Student Satisfaction with Lecturer Performance at Pelita Harapan University

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Abstract

The study examined the relationship between student satisfaction and lecturer performance in higher education. This study aimed to identify and measure the relationship between student satisfaction levels and lecturer performance in the academic environment, as well as evaluate the validity and reliability of the research instruments used. This ex post facto research involved students from various majors at UPH Medan campus as the population. Samples were taken randomly using a proportional technique. Data were collected through a Likert scale-based questionnaire and analyzed using inferential statistics. Analysis steps include data grouping, tabulation, and hypothesis testing. Validity, reliability, and classical assumption tests were also applied to ensure the consistency and accuracy of the data. The results showed that all items in the questionnaire were valid, with the highest validity in item number 9 for student satisfaction and number 7 for lecturer performance. The instrument's reliability was also high, with Cronbach's Alpha values of 0.766 for student satisfaction and 0.773 for lecturer performance. The simple linear regression model shows that every one-unit increase in the student satisfaction variable increases lecturer performance by 0.260. The t-test and F-test confirm the significant effect of student satisfaction on lecturer performance, both partially and simultaneously. The Adjusted R Square value of 30.7% indicates that student satisfaction significantly influences lecturer performance. This study confirms that student satisfaction positively and significantly influences lecturer performance. This finding provides important implications for university management to improve lecturer performance through increasing student satisfaction.
Keywords: Student satisfaction; Lecturer Performance; Pelita Harapan University

Introduction

The law regulates the National Education System no. Article 20 of 2003 states that national education aims to educate the nation's life and develop it as a whole. In other words, it can be understood that national education educates people who are devout and have noble character.[1] Apart from that, you must have knowledge and skills.[2] However, Indonesia's position is considered developing, but it is still far behind developed countries in terms of human resources and the quality of learning.

Whether the education is good or bad depends on the quality of the lecturer's learning. One factor that needs to be considered to compete with other universities is student learning satisfaction with their institution. The spearhead of student satisfaction is the quality of the lecturers.[3] As a party that carries out the production process or delivers educational services to students. Good lecturer performance, if the lecturer follows lecture quality standards.[4] Where in a lecture, the lecturer has GBPP, Syllabus, SAP, lecture contracts, lecture materials, lecture media, quiz question archives, UTS, UAS questions and assignments available in printed form.[5]

Student satisfaction begins with understanding what students want from the educational institution where students study. One of the things that students need is good educational services (lecturer performance). Careful planning, adequate facilities and infrastructure, and supporting human resources are needed to support this.[6]

According to Oliver,[7] satisfaction is the level of a person's feelings after comparing their perceived performance/results with expectations, so the level of satisfaction is a function of the difference between perceived performance and expectations; if

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[1] Ach Sayyi, Abdul Gaffar, and Shofiyatun Nisak, "Transformation Of Islamic Religious Education: An Analysis Of The Implementation Of The Independent Curriculum In Class VII SMPN 3 Pamekasan," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 15–28.

[2] Undang-Undang Republik Indonesia, "Sistem Pendidikan Nasional," *Jakarta: Direktorat Pendidikan Menengah Umum* (2003).

[3] Alan McCabe and Una O'Connor, "Student-Centred Learning: The Role and Responsibility of the Lecturer," *Teaching in Higher Education* 19, no. 4 (2014): 350–359.

[4] Joseph Kigen Katwa et al., "Knowledge and Perception of Lecturers Regarding Problem-Based Learning as an Educational Approach in College of Health Sciences, Moi University" (2018).

[5] Lancelord Siphamandla Mncube, Luyanda Dube, and Patrick Ngulube, "The Role of Lecturers and University Administrators in Promoting New E-Learning Initiatives," *International Journal of Virtual and Personal Learning Environments (IJVPLE)* 7, no. 1 (2017): 1–11.

[6] Agung Setiadi, "Implementasi Game Permainan Timun Emas Berbasis Android," *Jurnal Informatika Dan Rekayasa Perangkat Lunak* 2, no. 3 (2021): 407–413.

[7] J Oliver, "Pengaruh Pajak Daerah, Retribusi Daerah, Dan Dana Perimbangan Terhadap Belanja Modal Pada Pemerintah Daerah Kabupaten Dan Kota Di Provinsi Jawa Tengah Tahun 2012-2016 Hilos Tensados, 1, 1–476," *Hilos Tensados* 1 (2019): 1–476.

expectations are met, customers will be disappointed. If performance meets expectations, consumers will be very satisfied. Meanwhile, if performance exceeds expectations, customers will be very satisfied. Consumer expectations can be shaped by past experiences, comments from relatives, and marketers' information.

Sulastri,[8] Herawati,[9] the level of student satisfaction is relative, depending on each student's perception of lecturer performance. Therefore, lecturers must strive to continuously improve services or performance-oriented towards meeting the needs and satisfying students' desires. The phenomenon in the field is that comments form student expectations from friends and acquaintances and information and promises from institutions and competitors. If an institution raises student expectations too high, students may be disappointed if the institution fails to meet them. On the other hand, if an institution sets student expectations too low, then the institution cannot attract enough prospective students even though students will be satisfied. A high level of satisfaction or pleasure will create a high emotional bond. Institutions need to shape their culture so that people within the institution aim to please students.[10]

Following Pilar's research quoted from Maya Setiawardani,[11] which concluded that if consumers who feel satisfied can influence just one friend or colleague regarding the greatness of a product or service offered by a company and ultimately bring in a new consumer or customer, then the value of that first consumer or customer doubles. If this is analogous to higher education, the more students who enter a particular university will increase the value of the university itself, meaning it will give a good image to that university.

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[8] Tuti Sulastri, "Analisis Kepuasan Mahasiswa Terhadap Kinerja Dosen," *Optimal: Jurnal Ekonomi Dan Kewirausahaan* 10, no. 2 (2016): 167–184.

[9] Herawati Herawati et al., "The Effect of Workload, Supervisor, and Coworker Supports on Job Performance through Job Satisfaction," *International Journal of Finance, Economics and Business* 2, no. 1 (2023): 13–33.

[10] Sunarni Sunarni, "Pengaruh Penggunaan Media Wall Chart Terhadap Peningkatan Prestasi Belajar Siswa Pada Mata Pelajaran Fiqih," *Molang: Journal Of Islamic Education* 1, no. 01 (2023): 26–34.

[11] Maya Setiawardani, "Pengaruh Kualitas Pelayanan Administrasi Akademik Terhadap Kepuasan Mahasiswa Politeknik Negeri Bandung," *Jurnal Riset Bisnis Dan Investasi* 4, no. 1 (2018): 40–56.

Some studies also show that lecturers' job satisfaction can affect their interactions with students; Jati Ariati,[12] Yayuk Chayatun,[13] Reni Yuniasanti,[14] lecturers who are satisfied with their jobs tend to be more caring, supportive, and responsive to student needs. This creates a positive learning climate where students feel cared for and encouraged to achieve learning achievements.

Based on the background above, the author is interested in developing a mini-research entitled "Student Satisfaction with Lecturer Performance at Pelita Harapan University." The objectives to be achieved in this research are to increase insight for the author regarding student satisfaction with the performance of lecturers on campuses in Medan City, as material for consideration for higher education leaders regarding improving the performance of lecturers on campuses in Medan City, and as material for consideration—reference for future researchers.

This study examines several issues, including student satisfaction with the planning, implementation, teaching methods used, assessment, and guidance prepared by lecturers at UPH Medan Campus. This includes students' evaluation of lecturers' engagement in delivering the material as well as the effectiveness of the learning in helping them understand and master the material. These issues are essential to research to understand how various aspects of the learning experience at UPH Medan Campus affect student satisfaction. Thus, the results of this study are expected to provide valuable insights to improve the quality of education and student learning experience at the institution.

Research Method

This Ex post facto research aims to determine whether or not there is a relationship between a phenomenon, and if there is, how much degree of relationship exists between several variables studied. However, it cannot be known whether the relationship is causal.[15] This study's independent variable is student satisfaction, while the dependent variable is lecturer performance.

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[12] Jati Ariati, "Subjective Well-Being (Kesejahteraan Subjektive) Dan Kepuasan Kerja Pada Staf Pengajar (Dosen) Di Lingkungan Fakultas Psikologi Universitas Diponegoro," *Jurnal Psikologi Undip* (2017).

[13] Yayuk Chayatun Machsunah and Ratna Nurdiana, "Persepsi Kepuasan Kerja Di Perguran Tinggi," *Journal of Education and Religious Studies* 2, no. 01 (2022): 1–6.

[14] Reni Yuniasanti and Fachmi Budi Setyawan, "Kepuasan Kerja Pada Tenaga Penunjang Akademik Ditinjau Dari Dukungan Sosial Rekan Kerja Di Universitas Mercu Buana Yogyakarta," *Jurnal Psikogenesis* 4, no. 1 (2016): 25–40.

[15] Baso Intang Sappaile, "Konsep Penelitian Ex-Post Facto," *Jurnal Pendidikan Matematika* 1, no. 2 (2010): 1–16.

The population in this study were all students majoring in accounting, management, hospitality, law, and information systems at the UPH Medan campus. The sampling technique was carried out using proportional techniques, and the samples taken were randomly selected (random sampling); the data collection technique used was a Likert scale questionnaire technique.[16]

The data in this study were analyzed using inferential statistics to test the research hypothesis. Data processing was carried out by applying inferential statistical formulas to test the hypotheses proposed by researchers.[17] The steps of data analysis include grouping data based on variables and types of respondents, tabulating data, and testing hypotheses. Dimensions of Student Satisfaction. With this approach, the research is expected to provide a clear picture of the relationship between student satisfaction levels and lecturer performance in the academic environment.

Findings And Discussion

Respondent Data

Based on the questionnaire or response questionnaire given to students online using Google Forms, the results of the student response questionnaire are as follows:

Table 4.1
Respondent Data on Gender and Age

Gender		Age	
Man	Woman	18 – 20	21 – 25
10	18	19	9
28		**28**	

Based on gender, there were 18 (64.28%) female respondents and 10 male respondents (35.72%). This shows that more female respondents were involved in this research than male respondents, and the difference was only 8 people. However, it can be said that the composition of male and female respondents is balanced.

Table 4.2
Respondent Data on Gender and Age

Semester				Departemen		
3	4	> 5	Alumni	Accounting	Management	Information System
11	9	2	6	7	10	11
28				**28**		

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[16] Viktor Handrianus Pranatawijaya et al., "Penerapan Skala Likert Dan Skala Dikotomi Pada Kuesioner Online," *Jurnal Sains Dan Informatika* 5, no. 2 (2019): 128–137.

[17] Eng Yeri Sutopo and Achmad Slamet, *Statistik Inferensial* (Penerbit Andi, 2017).

Based on the existing semester, in semester 3, there were 11 people (39.28%). In semester 4, there were 9 people (32.14%); above semester 5, there were 2 (7.14%) and there were 6 alumni (21.42%) %). Meanwhile, 7 people are majoring in accounting (25%), majoring in management there are 10 people (35.71%), and majoring in information systems there are 11 people (39.28%).

Validity and Reliability Test Results

1. Validity test

The aspect of measuring validity is that if r count > r table, the statement is declared valid. Conversely, if r count ≤ r table, it is declared invalid. With a significance level (α) of 5% (0.05) with the number of respondents (n) = 100, the r table value can be seen in the table of r product moment value for row N = 100, which is 0.195. The results of the validity test of Student Satisfaction Level (X) can be seen in the following table:

Table 4.1
Student Satisfaction Level Variable Validity Test Results (X)

Question Item	Correlation Results	R tabel 5%	Information
X1	0,903	0.3494	Valid
X2	0,758	0.3494	Valid
X3	0,781	0.3494	Valid
X4	0,836	0.3494	Valid
X5	0,844	0.3494	Valid
X6	0,797	0.3494	Valid
X7	0,845	0.3494	Valid
X8	0,895	0.3494	Valid
X9	0,932	0.3494	Valid
X10	0,835	0.3494	Valid
X11	0,829	0.3494	Valid
X12	0,812	0.3494	Valid
X13	0,758	0.3494	Valid
X14	0,759	0.3494	Valid
X15	0,781	0.3494	Valid
X16	0,856	0.3494	Valid
X17	0,864	0.3494	Valid
X18	0,883	0.3494	Valid
X19	0,679	0.3494	Valid
X20	0,667	0.3494	Valid

The validity results on the student satisfaction variable (X), as in the table above, show that the correlation between the items (statements) and the total score

(rxy) shows results that are greater than the r table with a significance level of 5% so that all marketing mix variable statements are valid. The statement item with the highest validity is statement number 9, with a calculated r value of 0.944. In contrast, the statement that has the lowest validity is statement number 19, with a calculated r value of 0.765.

The results of the performance variable validity test (Y) can be seen in the following table:

Table 4.2
Performance Variable Validity Test Results (Y)

Question Item	Correlation Results	R tabel 5%	Information
Y1	0,767	0.3494	Valid
Y2	0,798	0.3494	Valid
Y3	0,877	0.3494	Valid
Y4	0,887	0.3494	Valid
Y5	0,765	0.3494	Valid
Y6	0,856	0.3494	Valid
Y7	0,628	0.3494	Valid
Y8	0,740	0.3494	Valid
Y9	0,859	0.3494	Valid
Y10	0,849	0.3494	Valid
Y11	0,669	0.3494	Valid
Y12	0,664	0.3494	Valid

The validity results on the lecturer performance variable (Y), as in the table above, show that the correlation between the items (statements) and the total score (rxy) shows results that are greater than the r table with a significance level of 5% so that all statements on the lecturer performance decision variable are valid. The statement item with the highest validity is statement number 7, with a calculated r value of 3. In contrast, the statement with the lowest validity is statement number 7, with a calculated r value of 0.877.

2. Reliability Test

Reliability tests are carried out to determine the consistency of measuring instruments. The results of the reliability test for the variable level of student satisfaction (X) and lecturer performance (Y) can be seen in the following table:

Table 4.3
Reliability Test Results

No	Variable	Cronbach's	N of Items	Information

		Alpa		
1.	Student Satisfaction	0,766	21	Reliable
2.	Performance	0,773	13	Reliable

The reliability test results in Table 4.3 show that the Cronbach's alpha value for the student satisfaction and performance variables is greater than 0.6, so it can be concluded that all items measuring the student satisfaction and performance variables in the questionnaire are reliable.

Testing Requirements Analysis

1. Normality test

The method for testing data uses Kolmogorov-Smirnov > 0.05, so the normality assumption is met. To find out the results of the normality test, you can see the following table:

Table 4.4
Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			44
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		5.12615348
Most Extreme Differences	Absolute		.152
	Positive		.142
	Negative		-.152
Test Statistic			.152
Asymp. Sig. (2-tailed)			.012[c]
Monte Carlo Sig. (2-tailed)	**Sig.**		**.238[d]**
	99% Confidence Interval	Lower Bound	.227
		Upper Bound	.249
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 10000 sampled tables with starting seed 2000000.			

Table 4.4 above shows the normality test results showing a significance value of 0.238 > 0.05. So, it can be concluded that the data is normally distributed.

2. Multicollinearity Test

According to (Purba et al., 2021), to determine whether there are symptoms of correlation between the independent variables is to carry out a multicollinearity test. Based on the results of the multicollinearity test, if the Tolerance value is > 0.01 and

the Variance Inflation Factor (VIF) value is < 10, then the regression model is free from symptoms of multicollinearity.

Table 4.5
Multicollinearity Test

Coefficients			
		Collinearity Statistics	
Model		Tolerance	VIF
1	Student Satisfaction	1.000	1.000
a. Dependent Variable: Performance			

From the results above, it concluded: of the table can be

a. The results of the multicollinearity test above show that the VIF value is $1 < 5$, so it can be concluded that there is no multicollinearity.

b. The results of the multicollinearity test above show that the Tolerance value is $1 > 0.05$, so it can be concluded that there is no multicollinearity.

3. Simple Linear Regression Analysis

The Simple Linear Regression Method is used to see the relationship between an independent (free) variable and a straight-line relationship with the dependent (dependent) variable. An observation variable obtained is very likely to be influenced by other variables (Harsiti et al., 2022).

To find out the results of simple linear regression analysis, you can see the table below:

Table 4.6
Simple Linear Regression Results

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.957	5.763		5.198	.000
	Students Satisfaction	.260	.060	.554	4.314	.000
a. Dependent Variable: Performance						

From the table above, it can be seen that the simple linear regression equation is as follows:

Lecturer Performance = 29.957 + 0.260 Student Satisfaction

The regression equation model above can be explained as follows:

a. Constant value a = 29.957. This means that if student satisfaction is 0 (zero), then the performance at the Haikal Collection is 29,957.

b.   Regression coefficient b = 0.260. This means that if the value of the student satisfaction variable increases by one unit, the performance value in the Haikal Collection increases by 0.260.

4. Heteroscedasticity Test

The heteroscedasticity test determines whether a difference exists between the variance and residuals from one observation to another in a simple linear regression model. The data will be said not to have heteroscedasticity if the coefficient column has a significant value of more than 0.05. The results of the heteroscedasticity test are listed in the following table:

Table 4.7
Heteroskedasticity Test Results

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	10.241	3.210		3.190	.003
	Students Satisfaction	-0.052	.034	-.234	-1.560	**.126**
a. Dependent Variable: Abs_Res_1						

The results of the heteroscedasticity test above show that the significance value is 0.126 > 0.05, so it can be concluded that heteroscedasticity does not occur.

5. Autocorrelation Test

An autocorrelation test is carried out to determine whether there is a correlation between the independent variables in the prediction model and changes in time. By using the run test, the asymp value is obtained. Sig (2-tailed) > 0.05, it is concluded that there is no correlation between the independent variables.

Table 4.8
Autocorrelation Test

Runs Test	
	Unstandardized Residual
Test Value	1.73999
Cases < Test Value	22
Cases >= Test Value	22
Total Cases	44
Number of Runs	24
Z	.153
Asymp. Sig. (2-tailed)	**.879**
a. Median	

Hypothesis Testing

1. t Test (Partial)

The t-test shows how much influence an independent variable has in explaining variations in the dependent variable. Once the calculation results are known, a comparison is made between count and ttable. If the value of count≥ t-table at α = 5%, then the independent variable significantly influences the dependent variable. On the other hand, if the value of count < ttable, then the independent variable has no significant influence on the dependent variable (Nisaa et al., 2021).

Table 4.9
t test

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	29.957	5.763		5.198	.000
Students Satisfaction	.260	.060	.554	**4.314**	**.000**
a. Dependent Variable: Performance					

In the table above, it can be seen that from testing simple linear regression analysis, the regression coefficient for the student satisfaction variable is 0.260; the direction given by the student satisfaction variable is positive, so it can be interpreted that the influence given by the student satisfaction variable on performance is positive. Then, the significance value of the student satisfaction variable is 0.000, which means it is smaller than 0.05. This shows that the results of this test are significant. The results obtained from this test show a partial influence of student satisfaction variables on lecturer performance.

2. F Test (Simultaneous)

The simultaneous test, or F test, is carried out to find a joint interpretation of the parameters, which means how much influence the independent variables have on the dependent variable together (Nisaa et al., 2021).

Table 4.10
Test f

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	500.706	1	500.706	18.611	**.000[b]**
Residual	1129.930	42	26.903		
Total	1630.636	43			
a. Dependent Variable: Performance					
b. Predictors: (Constant), Students Satisfaction					

Based on the table above, it is known that the results of testing the fit model have a significance value of 0.000 < 0.05, which means that the independent variable can be used to predict the dependent variable.

3. Coefficient of Determination (R2)

The coefficient of determination estimates the many variations or characteristics shared by the two variables (Nisaa et al., 2021).

Table 4.11
Coefficient of Determination (R2)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.554[a]	.307	.291	5.18682	1.805
a. Predictors: (Constant), Students Satisfaction					
b. Dependent Variable: Performance					

Based on the table above, it can be seen that the Adjusted R Square test result is 0.307, which means that the independent variable influences the dependent variable by 30.7%. In comparison, other variables influence the remaining 69.3%.

Discussion

Based on the questionnaire data given to students online through Google Forms, the respondents of this study consisted of 18 women (64.28%) and 10 men (35.72%). This shows more female respondents than males, with a difference of only 8 people. Nevertheless, the composition between male and female respondents can be balanced. Respondents who are in semester 3 are 11 people (39.28%); in semester 4, there are 9 people (32.14%); above semester 5, there are 2 people (7.14%), and alumni are 6 people (21.42%). Based on majors, there are 7 people from Accounting majors (25%), 10 people from Management majors (35.71%), and 11 people from Information Systems majors (39.28%).[18]

In the variable student satisfaction level (X), the validity test results show that all statement items have a correlation value (rxy) greater than the r table value (0.3494) at the 5% significance level. This confirms that each statement in the questionnaire has been tested for validity and is reliable for measuring student satisfaction levels. From the data obtained, the statement item with the highest validity is item number 9, which shows a calculated r value of 0.944. This indicates that the item is very strong in measuring student

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[18] Ayman Ebied et al., "Data Synthesis and Analysis," *Orthopaedic Surgery* 6, no. 6 (2013): 1–5, http://dx.doi.org/10.1016/j.aott.2015.03.001%0.

satisfaction. Conversely, the statement item with the lowest validity is item 19, with a calculated r value of 0.679, which, although lower than other items, still meets the validity requirements. This finding is in line with the findings of Tuti Sulastri.[19]

The validity test for the lecturer performance variable (Y) also shows that all statement items are valid, with a calculated r value greater than the r table (0.3494). The statement item with the highest validity in this variable is item number 7, with a calculated r value of 0.887. This indicates that the item is highly effective in measuring certain aspects of lecturer performance.[20] Meanwhile, the statement item with the lowest validity is item number 11, with a calculated r value of 0.669.

Review the validity of all items as stated by Aziz Alimul Hidayat,[21] Therefore, the statements on these two variables indicate that the instruments used in this study have met the standards required for validity, ensuring that the data collected are accurate and reliable for further analysis.

The reliability test results show that the Cronbach's Alpha value for the student satisfaction variable is 0.766, and the lecturer performance variable is 0.773. Both values exceed the threshold of 0.6, commonly used to indicate adequate reliability in social research.[22] Therefore, it can be concluded that all items on both variables show high internal consistency, meaning that each item on the questionnaire consistently measures the same concept.

The Cronbach's Alpha value obtained indicates that this research instrument has good reliability. For the student satisfaction variable, the value of 0.766 indicates that the statement items in the questionnaire provide consistent results when used to measure student satisfaction repeatedly.[23] Similarly, the value of 0.773 for the lecturer performance variable indicates that the instrument is also reliable in assessing aspects of lecturer performance.[24]

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[19] Sulastri, "Analisis Kepuasan Mahasiswa Terhadap Kinerja Dosen."
[20] Rokhmad Slamet and Sri Wahyuningsih, "Validitas Dan Reliabilitas Terhadap Instrumen Kepuasan Kerja," *Aliansi: Jurnal Manajemen dan Bisnis* 17, no. 2 (2022).
[21] Aziz Alimul Hidayat, *Menyusun Instrumen Penelitian & Uji Validitas-Reliabilitas* (Health Books Publishing, 2021).
[22] Ifada Novikasari, "Uji Validitas Instrumen," *Purwokerto: Institut Agama Islam Negeri Purwokerto* 56 (2016).
[23] Aaron A Agbo, "Cronbach's Alpha: Review of Limitations and Associated Recommendations," *Journal of Psychology in Africa* 20, no. 2 (2010): 233–239.
[24] HATİCE İNAL et al., "Cronbach's Coefficient Alpha: A Meta-Analysis Study," *Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal of Education* 32, no. 1 (2017).

High reliability on both variables is important to ensure that the data collected is valid and reliable for further statistical analysis. This provides confidence that the results obtained from this study are accurate and reliable. Thus, the instruments used in this study can be considered good enough to measure student satisfaction and lecturer performance, so the data analysis findings can be used to provide appropriate and reliable recommendations.

The normality test results using Kolmogorov-Smirnov show a significance value of 0.238> 0.05, so the data is normally distributed. While the multicollinearity test results show a Tolerance value of 1> 0.01 and VIF 1 < 10, the regression model is free from multicollinearity symptoms. On Analysis The simple linear regression model obtained is as follows: Lecturer Performance = 29.957 + 0.260 Student satisfaction. This model shows that every one-unit increase in the student satisfaction variable will increase lecturer performance by 0.260. The results of the heteroscedasticity test show a significance value of 0.126> 0.05, so there is no heteroscedasticity.[25] The results of the autocorrelation test using the run test show the Asymp. Sig (2-tailed) 0.879> 0.05, so there is no autocorrelation in the regression model.[26]

The t-test results show that the student satisfaction variable significantly affects lecturer performance with a significance value of 0.000 <0.05 and a positive regression coefficient of 0.260. This shows a positive and significant effect of student satisfaction on lecturer performance. The same findings can be seen in Arief Suardi's research,[27] Ridwan Idris, and Hamsiah Djafar,[28] Ruslan.[29]

The F test shows that the student satisfaction variable jointly has a significant effect on lecturer performance with a significance value of 0.000 <0.05. The Adjusted R Square

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[25] Joshua Olusegun Okeniyi, Elizabeth Toyin Okeniyi, and A A Atayero, "Implementation of Data Normality Testing as a Microsoft Excel® Library Function by Kolmogorov–Smirnov Goodness-of-Fit Statistics," *Proceedings of the Vision* (2020): 2578–5261.

[26] Ridha Khairiyah and Rita Diana, "Perbandingan Metode Kuadrat Terkecil Dan Metode Bayes Pada Model Regresi Linier Dengan Galat Yang Autokorelasi," *Jurnal Matematika UNAND* 7, no. 1 (2018): 125–135.

[27] Arief Suardi Nur Chairat and Utami Wahyuningsih, "Pengaruh Kinerja Dosen Terhadap Kepuasan Mahasiswa," *Jurnal PowerPlant* 6, no. 2 (2018): 109–116.

[28] Ridwan Idris and Hamsiah Djafar, "Analisis Kepuasan Mahasiswa Ditinjau Dari Kinerja Dosen Dan Fasilitas Pembelajaran," *Idaarah* 3, no. 2 (2019): 301–312.

[29] Ruslan Ruslan, "Kepuasan Mahasiswa Terhadap Kinerja Dosen," *Jurnal Ilmu Pendidikan Universitas Negeri Malang* 17, no. 3 (2016): 101562.

value of 0.307 indicates that the student satisfaction variable affects lecturer performance by 30.7%, while the remaining 69.3% is influenced by other variables not examined.[30]

Thus, the results of this study indicate that student satisfaction has a positive and significant effect on lecturer performance. On the other hand, the validity and reliability of the research instruments have been well tested, and the regression model used meets the classical assumptions; these findings are in line with some previous findings, such as Ahmad Fathan,[31] which shows that student satisfaction is influenced by the academic atmosphere and teacher quality, Elly Sukmanasa's research,[32] This finding illustrates that efforts to increase student satisfaction can have a positive impact on lecturer performance.

Conclusion

From the discussion above, it can be concluded that the validity test results on the student satisfaction level variable (X) show that all statement items in the questionnaire are valid. The item with the highest validity is item number 9, while the item with the lowest is number 19. The same applies to the lecturer performance variable (Y), where all items are valid, with item number 7 as the highest and item 11 as the lowest. This finding is in line with previous research confirming the instruments' validity. The reliability test results show that the Cronbach's Alpha value for the student satisfaction variable is 0.766, and the lecturer performance variable is 0.773. This value indicates that this research instrument has a high level of internal consistency, so it can be relied upon to measure the same concept consistently. The high reliability of these two variables ensures that the data collected is reliable for further statistical analysis.

Classical assumption testing also showed satisfactory results. The normality test shows that the data is normally distributed, the multicollinearity test shows no multicollinearity symptoms, the heteroscedasticity test shows no heteroscedasticity, and the autocorrelation test shows no autocorrelation. The simple linear regression model used in this study shows that every one-unit increase in the student satisfaction variable

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[30] Muhammad Imran Rasheed, Hassan Danial Aslam, and Shakeel Sarwar, "Motivational Issues for Teachers in Higher Education: A Critical Case of IUB," *Journal of management research* 2, no. 2 (2010): 1.

[31] Ahmad Fathan, "Analysis Of Student Satisfaction In View Of Academic Atmosphere And Quality Of Educators," *AKADEMIK: Jurnal Mahasiswa Ekonomi & Bisnis* 2, no. 3 (2022): 132–140.

[32] Elly Sukmanasa, Lina Novita, and Fitri Siti, "Analisis Kepuasan Mahasiswa Terhadap Kinerja Dosen Program Studi Pendidikan Guru Sekolah Dasar Universitas Pakuan," *Pedagonal: Jurnal Ilmiah Pendidikan* 1, no. 2 (2017): 91–99.

will increase lecturer performance by 0.260. In comparison, the results of the t-test and F-test show that student satisfaction significantly affects lecturer performance, both partially and simultaneously. The Adjusted R Square value of 30.7% shows that student satisfaction significantly affects lecturer performance, while the rest is influenced by other variables not studied.

This study shows that student satisfaction positively and significantly influences lecturer performance. The validity and reliability of the research instruments have been well tested, and the regression model used meets the classical assumptions. Therefore, improving student satisfaction is important and can significantly improve lecturer performance in higher education institutions.

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