

Conference Paper

The Effect of Lecturers' Competency on Students' Satisfaction through Perceived Teaching Quality

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Abstract

There have been a number of studies into the effect of lecturer competency on student satisfaction, however the certainty of the relationship between variables is still unclear. The increasing number of students enrolling in universities should be balanced by provision of good-quality teaching to enhance students' satisfaction. The aim of the study is to examine the effect of lecturers' competency on students' satisfaction directly or indirectly through perceived teaching quality. Path analysis are used to analyze data from 180 lecturers and 600 students from 6 public and private universities in East Java, Indonesia. The main findings of the study are firstly that the lecturers' competency exerts a positive and significant direct effect on perceived teaching quality, secondly that there is a significant positive direct correlation between perceived teaching quality and students' satisfaction, and thirdly that there is a significant positive indirect effect the between lecturers' competency and students' satisfaction through perceived teaching quality.

Keywords: lecturers' competency, perceived teaching quality, students' satisfaction

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1. Introduction

Data from the Central Bureau of Statistics shows that so many students enroll in universities both state and private each year. The trend continues to rise. This is certainly a promising opportunity. However is this trend of increasing number of students enrolling in university in line with their level of student satisfaction? Research with this theme attracted many academics, including: Akiri, A. A. (2013); Bonney, E. A., Amoah, D. P., Micah, S. A., Ahiameny, C., & Lemaire, M. B. (2015); Elliot, K.M. and Shin, D (2010); Long, C. S., Ibrahim, Z. and Kowang. T. O. (2014); Gee, N.G (2018); Kusumajati, D.A., Ruman, Y.S, and Oktriono (2017); Al-Mutairi, A. (2011); Duggal Minakshi, Pooja Mehta. (2015); Wamala, R., & Seruwagi, G. (2013); Muzenda, A. (2013); Kosgei, A., Mise, J. K., Odera, O., & Ayugi, M. E. (2013).

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Satisfaction is a very important indication to explain how much the institution provides the best service for students/ users/consumers. Some studies have been conducted to measure student's satisfaction in universities. Butt & Rehman (2010) argued that student satisfaction is multi-dimensional and depends on the clarity of the goals students want to achieve at university and in their education and that comes from continuing experience repeated on campus life. Elliot, K.M. and Shin, D (2010) found that students' satisfaction is affected by various factors, one of which is the competence of lecturers. Lecturers' competency becomes a significant factor affecting student satisfaction. Lecturers who have pedagogic, personal, social and professional competence will improve the quality of learning. The high quality of learning will affect students' satisfaction. The relationship between lecturers' competency, students' satisfaction and perceived teaching quality has been investigated by experts in the field of human resource management and organizational behavior, however, the certainty of the relationship between variables is still not clear. Thus this study tries to find clarity of the relationship between these variables. There are still many results of research that conflict or disagree. Is lecturers' competency related to students' satisfaction directly or indirectly through the quality of learning perceived by the students? Is lecturer competency related to students' satisfaction or related to students' learning achievement?

The novelty of this research is: (1) Research scope. Most studies are narrow in scope. This study has a broader scope, covering several universities, both state and private in East Java, Indonesia (180 students and 600 students. 2) This research tries to find theoretically and empirically the clarity about the interrelationships between variables since there are still debates on conceptual framework of these variables' relation. (3) This study tries to find more comprehensive measurement on the variable of lecturers' competency including: pedagogical, social, personality and academic competencies.

The purpose of the study is to explain the effect of lecturers' competency on students' satisfaction directly or indirectly through the quality of learning perceived by students.

2. Literature Review and Hypothesis Development

Figure 1 below explains the relationship model between Lecturers' Competency, Perceived Teaching Quality and Students' Satisfaction.

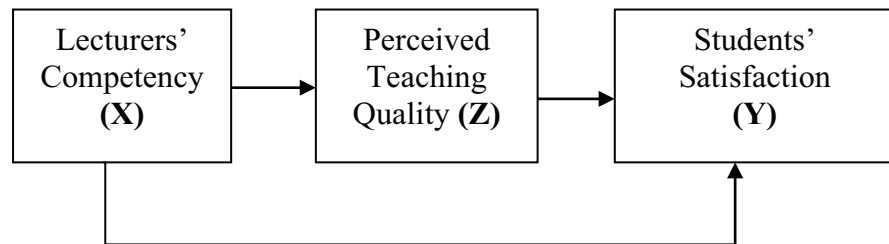


Figure 1: Theoretical Framework linking Lecturers' Competency, Perceived Teaching Quality and Students' Satisfaction.

2.1. Lecturer's Competency

Judge (2007) described the concept of competence as a combination of attitude and ability. In this context, competency is human capital which is seen as a combination of knowledge, skills, creativity, innovation and abilities of individual members of the organization. This can be used to produce professional services. Competence is formed by the synergy of character, self-concept, internal motivation and capacity contextual knowledge. Mulyasa (2003) suggested: "Competence is a combination of knowledge, skills, values and attitudes which is reflected in the habit of thinking and behaving".

For Indonesian context, based on The Act of Republic of Indonesia No. 14, 2005 on Teachers and Lecturers, we could derive indicators of lecturer's competency namely: pedagogic, personal, social and professional competencies.

2.2. Students' Satisfaction

According to Lovelock and Wirtz (2011), satisfaction is an attitude that is decided based on the experience which is gained. Satisfaction is an assessment of the features or distinction of a product or service, which provides a level of consumer satisfaction related to fulfilling consumer's consumption. Kotler & Armstrong (2012) defines customer value as a comparison between all profits with all costs that must be incurred to receive a given offer. In addition, Tjiptono (2008) argues that satisfaction dimensions include: 1) performance, 2) features 3) reliability, 4) conformance to specifications, 5) durability, 6) serviceability, 7) aesthetics, 8) quality.

2.3. Perceived Teaching Quality

The terms "quality of learning" and "effectiveness of learning" are often interchangeable. Hamdani (2011) argued that the quality of learning is expressed as the level of success in achieving learning objectives. Quality of learning includes 1) improvement of knowledge,

2) improvement of skills, 3) changes in attitude, 4) behavior, 5) adaptability 6) increased integrity 7) increased participation 8) increased social interaction. Ministry of National Education (2004) defines that the quality of learning is related to the intensity of the scientific linkages and synergy of lecturers, students, curriculum and teaching materials, media, facilities and learning systems in producing optimal learning processes and outcomes in accordance with curricular demands. Learning Quality Indicators are: a. Learning behavior of educators (teachers), b. Student behavior or activity, c. Learning climate, d. Learning material, e. Learning media, f. Learning system (Ministry of National Education in Prasetyo (2013).

2.4. Relationship between Lecturers' Competency and Perceived Teaching Quality

Olaitan (2018) investigated this relationship by conducting a research in Nigeria, selecting 260 final year of Diploma students, and found that there is significantly positive relationship between teacher's competency teaching quality and classroom environment. This also supported by findings of Xiao and Wilkins (2015) in Chinese higher education/university; and Gee, N.G. (2018) in a private Malaysian college. Thus, we hypothesize that lecturers' competency has a positive and significant effect directly on perceived teaching quality (H1).

2.5. Relationship between Lecturers' Competency and Students' Satisfaction

Hilda (2018) investigated this relationship by conducting a research in a faculty of a university in Indonesia and found that there is significantly positive relationship between lecturers' competency and student's satisfaction. This also supported by findings of Butt, B.Z., & Rehman, K. (2010) which consisting only 350 students in Pakistan. They found also that the teacher's expertise is the most influential factor on students' satisfaction. Thus, we hypothesize that lecturers' competency has a significant positive direct effect on the Students' satisfaction (H2).

2.6. Relationship between Perceived Teaching Quality and Students' Satisfaction

Perceived teaching quality has a significant positive effect on students' satisfaction (H3). This hypothesis is supported by the results of the study: Akareem, H.S. and Hossain,

S. (2016); The study showed that perceptions toward quality of education depend on students' current status and socio-economic background.

Ganyaupfu, E.M. (2013); he study used 79 students completing questionnaire. Male students outperform their female counterpart. High parental income family has positive effect. Average-GPA students do better in class. The probability of high performance among students who feel comfortable commuting to campus was higher than students who feel uncomfortable. Students

Jiewanto, A, Laurens, C & Nelloh, L (2012), The findings indicate that service quality performance dimensions (tangibility, reliability, responsiveness, empathy and assurance) are each significantly positively related to overall customer satisfaction.

Leyla Temizer, Ali Turkyilmazb (2012), The results provide valuable strategic information for HEIs manager and researchers about the affecting factors on student satisfaction and loyalty.

Tessema, TM, Ready, K & Yu, W (2012), The result indicated that the average of satisfaction level of the students was 62.98 and the value of standard deviation ranged from 0.85 to 1.12.

Wilkins, S., Balakrishnan, M.S. and Huisman, J. (2012), Across the seven dimensions examined – programme effectiveness, quality of lecturers and teaching, student learning, assessment and feedback, learning resources, use of technology, and facilities/social life – it was found that students are largely satisfied. The findings refute many of the criticisms of international branch campuses in the literature, regarding quality, political or ideological issues.

Zamira Hyseni-Duraku (2014), The results of the study reveal that there are differences between the student evaluations on the quality of instruction and evaluation. Students from smaller and medium groups within the department, declare to be more satisfied with their personal academic achievements and give higher evaluations of their instructors, considering the latter cooperative and supportive throughout the education process than did students of larger groups within the department, whose evaluations reflect dissatisfaction with academic evaluations received within their according pathways of study.

2.6.1. Relationship between Lecturers' Competency, Students' Satisfaction and Perceived Teaching Quality.

Lecturers' competency has a significant positive effect on Students' Satisfaction through Perceived Teaching Quality (H4). This hypothesis is supported by the results of the study:

Xiao, Jian. (2015); It was found that lecturer commitment to students' academic achievement and lecturer commitment to the social integration of students are both positively related to student satisfaction. However, lecturer commitment to the social integration of students did not appear to influence students' perceptions of teaching quality. Wilkins, S., Balakrishnan, M.S. and Huisman, J. (2012), Findings indicated that although there were apparent links between residency and satisfaction, these differences may instead be attributable to other variables, such as class size. Ahmed Al-Kuwaiti, Thennarasu Maruthamuthu (2014), It is concluded that the instructor related activities have high impact on students overall satisfaction about the courses belonging to the Nursing program. Sookdeo, Suzette S., (2016) research results prove a significant relationship existed between academic performance and overall satisfaction; as students' experience of academic difficulties increased, their overall satisfaction with medical school decreased.

3. Research Methodology

This study uses a quantitative approach with the type of explanatory research, to examine the effect of lecturers' competency on students' satisfaction directly or indirectly through perceived teaching quality. This study uses 3 variables, namely, Lecturers' Competency (X), Perceived Teaching Quality (Z) and Students' Satisfaction (Y). Path analysis is used to investigate causal relations among those variables. The population in this study were all lecturers and students in Indonesia. With a multi stage sampling obtained 180 lecturers and 600 students from 6 universities in East Java, Indonesia. Data collection is done by using questionnaires. The questionnaires are tested for validity and reliability of the instruments on 30 respondents before they were distributed to the respondents. All statement items from 3 variables are declared valid and reliable. It is valid because the magnitude of the correlation coefficient (r) > 0.3. (Sugiyono (2015). To measure the reliability of the instrument used alpha cronbach test. Instrument is said to be reliable, if $\alpha \geq 0,6$. The three variables are declared reliable because the value of $\alpha \geq 0,6$. Validity and reliability test is done using SPSS Statistic software Version 16 for Windows. Data analysis techniques used descriptive statistics and path analysis.

4. Result

4.1. Direct Effect of Lecturers' Competency on Perceived Teaching Quality

Based on the paths analysis that have been done, the recapitulation of the results of path coefficients affecting the lecturers' competency on perceived teaching quality can be seen in Table 1 as follows:

TABLE 1: Regression Result of Equation 1, Effect of X Variable on Z

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.984	.178		5.524	.000
Lecturer Competency	.323	.048	.261	6.664	.000

a Dependent Variable: Teaching Quality

Based on the results of the analysis in Table 1, regression equations can be formulated as follows:

$$\text{Structural equation 1: } Z = \beta_1 X + \epsilon_1$$

$$\text{Structural equation 1: } Z = 0,261X + 0,782$$

e (Effect of error) = Unidentified variables (errors) can be calculated as follows:

$$P\epsilon_1 = \sqrt{1 - R_1^2} = \sqrt{1 - 0,388} = \sqrt{0,612} = 0,782$$

Based on the analysis, the effect of lecturers' competency on perceived teaching quality was 0.261, t sig. 0,000 < 0,005. Thus H1 is accepted.

4.2. Direct Effect of Lecturers' Competency and Perceived Teaching Quality on Students' Satisfaction

Based on path analysis, the results of the path coefficient effect of the lecturers' competency and perceived teaching quality variables on students' satisfaction can be seen in Table 2 as follows:

TABLE 2: Results of Regression of Structural Equations 2, Effects of Variables X, and Z on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std Error of The Estimate
1	.694 ^a	.481	.478	.175

a. Predictors: (Constant), Teaching Quality, Lecturers' Competency, Lecturers' Commitment to Students' Academic Achievement

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.420	.093		15.275	.000
Lecturer Competency	.143	.026	.209	5.592	.000
Teaching Quality	.263	.021	.475	12.604	.000

a. Dependent Variable: Students' Satisfaction

Structure Equation 2:

$$Y = \beta_3X + \beta_2Z + \varepsilon_2$$

$$Y = 0,209X + 0,475Z + 0,720$$

e (Effect of errors) = Unidentified variables (errors) can be calculated as follows:

$$P\varepsilon_2 = \sqrt{1 - R_2^2} = \sqrt{1 - 0,481} = \sqrt{0,519} = 0,720$$

Based on this analysis, the effect of lecturers' competency on students' satisfaction is 0.209, with t sig. = 0,000 < 0,005. Thus H2 is accepted.

The magnitude of the effect of perceived teaching quality on students' satisfaction is 0.475, with t sig. = 0,000 < 0,005. Thus H3 is accepted.

4.3. Indirect Effect of Lecturers' Competency on Students' Satisfaction through Perceived Teaching Quality

The indirect effect of variable X on variable Y through variable Z can be calculated using the following formula:

$$PTL = (p_{zx} \times p_{yz}) = 0,261 \times 0,475 = 0,123$$

Based on these calculations, it can be explained that the indirect effect of the Lecturers' Competency on Students' Satisfaction through Teaching Quality is 12.3%, with t statistics (test results) = 4.972269268 > 1.965 ($t_{statistics} > t_{table}$). Thus H4 is accepted. The following is a summary of the results of the hypothesis test.

TABLE 3: Collaboration of Hypothesis Test Results

Inter-Variable Relationships	Direct Effect	Indirect Effect	Total Effect	Significant Value	Description
X → Z	0,261	-	0,261	0,000	H ₁ accepted
Z → Y	0,475	-	0,475	0,000	H ₂ accepted
X → Y	0,119	-	0,119	0,000	H ₃ accepted
X-Z-Y	0,261 X 0,475	0,123	0,657	4,972 > 1,965	H ₄ accepted

5. Discussion

5.1. Effect of Lecturers' Competency on Perceived Teaching Quality

The result of this study proves that lecturers' competency has a significant positive direct effect on perceived teaching quality. The results of this study were supported by Long, C. S., Ibrahim, Z. and Kowang. T. O. (2014), conducting research on 260 students at private universities in Malaysia. They examined the lecturers' competency associated with students' satisfaction. There are 14 lecturers' competencies which were studied, including: competency 'knowledge of subject, clarity of presentation, interaction with student, learning creativity, clarifying learning outcome, class activity, and lecture note that affected students' satisfaction. Of the 14 lecturers' competencies, 1 competency which contributes the most significant effect to students' satisfaction is the lecturers' knowledge of subject. The next researcher, Xiao, J. and Wilkins, S. (2015) conducted a study on 24 lecturers and 456 students at a university in China. The findings of the study concluded that the lecturers' commitment to perceived teaching quality had an effect on students' satisfaction. In addition, lecturers' commitment to the all social aspects of student affects significantly student satisfaction. Moreover, lecturers' commitment affects perceived teaching quality. Gee, N.G (2018) conducted a study to determine the effect of lecturers' competencies on students' satisfaction, using a quantitative approach and correlation analysis tools, and multiple regression. He collected 327 data from a total population of 2,226. Of 327 data, 80 data were collected from the Degree program, 214 data were collected from the Diploma program, 10 data were collected from the Certificate program, 23 data were collected from the Foundation program. He examined 10 indicators to measure lecturers' competency: Knowledge, Objective Course, Lecture Note, Clarity of Presentation, Attendance, Class Activity, Assignment, Examination, Interpersonal Skills, Feedback related to students' satisfaction. The research findings concluded that lecturers' competency had a positive and significant effect on student satisfaction. The other results came from Akinleke W. Olaitan (2018) studying 60 final year students of the National Polytechnic National

Diplomas (ND II), Ilaro, Ogun State, Nigeria. The results of his research concluded that lecturers' competency had a positive effect on students' performance.

5.2. Effect of Perceived Teaching Quality on Student's Satisfaction

The results of the study prove that perceived teaching quality has a significant positive effect on student's satisfaction. Quality of operational learning can be interpreted as the intensity of systemic and synergic linkages between teachers, students, learning atmosphere, and learning media in producing optimal learning processes and outcomes in accordance with curricular demands (Haryati & Rochman, 2012). According to Daryanto, the quality of learning is a level of achievement of the initial learning goals, in achieving these objectives in the form of increasing knowledge, skills and development of students' attitudes through the learning process in the classroom (Prasetyo, 2013). Akareem, H.S. and Hossain, S. (2016) studied college students in Bangladesh. The findings show that students' perceptions of the quality of education (including the quality of learning) have an impact on student satisfaction in Bangladesh. Butt, B.Z., & Rehman, K. (2010), examined the factors that shape student's satisfaction in higher education which ultimately are student loyalty to the institution. The results of his study concluded that the factors that shape student's satisfaction are the image of the institution, student expectations, quality perceived by students (quality of learning) and other factors which are values perceived by students. Leyla Temizer, Ali Turkyilmaz (2012), conducted a study to measure student's satisfaction from various aspects, such as university image, expectations, perceived quality, perceived value, and loyalty over. The results of his study concluded that these factors proved to be a factor forming student satisfaction. Douglas J., et al. (2008) conducted a study of 163 undergraduate students at Liverpool John Moores University in England. The results of the study concluded that students' perceptions of the quality of learning had an effect on student satisfaction and ended in student loyalty. Judin, T. (2018); Ganyaupfu, E.M. (2013); Ahmed Al-Kuwaiti, Thennarasu Maruthamuthu. 2014; Jiewanto, A, Laurens, C & Nelloh, L (2012); Hakim, A. (2015); Leyla Temizer, Ali Turkyilmazb (2012); Tessema, TM, Ready, K & Yu, W (2012); Wilkins, S., Balakrishnan, M.S. and Huisman, J. (2012); Suarman, Zahara Aziz² & Ruhizan Mohammad Yasin (2013), Douglas J., et al. (2018) concluded their researches that the quality of learning (including learning methods and learning programs) had an effect on student satisfaction.

5.3. Effect of Lecturer Competency on Student Satisfaction

The results of the study prove that lecturers' competency has a significant positive effect on students' satisfaction. The results of this study were supported by Hilda, L. (2018), examining 200 Tarbiyah Faculty students at Malang Muhammadiyah University and IAIN Padangsidempuan. The results of her research proved that lecturers' pedagogic competence has a positive and significant effect on student satisfaction. Suarman (2014) added that there was no difference in the level of satisfaction between male and female students. In addition, the research of Sulistianingsih, E., et al (2018) concluded that: 1) Lecturers' competency does not directly affect students' satisfaction, 2) Lecturers' competency and quality of learning processes have a significant positive effect on students' satisfaction, 3) Lecturers' competency has not direct effect on students' satisfaction.

5.4. Indirect Effect of Lecturers' Competency on Students' Satisfaction through Perceived Teaching Quality

The results of the study proved that lecturers' competency has a significant positive effect on Students' Satisfaction through Perceived Teaching Quality. The results of this study were supported by Wilkins, S., Balakrishnan, M.S. and Huisman, J. (2012); Ahmed Al-Kuwaiti, Thennarasu Maruthamuthu (2014); Sookdeo, Suzette S., (2016). The results of their study concluded that students' perceptions of quality (including quality of learning) had an effect on students' satisfaction. Alves, H. & Raposo, M. (2009) found that technical quality perceived and functional quality perceived had an effect on students' satisfaction through perceived value.

6. Conclusion

Based on the findings, we can conclude that: 1) Lecturers' competency including: pedagogic, personal, social and professional competencies is perceived by students to be high, although it will be better if the leaders and staffs of the university would listen more to student aspirations and follow up on them. Teaching quality is perceived to be high, this means that lecturers have skills to design, implement and assess learning well. Nevertheless there are still values below the average, namely the ability of lecturers in designing learning media. Therefore, it is expected that lecturers will continue studying design and applying digital-based learning media in learning. Students' satisfaction is at a high level or satisfied. Students are satisfied with direct evidence, guarantees,

responsiveness, and reliability. Even so, students hope that students' aspirations and complaints are better heard and acted upon. 2) Path test results show that the lecturer competency has a direct and indirect positive and significant effect through perceived teaching quality. This means that in order to increase students' satisfaction, the lecturer competency and the quality of learning must be improved individually and or institutionally.

7. Managerial Implication

Further studies can consider collecting data with a qualitative approach to measure students' satisfaction, in order to obtain more in-depth and detailed data. The researcher can then expand the study or indicators to measure the quality of learning from a broader and more comprehensive perspective, such as: seeing the quality of learning not only from the perspective of students, but also from the perspective of lecturers, media, learning resources, climate/ atmosphere of the learning process because the quality of learning is essentially a synergy of these aspects.

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