R E S E A R C H   A R T I C L E

Analysis of Student Satisfaction with the Performance of Lecturers in the Digital Business Study Program at Pelita Bangsa University

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Abstract

The development of tertiary education is currently very rapid, especially as the need for education is very much needed by students, so it is mandatory for all tertiary institutions to really pay attention to the quality of lecturers, which has an impact on the level of satisfaction of students from Pelita Bangsa University's Digital Business study program. This research is classified as quantitative, so the discussion carried out is data obtained from research which is the result of SPSS 25.0 analysis, observation, interviews and questionnaires. The type of sample used was purposive sampling. From the research, the results obtained are that based on SPSS 25.0 data, we can conclude that students who feel satisfied with the performance of Digital Business lecturers with the highest score are Empathy with a total of 30% and the lowest is stable with 12.2%. Then in the quite satisfied category, the highest score is still Empathy with 31.1% and the lowest is 11.1%, namely responsiveness. Dissatisfied category with 2 out of 5 Tangible 64.4 and Responsiveness 35.6%.

Keyword: Students, Lecturers, Performance.

Introduction

The current perspective on education has become more advanced and more in-depth, reflecting the broader community. This is particularly true of the quality and competence of a university itself. This is evident in the performance of the teaching and administrative staff within a university. Internal and external factors influence optimal student academic achievement. Internal factors influence academic achievement, while external factors include the student's surrounding environment. This is in line with the opinion of Rahmawati, Siswandari, and Ivada (2013) in Wahyuningsih et al., 2022, who stated that internal factors that can influence student achievement include physical factors, psychological factors, and fatigue. Furthermore, external factors that can influence academic achievement include family factors, school factors, and community factors (Sukmanasa et al., 2017). One important external factor in the education system is the teaching staff.

The rapid growth of higher education is coupled with the emergence of numerous competitors in the education sector, including the establishment of new campuses with various facilities and qualities. The quality of an educational institution can be seen from the quality of its graduates. Student achievement as university graduates will be considered crucial for entering the workforce, as increasingly dynamic corporate needs demand a high level of education for university graduates. Therefore, the higher the student's achievement, the higher the quality of the graduates. Universities play a crucial role in supporting intellectual, creative, and professional development, according to Widya (2025).

Behind all this, achieving the best graduates is not only measured by academic achievement; universities must also provide high-quality services, one of which is the performance of their lecturers. Performance itself reflects the level of achievement or implementation of a program, activity, or policy in realizing the goals, vision, and mission outlined in the planning. With high-quality lecturer performance, students will experience satisfaction in their learning process. Satisfaction is defined as the level of a person's feelings after comparing their perceived performance/results with their expectations. Student satisfaction is essential in TQM (Total Quality Management), therefore a university must identify the needs of students carefully and try to satisfy them by viewing students as the main customers who must be served. Therefore, universities are responsible not only in providing theoretical knowledge, but also responsible not only in providing professional attitude knowledge needed by the world of work according to (Widawati & Siswohadi, 2020) therefore, evaluation of the quality of learning in universities is essential to ensure that the curriculum, teaching methods and

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digital learning facilities become new and interactive learning methods. Lecturer performance is the result or level of success of a person overall during a certain period in carrying out tasks compared to various possibilities, such as work result standards, targets or goals or criteria that have been determined in advance according to (Sukmanasa et al., 2017) such as work result standards, targets or goals or performance that have been determined in advance and have been mutually agreed upon.

Method
Basic Research Framework

Approach research used in study This is with use approach quantitative research quantitative can done with SPSS calculations . Research This aim For get overview and results analysis from performance lecturer on satisfaction students . The data obtained from study This is results SPSS 25.0 analysis , observation , interviews , and questionnaires . The type of sample used moment This there is with purposive sampling.

Students who feel satisfied with lecturer performance.

Table 1 Level of Satisfaction Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tangible	11	12.2	12.2	12.2
	Reliability	13	14.4	14.4	26.7
	Responsiveness	16	17.8	17.8	44.4
	Assurance	23	25.6	25.6	70.0
	Empathy	27	30.0	30.0	100.0
	Total	90	100.0	100.0	

Based on the results above, it can be seen that the value of each is V Tangible of 12.2, Reliability of 14.4, Responsiveness of 17.8. Assurance of 25.6 and Empathy of 30.0 if the total of all the results is 100.0 and it is known that the lowest percentage is V Tangible 12.2 and the highest percentage value is Empathy of 30.0

Students who feel quite satisfied with the performance of the lecturer

Table 2 Student Satisfaction Level
QUITE SATISFIED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tangible	13	14.4	14.4	14.4
	Reliability	16	17.8	17.8	32.2
	Responsiveness	10	11.1	11.1	43.3
	Assurance	23	25.6	25.6	68.9
	Empathy	28	31.1	31.1	100.0
	Total	90	100.0	100.0	

Valid Tangible lowest percentage Valid Tangible lowest percentage 11 and highest percentage 12.2. Based on the results above, it can be seen that the value of each is V Tangible of 14.4, Reliability of 17.8, Responsiveness of 11.1. Assurance of 25.6 and Empathy of 31.1 if the total of all the results is 100.0 and it is known that the lowest percentage is V Tangible 14.4 and the highest percentage value is Empathy of 31.1.

Students who feel dissatisfied with the performance of lecturers

TABLE 3. Level of Student Dissatisfaction
NOT SATISFIED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tangible	58	64.4	64.4	64.4
	Responsiveness	32	35.6	35.6	100.0
	Total	90	100.0	100.0	

Based on the results above, it can be seen that the results of V Tangible are 64.4 and the results of Responsiveness are 35.6.

Results and Discussion

Based on the data, we can conclude that students who are satisfied with the performance of management lecturers with the highest score are Empathy with a total of 30% and the lowest is tangible with 12.2%. Then in the fairly satisfied category, the highest score is still Empathy with 31.1% and the lowest is 11.1%, namely responsiveness. The dissatisfied category with 2 out of 5 indicators is Tangible 64.4% and Responsiveness 35.6%. This study discusses student satisfaction with the performance of management lecturers, where the results obtained in general show that almost all aspects of students feel satisfied. The aspects studied consist of tangible aspects, reliability, responsiveness, assurance, and empathy. (Nurul Izna Azkya et al., 2022) Describes student satisfaction with learning which can be seen from 5 dimensions of satisfaction, namely:

(a) Tangible is the physical dimension. A service cannot be smelled or touched, so physical evidence is important as a measure of service. Tangible is the ability to provide adequate physical campus facilities and lecture equipment, including the appearance of lecturers and general facilities, for example: the availability of infrastructure. Students will assess the quality of learning based on all available facilities and infrastructure.

(b) Reliability, which is a dimension that measures the reliability of higher education in providing services to its students. There are two aspects of this dimension, namely 1) the ability of lecturers to provide learning methods as promised and, 2) the extent to which lecturers provide learning accurately. Reliability is the ability of lecturers to provide learning according to what was promised (on time), immediately, relevantly and accurately so as to satisfy students.

(c) Responsiveness is a dynamic dimension of service quality. Responsiveness is the willingness and responsiveness of lecturers to assist and provide learning tailored to students' needs. This dimension is evident in situations where lecturers are readily available for consultations. Student expectations regarding the accuracy of service will always change over time.

(d) Assurance, namely the quality assurance dimension related to the behavior of teaching staff or lecturers in instilling a sense of trust and confidence in students. Assurance includes competence, knowledge, skills, and politeness. There are four aspects of the assurance dimension, namely friendliness, competence, credibility, and security.

(E) Empathy is the attitude of lecturers in providing wholehearted service, such as personal attention and understanding that each student has different abilities and needs. (Margono, 2005: 11).

Conclusions and Recommendations

Conclusion of the research we are researching is satisfaction student to performance lecturers in the study program management of Pelita Bangsa University in a way general can it is said Good Because

only there are 2 indicators of the 5 perceived indicators No satisfying for student namely tangible at 64.4% and responsiveness at 35.6 %.

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