

Students' Satisfaction of Lecturer Teaching Performance Online At Institute of Home Affair Governance

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Abstract

The implementation of online learning during the Covid-19 Pandemic is a government policy in order to reduce the spread of the disease outbreak. It is not yet known to what extent it reduces the teaching performance of lecturers. This study to determine IPDN students' satisfaction of lecturer performance in teaching online which was carried out, which was seen through four indicators, namely: 1) Teaching Preparation, 2) Discipline, 3) Interaction, and 4) Evaluation. This type of research is descriptive analysis research, which is an attempt to describe the performance of lecturers in teaching online. Data were obtained from the results of field research by distributing questionnaires in the form of asking questions directly to 160 respondents (or 10 percent of the total, 1,600 junior students) who had previously been randomly selected from junior students of IPDN. The data obtained were analyzed using qualitative analysis methods. The results showed that: Assessment for Teaching Preparation 95.5 percent, Discipline 90 percent, Interaction 80 percent, and Evaluation 94.5 percent. If we take the average score given by junior students or the satisfaction level is: 90 percent. This figure is quite high. But, the bias of this study is that the tendency of students' evaluation of lecturer performance is always to say that it is very good and good close to 100 percent. These figures do not yet show what percentage actually teaching online during the Covid-19 pandemic has reduced lecturer performance compared to teaching offline. This figure only shows the level of student satisfaction level with lecturer performance in teaching based on the four indicators above.

Key Words: Students' Assesment, Performance, and online learning

Abstrak

Pemberlakuan belajar secara *daring* di masa pandemi Covid-19 adalah suatu kebijakan pemerintah dalam rangka mengurangi penyebaran wabah penyakit tersebut. Pembelajaran secara *daring* ini belum diketahui sejauh mana menurunkan kinerja mengajar dosen. Penelitian ini bertujuan untuk mengetahui tingkat kepuasan praja IPDN terhadap kinerja dosen dalam mengajar secara *daring*, yang dilihat melalui empat indikator, yakni: 1) *Persiapan Mengajar*, 2) *Kedisiplinan*, 3) *Interaksi*, dan 4) *Evaluasi*. Tipe penelitian ini adalah penelitian deskriptif analisis, yaitu suatu usaha untuk menggambarkan tentang kinerja dosen dalam

mengajar secara *daring* selama ini. Data diperoleh dari hasil penelitian lapangan dengan cara menyebarkan angket yang berupa pengajuan pertanyaan secara langsung kepada 160 orang responden (atau 10 persen dari jumlah keseluruhan, 1.600 orang Praja Muda) yang sebelumnya telah dipilih secara acak (random) dari Praja Muda IPDN. Data-data yang diperoleh dianalisis dengan menggunakan metode analisis kualitatif. Hasil penelitian menunjukkan bahwa: Penilaian Untuk Persiapan Mengajar 95,5 persen, Kedisiplinan 90 persen, Interaksi 80 persen, dan Evaluasi 94,5 persen. Kalau kita ambil rata-rata nilai yang diberikan oleh Praja Muda atau tingkat kepuasannya adalah: 90 persen. Angka ini cukup tinggi, namun bias dari penelitian ini adalah, bahwa kecenderungan penilaian praja terhadap kinerja dosen selalu mengatakan sangat baik dan baik atau mendekati angka 100 persen. Angka- angka ini tidak menunjukkan berapa persen sebenarnya mengajar secara *daring* selama masa pandemi Covid-19 telah menurunkan kinerja dosen dibandingkan dengan mengajar secara *luring*. Angka- angka ini hanya menunjukkan tingkat kepuasan praja terhadap kinerja dosen dalam mengajar berdasarkan empat indikator di atas.

Kata Kunci: Penilaian Praja, Kinerja dan Belajar Daring

Introduction

The Covid-19 pandemic that occurred 2 years ago has brought about a fundamental change in the teaching pattern of lecturers. Usually, the Teaching and Learning Process. is carried out face to face and without intermediary media or what is called offline (outside the network), while during the Covid-19 pandemic The Teaching and Learning Process was carried out using intermediary media or online (in the network). Indonesian Minister of Education and Culture Circular number 3 of 2020 concerning prevention of COVID-19 in educational units, changing lecture activities to be internally based network/online. Universities are asked to implement online learning with purpose prevent transmission of COVID-19.

When The Teaching and Learning Process is carried out online, there are changes in the pattern of interaction and emotional relationships between lecturers and students. The success of The Teaching and Learning Process is largely determined by this interaction and emotional connection. The absence of direct interaction in online The Teaching and learning Process results in a lack of motivation and results in not achieving the learning objectives that have been designed. Moreover, in the educational process within Institute Of Home Affair Governance it places more emphasis on aspects of character building, so that it combines 3 educational paths, namely: teaching, parenting and training, all of which are heavily influenced by direct interaction and motivation.

Many studies relating to online learning state that online learning has reduced the quality, effectiveness and performance of lecturers. There are many reasons for this, including those shown by the results of previous research, including: in the online

learning process lecturers do not prepare teaching materials well, there is a lack of discipline between lecturers and students, there is no direct interaction, and evaluations cannot be carried out properly. The latest research results that are most relevant to this research are research conducted by Sri Suhandiah, from Airlangga University, Indonesia by title **Online learning satisfaction in higher education: what are the determining factors?** contained in the journal *Cakrawala Pendidikan*, *Jurnal Ilmiah Pendidikan* volume 41, No 2 (2022). The results show that online learning satisfaction is positively influenced by student experience, online learning readiness, and the presence of lecturers in online learning. Moreover, online learning readiness can mediate student experience and online learning satisfaction but unable to mediate technology complexity and online learning satisfaction. These findings add to the literature on online learning satisfaction and provide direction for the solution of problems on online learning satisfaction. The proposed suggestion to higher education institutions is to encourage the development of online-based collaborative models and to provide a continuous experience for students, (Suhandiah, 2022).

The research conducted by Suhandiah looked at online learning satisfaction from 3 factors, namely: student experience, online learning readiness, and lecturer presence in online learning. Meanwhile, the research that the researchers developed looked at students' satisfaction of lecturer teaching performance online from 4 indicators, namely: 1) Teaching Preparation, 2) Discipline, 3) Interaction, and 4) Evaluation. However, this research is not intended to reveal problems of quality, effectiveness or performance, but the research only shows the level of student satisfaction with lecturer performance in teaching based on the four indicators above. Student satisfaction level can actually be used as a basis for determining lecturer performance by conducting further research.

Integrating use of resources traditional (offline) and online learning are a democratic decision to bridging the swift current of invasion electronic learning resources (e-learning) and difficulty escaping from use learning resources used in the classroom. That is, e-learning no matter how advanced the technology is used and cannot be replaced implementation of face-to-face learning because of the face-to-face interaction method conventional ones are still much more effective compared to online or e-learning learning. In addition, limitations in Internet accessibility, hardware (hardware) and software (software), and financing is often an obstacle in maximizing resources online learning (Yaumi, 2018). In fact, we all hope that this online learning process will not reduce quality, effectiveness and performance at all. The systems and patterns that have been implemented for years at the Open University have shown good results.

As students have the right to assess and even have to be asked for an assessment of the performance of the lecturers who teach each subject. This praja assessment is absolutely necessary as feedback for the purpose of evaluating lecturers in the future. Not all lecturers can be trusted to carry out their duties professionally, even senior and professional lecturers must always be evaluated periodically so that the quality of education can be guaranteed.

There are many indicators in assessing lecturer performance, the most common of which are: 1) Teaching Preparation, which consists of: preparation of teaching materials/materials and other teaching documents), 2) Discipline, concerning discipline when starting and ending learning, discipline in performance, especially in terms of dress, and the use of polite and appropriate language., 3) Interaction that is carried out directly with students, especially in terms of motivating (motivation) and providing reinforcement (reinforcement) 4) Evaluation, which must always be done, not only after the delivery of the material is complete (Mid-Semester Examination and Final Semester Examination), but it must also be carried out at each stage of the learning process, this can be done by asking questions at the beginning of learning about the previous material, asking for opinions after each sub-section of material is finished, and so on.

This research or data collection was carried out on 160 junior students in 2022, or approximately 10 percent of the total number of Junior students, as many as 1,600 people. This sample is considered to be able to represent the total number of junior students, or if you want more satisfactory results, you can do it for even more junior students because in fact this can be done easily.

Methods

This research is analytical descriptive research, which is an attempt to describe the student's satisfaction of lecturers in teaching online during the Covid-19 pandemic. Data were obtained from the results of field research by distributing questionnaires in the form of asking questions directly to 160 respondents (or about 10 percent of the total number) who had previously been randomly selected from the junior students of Institute Of Home Affair Governance.

Data analysis in qualitative research is a tracking process as well systematic arrangement of field notes that have been obtained from interviews, observations and other materials so that researchers can report results study. Data analysis includes tracking, organizing, solving and synthesis, searching for patterns and determining the parts reported according to the research focus. Data analysis was carried out sequentially continuous, continuous and repetitive. Data analysis is carried out during the data collection process and after the data collected as a whole. Along with data collection, analysis is carried out (interpretation) with the aim of sharpening focus observations and deepen issues relevant to the subject the problems studied. Data

analysis during the data collection process It is very important for researchers to carry out focused observations to the problems studied.

Data analysis model in this qualitative research with using an ethnographic approach proposed by Spradley (1972: 85- 89) with the following steps: (1) domain analysis (region), (2) make focused observations and selective observation, (3) analysis components and (4) theme analysis. Data analysis in principle is a study in looking for patterns (patterns) culture.

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Results and Discussion

There are several things that make this research different from previous studies, including; 1) This research examines the level of student satisfaction in online learning based on 4 indicators, unlike other previous studies which examined the level of success in online learning. The level of satisfaction is not completely significant to the level of success. 2) This research examines online learning in the Covid-19 era, does not examine online learning in normal situations, like previous research. The level of satisfaction with online learning in a normal situation will certainly be different from when the situation is not normal.

Basically, e-learning has two types, namely synchronous and asynchronous. Synchronous means on the same time. The learning process occurs at the same time between educators and students. This is possible direct interaction between educators and students online. In implementation, synchronous training requires educators and students access the internet simultaneously. Educators provide learning materials in the form of papers or presentation slides and students can listen live presentation via the internet. Students can also apply questions or comments directly or via the chat window. Synchronous training is an illustration of the class real, but virtual (virtual) and all students are connected Through the internet. Frequent synchronous training also referred to as a virtual classroom (Hartanto, 2016).

In general, performance is defined as the result of work both in quality and quantity achieved by an employee (lecturers) in carrying out his duties in accordance with the responsibilities given to him. In addition, performance is also defined as the result of the work of an employee (lecturers), a management process or the process of an organization as a whole. The results of the work must be shown in concrete evidence and can be measured or compared with standards that have been determined based on existing provisions as a barometer.

The following discussion reveals the performance of lecturers Institute Of Home Affair Governance as measured through 1) Teaching Preparation, 2) Discipline, 3) Interaction, and 4) Evaluation. To measure the teaching performance of lecturers at the Institute of Domestic Administration by using a questionnaire consisting of 7 question items, each of which is accompanied by five possible answers that must be selected and considered appropriate according to the respondent. These four indicators are considered to represent the quality and quantity aspects of lecturer performance on respondent satisfaction, namely the students of Institute Of Home Affair Governance

All behavior is a response to an external stimulus. In the classroom, students' learning and behavior will improve in response to positive reinforcement such as awards, praise and bonuses (reinforcement). The negative reinforcement such as punishment will stop students from carrying out unwanted behavior, (BF. Skinner in About Behaviorism, 1976). Behavioristic theory explains that learning is a change in behavior that can be observed, measured and assessed concretely. Change occurs through stimuli (stimuli) that cause reactive behavior (response) based on mechanistic laws. Behavioristic theory focuses on environmental factors, emphasizes part factors, focuses on behavior that appears by using objective methods, is mechanical and pays attention to the past of students.

Changes in behavior as a result of learning are not always tangible in the form of overt behavior, but can be in the form of potentials that will appear at any time to become real behavior. Changes in behavior caused by temporary physical changes, for example due to illness, fatigue, or the influence of drugs cannot be said to be learning outcomes. However, changes in behavior that occur due to permanent disabilities can be called learning outcomes.

Learning is a change in behavior that is relatively permanent or permanent, either in the form of observable activities or internal processes, such as thinking, attitudes and emotions. Learning may not manifest in concrete behavior until some time after the educational program is completed, but it will occur later

A. Teaching Preparation

Table 1
 Preparation for Teaching IPDN Lecturers consisting of:
 preparation of teaching materials /materials and other teaching documents
 (n=150)

Assessment	Frequency (students)	Percentage (%)
Very Satisfied	30	20
Satisfied	60	40
Quite Satisfied	53	35,5
Less Satisfied	7	4,5

Not Satisfied	-	-
Total	160	100

Processed by the researcher

Table 1 above shows that students of IPDN stated that the teaching preparation for lecturers consisted of Teaching Materials and other Teaching Documents prepared by lecturers: 20 percent stated that it was very satisfied, 40 percent stated that it was satisfied and 35.5 percent stated that it was quite satisfied with reference to the provisions in the Learning Preparation Plan (RPP) that have been determined by the IPDN Institute, where this is usually also conveyed to the students of IPDN by each lecturer at the first meeting at the beginning of each semester. While only 4.5 percent stated that it was not satisfied. This means that 95.5 percent of IPDN students are satisfied with the performance shown by the lecturers in preparing Teaching Materials and other Teaching Documents. Meanwhile, only 4.5 percent of students said they were dissatisfied with the lecturers' performance.

Prawiradilaga and Salma, (2016) explain preparation before providing services learning is one of the determining factors in learning success, especially in online learning where there is a distance between learner and learner. In learning These students must know the principles learning principles and how students learn Study. The means of delivery is not a determining factor in the quality of learning, rather, the design of the course determines it learning effectiveness. One of the reasons choosing a learning strategy is to elevate learning meaningful. So, whether it is effective or not learning can be identified through behaviors between students and learner.

Teaching preparation is essentially a short-term plan for estimating or projecting what a lecturer or teacher will do. Thus, teaching preparation is an attempt to estimate the actions to be carried out in learning activities, especially with regard to competency formation. Things that need to be prepared before teaching include: knowing the character of students, making learning tools, designing assessments/evaluations, and reviewing the material to be taught, and so on.

Learning devices are a set of media or facilities used by lecturers and students in the learning process in class. A number of learning tools that must be prepared by a lecturer in carrying out learning in class include, among others, are; (a) Semester Learning Plans (RPS), Student Handbooks (BPM), Lecturer Handbooks (BPD), Student Activity Sheets (LKM), and Learning Outcomes Test Questions. So, learning tools are a series of media or facilities that are used and prepared by lecturers in the learning process in class. While the development of learning tools is a series of processes or activities carried out to produce a learning tool based on existing development theory that can be carried out by lecturers at any time.

Meanwhile, learning hardware in online learning consists of laptops, computers, and cellphones. Other devices for online learning are in the form of digital applications or programs such as: Zoom Application, WhatsApp, Google Meet, Edmodo, Google Classroom, and so on. This device will continue to develop according to progress, therefore a lecturer must always follow these developments.

B. Discipline

Table 2

Discipline in Teaching IPDN Lecturers which concerns: discipline when starting and ending learning, discipline in performance, especially in terms of dress, and the use of polite and appropriate language

(n=150)

Assessment	Frequency (students)	Percentage (%)
Very Satisfied	30	20
Satisfied	75	50
Quite Satisfied	30	20
Less Satisfied	15	10
Not Satisfied	-	-
Total	160	100

Processed by the researcher

Table 2 above shows that 20 percent of junior students of IPDN stated that the discipline of the lecturers was very satisfied, 50 percent said it was satisfied and the other 20 percent said it was quite satisfied. Meanwhile, 10 percent of students stated that the level of discipline of the lecturers was not satisfied.

This means that 90 percent of IPDN students are satisfied with the performance shown by the lecturers in terms of discipline when carrying out teaching assignments online. Good lecturer performance, of course, must begin with high work discipline in each lecturer so that lecturers are valued for their professionalism. Discipline is said to be good if the lecturer has shown a high commitment to teaching assignments, increases mastery of teaching materials and methods and tries to develop teaching materials and methods. Likewise, the discipline in the time used for the teaching and learning process, including the time to start and end lessons. A good lecturer must also show discipline or neatness in dressing.

Discipline also means obeying various rules that become characteristic of the professionalism of a lecturer. The lecturer's discipline is wrong a very important factor in learning activities. Students will make the lecturers as role models, such as in terms of attitude, ethics and morals that they will practice daily. Aspects of students' learning motivation will increase and will be more interactive when they find lecturers who have teaching methods that are easy to understand and respect students' rights such

as being on time to enter class, ending lessons correctly, and being disciplined in making corrections to assignments given.

According to Purwanti (2018: 120), Disciplinary character is an attitude someone who is willing in complying with all provisions applicable regulations and norms in carrying out duties and responsibility. Discipline can make it happen with practice times and intentions yourself. Discipline is a condition in the process involves the value of order and obedience. Discipline can make someone comes to know and differentiate between things that should be what should be done and what should not be done.

There are still many lecturers who do not make corrections and provide feedback on the assignments given. Students' participation in the online learning process cannot be separated from the role and discipline of educators. lecturer discipline affects the cognitive activities of students. Students' participation is important in a learning activity. Students will be motivated to be interactive and at the same time will be an indicator of the lecturer's success in conveying the learning material because it means that students understand the material presented.

C. Interaction

Table 3
 Interactions Conducted by Lecturers Directly with Students, especially in terms of providing motivation (motivation) and Provide Reinforcement (reinforcement)
 (n=150)

Assessment	Frequency (Students)	Percentage (%)
Very Satisfied	30	20
Satisfied	45	30
Quite Satisfied	45	30
Less Satisfied	30	20
Not Satisfied	-	-
Total	160	100

Processed by the researcher

Table 3 above shows that 20 percent of the IPDN students stated that the interaction carried out by the lecturer was very satisfied, 30 percent said it was satisfied, and 30 percent said it was quite satisfied. Meanwhile, 20 percent of students stated that the interactions carried out by lecturers during online learning were not

satisfied. This means that 80 percent of IPDN students are satisfied and 20 percent of other students say they are not satisfied. This means that the student's satisfaction with the lecturer's performance in carrying out the interaction is quite high but those who feel unsatisfied are also quite high, namely 20 percent of the total student giving the assessment.

In online learning, students and lecturers very rarely meet face to face, for example if a student does not understand something questions or concepts, he can ask students to explain the problem until he understands it and vice versa if the student does explain that there is a problem so he can ask other students. If these students do not overcome these problems, then they you can ask the lecturer. This interaction must be maintained because it can help them achieve better learning outcomes (Adijaya, Nuryansyah; Santosa, 2018).

Student interaction is very important in the learning process both between students and students as well as between students and students awakening enthusiasm for learning, so that in the end students can achieve maximum results. Interaction between students and students and students with lecturers should always be built to improve communication and discussion about each activity in the teaching and learning process (Zhi Feng Lin, Eric; Lin, 2015).

According to etymology (language), what is meant by interaction is a reciprocal relationship between one individual and another. So, interaction is something that mutually influences both parties. In a more specific sense, as in the case of teaching and learning processes, this is known as teaching and learning interaction. In this sense, it can be concluded that interaction is a relationship or communication between lecturers and students, and between students and other students. Both parties need each other, because humans cannot live individually (alone) and basically humans need other individuals to influence one another.

Likewise in the educational process where interaction occurs directly on campus is the relationship between students and lecturers, especially in teaching and learning activities known as teaching and learning interactions. In the process of interaction, it will always be related to communication activities, whereas in terms of communication, there are elements of the communicant (recipient) and communicator (sender). Teaching and learning activities are a process of communication between lecturers and students/students which is called educative communication or educative interaction.

The theory of behaviorism which emphasizes the relationship between stimulus (S) and response (R) in general can be said to have an important meaning for students to achieve learning success. The trick is that the lecturer provides a lot of stimulus in the learning process, and in this way, students will respond positively what if it is followed by a reward that functions as reinforcement (strengthening the response that

has been shown). Reinforcement from a lecturer towards his students/students gives an important meaning to motivate them in participating in the teaching and learning process.

In an online class, student involvement mediates the influence of interaction learning and teacher presence on student satisfaction. Teacher presence has a significant effect on student satisfaction. The more often it will come the more involved you are in interactions with students and the more satisfied students will be. On the other hand, learning structures and organizations have also been proven to have a positive and positive influence significant impact on learning satisfaction, the better the structure and organization settings The learning planned and applied by teachers is also increasing learning satisfaction felt by students. (Gray and DiLoreto, 2016).

Learning is interpreted as an activity designed to facilitate the individual's learning process in which the individual plays an active role achieve the desired mental and behavioral changes in oneself relatively permanent as a result of these activities (Putrawangsa, 2018). Student involvement in online class activities cannot be separated from the role of the lecturer's presence. Lecturer presence is an important aspect when designing and facilitating online courses and also build communication strategies, build relationships with students, and build student involvement in learning (Richardson et al., 2016). Lecturers' concern for learning by providing feedback is assessed as high attention and is felt to be an important thing that has a significant influence on student satisfaction (Eom et al., 2006; Jaggars et al., 2013).

D. Evaluation

Table 4
Evaluation, which is carried out by the lecturer after the delivery of the material
And in Every Stage of the Learning Process.
(n=150)

Assessment	Frequency (Students)	Percentage
Very Satisfied	30	20
Satisfied	60	40
Quite Satisfied	52	34,5
Less Satisfied	8	5,5
Not Satisfied	-	-
Total	160	100

Processed by the researcher

Table 4 above shows that 20 percent of the IPDN students stated that the interactions carried out by the lecturers were very satisfied, 40 percent stated that they were satisfied, and the other 30 percent stated that they were quite satisfied. Meanwhile, 8 percent of students stated that it was not satisfied. This means that 94.5 percent of IPDN students are satisfied with the performance shown by the lecturers in terms of conducting evaluations when carrying out lectures online.

In theory, learning evaluation is the process of collecting, analyzing, and interpreting information systematically to determine the achievement of learning objectives. Or is a measuring tool or process to determine the level of achievement obtained. This is important to do to find out whether or not a learning system is effective, including learning that is carried out online.

The benefits of carrying out evaluation include: Obtaining a better understanding of the learning outcomes that have been carried out, making decisions about implementation and learning outcomes, providing good quality for the learning process in the future. Evaluation plays a very important role in the educational process; evaluation activities are always preceded by measurement and assessment activities. The purpose of evaluation in the field of education is to improve the performance of the individuals and institutions concerned. Flexibility is needed in determining and designing an assessment system when the learning environment changes. During this online lecture period, the lecturers carry out assessments and evaluations of learning during the teaching and learning process using instruments such as; discussion forums, assignments and exams.

Assessment aims to ensure that the process and student performance are appropriate learning planning so that it can be used to develop students' potential optimally and assess the overall effectiveness of learning. In Even with online learning, assessments must still be carried out properly and correctly. However, assessment online is a challenge not only for students, but also for teachers – how and in what form to make that assessment (Petrova et al., 2020, p. 199).

On the other hand, because online learning is different from conventional learning It is not uncommon for teachers to experience obstacles in implementing online learning. Implementation of assessments online in all three domains is one of the obstacles in implementing online learning (Rigianti, 2020, p. 299). Assessment is an effort to obtain comprehensive related information the extent to which participants' learning abilities and progress include cognitive, affective, and aspects psychomotor (Suryani & Pramusinto, 2011, p. 36). Cognitive aspects can be concepts, principles, principles, and theories which are the result of studies by scientists. Psychomotor aspects can be skills concrete or abstract such as observing, calculating, measuring, classifying, predicting, and communicate results. Affective aspects can take the form of scientific values and attitudes such as objective attitudes, free thinking, and discipline.

The cognitive aspect is more about thinking skills, psychomotor aspects more about practical skills and the affective aspect is more about communication, collaboration, motivation and etc.

Conclusion

IPDN students' assessment of lecturer teaching performance online as measured through 1) Teaching Preparation, 2) Discipline, 3) Interaction, and 4) Evaluation is very good and good, or they feel very satisfied and satisfied as indicated by the following numbers: For Teaching Preparation 95.5 percent, Discipline 90 percent, Interaction 80 percent, and Evaluation 94.5 percent. If we take the average score given by Praja Muda or the satisfaction level is: 90 percent. Actually, this figure is quite high for the results of satisfaction, but because of the tendency of IPDN students, especially senior students because they are used to standard processes, they will also give an assessment that is almost the same, close to 100 percent.

These figures do not yet show what percentage actually teaching online during the Covid-19 Pandemic has reduced lecturer performance compared to teaching offline. This 90 percent figure cannot be said that the teaching performance of IPDN lecturers online has fallen 10 percent during the Covid-19 Pandemic. It is recommended that further research focus on measuring what percentage of online teaching has actually reduced lecturer performance during the Covid-19 pandemic to continue this research.

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