

Evaluation of Student Assessment of the Quality of Matriculation Lecturers of the Theology and Agribusiness Education Study Program, Tribuana Kalabahi University

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ARTICLE INFO

Keywords:

Evaluation;
Learning;
Matriculation;
Teachers

Article history:

Received 2024-09-04

Revised 2024-10-10

Accepted 2024-10-30

ABSTRACT

The evaluation aims to improve the quality of learning in the matriculation program. By knowing the shortcomings, teachers can improve their learning approaches and methods, so that the final results of the teaching and learning process are more optimal, so that students will get more meaningful learning and in accordance with their academic needs. This study uses a quantitative approach to evaluate the effectiveness of the matriculation program at Tribuana Kalabahi University by collecting numerical data through questionnaires filled out by new students from the Theology and Agribusiness Education Study Program for the 2024/2025 academic year with purposive sampling applied to students who were willing to fill out the questionnaire from a total of 67 students, so that the sample can reflect the proportion of the population. The questionnaire used contains closed questions with a Likert scale of 1-5. The data collected were analyzed using descriptive statistics to provide an overview of the implementation and quality of the matriculation program. The results of the evaluation of the matriculation program at Tribuana Kalabahi University show a generally high level of student satisfaction, with variations in each study program. The Theology Education Study Program received a very good rating with the majority of students feeling very satisfied, while the Agribusiness Study Program was in the fairly good category, although most students felt very satisfied. The percentage of dissatisfaction in Agribusiness indicates the need for evaluation and improvement in several aspects to increase overall satisfaction.

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1. INTRODUCTION

The matriculation program at Tribuana Kalabahi University aims to equalize the initial abilities of new students and prepare them for regular lectures. Through this program, it is expected that students will gain a strong foundation of knowledge in the field of study they will pursue. One of the main components in the implementation of this matriculation program is evaluation and monitoring (Monev), which aims to assess the quality of teaching, the effectiveness of the method of delivering material, and the level of interaction between teachers and students during the program.

Evaluation of teaching quality is essential to ensure that learning objectives are achieved effectively. Optimal teaching quality will help students internalize the material presented and improve their understanding of the topics taught. Eunike et.al (2024) in their study emphasized that high teaching quality in the matriculation program at Tribuana Kalabahi University is positively correlated with the level of student understanding of the material taught. This study also shows that teaching success can be improved through adaptation of methods that are tailored to students' learning styles.

The method of delivering the material used by the teacher is also a focus in this evaluation. The use of the right method can facilitate active involvement of students in the learning process, so that the material is easier to understand and apply. In the context of matriculation, teachers are expected to use an adaptive, creative, and interactive approach. Santoso and Putri (2019) found that active learning methods significantly increased student engagement, which ultimately had a positive impact on their understanding of the material.

Interaction between teachers and students is also an important aspect in this monitoring and evaluation. A positive and open relationship between the two can create a more supportive learning environment, increase student motivation to learn, and allow students to be more active in asking questions and participating. Wibawa and Darmawan (2023) in their research stated that intensive interaction between teachers and students during the matriculation program can improve overall learning outcomes.

This monitoring and evaluation activity will take place from 17 to 21 September 2024. The evaluation process will be carried out using assessment instruments that cover various indicators such as teaching quality, effectiveness of learning methods, and the level of interaction between teachers and students. The evaluation and monitoring (Monev) activities carried out at Tribuana Kalabahi University are also expected to provide a comprehensive picture of the implementation of the matriculation program. In this case, Monev not only aims to assess teacher performance but also to trace the overall effectiveness of the program from a student perspective. Student-based evaluation is very important, because they are the direct beneficiaries of this program. Research by Salim and Rasyid (2024) revealed that evaluations involving feedback from students can provide more in-depth information regarding the obstacles faced and opportunities for improvement.

In addition, Rahmawati (2023) in her study found that evaluation methods that integrate quantitative and qualitative approaches provide more accurate results in assessing the effectiveness of educational programs. In the context of matriculation, this can be applied by conducting surveys and interviews with students regarding their learning experiences during the activities. The results of this qualitative evaluation, such as students' impressions of teaching methods and interactions with teachers, can complement the results of quantitative surveys that measure the level of student satisfaction with the quality of teaching.

Furthermore, the results of this evaluation and monitoring will also be used as a basis for designing matriculation programs in the coming years. Thus, this program will be more responsive to student needs and academic demands. Eunike et.al (2024) in a study of matriculation programs at Tribuana Kalabahi University emphasized the importance of continuous improvement in matriculation programs, by considering the results of Monev to address the challenges faced by students, such as adaptation to a new learning environment and differences in academic backgrounds. The results of this Monev will be used as a reference in developing programs in the future, with the aim that students can be better prepared academically and more confident in facing the challenges of college.

2. METHOD

The research method used to evaluate the matriculation program at Tribuana Kalabahi University is designed to provide a comprehensive picture of the effectiveness of the program's implementation. This study will use a quantitative approach, used to collect data that can be measured numerically from the results of students filling out questionnaires. This data will be analyzed to see patterns and trends in the evaluation of teaching quality, learning methods, and the level of lecturer-student interaction. Population, All new students of the Theology Education Study Program and the Agribusiness Study Program who are taking the matriculation program at Tribuana Kalabahi University in the 2024/2025 academic year and lecturers involved in the matriculation teaching process. Sample, Suharsimi Arikunto (2019), if the research population is less than 100 people, it is advisable to use total sampling or census, where the entire population is sampled. However, if the population is more than 100 people, samples can be taken in part using representative sampling techniques, such as stratified sampling or random sampling. In the context of this study, since the number of lecturers is only 6 people, the census sampling approach is used to involve all lecturers involved in the matriculation program. On the other hand, for a student population of 67 people, the use of questionnaires distributed to all students allows for participation-based sampling. In this case, a passive purposive sampling approach is used, where students who are willing to fill out the questionnaire are considered as relevant samples. This is based on the theory that in survey research, volunteer-based sampling can be used if the number of samples reflects a sufficient proportion of the population. Thus, this sampling technique is expected to provide representative results to analyze the quality of teaching, methods, and interactions during the matriculation program.

Research Instrument, Questionnaire contains closed questions with a Likert scale of 1-5 that assess several dimensions, such as teaching quality, effectiveness of teaching methods, student engagement in class, and interaction between lecturers and students. This questionnaire will be distributed to all matriculation students. Data Analysis Technique, data from the questionnaire will be analyzed using descriptive statistics. Descriptive statistics are used to describe the distribution of data.

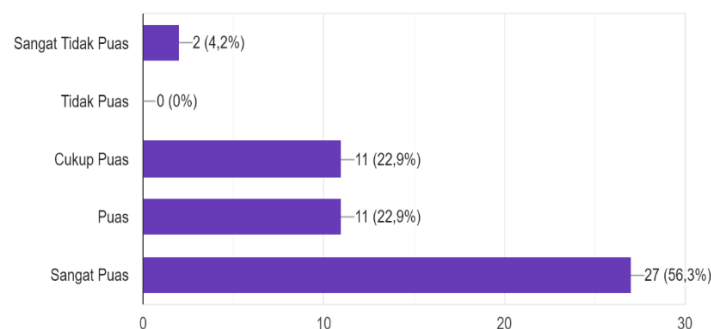
3. FINDINGS AND DISCUSSION

The evaluation results of matriculation activities will be described based on the study programs and lecturers assessed by students. Each study program and lecturer will be evaluated according to indicators that include teaching quality, material delivery methods, and interaction with students.

1. Theological Education Study Program

a. Teacher Time and Punctuality

The variables of time and punctuality of instructors are important aspects in evaluating the success of the matriculation program. The main indicator used to assess the punctuality of instructors is their ability to start and end classes according to the predetermined schedule. Time discipline in the learning process can have a significant impact on students' learning experiences and the effectiveness of delivering material. In a study conducted by Nugraha and Rahmawati (2021), it was found that the punctuality of instructors in starting and ending classes contributed positively to student satisfaction levels. The study showed that when instructors are disciplined in time management, students feel more structured in learning and are more motivated to actively participate in class. The following are the results of student assessments of the variables of time and punctuality of instructors during matriculation activities:



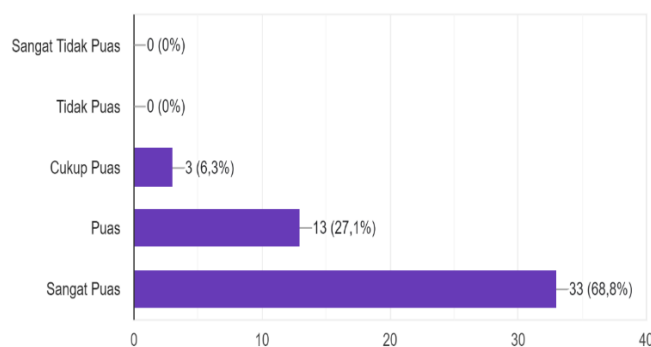
Source: assessed teachers, 2004: <https://forms.gle/P7TmUYqnbvtEQS3A9>

From the table above, it can be seen that the majority of students gave a very satisfied assessment of the teacher's punctuality, with 27 respondents (56.3%). Meanwhile, 11 respondents (22.9%) felt satisfied, and 11 other respondents (22.9%) felt quite satisfied. No respondents felt dissatisfied, but there were 2 respondents (4.2%) who stated that they were very dissatisfied. The results of the assessment of the teacher's time and punctuality variables showed that this indicator was in the **good category**. With a percentage of 56.3% of students giving a very satisfied assessment and 22.9% who felt satisfied, it can be concluded that the majority of students appreciate the teacher's punctuality in starting and ending classes on time.

This condition reflects that the instructor has met students' expectations regarding time management during the learning process. This category also shows that the instructor has a high commitment to time discipline, which contributes positively to the students' learning experience. However, there were 22.9% of students who felt quite satisfied, and 4.2% who stated that they were very dissatisfied. This shows that there is room for improvement, especially to address aspects that may not be optimal in time management by some instructors. By conducting continuous evaluation and improvement, it is hoped that the quality of teaching in terms of punctuality can continue to improve.

b. Conformity of Learning Plans and Implementation

The suitability of the learning plan and implementation is an important variable for assessing the success of the matriculation program. Based on the results of previous research by Indri Y (2021), the suitability between the learning plan and implementation greatly influences the effectiveness of learning. The study shows that if the learning plan is implemented properly, the teaching and learning process becomes more focused and learning objectives can be achieved more optimally. The results of the assessment of the suitability indicator for the learning plan and implementation show that respondents gave the following assessments:

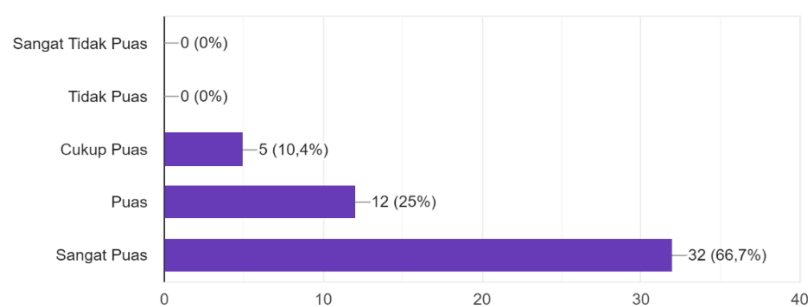


Source: assessed teachers, 2004: <https://forms.gle/P7TmUYqnbvtEQS3A9>

From the graph above, it can be seen that the majority of respondents, namely 33 people (68.8%), gave a very satisfied assessment. Meanwhile, 13 people (27.1%) felt satisfied, and only 3 people (6.3%) felt quite satisfied. No respondents felt dissatisfied or very dissatisfied. These data show that the indicators of the suitability of the learning plan and implementation are in the **very good category**. This reflects that the teacher has been able to implement the learning plan well, so that students feel satisfied with the learning experience they receive.

c. *Mastery of Material*

Mastery of the material taught is an important variable in assessing the success of the matriculation program. Based on the results of previous research by Purnawati, E (2022), the mastery of the material by teachers has a direct effect on the quality of learning. The study shows that good mastery of the material will help students understand the concepts taught and increase their confidence in participating in class discussions. The results of the assessment of the indicator of mastery of the material taught show that respondents gave the following assessments:

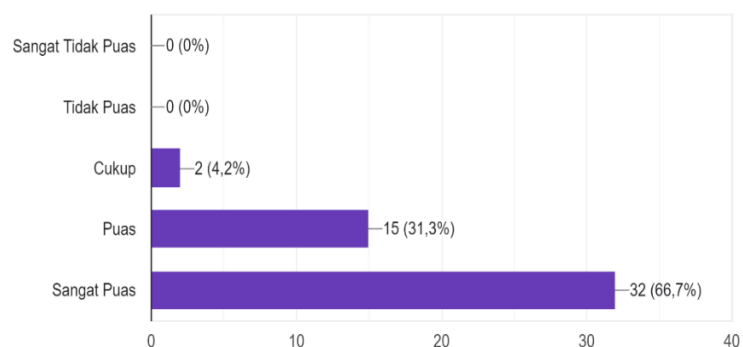


Source: assessed teachers, 2004: <https://forms.gle/P7TmUYqnbvtEQS3A9>

From the table above, it can be seen that 32 people (66.7%) of respondents gave a very satisfied assessment. Meanwhile, 12 people (25%) felt satisfied, and 5 people (10.4%) felt quite satisfied. No respondents felt dissatisfied or very dissatisfied. These data indicate that the indicator of mastery of the material taught is in the **good category**. This reflects that the majority of students feel that the teacher has mastered the material taught well, thus supporting an effective learning process.

d. *Use of Methods*

The use of varied and interesting methods in the matriculation learning process is an important variable for assessing the success of the program. According to research conducted by Septia, M (2024), the use of varied learning methods can increase students' interest and motivation to learn. The study shows that interesting methods help students to be more active in participating in class, thereby increasing their understanding of the material being taught. The results of the assessment of the indicator of the use of learning methods show that respondents gave the following assessments:

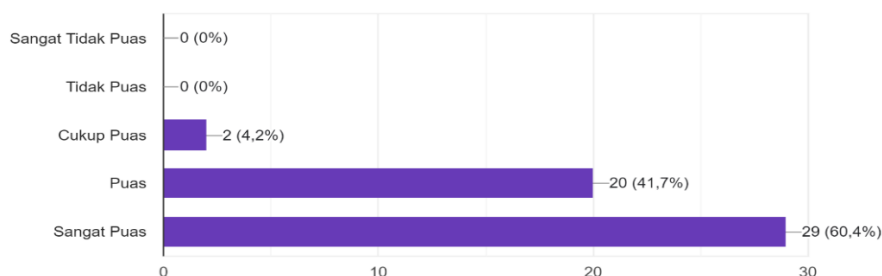


Source: assessed teachers, 2004: <https://forms.gle/P7TmUYqnbvtEQS3A9>

From the table above, it can be seen that 32 people (66.7%) of respondents gave a very satisfied assessment. Meanwhile, 15 people (31.3%) felt satisfied, and 2 people (4.2%) felt quite satisfied. No respondents felt dissatisfied or very dissatisfied. These data indicate that the indicator of the use of varied and interesting methods is in the **good category**. This reflects that the majority of students feel that the instructors have used effective and interesting methods in the learning process, which contributes to the success of the matriculation program.

e. Use of Technology

The use of effective technology or learning media, such as presentations, videos, and applications, in the matriculation learning process is an important variable for assessing the success of the program. According to research conducted by Nababan, et.al (2024), the use of appropriate learning media can increase student involvement in the learning process and facilitate understanding of the material. The study shows that interesting and relevant media can support students in internalizing the concepts taught. The results of the assessment of the indicator of the use of technology or learning media show that respondents gave the following assessments:

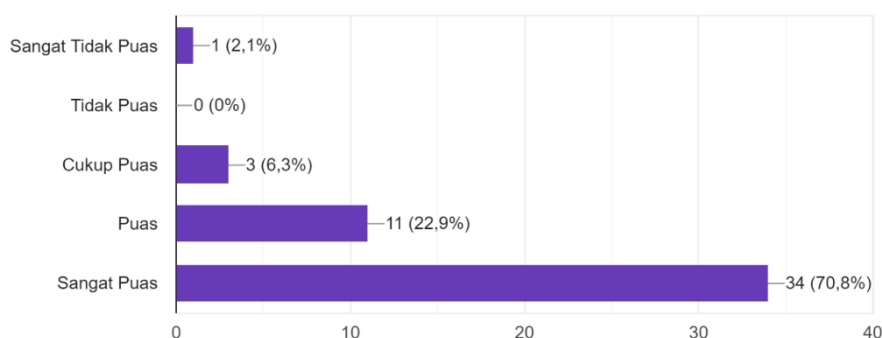


Source: assessed teachers, 2004: <https://forms.gle/P7TmUYqnbvtEQS3A9>

From the graph above, it can be seen that 29 people (60.4%) of respondents gave a very satisfied assessment. Meanwhile, 20 people (41.7%) felt satisfied, and 2 people (4.2%) felt quite satisfied. No respondents felt dissatisfied or very dissatisfied. These data indicate that the indicator of the use of effective learning technology or media is in the **good category**. This reflects that the majority of students feel that teachers have used appropriate technology and media in the learning process, which contributes to the success of the matriculation program.

f. Teacher Attitude

The friendly, open, and respectful attitude of teachers and respect for differences, as well as conducting fair and transparent assessments in the matriculation learning process are important variables in assessing the success of the program. Rafi, K., et.al (2024) showed that a positive and inclusive teacher attitude can increase student confidence and create a supportive learning environment. Fair and transparent assessments also contribute to student satisfaction with the learning process they undergo. The results of the assessment of the teacher attitude indicator show that respondents gave the following assessment



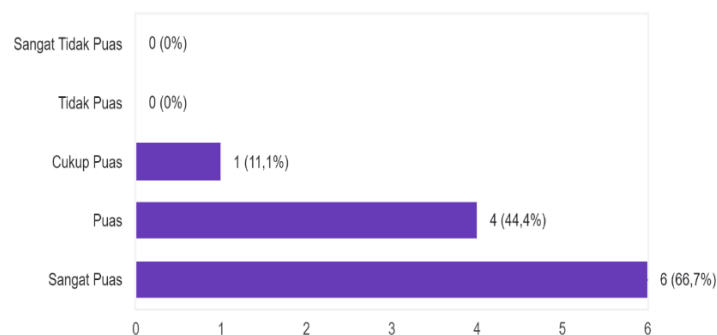
From the table above, it can be seen that 34 people (70.8%) of respondents gave a very satisfied assessment. Meanwhile, 11 people (22.9%) felt satisfied, and 3 people (6.3%) felt quite satisfied. Only 1 person (2.1%) felt very dissatisfied, without any respondents feeling dissatisfied. These data show that the teacher attitude indicator is in the **good category**. This reflects that the majority of students feel that the teachers have shown a friendly, open attitude, and respect for differences, which has a positive impact on their learning experience in the matriculation program.

2. Agribusiness Study Program

a. Teacher Time and Punctuality

The variables of time and punctuality of instructors play an important role in evaluating the success of a matriculation program. The main indicator used to assess the punctuality of instructors is their ability to start and end classes according to the predetermined schedule. Discipline in terms of time greatly influences the student's learning experience. According to research results, time discipline in learning can increase the effectiveness of material delivery and maximize student involvement during the learning process (Sagala, MD, et.al 2023).

Based on the evaluation results of the matriculation lecturers of the Agribusiness Study Program, 66.7% or 6 students felt very satisfied, 44.4% or 4 students felt satisfied, 11.1% or 1 student felt quite satisfied, and no students felt dissatisfied or very dissatisfied. From these results, it can be concluded that students' assessments of lecturers in the Agribusiness Study Program are quite positive. The majority of students feel satisfied to very satisfied with the performance of the lecturers, which reflects the effectiveness and quality of the teaching provided.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

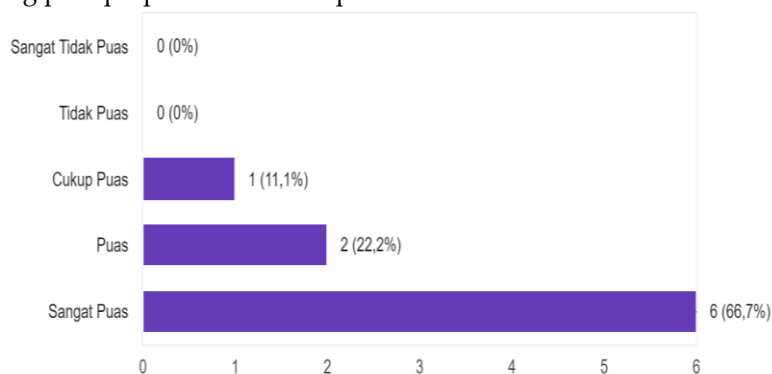
The positive assessment given by the majority of students to the matriculation lecturers of the Agribusiness Study Program shows that the factors of time discipline and the teacher's accuracy in starting and ending classes according to schedule play an important role in increasing student satisfaction. This is in line with the research findings by Surjawo, SP (2024), which states that the teacher's discipline in adhering to the schedule can increase the effectiveness of learning, create a regular learning atmosphere, and help students manage their study time better.

Furthermore, research by Santoso and Pratama (2023) also shows that when teachers are able to utilize time well, this not only impacts the effectiveness of delivering material, but also increases students' motivation to actively participate in class. Time discipline reflects the professionalism of teachers, which ultimately affects the level of student satisfaction with the teaching they receive.

The results of the evaluation of matriculation instructors in the Agribusiness Study Program with the majority of students feeling very satisfied and satisfied, indicate that the instructors have succeeded in this aspect. The instructors' punctuality, coupled with an effective teaching approach, also supports the success of the matriculation program as a whole. This evaluation is an important basis for further development, where the focus on time discipline can continue to be maintained and improved to ensure the success of the program in the future.

b. Conformity of Learning Plans and Implementation

The evaluation analysis of the matriculation instructors of the Agribusiness Study Program based on the indicator of the Suitability of the Learning Plan and Implementation showed very positive results. Of the total respondents, 66.7% or 6 students stated that they were very satisfied, 22.2% or 2 students felt satisfied, and 11.1% or 1 student felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results indicate that the matriculation instructors in the Agribusiness Study Program are in the very good category, because the majority of students feel satisfied to very satisfied with the suitability between the learning plan prepared and its implementation in class.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

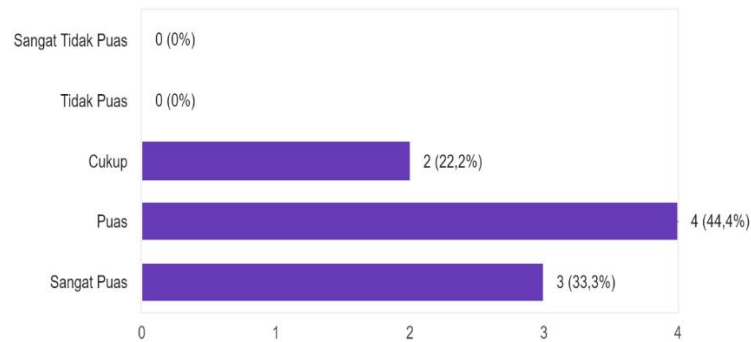
This evaluation shows that teachers are able to design learning that is in accordance with previously set targets and objectives. The suitability of the learning plan and implementation is an important aspect that reflects how well teachers follow the syllabus, adjust teaching methods, and achieve learning objectives. Research by Wibowo, H (2020) supports this finding, where the suitability between the learning plan and implementation contributes significantly to student satisfaction and the overall quality of learning. Furthermore, research by Rahmat, PS (2021) also emphasizes that teachers who can implement learning plans according to the curriculum tend to be more appreciated by students and are able to create a conducive learning atmosphere.

Based on the results of this evaluation, it can be concluded that the matriculation instructors in the Agribusiness Study Program have succeeded in the aspect of the suitability of the learning plan and implementation, which has a direct impact on student satisfaction. To maintain these good results, instructors are advised to continue to strengthen the implementation of the learning plan and adapt to student needs dynamically.

c. Mastery of Material

Based on the evaluation of the matriculation instructors of the Agribusiness Study Program with the indicator of material mastery, the results showed that 33.3% or 3 students stated that they were very satisfied, 44.4% or 4 students felt satisfied, and 22.2% or 2 students felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results indicate that the matriculation instructors of the Agribusiness Study Program are in the good category in terms of material mastery. The majority of students feel satisfied to very satisfied with the competence of the instructors in delivering learning materials.

The teacher's mastery of the material is very important in the learning process because it affects how **effectively** the teacher can convey relevant concepts to students. According to research by Rukman, MKB (2019), good mastery of the material by teachers plays a major role in improving student understanding and building trust in the quality of teaching. In addition, research by Suryani, Y (2024) also supports that teachers who master the material in depth tend to be able to answer student questions more accurately, and convey information in a more interesting and easy-to-understand way.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

The results of this evaluation show that the matriculation instructors in the Agribusiness Study Program have good mastery of the material, but there is still room for **improvement**, especially in increasing the percentage of students who feel very satisfied. By continuing to improve the quality of mastery of the material, instructors can better facilitate a more effective and satisfying learning process for students.

In the context of mastery of material, the ability of teachers to master the topics taught in depth **greatly** influences the success of the learning process. Teachers who master the material well can convey information in a more structured and logical way, so that students can follow the learning flow more easily. According to research by Hapudin, HMS (2021), teacher mastery of the material is also closely related to student confidence in interacting in class, especially in asking questions or discussing the topic being discussed.

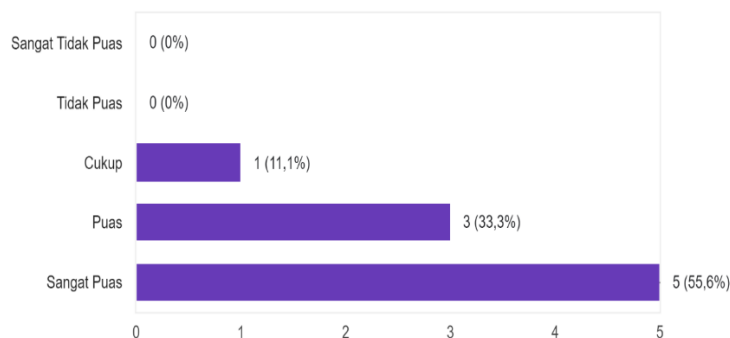
The evaluation results showed that 33.3% of students were very satisfied, 44.4% were satisfied, and 22.2% were quite satisfied, which overall placed the instructor in the good category. This shows that most students feel that the instructor has mastered the material well, although **there** are still some students who feel there is room for improvement. Instructors can continue to deepen their mastery of the material through training, research, and more diverse teaching experiences, so that the quality of material delivery continues to improve.

Another study by Prasetyo and Handayani (2020) emphasized that mastery of material does not only focus on theoretical knowledge, but also on the teacher's ability to deliver material **practically** and relevantly to current situations. Thus, teachers who can relate material to real applications in the field will be more easily accepted by students, which ultimately increases their satisfaction with the learning process.

With these positive evaluation results, teachers are expected to continue to improve the quality of teaching, especially in terms of mastery of the material, so that they can achieve a higher level of satisfaction among students.

d. Use of Methods

Based on the evaluation results of the matriculation lecturers of the Agribusiness Study Program with indicators of lecturers using various methods, 55.6% or 5 students stated that they were very **satisfied**, 33.3% or 3 students felt satisfied, and 11.1% or 1 student felt quite satisfied. No students felt dissatisfied or very dissatisfied.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

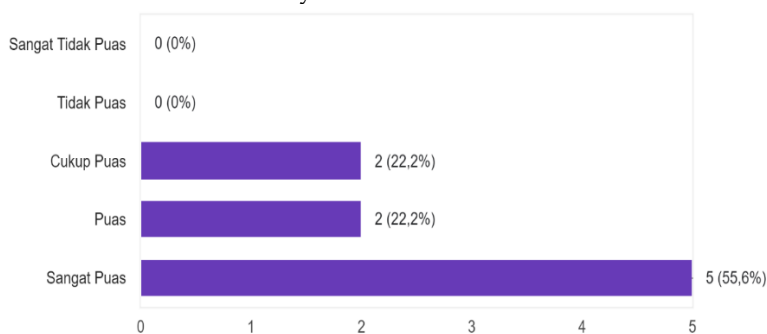
These results indicate that the matriculation instructors of the Agribusiness Study Program are in the very good category in terms of using varied teaching methods. The use of varied methods in learning plays an important role in maintaining student engagement and motivation. Varied teaching methods, such as discussions, presentations, case studies, and the use of digital media, can help students understand the material better. According to research by Prasetyo and Handayani (2020), a variety of teaching methods can increase student engagement and help them connect theory with practice. This also makes learning more dynamic and interactive, so that students feel more motivated to follow the learning process.

Another study by Haryanto, T (2021) emphasized that teachers who are able to combine various teaching methods can create an inclusive and adaptive learning environment to the needs of diverse students. With varied methods, students find it easier to understand the concepts taught because they are actively involved in various forms of learning activities.

With the results of this evaluation, it can be concluded that the matriculation instructors of the Agribusiness Study Program have succeeded in using a variety of teaching methods, which have a positive impact on student satisfaction. Instructors are advised to continue to maintain this approach and explore new relevant methods to further improve the quality of learning.

e. Use of Technology

Based on the evaluation results of the matriculation lecturers of the Agribusiness Study Program with the indicator of Lecturers using technology or learning media effectively, 55.6% or 5 students stated that they were very satisfied, 22.2% or 2 students felt satisfied, and 22.2% or 2 students felt quite satisfied. No students felt dissatisfied or very dissatisfied.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

These results indicate that the matriculation teachers of the Agribusiness Study Program are in the very good category in the use of technology or learning media. The effective use of technology in the learning process is an important component to improve the quality of teaching. Technologies such as digital presentations, learning videos, and educational applications can help students understand the material better and facilitate the delivery of information. According to research by Molebila, E., et.al

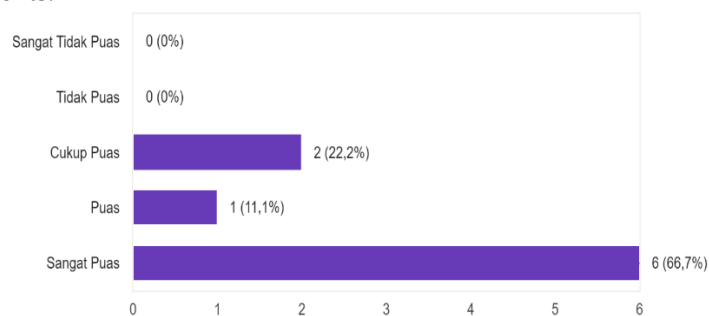
(2024), teachers who use technology-based learning media effectively tend to be able to attract students' attention better and increase their active participation during the learning process. This also makes learning more interesting and relevant to the needs of the times.

In addition, research conducted by Kurniawan and Arief (2020) shows that the integration of technology in learning has a positive impact on deeper understanding of concepts among students, especially in the context of distance or hybrid learning which is increasingly commonly used. The use of visual and interactive media such as videos and learning applications can enrich students' learning experiences, increase information retention, and create a more dynamic classroom atmosphere.

The results of this evaluation confirm that the matriculation instructors of the Agribusiness Study Program have utilized technology and learning media effectively, which has an impact on student satisfaction. To continue to improve the quality of teaching, instructors are advised to continue to update their knowledge of the latest relevant technology and improve their ability to use it optimally.

f. Teacher Attitude

Based on the evaluation results of the matriculation instructors of the Agribusiness Study Program with the indicator of the Attitude of the Instructor respecting and appreciating differences in views and backgrounds of students, 66.7% or 6 students stated that they were very satisfied, 11.1% or 1 student felt satisfied, and 22.2% or 2 students felt quite satisfied. There were no students who felt dissatisfied or very dissatisfied. These results indicate that the matriculation instructors of the Agribusiness Study Program are in the very good category in terms of their attitude of respecting differences in views and backgrounds of students.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/ius7SAZxpGmDoBaS9>

The inclusive attitude of teachers and respect for the differences in views and backgrounds of students is very important in creating a conducive and comfortable learning environment. According to research by Haris and Wulandari (2020), teachers who are able to appreciate diversity in the classroom tend to be more successful in building positive relationships with students, so that students feel more appreciated and supported in the learning process. This also has an impact on increasing student learning motivation and active participation.

Another study by Putri and Santoso (2019) showed that teachers' openness to differences of opinion can create a more dynamic learning atmosphere, where students feel safe to voice their ideas without fear of discrimination or rejection. This is important in encouraging students to think critically and develop interpersonal skills needed in the workplace. With these positive evaluation results, teachers are expected to continue to maintain an inclusive attitude and respect for diversity, as well as continue to improve their ability to create a friendly and supportive classroom atmosphere.

4. CONCLUSION

The results of the evaluation of teaching in the matriculation program at Tribuana Kalabahi University show a generally high level of student satisfaction in various study programs. Based on the evaluation data showing that 72.9% of students felt very satisfied, 25% were satisfied, and 6.3% were quite satisfied, with no respondents stating that they were dissatisfied or very dissatisfied, the

matriculation teachers in the Theology Education Study Program are in the very good category. These results reflect that the quality of teaching provided has met students' expectations very satisfactorily.

With 77.8% of students feeling very satisfied, but 11.1% feeling dissatisfied and 11.1% feeling very dissatisfied, the matriculation instructors in the Agribusiness Study Program are in the fairly good category. Although the majority of students showed a high level of satisfaction, the percentage of dissatisfaction indicates that evaluation and improvement are needed in certain aspects so that student satisfaction can be improved as a whole.

Study programs that have achieved a very good level of satisfaction, such as Theological Education, are advised to continue to maintain the quality of teaching. Efforts to improve teaching methods, use of technology, and more varied approaches can be considered to maintain the quality standards that have been achieved. Given the percentage of dissatisfaction in the Agribusiness Study Program, a focused evaluation should be carried out to identify the causes of this dissatisfaction. Development of materials, adjustments to teaching methods, or training for teachers can be carried out so that the quality of teaching is more in line with student expectations.

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