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## The Role of Lecturers and Support of Educational Personnel and Student Understanding of Program Governance the Study Will Improve the Quality of the Study Program Services

R Wisnu Prio Pamungkas<sup>1</sup>, Fried Sinlae<sup>2</sup>

<sup>1</sup>Lecturer Faculty of Computer Science, Universitas Bhayangkara Jakarta Raya, Indonesia, email: [wisnu.prio@dsn.ubharajaya.ac.id](mailto:wisnu.prio@dsn.ubharajaya.ac.id).

<sup>2</sup>Lecturer Faculty of Computer Science, Universitas Bhayangkara Jakarta Raya, Indonesia, email: [fried.sinlae@dsn.ubharajaya.ac.id](mailto:fried.sinlae@dsn.ubharajaya.ac.id).

Corresponding Author: [wisnu.prio@dsn.ubharajaya.ac.id](mailto:wisnu.prio@dsn.ubharajaya.ac.id)<sup>1</sup>

**Abstract:** The role of lecturers and support from educational staff as well as student understanding in improving study program services. The location of the activity is in the Informatics Study Program, Faculty of Computer Science, Bhayangkara University. The research method used is a quantitative method with a cause and effect relationship approach with a sample of respondents from 3 independent variables and 1 dependent variable. The sampling technique uses Proportionate Stratified Random Sampling so that it can be used proportionally according to groups or strata of the population or respondents. Analysis of the role of lecturers and support from educational staff as well as students' understanding of study program governance can improve the quality of study program services and have an impact on increasing accreditation scores. Research regarding the role of 3 (three) independent variables as discussion material is still rarely discussed in Study Program Governance. So it is necessary to consider whether students' understanding of the existence of study program services can improve the quality of study program services and will have an impact on increasing the value of study program accreditation.

**Keyword:** Role, Support, Understanding, Governance, Study Program

### INTRODUCTION

Study Program Services are very necessary for the continuity of lectures at Higher Education (Pamungkas et al, 2023). The Vision and Mission of Higher Education is to realize the Tridharma of Higher Education through the support of Information Technology, realizing Higher Education Governance. As a lecturer in the Informatics Study Program, Faculty of Computer Science, with the domain of Information Technology, you need to provide support in realizing the Vision and Mission of Higher Education.

Having a lecture area spread across several buildings in the campus area is one of the factors that needs to be supported by governance through IT support. In the process of implementing higher education activities, the Informatics Study Program, Faculty of Computer

Science, Bhayangkara University, Greater Jakarta, without abandoning the science and knowledge that has become the domain of campus study programs, tries to carry out studies by preparing a plan to help higher education institutions in improving services to improve higher education service governance. In the future, this will become a smart service (Ferdinant et al., 2021).

Current problems often show that higher education services are the main thing in the learning process. Registration, filling in KRS and scheduling to the classroom will be routine discussions in services to students. In fact, if you pay attention, students and lecturers are scheduled for classes and lectures according to the day and time. In the administration section which is assisted by Education Personnel, they will really need information on the availability of existing resources. Therefore, these three things as part of the main stakeholders need to be reviewed in the research discussion.

In accordance with this situation, there are several things that can be discussed, namely related to the Role of Lecturers, Support from Education Personnel and Student Understanding in Governance.

### **The Role of the Lecturer**

Lecturers are the main stakeholders who play a role in improving higher education governance. Because all matters related to the flow of lectures will be implemented by the lecturer. In fact, sometimes the role of lecturers will be involved since planning the creation of Higher Education Governance (Basir et al., 2019). Preparing the flow and determining the implementation of Higher Education Governance or currently focusing on the Informatics Study Program as the smallest simulation.

In implementing Governance, Lecturers will help disseminate planning, flow and implementation information to students in class. In this way, students will understand their role as a major part in the smooth success of higher education governance activities.

The role of lecturers as part of implementing higher education governance (Latip, 2020), usually can be: 1) Planning, discussing what things are prepared in the process of creating the flow until its implementation; 2) The flow is outlined in a standard form of procedure together with the Personnel Education; and then 3) Socialization of the implementation of governance in lectures with students at universities is made in such a way that it is easy to understand and can be implemented immediately.

There are no internal conflicts of interest and facilitating public services at universities for students is the outcome of these activities. It is hoped that all governance flows can be recorded and outlined in the form of Standard Procedures and implemented easily and in accordance with stakeholder needs.

### **Education Staff Support**

Educational Personnel (Ananda, 2018) is part of one of the Human Resources in a Higher Education Study Program. Educational staff are really needed to support lecturer activities in carrying out lectures. Both in teaching readiness and helping support student services.

Currently, educational staff provide support not only to lecturers at universities, but also to students as the main stakeholders who are one of the main actors in activities at universities. Educational Staff activities include: 1) Preparation for implementing higher education governance, through planning made by higher education structures and lecturers who participate in development; 2) Student Services related to lecture implementation; and 3) Teaching services related to lecture administration.

### **Student Understanding**

The students mentioned above are active students (Purwanto & Dirgahayu, 2018) who carry out lectures. Following the registration process, KRS, lectures and other activities that synergize with the implementation of lectures. Students here are one of the main actors in the stakeholders who will carry out Higher Education Governance activities. In the smallest scope is the Study Program of a University.

Lecturers with the support of educational staff who are involved in the administration of the Study Program will always carry out and convey matters related to lecture activities. Starting from when students register, fill out their KRS to continue with scheduling, to implementing lectures.

The scope of higher education will collaborate in making students' lectures a success. Helping students complete the courses taken each semester. Determining the schedule for placing classes and lecturers with the specified courses at the hours provided. So that lectures will run well and smoothly without scheduling problems. This is also handled differently during the Covid-19 pandemic, where lectures must be carried out online. So all lecture implementation services must also be provided with extra services.

From all of the things above, it is hoped that the collaboration that occurs will improve the quality of study program services to produce graduates who meet the targets of higher education.

## METHOD

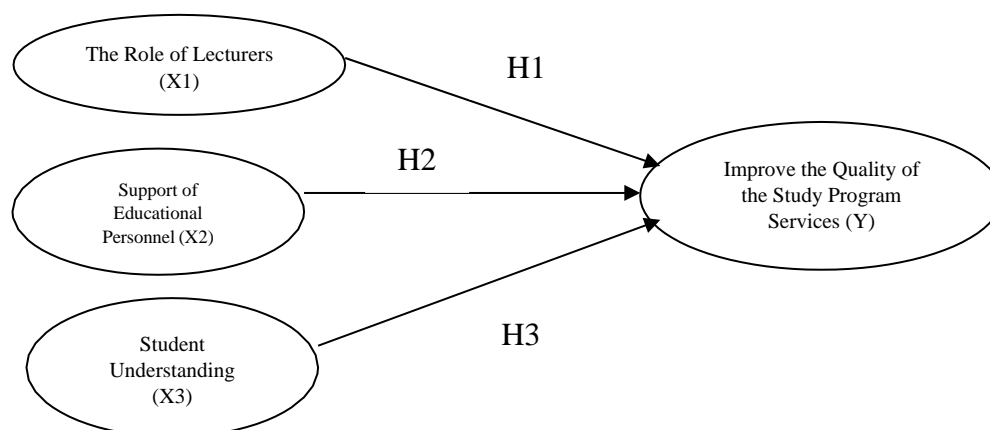


Figure 1. Research Model

As a Dependent variable, Study Program Service Improvement. And as independent variables are the role of lecturers, support from educational staff and student understanding, presenting several hypotheses including:

H1: There is a significant influence on the role of lecturers in improving services Study program

H2: There is a significant influence on support from educational staff Improvement of Study Program Services

H3: There is a significant influence on student understanding in improving Study Program Services

The research method used is a quantitative method with a cause and effect relationship approach with a sample of respondents from 3 independent variables and 1 dependent variable. The sampling technique uses (Jabbar, 2019) so that it can be used proportionally according to the group or strata of the population/respondents. With a total of 200 respondents, strata/groupings will be taken from each respondent as follows.

The data obtained is based on a study program of 316 populations with the following groupings: 1) 44 Lecturers; 2) 5 teaching staff; and 3) 267 students. Based on this grouping, 200 respondents were sorted using proportionate stratified random sampling techniques.

Using the following formula:

$$\Sigma_{\text{Respondents per Group}} = \frac{(\Sigma_{\text{Population Per Group}})}{(\Sigma_{\text{Total Population}})} \times \Sigma_{\text{Prepared respondents}}$$

**Figure 2. Proportionate Stratified Random Sampling Formula**

The data obtained is according to these calculations to obtain a total of 200 respondents according to the following groupings: 1) 28 Lecturers; 2) 3 teaching staff; and 3) 169 students.

With a total of 38 questions grouped according to the following variables: a) Role of Lecturers: 2 Dimensions and 11 and 5 Indicators; b) Educator Support: 1 Dimension and 6 Indicators; c) Student Understanding: 1 Dimension with 7 Indicators; d) Study Program Services: 1 Dimension with 9 Indicators.

Then the existing questions can be displayed as follows:

### **Reliability Aspect**

(Yoga & Novita, 2021) (Reliability of Lecturers, Education Personnel and Management in providing services): 1) Lecturers socialize RPS, lecture contracts, techniques, assessment portions to students at the beginning of lectures; 2) Explanation of lecture material by the lecturer; 3) Time provided for discussion and question and answer; 4) Additional teaching materials (handouts, modules, etc.) provided to internal students complete the lecture material; 5) The lecturer assesses objectively; 6) Lecturers arrive on time; 7) Lecturers with abilities according to their field of expertise and with a caring, caring, nurturing attitude; 8) The ability of educational staff to serve student affairs administration; 9) Quality of educational staff services in meeting student interests; 10) Quality of Study Program/Faculty/Directorate management to provide excellent service to student; and 11) Regarding the reliability of lecturers, staff and managers in providing services to student.

### **Responsiveness Aspect**

(Yoga & Novita, 2021) – (Willingness of lecturers, educational staff and administrators to help students and provide services quickly): 1) Faculties/Prodi, through guardian/PA lecturers, assist students in dealing with learning problems and completing Final Assignments; 2) Faculty/Prodi Leaders and their staff prepare time for student parents to consult; 3) Faculties/Prodi provide health services for students; 4) Faculty/Prodi provides insurance assistance for students who experience disaster accident; and 5) Overall responsiveness of Lecturers, Education Personnel and Management (Faculty/Prodi) in helping students quite quickly.

### **Assurance Aspect (Certainty)**

(Suti et al., 2020) – (The ability of lecturers, staff and managers to provide students with confidence that the services provided are in accordance with the provisions): 1) Administrative staff/educational personnel are friendly in providing services; 2) Student problems/complaints are supported by the Faculty/Prodi through PA lecturers (Academic Supervisors); 3) Every work/task is always assisted and supported by the lecturer and returned to him/her student; 4) Time is used effectively by lecturers in the teaching process; 5) Sanctions for students who violate the regulations set by the Faculty/Prodi and apply to students without exception; and 6) Overall, the services of lecturers, educational staff and administrators in helping students are in accordance with the provisions.

### **Empathy aspect**

(Almana & Wekke, 2018) (*Willingness/ concern of lecturers, staff and administrators to pay attention to students*): 1) Faculty/Prodi's concern in understanding students' interests and difficulties; 2) The amount of cost contribution (institution development contribution) with parental approval student/guardian marked with a statement letter; 3) The study program monitors student progress through supervisors Academic; 4) Lecturers are willing to help students who experience academic/eye difficulties studying; 5) Lecturers act as tutors, open, cooperative, consultative and corrective student; 6) Faculties/study programs try to understand students' interests and talents and try to develop it through SMEs; 7) Overall, lecturers, staff and administrators provide care and attention to students.

### Tangibles Aspect

(Triyani et al., 2021) (Students' assessment of adequacy, accessibility, quality of facilities and infrastructure): 1) The lecture room is arranged cleanly and neatly; 2) The capacity of the lecture room is in accordance with the student capacity; 3) Cool and comfortable lecture rooms equipped with air conditioning; 4) The learning facilities available in the lecture hall are complete and representative; 5) Faculties/Prodi have completed and easily accessible libraries; 6) Laboratories/workshops/studios that are relevant to students' scientific needs (Physics, Languages, Computers, etc.); 7) Availability of reference books, scientific journals, proceedings in the Faculty library easy to access; 8) Availability of clean and adequate facilities and number of toilets; and 9) Overall, the Faculty/Prodi provides adequate and well-accessible facilities and infrastructure.

## RESULTS AND DISCUSSION

**Table 1. Regression Running With 1 Variable (X1) Independent and 1 Variable (Y) dependent**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2130.752	1	2130.752	256.043	.000 <sup>b</sup>
	Residual	1647.728	198	8.322		
	Total	3778.840	199			

a. Dependent Variable: Improve the Quality of the Study Program Services

b. Predictors: (Constant), The Role of Lecturers

Model		Unstandardized Coefficients	Standardized Coefficients Beta	t	Sig.
		<b>B</b>	<b>Std. Error</b>		
1	(Constant)	1.340	1.724	.777	.438
	The Role of Lecturers	.535	.033	.751	16.001

a. Dependent Variable: Improve the Quality of the Study Program Services

Source: Research Results

According to table 1, it is running for the connection between the Lecturer's Role and Improvement of Study Program Services, obtained T.Value 16.001 and Significant 0.000

**Table 2. Regression Running With 1 Variable (X2) Independent and 1 Variable (Y) dependent**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1901.343	1	1901.343	200.553	.000 <sup>b</sup>
	Residual	1877.137	198	9.480		
	Total	3778.480	199			

a. Dependent Variable: Improve the Quality of the Study Program Services

b. Predictors: (Constant), Support of Educational Personnel

Model		Unstandardized Coefficients	Standardized Coefficients Beta	t	Sig.
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		<b>B</b>	<b>Std. Error</b>		
1	(Constant)	4.148	1.750	2.370	.019
	Support of Educational Personnel	1.271	.090	.709	14.162 .000
a. Dependent Variable: Improve the Quality of the Study Program Services					
Source: Research Results					

According to table 2, running for the relationship between Support from Education Personnel and Improvement of Study Program Services, the T.Value is 14.162 and Significant 0.000.

**Table 3. Regression Running With 1 Variable (X3) Independent and 1 Variable (Y) dependent**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	2070.634	1	2070.634	240.060	.000 <sup>b</sup>
	Residual	1707.846	198	8.625		
	Total	3778.480	199			
a. Dependent Variable: Improve the Quality of the Study Program Services						
b. Predictors: (Constant), Student Understanding						

<b>Model</b>		<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients Beta</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>		
1	(Constant)	6.310	1.463	4.314	.000
	Student Understanding	1.008	.065	.740	15.494 .000
a. Dependent Variable: Improve the Quality of the Study Program Services					
Source: Research Results					

According to table 3, running for the relationship between Student Understanding and Improvement of Study Program Services, the T Value is 15.494 and Significant 0.000.

**Table 4. Model Summary and Anova**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	2294.991	1	764.997	101.072	.000 <sup>b</sup>
	Residual	1483.489	198	7.569		
	Total	3778.480	199			
a. Dependent Variable: Improve the Quality of the Study Program Services						
b. Predictors: (Constant), Student Understanding, Support of Educational Personnel, The Role of Lecturers						

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.779 <sup>a</sup>	.607	.601	2.75115
a. Predictors: Student Understanding, Support of Educational Personnel, The Role of Lecturers				

**Table 5. Result of Coefficient 0.003**

<b>Model</b>		<b>Unstandardized Coefficients</b>	<b>Standardized Coefficients Beta</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>		
1	(Constant)	.814	1.706	.477	.634
	The Role of Lecturers	.267	.066	.375	4.057 .000
	Support of Educational Personnel	.289	.159	.162	1.818 .071
	Student Understanding	.389	.131	.285	2.960 .003
a. Dependent Variable: Improve the Quality of the Study Program Services					

According to table 4 and 5 regarding the Coefficient Table, it is run for the relationship between the Role of Lecturers, Support from Education Personnel and Understanding Students



with Enhanced Study Program Services, the results obtained are that the Role of Lecturers T.Value 4.057 and Significant 0.000, Education Staff Support T.Value 1.818 and Significant 0.071, and Student Understanding T.Value 2.960 and Significant 0.003.

### Measurement model

By looking at the results of the calculation process in SPSS ver.26, if the t.value < t.table has an influential meaning and if the significant value < 0.05 it means the existing value is classified as Significant As in the figure above, the results are as in the following table:

**Table 6. Results of the Calculation Process**

No	Structural Relationships	T.Value	Significant	Result
1	Lecturer Role → Improvement Study Program Services	16.001	0.000	Influential and Significant
2	Education Personnel Support → Improvement of Study Program Services	14.162	0.000	Influential and Significant
3	Comprehension Student → Improvement of Study Program Services	15.494	0.000	Influential and Significant
4	Role of Lecturers, Staff Support Education and Understanding Students → Service Improvement Study program	4.057 1.818 2.960	0.000 0.071 0.003	a) Influential and Significant; b) No effect And No Significant; and c) Influential and Significant

Source: Research Data

Based on understanding the process with 4 running processes which produces a table as in table 6. Coefficients, a discussion is obtained as in table 1 above.

### The Assessment of Structural Models

By looking at table 1 above which discusses the interdependence relationships between The Role of Lecturers, Support from Education Personnel and Student Understanding of Improving Study Program Services resulted in the following trial results:

### Hypothesis Testing

- H1: The Role of Lecturers in Improving Study Program Services with a T.Value of 16,001 and Significant 0.000 then the results obtained have Influence and are Significant.
- H2: Support of Education Personnel by Improving Study Program Services with a T.Value of 14.162 and a Significant of 0.000, the results obtained have an Influence and are Significant.
- H3: The Role of Lecturers in Improving Study Program Services with a T.Value of 15,494 and Significant 0.000 then the results obtained have Influence and are Significant.

### Discussions

By looking at the results above, if for each dependency a running process is also carried out to combine the 3 existing variables, namely the Role of the Lecturer, Support from Education Personnel and Student Understanding of Service Improvement Study Programs have different values: 1) Role of Lecturers: T Value 4.057 and Significant 0.000; b) Support from Education Personnel: T Value 1.818 and Significant 0.071; c) Student Understanding: T Value 2.960 and Significant 0.003; and d) R Square of the 3 variables for improving study program services: 0.607.

There are differences in the written final results based on existing data, for the three processes the independent above stated that the support of educational staff by improving study

program services has no effect and is not significant. So only 60.7% of these three variables influence Study Program Service Improvement.

## CONCLUSION

Based on several processes carried out using the same data, the results obtained were that 60.7% of the increase in study program services was influenced by the role of lecturers and students' understanding of the availability of study program services. The remaining 39.3% is possible from other factors that influence the increase in study program services. And support from educational staff is one of the things that has no influence and is not significant in improving study program services.

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