



**Analysis Performance Study Program Lecturer Education Language
Indonesia FKIP HKBP University Nommensen Pematangsiantar**
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ABSTRACT

The focus of this study is to determine student satisfaction with lecturer performance in the learning process at the Faculty of Teacher Training and Education, Nommensen University, in Siantar City. All students in the Indonesian Language Education Study Program are the subjects of this study. Students in the Indonesian Language Education Study Program in the second semester of the 2024/2025 academic year are the subjects of this study. This study uses a questionnaire given to students. This study uses a quantitative approach and collects data through the distribution of questionnaires to students. The results of the study indicate that the level of student satisfaction with teacher performance is rated as good. In addition, the level of student satisfaction with teacher performance shows that students are satisfied with teacher performance in various aspects and components involved in the lecture process.

Keywords : Lecturer Performance, Learning Outcomes, Satisfaction Level

INTRODUCTION

Source Power man own significant influence to growth and development. Source Power man is one of the asset most important for a country. Quality source Power more human tall will make things easier development and growth of the country (Idris & Djafar, 2019). One of the countries with population highest fourth in the world is Indonesia. This shows that Indonesia has huge opportunity For increase quality in a way overall (Wahyudi, 2020).

Education is source Power the most important human being For increase quality. Education is very important For develop source Power capable human being competitive and useful For all people and organizations. The more tall quality and quality education provided, the more big possibility become a competent individuals. College tall must own

good infrastructure and learning. If they want to produce source Power quality human beings. With development of the world of education, universities tall must capable organize education in a way professional (Chandra & Fitriyanto, 2024). College tall try increase performance lecturer. For improve the lecture process, so that more Lots student understand material college. good, but they often No understand or No understand knowledge the in a way in-depth. Lecturer play role important in classroom teaching and advancing college high, especially student. Assignment main lecturer is teaching, guiding, directing, training, assessing and evaluating students. As a result, lecturers own significant role in quality and quantity in finish assignment. For Keep going increase quality college high, required evaluation performance lecturer (Hambali, Rahman, & Lestari, 2023). Assessment This involving burden Work lecturers who include activity three pillars college high, and task additional measured in unit semester credits (sks). Activities This covers field education, research and development knowledge, devotion to community and supporters three pillars college tall (Junaidi, Ariani, & Arini, 2019).

Student Still need guidance in connect between what they learn with How knowledge That can used and utilized in life, lecturer own role important in realize service lectures professionall (Ruslan, 2010). Students is candidate successor the nation that is expected capable For give his contribution in growth and development something his country. But in reality, many inhibiting factors a For reach his success.

(Syakuro, Rahmanto, Fauzani, & Galih, 2020). From a number of problems and research previously above, can We conclude that problem in performance lecturer No only influence quality educators at universities tall just but also influences activities and achievements related academics direct with students. So from that, assessment students are also influential big against improvement performance lecturer That alone (Sulistiarini, 2024). With consider the above circumstances, the author want to know perception student to performance lecturer at HKBP University nommensen Pematangsiantar. The destination is For get overview and analysis evaluation student to performance of Indonesian language teachers (Suriadi, Putri, & Wahyuni, 2025). This was done For get information that can help lecturer increase performance they, improve qualification education, and develop relevant skills with work they (Nesi & Akobiarek, 2018).

RESEARCH METHODS

The research approach used in this study is a quantitative one. This study aims to obtain an overview and analysis of lecturer performance on student satisfaction (Neswardi, Yoyet, Yuanita, & Iwadiyah, 2022). The population in this study was all students of the Indonesian Language Education Study Program (Benyamin & Gracia, 2022). The current sampling method used is purposive sampling. The sample in this study was second-semester students of the 2024/2025 academic year of the Indonesian Language Education Study Program (Setiadi, 2021).

The instrument used to measure the Student Satisfaction Index for lecturer performance was adapted from the lecturer certification instrument of the Directorate

General of Higher Education, which consists of four assessment aspects, namely: (1) Pedagogical Competence; (2) Professional Competence; (3) Personality Competence; and (4) Social Competence, which were then developed into 32 statement items (Novita & Yulianti, 2020). The data in this survey were obtained from distributing questionnaires in the form of a 4 (four) level Likert Scale (Waruwu, 2022). Each student's response in the questionnaire was calculated using the formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P=Percentage number

f=Frequency of answers

N= Number of Students

Then, categorize the level of student satisfaction with the performance of lecturers in providing learning at the FKIP Hkbp Nommensen University, Pematangsiantar.

RESULTS AND DISCUSSION

Based on results questionnaire data analysis satisfaction students, performance Indonesian language lecturer overall show category tall to very high in majority indicator assessment (Hasanah & Suyadi, 2020). This is reflect that lecturer has carry out duties and responsibilities answer education with Enough good, especially in prepare learning, mastering material, and create atmosphere conducive learning (Utami, 2023).

The lecturer shows excellent performance in matter readiness teaching. Mastery material with 61.29% gain in the "very appropriate " category indicates that lecturer own competence strong academics. Giving chance ask with 80.64% gain in the "very appropriate " category indicates that lecturer apply approach learning interactive and dialogic. Creation atmosphere enjoyable class (80.64 %) also shows that lecturer succeed optimize climate positive learning, which is foundation important For process success (Sinollah, Kholid, & Arsyianto, 2020).

In this aspect material teaching, lecturer has finish all material in accordance syllabus (51.61% very appropriate) and successful guard focus learning on core material (83.87% appropriate), which shows that lecturer proactive in follow dynamics knowledge knowledge. However, lecturers must notice availability book text that is still making 12.90% of students " not know " or feel " no easy obtained " for access source Study.

In terms of discipline teaching, lecturer show good commitment in presence (45.16% very appropriate) and not postpone studying without reasons (58.06%). However, the accuracy time presence only 54.83% agreed, with 19.35% feeling " no" according to " and find that There is a number of things to do improved (Jehamin, Syam, & Setyasih, 2020). This is important Because discipline time teach student (Ubaidah, Trisnamansyah, Insan, & Harahap, 2021).

In terms of evaluation teaching, objective assessment (45.16% appropriate) and suitability material exam with syllabus (67.74% appropriate) already walk with good. However, only 61.29% of the results returned test with notes or comment appropriate, and

19.35% said " no know " indicates the necessary areas improved (Wena, 2018). Appropriate feedback time and thoroughness are very important For support learning meaningful students (Timu, Wangge, & Mbabho, 2020). Giving values and education character in aspects personality lecturer show that the teacher understands role important education character in learning. Authority lecturers, who reached 48.38% compliance, also showed that teachers have authority academic and moral recognition students (Citra & Rosy, 2020). However, for build deeper relationship near with students, accessibility lecturer to outside class must improved because 16.12% of student still " no know " (Djamarah & Zain, 2019).

In a way Overall, the performance of Indonesian language teachers shows that his teacher proficient and dedicated. To increase performance students, teachers can concentrate on (1) improving accuracy time in class, (2) giving more comments comprehensive about return results evaluation, (3) improve accessibility outside class, and (4) create source Study more easy accessible. Quality learning will Keep going increase and satisfaction student towards the educational process will increase.

Table 1. Evaluation Results performance lecturer aspect competence

Aspect Competence	Average Score (%)	Category Satisfaction
Readiness Teach	56.05	Very high
Teaching Materials	37.63	Medium-High
Discipline Teach	36.29	Medium-High
Evaluation Teach	24.92	Currently
Lecturer Personality	49.65	Tall
Overall Average	40.91	Tall

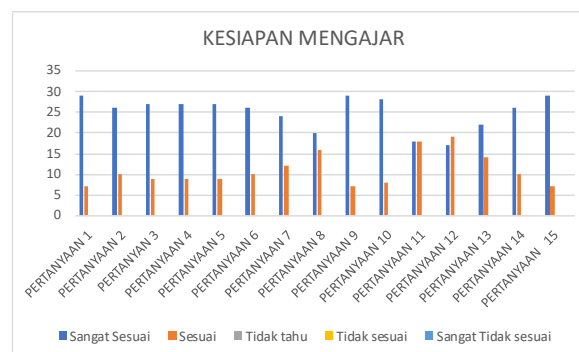


Figure 1. Graph percentage response student to readiness teach lecturer

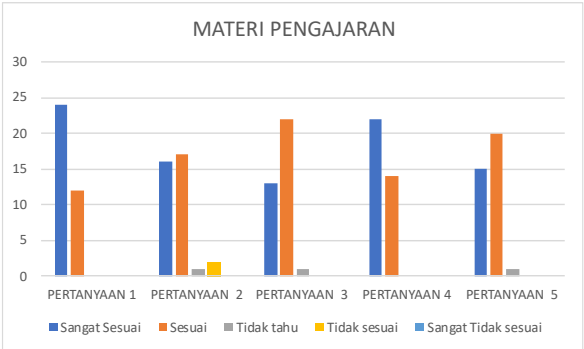


Figure 2. Graph percentage response student to material teaching lecturer

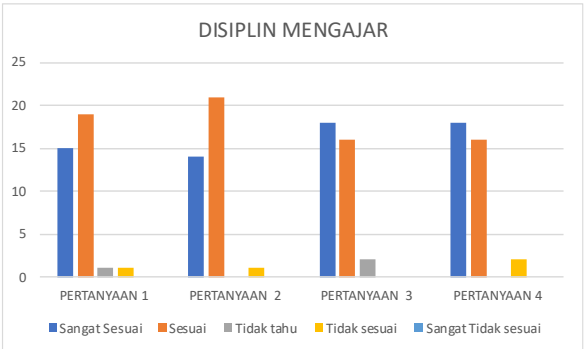


Figure 3. Graph percentage response student to discipline teach lecturer

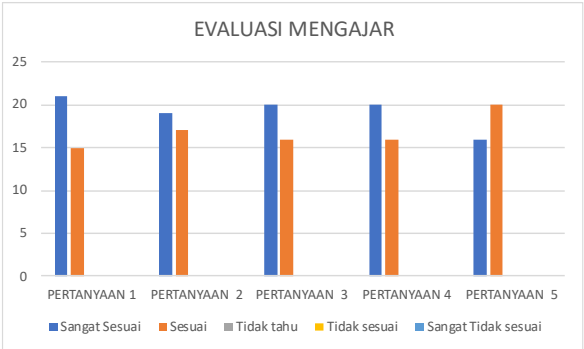


Figure 4. Graph percentage response student to evaluation teach lecturer

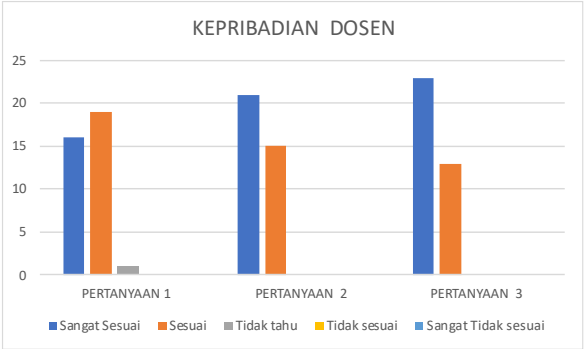


Figure 5. Graph percentage response student to personality lecturer

CONCLUSION

Based on results study about analysis performance lecturer of the Indonesian Language Education Study Program at the FKIP HKBP Nommensen University, Pematangsiantar, can concluded that level satisfaction student to performance lecturer in a way overall is in the category tall with an average score of 40.91%. This is show that student in a way general satisfied with performance lecturer in operate task teaching and responsibility answer academic.

In this aspect readiness teaching, lecturer show very high performance with score 56.05%. The lecturer has prepare learning with good, master material with competence strong academics, as well as capable create atmosphere conducive and enjoyable class for students. This is is foundation important For success of the learning process.

Aspect material teaching show category currently until tall with score 37.63%. The lecturer has finish material in accordance with syllabus and able guard focus learning on core material. However, the availability and accessibility book text Still need improved For make it easier student in access source supportive learning understanding deep.

In this aspect discipline teach with score 36.29%, lecturer show commitment in matter presence and absence postpone studying without reason. However, accuracy time presence Still need improvement Because Still there is a number of case delays that can occur influence discipline and learning student.

Aspect evaluation teach get score 24.92% in category medium, which is score lowest among aspect others. Assessment Already Enough objective and material exam in accordance with syllabus, however giving bait comprehensive and appropriate feedback time Still need improved For support learning meaningful and developmental academic student.

In this aspect personality lecturer with score 49.65%, lecturer show good understanding to role important education character. Authority lecturer Already recognized by students, but accessibility lecturers outside class Still need improved For build deeper relationship close and supportive.

In a way overall, research This answer objective For know level satisfaction student to performance Indonesian language lecturer. Research results show that lecturer has operate task with Enough good, but Still there is a number of necessary aspects developed For increase quality learning and satisfaction student optimally.

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