

Analysis of English lecturer assessment using academic information system (SIKAD) institution

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Abstract - This research describes the English lecturer's assessment by students in odd semesters in the 2022/2023 academic year using Academic Information System. This research is descriptive qualitative research. This research uses data from questionnaire results from SIKAD or *Sistem Informasi Akademik* Institut Teknologi Bisnis AAS Indonesia at sikad.itbaas.ac.id. The finding shows that ITB AAS implements monitoring of lecturers in carrying out their teaching duties by allowing students to fill out questionnaires "Lecturer Assessment by Students" by filling in SIKAD, especially in the odd semester of 2022. Students must fill in a value, which ranges from 0-4, each questionnaire consisting of 43 questions. The questions used for obtaining lecturer assessments by students in the form of a checklist regarding lecturer performance in daily lecture activities in odd semesters 2022/2023 include aspects of lectures including planning, implementation, evaluation, and lecturer's personality. There are 32 students from S1 Accounting study program fulfill the questionnaire. From the questionnaire, it is obtained an average rating of 3.83 on a scale of 0-4 or with "Very Good" criteria. It also shows that most dominant students choose the score (4) which shows the students perceive positively about English lecturers in the teaching and learning process. The further research needs to be implemented to know more classes and students about their 'perception' toward the English Language Teaching (ELT) process during one semester.

Keywords: academic information system; lecturer assessment; SIKAD (Sistem Informasi Akademik)

1. Introduction

The application of technology in various fields has become commonplace because technology is seen as a tool that can facilitate human work (Librado, 2017). The development of information technology has significantly impacted every layer of human life, both individually and as an organization, which has made information technology investment important (Muksalmina, 2018). One important factor in the strategy is the development of information and technology systems. It means that information technology and information systems have a very important role for an agency or company that utilizes information technology in business activities (Hadiyanto et al, 2020).

Current technological developments have experienced a very rapid increase. Technological advancements have happened in every element of human existence, not just one. One of the technologies that has seen extremely quick development is computer technology, which has evolved tremendously rapidly. With the advancement of technology, computers are able to provide us with several advantages in terms of timeliness, decreased document handling, and other benefits; as a result, information has become crucial (Gamaliel, 2018).

Gamaliel (2018) states that information is needed and used by organizations to support their activities. There are technological developments that should be utilized by the organization, as well the challenges the business world is causing organization must be able to use information technology to be able to achieve goals set by the organization. Because this is what the organization needs a system. Systems that utilize technology, especially computers, to process information can form a computer-based information system reliably to obtain maximum results in meeting the needs of the organization.

The increasing need for information results in an increasing need for the development of information systems. In carrying out their activities, organizations are always required to manage the processes that occur from collecting, sorting, entering, and processing data, to storing, and delivering information from their daily activities. The use of internal information systems in business and organizational activities is urgently needed to increase the efficiency, productivity, and competitiveness of companies in the era of globalization. That matter also applies to the world of education today. Utomo et al (2017) explain that a market-oriented academic strategy is very necessary for an institution's education can succeed in the competition in the education world.

The emerging popularity of web technologies and their applications has created new opportunities for higher education institutions (Handayani & Sudiana, 2015; Amrullah, 2023; Susanto et al, 2022). Management of higher education is currently unable to separate from the use of information technology (Meilani et al., 2020). Starting from handling administrative problems admission of new students, data management of student academics, implementation of activities lectures, human resource management, as well executive policy-making process, can be resolved effectively and optimally with the utilization of information systems. In general, universities in Indonesia currently This has started to improve in data processing and academic service. Most have used an academic-based information system digital electronics so that data handling can be executed effectively and efficiently. Development of academic management needs will be increasingly complex, therefore the development of the system.

Academic information should be satisfaction-oriented users as a way of measuring the level of success of the information system. Giap et al. (2020) explain that the development of technology is currently giving rise to breakthroughs, especially in the world of education, such as the existence of an Academic Information System. Application of a web-based academic information system or SIAKAD that is especially created to satisfy the requirements of an educational institution, in Indonesia named *Sistem Informasi Akademik* (Elly & Fatmasari, 2020). Academic Information System (SIAKad) is an application that integrates all the main processes of the education business, into an information system supported by information technology (Akbar et al., 2022).

Academic activity is a core activity in educational institutions, in the academic, there is a record of data on students starting from students register, accepted as students, records of educational expenses, and records of learning activities student until the student graduates. All activities. Academics are usually contained in an information system academic applied to educational institutions (Nofikasari et al., 2016). Application Academic Information Systems will be effective if supported by various parties

involved in this system. In the higher education environment, the use of information technology includes managing class schedules, student study plans, and student study results (Harleni & Marisa, 2018). Management of the Academic field will become more effective and efficient after being assisted by the use of information technology in the form of an Academic Information System (SIKAD).

The Academic Information System (SIKAD) is an educational support system so that in the educational process it can provide better information services to students. SIKAD has a vital role in managing all matters relating to the implementation of academic activities, because, in an academic information system, the existing academic components can interact with each other (Suryawan & Prihandoko, 2018). This information system provides information services in the form of data regarding academic needs. The type of service includes: new student data storage, determining class schedules, making schedules for teaching, study results cards, as well as details of the costs of lectures (Utomo et al., 2017). SIKAD or e-learning is an online learning media that contains complete features that can be utilized for the lecture/learning process (Ramadhani, 2021).

The features contained in SIKAD or e-learning include discussions, material, assignments, exams, video, audio, and absences. Bora and Yusdinata (2017) state that SIKAD is an Academic Information System designed to facilitate online campus academic administration activities, including the New Student Admissions (PMB) process, creating class schedules, filling out Study Plan Cards (KRS), filling in grades, guardianship, and management of lecturer & student data. An academic information system (SIKAD) is an academic service intended for internal students to access related information academic notes during the lecture process. The information submitted includes study plan information card (KRS), card study results (KHS), moderate class schedule followed, the financial balance per semester registration, personal data, and daily agenda (Gamaliel, 2018). An academic information system (SIKAD) is a device or software that can provide information services in the form of student data, classes, teachers, student schedules learning, teaching schedules, and student grades. When learning was still conventional, students visited schools to obtain academic-related information. But now learning has turned into an online system (online/online), students cannot visit schools, so this makes it difficult for students and their parents to get information about academic information. With online SIKAD it can be used to manage academic data and convey academic information to students and parents about grades, class schedules and e-reports. In addition, SIKAD can help the academic process in current learning because it can be accessed anywhere and anytime because this application is mobile and online based (Nuraeni et al., 2021). While, according to Sapari (2018), the usage of the Academic Information System (SIKAD) have positive benefits in Academic Management.

Harleni & Marisa (2018) explains that SIKAD provides registration information, student biographical information, class schedules, information on the development of student learning outcomes, a recapitulation of academic grades, teaching assignments for lecturers, and other statistical data, among other facilities. In addition, SIKAD also provides printing facilities for academic administration needs that can be used by each Study Program. SIKAD is also one of the service facilities available to help students succeed in their studies, and is used by students to help improve their academic achievement (Hami & Anggraini, 2022). The academic information system (SIKAD) is one of the systems used to support the process of continuing lectures, therefore academic services are needed that are timely, accurate, and meet needs (Widayanti & Lestari, 2022). Solahudin (2021) states that the Academic Information System is one of the applications designed for the needs of school administrative data processing with the aim that academic data is better managed in making decisions in the school environment. While, Hadiyanto et al (2020) states that SIKAD is an academic information system built to provide convenience to users and agencies in online academic administration activities, such as making class schedules, filling in student KRS online, and student administration processes.

According to Zahro and Retnowati (2017) SIKAD has several functions including Filling out a study plan card at the time of guardianship, seeing the condition of students outside the guardianship, Uploading lecture material, Giving assignments to students, To upload grades. However, of these functions, only a few functions are carried out by all lecturers, namely when filling out the study plan card at the time of guardianship and uploading grades. This is due to academic rules that require

lecturers to carry out academic guidance assignments and upload grades so that in the system the lecturer has the assumption that SIAKAD is mandatory for these activities. Meanwhile, other functions that are not utilized optimally by lecturers are the function of seeing the condition of students outside of guardianship, uploading lecture material, and giving assignments, for example, it is just a complementary function so that the lecturer has no obligation to do so, even though if seen from the SIAKAD function, the SIAKAD function should be able to maximally executed.

There are several previous studies related to the use of academic information systems (SIAKAD). First, Anwar (2016) states that the application of an academic information system (SIAKAD) in the MPI Study Program has been developed for three academic years by IAIN Sultan Amai Gorontalo for handling KRS spending, lecture schedule, course approval by Academic Advisor lecturers, attendance, monitoring of lectures by lecturers and students and assessment system. Second, Fatih (2017) explains that Academic Information Systems (SIAKAD) web-based online in the college environment is important for carrying out, considering the existence of SIAKAD can help in simplifying administration related to one's academic students. Third, Zahro and Retnowati (2017) state that Pekalongan University already has an academic information system or SIAKAD as a system for integrating and connecting academic administrative activities that makes it easy for academics to intertwine integrated information. However, only a few functions are carried out by all lecturers, namely when filling out the study plan card at the time of guardianship and uploading grades. This is due to academic rules that require lecturers to carry out academic guidance assignments and upload grades so that in the system the lecturer has the assumption that SIAKAD is mandatory for these activities. Meanwhile, other functions that are not utilized optimally by lecturers are the function of seeing the condition of students outside of guardianship, uploading lecture material, and giving assignments. Fourth, Muksalmina (2018) states that the implementation of SIAKAD online at the Faculty of Da'wah and Communication UIN Ar-Raniry has been running smoothly, where students and lecturers can use Siakad online properly regarding academic portals without any obstacles because they are already familiar with the technology. The application of SIAKAD is easy to access because it can be accessed anytime, anywhere, in accessing the academic portal can be accessed via a mobile computer connected to the internet network. Fifth, Suprpto et al (2022) state that in AMIK Dian Cipta Cendikia Pringsewu, a web-based academic information system or SIAAKD in a systematic and structured manner can reduce problems that occur in the current system. Academic management can be done quickly without having to manually and the existence of an academic information system can assist staff in processing student data.

In this case, ITB AAS has also used the Academic Information System (SIAKAD) to support academic activities which can be accessed on siakad.itbaas.ac.id/. Utilization of Information Technology in the management of this institution is needed so that the management of this institution is more effective and efficient, namely by using the Academic Information System (SIAKAD). ITB AAS is trying to face administrative and academic constraints on student affairs such as filling out a card Study Plan (KRS), Monitoring Results of Card Studies (KHS), class and lecturer information, as well as scheduling lectures and exams, have participated in Academic Information System program (SIAKAD) which has begun to be developed. There is SIAKAD is expected to be able to improve student academic administration in each faculty or previous study program still run manually, with the hope of harmony between sources of power-related information such as students, faculty, and staff in this regard to academic and student affairs can be realized. With this SIAKAD, it is also expected to be able to provide information that is accurate, fast, and exact in the end this process can shorten the time without reducing the quality of information and addressing results more efficiently in presenting information for all parties.

SIAKAD ITB AAS Indonesia shows that lecturers teach courses for several classes marked with several views like "Curriculum, Course Code, Study Program, Class Name, Teacher, Weekly Schedule, Classroom Capacity, Number of Students, Grades, and Actions". The "Action" display above it shows several options such as "Teaching Lecturer, Lecture Contract, Lecture Schedule, Class Participants, Class Presence, Exam Schedule, Lecture Value, Questionnaire Recap, Semester Learning Plans and Lecture Program Units, and Coursework. In the "Recap Questionnaire" option, the display above will appear along with several options/menus such as "Study Program, Course, Curriculum, Capacity,

Period, Class Name, Lecture System, and Participants/Students". In SIAKAD ITB AAS, especially in Recap Questionnaire, there is Lecturer Assessment Questionnaire. This questionnaire is filled in by students to assess the institution and is filled out 1 time in each period as one of the student requirements to see the value of the Study Result Card and carry out the Study Plan Card in the next period if the questionnaire has been filled. To guarantee an improvement in service quality sustainability, it is necessary to evaluate learning activities. One way that can be used as a lecturer performance evaluation tool in learning activities is by distributing questionnaires to students called "Evaluation of Lecturers by Students".

"Lecturer Evaluation by Students" is an instrument for assessing lecturers in English courses in learning at the end of the semester. It needed students' participation in filling out this questionnaire. Lecturer evaluation shows the role of students in helping improve quality learning. Lecturer evaluation is useful for lecturers as information to improve themselves if there are deficiencies in learning, as well as developing potential and his/her abilities. Lecturers can make lecturer evaluations a reference in compiling quality improvement programs learning processes and lecturer performance. Another main thing is that students can feel continuous improvement in the quality of the learning process.

As stated in the previous studies, all studies above focus on the implementation of SIAKAD in higher education including benefits and problems. But there is no research discussion on the questionnaire (lecturer evaluation) menu in SIAKAD. The researcher is interested to discuss the Lecturer Assessment by Students in the menu "Questionnaire Recap" in SIAKAD ITB AAS Indonesia. Therefore, the objective of this research is to describe the English lecturer's assessment by students in odd semesters in the 2022/2023 academic year using Academic Information System or SIAKAD (*Sistem Informasi Akademik*) ITB AAS Indonesia at siakad.itbaas.ac.id.

2. Method

This research is descriptive qualitative research. Qualitative claims to "add value" through the process of analysis (regardless of the particular method of analysis used). By extracting, clarifying, elaborating, and/or explaining the meaning(s) contained in the data (Wilig, 2012). Therefore, in this research, the researcher describes the data findings descriptively. This method collects data about rating students towards the Teaching and Learning Process by using a document. Document analysis is a technique for data collection in qualitative research in education (Galan, 2022). Given (2015) adds that documents can be used as the sole focus for data collection and analysis. The type of document used is in form of a questionnaire result or recap which is loaded on the Academic Information System website (SIAKAD) ITB AAS on the following link <https://siakad.itbaas.ac.id>. Evaluations carried out by students are carried out at the end of each semester. Every student is indirectly required to do so evaluation of the subject caretaker lecturer before being allowed to see the grades obtained from the lecturer concerned. The results of the questionnaire will show the quality of lecturers in the implementation of learning. This method of analyzing data uses data reduction, data display, and conclusion as proposed by Miles et al (2018). In reducing data, the researcher reduces or simplifies the data related to the focus of this research, the researcher displays the data in figures/pictures to make it understandable, then the researcher concludes the research.

3. Results and Discussion

3.1 Findings

This research is to describe the English lecturer's assessment by students in odd semesters in the 2022/2023 academic year using Academic Information System or SIAKAD (*Sistem Informasi Akademik*) ITB AAS Indonesia at siakad.itbaas.ac.id. The Academic Information System website (SIAKAD) ITB AAS Indonesia can be accessed at <https://siakad.itbaas.ac.id>. The figures below show the view of SIAKAD ITB AAS Indonesia. There is a "Perkuliahan" menu which consists of E-Learning (academic learning), "Mata Kuliah" (list of lecturer courses), and "Kelas Kuliah" (student credit references).

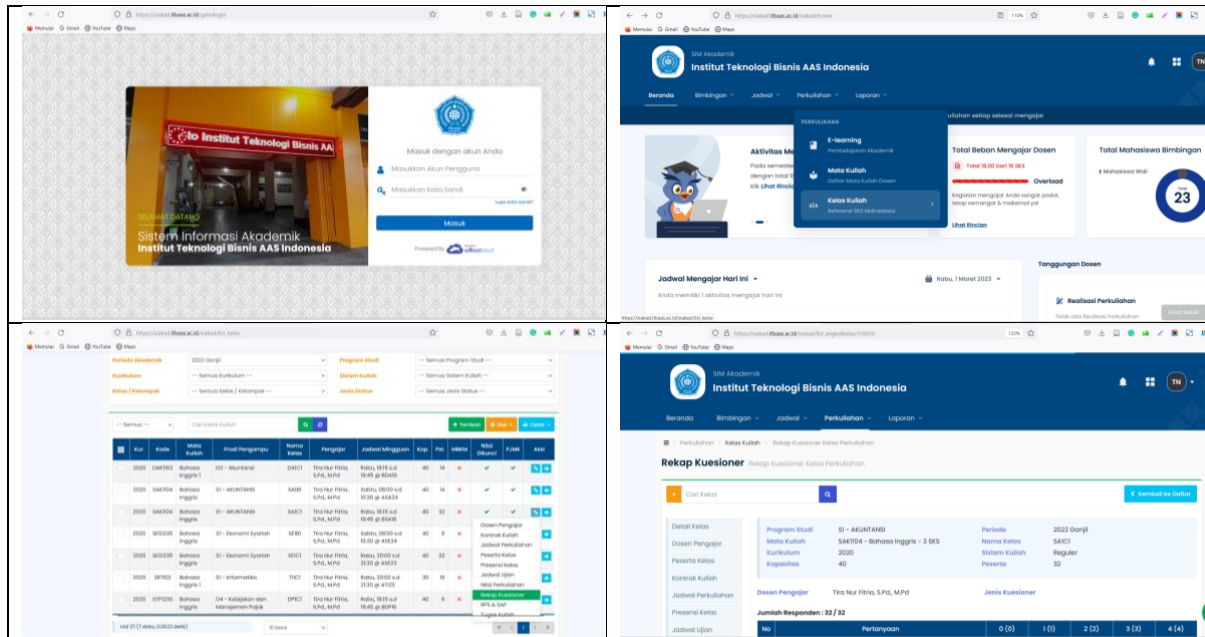


Figure 1 A View of SIAKAD ITB AAS Indonesia (<https://siakad.itbaas.ac.id>)

Based on the figures above, we can select the "Kelas Kuliah" menu it will show a list of classes and lecture schedules such as the academic period. We can open the academic period for example "2022 Ganjil" to find out the courses we have taught in the previous semester. In this selection, several courses and classes that we have taught before will appear. In the odd semester of 2022, it shows that lecturers teach English courses for several classes marked with several views like "Curriculum, Course Code, Study Program, Class Name, Teacher, Weekly Schedule, Classroom Capacity, Number of Students, Grades and Actions". The "Action" display above it shows several options such as "Teaching Lecturer, Lecture Contract, Lecture Schedule, Class Participants, Class Presence, Exam Schedule, Lecture Value, Questionnaire Recap, Semester Learning Plans and Lecture Program Units, and Coursework. In the "Recap Questionnaire" option, the display above will appear along with several options/menus such as "Study Program, Course, Curriculum, Capacity, Period, Class Name, Lecture System, and Participants/Students"

As in the previous semester period each semester, students are allowed to fill out the Teaching Lecturer Assessment Questionnaire during the Active semester. For this reason, before students can access the Study Card Card Reports in the current semester. students are required to fill out a Teaching Lecturer Assessment Questionnaire first. There are some ways to fill in the Lecturer Assessment Questionnaire. Students first log in at SIAKAD (<https://siakad.itbaas.ac.id>), after successfully entering on the Dashboard page, students can select the Lectures menu, select the Lecturer Assessment Questionnaire menu, fill in all Courses taken this semester. After completion, students can view Semester Grade reports on Menu → Reports → Study Results Card. After the students fill out the questionnaire, the results of the questionnaire can be seen below.

Table 1 Questionnaire Form in SIAKAD

No	Statement	0 (0)	1 (1)	2 (2)	3 (3)	4 (4)
1.	Mastery of learning materials	0	0	0	0	32
2.	Special time is provided to discuss lecture material	0	0	0	3	29
3.	Systematic organization of lecture material	0	0	0	4	28
4.	Development of soft skills	0	0	0	5	27
5.	Learning materials and processes	0	0	1	5	26
6.	Appropriateness of the material provided and the competencies set	0	0	0	7	25
7.	Efforts to arouse students' interest in this subject at the beginning of lectures	0	0	0	5	27
8.	The ability to liven up the classroom atmosphere	0	0	0	5	27

9.	The clarity in the delivery of learning objectives, materials, and answers to questions in class	0	0	1	4	27
10.	The ability to direct the discussion so that it reaches the target	0	0	0	3	29
11.	Diversity of learning methods (lectures, discussions, Student-Centered Learning, question, and answer)	0	0	0	4	28
12.	Appropriateness of exam material and/or assignments with the competency objectives of the course	0	0	0	4	28
13.	Providing feedback on assignments (returning assignments)	0	1	0	6	25
14.	Diversity of ways to measure learning outcomes/evaluations	0	0	0	4	28
15.	Utilization of learning media and technology	0	0	0	4	28
16.	Timeliness of lecturer attendance	0	0	0	2	30
17.	Lecture supporting infrastructure	0	0	1	4	27
18.	Suggestions and criticisms (related to aspects of the lecture atmosphere)	0	0	0	3	29
19.	Easy to get along with all members of the community (including students)	0	0	1	4	27
20.	Tolerance for student diversity	1	0	0	4	27
21.	Appropriateness of the value given to the learning outcomes	0	0	0	5	27
22.	Ability to accept criticism, suggestions, and opinions of others	0	0	0	3	29
23.	Social competence	0	0	0	7	25
24.	Fair in treating students	0	0	0	5	27
25.	One word and action (consistent)	0	0	0	5	27
26.	Wisdom in making decisions (resolving student problems)	0	0	0	6	26
27.	Authority as a personal lecturer	0	0	0	5	27
28.	Ability to use a variety of communication technologies to enrich teaching materials	1	0	0	1	30
29.	Get to know the students who attend the lecture well	0	0	1	4	27
30.	The ability to explain the relationship between the fields/topics being taught and the context of life	1	0	1	4	26
31.	The ability to explain the relationship between the fields/topics being taught and the fields/topics	0	0	0	5	27
32.	Depth and breadth in discussing case examples	2	0	0	3	27
33.	Ability to explain the subject/topic systematically	0	0	0	6	26
34.	Length of the face-to-face meeting according to credits (1 credit: 50 minutes)	0	0	0	5	27
35.	Giving structured assignments (papers, summaries, practice questions/problem-solving, etc.)	0	0	0	7	25
36.	Completeness of course attributes (including lecture contracts, teaching media, and problems)	0	0	0	5	27
37.	Ability to give relevant examples of the concepts being taught	0	0	0	5	27
38.	Mastery of current issues in the field being taught	0	0	2	7	23
39.	Willingness to spend time for consultation outside the classroom	0	0	1	8	23
40.	Ability to control oneself in various situations	1	0	0	6	25
41.	Evaluation method and assessment system/basic competitive test	0	0	0	5	27
42.	Readiness to give lectures and or practice	0	0	0	7	25
43.	Confidence in teaching abilities	0	0	0	4	28
	Number of Answers	6	1	9	198	1162
	Total Score	0	1	18	594	4648
	Total Score					5261
	Average					3.82

Source: https://siakad.itbaas.ac.id/siakad/list_angketkelas/318020

The table above is adapted from SIAKAD ITB AAS Indonesia at https://siakad.itbaas.ac.id/siakad/list_angketkelas/318020. The study program is S1 ACCOUNTING, Period is 2022 Odd, Subject Code is SAK1104 – English 1 - 3 Credits. The class name is SA1C1, using Curriculum 2020, Lecture system is regular class, the class capacity is 40 students, the total participants are 32 students, the teacher, the questionnaire type is a checklist, and the number of respondents are 32 / 32. It shows that all students which consist of 32 students involved in filling out the questionnaire for lecturer assessment. The questionnaire consists of 43 statements related to the lecturer's pedagogic competence including planning, implementation, and evaluation also the lecturer's personality.

The findings above show the students' average question score in assessing the lecturer is 3.83. It also shows that most dominant students choose the score (4) which shows they agree that an English lecturer 1) mastering learning materials. 2) Provide special time to discuss lecture material. 3) using the systematic organization of lecture material. 4) developing soft skills. 5) utilizing learning materials and processes. 6) using appropriateness of the material provided and the competencies set. 7) having efforts to arouse students' interest in this subject at the beginning of lectures. 8) having the ability to liven up the classroom atmosphere. 9) giving clarity in the delivery of learning objectives, materials, and answers to questions in class. 10) The ability to direct the discussion so that it reaches the target. 11) considering the diversity of learning methods (lectures, discussions, Student-Centered Learning, question, and answer). 12) using appropriateness of exam material and/or assignments with the competency objectives of the course. 13) Provide feedback on assignments (returning assignments). 14) Consider the diversity of ways to measure learning outcomes/evaluations. 15) utilizing learning media and technology. 16) considering the timeliness of lecturer attendance. 17) utilizing lecture-supporting infrastructure. 18) accepting suggestions and criticisms (related to aspects of the lecture atmosphere). 19) making it easy to get along with all members and students). 20) giving a tolerance for student diversity. 21) using appropriateness of the value given to the learning outcomes. 22) having the ability to accept criticism, suggestions, and opinions of others. 23) having social competence. 24) showing fairness in treating students. 25) showing one word and action (consistent). 26) having wisdom in making decisions (resolving student problems). 27) showing authority as a personal lecturer. 28) having the ability to use a variety of communication technologies to enrich teaching materials. 29) getting to know the students who attend the lecture well. 30) having the ability to explain the relationship between the fields/topics being taught and the context of life. 31) having the ability to explain the relationship between the fields/topics being taught and the fields/topics. 32) showing depth and breadth in discussing case examples. 33) having the ability to explain the subject/topic systematically. 34) Consider the length of the face-to-face meeting according to credits (1 credit: 50 minutes). 35) giving structured assignments (papers, summaries, practice questions/problem-solving, etc.). 36) considering completeness of course attributes (including lecture contracts, teaching media, and problems). 37) having the ability to give relevant examples of the concepts being taught. 38) mastering current issues in the field being taught. 39) having the willingness to spend time for consultation outside the classroom. 40) having the ability to control oneself in various situations. 41) using evaluation method and assessment system/basic competitive test. 42) having the readiness to give lectures and or practice. 43) having confidence in teaching abilities.

3.2 Discussion

The academic system is a system that must be owned by every tertiary institution. The level of complexity and plurality of interests in higher education management will be easier if the system is divided into several sub-systems where each is focused on only one interest. more comprehensive, where information is managed in a more orderly, systematic manner, followed by standard procedures and rules. Such a system will develop into an academic information system (Ali et al, 2015). The effectiveness of information systems is usually measured from the perspectives of system quality, information quality, and service quality (Anwar, 2016). The existence of an effective and efficient information and data dissemination system causes changes in management methods and ways of working in various agencies and organizations. The level of efficiency and effectiveness of work systems and methods of managing agencies and organizations continues to increase. The world, which previously operated with manual procedures, is starting to experience a shift towards something instant, all of which are the result of the internet. Information can be accessed from any computer that is connected to an internet connection, including in support of education.

The Academic Information System (SIKAD) is a tool to support the implementation of education in educational units and is used to deliver quality management programs to all academics and stakeholders based on information and communication technology such as the internet, local area networks so that educational units can provide better academic services effective and efficient including academic services in Higher education institutions. Higher education institutions must have an

information system prepared to support the management and improvement of the quality of academic programs (Anwar, 2016). A tertiary institution's information system consists of data collection, analysis, storage, data retrieval, presentation of data and information as well as communication with interested parties that are built centrally at the tertiary level and/or distributed to related units.

SIKAD is specifically designed to meet the needs of tertiary institutions that want computerized education services to improve performance, service quality, competitiveness, and the quality of the resulting human resources. ITB AAS Indonesia is one of the tertiary institutions that provide educational facilities and services which in outline continues to try to find out what the needs and desires of students are, including making efforts to continuously improve the quality of academic services provided to students to be able to provide satisfaction to students as users. educational services at ITB AAS Indonesia. Considering that the competitors faced by ITB AAS Indonesia are not only from universities that have the same facilities and services but also from universities that have superior facilities. In dealing with this several forms of academic administration services need to be provided, which include the provision of facilities, provision of service guidelines and procedures, registration and re-registration, Student Study Plan Card (KRS) services, lecture services, lecture evaluation administration, as well as other academic administration services that become part of the academic administration services in each work unit.

An online academic information system makes it easy for students and lecturers as users to search for academic information. Information can be accessed from any computer connected to an internet connection. The purpose of implementing SIKAD is to improve performance, competitiveness, and the quality of existing academic services at ITB AAS. In improving the quality of services provided by the Quality Assurance Unit ITB AAS Indonesia, this institution distributed student assessment questionnaires to lecturers. This activity is considered important as a form of participation in the development of the educational process in the higher education environment. On the other hand, this activity is intended as an implementation of the bottom-up concept to realize the implementation of education based on student needs. The purpose of distributing the questionnaires was to get an overview of the level of student satisfaction with the teaching of education lecturers for one semester. Every semester, students fill out questionnaires that are distributed online. The distribution of questionnaires was carried out during the end of the Semester Final Examination (UAS) online through SIKAD.

In the Academic Information System of ITB AAS Indonesia especially in the odd semester of 2022, it shows that the SIKAD menu “Questionnaire Recap” shows the questionnaire fulfilled by the students. The questions used for obtaining lecturer assessments by students in the form of a checklist regarding lecturer performance in daily lecture activities in odd semesters 2022/2023 include aspects of lectures including planning, implementation, evaluation, and lecturer’s personality. Students can choose the answers that have been provided for the 43 questions for the student assessment questionnaire on the lecturer's teaching and learning process. The questionnaire assessment conducted by students against lecturers will not affect students' academic grades. Each answer will have a weighted value in the category of bad to very good. The method used in measuring the assessment is a Likert scale. The final result will be categorized in a score of 0-4.

In addition to ratings/surveys, written comments are also taken into account which provides further explanations such as work standards, quality, lecturer preparation, or even personality. In addition to scoring in the form of numbers, students are also given the right to provide comments, suggestions, and criticisms of lecturers and the courses they take. The names of students who fill out the questionnaire and comments are confidential, meaning that the lecturer who is being assessed will not know each student who is assessing them, but only the final report (average) and comments will be given. The findings from the questionnaire results show that the 32 students’, obtained an average rating of 3.83 on a scale of 0-4 or with “Very Good” criteria. The results showed that students gave a positive response to the English lecturer's assessment as seen from the average score of the questionnaire results.

The questionnaire result also shows that most dominant students perceive positive about English lecturers in teaching and learning process including: 1) mastery of learning materials, 2) time to discuss lecture material, 3) systematic organization of lecture material, 4) development of soft skills, 5) learning materials and processes, 6) appropriateness of the material provided and the competencies set, 7) efforts

to arouse students' interest in this subject at the beginning of lectures, 8) the ability to liven up the classroom atmosphere, 9) the clarity in the delivery of learning objectives, materials, and answers to questions in class, 10) the ability to direct the discussion to reach the target, 11) diversity of learning methods (lectures, discussions, student-centered learning, question, and answer), 12) appropriateness of exam material and/or assignments with the competency objectives of the course, 13) feedback on assignments (returning assignments), 14) diversity of ways to measure learning outcomes/evaluations, 15) utilization of learning media and technology, 16) timeliness of lecturer attendance, 17) lecture supporting infrastructure, 18) suggestions and criticisms (related to aspects of the lecture atmosphere), 19) easy to get along with all students, 20) tolerance for student diversity, 21) appropriateness of the value given to the learning outcomes, 22) ability to accept criticism, suggestions, and opinions of others, 23) social competence, 24) fair in treating students, 25) one word and action (consistent), 26) wisdom in making decisions (resolving student problems), 27) authority as a personal lecturer, 28) ability to use a variety of communication technologies to enrich teaching materials, 29) get to know the students who attend the lecture well, 30) the ability to explain the relationship between the fields/topics being taught and the context of life, 31) the ability to explain the relationship between the fields/topics being taught and the fields/topics, 32) depth and breadth in discussing case examples, 33) ability to explain the subject/topic systematically, 34) length of the face-to-face meeting according to credits (1 credit: 50 minutes), 35) giving structured assignments, 36) completeness of course attributes (lecture contracts, teaching media, and problems), 37) ability to give relevant examples of the concepts being taught, 38) mastery of current issues in the field being taught, 39) willingness to spend time for consultation outside the classroom, 40) ability to control oneself in various situations, 41) evaluation method and assessment system/basic competitive test, 42) readiness to give lectures and or practice, and 43) confidence in teaching abilities.

The purpose of the Lecturer Performance Assessment by students is to provide information to teaching lecturers to make the right decisions about improving lecturer teaching. This is a positive process and must be used to increase student learning development. ITB AAS has a standard instrument for collecting data from students regarding the response and evaluation of teaching and learning toward subject lecturers. The instrument consists of two main topics, Lecture Evaluation, and Lecturer Evaluation which are divided into four parts: planning and preparation of material delivery techniques and evaluation relationship between students and lecturers. By filling out the questionnaire, it means that students have participated to help improve the quality of learning. Questionnaires are very useful for lecturers to evaluate if there are still deficiencies so that they can develop their potential and strengths.

The results of completing the questionnaire were then disseminated to lecturers during the learning evaluation at the beginning of the next semester. When there is a difference in the assessment, this team will poll and try to provide a solution based on what happened. Reports on student satisfaction levels will also be a motivation for lecturers to always innovate in providing services to students. The report is also a consideration for the Institute of Technology Business AAS Indonesia in developing the campus in a better direction following student expectations. By filling out this lecturer assessment questionnaire, students can actively participate in improving the quality of service for lecturers and education staff within the Institute of Technology Business AAS Indonesia. Therefore, the questionnaires distributed to students ahead of the Semester Final Examinations (UAS) can be said to be important for input and constructive criticism in making this campus a more qualified one.

The teaching and learning process in tertiary institutions involves students and teachers (lecturers). Students can be more motivated in learning and students can do creative and innovative things because there is a broad thought stimulus from the teacher (lecturer). Informed teachers and active students will produce good quality teaching and learning outputs. Teachers or lecturers have the right to assess students by giving a final grade at the end of the semester and vice versa, students also have the right to assess lecturers by assessing several variables in teaching. Determining the assessment obtained from students will result in decisions about the teaching quality of lecturers, which are classified as very good, good, sufficient, or very poor. Therefore, the results of the questionnaire are expected to be able to produce decisions on the teaching quality of lecturers.

Education is very important for the development of human life and for creating a better future. So deep learning education must be addressed, learning which is a combination of activities learning, and teaching has a good purpose. To achieve national education goals, lecturers are needed as the main actors in learning activities and are required to have competent pedagogic, professional, personality, and social so that learning activities can be done in a comprehensive manner that includes cognitive, psychomotor, and affective. To guarantee an improvement in service quality sustainability, it is necessary to evaluate learning activities. One way that can be used as a lecturer performance evaluation tool in learning activities is by distributing questionnaires to students called Evaluation of Lecturers by Students.

Lecturer Evaluation by Students is an instrument for assessing lecturers in English courses in learning at the end of the semester. Student participation in filling out. Lecturer evaluation shows the role of students in helping improve quality learning. Lecturer evaluation is useful for lecturers as information to improve themselves if there are deficiencies in learning, as well as developing potential and abilities. Lecturers can too make lecturer evaluations a reference in compiling quality improvement programs learning processes and lecturer performance. Another main thing is that students can feel continuous improvement in the quality of the learning process. In general, the purpose of the evaluation of learning/lecture evaluation is to know the extent to which the process and results of the implementation of the teaching and learning process carried out by lecturers or lecturer performance in learning so that the results can be used as input material in determining work program in the following semester. Specifically, the purpose of the evaluation of learning/lecture evaluation is: For: a. Measuring the level of student satisfaction in implementing the teaching and learning process carried out by lecturers in the university environment. b. Evaluate teaching and learning process activities carried out by lecturers or course tutors. c. As input material for leaders in determining policies relating to teacher training. d. Measuring the effectiveness of the implementation of work programs that have been carried out.

4. Conclusion

ITB AAS implements monitoring of lecturers in carrying out their teaching duties by allowing students to fill out questionnaires about lecturers in the classes they attend by filling in SIAKAD. This questionnaire is called Lecturer Assessment by Students. Students must fill in a value, which ranges from 0-4, each questionnaire consisting of 43 questions. Due to the end of lectures in the Odd Semester of the 2022-2023 Academic Year, the institution urges every student to fill out a questionnaire on the SIAKAD page. In the Academic Information System of ITB AAS Indonesia especially in the odd semester of 2022, it shows that in menu “SIM Academic – Lecturer – Lecturer Class – Academic Period – Class – Action – Questionnaire Recap” shows the view of the questionnaire form. The questions used for obtaining lecturer assessments by students in the form of a checklist regarding lecturer performance in daily lecture activities in odd semesters 2022/2023 include aspects of lecture opening, lecture content, lecture closing, and teaching evaluation. The questionnaire results from SIAKAD ITB AAS Indonesia at siakad.itbaas.ac.id. The finding shows that the 32 students, it is obtained an average rating of 3.83 on a scale of 0-4 or with “Very Good” criteria. It also shows that most dominant students choose the score (4) which shows the students perceive positively about English lecturers in the teaching and learning process.

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