

Student Satisfaction with Lecturer Performance

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Abstract

Student satisfaction with lecturer performance is a crucial aspect of higher education that affects students' learning experiences and academic outcomes. This study aims to analyze the factors influencing student satisfaction with lecturer performance at the University of Lampung. The method used is a quantitative survey involving 300 students as respondents. Data were collected using a questionnaire assessing lecturer competence, teaching methods, and lecturer-student interaction. The results show that lecturer competence and innovative teaching methods have a significant influence on student satisfaction. This study provides insights for institutions to improve the quality of education and academic services.

Keywords

Higher Education; Lecturer Competence; Lecturer Performance; Student Satisfaction; Teaching Methods



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INTRODUCTION

Student satisfaction with lecturer performance is one of the most important aspects of higher education. In this context, the quality of teaching provided by lecturers affects not only students' learning experiences, but also their character and attitudes in the academic environment. According to Elfita Amalia (2022), the quality of academic services and lecturer performance have a significant relationship with the level of student satisfaction. Thus, the higher the level of student satisfaction with lecturer performance, the higher their learning motivation tends to be. This shows that student satisfaction is reflected not only in academic performance, but also in the development of students' character and attitudes in the academic environment.

In the increasingly competitive context of higher education, where students have many choices in determining where to study, institutions need to understand the factors that influence student satisfaction. Based on the findings of Edy Kurniawansyah et al. (2025), there is a positive relationship between student satisfaction and learning outcomes. The study shows that students who

are satisfied with lecturers' teaching tend to obtain better grades in examinations and assignments. This reflects the important role of lecturers in creating a learning environment that is conducive and attractive to students.

Student satisfaction with lecturer performance can be influenced by various factors. For example, lecturers' competence in mastering subject matter and teaching ability greatly affects students' perceptions. Lecturers who possess in-depth knowledge and are able to deliver material in an interesting and easily understood manner are more likely to receive positive responses from students. In addition, the teaching methods used also play an important role. Interactive methods that involve active student participation can increase their satisfaction. Interaction between lecturers and students, which includes good communication and emotional support, can also contribute to student satisfaction (Henky Setiadi, 2021).

In its development, the University of Lampung has achieved various accomplishments that also attract students when determining their choice of higher education institution. All of these are realized through the quality of lecturers and services provided to students. Among them are academic services related to student satisfaction, including the following achievements: (1) Ranking in Sumatra & Southern Sumatra: Unila is the oldest university and one of the leading universities in Lampung Province. (2) Webometrics 2022/2023: Unila once ranked 9th to 13th among the best universities in Indonesia, indicating its high visibility and digital reputation, which generally correlates with the number of students and academic activities.

SIR (Scimago Institutions Rankings) 2023: Unila was included among the top 10 best higher education institutions in Indonesia. (3) Times Higher Education (THE) Asia 2024: Unila achieved a ranking of 601+ in Asia. (4) THE World University Rankings 2024: Unila was ranked 16th among the best higher education institutions in Indonesia. (5) National Selection Applicants (2023): Unila is also known for having many applicants, ranking among the top four institutions with the most SNBP applicants in Sumatra (Lampung, 2026).

This study highlights the importance of student satisfaction with lecturer performance in the context of higher education. Student satisfaction affects not only their academic performance, but also the development of their character and attitudes in the academic environment. By understanding the various factors that influence student satisfaction, such as lecturer competence, teaching methods, lecturer-student interaction, and educational facilities, educational institutions

can formulate more effective strategies to improve the quality of teaching and academic services.

Therefore, the researchers are interested in further examining the analysis of factors influencing student satisfaction with lecturer performance so that lecturers and educational institution managers can improve their performance, create a better learning environment, and ultimately improve student learning outcomes.

METHODS

This study employed a qualitative approach with students of the Master of Educational Administration Study Program, Faculty of Teacher Training and Education, University of Lampung, as the respondents and source of information. The research focused on identifying factors associated with student satisfaction with lecturer performance, particularly professional competence, pedagogical competence, interpersonal competence, teaching methods, learning relevance, feedback, and supporting academic services. Data were collected using questionnaires containing questions related to lecturer competence, teaching methods, and lecturer–student interaction. The collected information was organized and interpreted descriptively to identify recurring perceptions and themes concerning lecturer performance and student satisfaction. The data analysis process consisted of three main stages: data collection, data presentation, and conclusion drawing. During data presentation, the responses were grouped according to the main themes emerging from the study, including pedagogical competence, professional competence, interpersonal competence, learning quality, and the supporting environment. The analysis was directed toward understanding how these factors contribute to students' learning experiences and satisfaction. The conceptual framework developed from the findings positions lecturer performance as an important starting factor that influences learning quality through pedagogical, professional, and interpersonal competencies. Learning quality is reflected in teaching methods, relevance, and feedback, which subsequently shape the learning experience and student satisfaction. Technology, facilities, and academic services are considered supporting environmental factors that strengthen the overall learning process.

RESULTS AND DISCUSSION

Results

The research results show that:

Data analysis results indicate that several significant findings can be identified. Positive Relationship between Lecturer Professional Competence and Student Satisfaction: This finding is consistent with research by Jesús Santos Del Cerro and Cecilia Ruiz-Esteban (2020), which shows that teaching quality has a direct effect on student satisfaction. Students who perceive lecturers as competent tend to be more satisfied with their learning experiences. This is consistent with the theory that a good understanding of teaching material can increase students' confidence in their learning process. (Jesus, Del, & Cecilia, 2020, Vol. 36, N^o 2 (May),)

Professional competence is related to mastery of the field of knowledge, the ability to connect theory with practice, the use of scientific sources, and the ability to provide new perspectives to students. Students perceive lecturers who are able to present current theories and research findings as lecturers with high academic quality.

The Role of Lecturer Pedagogical Competence in Increasing Engagement also Supports Student Satisfaction: Research by María D. De-Juan-Vigaray et al. (2024) emphasizes the importance of engaging teaching methods for increasing student engagement. In the context of this study, students who stated that teaching methods were varied showed higher levels of satisfaction. Therefore, educational institutions need to innovate in the use of teaching methods that are not only oriented toward knowledge transfer, but also activate student participation. (D, De-, Ledesma, & Gonz' Alez-Gasc' On, Eloy Gil-Cordero, 2024)

Therefore, pedagogical competence is one of the main factors influencing student satisfaction. This competence is demonstrated through:

- the ability to design learning;
- the ability to explain material;
- the ability to select methods;
- the ability to manage learning;
- the ability to evaluate learning; and
- the ability to provide feedback

Variation in learning methods is one of the factors influencing student satisfaction. Students expect learning that is more active, participatory, contextual, and problem-based. Thus, the quality of lecturer performance cannot be separated from the quality of the learning process they manage.

The relevance of the material to students' needs is an important factor,

especially because some Master of Educational Administration students have professional experience. Students are more satisfied when material can be related to real problems in schools, higher education institutions, education policy, educational leadership, human resource management, and educational administration.

Lecturer interpersonal competence through lecturer–student interaction as a determining factor: This finding is consistent with the research results of IM Salinda Weerasinghe et al. (2017), which highlight that good communication between lecturers and students is one of the key elements in creating learning satisfaction. (Weerasinghe, R, & S, 2017, Vol. 5) Good interaction not only improves students' academic understanding but also strengthens social relationships that are important in the educational process.

Students feel more appreciated when lecturers:

- Are open to questions;
- Respect opinions;
- Do not dominate discussions;
- Provide opportunities for students to speak;
- Respond to questions; and
- Build an egalitarian learning atmosphere.

These findings show that student satisfaction has emotional and relational dimensions. Feedback is a factor that influences students' perceptions of lecturer performance quality. Students feel satisfied when evaluation not only produces grades, but also provides information on how students can improve the quality of their assignments and academic abilities.

Academic Service Quality with a Positive Effect: The results of this study show that adequate academic service quality contributes to the level of student satisfaction, supporting the findings of Verra Syahmera et al. (2022), which demonstrate the importance of administrative support in higher education. (Verra, Rahmat, & Djoko, (2022): 28 July 2022) Good academic services can create a supportive learning environment and increase students' motivation to learn.

Based on the overall findings, these factors can be grouped into five major themes.

Table 4.2. Findings on Factors of Student Satisfaction

Main Theme	Subtheme	Meaning of Findings
Pedagogical Competence	Delivery, methods, evaluation	Lecturers are able to facilitate the learning

		process
Professional Competence	Mastery of knowledge, material actualization	Lecturers have mastery of the field of knowledge
Interpersonal Competence	Communication, openness, empathy	Positive academic relationships are established
Learning Quality	Methods, relevance, feedback	Learning is perceived as meaningful
Supporting Environment	Technology, facilities, services	Supports the learning experience

Based on the results of the analysis, the following conceptual model was found:

Gambar 4.1 Model Faktor-Faktor yang Memengaruhi Kepuasan Mahasiswa

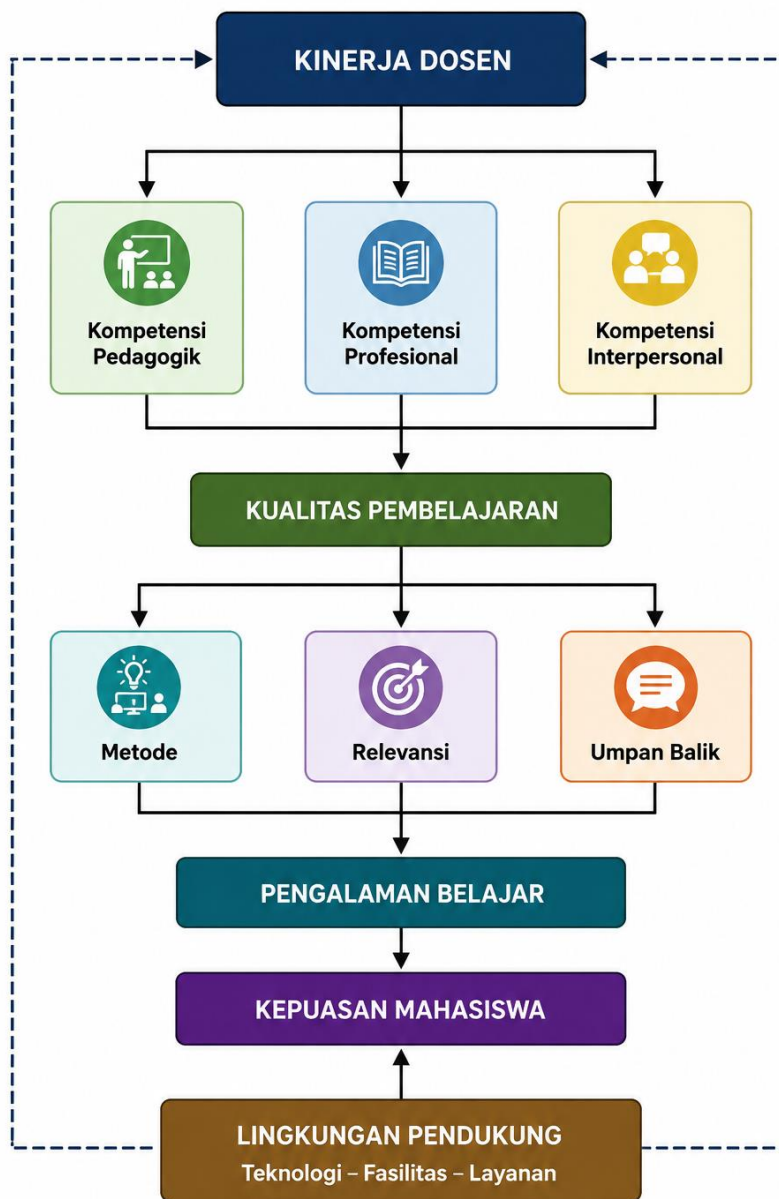


Figure 4.1. Model of Factors Influencing Student Satisfaction Discussion

Based on the findings above, this discussion focuses on the implications of the research results and comparisons with the existing literature.

This study confirms that lecturer competence is the main factor influencing student satisfaction. Students' positive assessment of lecturers' professional competence demonstrates the importance of improving teaching quality through continuous professional development for lecturers. This is consistent with the philosophical view that high-quality education must be based on mastery of

subject matter and the ability to teach effectively. By consistently improving lecturer competence, institutions not only increase student satisfaction but also the overall quality of education. (Henky, 2021)

Professional competence is one of the factors shaping student satisfaction. Students assess that lecturers who master their field of knowledge are able to provide more in-depth explanations, answer questions with scientific arguments, and connect theory with research and practice. These findings are consistent with the disciplinary competence dimension proposed by Santos del Cerro and Ruiz-Esteban (2020). Professional competence becomes increasingly important in master's education because learning at this level aims not only to develop understanding, but also the ability to produce and develop knowledge.

One important finding of this study is that students feel more satisfied when learning materials are relevant to their professional experiences and needs. This is a particular characteristic of postgraduate students. Students need not only abstract knowledge, but also the ability to apply educational administration concepts in real contexts. Therefore, relevance becomes a bridge between academic knowledge and professional practice.

Another competence that can increase student satisfaction is pedagogical competence, namely how lecturers can apply teaching methods during lectures; therefore, it is important for lecturers to continue innovating in the pedagogical approaches they implement. The implementation of active and collaborative learning methods can increase student participation, reduce dissatisfaction rates, and create a more inclusive learning environment. Research by Fiqih Maria Rabiatal Hariroh and Erin Soleha (2022) shows that innovative teaching methods can mediate improvements in learning outcomes. (Fiqih & Erin, 2022) This shows that method development affects not only satisfaction but also students' academic outcomes.

Lecturer pedagogical competence is one of the most important factors found in this study, because students assess lecturers not only based on mastery of the material, but also on their ability to transform material into a learning experience that is easy to understand and meaningful. This finding is consistent with Santos del Cerro and Ruiz-Esteban (2020), who show that teaching quality is related to pedagogical competence, including the ability to explain material and pay attention to students' understanding. (Jesus, Del, & Cecilia, 2020, Vol. 36, N^o 2 (May),)

In the context of Master of Educational Administration students, pedagogical

competence needs to be directed toward adult learning. Students need learning that provides space to connect theory with their professional experiences.

Varied learning methods are one of the factors influencing student satisfaction.

This finding is consistent with De-Juan-Vigaray et al. (2024), who include teaching methods as one of the factors related to student satisfaction. (D, De-, Ledesma, & Gonz' Alez-Gasc' On, Eloy Gil-Cordero, 2024) In the context of the Master of Educational Administration, learning methods should be directed toward learning that demands analytical and reflective abilities, such as case studies, critical discussions, policy analysis, academic seminars, research, and problem solving.

Santos del Cerro and Ruiz-Esteban (2020) emphasize pedagogical, generic, and disciplinary competence as dimensions of teaching quality. (Jesus, Del, & Cecilia, 2020, Vol. 36, N^o 2 (May),) Syahmer et al. (2022) demonstrate the importance of lecturers' ability to deliver material and learning facilities in student satisfaction. (Verra, Rahmat, & Djoko, (2022): 28 July 2022)

Student satisfaction is also influenced by the interaction factor. Good interaction between lecturers and students not only contributes to academic satisfaction but also affects students' social and emotional development. Lecturers need to act as facilitators who not only teach but also support students in achieving their academic and personal goals, supporting the argument stated by Edy Kurniawansyah et al. (2025). Lecturers who are able to establish effective communication will create a positive learning atmosphere, increase student motivation, and stimulate curiosity. (Edy, Lalu, Muhammad, & Kurniawansy, 2025)

The research findings show that academic interaction is an important factor influencing student satisfaction. Students want open and dialogical academic relationships. In master's learning, students should not merely be positioned as recipients of information. Students need to be positioned as partners in academic dialogue.

The results show that lecturers' interpersonal competence is one of the factors influencing student satisfaction in the Master of Educational Administration Study Program, FKIP, University of Lampung. Interpersonal competence is reflected in the ability of lecturers to build open communication, create positive academic relationships, respect students' opinions, provide opportunities for students to participate in learning, demonstrate responsiveness, and build a

comfortable and egalitarian lecture atmosphere. This is also reinforced by research on lecturer competence and student satisfaction conducted by Tuan Abu Bakar and Quah. The study found a positive relationship between lecturer competence and student satisfaction, and the variables examined included lecturer interpersonal skills. In its regression results, lecturers' interpersonal skills were reported as one of the important predictors of student satisfaction (Tg Nur-Wina Tuan Abu Bakar, 2023).

These findings broaden the understanding of the quality of lecturer performance. Lecturer performance is not only technical but also interpersonal. Feedback not only functions as an evaluation instrument, but is also perceived by students as a form of lecturer attention to their academic development. When lecturers provide constructive feedback, students know which areas need improvement and can develop their academic abilities. These findings show that learning evaluation should be formative and developmental, rather than merely producing final grades.

All factors influencing student satisfaction are supported by the fact that high-quality services in the academic context must be a priority for higher education institutions. Fast and effective administrative support can improve students' overall learning experience, as indicated by research by Abdan Syakuro et al. (2024). Good service quality will not only increase satisfaction but also help address problems faced by students, thereby creating a more conducive learning environment. The research findings show that facilities and the academic environment are supporting factors.

These results are consistent with Weerasinghe et al. (2017), who included facilities and the educational environment as factors related to student satisfaction. Syahmer et al. (2022) also show that lecturers' ability to deliver material and learning facilities are important components in measuring student satisfaction. However, this study shows that facilities do not stand alone. Facilities contribute to satisfaction when they are used to support a quality learning process. (Elfita Amalia, 2022)

CONCLUSION

Based on the analysis and discussion, it can be concluded that student satisfaction with lecturer performance is influenced by several interconnected factors rather than by a single aspect of teaching. Professional competence, pedagogical competence, and interpersonal competence constitute important dimensions of lecturer performance. Students tend to be more satisfied when

lecturers demonstrate mastery of their fields, provide clear and scientifically grounded explanations, connect theory with practice, select appropriate and varied teaching methods, manage learning effectively, and provide constructive feedback. Interpersonal competence also contributes substantially because open communication, respect for students' opinions, responsiveness, participation, empathy, and an egalitarian classroom atmosphere strengthen positive academic relationships. The relevance of learning materials to students' professional experiences is particularly important for master's students because it enables them to connect academic knowledge with real educational administration problems. Supporting factors such as technology, facilities, and academic services further contribute to a positive learning experience when they effectively support quality teaching. Therefore, higher education institutions should prioritize continuous professional development for lecturers, pedagogical innovation, active and collaborative learning, constructive feedback, and responsive academic services. Future research may examine these factors using larger samples and quantitative or mixed-method approaches so that the relative contribution of each factor to student satisfaction can be measured more precisely.

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