STUDENT SATISFACTION REPORT ON THE TEACHING AND LEARNING PROCESS (PBM) AT FPMIPA 2023

Description of Faculty Performance Outcomes in the Teaching and Learning Process (PBM) at FPMIPA

The presentation of the results of student assessment of management services at FPMIPA in the implementation of the education sector includes 20 indicators, namely: teaching preparation, material mastery, Relevance of Lecture material and objectives, Teaching approaches and methods, learning media and tools, learning resources, assessment (UTS and UAS), assessment of the learning process, assignments of coursework, classroom management/administration, enthusiasm and motivation in the teaching, creation of a conductive learning, discipline, enforcement of rules, character development, role modeling, emotional maturity, communication skills, use of written language, interaction skills. Each of these indicators is presented in graphs to provide a comprehensive figure.

1. Description of Faculty Performance Outcomes in the Teaching and Learning Process (PBM) at FPMIPA

The performance of lecturers in the Faculty of Mathematics and Natural Sciences Education, as assessed by students, is illustrated in the following figure 1.

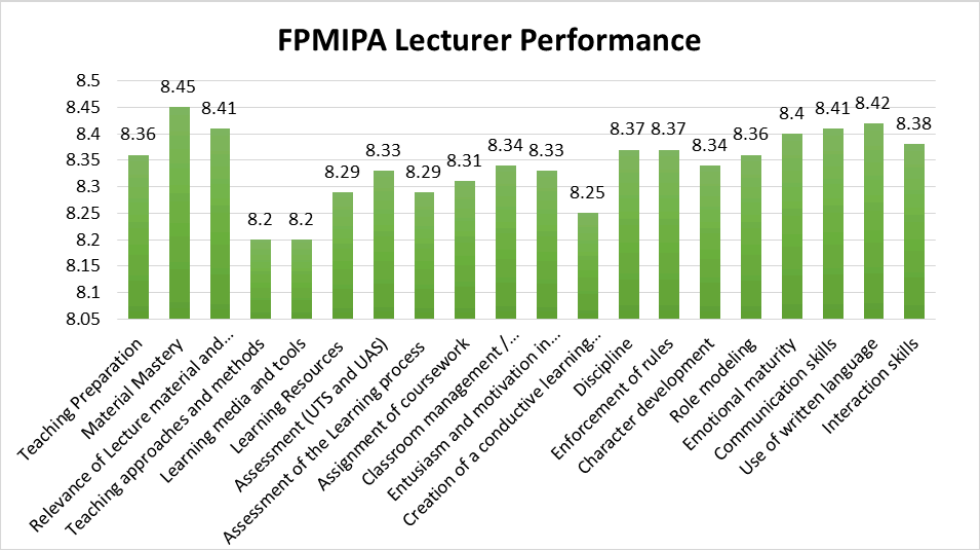

Figure 1. FPMIPA Lecturer Performance in the Teaching and Learning Process

Based on the aspects of lecturer performance included in the questionnaire, the mastery of subject matter received the highest score (8.45), followed by the Relevance of Lecture material and objectives, emotional maturity, communication skills, and use of written language, with scores ranging from 8.40 to 8.42. This indicates that, overall, lecturers at FPMIPA have demonstrated excellent performance in teaching, particularly in the areas of subject mastery, content relevance to course objectives, emotional maturity, communication skills, and the effective use of written language.

The average student satisfaction score for FPMIPA lecturers' performance is 8.34, which is above the overall UPI average of 7.93. This demonstrates that FPMIPA has achieved an excellent level of performance, as all aspects of lecturer performance are rated very highly by students and exceed the UPI average (7.93). Performance assessments fall within the range of 8.20 to 8.45.

2. **Description the performance of lecturers in each Study Program within the Faculty of Mathematics and Natural Sciences Education (FPMIPA)**

The performance of lecturers in each Study Program within the Faculty of Mathematics and Natural Sciences Education (FPMIPA), as assessed by students, is illustrated in the following figure 2.

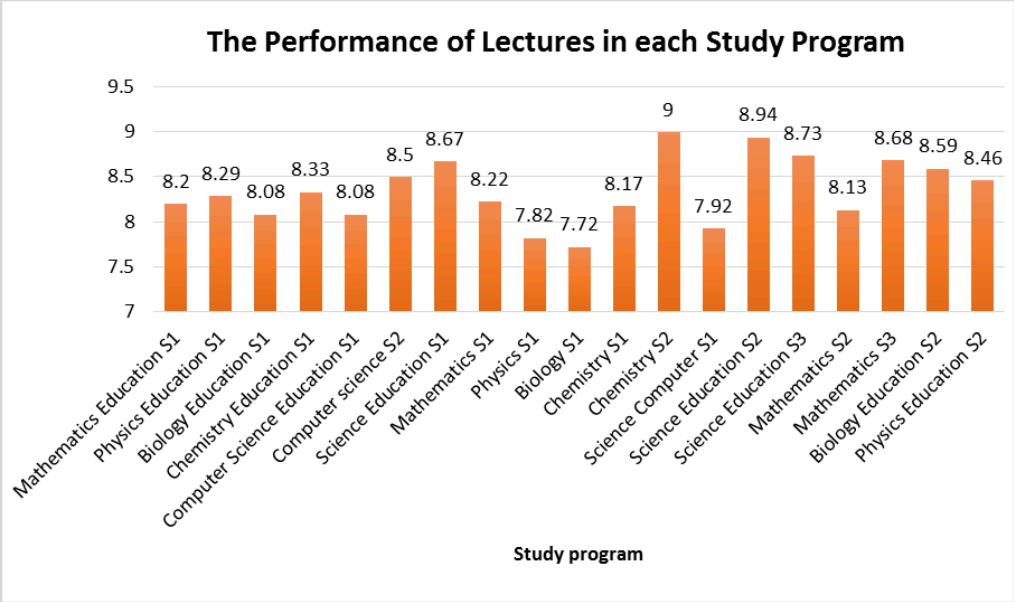

Figure 2. Lecturer Performance Assessment Results by Study Program

The graph above depicts the results of student satisfaction measurements regarding lecturer performance across all Study Programs in FPMIPA. The overall average score for all aspects of lecturer performance across the Study Programs is 8.34. The Chemistry Master's Program (S2) achieved the highest score (9.00), while the Biology Undergraduate Program (S1) received the lowest score (7.72).

Eight Study Programs, namely Computer Science Master's Program (S2), Science Education Undergraduate Program (S1), Chemistry Master's Program (S2), Science Education Master's Program (S2), Science Education Doctoral Program (S3), Mathematics Doctoral Program (S3), Biology Education Master's Program (S2), and Physics Education Master's Program (S2), scored above the FPMIPA average, ranging from 8.46 to 9.00. This indicates that student satisfaction with lecturer performance in these programs is rated very highly.

Meanwhile, 11 other Study Programs, including Mathematics Education Undergraduate Program (S1), Physics Education Undergraduate Program (S1), Biology Education Undergraduate

Program (S1), Chemistry Education Undergraduate Program (S1), Computer Science Education Undergraduate Program (S1), Mathematics Undergraduate Program (S1), Physics Undergraduate Program (S1), Biology Undergraduate Program (S1), Chemistry Undergraduate Program (S1), Computer Science Undergraduate Program (S1), and Mathematics Master's Program (S2), scored below the FPMIPA average (8.34), with scores ranging from 7.72 to 8.33.

The Biology Undergraduate Program (S1) received the lowest score (7.72) among all Study Programs, indicating that student satisfaction with lecturer performance in this program is relatively low compared to other Study Programs.

3. Description of Lecturer Performance Assessment Results by Each Aspect

a. Teaching Preparation

The evaluation of lecturer performance in the teaching preparation aspect shows notable variations across Study Programs in FPMIPA. The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) received the highest scores, both at 9.00, reflecting excellent performance in teaching preparation. The Physics Undergraduate Program (S1) recorded the lowest score of 7.73, indicating a need for improvement in this aspect. The average score for the teaching preparation aspect across all Study Programs is 8.36. Eleven Study Programs scored below the average, with scores ranging from 7.73 to 8.35. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight Study Programs scored above the average, with scores ranging from 8.36 to 9.00. These include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

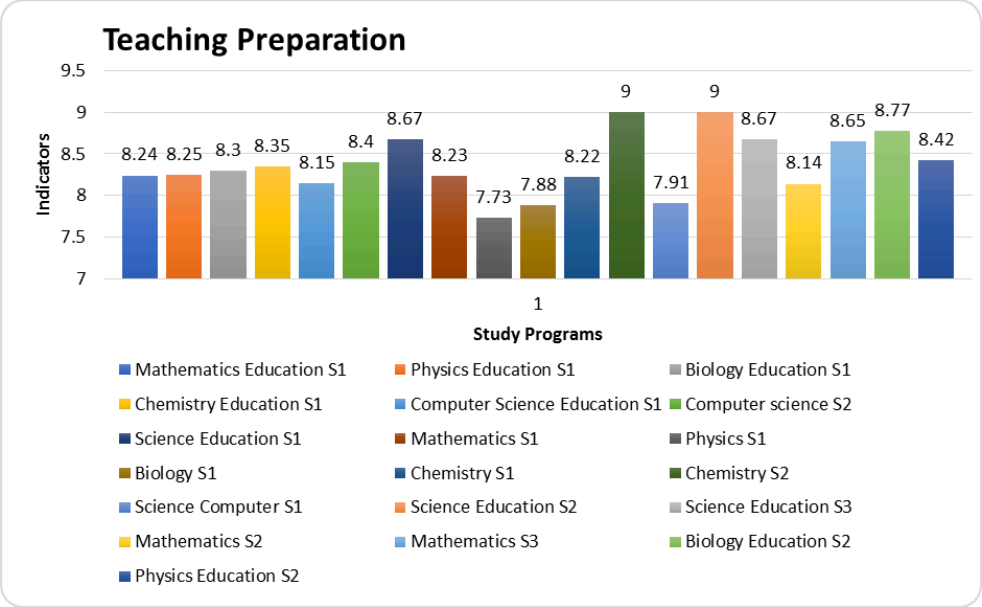

Figure 3. Lecturer performance in the teaching preparation aspect

The results indicate that while some Study Programs excel in teaching preparation, there is a noticeable gap in performance for several undergraduate programs, particularly the Physics Undergraduate Program (S1). Strengthening teaching preparation practices in these programs can help improve overall satisfaction and performance ratings. Focusing on consistent training and resource allocation for lecturers across all programs will ensure higher of teaching preparation throughout FPMIPA.

b. Material Mastery

The evaluation of lecturer performance in the aspect of course material mastery highlights the following, Top Performers are The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) achieved the highest scores of 9.00, demonstrating excellent mastery of course material. The Physics Undergraduate Program (S1) received the lowest score of 7.97, indicating room for improvement in this area. The overall average score for the mastery of course material aspect is 8.45. Ten Study Programs scored below the average, with scores ranging from 7.97 to 8.40. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.46 to 9.00. These include:

- Physics Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

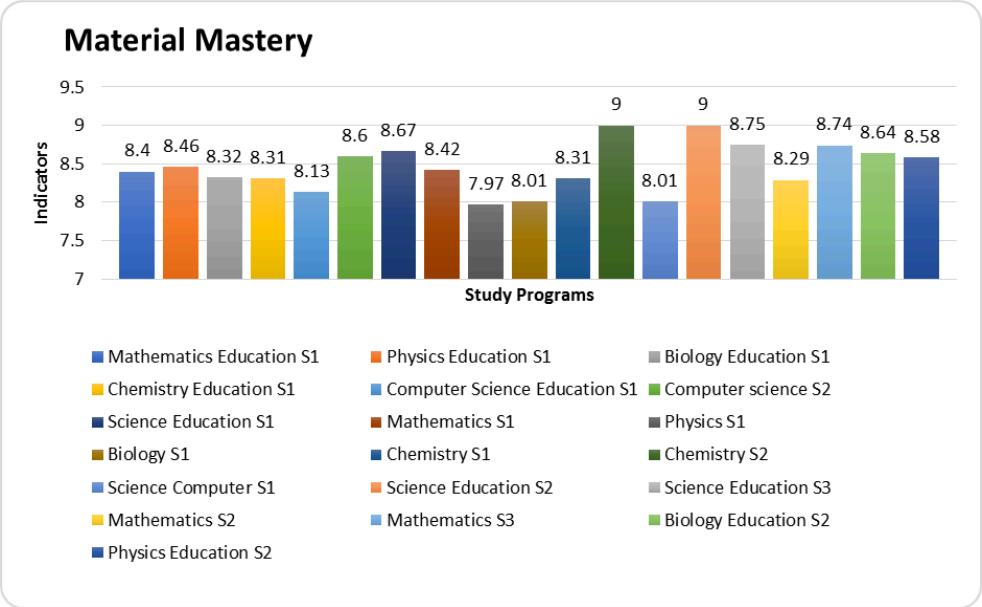

Figure 4. Lecturer performance in the material mastery aspect

The results indicate that while many Study Programs show strong performance in the mastery of course material, there are notable discrepancies, particularly among undergraduate programs such as the Physics Undergraduate Program (S1), which scored the lowest. Improvement efforts should focus on supporting these programs through enhanced curriculum development, targeted lecturer training, and regular evaluations to ensure consistency in course material mastery across all Study Programs. Strengthening this aspect will contribute to maintaining the high standards of teaching quality at FPMIPA.

c. **Relevance of Lecture material and objectives**

The evaluation of lecturer performance in the aspect of relevance between course material and learning objectives reveals the following findings, The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) achieved the highest scores (9.00),

demonstrating exceptional alignment between course material and learning objectives. The Physics Undergraduate Program (S1) received the lowest score (7.88), indicating the need for significant improvement in this area. The overall average score for this aspect is 8.41. Twelve Study Programs scored below the average, with scores ranging from 7.88 to 8.40. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Mathematics Master's Program (S2)

Seven Study Programs scored above the average, with scores ranging from 8.60 to 9.00. These include:

- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

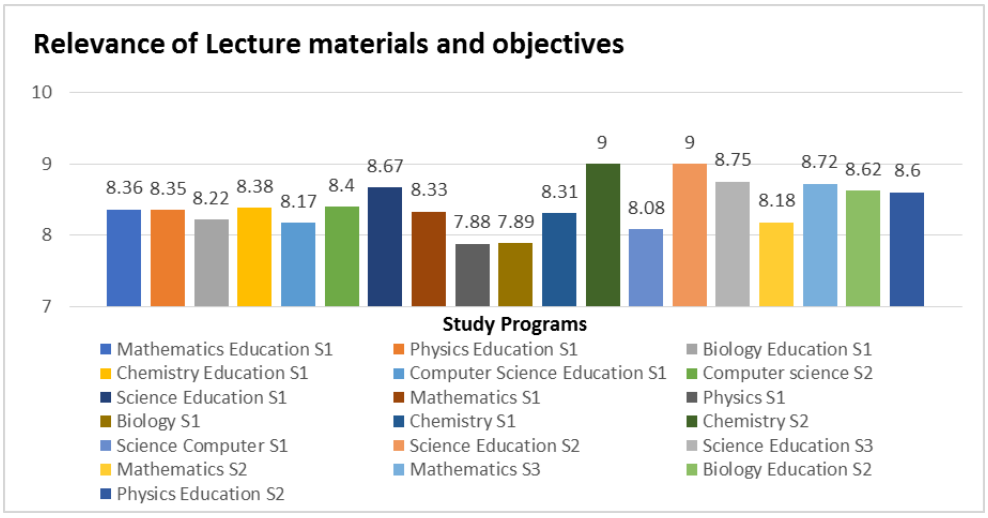

Figure 5. Lecturer performance in relevance of the lecture materials and objectives

The assessment results highlight strong performance in certain Study Programs, particularly at the master's and doctoral levels. However, there is a noticeable gap in the relevance of course material and learning objectives for many undergraduate programs, with the Physics Undergraduate Program (S1) showing the lowest performance.

To address this disparity, lecturers in below-average programs should enhance their curriculum design to ensure better alignment between course materials and learning objectives. This can be achieved through workshops, peer reviews, and mentorship programs involving top-performing Study Programs. Strengthening this aspect will further improve the quality of education provided by FPMIPA.

d. Teaching approaches and methods

The evaluation of lecturer performance in the aspect of teaching approaches and methods the following results, The Chemistry Master's Program (S2) achieved the highest score (9.00), demonstrating excellence in utilizing effective teaching approaches and methods. The Biology Undergraduate Program (S1) recorded the lowest score (7.35), highlighting a significant need for improvement in this area. The overall average score for the teaching approaches and methods aspect is 8.20. Nine Study Programs scored below the average, with scores ranging from 7.35 to 8.06. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Ten Study Programs scored above the average, with scores ranging from 8.22 to 9.00. These include:

- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

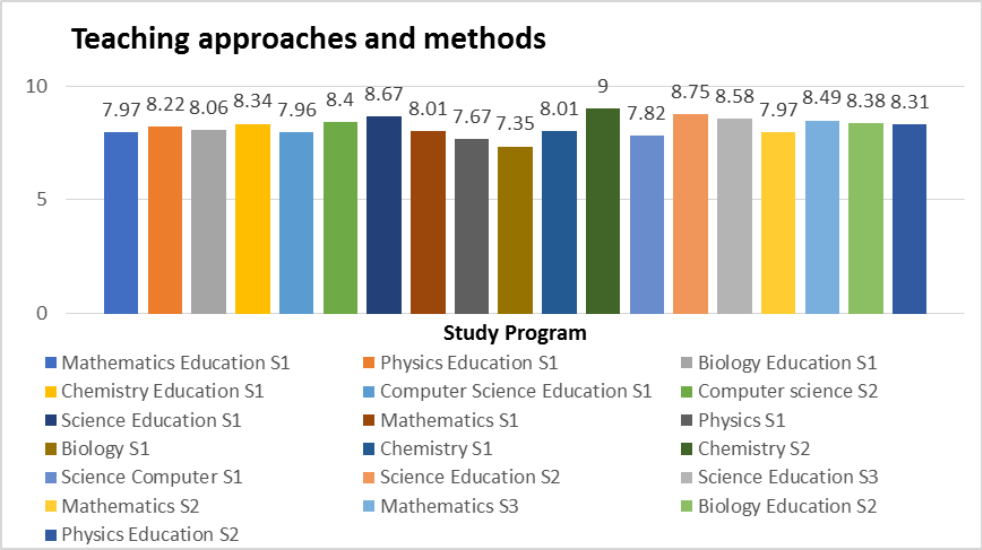

Figure 6. Lecturer performance in teaching approaches and methods aspect

The results demonstrate that while several programs excel in applying effective teaching approaches and methods, there are significant gaps in performance, particularly among undergraduate programs such as the Biology Undergraduate Program (S1)**,** which received the lowest score.

To address this, below-average programs should adopt innovative teaching strategies, incorporate active learning techniques, and provide professional development opportunities for lecturers. Collaboration with top-performing programs could also help share best practices and elevate teaching quality across FPMIPA. Consistent monitoring and support will ensure continuous improvement in teaching approaches and methods, ultimately enhancing the learning experience for students

e. Learning media and tools

The evaluation of lecturer performance in the aspect of learning media and tools utilization reveals the following findings, The Chemistry Master's Program (S2) achieved the highest score (9.00), indicating outstanding use of media and learning tools to support the teaching process. The Biology Undergraduate Program (S1**)** received the lowest score (7.45**)**, highlighting a significant need for improvement in this area. The overall average score for the media and learning tools aspect is 8.20. Nine Study Programs scored below the average, with scores ranging from 7.45 to 8.09. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)

- Mathematics Master's Program (S2)

Ten Study Programs scored above the average, with scores ranging from 8.24 to 9.00. These include:

- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

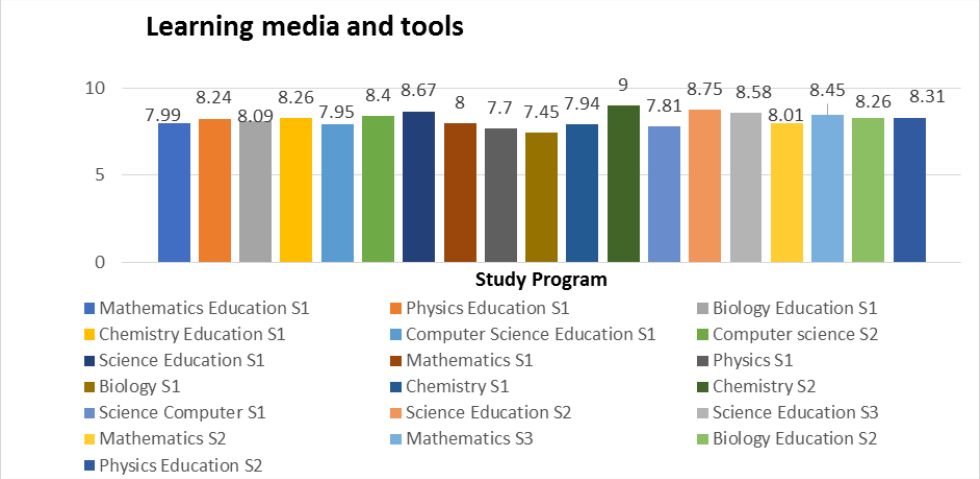

Figure 7. Lecturer performance in learning media and tools utilization aspect

The results indicate a strong performance in the use of media and learning tools among several Study Programs, particularly at the master's and doctoral levels. However, there are notable gaps in undergraduate programs, especially in the Biology Undergraduate Program (S1), which scored the lowest in this aspect.

To address these disparities, below-average programs should, Improve Access to Resources like Invest in updated and diverse learning tools and media tailored to the course content, Provide Training to Equip lecturers with skills to effectively utilize various teaching media and tools. Collaborate with High-Performing Programs like Share best practices in the integration of media and learning tools. By addressing these areas, FPMIPA can ensure consistency in the use of effective media and tools across all programs, enhancing the overall teaching and learning experience.

f. **Learning Resources (Textbooks, References, Environment, Community, Massmedia, etc)**

The evaluation of lecturer performance in the aspect of learning resources reveals the following findings, The Chemistry Master's Program (S2) achieved the highest score of 9.00, demonstrating exceptional use of learning resources to support teaching and learning. The Biology Undergraduate Program (S1) received the lowest score of 7.65, indicating the need for improvement in this area. The overall average score for the use of learning resources aspect is 8.29. Eleven Study Programs scored below the average, with scores ranging from 7.65 to 8.26. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight Study Programs scored above the average, with scores ranging from 8.40 to 9.00. These include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

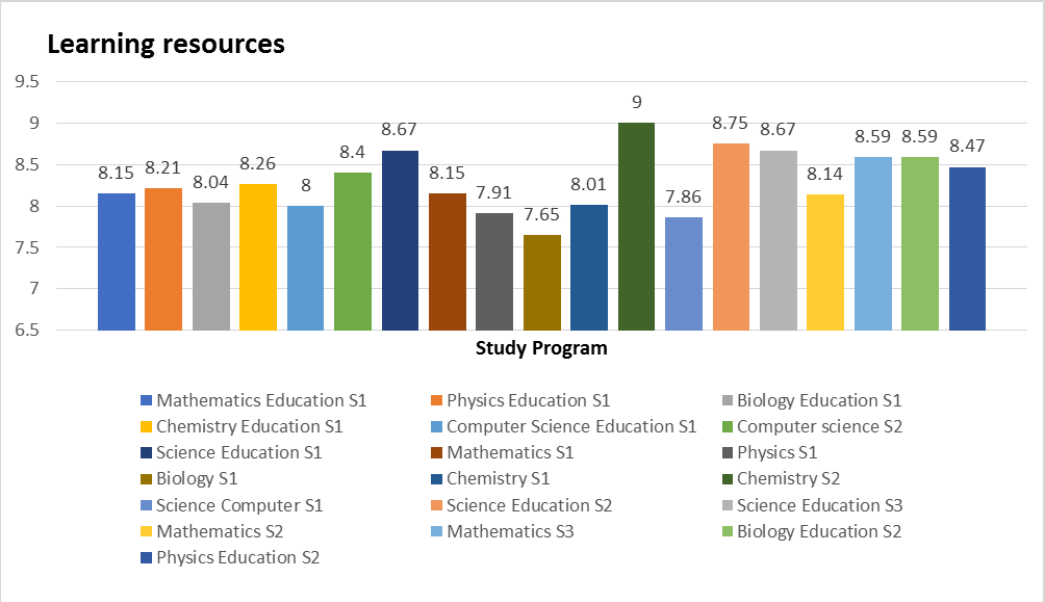

Figure 8. Lecturer performance in learning resources reveals

The results indicate that several Study Programs perform well in the use of learning resources, particularly at the master's and doctoral levels. However, there are clear performance gaps in undergraduate programs, especially in the Biology Undergraduate Program (S1), which consistently received the lowest scores in this aspects.

To address these in programs scoring below the average should enhance access to diverse and effective learning resources. Training sessions for lecturers on sourcing and utilizing such resources could be beneficial. By strengthening these areas, FPMIPA can ensure more consistent and high-quality teaching across all programs.

g. **Assessment of Learning outcomes (UTS and UAS)**

The evaluation of lecturer performance in the aspect of assessment for UTS (Mid-Term) and UAS (Final Exams) reveals the following results, The Chemistry Master's Program (S2) achieved the highest score (9.00), indicating exemplary practices in grading mid-term and final exams. The Biology Undergraduate Program (S1) received the lowest score (7.76), highlighting a need for further improvement in assessment practices. The overall average score for the assessment of mid-term and final exams is 8.33. Ten Study Programs scored below the average, with scores ranging from 7.76 to 8.26. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)

- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.35 to 9.00. These include:

- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

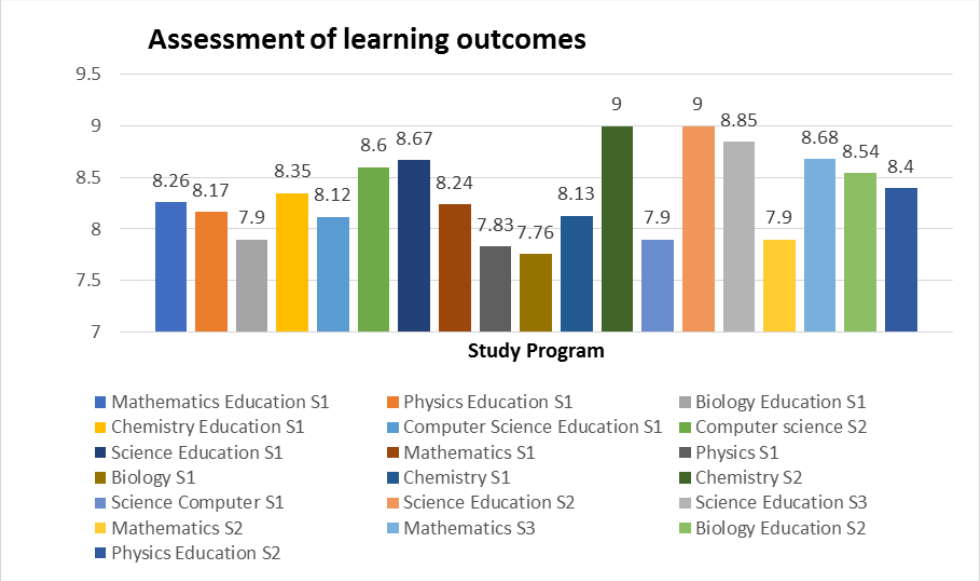

Figure 9. Lecturer performance in the assessment of learning outcomes

The results indicate that several Study Programs perform well in the assessment of mid-term and final exams, particularly at the master's and doctoral levels. However, there are clear performance gaps in undergraduate programs, especially in the Biology Undergraduate Program (S1), which consistently received the lowest scores in this aspects.

To address these assessment practices, lecturers should review their grading practices to ensure transparency, fairness, and alignment with course objectives. Peer reviews and workshops on assessment strategies could help improve consistency and quality across

the faculty. By strengthening these areas, FPMIPA can ensure more consistent assessment practices across all programs.

h. Assessment of the Learning process (Discussions, Observations, Prakticums)

The evaluation of lecturer performance in the aspect of learning process assessment reveals the following findings, top performance are The Chemistry Master's Program (S2) achieved the highest score (9.00), demonstrating exceptional practices in assessing the learning process. The Computer Science Undergraduate Program (S1) received the lowest score of 7.71, indicating a need for improvement in this area of teaching. The overall average score for the assessment of the learning process is 8.29. Ten Study Programs scored below the average, with scores ranging from 7.71 to 8.26. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.31 to 9.00. These include:

- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

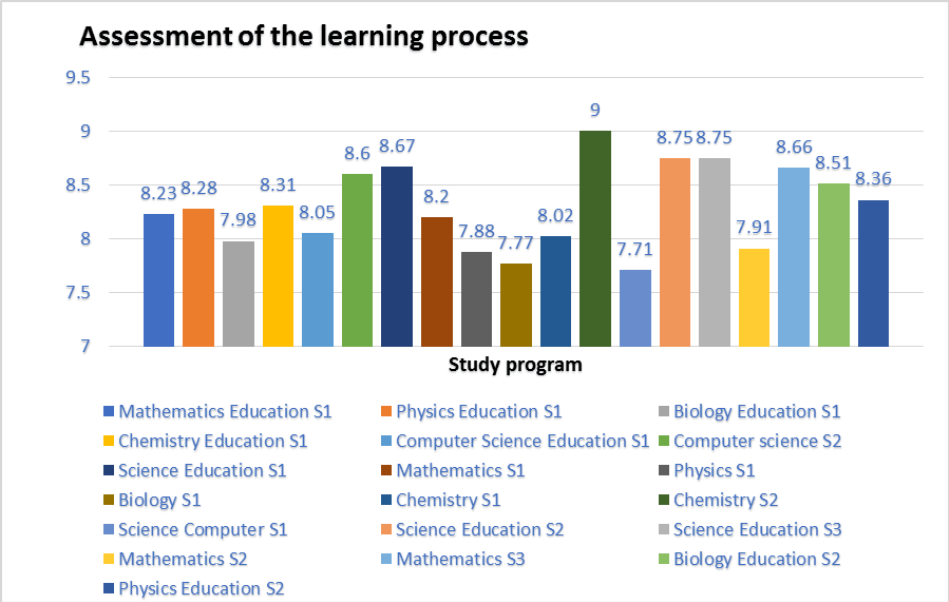

Figure 10. Lecturer performance in assessment of the learning process aspect

The results indicate that the Chemistry Master's Program (S2) stands out with the highest performance in assessing the learning process. On the other hand, the Computer Science Undergraduate Program (S1) has room for significant improvement in this aspect.

To enhance the learning process assessment across all programs, for program below average by focus on improving how student progress and participation are evaluated, ensuring more effective feedback mechanisms. Encouraging collaboration among departments that perform well may foster better assessment practices. Professional development by offering training on advanced assessment techniques, such as formative assessments, peer evaluations, and real-time feedback, could enhance the effectiveness of the learning process evaluations. By addressing these areas, FPMIPA can further enhance the quality and consistency of the learning process assessments across all programs.

i. Assignment of coursework

The evaluation of lecturer performance in the aspect of assignments given during the course reveals the following findings, The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) both achieved the highest score of 9.00, reflecting outstanding practices in giving and evaluating assignments. The Biology Undergraduate Program (S1) received the lowest score of 7.55, indicating room for improvement in assignment practices within this program. The overall average score for the assignment distribution aspect is 8.31. Ten Study Programs scored below the average, with scores ranging from 7.55 to 8.26. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)

- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.31 to 9.00. These include:

- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

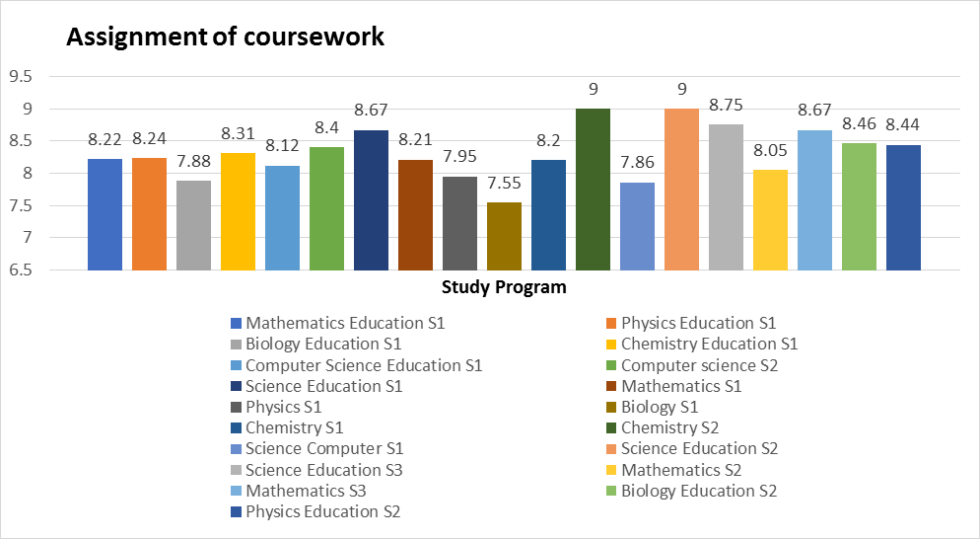

Figure 11. Lecturer performance in assignments of coursework aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) are noted for their excellent practices in giving and evaluating assignments. However, the Biology Undergraduate Program (S1) needs to review its assignment strategies to improve its score.

To improve the assignment distribution and evaluation across all programs, programs that scored below the average should assess the clarity, consistency, and fairness of the assignments given to students. They could benefit from sharing best practices in assignment design and feedback. For professional development by providing training on effective assignment techniques, such as creating assignments that align closely with

course objectives and providing constructive feedback, would help raise the quality of assignments across the faculty. By addressing these areas, FPMIPA can ensure that all programs consistently provide meaningful and well-evaluated assignments to support student learning.

j. Classroom management / administration

The evaluation of lecturer performance in the aspect of classroom management reveals the following findings, The Biology Education Undergraduate Program (S1)**,** Chemistry Master's Program (S2), and Science Education Master's Program (S2) all received the highest score of 9.00, indicating excellent classroom management practice. The Biology Undergraduate Program (S1) received the lowest score of 7.60, suggesting a need for improvement in classroom management within this program. The overall average score for classroom management is 8.34. Ten Study Programs scored below the average, with scores ranging from 7.60 to 8.30. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.38 to 9.00. These include:

- Biology Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

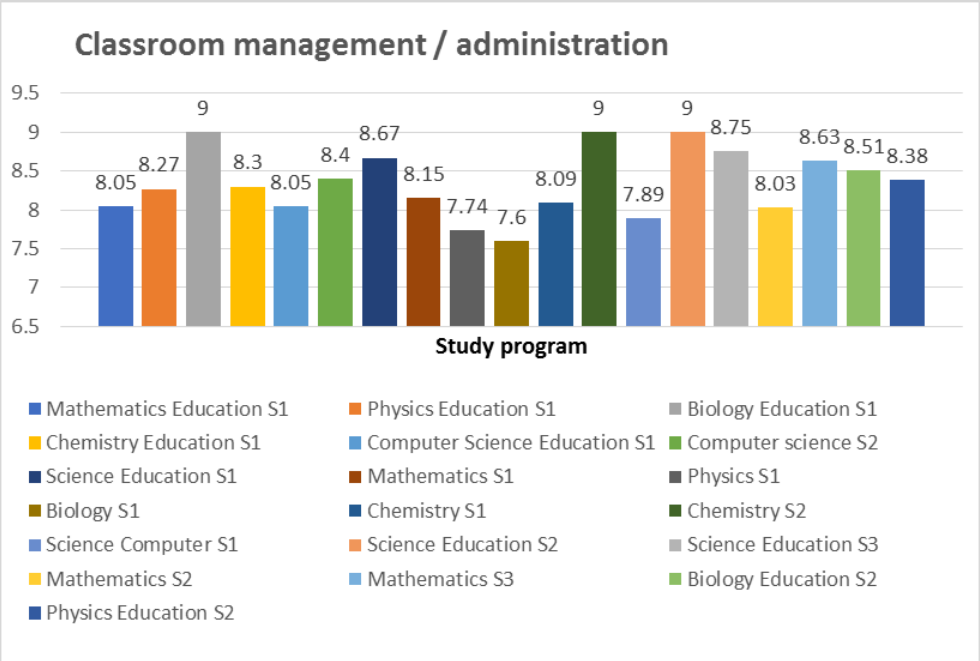

Figure 12. Lecturer performance in classroom management aspect

The Biology Education Undergraduate Program (S1), Chemistry Master's Program (S2), and Science Education Master's Program (S2) excelent in classroom management. In contrast, the Biology Undergraduate Program (S1) and other programs below the average may need to review and enhance their classroom management strategies.

To improve classroom management across all programs, for programs scoring below the average could benefit from sharing best practices in student engagement, discipline, and creating a conducive learning environment. Offering training in effective classroom management techniques, such as maintaining student focus, managing diverse learning needs, and implementing active learning strategies, would help improve the classroom environment for both lecturers and students. By focusing on these areas, FPMIPA can enhance classroom management and foster an effective and supportive learning environment.

k. Entusiasm and motivation in teaching

The evaluation of lecturer performance in the aspect of enthusiasm and motivation in teaching reveals the following findings, The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) both received the highest score of 9.00, reflecting excellent enthusiasm and motivation in teaching. The Biology Undergraduate Program (S1) received the lowest score of 7.59, indicating an opportunity for improvement in fostering enthusiasm and motivation among students. The overall average score for enthusiasm and motivation in teaching is 8.33. Eleven Study Programs scored below the average, with scores ranging from 7.60 to 8.30. These include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)

- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Physics Education Master's Program (S2)
- Mathematics Master's Program (S2)

Eight Study Programs scored above the average, with scores ranging from 8.33 to 9.00. These include:

- Biology Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)

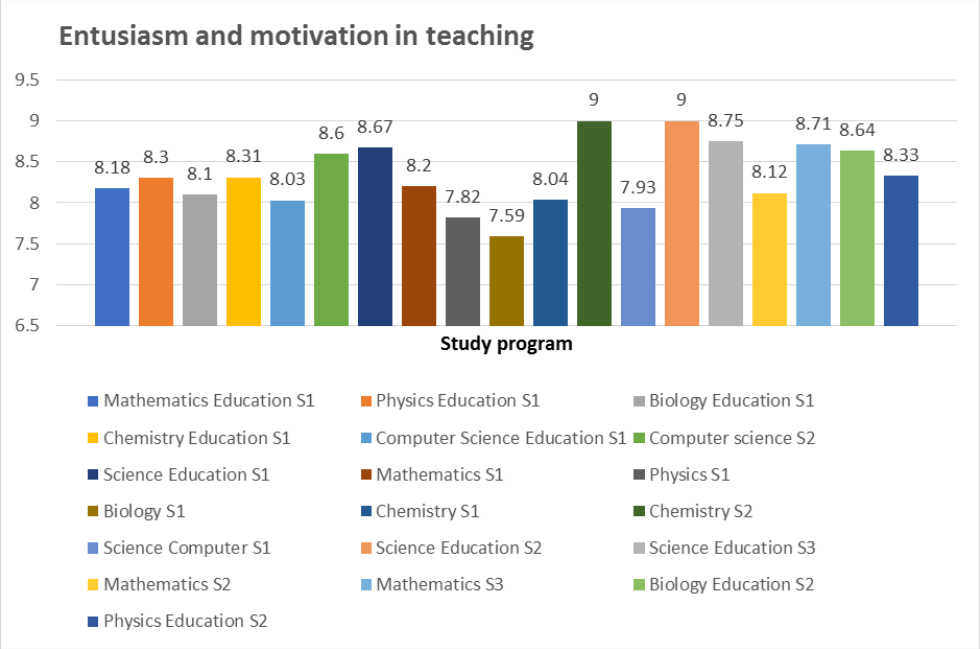

Figure 13. Lecturer performance in Entusiasm and motivation in teaching

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excelent in promoting enthusiasm and motivation in their teaching. However, the Biology Undergraduate Program (S1) and several other programs with scores below average may need to focus on increasing motivation and engagement in their courses.

l. Creation of a conductive learning environment

The evaluation of lecturer performance in the aspect of Creation of a conductive learning environment reveals the following findings, The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) both received the highest score of 9.00, indicating exceptional ability to create a positive and engaging learning environment. The Biology Undergraduate Program (S1) received the lowest score of 7.36, highlighting an area that could benefit from improvement in fostering a conducive learning climate. The overall average score for the creation of a learning climate is 8.25. Ten Study Programs scored below the average, with scores ranging from 7.36 to 8.23. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.30 to 9.00. These programs include:

- Biology Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

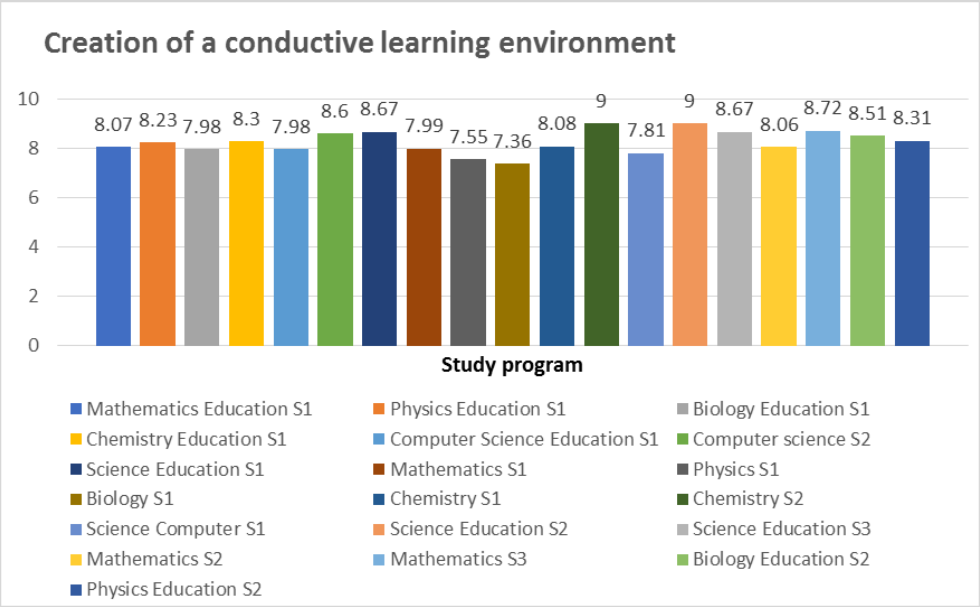

Figure 14. Lecturer performance in creation of a conductive learning environment

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excel in creating an engaging and supportive learning environment. However, the Biology Undergraduate Program (S1) and several other programs with scores below average may need to focus on enhancing the classroom climate by promoting a more collaborative and stimulating environment for students.

To improve the creation of a positive learning environment across all programs with lower scores could benefit from fostering a more inclusive, interactive, and supportive classroom atmosphere, focusing on student well-being and engagement. By addressing these aspects, FPMIPA can enhance its ability to create a positive learning climate across all programs.

m. Discipline

The evaluation of lecturer performance in the aspect of discipline reveals the following findings, The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) received the highest score of 9.00, indicating a high level of discipline in their teaching practices. The Physics Undergraduate Program (S1) received the lowest score of 7.83, highlighting an area where discipline could be improved in terms of managing students and maintaining a consistent level of academic focus. The overall average score for disciplinary practices is 8.37. Nine Study Programs scored below the average, with scores ranging from 7.83 to 8.26. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)

- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Ten Study Programs scored above the average, with scores ranging from 8.37 to 9.00. These programs include:

- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

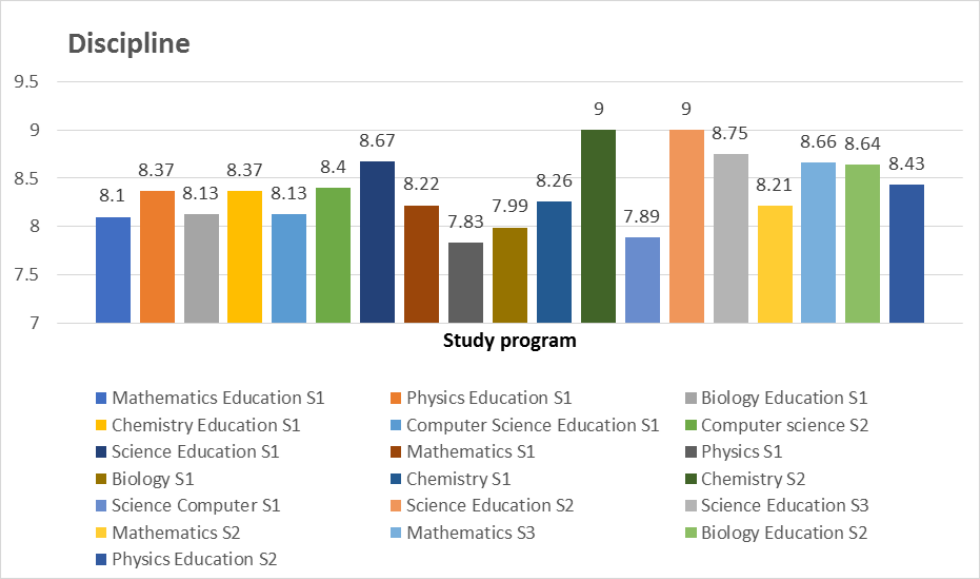

Figure 15. Lecturer performance in disipline ascpect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excel in maintaining high levels of discipline in their teaching practices. However, the Physics Undergraduate Program (S1) and several other programs with lower scores may benefit from reinforcing academic discipline and classroom management strategies.

To improve discipline across all programs with lower scores could implement clearer expectations for students regarding attendance, behavior, and academic conduct, while also promoting a sense of responsibility and commitment in the classroom. By focusing

on these areas, FPMIPA can foster a more disciplined academic environment for all students across its programs

n. **Enforcement of rules**

The evaluation of lecturer performance in the aspect of enforcement of rules shows the following findings, The Chemistry Master's Program (S2) and Science Education Master's Program (S2) both received the highest score (9.00), reflecting strong adherence to classroom rules and policies. The Physics Undergraduate Program (S1) received the lowest score (7.75), indicating a potential area for improvement in consistently enforcing academic rules and regulations. The overall average score for rule enforcement is 8.37. Eleven Study Programs scored below the average, with scores ranging from 7.75 to 8.30. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight Study Programs scored above the average, with scores ranging from 8.40 to 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

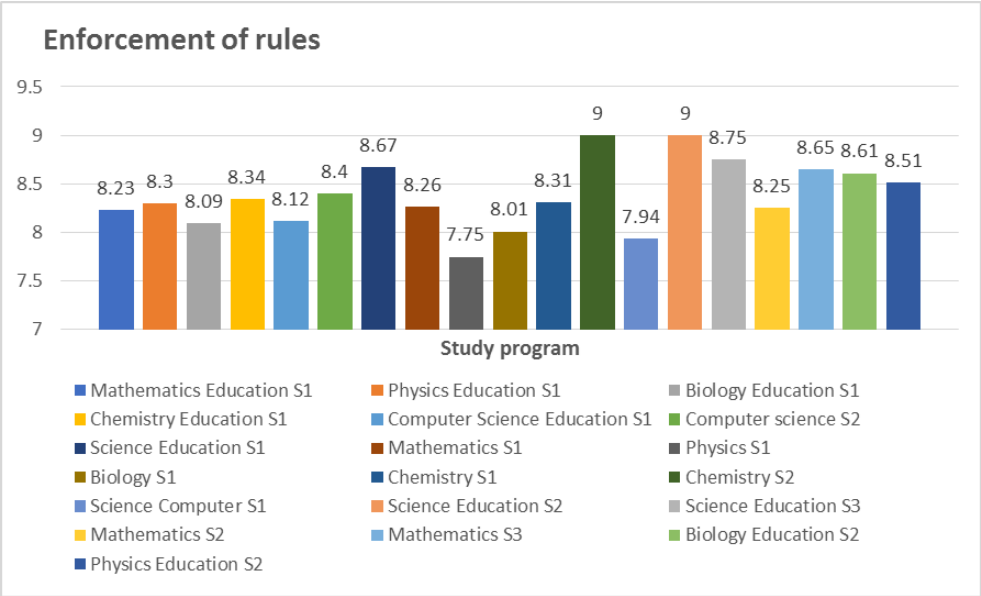

Figure 16. Lecturer performance in enforcement of rules aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excellent in enforcing rules within their courses, setting a positive example for other programs. However, the Physics Undergraduate Program (S1) and other programs scoring below the average may need to focus on consistently applying classroom rules and improving their rule enforcement strategies.

To enhance rule enforcement across all programs with lower scores should consider clearly communicating classroom expectations and rules to students from the outset. This may include outlining the consequences of non-compliance and ensuring consistency in applying rules. Providing training for faculty members on classroom management and the importance of rule enforcement can help improve adherence to academic policies. Regular monitoring of classroom behavior and feedback to students about rule adherence can help promote a culture of respect for rules. By focusing on strengthening rule enforcement, FPMIPA can create a more structured and disciplined learning environment.

o. Character development

The evaluation of lecturer performance in the aspect of character development highlights the following results, The Chemistry Master's Program (S2) and Science Education Master's Program (S2) both received the highest score (9.00)**,** indicating excellent efforts in fostering character development among students. The Physics Undergraduate Program (S1) received the lowest score (7.79)**,** suggesting that there is room for improvement in promoting character development within this program. The overall average score for character development is 8.34. Ten Study Programs scored below the average, with scores ranging from 7.83 to 8.26. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)

- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Nine Study Programs scored above the average, with scores ranging from 8.34 to 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

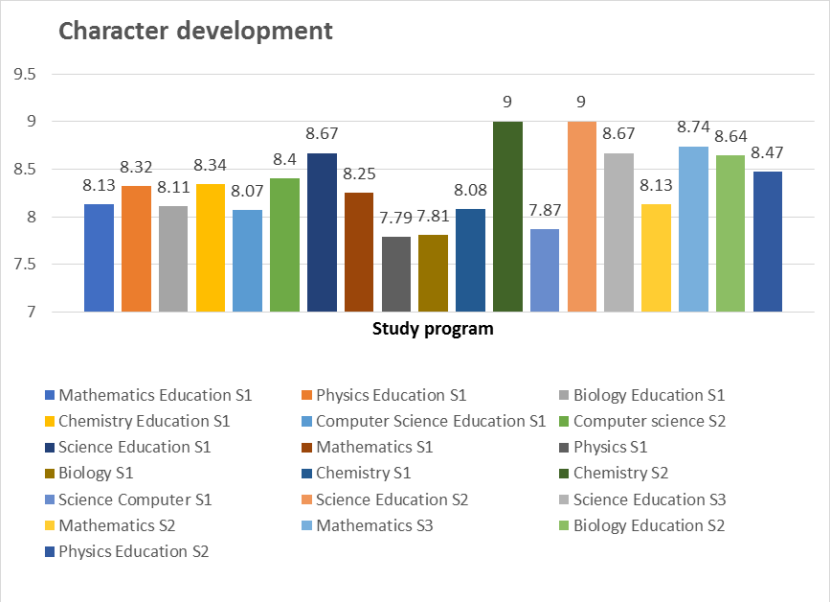

Figure 17. Lecturer performance in character development aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excellent in character development, providing strong role models for fostering positive values and character among students. On the other hand, the Physics Undergraduate Program (S1), along with several other programs, scored below average, indicating potential areas for improvement in this aspect.

p. **Role modeling**

The evaluation of lecturer performance in the aspect of role modeling reveals the following insights, The Chemistry Master's Program (S2) and **S**cience Education Master's Program (S2) received the highest score (9.00), indicating that faculty in these programs effectively model exemplary behavior, setting a strong standard for students to follow. The Physics Undergraduate Program (S1) received the lowest score 7.71, suggesting that there are areas for improvement in terms of faculty modeling exemplary behavior in this program. The overall average score for exemplary behavior is 8.36. Eleven programs scored below the average, with scores ranging from 7.71 to 8.34. These programs include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight programs scored above the average, with scores ranging from 8.44 to 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

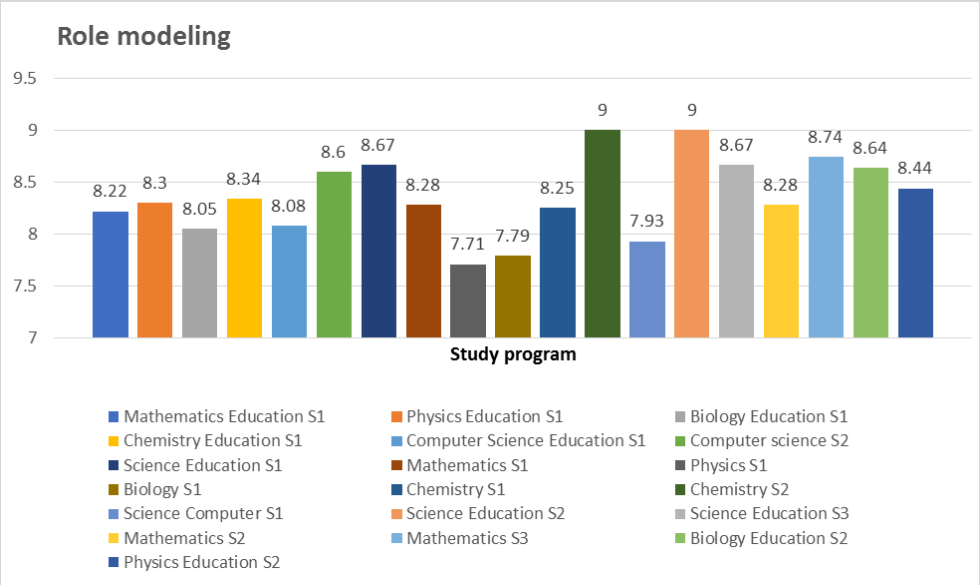

Figure 18. Lecturer performance in role modeling aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excel in setting exemplary behavior standards, which positively impacts students' behavior and professional development. In contrast, the Physics Undergraduate Program (S1) and several other programs may benefit from increased emphasis on faculty modeling of professional and ethical behavior

q. Emotional maturity

Emotional Maturity is a key aspect of a lecturer's ability to manage classroom dynamics, guide students, and handle challenging situations with a calm and composed attitude. Here's an analysis of the lecturer performance in this area, The Chemistry Master's Program (S2) and Science Education Master's Program (S2) both achieved the highest score (9.00), demonstrating excellent emotional maturity among their faculty members. These programs are marked by lecturers who maintain a balanced, professional demeanor, positively influencing the learning environment. The Biology Undergraduate Program (S1) received the lowest score (7.73)**,** suggesting that faculty members in this program may face challenges related to emotional maturity or the ability to manage classroom stress and dynamics effectively. The overall average score for emotional maturity is 8.40, indicating that most faculty members demonstrate a reasonable level of emotional maturity but may still have room for improvement in handling classroom challenges. Eleven programs received scores below the average, ranging from 7.73 to 8.36. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)

- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight programs performed above the average, scoring between 8.60 and 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

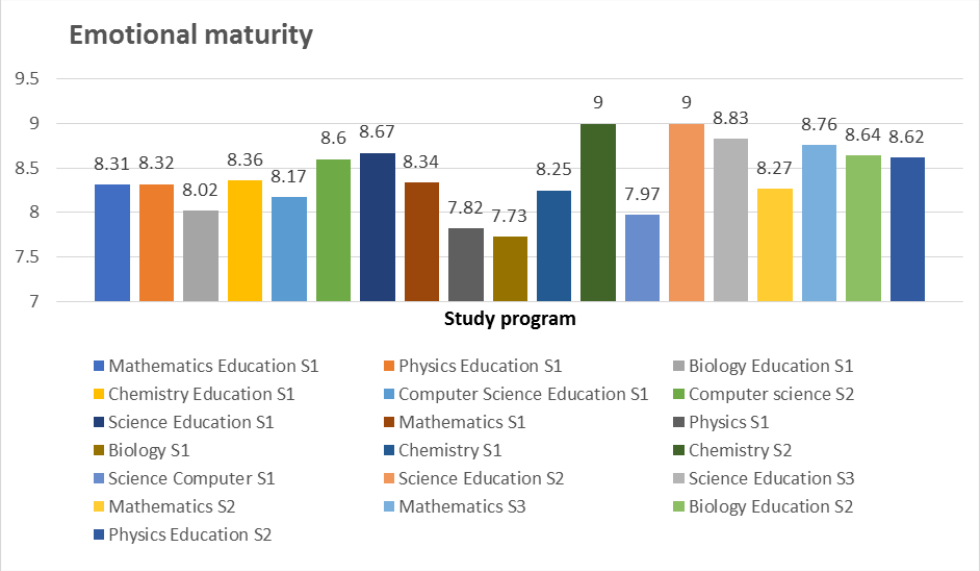

Figure 19. Lecturer performance in emotional maturity aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) show strong emotional maturity in their faculty, contributing to a stable, supportive, and professional classroom environment. On the other hand, the Biology Undergraduate Program (S1) and several other programs could benefit from enhancing the emotional maturity of their faculty to improve classroom management and interpersonal dynamics.

r. Communication skills

The communication skills effectively is a crucial aspect for lecturers in conveying material, interacting with students, and facilitating an open learning environment. Here's the performance of lecturers in terms of communication skills, The Chemistry Master's Program (S2) and Science Education Master's Program (S2) both earned the highest score (9.00), reflecting excellent communication skills. Lecturers in these programs likely demonstrate clarity, engagement, and effective interaction with students, facilitating better understanding and fostering a positive learning environment. The Biology Undergraduate Program (S1) received the lowest score (7.74), indicating that there may be challenges in communication between faculty and students, which could impact student engagement or understanding of the material. The overall average score for communication skills is 8.41, indicating that while most faculty are performing reasonably well, there are still areas for improvement in effectively conveying information and engaging with students. Eleven programs scored below the average, with scores ranging from 7.74 to 8.38. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight programs performed above the average, scoring between 8.51 and 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

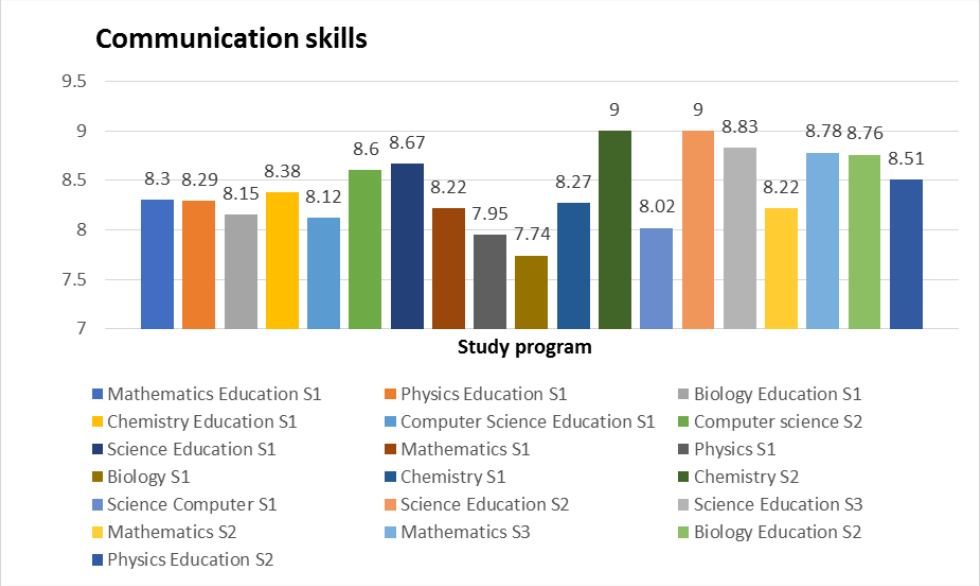

Figure 20. Lecturer performance in communication skills aspect

The Chemistry Master's Program (S2) and Science Education Master's Program (S2) excellent in communication skills, ensuring that their lecturers can effectively convey complex concepts and engage students. On the other hand, the Biology Undergraduate Program (S1) and several other programs could improve their communication skills, which may lead to better student comprehension and participation.

s. Use of written language

The use of written language is a critical skill for lecturers, particularly when preparing learning materials, assignments, and giving feedback to students. Here's an overview of how lecturers performed in this area, The Chemistry Master's Program (S2) received the highest score (9.00), reflecting excellent proficiency in using written language. This suggests that lecturers in this program likely provide clear, concise, and well-structured written materials and feedback to students, which enhances understanding. The Biology Undergraduate Program (S1) received the lowest score (7.85)**,** indicating that there may be room for improvement in the clarity, accuracy, and coherence of written communication, which could affect student comprehension of written materials. The overall average score for the use of written language is 8.42, indicating a generally good level of performance, though some room for improvement exists in ensuring clarity and accessibility of written communication. Eleven programs scored below the average, with scores ranging from 7.85 to 8.35. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)

- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight programs performed above the average, scoring between 8.60 and 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

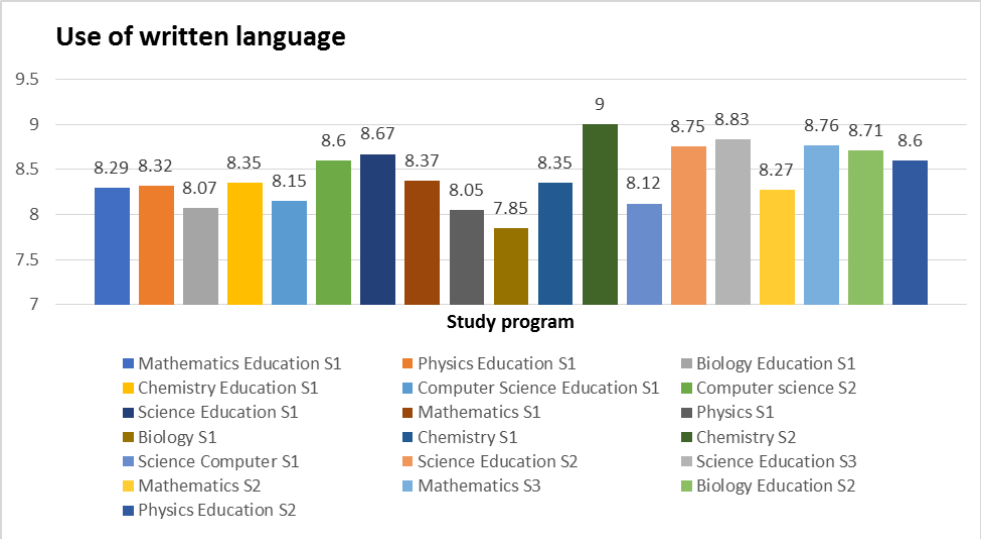

Figure 21. Lecturer performance in use of written language aspect

The Chemistry Master's Program (S2) stands out for its excellent use of written language, which helps ensure clarity and understanding in written communication. On the other hand, the Biology Undergraduate Program (S1) and several other programs could benefit from improving their written communication skills to make written materials clearer and more accessible for students.

t. Interaction skills

Interaction skills are crucial for effective teaching, as they help foster communication, engagement, and a positive learning environment. Here's an analysis of how lecturers performed in terms of interaction with their students. The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) both received the highest score (9.00), indicating excellent interaction skills. These lecturers likely excel at engaging with students, fostering a collaborative learning environment, and responding effectively to student needs. The Biology Undergraduate Program (S1) received the lowest score (7.64), suggesting that there may be challenges in terms of lecturers' ability to engage with students or create a conducive interaction environment. This could be an area for improvement to enhance student participation and satisfaction. The average score for interaction skills across programs is 8.38, which indicates generally positive performance. However, there remains room for improvement in certain programs to ensure more consistent and effective student-teacher interactions. Eleven programs scored below the average, with scores ranging from 7.64 to 8.34. These include:

- Mathematics Education Undergraduate Program (S1)
- Biology Education Undergraduate Program (S1)
- Chemistry Education Undergraduate Program (S1)
- Physics Education Undergraduate Program (S1)
- Computer Science Education Undergraduate Program (S1)
- Mathematics Undergraduate Program (S1)
- Physics Undergraduate Program (S1)
- Biology Undergraduate Program (S1)
- Chemistry Undergraduate Program (S1)
- Computer Science Undergraduate Program (S1)
- Mathematics Master's Program (S2)

Eight programs scored above the average, with scores ranging from 8.53 to 9.00. These programs include:

- Computer Science Master's Program (S2)
- Science Education Undergraduate Program (S1)
- Chemistry Master's Program (S2)
- Science Education Master's Program (S2)
- Science Education Doctoral Program (S3)
- Mathematics Doctoral Program (S3)
- Biology Education Master's Program (S2)
- Physics Education Master's Program (S2)

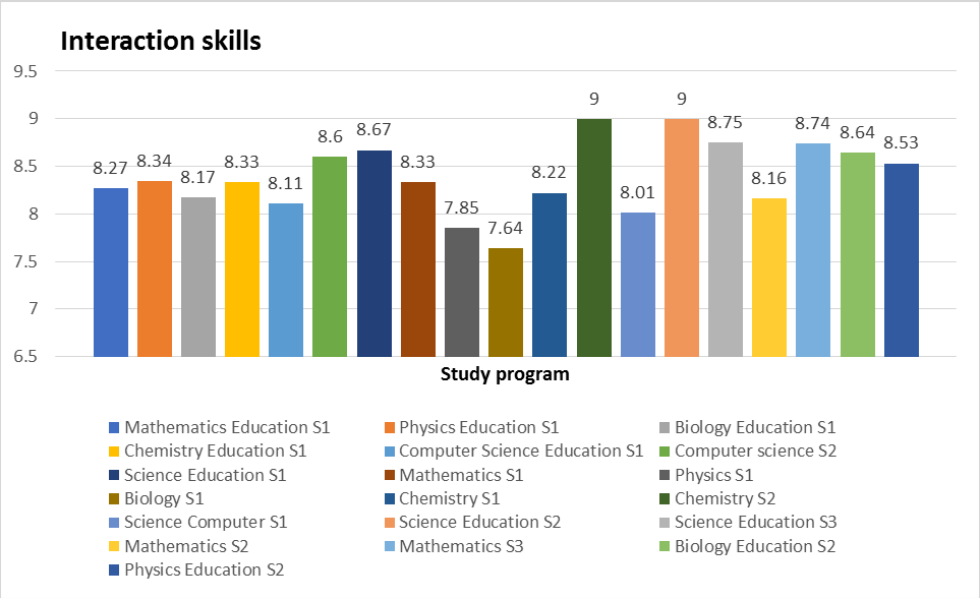

Figure 22. Lecturer performance in Interaction skills aspect

The Chemistry Master's Program (S2) and the Science Education Master's Program (S2) performed exceptionally well in interaction skills, suggesting that these lecturers create highly engaging and responsive classroom environments. On the other hand, the Biology Undergraduate Program (S1) and several other programs could benefit from improving their interaction skills to better engage with students and foster positive learning environments.