

Students' Perception and Satisfaction on Teacher's Evaluation in UNAI

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ABSTRACT

This article is the result of a study regarding students' perceptions and satisfaction on the lecturer evaluations. The purpose of this research is to see the level of student perception and satisfaction regarding lecturer evaluation. The population in this study were all students registering in the even semester 2023/2024, totaling 1400 students, and the number of samples was 153. The research instrument is a questionnaire containing 12 questions grouped into 4 aspects. The research results showed that 70.4% of students thought that they read carefully, understood and filled out the evaluation objectively. 73.6% of students said that the contents of the questionnaire could explore lecturers' performance in the five competencies measured and therefore needed to be continued and even developed. 59.5% of students believed that the results of lecturer evaluations are used by lecturers and institutions to improve their performance. Then 62.1% of students felt satisfied with their lecturer evaluation activities. Of the five lecturer competencies assessed in the lecturer evaluation, 43.5% of students considered that professional competency was the most important to assess and develop. Based on cross-tabulation analysis and ANOVA test, it was found that there were no significant differences in student perceptions and satisfaction according to gender, class or faculty. From the regression analysis, it was found that understanding & objectivity, the contents of the questionnaire and the benefits of lecturer evaluation collectively influenced student satisfaction, but partially what significantly influenced satisfaction were the contents of the questionnaire and the benefits of lecturer evaluation.

Keywords: Students' perception, Satisfaction, Teachers' evaluation

INTRODUCTION

Every teaching and learning process in tertiary education requires an evaluation to see whether the teaching and learning process has succeeded in achieving its goals or not. A lecturer evaluates every learning material that has been carried out, performs assignments, quizzes, midterm exams and final semester exams. In addition to the assessment seen from the results of exams and assignments, lecturers can also use additional assessment elements such as activeness, attitude and skills. In addition to lecturers evaluating students who take their courses, students also get the opportunity to evaluate their lecturers.

At Universitas Advent Indonesia (UNAI), lecturer evaluation by students is compulsory for every course taken by students. Lecturer evaluations are carried out about one to two weeks before the end of the current semester, or before students know the grades given by lecturer.

This is done to avoid the possibility of bias that can occur where the evaluation of lecturers given by students will be influenced by the grades given by lecturers.

Lecturer evaluation by students has been carried out at UNAI for many years, however there has no any studies done so far to see the benefits of the evaluation either for students or lecturers. What is the students' perception regarding the lecturers' evaluation? Are the outputs of the evaluation used by lecturers or institution to improve their performance. Did students evaluate their lecturers objectively? Those issues are very interesting to study.

LITERATURE REVIEW

The teaching and learning process in higher education generally ends with an evaluation process by lecturers to students and by students to lecturers. The evaluation carried out by lecturers to students may be in the form of quizzes, mid and final semester exams, class assignments, or other evaluation parameters. The evaluation carried out by students to their lecturers may be done through a series of questions in a questionnaire given to students (Simbolon, 2023:315). Evaluation of lecturers by students is needed as a meaningful feedback for lecturers to see students' perception of the learning process that has occurred so that its strengths and weaknesses can be seen to be further optimized in the future (Clayson, 2022:114).

In order for the results of student lecturer evaluations by students to be used by lecturers as material for self-improvement, it is necessary to be convinced that students fill it out objectively and consistently. However, in previous studies, inconsistencies were still found from students assessing their lecturers (Clayson, 2018:252).

Many factors affect the results of student evaluation of their lecturers, one of which is the feeling of pleasure or liking for the lecturer who teaches or the course taught by the lecturer (Kreitzer & Sweet-Cushman, 2022:75). If students have a good relationship with the lecturer, students understand the lessons taught by the lecturer or students are interested in the lessons taught by the lecturer, then it is likely that students will judge the lecturer well.

Another factor that can affect the results of lecturer evaluations by students is the initial grades given by lecturers to students. In previous research, it was found that the grades given by lecturers to students affect the evaluation value of lecturers by students (Krautmann & Saunder, 1999:138). That's why at Adventist University Indonesia, lecturer evaluation activities are carried out before students know the final results of the grades they get from the lecturers who teach them.

Based on the reference above, it is necessary to conduct a study to see whether students evaluate lecturers objectively or not. What is the perception of students towards their obligation to evaluate their lecturers, what are the parameters in the evaluation of lecturers that need to be developed and what are the factors that affect student satisfaction in evaluating their lecturers?

METHODS

a. Population, Sample and time of research

The population in the study is all UNAI students who registered in the Even semester 2023/2024 who took online and offline classes, around 1400 students. Actually, the information of questionnaire was informed to every student through various classes and WhatsApp groups of UNAI students so that all populations would be samples, but until the specified deadline, only 153 students voluntarily filled out the questionnaire provided online in Google Form. The number of samples of 153 people is more than the minimum number of sample members according to the Slovin formula (Mweshi and Sakyi, 2020:187) by taking a sampling error of 10%, which is 94. The distribution of the number of samples by batch (a) and faculty (b) and gender (c) is given in the following table 1. In terms of the number of sample members, it is almost proportional to the population.

Table 1

Distribution of sample based on (a) Batch, (b) Faculty and (c) Gender

(a) Batch		(b) Faculty	
Batch	Number	Faculty	Number
B2023	52	Economy	47
B2022	47	Nursing	38
B2021	35	Information Technology	32
B2020/Senior	19	Philosophy	14
(c) Gender		Science	10
Gender	Number	Education	12
Male	79		
Female	74		

This research was conducted in the even semester of 2023/2024, from March until April 2024, but the google form questionnaire was opened for students to fill out in the 2nd and 3rd weeks of April, which is during the period when the Lecturer Evaluation by students has been opened online for students to fill out.

b. Teacher Evaluation Instrument

Teacher evaluation by student is a compulsory program. Each student must answer a number of questions in the lecturer evaluation available online in the student module, for each lecturer who teaches in the class he or she takes. If students do not carry out lecturer evaluation activities, the student will not be able to see the grades of the courses taken. The lecturer evaluation questionnaire is available in a Google Form which opens about 2 weeks before the current final semester exam, and then will be closed at the time of the final semester exam or before he knows the score given by the lecturer to the course he is taking.

The lecturer evaluation questionnaire consists of 12 questions described from 4 lecturer competencies (pedagogic, spiritual, professional and personality). A lecturer must be able to prepare learning materials, realize these materials in the learning process in the classroom or other places, and evaluate learning outcomes (pedagogical competence). As a higher education institution managed by the Seventh-day Adventist Church (GMAHK), lecturers must have spiritual competence, namely being able to integrate Christian faith in learning. Lecturers must also be professional, namely being able to teach by attracting and applying the material taught with current life, mastering learning media, and being able to use the right media according to the topic being discussed. The last competency is personality regarding the nature, authority

and example shown by lecturers to students. If the lecturer has the 4 competencies above, it is hoped that students will be satisfied with the teaching and there will be an improvement in academically and character in students.

c. Research Questionnaire

The data of this study was taken using a questionnaire consisting of 12 questions given in the following table 2. These twelve question items are an elaboration of 4 aspects of perception and satisfaction, namely:

- A. Objectivity and understanding;
- B. Questionnaire and sustainability,
- C. Benefits and
- D. Satisfaction.

Table 2
 Research questionnaire for student perception of lecturer evaluation

No	Questions
	A. Aspects of Objectivity and Understanding
1	I fill out the lecturer's evaluation objectively (according to the actual facts)
2	The grades given to me by the lecturer affect the answers I give in the lecturer's evaluation
3	I read every question carefully when filling out the lecturer's evaluation
4	I clearly understand the meaning of each question in the lecturer evaluation
	B. Aspects of questionnaire content and sustainability
5	Lecturer Evaluation Questions can accommodate student aspirations regarding lecturer performance in teaching
6	The Lecturer Evaluation question items need to be added/developed both in terms of the number and aspects assessed/measured
7	I feel that the evaluation of lecturers by students as it exists today needs to be maintained
	c. Aspects of Benefit
8	I feel that the evaluation of lecturers by students is less useful for students
9	I feel that the information from the results of the lecturer's evaluation is used by the lecturer to improve his or her performance
10	I feel that the information from the results of the lecturer evaluation is used by the leadership of UNAI to improve the performance of the UNAI Institute
	D. Aspects of satisfaction
11	I am satisfied with the lecturer evaluation program by students that is required to every student
12	I feel satisfied with the lecturer evaluation activities that I carried out

Two additional questions about the most important lecturer competencies that need to be developed (explored in depth)

13	Aspects of lecturer competence in the lecturer evaluation questionnaire are the most important to assess from a lecturer at UNAI
14	Aspects of lecturer competence in the lecturer evaluation questionnaire that are most important to be developed (explored more deeply)

The answer option for questions 1 to 12 above is to use the Likert scale (Joshi, et.al., 2015:400) with 5 scale, i.e. Strongly disagree (1), Disagree (2), Neutral (3), Agree (4) dan Strongly agree (5). However, if the question is a negative perception then the scoring system becomes reversed where 5 for strongly disagree, and so on 1 for Strongly agree.

d. Analysis Methods

1. Validity and Reliability Check of the questionnaire

Before data collection, a questionnaire was first tested on 20 respondents to see the validity and reliability of the questionnaire. The validity and reliability are determined by looking at the correlation coefficient and the Cronbach's alpha respectively. The correlation coefficient and Cronbach’s alpha are calculated by SPSS software.

2. Descriptive analysis

The data of the results of the first questionnaire was analyzed by frequency analysis, namely determining the presentation of options for each answer option strongly disagree, disagree, hesitate/neutral, agree and strongly agree for each question 1 to 12. From this frequency analysis, the tendency or dominance of student perception and satisfaction for each question point will be drawn. For negative questions 2 and 8, the scoring system is reversed, where the scores for the answers SA = 1, A=2, N/H=3, D=4 and SD=5. So that to determine the percentage rearrangement of aspect A (questions 1 to 4), specifically for question 2 the score system is different from questions 1, 3 and 4. Likewise, for aspect C (benefits), namely questions 8, 9 and 10, then in question 8 the score system is also reversed.

Next, a cross-tabulation analysis was carried out to see the difference in student perception and satisfaction by gender, generation and faculty.

3. Regression Analysis

For the regression analysis, it will be seen whether there is a significant influence between the 3 independent variables (understanding and objectivity, questionnaire and sustainability, and benefits) on the satisfaction-bound variables. In the following figure is given a regression model between free and bound variables:

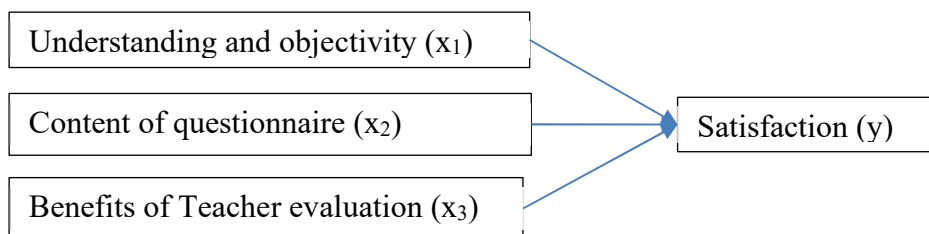


Figure 1. Regression model

The regression equation between x_1 (understanding and objectivity), x_2 (questionnaire content), x_3 (benefits) and y (satisfaction) as:

$$y = ax_1 + bx_2 + cx_3 + d \dots\dots\dots(1)$$

Then it will be determined whether there is an effect of each of the independent variables (x_1 , x_2 , x_3) partially, or simultaneously on y (satisfaction).

In this case the research hypothesis is:

Null hypothesis (H₀):

There was no significant influence between understanding and objectivity, questionnaire content and/or the benefits of filling out the questionnaire on student satisfaction.

Alternative hypothesis (H_a)

There is a significant influence between understanding and objectivity, questionnaire content and/or the benefits of filling out questionnaires on student satisfaction.

RESULTS AND DISCUSSION

In table 3, percentage data is provided for each item of student perception or satisfaction statement in relation to the lecturer evaluation activities that he or she conducts. Percentage data is the number of students who answered one of the answer options divided by the total number of students who filled out the questionnaire. The percentages for each aspect are grouped into 3 sections, the first group is strongly disagree (SD) and disagree (D), the second one is Neutral or Hesitate (N/H) and the third one is A (Agree) and SA (Strongly Agree).

Table 3
 Percentage data for each answer option and question

No	Questions	1	2	3	4	5
	A. Aspects of Objectivity and Understanding	SD	D	N/H	A	SA
1	I fill out the lecturer's evaluation objectively (according to the actual facts)	0.7%	0.7%	11.1%	45.1%	42.5%
2	The grades given to me by the lecturer affect the answers I give in the lecturer's evaluation	10.5%	17.0%	30.7%	26.8%	15.0%
3	I read every question carefully when filling out the lecturer's evaluation	0.0%	1.3%	11.8%	49.0%	37.9%
4	I clearly understand the meaning of each question in the lecturer evaluation	0.0%	1.3%	19.0%	46.4%	33.3%
	B. Aspects of questionnaire content and sustainability → Average of A	11.4%		18.2%	70.4%	
5	Lecturer Evaluation Questions can accommodate student aspirations regarding lecturer performance in teaching	0.0%	5.9%	15.7%	47.7%	30.7%
6	The Lecturer Evaluation question items need to be added/developed both in terms	0.0%	3.9%	30.7%	42.5%	22.9%

	of the number and aspects assessed/measured					
7	I feel that the evaluation of lecturers by students as it exists today needs to be maintained	0.7%	3.3%	19.0%	47.1%	30.1%
	c. Aspects of Benefit → average of B	4.6%		21.8%	73.6%	
8	I feel that the evaluation of lecturers by students is less useful for students	11.8%	32.7%	30.7%	13.7%	11.1%
9	I feel that the information from the results of the lecturer's evaluation is used by the lecturer to improve his or her performance	1.3%	5.2%	20.9%	43.1%	29.4%
10	I feel that the information from the results of the lecturer evaluation is used by the leadership of UNAI to improve the performance of the UNAI Institute	2.0%	1.3%	26.8%	45.8%	24.2%
	D. Aspects of satisfaction → Average of C	12.0%		28.5%	59.5%	
11	I am satisfied with the lecturer evaluation program by students that is required to every student	0.0%	4.6%	34.0%	41.2%	20.3%
12	I feel satisfied with the lecturer evaluation activities that I carried out	0.0%	3.3%	34.0%	43.1%	19.6%
	Average of D	3.9%		34.0%	62.1%	

Five lecturer competencies were asked in the lecturer evaluation questionnaire by students: A (Pedagogic), B (professional), C (Spirituality), D (Personality) and E (Satisfaction).

	Aspects of Lecturer competence	A	B	C	D	E
13	Aspects of lecturer competence in the lecturer evaluation questionnaire are the most important to assess from a lecturer at UNAI	7.8%	47.1%	6.5%	22.9%	15.7%
14	Aspects of lecturer competence in the lecturer evaluation questionnaire that are most important to be developed (explored more deeply)	12.4%	39.9%	7.2%	22.9%	17.6%
	Aspects of Lecturer competence	10.1%	43.5%	6.9%	22.9%	16.7%

From the percentage data for aspect A (understanding and objectivity), it was seen that students admitted that they filled out the lecturer evaluation objectively (87.6% answered Agree or Strongly Agree), but it is undeniable that for some students the grades given by lecturers may affect the results of lecturer evaluations (30.7% hesitated and 41.8% agreed or strongly agreed). The fact is that lecturers give grades after students evaluate lecturers. With the findings, it is likely that the evaluation results will change if the lecturer's evaluation is

carried out after the grade is known by the student. From the percentage data for statements 3 and 4, it was obtained that students read carefully (86.9% agreed or strongly agreed) and understand the meaning of each item of the statement in the questionnaire (79.7% agreed or strongly agreed). For the aspects of understanding and objectivity, the majority of students (70.4%) said that they read and understood the questions in the questionnaire and filled out the lecturer evaluation objectively.

From the data on aspect B (questionnaire content and sustainability), statement 5 to 7, it is seen that students admit that the statement items in the questionnaire can measure the performance of lecturers in teaching (78.4% agreed or strongly agreed), so that the content of the lecturer evaluation questionnaire needs to be maintained (77.2% agreed or strongly agreed) and if necessary to be developed by adding other aspects/statements (86.9% agreed and strongly agreed). For the content aspect of the lecturer evaluation, the majority of students (73.6%) considered that evaluation questionnaire can accommodate student aspiration, and it can measure lecturer performance, and needs to be maintained and even developed, this percentage is slightly larger than the A aspect (understanding and objectivity).

In terms of benefits, 44.5% of students said they disagreed or strongly disagreed with the opinion that lecturer evaluations were less useful, and 30.7% of students said they were hesitant about this opinion. However, in terms of the benefits of the results of lecturer evaluations on the performance of lecturers and UNAI institutions, 72.5% of students think that the results of the evaluation are useful for self-evaluation and may improve their performance, and 70.0% of students believed that the results of lecturer evaluations will be used by UNAI institutions to self-evaluate or to improve the performance of the institution. The average of benefit aspect 59.5% students were convinced that the results of lecturer evaluations were used by lecturers and institutions to improve performance, although this percentage was smaller than that for aspects A and B.

From the aspect of satisfaction (D), 61.5% of students said they were satisfied with the obligation to fill out the lecturer evaluation and 62.7% of students admitted that they were satisfied with the results of the lecturer evaluations given. For the satisfaction aspect, the majority of students (62.1%) admitted that they were satisfied with the activities and results of the lecturer evaluation given, although this percentage was smaller than the A and B, but this percentage was slightly larger than that of aspect C.

Perception and satisfaction by generation, faculty and gender

Perception by batch (year of entrance)

In the following table 4a, the average data on perception and satisfaction scores based on batch is given. Meanwhile, in table 4b, the results of the ANOVA Test are given for the score in table 4a.

Table 4

a. The average of perception scores based on batch

Batches	Aspect-A	Aspect-B	Aspect-C	Aspect-D
B2023	3.95	4.01	3.80	4.00
B2022	3.89	4.05	3.65	3.61
B2021	3.71	3.83	3.35	3.67
B2020/Senior	3.82	3.91	4.02	3.82

b. ANOVA test for perception and satisfaction based on batches

ANOVA						
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Source of Variation	SS	df	MS	F	P-value	F crit
Rows/Batch	0.208758	3	0.069586	3.471164	0.064001	3.862548
Columns/Aspect	0.131004	3	0.043668	2.178293	0.160349	3.862548

It can be seen in table 6b the significance value (p-value) for rows (batch) and columns (aspect), where the p-value > alpha (0.05). It can be concluded that there is no significant difference in student perception and satisfaction with the evaluation of lecturers for the four batches at UNAI.

Perception by faculty

In the following table 5a, the average data on perception and satisfaction scores based on faculties is given. Meanwhile, in table 5b, the results of the ANOVA Test are given for the score in table 5a.

Table 5

a. Average perception and satisfaction scores based on faculty

Faculty	Aspect-A	Aspect-B	Aspect-C	Aspect-D
Economy	3.78	3.85	3.46	3.63
Nursing	3.96	4.10	3.73	3.86
Information Technology	3.91	4.10	3.85	3.84
Philosophy	3.95	3.86	3.62	3.61
Science	3.75	3.87	3.60	3.75
Education	3.73	3.86	4.03	4.21

5b. ANOVA test for perception and satisfaction based on faculty

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows/Faculty	0.269216	5	0.053843	2.635871	0.066633	2.901295
Columns/Aspect	0.153938	3	0.051313	2.511995	0.098015	3.287382

From table 5b, it can be seen that the significance value (p-value) for row (faculty) and column (aspect), where the p-value > alpha (0.05). It can be concluded that there is no significant difference in student perception and satisfaction with lecturer evaluations among six faculties at UNAI.

Perception by gender

In the following table 6a, the average data on perception and satisfaction scores based on faculties is given. Meanwhile, in table 6b, the results of the ANOVA Test are given in table 6a.

Table 6

a. The average of perception scores based on gender

Gender	Aspect-A	Aspect-B	Aspect-C	Aspect-D
Male	3.82	3.99	3.64	3.78
Female	3.91	3.95	3.72	3.78

b. ANOVA test for perception and satisfaction based on gender

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit

Rows/Gender	0.002221	1	0.002221	1.143898	0.363238	10.12796
Columns/Aspect	0.089406	3	0.029802	15.35258	0.025196	9.276628

From table 6b, we can see the p-value for row (faculty) and column (aspect), where the p-value > alpha (0.05) both for the row (gender), however for the column (aspect) the p-value value < alpha (0.05). It can be concluded that there is no significant difference in student perception and satisfaction with lecturer evaluation between men and women, but in terms of aspects there is a significant difference, where aspect C (the benefits of lecturer evaluation) is less than others, or aspect B (questionnaire content) is being the highest.

The conclusion of the ANOVA test is synchronous with cross-tabulation carried out using percentage data for each aspect according to generation, faculty and gender.

Regression equation

The regression between x_1 (understanding and objectivity), x_2 (questionnaire content and sustainability), x_3 (benefits) and y (satisfaction/outcomes) is given in the following table 7.

Table 7

Regression statistics: (a) Correlation, (b) ANOVA, and (c) Regression coefficient
 (a) Multiple correlation

<i>Regression Statistics</i>	
Multiple R	0.578354
R Square	0.334494
Adjusted R Square	0.321094
Observations	153

(b) ANOVA

	<i>df</i>	<i>F</i>	<i>Significance F</i>
Regression	3	24.96324275	3.83E-13
Residual	149		
Total	152		

(c) Regression coefficient

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.68144	0.420825	1.61931	0.107494387
Aspect A	0.09673	0.109982	0.87951	0.380536697
Aspect B	0.37979	0.095215	3.98883	0.000103758
Aspect C	0.33156	0.077916	4.25534	3.67421E-05

From table 7(a) it is seen that the double correlation coefficient is 0.5784, this means that the relationship between x_1 , x_2 , in x_3 with y in the medium category. From the ANOVA data, it is seen that the significance value of F is $3.8e-13$, this value is much smaller than alpha (0.05). This means that there is a significant influence between x_1 , x_2 , and x_3 on y . From the data in table xx(c) the regression equation can be determined as:

$$Y=0.0967x_1+0.3798x_2+3316x_3+0.6815 \dots\dots\dots(2)$$

The significance value for x_1 is 0.1100 (greater than alpha=0.05), the significance value for x_2 is 0.0001 (less than alpha) and the significance value for x_3 is $3.6742e-5$ (smaller than alpha), from the hypothesis test of influence i.e. that H_0 is rejected if the significance value is

less than alpha. This means that the ones that significantly affect satisfaction are x_2 (Questionnaire content and sustainability), x_3 (Benefits), while the influence of x_1 (understanding and objectivity) on satisfaction is not significant.

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

From the results of the research described above, it is concluded:

1. The majority of students (70.4%) admitted that they read carefully and understood the details of the lecturer's evaluation questions and gave an objective assessment. Only 29.6% of students said that they were hesitant or did not read, did not understand the questions, and did not fill out the lecturer's evaluation objectively.
2. 73.6% of students think that the content of lecturer evaluation questionnaire is aspirational and can measure the performance of lecturers in teaching, and needs to be maintained or even developed.
3. Quite significant students (59.5%) admitted that the results of lecturer evaluations were beneficial for lecturers and institutions to improve their performance, compared to 40.5% of students who were hesitant or disagreed with the benefits of lecturer evaluation results.
4. 62.1% of students admitted that they were satisfied with the lecturer evaluation program, compared to 37.9% of students were hesitant to express their satisfaction.
5. More students (47.1%) consider that professional competence is the most important in lecturer evaluation, compared to the other 4 competencies (pedagogic, personality, spirituality and satisfaction), and 39.9% of students said that professional competence is important to be developed or explored more in lecturer evaluation.
6. Based on the ANOVA test, it was concluded that there was no significant difference in student perception in the three aspects measured and satisfaction, between men and women, between new students and 3 other batches, and between 6 faculties at UNAI.
7. The variables x_1 (understanding and objectivity), x_2 (questionnaire content and sustainability), x_3 (benefits) simultaneously affect y (satisfaction/outcomes), but partially the significant influence is the content of the questionnaire and the benefits of lecturer evaluation.

The results of this study are based on students' perspective. It is interesting to see the evaluation of lecturers by students from the perspective of the lecturers themselves. The results of the lecturer's evaluation by students are already known by the lecturer before the grades are submitted by the lecturer into the online system. Is there an influence of the results of the lecturer's evaluation on the grades given by the lecturer? Does the lecturer give grades objectively? Those questions are interesting to study in the future.

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