

PERFORMANCE ANALYSIS OF DISEN BASED ON STUDENT PERCEPTIONS

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Abstract: This study aims to analyze lecturers' performance based on students' perceptions in the English Education Study Program at Universitas HKBP Nommensen Pematangsiantar by adapting five service quality dimensions (SERVQUAL), namely reliability, assurance, responsiveness, empathy, and tangibles. A quantitative approach with a survey design was employed, involving 42 students selected from those who had attended courses taught by the lecturers under evaluation; data were collected using a closed-ended questionnaire with a five-point Likert scale consisting of lecturer performance items mapped onto the five SERVQUAL dimensions. The data were analyzed descriptively by calculating the mean and percentage for each dimension, which were then converted into the Respondent Achievement Level (RAL) and the Customer/Student Satisfaction Index (CSI) to describe students' performance achievement and satisfaction levels for each dimension. The results show that all SERVQUAL dimensions fall into the high to very high satisfaction categories, with mean scores above 4.0 (on a 1–5 scale) and CSI values above 85% for all dimensions; reliability has the highest CSI ($\approx 90.6\%$), followed by assurance and empathy ($\approx 88\%$), responsiveness ($\approx 87.2\%$), and tangibles ($\approx 86\%$). These findings indicate that lecturers' reliability in preparing and delivering lectures and the assurance of academic quality (subject-matter mastery and fairness in assessment) constitute the main strengths in students' perceptions, while responsiveness, empathy, and the use of learning technology are also perceived as very good, but still offer room for improvement. The study recommends that the study program maintain existing high-quality teaching practices while strengthening policies and professional development programs for lecturers in terms of time discipline, the intensity of communication and academic guidance, and the optimization of learning technologies, so that academic service quality and student satisfaction can be further enhanced.

Keywords: Lecturer Performance; SERVQUAL

1. INTRODUCTION

Lecturer performance is one of the main determinants of the quality of higher education and the competitiveness of graduates in facing global competition (Trainin & Okundate, 2022). In the English language education study program, the quality of the teaching and learning process is not only determined by mastery of the material, but also by the lecturer's ability to manage the class, facilitate academic interactions, and encourage student learning independence (Khoir et al. 2023). Initial analysis shows that HKBP Nommensen Pematangsiantar University must be open to student perceptions to see lecturer performance which is an important indicator to assess the extent to which the

educational process has been running effectively as well as being a basis for institutional reflection to make continuous improvements (Li et al. 2025).

Lecturer performance evaluation has sparked debate between approaches that emphasize administrative-based assessments and those that prioritize student learning experiences as the primary source of information. Student evaluation of teaching (SET) has become the most widely used instrument to assess lecturers' teaching performance (Patfield et al. 2025) but its validity and reliability continue to be a topic of discussion among academics. On the one hand, SET is seen as capable of capturing dimensions of instructional quality, learning innovation, and lecturers' time commitment; on the other hand, criticisms have been directed at possible student bias, the influence of likeability factors, and differences in perceptions across student groups. This can also influence assessments of lecturer performance (Pounder, 2017). Theoretically, explanations related to educational quality make the study of student perceptions of lecturer performance relevant for continued study, especially in the context of specific study programs and institutions (Sáez-Zamacona et al. 2020).

The importance of this research is also related to empirical findings showing that students' perceptions of lecturers' teaching performance are positively correlated with their learning satisfaction and academic success (Rahmawati et al. 2023). Research on lecturer performance evaluations at various Indonesian universities found that lecturers' performance in preparing, opening, managing the core, and closing learning significantly influences student satisfaction levels (White, 2020). Other research confirms that students' perceptions of lecturers' knowledge, work attitudes, and teaching skills are closely related to the quality of the learning experience and student learning outcomes (Felszeghy et al. 2019). Therefore, mapping lecturer performance from a student perspective is important not only for lecturer professional development but also strategically important for improving the quality of academic services in study programs (Mandasari & Aminatun, 2020).

Other studies have also examined student perceptions of lecturer performance or competence in various contexts (Silalahi, 2021). reported that student perceptions of lecturers' knowledge, attitudes toward work, and teaching skills were positively related to lecturer performance in the classroom and student academic achievement at the International Islamic University Malaysia. that student perceptions of teaching performance can be an important predictor of teaching effectiveness in higher education,

especially when measured multidimensionally, encompassing pedagogical, communication, and academic support aspects. In Indonesia, another study of English language students found that lecturers' pedagogical competence including planning, delivery, and assessment was generally perceived as good to excellent, and this serves as a basis for efforts to improve the quality of English language teaching in higher education (Spooren & Christiaens, 2017).

This paper is important to provide critical recommendations for study programs in higher education that have not been widely answered by previous studies, particularly regarding the context of English language education study programs at regional private universities such as HKBP Nommensen University, Pematangsiantar (Wahyudi, 2020). Previous studies tend to focus on large universities, state universities, or non-teaching study programs, and not many have specifically examined the dimensions of English language lecturer performance based on student perceptions in English language education study programs. In fact, student characteristics, academic culture, and graduate competency demands in English language education programs have their own uniqueness, for example, the demand for mastery of language pedagogy, the ability to integrate language skills with teaching methods, and academic communication skills in English (Adhan et al. 2019). The novelty of this research lies in its focus on analyzing in-depth the performance of lecturers in the English Language Education Study Program at HKBP Nommensen University, Pematangsiantar, based on student assessments, by highlighting the teaching aspects that most determine the quality of learning in that local context.

Based on the description above, this study aims to analyze lecturer performance based on student perceptions in the English Language Education Study Program at HKBP Nommensen University, Pematangsiantar comprehensively. This study is directed to reveal how students assess lecturer performance in the dimensions of material mastery, teaching methods, interaction and communication in the classroom, and applied learning assessment practices. In addition, this study aims to identify aspects of lecturer performance that are perceived as strong and aspects that are still considered weak by students, so that relevant recommendations can be formulated for study programs and faculties in designing strategies for developing lecturer performance and improving the quality of learning at HKBP Nommensen University, Pematangsiantar (Saputra, 2020).

2. RESEARCH METHODS

This study uses a quantitative approach with a survey design to analyze lecturer performance based on student perceptions of five adapted service quality dimensions (SERVQUAL), namely reliability, assurance, responsiveness, empathy, and tangibles (Tiutiunnyk, 2022). The study population was all active students of the English Language Education Study Program at HKBP Nommensen University, Pematangsiantar, while the study sample consisted of 42 students who had attended lectures with the lecturers being assessed, thus having direct experience with the evaluated learning process (Retnowati et al. 2017). Data collection was carried out using a five-point Likert-scale closed questionnaire (very appropriate, appropriate, don't know, inappropriate, very inappropriate) arranged in the form of statements that represent the SERVQUAL dimensions (Table 1) in the context of lecturer performance, such as teaching readiness, material mastery, teaching discipline, learning evaluation, lecturer personality, and technology utilization (Wahyudi, 2018).

Table 1. SERVQUAL dimensions

Servqual Dimensions	Item Code	Statement
Tangibles	K16	Lecturers are skilled at using modern technological means in giving lectures.
	K1	The lecturer provides the course syllabus.
	K2	The lecturer discusses the syllabus with students.
	K3	Lecturers provide reading materials that are in accordance with the syllabus material.
Reliability	K6	The lecturer always gives concrete examples when explaining something.
	D2	The lecturer completed the lecture according to the specified time.
	D3	Lecturers rarely cancel lectures without a clear reason.
	K7	The lecturer is very communicative in the learning process.
	K9	The lecturer teaches neither too fast nor too slow so that it is easy for students to understand.
Responsiveness	K10	Lecturers always give students the opportunity to ask questions.
	D1	The lecturer was present on time according to the lecture schedule.
	D4	Lecturers manage learning time effectively during lectures.

Assurance	K4	The lecturer demonstrates mastery of the course material.
	K5	The lecturer teaches the material using effective methods.
	K11	The course material has increased and expanded students' knowledge and insight.
	K12	Students feel satisfied after taking the course.
	K13	The course is very easy for students to understand.
	E1	The lecturer explains the assessment criteria from the beginning of the lecture.
	E2	The lecturer carries out the assessment according to the criteria that have been submitted.
	E3	Lecturers provide feedback on students' assignments and exam results.
	E4	Lecturers carry out assessments objectively and fairly.
	E5	The lecturer delivered the assessment results on time.
Empathy	P3	Lecturers set an example in their attitudes, speech, and behavior on campus.
	K8	Lecturers create a conducive classroom atmosphere and motivate students.
	K14	The lecturer creates a pleasant classroom atmosphere.
	K15	Lecturers show an attitude of respect for students and encourage or motivate students.
	P1	The lecturers are friendly and easy to approach by students.
	P2	Lecturers are willing to listen to students' complaints or learning difficulties.

The questionnaire instrument was developed by mapping each item into five adapted SERVQUAL dimensions (Table 1): reliability (syllabus provision, consistency of lecture implementation), assurance (mastery of material, clarity and fairness of assessment), responsiveness (responsiveness, communication, opportunity to ask questions, punctuality), empathy (respectful attitude, pleasant classroom atmosphere, concern for student difficulties), and tangibles (use of learning technology tools) (Widiastuti et al. 2019). Response scores were analyzed descriptively by calculating the average (mean) for each item and each dimension, as well as the percentage of responses in each Likert scale category to describe the tendency of student perceptions (Imron & Suyud El Syam, 2023). Furthermore, the Respondent Achievement Level (RAL) and Customer/Student Satisfaction Index (CSI) per dimension were also calculated, by

converting the average score into a percentage ($CSI \approx X / 5 \times 100\%$), so that a picture of the level of achievement and student satisfaction with lecturer performance in each SERVQUAL dimension was obtained which became the basis for interpreting the results, discussing, and formulating policy recommendations for improving the quality of learning (Sulistiari, 2024).

3. 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 (Suriadi et al. 2025). The collected data is presented in the following diagram:

Teaching Readiness

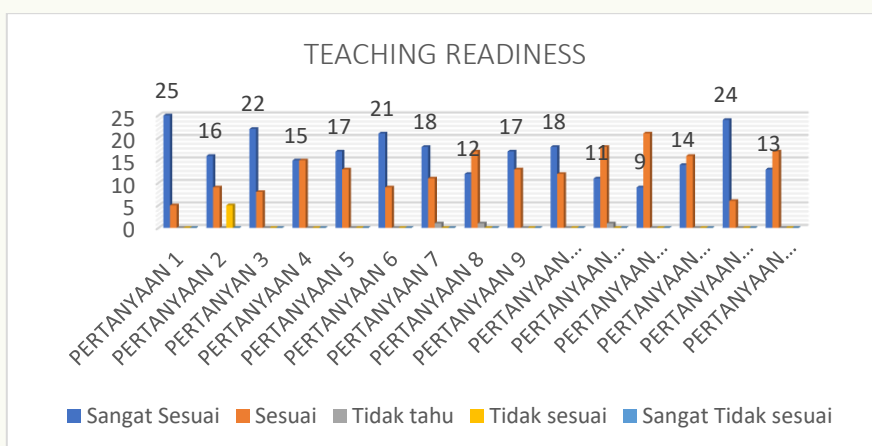


Figure 1. Teaching Readiness Dimension Diagram

In the teaching readiness dimension diagram (Figure 1), it appears that the majority of student responses placed the assessment in the “very appropriate” and “appropriate” categories, with an average overall score of around 4.53, so that almost all readiness indicators such as punctual attendance, preparation of lesson plans and teaching materials, and clarity of learning objectives were perceived as very good by students (Firmansyah et al. 2023).

Teaching Materials

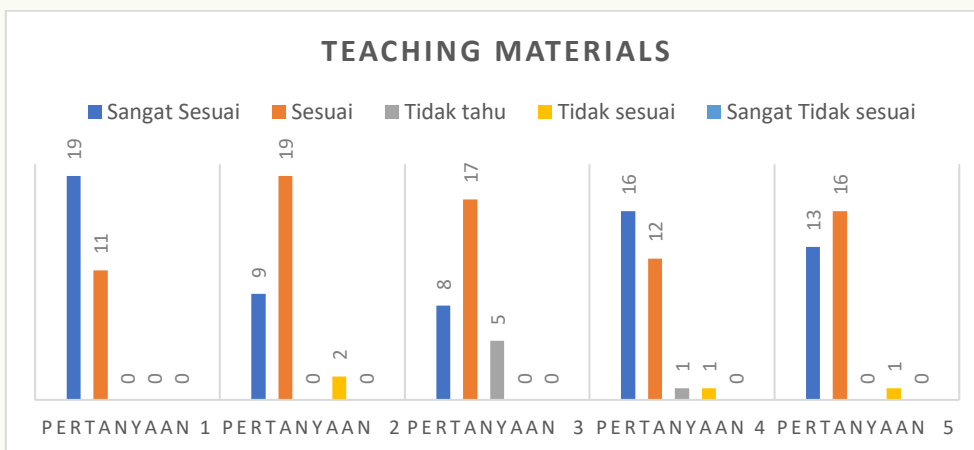


Figure 2. Teaching Material Dimension Diagram

The teaching material dimension diagram (Figure 2) shows a similar tendency, with an average of around 4.34 and a dominance of the “appropriate” and “very appropriate” categories, which indicates that the content of the material, relevance to English language education competencies, and the actuality of the examples used by the lecturer have met students' expectations (Jama et al. 2020).

Teaching Evaluation

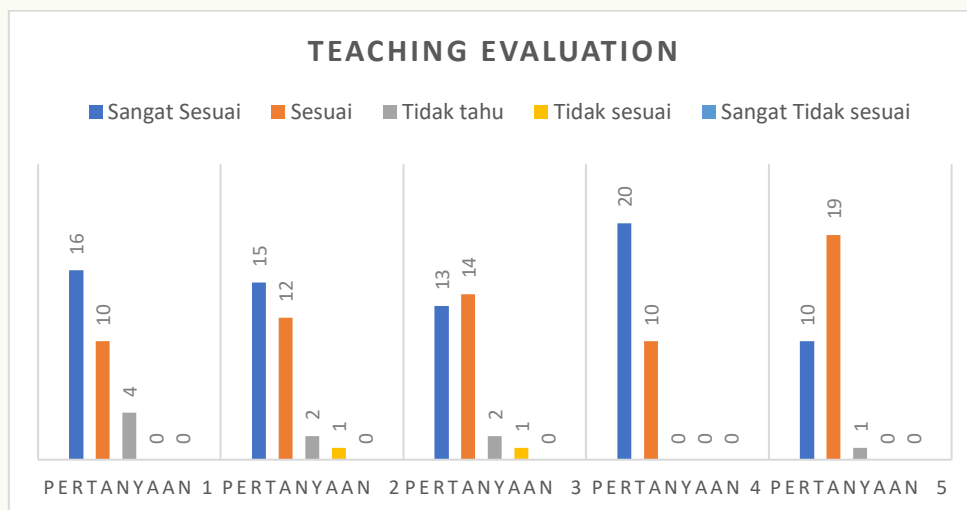


Figure 3. Teaching Evaluation Diagram

The teaching evaluation diagram (Figure 3) confirms that the evaluation system implemented by lecturers both in terms of clarity of criteria, assessment methods, and provision of feedback is viewed positively, with an average score of 4.41 and the majority of responses being “very appropriate” and “appropriate,” while the categories of “don't know” and “not appropriate” are relatively small (Dassan Gwajekera & Matiku Joshua, 2024).

Teaching Discipline

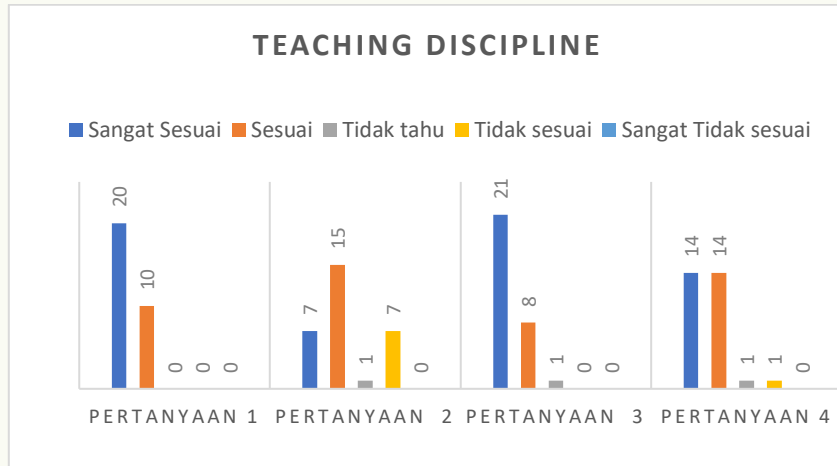


Figure 4. Teaching Discipline Diagram

In the teaching discipline diagram (Figure 4), although the average value of around 4.36 is still in the high category and most of the responses fall into the two highest categories, it can be seen that the proportion of “inappropriate” answers is slightly larger than other dimensions, so it can be interpreted that there is still a small number of students who feel inconsistency in terms of punctuality or utilization of lecture hours (Sagban, AlMumar, & Hashim, 2021).

Lecturer Personality

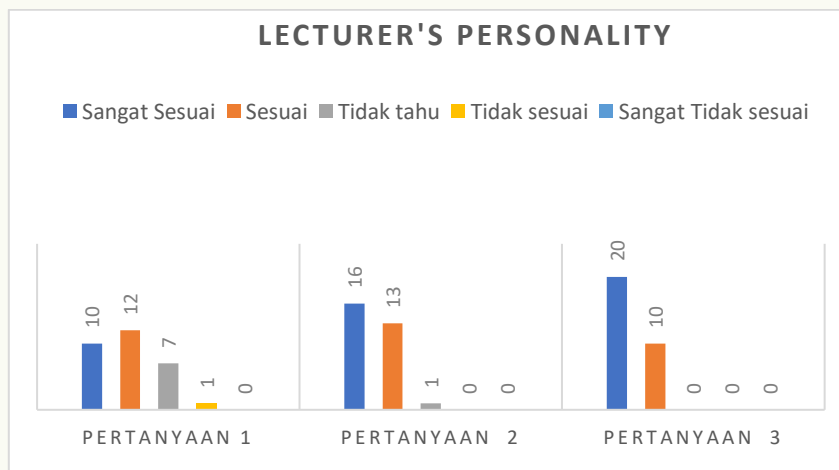


Figure 5. Lecturer Personality Diagram

In the lecturer personality diagram (Figure 5), the average score of around 4.40 with a dominance of “very appropriate” and “appropriate” assessments illustrates that lecturers are perceived as having good, friendly personalities and being able to be role models, although there still appears to be a larger portion of “don't know” assessments than other dimensions which can be interpreted as the limitations of some students in

interacting more closely with lecturers outside the formal context of the class (Yusnita et al., 2022). RAL per SERVQUAL dimension (student perception) is shown in Table 2.

Table 2. RAL per SERVQUAL dimension (student perception)

Servqual Dimensions	Main Aspects Measured	Mean (≈)	Respondent Achievement Categories
Reliability	Teaching readiness & consistency (syllabus, examples, etc.)	4.53	Very high
Assurance	Material, mastery, and exemplary behavior of lecturers	4.40–4.41	Very high
Responsiveness	Communication, opportunity to ask questions, punctuality	4.36–4.40	High–very high
Empathy	Classroom atmosphere, respect, support for students	4.40	Very high
Tangibles	Use of technology in learning	>4.30*	High–very high

Based Table 2 on the results of the RAL calculation per SERVQUAL dimension, the average score of students' perceptions of the quality of learning services is in the high to very high category, with the mean value of each dimension being above 4 on a scale of 1–5 (equivalent to more than 80% if converted to a percentage) (Ariastuti & Wahyudin, 2022). The dimension with the highest RAL is reliability, with an average of around 4.53, indicating that students consider lecturers to be very reliable in preparing and implementing lectures consistently, especially regarding the availability of syllabi, relevant teaching materials, and clarity of material delivery. Meanwhile, the dimension with the relatively lowest but still high RAL is tangibles, with an average of around 4.30, which means that the facilities and use of learning technology are considered good and satisfactory, although still slightly below the strength of the other dimensions (Tham, 2018).

These results are in line with the understanding that SERVQUAL can be used not only to assess the quality of corporate services, but also the quality of academic services in higher education through five quantitatively measured dimensions based on respondents' perceptions (Zahran, 2023). The average score for each dimension provides an overview of which service aspects have achieved excellent quality and which still need strengthening, so that student responses to perception statements can be used as a basis

for evaluating the quality of learning services. In the context of this study, the reliability and assurance dimensions that are already at very high levels in RAL and CSI need to be maintained in quality, while relatively lower dimensions such as tangibles and some responsiveness indicators deserve to be the focus of improvement, for example by strengthening the use of learning technology and improving the academic service system regarding the timeliness and speed of lecturer responses to student needs (Setyawan et al. 2022). CSI Result for five SERVQUAL Dimensions (student perceptions) is shown in Table 3.

Table 3. CSI Results for Five SERVQUAL Dimensions (student perceptions)

SERVQUAL Dimensions	Mean score (1–5)	CSI (%) ≈	Interpretation of satisfaction
Reliability	4.53	90.6	Very satisfied with the reliability of the lecturer
Assurance	4.41	88.2	Very satisfied with the competence & evaluation of lecturers
Responsiveness	4.36	87.2	Satisfied–very satisfied with the lecturer's responsiveness
Empathy	4.40	88.0	Very satisfied with the lecturer's concern
Tangibles	4.30*	86.0	Satisfied–very satisfied with the facilities/technology

The CSI calculation results show that the level of student satisfaction with the quality of learning services across the five SERVQUAL dimensions (Table 3) ranges from satisfied to very satisfied, with an index above 85% for all dimensions (Mulyani et al. 2020). The *reliability dimension* has the highest CSI value, at around 90.6%, indicating that students are very satisfied with the lecturers' reliability in preparing the syllabus, providing relevant teaching materials, and conducting lectures consistently according to the schedule and learning plan (Garnjost & Lawter, 2019).

The *assurance* and *empathy* dimensions also showed very high CSI values, around 88.2% and 88.0%, respectively, which can be interpreted as meaning that students feel very confident in the academic competence, fairness of evaluation, and the exemplary character of the lecturers, while also feeling strong emotional care and support in the learning process (Alzoraiki et al. 2023a). The *responsiveness dimension* has a CSI of around 87.2%, which remains in the satisfied–very satisfied category, indicating that lecturers are considered quite fast and responsive in communication, providing opportunities for questions, and time management, although there is still room for small

improvements regarding the consistency of responsiveness across all classes (Bawah & Wan Nasir, 2021).

tangibles dimension achieved a CSI of around 86.0%, making it the lowest among the five dimensions, but it remains in the satisfied–very satisfied category, meaning that lecturers' utilization of technology and learning facilities is good but not as high as the reliability and academic quality assurance dimensions (Duyar et al. 2015). This CSI pattern suggests that study programs need to maintain the quality of the already very strong dimensions—especially *reliability*, *assurance*, and *empathy*—while also prioritizing the responsiveness and *tangibles dimensions* for strengthening, for example through optimizing the use of learning technology and increasing the speed and consistency of academic services in the classroom (Firmansyah et al. 2023).

When associated with *the Customer/Student Satisfaction Index* (CSI), the average *reliability dimension* produces a CSI of around 90.6%, *assurance* around 88.2%, *responsiveness* around 87.2%, *empathy* around 88.0%, and *tangibles* around 86.0%, so that all dimensions fall into the satisfied–very satisfied category and can be aligned with the “*excellent*” category in the example of the SERVQUAL study presentation in higher education. This CSI index shows that students’ perceptions of the quality of lecturer services are overall very positive, with the main strengths lying in reliability and academic quality assurance, while aspects of responsiveness, empathy, and physical/technological facilities (*tangibles*) are also at a satisfactory level but still require attention to be continuously improved (Alzoraiki et al. 2023).

4. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

This study concludes that the performance of lecturers in the English Language Education Study Program at HKBP Nommensen University, Pematangsiantar, is perceived very well by students on five adapted service quality dimensions (SERVQUAL), namely reliability, assurance, responsiveness, empathy, and tangibles. The average assessment and RAL across all dimensions are in the high–very high category, with CSI above 85% for all dimensions, indicating that the research objective to analyze lecturer performance based on student perceptions is achieved by identifying that reliability and academic quality assurance are the main strengths, while responsiveness, empathy, and tangibles are also strong but still have room for

improvement in aspects of time discipline, interaction intensity, and optimization of learning technology.

SUGGESTIONS

Recommendations for strengthening can be directed at: (1) developing policies and training to improve academic discipline and lecturers' responsiveness to student needs; (2) more intensive mentoring or academic guidance programs to strengthen the empathy dimension; and (3) investing in and assisting with the use of learning technology so that the tangibles dimension rises to par with reliability and assurance, so that the overall quality of learning services becomes superior and has a positive impact on student satisfaction and academic success.

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