



LECTURER SATISFACTION INDEX WITH *TRIDHARMA* SERVICES AT UIN WALISONGO SEMARANG

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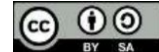
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Abstract

University as an education provider unit always makes changes to adapt to the times. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service. To support the *tridharma* task of the lecturer, an assessment and evaluation of the campus's services must be conducted. This study used a survey method with lecturers as the research population. The results of this study showed that lecturer satisfaction in the three aspects tested, namely aspects of education, research, and community service, obtained very high satisfaction index scores.

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INTRODUCTION

The development of the times that are advancing rapidly always requires a country to be able to develop the potential of existing resources. To increase the nation's competitiveness, universities have a strategic role in advancing science and technology. Activities carried out in higher education should be evaluated and analyzed to determine the inhibiting and supporting factors that can help achieve optimal services. Resources in higher education are divided into two parts: lecturers and education staff. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service. Meanwhile, education personnel are members of the community who devote themselves and are appointed to support the implementation of higher education, including librarians, administrative staff, laboratories and technicians, and information engineering institutions (Alexander, 2019).

Challenges that are increasingly complex with technological advances must encourage universities always to improve. The resulting graduates are expected to be able to adapt to existing changes. College graduates have a heavier burden because, academically, mentally, and spiritually, they are qualified to answer all existing challenges (Auriza et al., 2021). Universities must create quality education accompanied by an optimal quality assurance system. The quality or quality of higher education management can be seen from two indicators, namely, the fulfilment of quality standards and the achievement of customer satisfaction. These two things lead to the fulfilment of higher education recognition, namely reputation. Therefore, measuring not only the achievement of standards but also customer satisfaction is necessary in implementing higher education. Lecturer teaching performance is the ability of a professional educator and scientist to convey knowledge or give lessons to students.

Higher education is one of the educations organizing units where lecturers are one of the human resources directly involved with users, namely students. Lecturers have a tri dharma of education tasks that they must carry out as long as they are still active in the teaching period. The tri dharma of higher education that lecturers must implement is the educational, research, and service aspects. In implementing this *tridharma*, lecturers must receive adequate facilities from the universities where they work. *Tridharma* reports carried out by lecturers are needed by universities and are expected to support the university's vision and mission. The achievements of the tri dharma carried out by lecturers can also portray lecturers' professionalism in their work. Lecturers' teaching performance is the main focus in job evaluations every semester. The primary lecturer performance in the educational aspect in question is the level of the lecturer's ability to convey knowledge and the ability to develop student understanding (Auriza et al., 2021).

Implementation of the *tridharma*, which is the responsibility of each lecturer, will involve several related units and institutions. To provide support to lecturers, the institution and associated units must also continuously improve services so that they can support lecturer performance. Optimal lecturer performance will also influence the quality of student satisfaction as users of university services. Quality services will provide satisfaction for students and be able to optimize their learning outcomes during the teaching and learning process. Universities are expected to be able to produce graduates who have high competitiveness and can create many innovations. Therefore, lecturers as professional teaching staff must also master many skills to support their primary tasks. This performance assessment or evaluation can be done through surveys to determine satisfaction with Human Resources management services. This is a primary consideration for human resources management. Therefore, this research was conducted to measure the level of lecturer satisfaction.

METHOD

The method used to measure the lecturer satisfaction index for *tridharma* services was carried out in September-October 2022 at UIN Walisongo Semarang. Data collection to measure the UIN Walisongo lecturer satisfaction index was carried out through a survey using a questionnaire instrument with a Likert scale of 1 – 4, where:

- 1 : Less
- 2 : Enough
- 3 : Appropriate
- 4 : Very suitable

The aspects assessed in measuring this satisfaction index are education, research and community service. In the educational aspect, there are 12 indicators, namely: Curriculum preparation, review and evaluation system, Availability of guidelines to support academic/lecture activities, System for preparing and determining lecture schedules by Faculties/Prodi, Suitability of courses taught by competencies, Online lecture system through the eLearning platform, lecture monitoring system with online journals, online guardianship system, online title submission system, online final assignment guidance system, lecturer performance assessment system through online lecturer workload, freedom of academic pulpit in the faculty, academic climate in the faculty/Prodi environment. The research aspect has eight indicators, namely: Obtaining open Information regarding research activities, Obtaining services to carry out research activities, Obtaining fair and open opportunities in terms of equal distribution of research based on field expertise and lecturer qualifications, Obtaining research training according to the cluster, Obtaining Information and open opportunities to carry out research collaborations with domestic institutions, Obtain open Information and opportunities to carry out research collaborations with foreign institutions, Information related to accredited journals as media for publication of scientific works is available and easily accessible, Get fair and open opportunities in publication training reputable national and international journals. Meanwhile, the community service aspect consists of 3 aspects, namely: 1) I am obtaining Information about community service activities; 2) We are getting convenience in services to carry out community service activities; and 3) I am getting fair and open opportunities for equal distribution of community service based on field expertise and lecturer qualifications.

The population of this survey is all lecturers at UIN Walisongo Semarang. Respondents to this survey are a sample of the population; respondents are students from the class of 2022 and before. The survey was conducted via a Google form, socialized and shared by the faculty team. The number of respondents who filled out this survey was 325 lecturers. The satisfaction index is measured through the average score, which is then classified into five categories: low, medium, high, and very high. The categorization criteria are:

Low	: $1.00 \leq \bar{x} < 1.75$
Medium	: $1.76 \leq \bar{x} < 2.50$
Height	: $2.51 \leq \bar{x} < 3.25$
Very Hight	: $3.26 \leq \bar{x} \leq 4.00$

Instrument validity was carried out using the Pearson correlation technique. The validity provisions used are that a question item or variable in the questionnaire is said to be valid if it has a Sig value smaller than the error rate value of 5 per cent ($\alpha=0.05$). Reliability analysis was carried out on all valid items and variables. The technique used is Cronbach's alpha.

RESULT AND DISCUSSION

This research uses a survey method with lecturers as the target population who fill out the questionnaire that has been provided. The three aspects used in this research are adapted to the main activities carried out by lecturers in carrying out their primary duties at the University. The following are the results of the validity test for each indicator of lecturer satisfaction with *Tridharma* services, as well as the reliability test results for aspects of lecturer satisfaction with *Tridharma* services.

Table 1. Validity Test Results of Lecturer Satisfaction Indicators with *Tridharma* Services

Aspects		Correlation	Sig.	Inform ation
<i>Educational Aspect</i>				
1	Curriculum preparation, review and evaluation system	0,65	0.000	valid
2	Availability of guidelines to support academic/lecture activities	0,68	0.000	valid
3	System for preparing and determining lecture schedules by Faculties/Prodi	0,53	0.000	valid
4	Suitability of courses taught in accordance with competencies	0,43	0.000	valid
5	Online lecture system via e-Learning platform	0,57	0.000	valid
6	Lecture monitoring system with online journal	0,59	0.000	valid
7	Online guardianship system	0,58	0.000	valid
8	Online title submission system	0,54	0.000	valid
9	Online final assignment guidance system	0,52	0.000	valid
10	Lecturer performance assessment system through online BKD	0,56	0.000	valid
11	Freedom of the academic platform in the faculty	0,74	0.000	valid
12	Academic climate in the faculty/prodi	0,72	0.000	valid

environment				
<i>Research Aspect</i>				
1	Obtain open information related to research activities	0,70	0.000	valid
2	Obtain services to carry out research activities	0,71	0.000	valid
3	Get fair and open opportunities in terms of equal distribution of research based on field expertise and lecturer qualifications	0,69	0.000	valid
4	Receive research training according to the cluster	0,72	0.000	valid
5	Obtain information and opportunities openly to carry out research collaborations with domestic institutions	0,75	0.000	valid
6	Obtain information and opportunities openly to carry out research collaborations with foreign institutions	0,70	0.000	valid
7	Information related to accredited journals as a medium for publishing scientific works is available and easy to access	0,66	0.000	valid
8	Get fair and open opportunities in publication training in reputable national and international journals	0,74	0.000	valid
<i>Community Service Aspect</i>				
1	Get information about community service activities	0,748	0.000	valid
2	Get convenience in services to carry out community service activities	0,747	0.000	Valid
3	Get fair and open opportunities in terms of equal distribution of community service based on field expertise and lecturer qualifications	0,705	0.000	valid

Table 2. Reliability Test Results for Lecturer Satisfaction Aspects of *tridharma* Services

No	Variable	Cronbach Alpha	Information
1	Education system	0,74	Reliabel
2	Research	0,83	Reliabel
3	Community service	0,84	Reliabel

The reliability provisions used are that a question item or variable in a questionnaire is said to be reliable if it has a Cronbach Alpha (CA) value greater than 0.7. The calculation results show that the CA value for each aspect is more significant than 0.7. Thus, all elements of lecturer satisfaction are declared reliable. Therefore, it can be concluded that the instrument used is valid and

reliable. After the questionnaire is valid and reliable, the questionnaire is distributed to all lecturers. The results of the lecturer satisfaction index for UIN Walisongo services can be seen in Table 3.

Table 3. Lecturer Satisfaction Index with UIN Walisongo Services

No	Aspect	Index	Category
1	Education system	3,38	Very high
2	Research	3,28	Very high
3	Community service	3,35	Very high

In Table 3, the three aspects tested received very high assessment results from the lecturers. The highest satisfaction is in the Education aspect, with an index of 3.38. This shows that the lecturers can utilize the campus's facilities for teaching and learning activities, carrying out research activities and providing community service. However, it is still necessary to improve facilities and make adequate efforts to support lecturer performance, which needs to be carried out by the relevant units. As in research ([Mamahit et al., 2013](#)), the needs of lecturers will not be static but will always be dynamic following the challenges of current developments.

Table 4. Lecturer Satisfaction Index on Educational Aspects

	Academic System	Index	Category
1	Curriculum preparation, review and evaluation system	3,29	Very high
2	Availability of guidelines to support academic/lecture activities	3,31	Very high
3	System for preparing and determining lecture schedules by Faculties/Prodi	3,47	Very high
4	Suitability of courses taught in accordance with competencies	3,50	Very high
5	Online lecture system via e-Learning platform	2,85	High
6	Lecture monitoring system with online journal	3,64	Very high
7	Online guardianship system	3,47	Very high
8	Online title submission system	3,50	Very high
9	Online final assignment guidance system	3,18	Very high
10	Lecturer performance assessment system through online BKD	3,71	Very high
11	Freedom of the academic platform in the faculty	3,34	Very high
12	Academic climate in the faculty/prodi environment	3,32	Very high
	Average	3,38	Very high

Table 4 shows that in the education aspect, the highest satisfaction is in the indicator of the lecturer performance assessment system through online BKD with an index of 3.71, and the lowest satisfaction is in the indicator of the

online lecture system through the e-learning platform with an index of 2.85. This shows that using the online lecture system via the E-Learning platform is not yet optimal for lecturers' needs.

Table 5. Lecturer Satisfaction Index on Research Aspects

	Scientific Research and Publications	Index	Category
1	Obtain open information related to research activities	3,57	Very high
2	Obtain services to carry out research activities	3,47	Very high
3	Get fair and open opportunities in terms of equal distribution of research based on field expertise and lecturer qualifications	3,41	Very high
4	Receive research training according to the cluster	3,09	High
5	Obtain information and opportunities openly to carry out research collaborations with domestic institutions	3,21	High
6	Obtain information and opportunities openly to carry out research collaborations with foreign institutions	3,03	High
7	Information related to accredited journals as a medium for publishing scientific works is available and easy to access	3,34	Very high
8	Get fair and open opportunities in publication training in reputable national and international journals	3,14	High
	Average	3,28	Very high

The table above shows that Obtaining information openly regarding research activities has the highest satisfaction (3.57). The lowest index is in the indicator of Obtaining information and opportunities openly to carry out research collaboration with foreign institutions (3.03). This shows that inadequate research training has been carried out at UIN Walisongo.

Table 6. Lecturer satisfaction index for aspects of community service

	Community service	Index	Category
1	Get information about community service activities	3,38	Very high
2	Get convenience in services to carry out community service activities	3,34	Very high
3	Get fair and open opportunities in terms of equal distribution of community service based on field expertise and lecturer qualifications	3,34	Very high
	Average	3,35	Very high

Based on the figure above, it is known that the highest indicator is Obtaining information about community service activities (3.38), and the other two factors have the same index value, namely 3.34. This can provide input so that lecturers receive better services when carrying out community service. Service quality is the expected level of excellence and control over that level of excellence to fulfil customer desires. So, all efforts that customers complain about must be pursued to get maximum results.

Lecturer performance is very dependent on the facilities provided by the university. Research shows that optimal lecturer performance can help achieve the university's vision and mission (Muhtifah et al., 2019). The realization of this vision and mission needs attention by considering aspects of customer satisfaction. Evaluating lecturer satisfaction can be input for universities to improve services continually. Lecturers are human resources who are always directly involved with students. In the educational aspect, the services provided will significantly influence the lecturer's teaching performance. A transparent system will make it easier for lecturers to work and create.

Assessment of a work system is an effort that can be made to improve quality. By conducting a survey, it will be seen that service improvements need to be made and can be made by the recommendations given so that the following changes that will be made are right on target (Purnama & Sailah, 2017). Improving quality is essential for institutions that are used to obtain better control over themselves (Sallis, 2012). Lecturers will always be in the spotlight when assessing student satisfaction. Lecturers must have teaching skills based on current developments and existing knowledge. These three things, namely campus services, lecturer satisfaction and student satisfaction, will always be interrelated. To mutually optimize the three, changes for the better must always be sought.

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