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***Research paper***

# The Effect of Lecturer's Competence and Learning Process Quality on Student's Satisfaction

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**Abstract**

The purpose of the study was to find out the effect of lecturer's competence and learning process quality on student's satisfaction. This study was verification research using explanatory survey method. This study used descriptive analysis, classical assumptions test, and multiple regression analysis. The results of the analysis were: 1) there was no effect of lecturers' competence on students' satisfaction, 2) there was a positive effect of learning process quality on student's satisfaction, 3) there was a positive effect of lecturer's competence and learning process on student's satisfaction. The conclusion of the research is student's satisfaction can be improved by lecturer's competence and learning process quality development.

***Keywords***: *Lecturer's Competency; Learning Process; Quality Management; Student's Satisfaction*

## 1. Introduction

Based on Coordinator Private Higher Education of Central Java data in 2015 there are 34 universities which have decreased the number of students, and it also shows that some of the program studies are closed because there are only a few students who enroll to them, especially at private university. In the other hand, some of the study programs at the private university have their students increased in numbers. There are many factors which caused the declining interest of students continue their studies to private colleges such the image of the career, the gender gap and the learning and teaching method (1), the tuition prices charged by competitors (2) but in terms of the customer's situation is indicative of a decrease in satisfaction for students to study in private university then it has an impact declining interest in continuing studies at private university. The condition of increasingly fierce competition today makes universities to continue to encourage themselves to adapt and innovate to environmental changes in order to survive and exist in the course of the development of education services. The efforts that should be made by universities are observing and deal with trends that are happening outside the universities, namely the progress of competitors and customer needs, in this case, prospective students. Customer satisfaction is the customer's feelings after comparing expected performance with the performance of perceived or received by the customer (3). The students who satisfy with their universities' quality service will stand and maintain long-term relationships with their alma mater.

The success of the university increase the satisfaction of students will be able to maintain the number of applicants for new students so that university will continue to grow and develop in a sustainable. For higher education services, a strong reference group influence in instilling satisfaction prospective students about the quality and excellence of a university is a) classmates, b) lecturer or professor of professional and b) students who are still active (4). The existence of the university cannot be separated from the presence and role of the lecturers in it because the performance of the university can be expected from them, the especially lecturer who has professional competency. In addition, the learning process carried out in accordance with plans and procedures that have been determined will produce better teaching services to the customers (student) so as to enhance student's satisfaction (4).

The important thing of the learning process is the change in the individual in the aspects of knowledge, attitude, skills, and habits. Learning is the process of building knowledge through the transformation of experience. In other words, a learning process can be said to succeed if in the individual formed knowledge, attitudes, skills, or new habits that qualitatively better than ever. The interaction between the individuals and their learning environment independently or deliberately is the learning process. The learning process mostly occurs because it is deliberately designed because there are a system and a procedure in structuring the situation and learning environment.

Based on the description presented above, the formulation of the problem discussed in this research is to find out the influence of lecturer competence and quality of learning process to student satisfaction. The results of this study are expected to be useful, that is to provide an empirical contribution on improving student satisfaction through increasing lecturer competence and quality of learning process and provide input or information for the institution to improve lecturer competence and improvement of learning quality.

## 2. Literature Review

This section reveals the previous study discussed several studies which are related to the present study. It also discusses some theories relevant to the present study. The theories presented here are those dealing with lecturer competency, learning process, and student's satisfaction. In addition, the theoretical framework presents some theories underlying this present study. And the hypothesis of this study will be discussed at the end of this section.

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### 2.1. Previous Study

The writer refers to two previous studies which have a related issue with the present study. The first was conducted by (5), her study showed that in general lecturers in Economic Education Program Study at Kanjuruhan University of Malang had a good level of professionalism in providing lectures, and students were generally quite satisfied with the academic services provided by lecturers both inside and outside the classroom, so that professionalism of lecturers had a significant influence on the satisfaction of academic services. The second study was conducted by (6). The study said that measurement of customer satisfaction contributes to Higher Education to identify students' demand and interests in detail, and understand how students have perceptions of the educational system is run. This present study wants to find out the effect of lecturer's competency and learning process quality on student's satisfaction.

## 2. Related Theories

Law No. 14 The year 2005 says that lecturers are professional educators and scientists with the primary task of transforming, developing, disseminating science and technology, and the arts through education, research, and community service. Lecturers are an important component of higher education, regardless of the quality of education policy designed that ultimately the lecturers implement in the learning process. As the spearhead of the university, lecturers determine the quality of education and graduates of the higher education. If the lecturers are in high quality it means that the quality of higher education is also high, and vice versa. Furthermore, Law No. 14 The year 2005, about teachers and lecturers in article 1 says that the lecturer is a professional educator. As a professional educator, the lecturer is assigned as a lecturer in accordance with his expertise. One form of professionalism in teaching subjects then a lecturer conducting planning activities carry out lectures and evaluate the process and results of lectures.

### 2.2.1. Lecturer Competency

As a professional educator, a lecturer needs to have a competent competence. A competency is a combination of tacit and explicit knowledge, behavior and skills that gives someone the potential for effectiveness in task performance (7). While (8) says that a competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and or superior performance in a job or situation. Based on the definition of competency stated then it can be concluded that competency consists of:

a. Underlying characteristics competency is part of a deep personality and attaches to a person and has predictable behaviors in various job task situations.

b. Causally related this mean that competency can cause or be used to predict the performance of a person which also means that if you have a high competence will have a high performance as well.

c. Criterion-referenced which serve as a reference, that competence will significantly predict a person can work well, must be measurable and specific or standardized.

(9) say that competencies are those task, skills, attitudes, values, and appreciation that are deemed critical to successful employment. While Law No. 14 The year 2005 about teacher and lecturer, says that to be a professional lecturer one must have four competencies namely pedagogic competence, personality competence, social competence and professional competence. From that definition about competency then it can be concluded that competency of teacher and lecturer is The result of the incorporation of the capabilities of many kinds, can be a set of knowledge, skills, and behaviors that must be owned lived and mastered by teachers and lecturers in carrying out their professional duties. According to Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 (10) about competency and academic qualification standard of teacher and lecturer says that teacher and lecturer should have the competency of Pedagogic, personality, social and professional gained through professional education. These competencies explained in detail as below:

**a. Pedagogic Competency**

Pedagogic competencies include the understanding of teachers and lecturers to learners, design, and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potentials they have. In detail each sub-competencies is explained into the following essential indicators:

1) Understanding the learner in depth has an essential indicator: understanding learners by utilizing the principles of cognitive development; understand learners by utilizing the principles of personality, and identify the initial teaching supplies of learners.
2) Designing lessons, including understanding the educational foundation for learning purposes has an essential indicator: understanding of the educational foundation; apply learning and learning theory; determine learning strategies based on the characteristics of learners, the competencies to be achieved, and teaching materials; As well as preparing a learning plan based on the chosen strategy.
3) Implementing learning has essential indicators: setting the learning setting (setting), and conducting conducive learning.
4) Designing and implementing learning evaluations has essential indicators: designing and executing the continuous evaluation of processes and learning outcomes with various methods; analyzing the results of process evaluation and learning outcomes to determine the mastery learning level, And utilize the results of the assessment of learning to improve the quality of the general learning program.
5) Developing learners to actualize their potential, having an essential indicator: facilitating learners for the development of academic potentials, and facilitate learners to develop various non-academic potentials.

**b. Personality Competency**

Personality competency is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, a role model for learners, and noble character. In detail the sub-competencies can be described as follows*:*

*1) Steady and stable personality has an essential indicator: acting in accordance with legal norms; acting in accordance with social norms; proud as teacher and lecturer and have consistency in acting in accordance with the norm.*
*2) The mature personality has an essential indicator: showing independence in acting as an educator and having a work ethic as a teacher and lecturer.*
*3) A wise person has an essential indicator: showing action based on the benefits of learners, schools, and the community and showing openness in thinking and acting.*
*4) A commanding personality has an essential indicator: having behaviors that have a positive effect on learners and having a respected behavior.*
5) *A noble and noble character can be an essential indicator: acting in accordance with religious norms (faith and piety, honest, sincere, helpful), and having exemplary behaviors of learners.*

**c. Social Competency**

Social competency is the ability of teachers and lecturers to communicate and get along effectively with learners, fellow educators, education personnel, parents/guardians of learners, and the surrounding community. This competency has sub-competencies with the following essential indicators:

1) *Being able to communicate and get along effectively with learners has an essential indicator: communicating effectively with learners.*
2) *Able to communicate and get along effectively with fellow educators and education personnel.*
3) *Able to communicate and get along effectively with parents/guardians of learners and the surrounding community.*

**d. Professional Competency**

Professional competency is a mastery of learning materials in a broad and deep, which includes the mastery of curriculum materials in school subjects and scientific substances that overshadow the material, and mastery of the structure and methodology of science. Each sub-competency has the following essential indicators:

1) *Mastering the scientific substance associated with the field of study has an essential indicator: understanding the teaching materials that exist in the school curriculum; Understand the structures, concepts and methods of scholarship that are sheltered or coherent with teaching materials; Understanding the conceptual relationship between related subjects; And apply the concepts of science in everyday life.*
2) *Mastering the structure and method of science has an essential indicator of mastering the steps of research and critical study to deepen the knowledge/subject matter.*

The four competencies mentioned above are holistic and integrative in the performance of teachers and lecturers. Therefore, the total competencies of teachers and lecturers include (a) the introduction of learners in depth; (b) the mastery of disciplinary content as well as teaching materials in the school curriculum; (c) the organization of educational learning which includes the planning and implementation of learning, evaluation of processes and learning outcomes, and follow-up for improvement and enrichment; and (d) continuous development of personality and professionalism.

### 2.2.2 Learning Process

Learning is a necessity for everyone in the world. If we do not experience the learning process, of course, we will not know anything that exists in this world. Learning and teaching are two concepts that cannot be separated from one another. From the process of learning and teaching will generate feedback between the recipients of the lessons and who teach the lesson. In the lectures, students act as subjects or recipients of lessons, while the lecturer acts as a transformer.(11) says that learning is a process marked by a change in a person. Changes as a result of the learning process can be demonstrated in various forms such as changing knowledge, understanding, attitude and behavior, skills, abilities, reactions, acceptance, and other aspects of the individual.

The learning process is an Interaction of educational value because teaching and learning activities conducted and directed to achieve certain goals and have been planned before the learning is done. The concept of the learning process in this research is the delivery of educational services in accordance with the stages of the learning plan and curriculum that apply and involve lecturers by focusing on the student as customers. (12) says that dimension of learning process consists of a) learning plan, b) quality teaching lecturer, c) quality of student learning and d) assessment and success of learning. While the learning process dimension used in this research consists of a) the beginning of learning or lesson plans, learning implementation and final assessment of learning.

### 2.2.3 Student's Satisfaction

(4) define "Satisfaction is a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectation". In the past, the feelings of university's students were not so much considered by many universities, but in the present, these feelings are the main thing. High satisfaction will make loyal customers so willing to buy back the goods or services, consumers want to promote the goods or services to other potential customers. Departing from the basic concept of customer satisfaction, college is basically a service industry that provides educational services or services whose purpose is to provide satisfaction to its customers (students). According to (13) nowadays university is faced with demands for quality and accountability for the education services it provides, so quality services must be provided to satisfy its customers. Quality according to (14) is something that satisfies and exceeds the needs and desires of the customer, while (15) defines quality as a zero defect.

Consumer satisfaction can be seen from the factor of performance and expectation. When the performance of a good and service in accordance with what is expected of consumers, or even the performance of a good and service better than consumer expectations, the consumer satisfaction will be created. This means that if the performance of services provided by Higher Education through the lecturer in accordance with student expectations then the level of satisfaction can be felt with a maximum. On the contrary, if the performance is not in accordance with student expectations, then the level of student satisfaction is low or less maximal (14).

The concept of the lecturer's characteristics studied based on the level of student satisfaction (16) are*:*

*1 Preparation of teaching and making syllabus.*

*Basically teaching is seeking to create situations that enable the learning process. To obtain optimal learning process then the purpose of teaching, how to teach and the media used in teaching activities is designed clearly.*

*2 Punctuality*

*In the process of teaching and learning, time is an important part to determine the success of an education. So it needs to be taken into account both effectively and efficiently so that the purpose of the subject, instructional goals, and institutional goals can be achieved.*

*3 Mastery skills and explain the materials*

*In teaching, mastery and explaining the material mean organizing the content of the lesson in a planned sequence so that it can easily be understood by learners. Proper mastery and delivery of well-planned information and presented in a suitable sequence are the main characteristics of the mastery and explanatory activities. In other words, mastery and explanation are the ability of the teacher in preparing and presenting oral information organized systematically, which aims to show the relationship, for example between cause and effect, between known and unknown, theorem, the definition generally accepted with evidence or everyday examples.*

*4 Ability and opportunity to ask*

*In presenting the lecturer material should give the opportunity to the students to show their understanding by giving the students opportunity to ask about the material that has been explained so that they can know the interest and the attitude of the student toward the submitted material.*

*5 Ability to hold variations and communication*

*The basic skills of teaching perform variations can be interpreted as a process of change in teaching that involves three components, namely the style of teaching that is personal, the use of media and instructional materials, and the pattern and level of interaction of student lecturers.*

*6 Teaching media and method*

*In the term of teaching, two very important elements are methods and media of teaching. These two aspects are interrelated. The selection of one particular teaching method will affect the appropriate type of teaching medium, although there are still other aspects to be considered in selecting the media, including teaching objectives, the type of tasks and responses that students hope to master after teaching takes place. Nevertheless, it can be said that one of the main functions of*

*teaching media is a teaching tool that also influences climate, condition, and learning environment arranged and created by teacher or lecturer.*

*7 Evaluation of Learning Outcomes*

*The broad definition of evaluation is an estimate of student growth and development toward a goal or value in the curriculum; estimates to what extent the learner is progressing toward the goal to be achieved. Educational evaluation is the stage of implementation in which teachers examine and assess the materials knowledge and skills that have been recommended to students.*

The concept of student satisfaction used in this study, using the concept of (17) which is a comparison of students made between the expected service (expectation) with the performance received by the student as customers. The dimensions of student customer satisfaction consist of: a) tangibles, b) reliability, c) responsiveness, d) insurance, e) empathy.

### 2.3 Hypothesis

The hypothesis proposed in this research is that there is a positive and significant influence of lecturer's competence and the quality of learning process to the students' satisfaction in the study program of Language Education, Indonesian Literature, and Regional Universitas Pancasakti Tegal.

## 3. Methodology

Based on the purpose of the study, this study was a verification research. This study tried to test the answer to the problem which was temporary (hypothesis) based on certain theory. Thus, the method used was the explanatory survey which was using population to explain the relation between the variable in the population. This research was intended to find facts and information actually collected from respondents by using questionnaires. Data related to the competence of lecturers, learning process and student satisfaction obtained from the students.

The design of causal research was used to determine the causal relationship between the variables studied to answer the research question. The population of this study was all the students of the study program of Language Education, Indonesian Literature and Regional Universitas Pancasakti Tegal in 2016. Below is the description of the population. The total numbers of the population were 455 students. The total sample was 40 students. The sample was taken using random cluster sampling. Exploring the various information that became the focus of this research activity, this study used some collection techniques in the form of the questionnaire. Primary data collection was done through the distribution of questionnaires to students who became respondents in this study. Respondents were asked to respond to statements with 4 point Likert scale models, ie 4 = strongly agree; 3 = agree; 2 = disagree; And 1 = strongly disagree. The instrument had been tested its validity and reliability. This study used descriptive analysis, classic assumption test and multiple regression analysis to analyze the data.

## 4. Results and Findings

Descriptive analysis was done to explain the respondent's response which was classified in scale. The calculation of the scale range was by multiplying all the data frequency by its weight. The highest score was obtained from the number of respondents multiplied by the highest answer score (4). The lowest score was obtained from the number of respondents multiplied by the lowest answer score (1). From the calculation was known that the highest score was 160 and the lowest score was 40.

**Table 1:** Scale Range of Each Variable

| Range of Scale | Competency | Learning Process | Student's Satisfaction |
|---|---|---|---|
| 40 - 100 | High | Good | Not Satisfy |
| >101 | Low | Satisfy | Satisfy |

Source: Primary data which was processed

Below is the descriptive statistics of respondents answer in this study:

**Table 2:** Statistics-Descriptive of Competency Variable Respondent's Answer

| No | Statement | Respondent's Response | | | | Score | Criteria |
|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | |
| **Pedagogic competence** | | | | | | | |
| 1 | Lecturers develop materials in accordance with the ability of students | 9 | 26 | 5 | 0 | 124 | High Competency |
| 2 | Lecturers provide lectures with language that can be understood by students | 14 | 22 | 4 | 0 | 130 | High Competency |
| 3. | Lecturers use varied media in learning | 7 | 21 | 9 | 3 | 112 | High Competency |
| 4. | Lecturers provide assignments to students | 10 | 29 | 1 | 0 | 129 | High Competency |
| 5. | Lecturers have an assessment document that can be known by students | 3 | 25 | 12 | 0 | 111 | High Competency |
| **Personality Competency** | | | | | | | |
| 6. | Lecturers are polite | 18 | 21 | 1 | 0 | 137 | High Competency |
| 7. | Lecturers have the authority | 10 | 27 | 3 | 0 | 127 | High Competency |
| 8. | Lecturers can appreciate student's | 11 | 26 | 3 | 0 | 128 | High Competency |
| 9. | Lecturers can control their emotions in every condition and situation | 8 | 26 | 6 | 0 | 122 | High Competency |
| 10. | Lecturers are fair in treating students | 13 | 22 | 5 | 0 | 128 | High Competency |
| **Social Competency** | | | | | | | |
| 11. | Lecturers communicate politely in learning process with students | 12 | 24 | 4 | 0 | 128 | High Competency |
| 12. | Lecturers familiar with the students who follow the lectures | 4 | 23 | 12 | 1 | 110 | High Competency |
| 13. | Lecturers notice the students' difference ability | 2 | 32 | 5 | 1 | 115 | High Competency |
| 14. | Lecturer is willing to communicate with students through communication technology | 5 | 26 | 8 | 1 | 115 | High Competency |
| 15. | Lecturers have the spirit of togetherness in lectures | 10 | 27 | 3 | 0 | 127 | High Competency |
| **Professional Competency** | | | | | | | |
| 16. | Lecturers mastering lecture material widely | 11 | 28 | 0 | 1 | 129 | High Competency |
| 17. | Lecturers answer students' questions appropriately | 12 | 25 | 2 | 0 | 127 | High Competency |
| 18. | Lecturers use mandatory references/supporters in lectures | 3 | 30 | 7 | 0 | 116 | High Competency |
| 19. | Lecturers Provide examples that are relevant to the material being taught | 6 | 30 | 4 | 0 | 122 | High Competency |

| No | Statement | Respondent's Response | | | | Score | Criteria |
|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | |
| 20. | Lecturers Mastering the latest issues in the field being taught | 1 | 29 | 10 | 0 | 111 | High Competency |

**Source: Data Processed, 2016**

**Table 3:** Statistic Descriptive of Learning Process Variable Respondent's Answer

| No | Statement | Respondent's Response | | | | Score | Criteria |
|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | |
| **Initial of Learning** | | | | | | | |
| 1 | Lecturers explains the lecture contract at the beginning of the lecture | 11 | 27 | 2 | 0 | 129 | Good learning |
| 2 | Lecturers explains the outline of the material to be studied during one semester at the beginning of the lecture | 16 | 23 | 1 | 0 | 135 | Good learning |
| 3. | Lecturers informs the type of lecture assignment that will be done in one semester | 14 | 26 | 0 | 0 | 134 | Good learning |
| 4. | Lecturers delivered the reference source used in the lecture | 10 | 25 | 5 | 0 | 125 | Good learning |
| 5. | Lecturers explains the component of the learning result assessment | 12 | 25 | 2 | 1 | 128 | Good learning |
| **Implementation of Learning** | | | | | | | |
| 6. | Lecturers give greeting in the beginning of the class | 19 | 20 | 1 | 0 | 138 | Good learning |
| 7. | Lecturers focus the attention of the students to attend the lectures | 5 | 34 | 1 | 0 | 124 | Good learning |
| 8. | Lecturers give the motivation to learn to students while following the lecture | 12 | 21 | 7 | 0 | 125 | Good learning |
| 9. | Lecturers use varied learning methods | 12 | 14 | 11 | 3 | 115 | Good learning |
| 10. | Lecturers give satisfactory answers to student questions | 8 | 25 | 7 | 0 | 121 | Good learning |
| **Assessment of Learning Outcome** | | | | | | | |
| 11. | Lecturers returns the test answer sheets that have been checked | 3 | 23 | 12 | 2 | 107 | Good learning |
| 12. | Lecturers give opportunity to students to confirm the mark | 11 | 21 | 7 | 1 | 122 | Good learning |
| 13. | The mark given by lecturers can trigger the spirit of students to improve learning outcomes | 13 | 25 | 2 | 0 | 131 | Good learning |
| 14. | Lecturer assess transparently | 8 | 21 | 10 | 1 | 116 | Good learning |
| 15. | Lecturers ask short questions to find out material that has not been mastered by students | 7 | 28 | 4 | 1 | 121 | Good learning |

Source: Data Processed, 2016

**Table 4:** Statistics-Descriptive of Satisfaction Variable Respondent's Answer

| No | Statement | Respondent' Response | | | | Score | Criteria |
|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | |
| Tangibles Aspect | | | | | | | |
| 1 | Classrooms are clean and tidy | 7 | 12 | 14 | 7 | 99 | Satisfy |
| 2 | Learning facilities are available in the classrooms | 6 | 11 | 15 | 8 | 95 | Not Satisfy |
| 3. | Availability of reference books in the library | 4 | 24 | 10 | 2 | 110 | Satisfy |
| 4. | The availability of adequate and clean washroom facilities | 3 | 6 | 16 | 9 | 71 | Not Satisfy |
| 5. | Facilities of worship that can be used by students in the campus | 11 | 21 | 6 | 2 | 121 | Satisfy |
| Reliability Aspect | | | | | | | |
| 6. | Clarity of lecture material given by the lecturer | 7 | 22 | 11 | 0 | 116 | Satisfy |
| 7. | Lecturer returns the exam result/task with an objective mark | 2 | 21 | 16 | 1 | 104 | Satisfy |
| 8. | Lecturers arrive on time | 11 | 10 | 19 | 0 | 112 | Satisfy |
| 9. | Lecturers are adequate in accordance with their areas of expertise | 2 | 25 | 12 | 1 | 108 | Satisfy |
| 10. | The ability of academic staff to serve student administration | 3 | 24 | 12 | 1 | 109 | Satisfy |
| Responsiveness Aspect | | | | | | | |
| 11. | Universitas Pancasakti Tegal provides scholarships for underprivileged students | 6 | 22 | 7 | 5 | 109 | Satisfy |
| 12. | Universitas Pancasakti Tegal helps students if facing academic problems | 3 | 19 | 15 | 3 | 102 | Satisfy |
| 13. | The leaders of Universitas Pancasakti Tegal and their staff provide time for parents to consult | 6 | 14 | 13 | 7 | 99 | Not Satisfy |
| 14. | Universitas Pancasakti Tegal provides assistance for students who get accident | 7 | 18 | 11 | 4 | 108 | Satisfy |
| Assurance Aspect | | | | | | | |
| 15. | Academic administration staffs are polite in providing services | 11 | 13 | 14 | 2 | 113 | Satisfy |
| 16. | Problems/complaints of students handled by the University of Pancasakti through lecturers guardian | 5 | 16 | 15 | 4 | 102 | Satisfy |
| 17. | Every task/assignment is always returned to the student | 1 | 19 | 18 | 2 | 99 | Not Satisfy |
| 18. | Sanctions for students who violate the rules set by Universitas Panacasakti Tegal and apply to all students without exception | 4 | 27 | 9 | 0 | 115 | Satisfy |
| Empathy Aspect | | | | | | | |
| 19. | Awareness of Universitas Pancasakti Tegal in understanding student's interest and difficulties | 3 | 17 | 13 | 4 | 93 | Not Satisfy |
| 20. | The amount of cost contribution (contribution of institutional development) is discussed with the parents of the student guardian | 3 | 9 | 22 | 6 | 89 | Not Satisfy |
| 21. | Universitas Pancasakti Tegal monitor the progress of students through guardian lecturers | 2 | 17 | 18 | 3 | 98 | Not Satisfy |

| No | Statement | Respondent' Response | | | | Score | Criteria |
|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | |
| 22. | Lecturers are willing to assist students who have difficulty in the academic field/course | 1 | 16 | 18 | 2 | 90 | Not Satisfy |
| 23. | Lecturers are open, cooperative with students | 8 | 13 | 18 | 1 | 108 | Satisfy |

Source: Data Processed, 2016

Based on the table 3 above, it could be concluded that in general, the learning process at Universitas Pancasakti Tegal had good quality. The learning process had good quality if the score more than 101 and had poor quality if the score under 100.

Based on the table 4 above, it could be concluded that in general the lecturers of Universitas Pancasakti Tegal had high competency. Lecturers said to have competency with the high category if they had total score more than 101. And Lecturers said to have competency with the low category if had the total score under 100.

Based on the table above, it could be concluded that in general students at Universitas Pancasakti Tegal feel not satisfied with the service given by Universitas Pancasakti Tegal. Respondent considered satisfying if the total score was more than 101 and respondent considered not satisfied if the total score below 100.

The instruments used in this research had been tested its validity and reliability. Based on validity testing all the instruments' statement was valid because of r-count > r-table. Based on reliability test, it was obtained the value as 0.885; 0.900; 0.959 which was more than 0.6, and it could be concluded that instrument of this research was reliable.

To answer the problem in this research is how the influence of lecturer competence and the quality of learning process to student satisfaction on the study program of Language Education, Indonesian Literature and Regional University Pancasakti Tegal, the researcher analyze by using statistical techniques of classical assumption and multiple regression analysis using program SPSS Ver. 19. The results of data analysis in this study are as follows:

1. *Classical Assumption Testing*

*a. Normality Testing*

Normality assumption is an assumption that every variable and all linear combinations of variables are normally distributed. If this assumption is violated then the statistical test becomes invalid. Normality testing in this study using nonparametric statistical test analysis Kolmogorov Smirnov. The decision-making provision in the Kolmogorov Smirnov test is that if the sign above 0.05 means the data to be tested has a significant difference with the normal raw data, then the data is normal.

**Table 5:** Normality Test Result

**One-Sample Kolmogorov-Smirnov Test**

| | | Competency | Learning | Satisfaction |
|---|---|---|---|---|
| N | | 40 | 40 | 40 |
| Normal Parameters[a,b] | Mean | 61,2250 | 46,7750 | 59,4500 |
| | Std. Deviation | 6,33058 | 6,09955 | 14,92537 |
| Most Extreme Differences | Absolute | ,125 | ,126 | ,130 |
| | Positive | ,120 | ,126 | ,093 |
| | Negative | -,125 | -,071 | -,130 |
| Kolmogorov-Smirnov Z | | ,788 | ,794 | ,825 |
| Asymp. Sig. (2-tailed) | | ,565 | ,554 | ,504 |

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation results obtained Kolmogorov Smirnov value of competency variables with probability 0,565, variable learning process with probability 0,554 and student satisfaction variable with probability 0,504 then comparison of probability with the specified standard of significance was known that the probability value of all variables was greater than 0.05. So it showed that the distribution of data in this study was all normal.

b. *Multicollinearity Testing*

The multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). A good regression model should not be correlated with independent variables. In simple terms, each independent variable becomes a dependent variable and is re-created against other independent variables. Tolerance measures the variability of the selected independent variable that is not explained by other independent variables. So a low tolerance value equal to a low value equals a high VIF value (because VIF = 1 / Tolerance). Common cut-off values used to indicate the presence of multicollinearity is

Tolerance values ≤ 0.10 or equal to VIF value ≥ 10.

**Table 6:** Multicollinearity Test Result

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -23,259 | 17,219 | | -1,351 | ,185 | | |
| | Competency | ,149 | ,436 | ,063 | ,341 | ,735 | ,412 | 2,429 |
| | Learning | 1,574 | ,452 | ,643 | 3,480 | ,001 | ,412 | 2,429 |

a. Dependent Variable: Satisfaction

From the calculation result of classic assumption test on the collinearity statistic seen for both independent variables, the VIF number is 2.429 each that is smaller than 10 so as not to exceed the allowed VIF value limit is the maximum of 10. Thus it can be concluded that the regression model there is no multicollinearity problem.

c. *Heteroscedasticity Testing*

Heteroscedasticity test is to know if in the regression model there is a variance inequality of the residual one observation to another observation. Homoscedasticity is if there is constantly in the variance of the residual one observation to another observation and if different it is called heteroscedasticity. Detection of whether or not heteroscedasticity can be done by looking at whether there is a certain pattern on the scatter plot chart.

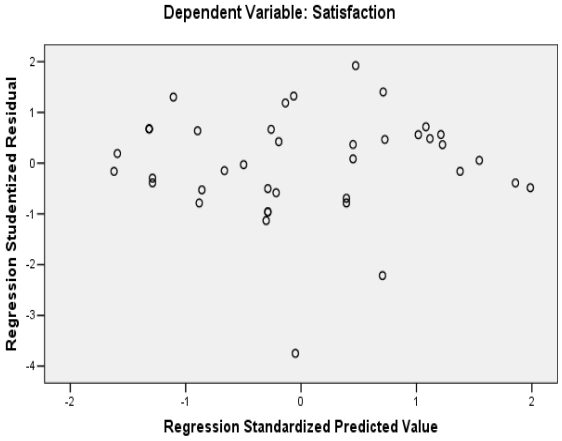


**Fig.2:** Heteroscedasticity Testing Result

And based on the scatter plot chart showed that no regular pattern was found and the spots spread above and below the number 0 on the Y-axis. This means there was no heteroscedasticity in the regression model.

2. *Multiple regression Analysis*

Multiple linear regression aimed to determine the functional relationship between independent variables together to the dependent variable.

**Table 7:** Test Results Multiple Regression Analysis

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -23,259 | 17,219 | | -1,351 | ,185 | | |
| | Competency | ,149 | ,436 | ,063 | ,341 | ,735 | ,412 | 2,429 |
| | Learning | 1,574 | ,452 | ,643 | 3,480 | ,001 | ,412 | 2,429 |

a. Dependent Variable: Satisfaction

Based on the calculation of multiple regression analysis using SPSS program obtained regression equation that was $\hat{Y}$ = -23,259 + 0,149 $X_1$ + 1,574 $X_2$. The multiple regression equations could be taken an analysis that:

a. Constant of -23.259 means that if there was no competency variable lecturer and teaching process then student satisfaction was equal to -23,259.
b. The regression coefficient for lecturer competence variable equal to 0,149 means if lecturer competence variable increased by 1% while other variable remain, hence would cause the increase of student satisfaction.
c. The regression coefficient for learning process variable equal to 1,574 meaning if learning process variable was increased by 1% while other variable remain, hence would cause the increase of student satisfaction.

### 3. Partial Testing

Partial test or commonly referred to as simple regression significance test used to know the significance of the regression equation that had been obtained. The partial test aimed to see whether an independent variable was a significant explanation of the dependent variable.

From the result of the partial test of lecturer competence on student's satisfaction by using SPSS (Table 7), the significance value of 0.735 was greater than 0.05. Thus it could be concluded that there was no significant influence of lecturer's competence on student satisfaction on the course of Language Education, Indonesian Literature and Regional Universitas Pancasakti Tegal.

From the result of a partial test of the learning process to student's satisfaction by using SPSS (Table 7) obtained significance value equal to 0,001 less than 0,05. Thus it could be concluded that there was a significant effect of the learning process on student satisfaction in the course of Language Education, Indonesian Literature and Regional Universitas Pancasakti Tegal.

### 4. *Simultaneous Testing*

This statistical test was used to find out all independent variables whether simultaneously affect the dependent variable, as well as to test whether the regression model used was correct, meaning all independent variables simultaneously a significant explanation of the dependent variable.

**Table 8:** Simultaneous Testing Result

**ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4168,161 | 2 | 2084,080 | 17,061 | ,000[a] |
| | Residual | 4519,739 | 37 | 122,155 | | |
| | Total | 8687,900 | 39 | | | |

a. Predictors: (Constant), Learning, Competency
b. Dependent Variable: Satisfaction

Based on the results of simultaneous testing in the above table obtained the results of significance value of 0,000 <0.05 could be said that the regression model used in this study was appropriate, it means there was a significant influence of lecturer competence and learning process of student satisfaction on the course of Language Education, Indonesian Literature and Regional Universitas Pancasakti Tegal.

### 5. Coefficient of Determination

The coefficient of Determination describes how much percentage of total variation of dependent variable explained by the model, the bigger coefficient of determination the bigger relation model in explaining the dependent variable.

**Table 9:** Determination Coefficient Analysis Result

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | ,693[a] | ,480 | ,452 | 11,05238 |

a. Predictors: (Constant), Learning, Competency
b. Dependent Variable: Satisfaction

From the table above, it could be seen that the value of the coefficient of determination or $R^2$ of 0.480 or 48%. Thus it could be interpreted that 48% variable of student satisfaction in this research could be explained by lecturer competence and learning process while the rest that was 52% (100% - 48%) influenced by another variable outside of research.

## 5. Conclusions and Suggestions

Some of the conclusions of this study were: there was no significant influence between lecturer competency on students' satisfaction; there was significant influence between learning process on students' satisfaction; and 48% satisfaction variable in this research influenced by competency lecturer and learning process, the rest 52% were influenced by other factors.

Based on the conclusion of the study, the writer suggests that lecturers should always try to develop their competencies in a sustainable manner to be able to adjust to the demands of the dynamics of the development and the needs of education. The development of professional lecturers can be done through educational programs, learning, research, scientific forums, communication forums, the mastery of information technology, internships, and other supporting activities. In the learning, process lecturer should improve the ability in developing various learning innovation. Learning innovation can be done on the selection and application of appropriate learning strategies, selection and use of instructional media, learning management, and provide feedback from the learning process. Universitas Pancasakti Tegal should improve the service to students by improving the learning facilities, the cleanliness of the lecture hall and adding to the availability of clean and sufficient toilet facilities.

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