

Analysis of Lecturer Performance and Student Satisfaction, and the Impact on Student Loyalty in Department of Business Administration Manado State Polytechnic

Meiske Wisye Manopo*, Rolyke Tulangow

Business Administration Department
Manado State Polytechnic
Manado Indonesia

*meiske.manopo@polimdo.ac.id

Abstract—Higher education institution that always prioritizes the quality and quantity of graduates cannot be separated from the performance of lecturers and qualifications in their fields of expertise. Similarly, the Manado State Polytechnic in particular the Business Administration department faces these challenges that must pay attention to the quality and quantity of the Three Main Activities of Higher Education in an effort to equip students with a set of knowledge. The knowledge and skills will become the competence of every student who is declared pass and ready to work in their field. The purpose of this study is 1) to identify lecturer performance with student loyalty. 2) To identify student satisfaction with student loyalty. 3) To analyse the effect of lecturer performance and student satisfaction on student loyalty. The research method used in this study is quantitative research methods by distributing questionnaire to students (150 students at Business Administration) regarding three variables (lecturer performance, student satisfaction and student loyalty). The results of this study indicate that lecturer performance and student satisfaction have significant impact on student loyalty, meaning that students are loyal when lecturer performance is satisfied them. When students are satisfied, therefore, student loyalty is significantly increased. These findings can be benefit to the head of department on how he can improve the lecturer performance in the future.

Keywords—agricultural risks, analysis

I. INTRODUCTION

The world of education is a means to improve the quality of human resources in order to have reasonable competitiveness according to their academic ability or professionalism. Countries that have competent human resources will dominate the world economically such as Japan, South Korea, the United States, Singapore compared to the economy in Indonesia. Implications for tertiary education in Indonesia, especially for the performance of lecturers are to do professionalism on the performance attached to him, namely the Three Main Activities of Higher Education (Teaching, Research and Community Service). With lecturers who have high professionalism, their quality can be improved.

A good quality of education will improve the higher education market and the nation's competitiveness through mastering science and technology. To be able to guarantee the mastery of science and technology in the future, the performance of lecturers must be improved. The requirements for professionalism that need to be possessed by lecturers must have a strong knowledge base, based on individual competencies, have a selection and certification system and have healthy cooperation and competition among fellow lecturers. In addition, there is a high level of professionalism, a code of ethics, and a professional sanction system. Professionalism is still not enough if it is not based on creative, innovative, disciplined, responsible and honest culture.

Higher education in Indonesia, especially the Manado State Polytechnic has to look at student loyalty and the rationale, such as services provided by higher education can be directly felt by these students. On the one hand students are positioned as students who must be served in such a way that satisfaction is created because of the services provided. But on the other hand creating satisfaction for students is inseparable from the norms of education. This shows that we must be able to place the position of students as customers in the business world (especially services). Whatever we are as a service provider must be solely to satisfy customers. With the recognition of a higher education in the community because of its ability to provide good service for its students and also because of its achievement / quality, it can increase the loyalty of positive students from higher education.

Higher Education cannot automatically place students as true customers, but there must be a parameter of boundaries that we must pay attention to. These parameters are the norms in education services that must be adhered to by education service providers. Therefore, the position of students other than as customers, but also as partners (partners) for education service providers. Lecturers must also motivate students, involve in research and community service.

Based on observations on the performance of lecturers, especially in the Department of Business Administration,

Manado State Polytechnic has not been maximized, where in providing education and teaching there are several lecturers who do not pay attention to the duties of students also in mastering the teaching methodology and the lack of lecturers doing research and community service. Also in the research the lecturer does not involve the students as well as in serving the community the lecturers also in the preparation of the plan do not involve students. For this reason, the research team was interested in analysing the influence of lecturer performance and student satisfaction on student loyalty. With this research the performance of lecturers can be improved so that student satisfaction and loyalty can be maintained.

II. LITERATURE REVIEW

A. Performance

The term performance is derived from the word job performance or actual performance (work performance or actual achievement achieved by a person), namely the quality and quantity of work achieved by a lecturer in carrying out his duties in accordance with the responsibilities assigned to him.

According to Mangkunegara the factors that affect a person's performance are [1]:

- The ability factor: in general, this ability factor is divided into 2, namely the ability of potential (IQ) and the ability of reality (knowledge and skills). A lecturer should have both of these abilities so that he can complete a formal education level of at least master level and have the ability to teach in his ability courses.
- Motivation factors: Motivations are formed from the attitude of employees in dealing with work situations. Motivation for work is very important to achieve the vision and mission of educational institutions. Being a lecturer should be a motivation that is formed from the beginning (by plan), not because of compulsion or by accident.

Furthermore, Mathis define performance is basically what is done or not done by employees [2]. General employee performance for most jobs includes the following elements:

- Quantity of results.
- Quality of results.
- Timeliness of results.
- Attendance.
- Ability to work together.

Rivai defines performance as real behaviour displayed by each person as work performance produced by employees in accordance with the role in the organization [3].

Based on several opinions above, it can be stated that the performance of the lecturer is the work achieved by the lecturer within a certain period of time in accordance with the authority and responsibility as academic educators.

B. Customer Satisfaction

Customer satisfaction has become a central concept and has become one of the main goals for business activities.

According to Forenell [4] and Kotler [5], customer satisfaction has been seen as one of the best indicators for future earnings because attracting new customers is far more expensive than retaining current customers.

Although there is no agreement in defining satisfaction, but word etymology, satisfaction or satisfaction comes from the Latin "satis" which means quite good, adequate, and "fasio" which means doing or making. The combination of the two Latin words satisfaction (satisfaction) can be interpreted as an effort to fulfil something or make something adequate.

Furthermore, there is some literature, mentioned that customer satisfaction is the customer's perception that their expectations have been met or exceeded. Westbrook & Reilly argues that customer satisfaction is an emotional response to experience related to a particular product or service that is triggered by a cognitive evaluation process that compares perceptions or beliefs about objects, actions or certain conditions with values (or needs desire and desire) individually [6].

Meanwhile, Cadotte states customer satisfaction as a feeling arises as a result of evaluating the experience of using a product or service [7]. Whereas Tse and Wilton define customer satisfaction / uncertainty in response to disconfirmation perceived between initial expectations before purchase (other performance norms) and actual product performance perceived after use or consumption of the product concerned [8]. The same thing was expressed by Kotler that customer satisfaction is the level of satisfaction of a person after comparing the performance (or outcome) he felt compared to his expectations [5].

According to Oliver customer satisfaction is formulated as a post-sale evaluation where the perception of alternative performance of the selected product / service meets or exceeds expectations before purchase [4]. Customer satisfaction by Westbrook and Oliver is a feeling of pleasure or disappointment that arises after comparing the performance (results) of the product that is considered to the expected performance (or results) [6].

From the definitions above, it shows that customer satisfaction is a fulfilment of expectations. Customers can be said to be satisfied with the product or service provided if the customer's expectation of the product or service provided is appropriate and even exceeds their expectations.

C. Customer Loyalty

Literally loyalty means loyal. This loyalty arises without coercion. According to Oliver customer loyalty is a strong commitment from customers to re-subscribe or repurchase products or services that are consistently preferred in the future, even though the influence of the situation and marketing efforts has the potential to cause behaviour to move [9].

Also by Kotler loyalty is defined as a commitment held firmly to buy or subscribe to a particular product or service in

the future [10]. Customer loyalty will be the key to success, not only in the short term but the competitive advantage in a sustainable manner, even though there are influences of marketing situations and efforts that have the potential to cause behaviour change.

Meanwhile Tjiptono states that customer loyalty is often associated with repurchase behaviour [11]. In the context of a brand, for example, loyalty reflects a psychological commitment to a particular brand, while repurchase behaviour is solely related to the purchase of certain brands in the same manner repeatedly (it can be due to the fact that the only brand available, the cheapest brand and so on).

Loyalty according to Griffin that loyalty is more shown to a routine purchasing behaviour based on decision-making units [12]. That is to say, students who have high loyalty to be able to provide mouth-to-mouth information about higher education institutions that have raised them (educating them).

From the above definition states that have become real customer satisfaction is no longer the key to the success of the company but customer loyalty is the dominant key to the success of a business company.

The concept of loyalty is more directed towards behaviour than attitude and a loyal customer because it adheres to buying behaviour which can be interpreted as a regular and long-time buying pattern.

Customer loyalty is also interpreted as someone's loyalty to a product, whether certain goods or services. In addition, customers who have a high commitment to loyalty will not be affected by the forms of marketing of products or services provided by other companies and will continue to choose the products and services they selected before. Customer loyalty will be the key to success, not only in the short term, but sustainable competitive advantage.

D. Framework

Higher education institutions like other service industries if they want to continue to exist must pay attention to the performance of lecturers in their management. This means that higher education institutions must be managed in such a way that they are able to produce higher education services in accordance with customer needs. To establish a good image of the institution, in order to improve lecturer performance and student satisfaction, higher education institutions continue to develop various efforts in improving education and teaching, as well as research and community service.

The explanation above can be described as follows:

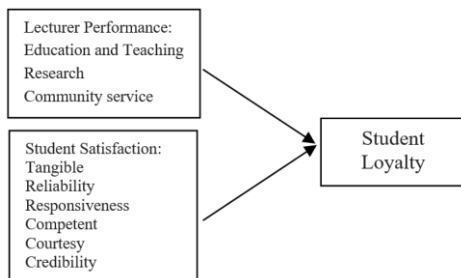


Fig. 1. Research framework.

E. Hypothesis

- It is suspected that the performance of lecturers has a significant effect on the loyalty of students in the Department of Business Administration, Manado State Polytechnic.
- It is suspected that student satisfaction has a significant effect on the loyalty of students in the Department of Business Administration, Manado State Polytechnic.
- It is suspected that lecturer performance and student satisfaction simultaneously have a significant effect on the loyalty of students in the Department of Business Administration, Manado State Polytechnic.

III. RESEARCH METHODOLOGY

This research was carried out in the Department of Business Administration, Manado State Polytechnic with the object of research are students of Business Administration Department who took classes in the Even Semester 2015/2016 Academic Year. This study uses quantitative research methods, namely an objective approach, including the collection and analysis of quantitative data and statistical testing methods. According to Gay, quantitative methods are used to evaluate current situations, evaluate relationships and examine causal phenomena [13]. In connection with this research, quantitative research methods are used to measure the relationship between lecturer performance and student satisfaction on student loyalty in the Department of Business Administration.

Population is an entire object or item that is limited by certain criteria [14], while the sample is a collection of part of the population formed by sampling. The population determined in this study is students of the Business Administration Department with limitations in taking samples are students who took classes in the Even Semester 2015/2016 of Academic Year which numbered approximately 500 students. The number of respondents taken as a sample is 30% of the number of students in the semester, namely 150 students.

Data collection uses questionnaires distributed to research objects, namely students majoring in Business Administration, but before distributing to students, the questionnaires were tested to several students using reliability tests (Cronbachs' Alpha > 0.6) [15], in order to identify whether the instruments or questionnaires were reliable or not. After the questionnaires were collected, it is tabulated and analysed through multiple linear regressions to identify the relationship between (lecturer performance and student satisfaction), and student loyalty.

IV. RESULTS AND DISCUSSION

A. Results of Analysis

1) *Reliability test results:* Reliability test results indicated that all variables, both variable X (Lecturer Performance and Student Satisfaction) and variable Y (Student Loyalty) have Cronbach's Alpha greater than 0.6 [16], which means that the instrument or questionnaire used in this study has reliable and can be used repeatedly.

Table 1 show that the reliability of lecturer performance (variable X1) reaches the value of Cronbach's Alpha 0.639. This indicates that the instruments used for measuring the lecturer performance are reliable and it can be used for this research and it can also be used repeatedly.

TABLE I. RELIABILITY OF LECTURER PERFORMANCE

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.639	.674	11

Table 2 appear that the reliability of student satisfaction (variable X2) has value of Cronbach's Alpha = 0.696. This means that instruments used to measure student satisfaction is reliable and therefore it can be used to measure this variable and also can be used repeatedly.

TABLE II. RELIABILITY OF STUDENT SATISFACTION

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.696	11

TABLE IV. CORRELATIONS

		Student Loyalty	Lecturer Performance	Student satisfaction
Pearson Correlation	Student Loyalty	1.000	.510	.191
	Lecturer Performance	.510	1.000	.804
	Student satisfaction	.191	.804	1.000
Sig. (1-tailed)	Student Loyalty	.	.000	.010
	Lecturer Performance	.000	.	.000
	Student satisfaction	.010	.000	.
N	Student Loyalty	150	150	150
	Lecturer Performance	150	150	150
	Student satisfaction	150	150	150

3) *Results of multiple linear regression analysis:* Table 5 below shows the results of multiple linear regression analysis between independent variables (Lecturer Performance X1 and Student Satisfaction X2) and dependent variables (Student Loyalty Y).

Table 5 below indicates that the independent variables, namely lecturer performance (X1) and student satisfaction (X2) have significant values with student loyalty (Y), namely with a very small p-value, 0.000. The independent variables that most influence the dependent variable (student loyalty) are independent variables that have a significant effect and have the largest standardized B coefficient, namely the performance of lecturers (1.010).

The R value shows a correlation that explains the closeness of the relationship between variable X and variable Y, which is equal to 0.630, which means the performance of the lecturer and student satisfaction have a positive and significant relationship with student loyalty. R2 value is the correlation coefficient of determination which essentially measures how far the ability of the regression model in explaining the dependent variable (Y), which is equal to 0.397, which means

Tables 3 indicate that the reliability of student loyalty (variable Y) achieves the Cronbach's Alpha of student royalty is 0.829. This means that the instrument of student royalty is reliable and then it can be used again.

TABLE III. RELIABILITY OF STUDENT LOYALTY

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.799	11

2) *Results of correlation analysis:* Table 4 shows the correlation analysis between variable X (Lecturer Performance and Student Satisfaction) and variable Y (Student Loyalty). Pearson Correlation analysis indicates that lecturer performance has strong and positive correlation with student loyalty with value 0.510 at the significant at $p < 0.05$ that is 0.000. Similarly, the results indicate that student satisfaction has correlation with student loyalty, although the correlation is small (0.191), but it is still significant with p value 0.01.

that the regression model obtained can explain 39.7% diversity of student loyalty variables in the Department of Business Administration.

TABLE V. RESULTS OF MULTIPLE REGRESSION ANALYSIS

Variable	Coefficient B	Coefficient B Standardized	p-value	Remark
Constant	21.886		0.000	Significant
Lecturer Performance	1.183	1.010	0.000	Significant
Student Satisfaction	-0.676	-0.621	0.000	Significant

$$\begin{aligned}
 a &= <0.05 \\
 R &= 0.630 \\
 R^2 &= 0.397 \\
 \text{Multiple Regression Model is } Y &= 21.886 + (1/183X1) - (0.676X2) \\
 p\text{-value} &= 0.000
 \end{aligned}$$

B. Discussion

1) *Identify the relationship between lecturer performance and student loyalty:* Based on the results on Table 4, it is identified that between lecturer performance and student

loyalty has strong and positive correlation and strongly significant ($p=0.000$). This means that between lecturer performance and student loyalty has closeness relationship. In other words, student can be loyal when the lecturer performance is credible. So, when lecturer performs well in their tasks, such as teaching performance, research performance and community service performance, then student will be loyal to institution, especially to the Department of Business Administration. In this case, student might have good voice to prospective students who intend to study in Business Administration Department.

2) *Identify the relationship between student satisfaction and student loyalty*: According to the results show in Table 4, it is identified that student satisfaction and student loyalty have correlation. This indicates that student satisfaction has significant relationship with student loyalty. This also means that student will be loyal when student satisfy. In this sense, when student satisfy with the service of lecturer in teaching, then student will be loyal.

The student will be loyal on many things, such as the student can promote from mouth to mouth about the excellence of the program in Business Administration Department of Manado State Polytechnic. In other words, students who have high loyalty to be able to provide mouth-to-mouth information about higher education institutions that have educated them.

3) *Analyze the effect of lecturer performance and student satisfaction toward student loyalty*: Based on the results of multiple regression model, it indicates that to analyze the effect of lecturer performance and student satisfaction toward student loyalty, it is used multiple regression linier. The results show that variable independent, lecturer performance and student satisfaction (X_1, X_2) has relationship with variable dependent, student loyalty (Y). This indicates that when lecturer performance and student satisfaction increase $1.183 X_1$ and $-0.676 X_2$, then the student loyalty will be increased.

The relationship between lecturer performance and student satisfaction towards student loyalty, which is equal to 0.630 (R value) or 63% meaning that in Business Administration Department, the performance of the lecturer and student satisfaction have a positive and significant relationship with student loyalty.

The results showed that the coefficient of determination (R-square) found that participatory budgeting, clarity of budget targets and implementation of internal control together had an effect of 66.4% on managerial performance. Then managerial performance has an effect of 44.6% on financial accountability. Further hypothesis testing is conducted to prove whether there is a positive influence on each variable of participatory budgeting, clarity of budget targets and implementation of internal control on managerial performance and its impact on financial accountability.

Judging from the direct influence, the variable implementation of internal control provides the greatest direct influence on managerial performance, namely 12%. The participatory budgeting variable is 11.3% and the budget clarity variable is 5.9%. Then from the total influence, the variables of participatory budgeting and the implementation of internal control gave the same total effect on the managerial performance of government agencies in district-city areas in North Sulawesi, namely 25.1%.

V. CONCLUSIONS

Based on the results of the analysis and discussion it can be concluded that Lecturer Performance and Student Satisfaction affect Student Loyalty. This can be seen through multiple linear regression analysis where there is a close relationship between lecturer performance and student satisfaction at R value of 0.630 with a high level of significance with the p-value of below 0.05, ($p = 0.000$). These results indicate that if the performance of the lecturer is good, students become satisfied and thus students will have good loyalty.

REFERENCES

- [1] A.A.A. Mangkunegara, *Manajemen Sumberdaya Manusia Perusahaan*, Jakarta: Remaja Rosdakarya, 2000.
- [2] R.L. Mathis and J.H. Jackson, *Using Human Resources*, Advisor On the Web., 2005.
- [3] V. Rivai, *Manajemen Sumberdaya Manusia untuk Perusahaan*, Jakarta: Rajawali Pers, 2009.
- [4] C. Forenell, "A Customer Satisfaction Barometer: The Swedish Experientel," *Journal of Marketing*, vol. 5, no. 2, pp. 6-21, 1992.
- [5] P. Kotler, *Marketing Management*. 10th ed., New Jersey: Prentice-Hall, 2000.
- [6] R.A. Westbrook and R.L. Oliver, "The dimensionality of consumption emotion patterns and consumer satisfaction," *Journal of Consumer Research*, vol. 18, no. 1, pp. 84-91, 1991.
- [7] E.R. Cadotte and G.P. Hester, U.S. Patent No. 4,345,315. Washington, DC: U.S. Patent and Trademark Office, 1982.
- [8] D.K. Tse and C.W. Peter, "Models of Consumer Satisfaction Formation: An Extension," *Journal of Marketing Research*, vol. 25, pp. 204-212, 1988.
- [9] R.L. Oliver, *Satisfaction: A Behavioral Perspective on the Consumer*, NY: McGraw-Hill, 1997.
- [10] P. Kotler and K.L. Keller, *Manajemen Pemasaran*, Jakarta: PT Indeks, 2008.
- [11] F. Tjiptono, *Pemasaran Jasa, Edisi Pertama, Cetakan Pertama*, Malang: Bayumedia Publishing, 2005.
- [12] Griffin, *Customer Loyalty*, John Willey and Sons, Incorporated, 2003.
- [13] L.R. Gay, G.E. Mills, and P. Airasian, *Educational research: competencies for analysis and applications (8th ed.)*, New Jersey: Pearson Education, Inc., 2006.
- [14] A. Hakim and S. Kumadji, "Pengantar statistika", Surabaya: CV. Citra Media, 1997.
- [15] Sugiyono, *Metode Penelitian Bisnis*, Cetakan Ke-16, Bandung: Alfabeta, 2012.