well as the elements of the teaching plan; and (4) meetings, both seminars, workshops and others, held after curriculum renewal with the aim of uniting perceptions among lecturers about methods and effective ways to run the curriculum to succeed as expected. With this meeting a harmony will occur between the new curriculum and the development of the knowledge of the lecturers.

Development of Scientific Competencies (Research and Publication)

One of the main tasks of higher education is to develop science. The task is realized through the study and scientific research carried out by the academic community in it, especially lecturers. Thus, the duties of lecturers are not limited to teaching activities. They are also demanded to continue to carry out serious scientific research in the fields they are engaged in in order to contribute and enrich knowledge. Currently lecturers are required to continue to conduct research and publish their works through scientific journals or books. A lecturer who no longer researches and publishes his scientific work will be dismissed by the university even though he has worked for a long time. The slogan that is commonly heard in universities about this is: "Publish or Perish" (publish works or careers perish).

Next, to develop the scientific productivity of the lecturers can be done by: (1) training methodology and ethics of scientific research with all its aspects, especially those related to the discipline of each lecturer group; (2) providing facilities and facilities needed for research, such as computers, laboratories, complete libraries, and so on; (3) setting lecturer teaching hours so that they have the opportunity to write books, attend seminars, or conduct all research processes; and (4) support funding or help connect with institutions that can finance their research projects.

Evaluation Competencies Development

In the process of evaluating education, lecturers have a very central role, because they are the ones who have the right to assess and weigh the quality of the learning they provide at the university where they devote themselves. Aside from being the evaluator, the lecturers are also the object of evaluation. Their performance as teaching staff is also assessed to be improved or rewarded with promotion.

Therefore, to develop the ability of lecturers to evaluate education, it is necessary to hold: (1) training on modern evaluation philosophies and theories in the education field so that lecturers realize that evaluation is an inherent and important part of the educational process, in addition, so that they understand the correct mechanism of educational evaluation; (2) training on evaluation techniques and models to then determine curative evaluation methods for the further improvement and development of academic programs; and (3) training on how to prepare evaluation plans and their implementation mechanisms, both to assess the performance of lecturers themselves and the level of student achievement objectively, to set standards and criteria, and to conduct tests on the implementation of academic programs in university.

Personal Competencies Development

Inevitably, the level of ability and personal integrity of lecturers is one of the factors that determine the optimization of the education and teaching process in higher education. If the lecturers are not able to adapt to the development of science and the changing methods or technology of education which is changing rapidly, then it is not only the future of the graduates that are threatened, but also the existence and future of the tertiary institution. Therefore, lecturers are required to continue to improve their scientific abilities and personalities through various efforts that they might do.

In order to develop the personal competence of lecturers, there are several efforts that can be implemented by universities, namely by: (1) participating as often as possible in seminars or conferences related to scientific discipline, both at national and international levels; (2) conducting comparative studies to universities or other educational institutions at home and abroad to find out and learn from the experiences of these other educational institutions; (3) trying to form a kind of association of experts or professional organizations in their scientific fields to later hold scientific activities and publish scientific journals; (4) develop training programs and research projects of national and international scale in collaboration with scientific institutions at home or abroad; (5) utilizing existing cooperation with national and international institutions in the context of internationalization of higher education and community service in general; and (6) related to personal ethics, a lecturer is required to love the truth and always try to find new truths, tolerant of differences of opinion, fair, honest and responsible.

CONCLUSION

The Students satisfaction Level of English Education Department of STKIP Situs Banten was very high. The overall students feel very satisfied in academic services, this shows that the lecturers performance can be categorized very well. Some efforts that made by English Education Department of STKIP Situs Banten in improving lecturer professionalism can be done by developing pedagogical competencies, information engineering competencies, management/administrative competencies, curriculum competencies, scientific competencies (research and publications), evaluation competencies; and personal competence.

BIBLIOGRAPHY

Amin, S. (2018). Strategi Peningkatan Kualitas Pelayanan Akademik Pada Sekolah Tinggi. *Wahana Akademika: Jurnal Studi Islam Dan Sosial*, 4(2), 193–202.

- Ardianingsih, A., & Yunitarini, S. (2015). Etika, Profesi Dosen dan Perguruan Tinggi: Sebuah Kajian Konseptual. *Jurnal Ekonomi Dan Bisnis*, 10(1).
- Billings, D. M., & Halstead, J. A. (2015). *Teaching in Nursing-e-Book: A Guide for Faculty*. Elsevier Health Sciences.
- Dwirahayu, G. (2018). *Survey Kepuasan Civitas Akademika terhadap Layanan di UIN Syarif Hidayatullah Jakarta Tahun 2018*. LPM UIN Jakarta.
- Gillespie, K. J., & Robertson, D. L. (2010). *A Guide to Faculty Development*. The Jossey-Bass Publisher.
- Gunawan, I. (2013). *Metode Penelitian Kualitatif*. Bumi Aksara.
- Indriani, W. (2015). Kontribusi Etos Kerja Islami Terhadap Kinerja Dosen. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 1(2), 173–188.
- Irwansyah, M. (2015). Sistem Informasi Repository Digital Beban Kerja Dosen. *Jurnal Edukasi Dan Penelitian Informatika (JEPIN)*, 1(1).
- Kadarisman, M. (2017). Tantangan Perguruan Tinggi dalam Era Persaingan Global. *Sociae Polites*, 1(1), 3–20.
- Kholik, A. (2016). *Pengaruh Kompetensi Dosen dan Kepuasan Kerja Dosen terhadap Kinerja Dosen di Universitas Djuanda Bogor* [Doctoral Dissertation]. IAIN Surakarta.
- Kisworo, B., Utsman, U., Ilyas, I., & Siswanto, Y. (2018). Kepuasan Mahasiswa dan Pengguna Lulusan Program Studi Pendidikan Luar Sekolah Universitas Negeri Semarang. *Journal of Nonformal Education and Community Empowerment*, 2(2).
- Kumaladewi, N., & Sugiarti, Y. (2016). Design Analysis of Data Warehouse for Lecturer Performance Evaluation (Case Study: Faculty of Science and Technology UIN Jakarta). *2016 4th International Conference on Cyber and IT Service Management*, 1–6.
- Kusnan, K. (2018). Kebijakan Mutu Peningkatan Dosen. *Jurnal Ilmiah Iqra'*, 11(2).
- Muhtarom, A. (2015). Implementasi Manajemen Sumber Daya Manusia dalam Peningkatan Profesionalitas Dosen Perguruan Tinggi Agama Islam Provinsi Banten. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 1(02), 117–130.
- Mukti, T. A. (2019). Mendorong Penerapan Pendidikan Antikorupsi di Perguruan Tinggi. *Perspektif Hukum*, 18(2), 328–346.
- Muniar, A. Y. (2013). Rekayasa Perangkat Lunak Penilaian Kinerja Dosen Pada STMIK AKBA. *Inspiration: Jurnal Teknologi Informasi Dan Komunikasi*, 3(2).
- Mustafid, H. (2017). Peningkatan Kinerja Aparatur Sipil Negara melalui Budaya Organisasi. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(01), 1–14. <https://doi.org/doi:10.32678/tarbawi.v3i01.1775>
- Noor, W., & Juhji, J. (2020). Integrasi Budaya Prestasi pada Fungsi Perencanaan Pembinaan Mutu Dosen. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 1–12.
- Ouellett, M. L. (2010). Overview of Faculty Development. *A Guide to Faculty Development*, 2, 3–20.
- Pramudyo, A. (2010). Analisis Faktor-faktor yang Mempengaruhi Kinerja Dosen Negeri pada Kopertis Wilayah V Yogyakarta. *JBTI: Jurnal Bisnis: Teori Dan Implementasi*, 1(1), 1–11.
- Retnowati, T. H., Mardapi, D., & Kartowagiran, B. (2018). Kinerja Dosen di Bidang Penelitian dan Publikasi Ilmiah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 215–225.
- Sasono, E. (2014). Manajemen Sumber Daya Manusia Perguruan Tinggi; Tantangan dan Kebutuhan. *Jurnal STIE Semarang*, 6(2), 77–100.
- Son, H., & Faisal, R. (2017). Aplikasi Penilaian Kinerja Dosen pada Proses Belajar Mengajar Berbasis Web: Studi Kasus di Badan Penjamin Mutu Internal Institut Teknologi Padang. *Jurnal Teknologi Dan Sistem Komputer*, 5(2), 89–93.
- Subekt, H., Taufiq, M., Susilo, H., Ibrohim, I., & Suwono, H. (2018). Mengembangkan Literasi Informasi Melalui Belajar Berbasis Kehidupan Terintegrasi Stem Untuk Menyiapkan Calon Guru Sains Dalam Menghadapi Era Revolusi Industri 4.0: Review Literatur. *Education and Human Development Journal*, 3(1).

- Sukmanasa, E., Novita, L., & Siti, F. (2017). Analisis Kepuasan Mahasiswa terhadap Kinerja Dosen Program Studi Pendidikan Guru Sekolah Dasar Universitas Pakuan. *Pedagonal| Jurnal Ilmiah Pendidikan*, 1(2), 91–99.
- Supardi, S. (2017). *Statistik Penelitian Pendidikan*. PT RajaGrafindo Persada.