



Performance Analysis of Lecturers of Computer Science Study, FMIPA, HKBP Nommensen University Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk menilai kinerja dosen Program Studi Ilmu Komputer di Universitas Nommensen HKBP Pematangsiantar dari perspektif mahasiswa dan mengidentifikasi area yang perlu ditingkatkan untuk meningkatkan kualitas akademik program studi tersebut. Penelitian ini menggunakan pendekatan kuantitatif melalui survei. Peneliti mengumpulkan data menggunakan kuesioner skala Likert lima poin yang dibagikan kepada 103 mahasiswa Program Studi Ilmu Komputer yang telah mengikuti perkuliahan. Peneliti menganalisis lima aspek: kesiapan mengajar, materi pengajaran, disiplin pengajaran, evaluasi pengajaran, dan kepribadian dosen. Kami menganalisis data menggunakan statistik deskriptif, menghitung persentase tanggapan mahasiswa untuk setiap aspek penilaian. Hasil penelitian menunjukkan bahwa kinerja dosen Program Studi Ilmu Komputer di Universitas Nommensen HKBP Pematangsiantar secara umum berada dalam kategori baik hingga sangat baik. Aspek kesiapan mengajar, materi pengajaran, disiplin pengajaran, dan evaluasi pengajaran mendapat peringkat sangat baik. Aspek kepribadian dosen berada dalam kategori baik. Namun, kita harus meningkatkan kinerja dosen dalam aspek penelitian. Kita harus meningkatkan produktivitas, keberlanjutan kegiatan penelitian, dan publikasi ilmiah. Hasil penelitian ini diharapkan dapat digunakan sebagai bahan evaluasi dan dasar pembuatan kebijakan bagi lembaga-lembaga dalam upaya meningkatkan kualitas dosen dan pendidikan tinggi secara berkelanjutan.

Kata Kunci : Kinerja Fakultas, Pengajaran, Penelitian, Pendidikan Tinggi, Ilmu Komputer

Abstract

This study aims to assess the performance of lecturers in the Computer Science Study Program at HKBP Nommensen University Pematangsiantar from the perspective of students and identify areas that need improvement to enhance the academic quality of the study program. The study uses a quantitative approach through a survey. The researchers collected data using a five-point Likert scale questionnaire distributed to 103 students of the Computer Science Study Program who had attended lectures. The researchers analyzed five aspects: teaching readiness, teaching materials, teaching discipline, teaching evaluation, and lecturer personality. We analyzed the data using descriptive statistics, calculating the percentage of student responses for each aspect of the assessment. The results of the study show that the performance of lecturers in the Computer Science Study Program at HKBP Nommensen University Pematangsiantar is generally in the good to very good category. The aspects of teaching readiness, teaching materials, teaching discipline, and teaching evaluation received very good ratings. The aspect of lecturer personality was in the good category. However, we must improve lecturer performance in the aspect of research. We must improve productivity, continuity of research activities, and scientific publications. The results of this study are expected to be used as evaluation material and a basis for policy-making for institutions in their efforts to improve the quality of lecturers and higher education in a sustainable manner.

Keyword : Faculty Performance, Teaching, Research, Higher Education, Computer Science

INTRODUCTION

Higher education institutions play a crucial role in developing quality human resources through education, research, and community service. The quality of the implementation of the Tri Dharma of Higher Education depends heavily on the performance of lecturers, the primary actors in academic activities. Therefore, lecturers are expected to possess strong competence, professionalism, and commitment in carrying out their duties and responsibilities (Hestiandari et al., 2025).

In higher education, lecturer performance assessments are not limited to their classroom teaching abilities but also encompass their roles in research and community service. Optimal lecturer performance will significantly contribute to



improving the quality of the learning process, developing scientific knowledge, and strengthening the image of higher education institutions. Conversely, inadequate lecturer performance can hinder the achievement of academic goals and graduate quality standards (Leuhery & Nahumury, 2023).

Lecturer performance plays a crucial role in maintaining the quality of higher education, as it directly impacts the quality of academic services and the outcomes achieved by college graduates (Samsuri et al., 2024). Conceptually, lecturer performance is not limited to teaching activities, but also encompasses research and community service activities, which together represent the implementation of the Tri Dharma of Higher Education, namely education, research, and community service as the foundation of lecturers' professional responsibilities. Lecturer performance evaluation is crucial as an objective measuring tool to assess the level of lecturers' ability to fulfill the workload set by the institution, including aspects of academic professionalism and concrete contributions to society and the advancement of science (Pongtambing et al., 2025).

In previous research, various elements have been identified as factors influencing lecturer performance. Based on the findings of Setyowati and Purwantoro (2023), professional competence and dedication to the profession were proven to be the main factors that significantly improve lecturer performance in implementing the Tri Dharma of Higher Education, while other aspects such as organizational culture and training programs did not show a significant impact in similar situations. Furthermore, the results of research by Utami & Yuliatmojo (Manik & Syafrina, 2018) showed that lecturer professionalism, certification, commitment, and competence collectively contribute to lecturer performance, indicating that lecturers' intrinsic attributes and the scope of academic certification are crucial aspects that must be taken into account in the performance assessment process.

Previous studies have shown that various factors influence lecturer performance. According to Trisnarningsih (Adhan et al., 2019) dedication to the profession is the strongest factor influencing lecturer performance at private universities in East Java. Sarjono (2013) found that professional competence and motivation simultaneously contribute to improving lecturer performance. Listyarini (2017) explained that lecturer certification and work motivation also influence lecturer performance. Shinta (Agustin & Kurniawan, 2017) concluded that professional competence has a significant impact on improving lecturer performance.

The performance assessment of Computer Science lecturers at HKBP Nommensen University in Pematangsiantar must consider key aspects such as academic competence, professionalism, dedication to the Tri Dharma (Three Pillars of Education), and the ability to adapt to rapid advances in information technology. In Computer Science, lecturers' performance is evaluated not only based on the success of classroom teaching, but also on their contributions to technological research and the collaboration between academic knowledge and industry practices and the community. Other studies have shown that technological mastery and a strong academic culture have a positive impact on lecturer performance, especially when facing the demands of modern education based on information technology (Purwanto & Asbari, 2020).

Lecturers equipped with superior pedagogical skills can design flexible learning approaches according to student needs and developments in the field of computer science. A study conducted by Kurniati and Fidowaty (Aini et al., 2018) emphasized that personal elements and support from management and the organization have a significant impact on lecturer performance, especially in the field of research, which is the main foundation of computer science because it requires creativity and publication of scientific articles. Therefore, to evaluate the performance of lecturers at HKBP Nommensen Pematangsiantar comprehensively, an assessment method is needed that includes aspects of academic professionalism, research productivity, contribution to society, and the use of technology in learning activities.

Lecturer performance in research is one of the main pillars of the Tri Dharma of Higher Education, which directly contributes to the reputation and academic quality of study programs. The analysis results show that the performance of lecturers in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, in research aspects still needs improvement, particularly in terms of scientific publication productivity and involvement in ongoing research. Some lecturers have conducted research and publications, but the number and consistency are not evenly distributed among all lecturers.

According to Sugiyono (Putra & Sinambela, 2021) research activities conducted by lecturers play a crucial role in the advancement of science and improving the quality of teaching, as research findings can be integrated into the curriculum. Low research productivity is often caused by several factors, including time constraints due to heavy teaching loads, lack of financial support, and lack of research collaboration. Therefore, efforts to improve research performance need to be made through developing a research culture, increasing collaboration between lecturers, and providing institutional support in the form of research facilities and awards (Retnowati et al., 2018). By improving lecturer research performance, it is hoped that the academic quality of the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, will continue to improve (Surya, 2018).

Furthermore, lecturer performance assessments need to be conducted in a structured and continuous manner using valid and consistent measurement tools. For example, a study on adequate assessment measurement tools showed that lecturer performance assessments in the teaching field should comprehensively cover aspects of planning, implementation, and assessment of learning to ensure that the applied criteria truly reflect the achievement of desired competencies (Putra & Sinambela, 2021). Thus, the evaluation of Computer Science lecturer performance serves not only



as an administrative procedure, but also as a basis for improving lecturers' professional competence, refining learning mechanisms, and efforts to improve the quality of higher education at HKBP Nommensen University in Pematangsiantar.

METHOD

This study uses a quantitative approach through a survey technique. This approach was chosen because the study aims to measure and analyze the performance of lecturers in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, using quantitative data collected from student responses via questionnaires. According to Sugiyono (Wahyudi, 2020) quantitative research is an approach based on the philosophy of positivism, applied to study specific populations or samples to test hypotheses or describe situations objectively with the help of statistical data. The survey technique makes it easier for researchers to obtain a neutral view of lecturer performance according to predetermined, structured criteria (Fallo et al., 2024).

This research was conducted at the Computer Science Study Program, HKBP Nommensen University, Pematangsiantar. The research subjects consisted of several Computer Science Study Program students who had been involved in lecture activities and had direct experience with the performance of the lecturers being evaluated. The sampling method used was purposive sampling (Chairoel et al., 2020). This method was chosen because not all students were included as participants, but only those who met certain criteria, namely students who met the requirements were selected as research respondents. The number of participants in this study reached 103 students (Adiawaty, 2020).

This study focuses on the performance variables of lecturers in the Computer Science Study Program at HKBP Nommensen University in Pematangsiantar. Lecturer performance is measured based on several main aspects, namely teaching preparation, teaching content, teaching discipline, teaching assessment, and lecturer character. Aspects of teaching preparation include syllabus preparation, material mastery, learning approaches, communication skills, creating a supportive classroom atmosphere, and the use of educational technology (Retnowati et al., 2017). Aspects of teaching content include the suitability of the material to the syllabus, the completeness and relevance of the material, and the ease of understanding of the material by students. Aspects of teaching discipline include lecturer attendance, punctuality, and consistency in conducting lectures (Syahrir et al., 2021). Aspects of teaching assessment include objectivity of assessment, clarity of assessment mechanisms, the suitability of assignments and exams to the material, and the timeliness of returning assessment results. Aspects of lecturer character include lecturer authority, ease of contact outside the classroom, respect for students, and instilling moral and ethical values (Nurdiantara, 2022).

Data collection in this study was conducted through a questionnaire designed by the researcher and distributed to students as respondents. The questionnaire used a five-point Likert scale: very appropriate, appropriate, don't know, inappropriate, and very inappropriate. This tool was developed to gather information regarding students' views on lecturer performance, based on their experiences during the learning process.

Data collected through the questionnaire were processed using descriptive statistical analysis. The analysis process involved calculating the frequency and percentage of respondents' responses for each lecturer performance indicator (Asbari, 2019). The results of this analysis were used to provide a comprehensive overview of the level of lecturer performance in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, and served as the basis for concluding the research findings.

RESULTS AND DISCUSSION

This study used a lecturer performance questionnaire completed by 103 students of the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar. The questionnaire covered five assessment aspects: teaching readiness, teaching materials, teaching discipline, teaching evaluation, and lecturer personality. Data were analyzed descriptively by calculating the percentage of respondents' answers in each assessment category.

Table 1. Results of the Lecturer Performance Questionnaire Evaluation

No	Rated aspect	Very Appropriate (%)	In accordance (%)	Don't know (%)	It is not in accordance with (%)	Positive Average (%)	Category
1	Teaching Readiness	39.8	58.7	1.0	0.5	98.5	Very good
2	Teaching Materials	32.5	66.0	1.2	0.3	98.5	Very good
3	Teaching Discipline	32.5	65.7	1.3	0.5	98.2	Very good
4	Teaching Evaluation	34.5	63.5	1.0	1.0	98.0	Very good
5	Lecturer Personality	26.7	63.1	7.3	2.9	89.8	Good

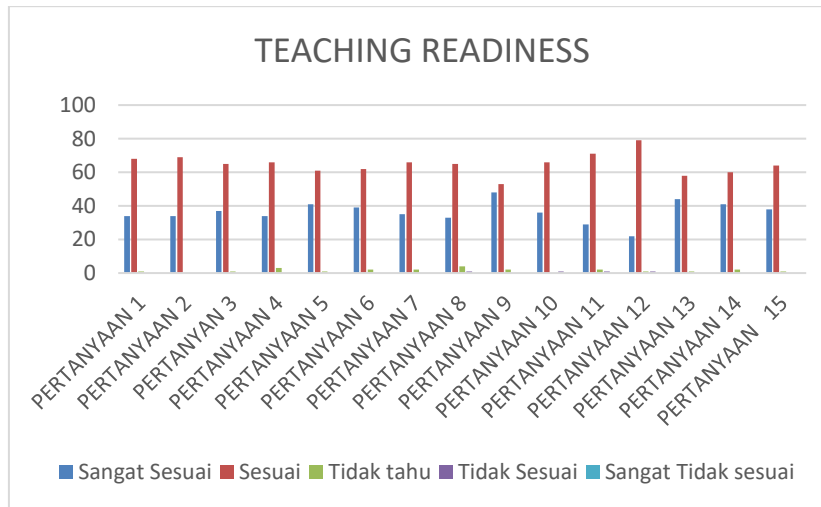


Figure 1. Graph of percentage of student responses to lecturers' teaching readiness

Based on the Teaching Readiness Percentage Diagram , it is known that the amount of 40% of respondents stated that it was very appropriate And 58% stated that they were satisfied with the lecturers' preparedness in implementing the learning process. The percentage of respondents who chose the "don't know" and "not suitable" categories was very small, around 1% each, and no respondents stated that they were "very unsuitable." This indicates that lecturers are considered well-prepared to design and implement the learning process (Idris & Djafar, 2019a).

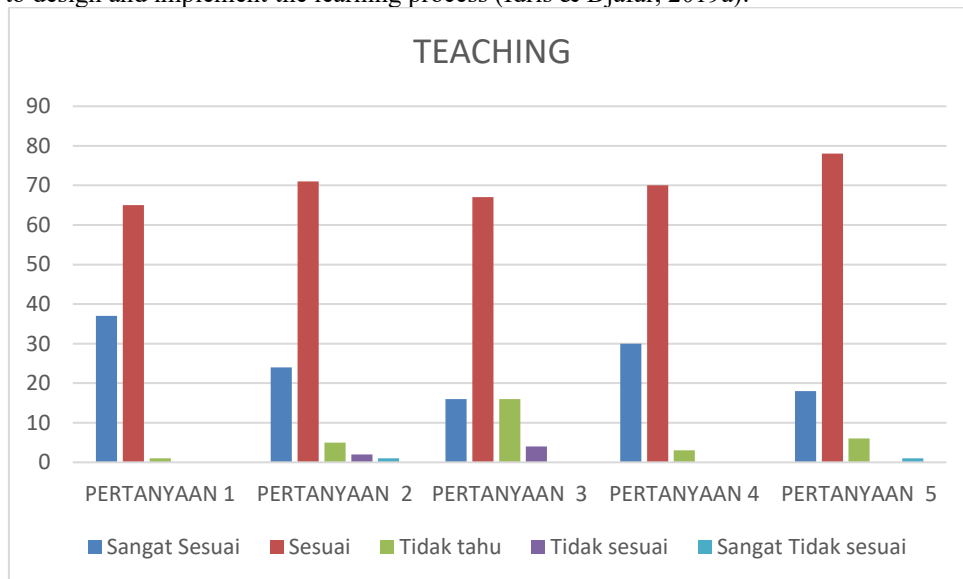


Figure 2. Graph of percentage of student responses to teaching materials.

In terms of teaching materials , the results of the questionnaire showed that 33% of respondents Of those who stated that the material presented by the lecturer was very appropriate , 65% stated that it was appropriate, and that the material presented by the lecturer was in line with the syllabus and developments in computer science (Aqip, 2020). Only about 2% of respondents stated they didn't know, and no assessments were found that were inappropriate or very inappropriate (Idris & Djafar, 2019b). These findings indicate that the lecture material was deemed relevant and easy to understand by students (Kule et al., 2018).

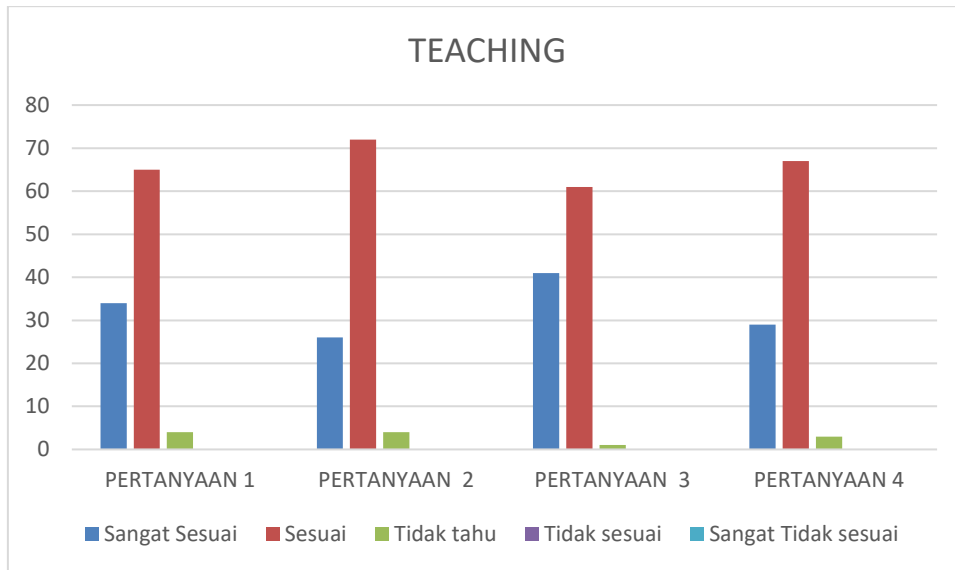


Figure 3. Graph of percentage of student responses to lecturers' teaching discipline

The assessment results for the teaching discipline aspect show that 35% of respondents chose the very appropriate category. And 63% chose the appropriate category. The percentage of respondents who rated "don't know" and "not appropriate" was very low, around 1%. The absence of a "very inappropriate" rating indicates that lecturers maintain good discipline in attendance and punctuality (Lilawati & Mashari, 2017).

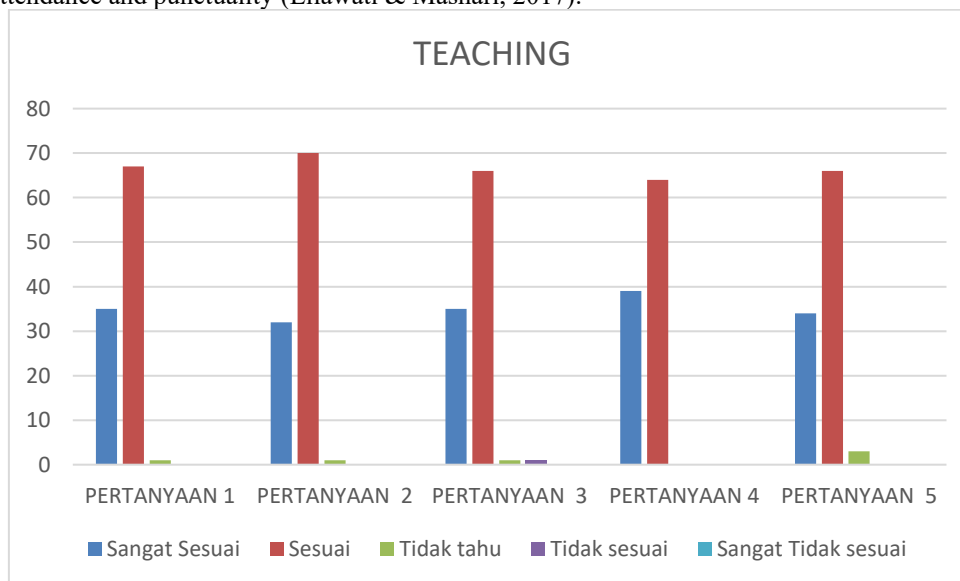


Figure 4. Graph of student responses to lecturer teaching evaluations.

In the aspect of teaching evaluation, 34% of respondents stated that it was very appropriate, and 64% stated it was appropriate. The evaluation system implemented by lecturers included the objectivity of assessments and the appropriateness of assignments and exams to the course material. A small proportion of respondents (around 2%) gave ratings of "don't know" and "not appropriate." These results indicate that learning evaluation has been implemented fairly well and transparently (Setiadi, 2021).

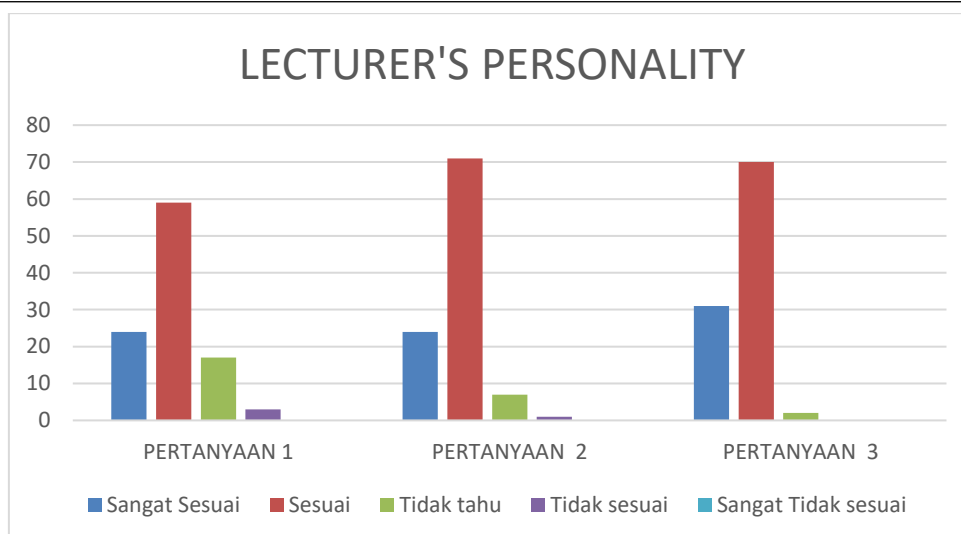


Figure 5. Graph of percentage of student responses to lecturer personality.

Meanwhile, in terms of lecturer personality, the research results show that 27% Respondents chose the very appropriate category and 63% chose the appropriate category. However, 8% of respondents chose the don't know category. And 2% voted "not suitable," particularly regarding the ease of contacting lecturers outside of class hours. Despite this, the majority of students still rated lecturers' personalities positively (Syakuro et al., 2020).

The results of the study indicate that the overall performance of lecturers in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, is in the good category. The dominant percentage of very appropriate and appropriate answers in the aspect of teaching readiness indicates that lecturers have the ability to plan and implement good learning. This readiness plays a role in creating a supportive classroom environment and improving student understanding (Irpan Nurhab, 2022).

In terms of teaching materials, the high proportion of material aligned with the syllabus indicates that instructors have implemented learning in accordance with the academic plan. Updating content with the latest developments also reflects lecturers' efforts to adapt to the dynamics of computer science. However, most respondents still cited limitations in textbooks, indicating the need for improvements in the provision of teaching materials to support student self-directed learning (Sufianti & Permana, 2015).

The teaching aspect demonstrates excellent results. The lecturers' high attendance and punctuality reflect their dedication and professional responsibility. This strong discipline directly impacts the regularity of the learning process and strengthens students' trust in the lecturers and the institution (Ruslan, 2010).

In the aspect of teaching assessment, most respondents believe that lecturers have implemented fair and clear evaluation methods. Assessments that are in accordance with the syllabus support students in understanding learning outcomes. However, there is still a need for There is an increase in consistency in evaluation results so that students can immediately know their learning performance and make improvements (Neswardi et al., 2022).

Meanwhile, regarding the personality aspects of lecturers, research findings indicate that lecturers are perceived as having positive and authoritative attitudes. Instilling moral and ethical values is also a strength in the learning process (Novita & Yulianti, 2020). However, limited access to lecturers outside the classroom highlights the importance of improving academic communication, particularly for student guidance and consultation activities.

CONCLUSION

Based on the analysis of questionnaire data and research discussion, it was concluded that the performance of lecturers in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar, was generally considered good. Student evaluations showed that the majority of lecturers had carried out their academic responsibilities in accordance with the criteria specified in the implementation of the Tri Dharma of Higher Education, especially in the teaching aspect. In the teaching aspect, lecturers were stated to have demonstrated good readiness in designing and implementing the teaching and learning process. Lecturers were able to master the teaching materials, deliver lectures regularly, and create a supportive learning environment. Learning materials were delivered according to the syllabus and kept up with advances in computer science, although the availability of written teaching materials still needed to be improved to support student independent learning. The aspect of teaching discipline showed very good results, marked by high levels of attendance and implementation of lecturers' time and consistency in organizing lectures. This reflects the commitment and professional responsibility of the lecturers in carrying out their academic duties. In learning evaluations, lecturers have used an objective and transparent assessment system, but the timeliness in returning evaluation



results still needs to be considered so that learning feedback is provided optimally. From a research perspective, lecturer performance still requires improvement, especially related to the productivity and continuity of research activities and scientific publications. Meanwhile, in terms of personality, lecturers are considered to have a positive attitude, are authoritative, and are able to instill moral and ethical values in students, although academic communication outside of class hours still needs improvement. Overall, this study illustrates that the performance of lecturers at the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar has contributed to improving the academic quality of the study program. The findings of this study are expected to serve as a reference and consideration for institutions in developing teaching staff development programs and continuously improving the quality of education

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