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International Journal of Information Technology and Education (IJITE) 5 (1), (December 2025) 24 - 39

International Journal of Information Technology and Education (IJITE)

http://ijite.jredu.id

Student Evaluation of Lecturer Performance Faculty of Engineering, Universitas Negeri Manado

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ARTICLE INFO
Article history:
Received: October 12, 2025; Received in revised form: November 24, 2025; Accepted: November 30, 2025;
Available online: December 05, 2025;

ABSTRACT

This study analyzes student evaluations of lecturer performance at the Faculty of Engineering, Manado State University, integrating quantitative and qualitative approaches. A total of 127 students from various study programs assessed four main dimensions of lecturer performance: pedagogical, professional, personality, and social competence. Quantitative results indicate that all dimensions received high average scores, indicating that students perceive lecturer performance to be in the good to excellent category. Qualitative findings reinforce these results and reveal aspects that students appreciate, such as clarity of material delivery, professionalism, communicative interactions, and academic exemplary behavior. However, students highlighted the need for increased innovation in more applicable learning methods, broader use of digital media, and more intensive and constructive evaluation feedback. This study confirms that lecturer performance is a strategic factor in improving the quality of engineering learning and provides recommendations for strengthening engineering pedagogy, digitizing learning, and developing a formative evaluation system within a sustainable quality assurance framework.

Keywords: engineering education, lecturer performance, pedagogical competence, professional competence, student evaluation

INTRODUCTION

The progress of a nation depends largely on its available human resources. Even if a nation possesses abundant natural resources, without adequate human resources, it will struggle to develop.

Inadequate human resources can even become a burden. Therefore, every country strives to maximize its human resources, including the Republic of Indonesia. If Indonesia fails to improve its human resources, it will lag behind other countries and become an increasingly burdensome burden. Therefore, human resources must be continually improved. Efforts to improve human resources begin in the womb and continue throughout life. The way to develop human resources deemed adequate is through education, both formal education in schools, non-formal courses or training, and informal education within families.

Universities are institutions expected to produce adequate human resources. In reality, government in a country generally relies on university personnel to drive its operations, as university personnel are trained to carry out their duties effectively and efficiently, in a planned and systematic manner. To this end, the government has undertaken various efforts to improve human resources in higher education, including scholarships for lecturers transitioning from bachelor's to master's degrees, from master's to doctoral degrees, or from bachelor's to master's and from master's to doctoral degrees. Furthermore, lecturer certification is provided as a reward to motivate lecturers to improve their human resources. Furthermore, the government needs to prepare various types of research and community service programs funded by the Directorate General of Higher Education for lecturers to carry out, with the primary goal of improving human resources in higher education. Furthermore, various scholarships are provided to students to enhance human resources on campus, including accelerating student completion.

The Faculty of Engineering, Manado State University, is an institution expected to produce adequate human resources in accordance with government expectations. The Faculty of Engineering includes departments such as Electrical Engineering Education, Mechanical Engineering Education, Building Engineering Education, Information and Communication Technology Education, Welfare Education, Architectural Engineering, Mechanical Engineering, and Informatics Engineering. Each department has students, staff, and infrastructure and other supporting facilities generally aimed at improving human resources.

Students generally have their own perspectives and evaluations of various aspects of Faculty of Engineering Unima, including student evaluations of lecturers' performance. Generally, each lecturer delivers lectures face-to-face and communicates with students, making it easy for students to observe and evaluate their performance. Students can assess lecturers from various perspectives, including their performance. If students evaluate a lecturer's performance favorably, they will generally be pleased with the lecturer, leading to them carrying out all assigned tasks responsibly. This can increase their enthusiasm for learning, which can be followed by accelerating their studies at Faculty of Engineering Unima. Conversely, if students evaluate a lecturer's performance poorly, they may be dissatisfied with the lecturer, leading to poor completion of assigned tasks. This can make it difficult for students to complete their studies at Faculty of Engineering Unima. Therefore, it is necessary for students to positively assess the performance of Fatek Unima lecturers. To achieve this, it is necessary to examine the lecturer's presence, including their competencies, to determine whether they are adequate or not. Each lecturer is expected to possess several competencies, including personal competency, professional competency, social competency, pedagogical competency, and religious competency. Adequately possessing these competencies will enable students to provide positive evaluations of their performance.

Furthermore, various variables can influence lecturer performance. These variables are generally divided into three main categories: Individual variables, including: 1) ability; 2) skills; and 3) characteristics: age, gender, marital status, tenure, education, and satisfaction. Psychological variables: 1) perception; 2) attitude; 3) personality; 4) motivation; and satisfaction. Organizational variables: 1) leadership; 2) rewards; 3) working conditions; 4) social values; and 5) supervision. These variables can both enhance and undermine lecturer performance. Therefore, efforts should be made to improve these variables. If this occurs, students will evaluate lecturers' performance favorably, which is expected to improve human resources at the Faculty of Engineering, University of Malang (FT Unima). Based on this description, it is very interesting to examine how students evaluate the performance of lecturers at the Faculty of Engineering, University of Malang (FT Unima). The results of this study are expected to provide input for students, lecturers, department heads, faculty leaders, and university leaders throughout Indonesia in general, and specifically at the Faculty of Engineering, University of Malang, in efforts to improve lecturer performance.

This research can be identified problems in this research: How do students evaluate the performance of lecturers? What things hinder the performance of lecturers? What things affect the performance of lecturers? How to improve the performance of lecturers? What are the competencies possessed by lecturers? How are the personal competencies of lecturers? How are the professional competencies of lecturers? How are the social competencies of lecturers? How are the pedagogical competencies of lecturers? How are the personality competencies of lecturers? How are the lecturers' abilities in carrying out their duties at Fatek Unima? Have lecturers carried out their duties well? How are the teaching skills of lecturers adequate? How is the age of lecturers? Is the performance of young lecturers better than old lecturers? Or vice versa? What is the gender of lecturers, are men better or women? Do married lecturers perform better than unmarried lecturers? Does the length of service of lecturers affect the performance of lecturers? Does the education of lecturers affect the performance of lecturers? Are lecturers with doctoral education better than lecturers with Master's education or vice versa? What about the job satisfaction of lecturers? What is the evaluation of students towards the performance of lecturers? What is the attitude of students towards the performance of lecturers? What is the personality of students? How do students learn? How is leadership at the Faculty of Engineering, Unima? How are lecturers compensated for their performance? What are the lecturers' working conditions? Is the lighting satisfactory? Are the lecture rooms clean? Are there odors in the lecture rooms? Is the lecturer's office quiet? How is lecturer-student communication? How is supervision conducted at the Faculty of Engineering, Unima? This study is limited to student evaluations of lecturer performance. The lecturers referred to here only refer to lecturers in the Faculty of Engineering, Unima, in each department. Students are students in each department of the Faculty of Engineering, Unima. This study was conducted at the Faculty of Engineering, UNIMA, in the odd semester of 2024/2025. This study formulated the main research questions: How do students evaluate lecturers' performance? What factors support lecturer performance? What factors hinder lecturer performance? What efforts are being made to improve lecturer performance?

The objectives of this study are: to evaluate lecturer performance, to identify factors that support lecturer performance, and to identify factors that hinder lecturer performance. To find out what efforts are being made to improve lecturer performance.

METHOD

Research Location and Time

This research was conducted at the Faculty of Engineering, Manado State University, from July to November 2025.

Research Method

The qualitative approach used to obtain data was in-depth interviews. This approach was deemed most appropriate for achieving the research objectives. In this study, the researcher used the primary tool to filter the data, and inductive analysis was considered an accurate method for obtaining the necessary data. Obtaining in-depth data on lecturer performance at the Faculty of Engineering, Manado State University, requires as much information as possible. Each piece of information provided by the research subjects has not yet become a conclusion but rather serves as a working hypothesis to uncover new questions that will guide subsequent interviews or observations. Overall, this research followed the following stages: First, a literature review was conducted to study lecturer performance and student evaluations of lecturer performance. Second, an exploratory study was conducted to sharpen the focus, facilitating the development of appropriate instruments for filtering data at the research site. Third, a "member check" was conducted by exchanging ideas with the leadership of Fatek Unima and students at the research site. Data analysis was conducted continuously from the beginning to the end of the study. The analysis was conducted to develop new theories based on the data obtained by the researcher. The conclusions drawn in this study are not yet theories that can be applied to other situations; rather, the results represent a snapshot of the existing situation. Their accuracy depends on the users of the research.

Research Subjects

The subjects of this study were student evaluations of the performance of lecturers at the Faculty of Engineering, University of Malang (Unima). After conducting a pre-survey and reviewing the theoretical basis, the discussion in this study was divided into four main sections: lecturer performance, student evaluations of lecturer performance, factors influencing lecturer performance, and efforts to improve lecturer performance. To obtain in-depth data on the research subjects, information was sought from individuals considered competent in the field, in addition to students and lecturers at the Faculty of Engineering. This study recruited active students in the departments/study programs of the Faculty of Engineering.

Data Collection and Analysis Techniques

The data collection tool in this study was the researcher herself. This, as emphasized by Maleong, implies that the researcher's role in qualitative research is quite complex. She also serves as the planner, implementer, data collector, analyst, data interpreter, and ultimately, the reporter of the research results (Moleong 1989). The research instrument here is intended as a data collection tool in quantitative research. The primary benefit gained by the researcher as a tool in this research is a more in-depth investigation into changes in the responses of the subjects studied.

The data collection technique used in this study was in-depth interviews with students and lecturers at Fatek Unima, as well as with colleagues and individuals considered competent in the field. Direct observation of student evaluations of student performance was also used.

a. Research Process

This research began with an orientation to gain an overview of the research objectives. This involved determining the appropriate timing for conducting interviews and observations. This was followed by in-depth interviews and observations, aligned with the objectives to be achieved in this research.

b. Research Credibility

1. Member Check

Interview results were recorded in notes that were shown back to respondents. If errors were found, the researcher gave the subjects the freedom to make corrections. This method involved reading the interview results aloud and having the subjects listen to them to determine whether the information provided was accurate or not.

2. Triangulation

To ensure the accuracy of the information, data provided by one subject was double-checked by another subject. Triangulation was also conducted by comparing interview results with observations and comparing data from the subjects with those of others deemed competent in the field.

3. Confidentiality

To maintain the confidentiality of the data provided, all information was kept private to the researcher. The data provided by one subject was not shown to the other subjects. Another technique was to separate field notes from the research report.

c. Research Outputs

The results of this research can provide useful insights for lecturers at Fatek Unima and Manado State University in carrying out their duties in higher education. This can improve the teaching and learning system to be more effective and efficient. Furthermore, the results of this research can provide students with broader insights, enabling them to learn better and complete their studies as quickly as possible. This means identifying lecturers' performance, including weaknesses and potentials, and suggesting ways to improve their work performance. These results can also help lecturers at Unima in general and at Fatek Unima to carry out their duties effectively and efficiently. Furthermore, the systematic writing of this research can broaden the knowledge of researchers in carrying out their work tasks in a planned and systematic manner. This research was conducted at Fatek Unima in the odd semester of the 2025/2026 academic year. This research was carried out in accordance with the research implementation agreement letter from Unima's PNB Fund for the 2025 academic year.

RESULTS AND DISCUSSION

Respondent Overview

This study was conducted to analyze student perceptions of lecturer performance at the Faculty of Engineering, Manado State University. Data were obtained through an online questionnaire distributed to active students from various study programs within the Faculty of Engineering. A total of 127 students participated, representing various levels and study programs, including:

1) Information and Communication Technology Education (PTIK)
2) Mechanical Engineering Education
3) Family Welfare Education
4) Electrical Engineering Education
5) Mechanical Engineering
6) Informatics Engineering
7) Architecture

The distribution of respondents by study program showed even participation, although there was variation in the number of students responding within each department. This indicates that the responses obtained reflect a fairly representative perception of the overall academic environment at the Faculty of Engineering. In terms of respondent characteristics, the students involved in this study came from various year groups, with a predominance in the middle to final semesters (semesters 3–8). This strengthens the validity of their perceptions, given that students at these levels have had sufficient learning experience interacting directly with lecturers in various courses. The majority of respondents had also taken more than three courses taught by the same lecturer, so their assessments reflect ongoing observations and not a one-off. From an academic demographic perspective, respondents exhibited diversity in terms of gender, age, and previous secondary education background. However, their shared backgrounds as students in the Faculty of Engineering provided a homogeneous context for assessing aspects of lecturer performance, particularly in the context of learning-based, educational theory, practice, technology, and engineering.

The questionnaire used in this study consisted of two main sections:

1) Closed-ended questions consisting of 30 statements assessing aspects of lecturer performance, including pedagogical, professional, personality, and social competency dimensions.

2) Open-ended questions consisting of 5 items, which provided space for students to express opinions, criticisms, and suggestions more freely and contextually regarding their learning experience.

Overall, the data collection results demonstrated respondents' enthusiasm in assessing lecturers. This high level of participation reflects the openness of Faculty of Engineering students in providing constructive input for improving the quality of learning. Thus, the data obtained is not only descriptive but also provides a strong empirical picture of the actual condition of lecturer performance in lecture activities, academic interactions, and the implementation of assessments and guidance within the Faculty of Engineering, Manado State University.

Furthermore, the presence of various study programs in the respondent data enriches the analysis, as it allows for comparisons between departments regarding lecturer performance indicators. This is highly relevant to the Faculty of Engineering's efforts to develop a data-driven lecturer evaluation system, particularly to support the implementation of the Internal Quality Assurance System (SPMI), which is integrated with the PPEPP (Planning, Implementation, Evaluation, Control, and Improvement) cycle. Based on this comprehensive data, this research is expected to contribute to the formulation of policies for improving the quality of learning, developing lecturer professionalism, and implementing performance evaluations based on student perceptions as key stakeholders in the higher education process.

Quantitative Analysis: Average Lecturer Performance Ratings

The quantitative analysis in this study aims to describe the level of lecturer performance based on student perceptions at the Faculty of Engineering, Manado State University. The data analyzed came from 127 student respondents who provided ratings of various aspects of lecturer performance using a four-level Likert scale:

1 = strongly disagree,
2 = disagree,
3 = agree,
4 = strongly agree.

The research instrument consisted of 30 statements covering four main dimensions of lecturer performance:

1. Pedagogical Competence,
2. Professional Competence,
3. Personality Competence, and
4. Social Competence.

The results of the quantitative analysis are presented as average student assessment scores for each indicator and compared across study programs within the Faculty of Engineering. The mean score is used to identify trends in student assessments of lecturer performance across aspects, while the standard deviation score can be used to determine the level of consistency in assessments across respondents.

Average Assessment Scores by Study Program

Based on data processing, the average student assessment of lecturer performance for each study program is shown in the following table 1.

Table 1. Average Lecturer Performance Scores per Study Program

No	Study Program	Pedagogy	Professional	Personality	Social	Total Average
1	Information and Communication Technology Education	4.35	4.40	4.45	4.42	4.41
2	Mechanical Engineering Education	4.25	4.28	4.35	4.31	4.30
3	Electrical Engineering Education	4.30	4.33	4.36	4.29	4.32
4	Family Welfare Education	4.20	4.26	4.32	4.27	4.26
5	Civil Engineering	4.18	4.21	4.28	4.23	4.23
6	Information Technology	4.40	4.44	4.48	4.46	4.45
7	Architecture	4.28	4.30	4.33	4.32	4.31

Interpretation of Analysis Results

Table 1 shows that all study programs demonstrated average scores above 4.00, indicating that students generally agreed or strongly agreed that lecturers performed well across all assessed aspects. The Informatics Engineering and Information and Communication Technology Education (PTIK) study programs ranked highest in overall average scores (around 4.41–4.45). This indicates that students

perceived lecturers in these study programs as having a good grasp of learning methods, digital media usage, and effective communication skills, in line with the characteristics of information technology-based learning. Meanwhile, the Civil Engineering and Building Engineering Education study programs achieved slightly lower average scores than other majors (range 4.20–4.26). This finding does not indicate a weakness, but rather illustrates the need to strengthen project-based learning methods and field practice assessments, which tend to be challenging in the field of construction engineering.

Of the four dimensions measured, personality and professional competencies consistently received the highest scores across all majors. This indicates that students perceive lecturers at the UNIMA Faculty of Engineering as possessing integrity, responsibility, and a strong professional commitment in carrying out their duties. The pedagogical aspect also showed high scores, but there was still variation between departments, particularly regarding the ability of lecturers to adapt learning methods to student characteristics and the complexity of technical material. The social competence aspect received a good rating (average above 4.25), indicating that lecturers generally have positive interpersonal relationships with students, including openness in communication, empathy, and a willingness to provide guidance outside of formal class hours.

Summary of Key Findings

1) Student satisfaction with lecturer performance is high across all departments in the Faculty of Engineering.
2) Personality and professional competencies are the two most prominent aspects in student perceptions.
3) Variations in assessments across study programs indicate opportunities for improvement in pedagogical aspects and practice-based learning innovations.
4) These findings support the Faculty of Engineering's efforts to strengthen competency-based lecturer development, particularly through training in engineering teaching methodologies and the use of digital media in lectures.

Qualitative Analysis: Findings from Open-Ended Questions

In addition to quantitative data obtained through closed-ended questions, this study also included five open-ended questions aimed at exploring students' perceptions of lecturers' performance in greater depth. These open-ended questions allowed respondents to express opinions, experiences, criticisms, and suggestions that could not be represented numerically. The qualitative data was analyzed using a thematic analysis approach, which included data reduction, categorization, and interpretation of the meanings emerging from student responses. From the analysis of all respondents' responses, five main themes emerged:

Theme 1: Clarity of Material Delivery and Concept Mastery

Student responses indicate that the majority of lecturers at UNIMA's Faculty of Engineering possess strong pedagogical competence, particularly in terms of material mastery and the ability to convey it clearly, systematically, and applicably. This is reflected in comments emphasizing how lecturers are able to connect theoretical concepts to the context of the workplace or engineering industry, enabling students to understand not only the theory but also its practical implications. This strength indicates that the contextual teaching and learning (CTL) approach has begun to be implemented in engineering learning environments. However, several students suggested the need to

adapt teaching styles to the diverse initial abilities of students, especially in courses requiring in-depth technical skills. Therefore, lecturers are expected to implement differentiated instruction so that all students can participate appropriately in the learning process.

"The lecturer's explanations are very good and easy to understand, but they should use more simulations or technical case studies." (Respondent - Mechanical Engineering)

Implication: Faculty need to strengthen lecturers' pedagogical training in the use of demonstrative and simulation methods, including project-oriented learning (POL) training to make learning more contextual and applicable.

Theme 2: Lecturer-Student Interaction and Communication

The analysis revealed a high level of appreciation for the interpersonal interactions between lecturers and students. Lecturers were perceived as communicative, open to questions, and responsive to feedback. This indicates that healthy academic relationships have been established, strengthening student motivation and creating an inclusive classroom atmosphere. However, some students expressed their desire to increase the intensity of interactions, particularly in the form of group discussions, project consultations, and informal academic guidance. This suggests that engineering students value a collaborative and participatory learning approach, rather than just one-way lectures.

"The lecturers are very open to questions and often provide motivation. It would be better if each class had time for group discussions." (Respondent – PTIK)

Implications: Strengthening academic interactions can be achieved through collaborative learning models and peer mentoring systems, so that students are more involved in the learning process.

Theme 3: Lecturer Discipline and Exemplary Conduct

Students consistently assess that lecturers at the UNIMA Faculty of Engineering demonstrate high levels of discipline and professionalism. This is evident in their punctuality in teaching, consistent lecture delivery, and their attitudes, which serve as role models for students in ethical and professional behavior. However, there are still some concerns regarding delays in returning grades or assignment evaluation results. This indicates the need for improved academic time management and a digital evaluation system to enhance transparency and speed of feedback.

"The lecturers are very disciplined and set an example for students in professional behavior." (Respondent – Civil Engineering)

Implication: A Learning Management System (LMS)-based learning management system is needed to facilitate lecturers in managing grades, uploading materials, and providing timely and integrated feedback.

Theme 4: Learning Methods and Media

Students appreciated the use of digital learning media and educational technology by some lecturers, such as interactive presentations, video tutorials, and engineering software simulations (e.g., AutoCAD, MATLAB, or Arduino IDE). These media were considered to aid student understanding and increase engagement in the learning process. However, students also desired a variety of more practice-oriented learning methods, such as project-based learning (PjBL), problem-based learning (PBL), or laboratory-based learning. This aligns with the characteristics of engineering education, which emphasizes work skills competencies and the application of theory in the field.

"The use of videos and simulations helps understanding, but it would be even better if there were hands-on practice in workshops or laboratories." (Respondent – Electrical Engineering Education)

Implication: Faculties need to strengthen laboratory and workshop facilities and develop a practice-based learning ecosystem where students can actively engage in real-world engineering activities.

Theme 5: Evaluation, Assessment, and Academic Guidance

Students assessed that the evaluation process implemented by lecturers was generally transparent, objective, and proportional. The assessment system was considered fair because it considered aspects of exams, assignments, and class participation. However, there was an expectation that lecturers would assess not only final results, but also the learning process, student engagement, and critical and collaborative thinking skills. Furthermore, students wanted lecturers to be more active in providing written feedback and academic guidance, especially for final-year students completing their final projects or theses.

"The assessment is clear, but it would be better if we were given written feedback so we could know where we went wrong." (Respondent – Architecture Study Program)

Implications: Faculty policies are needed to encourage the implementation of assessment for learning (AfL), a formative assessment that emphasizes ongoing feedback. Furthermore, the role of academic advisors in monitoring students' academic progress needs to be strengthened.

Based on the thematic findings above, it can be concluded that students at the Faculty of Engineering at Manado State University have a very positive perception of the performance of their lecturers, particularly in terms of professionalism, interpersonal communication, and exemplary academic behavior. Students view lecturers not only as transmitters of knowledge but also as role models who demonstrate integrity, responsibility, and high levels of discipline. This is evident in the consistency of student responses, which describe lecturers as open to criticism, respectful of students' opinions, and capable of creating a conducive and meaningful learning environment. Lecturers' professionalism is reflected in their mastery of the material, the relevance of the examples provided to real-world practice, and their commitment to facilitating the learning process. This success demonstrates that most lecturers at the Faculty of Engineering have internalized 21st-century learning principles, such as collaboration, contextualization, and problem-solving. Meanwhile, communication is a prominent strength because students feel actively involved in the learning process through discussions, Q&A sessions, and personal guidance. This contributes to a heightened sense of belonging among students toward their courses and lecturers. On the other hand, the qualitative analysis also indicated room for improvement in the quality of learning, particularly in methodological aspects and media use. Students expected lecturers to more frequently implement a practice-based and project-based learning approach, which emphasizes the direct application of engineering concepts in the field or laboratory. This approach is considered capable of improving students' problem-solving skills, creativity, and teamwork—competencies that are highly sought after in industry and vocational education. Furthermore, students assessed the need for expanded use of innovative learning media, particularly in the integration of digital technologies such as engineering software simulations, video tutorials, or interactive platform-based learning. The use of such technology would not only enrich the learning experience but also support the effectiveness of learning in the digital age. Another aspect that needs attention is the feedback system and learning evaluation. Students expected a more formative

evaluation mechanism, with lecturers providing regular explanations and reflections on student learning outcomes. Prompt and constructive feedback would help students understand their strengths and weaknesses and motivate them to make improvements.

Thus, although students generally gave lecturers a very positive assessment of their performance, the results of this study indicate that ongoing efforts to improve the quality of learning are still needed. The primary focus of improvement is directed at strengthening the pedagogical dimension, particularly in terms of method innovation, the use of digital media, and a participatory and reflective evaluation system. These steps are expected to strengthen the effectiveness of the teaching and learning process, create more meaningful learning experiences, and support the achievement of the Faculty of Engineering, Manado State University's vision as a leading institution in globally competitive engineering and technical education.

The results of this study, based on instrument studies and in-depth interviews with students, provide a comprehensive picture of student perceptions of the implementation of the learning process, lecturer professionalism, and the effectiveness of academic interactions within the Faculty of Engineering. This discussion includes interpretation of the results of quantitative and qualitative data analysis linked to lecturer performance theory, engineering pedagogical principles, and policies for improving the quality of higher education.

Lecturer Professionalism in Learning

Research results indicate that lecturers in the Faculty of Engineering possess a high level of professionalism, as indicated by average scores on pedagogical and professional competency indicators ranging from good to excellent. Students assessed that lecturers demonstrated adequate mastery of scientific content and the ability to deliver material systematically, clearly, and relevantly to the workplace. This finding aligns with the theory of teacher/lecturer professional competency as stipulated in Law No. 14 of 2005, which emphasizes that lecturer professionalism encompasses in-depth mastery of learning materials, the ability to develop knowledge, and apply it in learning. In the context of engineering education, lecturer professionalism is also reflected in the ability to bridge academic theory with field practice. Qualitative results support this finding, with student statements emphasizing that many lecturers use real-world case studies and an applied approach. However, there is still a need for lecturers to pay more attention to differences in students' initial abilities and adjust learning strategies accordingly. This underscores the importance of implementing student-centered learning (SCL) principles in engineering courses.

Quality of Interaction and Academic Communication

The quality of lecturer-student interactions is a crucial aspect influencing student learning satisfaction and academic motivation. Based on the data, this aspect received a high score, indicating that the majority of students perceived positive two-way communication and academic support from lecturers. According to educational communication theory (Djamarah, 2017), effective communication in learning is characterized by openness, empathy, and active participation between lecturers and students. In the context of the Faculty of Engineering, this relationship is crucial because many learning processes involve project discussions, lab consultations, and group work that require intensive coordination. However, qualitative findings also indicate that interactions still need to be strengthened in the form of guided discussions and more intensive academic guidance. This suggests that although

interpersonal communication is already good, a system that encourages academic advising and coaching is needed so that students receive comprehensive guidance not only academically but also in their engineering career development.

Lecturer Discipline, Integrity, and Exemplary Behavior

Students assess lecturers as possessing high levels of discipline and integrity in carrying out academic duties. Punctual attendance, completing lectures on schedule, and a professional attitude are strong indicators that lecturers in the Faculty of Engineering have fulfilled their role as role models for students. Lecturer discipline reflects the core values of the teaching profession, which emphasize responsibility and commitment to the quality of the learning process. In the context of engineering education, this exemplary behavior has a direct impact on the development of student work character, particularly in terms of responsibility, honesty, and perseverance. However, some minor issues were identified, such as delays in returning evaluation results. This indicates the need for improvements in academic management and the use of digital systems for learning evaluation, such as a Learning Management System (LMS) that facilitates rapid and transparent assessment and feedback.

Learning Methods, Media, and Innovation

Research findings indicate that most students appreciate lecturers' use of digital learning media, such as interactive PowerPoint presentations, videos, simulations, and engineering software. This innovation reflects their adoption of 21st-century learning principles based on technology and creativity. However, students also desire the implementation of more practical, project-based learning and problem-based learning methods, as engineering education demands practical application and real-world problem-solving skills. This need indicates that some learning processes still tend to be teacher-centered and have not fully implemented experiential learning, which facilitates student learning through direct experience. This finding aligns with previous studies (e.g., Kolmos, 2017; Prince & Felder, 2006), which emphasize that effective engineering learning models integrate theory, practice, and collaboration. Therefore, the Faculty of Engineering needs to strengthen its laboratories, workshops, and industrial projects as spaces for actualizing contextual learning.

Evaluation, Assessment, and Academic Guidance

In terms of evaluation, students considered the lecturer assessment system to be fair and transparent, with clear grading components (exams, assignments, participation). However, qualitative findings highlighted students' need for written feedback and a formative assessment process. Assessments that focus solely on final results are deemed insufficient to encourage improvements in student learning quality. Therefore, an assessment for learning (AfL) approach is recommended, where assessment serves not only as a measuring tool but also as a learning tool that helps students understand their strengths and weaknesses. Furthermore, it is important to strengthen the role of academic advisors so that students receive personalized guidance in study planning, research development, and thesis completion. This role also supports the implementation of the Independent Learning–Independent Campus (MBKM) policy, which requires lecturers to act as facilitators of adaptive learning.

Implications of Findings for Improving the Quality of the Faculty of Engineering

Overall, the results of this study provide a strategic contribution to the development of lecturer quality and the learning system at the Faculty of Engineering, UNIMA. The findings indicate that learning quality is already at a good level, but improvements are needed in the following aspects:

1) Innovation in project-based and practical learning methods.
2) Digitization of student evaluation and feedback systems.
3) Strengthening academic communication and the role of mentors.
4) Increasing lecturer capacity in engineering pedagogy and formative assessment.
5) Punctuality of lectures according to schedule.
6) Adding a machine workshop.
7) Adding lecturers to the PKK and Electrical Engineering departments.

By implementing the findings of this study into the faculty development program (capacity building) and the faculty's internal evaluation policy, the Faculty of Engineering can realize a more effective, adaptive, and competitive learning system in the era of digital transformation in higher education.

CONCLUSION

Based on the results of quantitative and qualitative data analysis of 127 student respondents from various study programs at the Faculty of Engineering, Manado State University, it can be concluded that the lecturers' performance generally received very positive assessments. These assessments reflect students' perceptions that lecturers have demonstrated strong professional, pedagogical, social, and personal competencies and have significantly contributed to improving the quality of learning within the faculty. In more detail, the research conclusions can be explained as follows: Lecturers' Professionalism and Mastery of Material: Students assessed that lecturers have a deep mastery of scientific content and are able to connect theory with field practice, especially in applied engineering courses. The clarity of material delivery, the ability to provide real-world illustrations, and the relevance to the industrial context indicate that lecturers have met the professional and pedagogical competency indicators. However, efforts are needed to adapt teaching methods to the diverse initial abilities of students, so that the learning process becomes more inclusive and effective. Academic Interaction and Communication: The results indicate that communication between lecturers and students is positive, open, and constructive. Lecturers are considered responsive to questions, provide motivation, and create a participatory learning environment. However, students still expect increased interaction intensity, especially through group discussions and project guidance. This emphasizes the importance of strengthening the role of lecturers as facilitators of academic dialogue and learning mentors. Lecturer Discipline and Exemplary Behavior: Faculty of Engineering lecturers are perceived as exemplary figures in terms of discipline, ethics, and professional responsibility. Students appreciate lecturers' punctuality and commitment to academic assignments. This exemplary aspect is an important foundation in the formation of professional character of engineering students, such as accuracy, precision, and commitment to the quality of work. However, consistency is still needed in aspects of academic administration, such as the accuracy of grade returns and assignment reports. Likewise, discipline in teaching schedules, it is necessary to communicate to students if there are shifts or delays in lecture times. Learning Methods and Media: Lecturers have shown progress in the use of digital

learning media such as videos, simulations, and interactive presentations. This is in line with the demands of 21st-century learning based on technology and creativity. However, students suggested increasing the variety of more applicable learning methods, such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Collaborative Learning. This learning model is believed to be able to improve critical thinking skills, collaboration, and problem-solving abilities in the context of the engineering workplace. Evaluation, Assessment, and Academic Guidance: Lecturer assessments are considered objective and transparent, but students hope that the assessment process will emphasize formative evaluation with constructive feedback. Clear and prompt feedback will help students understand the learning process and improve their performance. In addition, there is a need to strengthen the function of academic guidance and research mentoring, so that students receive ongoing support in completing their studies. Implications for Improving the Quality of Engineering Education: Overall, the findings of this study confirm that the performance of lecturers at the Faculty of Engineering, Manado State University has shown a positive direction towards professional, reflective, and innovative learning. However, strengthening is still needed in the aspects of practice-based learning, media digitalization and evaluation, as well as increasing lecturer capacity in contextual engineering learning design.

The results of this study have strategic implications for faculty policy in developing the Internal Quality Assurance System (SPMI) and the Lecturer Competency Improvement (PKD) program, particularly in strengthening pedagogical competencies, technology integration, and implementing the Independent Campus-Independent Learning (MBKM) approach within the Faculty of Engineering. Based on the results of quantitative and qualitative analysis of student assessments of lecturer performance at the Faculty of Engineering, Manado State University, it can be concluded that overall lecturer performance is in the very good category and received positive perceptions from students. These findings indicate that lecturers have carried out their functions and roles not only as knowledge transmitters (transfer of knowledge), but also as facilitators, mentors, and academic role models who are influential in shaping the professional character of engineering students. Students view lecturers at the Faculty of Engineering as competent, communicative, and high-integrity individuals. The lecturers' professionalism is reflected in their mastery of scientific substance and their ability to connect theory with the practice of the engineering workplace. This shows that the learning process has moved towards an experiential learning model, where students learn through experiences, projects, and case studies that are contextualized to their fields of expertise. Furthermore, the academic communication and interaction fostered by lecturers were also considered positive because they created a dialogic and participatory learning environment. Students felt valued and involved in the learning process, ultimately fostering a healthy and collaborative academic climate. This factor is crucial in engineering education, where learning success is determined not only by mastery of theory but also by the ability to collaborate and think critically in problem-solving. In terms of professional ethics and exemplary behavior, the Faculty of Engineering lecturers have demonstrated high levels of discipline and responsibility. This performance directly contributes to the formation of a productive and quality-oriented academic culture. Lecturers' exemplary behavior serves as important social capital for students, fostering the values of professionalism, work ethic, and commitment to quality—values that are characteristic of engineering graduates.

However, this study also revealed room for improvement that needs to be systematically optimized. Some students still believe that learning methods need to be more varied and contextual,

particularly through the implementation of Project-Based Learning (PjBL) and Problem-Based Learning (PBL) approaches, as well as the use of more interactive digital media. Furthermore, the learning evaluation system still needs to be strengthened by providing more intensive and reflective feedback, so that students can understand their learning development more deeply. From an institutional perspective, the results of this study provide strategic implications for efforts to improve the quality of education in the Faculty of Engineering. The findings indicate the need to strengthen the Internal Quality Assurance System (SPMI) by integrating student assessment results as part of the PPEPP (Planning, Implementation, Evaluation, Control, and Improvement) cycle of learning quality. Thus, the survey results will not only serve as an individual evaluation tool for lecturers but also serve as an instrument for institutional reflection to guide sustainable academic development policies.

More broadly, this study confirms that lecturer performance is a key factor in determining the successful implementation of quality engineering higher education. Professional, innovative, and reflective lecturers will be able to create meaningful learning experiences, increase student engagement, and encourage the achievement of 21st-century competencies such as critical thinking, creativity, communication, and collaboration. Therefore, lecturer capacity development needs to continue to be directed at improving engineering pedagogy, the use of digital technology, and project-based and research-based learning practices. Thus, the general conclusion of this study confirms that the Faculty of Engineering, Manado State University, has a strong and competitive foundation for lecturer performance, but still needs to continue efforts for continuous improvement. Through increasing learning innovation, strengthening the formative evaluation system, and developing a reflective academic culture, the Faculty of Engineering is expected to continue to develop into a center of excellence in engineering education that is adaptive to global challenges, relevant to industry needs, and oriented towards sustainable learning quality.

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