



LECTURER SATISFACTION EVALUATION REPORT ON EDUCATION SERVICE PROVISION

Academic Year 2024/2025

REPORT AUTHOR

1. Head of the Quality Assurance Agency : Dr. Ary Susatyo Nugroho, M.Si.
2. Secretary of the Quality Assurance Agency : Dr Lilik Ariyanto, M.Pd.
3. Head of the Centre for Educational Quality Assurance : Fajar Cahyadi, S.Pd., M.Pd.
4. Head of the Centre for Quality Assurance in Research & Community Service : Setiyawan, S.Pd., M.Or.

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FOREWORD

Praise and thanks be to God Almighty for His grace and blessings, which have enabled the Report on the Evaluation of Lecturers' Satisfaction with Educational Services for the 2024/2025 Academic Year at the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) to be successfully completed.

This report has been compiled as an integral part of UPGRIS's commitment to continuously improving the quality of its educational provision. Lecturers are at the forefront of the teaching and learning process, and their satisfaction with the various services and facilities provided by the university is crucial in creating a conducive and productive academic environment.

This evaluation aims to identify the extent of lecturers' satisfaction with academic policies, administrative support, learning support facilities, and the overall working environment. It is hoped that the results of this evaluation will provide valuable input for the university leadership in formulating more targeted policies and improvement strategies to enhance the quality of services and optimally support lecturers' performance.

We are aware that this report is far from perfect. Therefore, we greatly welcome constructive criticism and suggestions to facilitate future improvements. Finally, we would like to express our gratitude to all lecturers who actively participated in completing the questionnaire, as well as to all parties who contributed to the preparation of this report. We hope this report will bring the greatest possible benefit to the advancement of UPGRIS.



LPM Universitas PGRI Semarang

Dr Ary Susatyo Nugroho, M.Si.

A. BACKGROUND

The Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) is a higher education institution that plays a strategic role in producing high-calibre and professional human resources. In its efforts to achieve its vision and mission, UPGRIS remains committed to continuously improving the quality of its educational provision. The quality of education is not only measured by the curriculum and facilities, but is also significantly influenced by the quality and satisfaction of teaching staff, in this case lecturers. Lecturers are the main pillars in the process of knowledge transfer and the development of students' character. Therefore, lecturers' satisfaction with various aspects of educational delivery at UPGRIS is an important indicator that cannot be ignored.

Evaluating lecturer satisfaction is a proactive step that enables the university to understand the perceptions, experiences, and expectations of lecturers regarding the working environment, administrative systems, academic support, supporting facilities, and applicable policies. Lecturer satisfaction has a direct impact on their work motivation, productivity, and loyalty to the institution. Satisfied lecturers tend to be more enthusiastic about teaching, conducting research, and engaging in community service, which ultimately has a positive impact on the quality of graduates and the university's reputation. Conversely, dissatisfaction can lead to a decline in performance, high staff turnover rates, and hinder innovation in the learning process.

Through this evaluation report, UPGRIS aims to identify areas of strength that need to be maintained and improved, as well as areas requiring improvement in the delivery of education. The data and information gathered from this evaluation will serve as a solid foundation for university leadership in formulating strategic policies, development programmes, and making more informed decisions to create a conducive, supportive, and innovative working environment for all lecturers. It is therefore hoped that UPGRIS can continue to improve the quality of its education and make a greater contribution to the nation's progress.

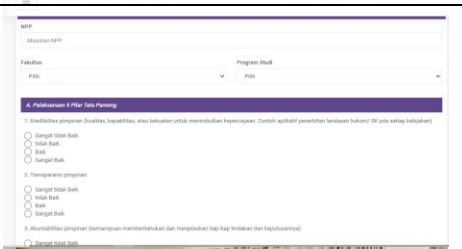
Given the importance of information regarding lecturers' job satisfaction, which relates to their commitment to the organisation and their work, the Quality Assurance Agency needs to conduct a Lecturer Satisfaction Evaluation regarding the Educational Institution for the 2024/2025 academic year via an online questionnaire, so that the results of this analysis can serve as input and a basis for review by the university, in this case UPGRIS.

B. CONDUCT OF THE EVALUATION OF LECTURERS' SATISFACTION WITH EDUCATIONAL INSTITUTIONS

Job satisfaction reflects an employee's attitude towards their work. Hadi (cited in Anoraga, 2006) states that job satisfaction is essentially a sense of security encompassing socio-economic and socio-psychological aspects. The socio-economic aspect can be seen in the salary and social security benefits provided by the company. Meanwhile, the socio-psychological aspect can be seen in the opportunities provided by the company for advancement, receiving recognition, and maintaining good relationships with colleagues and superiors.

During the implementation of this monitoring and evaluation, various stages of activity were carried out with the following results:

Table 1. Stages of the Evaluation of Lecturers' Satisfaction with the Education Provider for the 2024/2025 Academic Year at UPGRIS

Day/Date	Activity	Parties Involved	Results	Document
Wednesday, 18 October 2023	Finalisation of the questionnaire	LPM	Survey	
5 to 8 May 2025	Processing of the education provider satisfaction survey	LPM	Analysis data	

Day/date	Activity	Parties Involved	Outcome	Document
Monday, 12 May 2025	Drafting of the report	LPM	Draft report	
Thursday, 15 May 2025	Presentation of the draft report	LPM in FGD		
Monday, 19 May 2025	Preparation of the final report	LPM	Report	

C. EVALUATION INSTRUMENT FOR LECTURERS' SATISFACTION WITH EDUCATIONAL INSTITUTIONS

The Instrument for Evaluating Lecturers' Satisfaction with the Delivery of Education is:

A. Curriculum

1. Involvement in the curriculum evaluation and updating process
2. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels
3. Appropriateness of the curriculum structure in the formulation of learning outcomes

B. Teaching

4. Involvement in team teaching in learning planning
5. Activities related to the implementation of learning planning and evaluation organised by the study programme every six months

6. Monitoring and evaluation of the implementation of the learning process
7. Assessment of students' learning processes and outcomes

C. Academic Environment

8. Academic activities outside of teaching
9. Seminars/other academic events organised by the faculty/programme on a monthly basis
10. Seminars/other academic activities organised by the faculty/study programme on a six-monthly basis
11. Humanitarian, role-modelling, or similar activities

Suggestions

With the following assessment:

- | | |
|--------------|--------------|
| 1. Very poor | 3. Good |
| 2. Not Good | 4. Very Good |

D. SCORING METHOD FOR EVALUATING LECTURERS' SATISFACTION WITH THE DELIVERY OF EDUCATION

The data collection method for respondents used an online questionnaire via the form.upgris.ac.id system. The questionnaire results were subsequently processed using Microsoft Excel and scored on a scale of 1 to 4, with 'very poor' scored as 1, 'poor' as 2, 'good' as 3 and 'very good' as 4.

$$N = \frac{((n1 \times 1) + (n2 \times 2) + (n3 \times 3) + (n4 \times 4))}{4}$$

Notes:

N = Percentage of Student Satisfaction with Academic Administration Services

n1 = number of 'very poor' scores n3 = number of 'good' scores

n2 = number of 'poor' scores n4 = number of 'very good' scores

The scoring criteria are as follows:

- | | |
|-------------------------------|----------------------------------|
| 1. 85 to 100 = Very satisfied | 3. 55 to 69.9 = Dissatisfied |
| 2. 70 to 84.9 = Satisfied | 4. 0 to 54.9 = Very Dissatisfied |

E. EVALUATION RESULTS

The results of the Faculty Satisfaction Evaluation of the Education Provider successfully gathered 340 respondents via an online survey. The summary data of the Faculty Job Satisfaction Evaluation of the Education Provider (in percentages) is generally presented in Table 2 below.

Table 1. General Summary of Lecturers' Satisfaction with Educational Institutions

No	Statement	Strongly disagree	Not good	Fairly good	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	2.06	1.47	48.53	47.94	85.59
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	2.06	0.00	50.00	47.94	85.96
3	Accuracy of the curriculum structure in the formulation of learning outcomes	2.06	0.59	50.59	46.76	85.51
4	Involvement in team teaching in lesson planning	1.76	2.06	49.12	47.06	85.37
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	2.06	0.59	52.06	45.29	85.15
6	Monitoring and evaluation of the implementation of the learning process	2.06	0.29	48.82	48.82	86.10
7	Assessment of the learning process and outcomes	2.06	0.00	47.65	50.29	86.54
8	Academic activities outside of teaching	1.76	0.88	50.29	47.06	85.66
9	Seminars/other academic activities organised by the faculty/department on a monthly basis	1.47	2.06	48.24	48.24	85.81
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	1.76	1.47	47.65	49.12	86.03
11	Humanitarian activities, role modelling, or similar	1.76	1.47	50.29	46.47	85.37

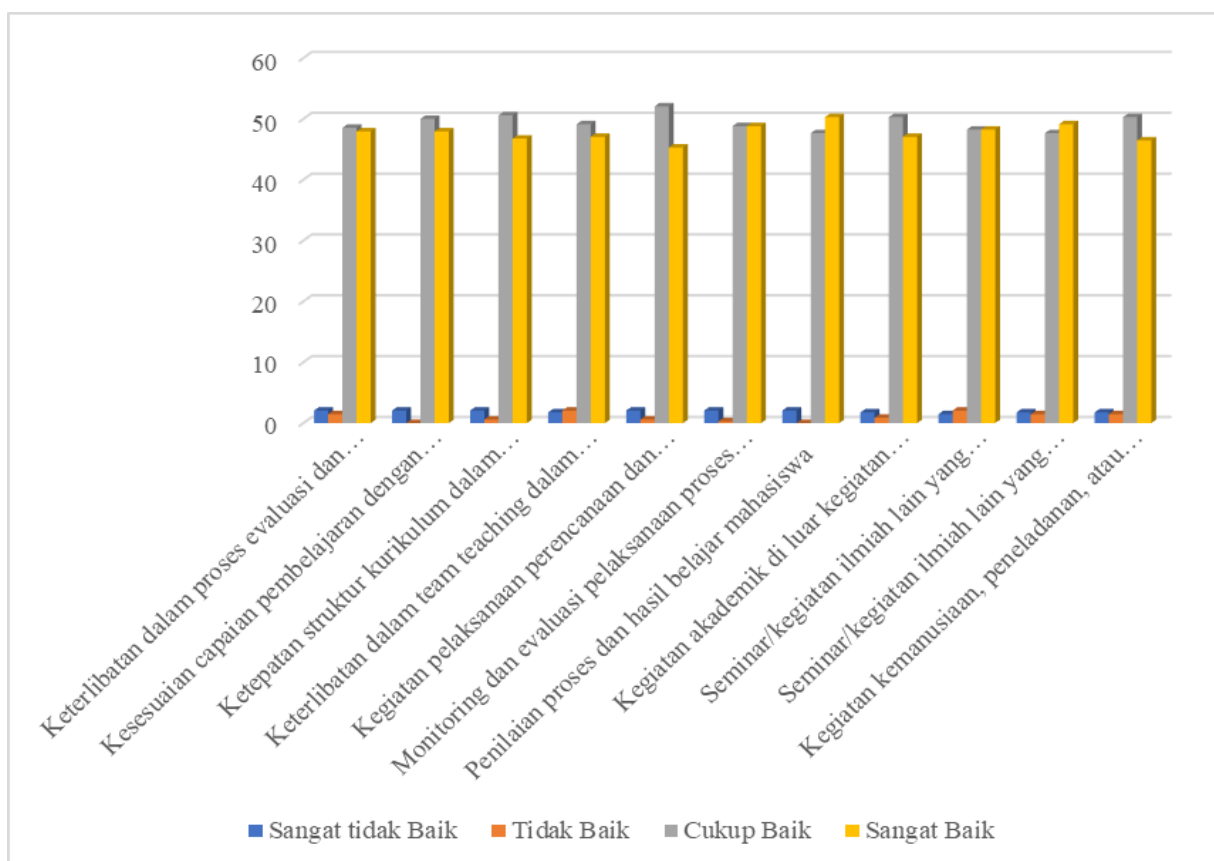


Figure 1. Summary Chart of Lecturers' Satisfaction with Educational Providers

Table 3. Summary of Lecturers' Satisfaction with Educational Administrators by Faculty

1. Faculty of Education (FIP)

No	Statement	Very poor	Not Good	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	0.00	1.43	50.00	48.57	86.79
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	0.00	0.00	47.14	52.86	88.21
3	Accuracy of the curriculum structure in the formulation of learning outcomes	0.00	1.43	48.57	50.00	87.14
4	Involvement in team teaching in lesson planning	0.00	0.00	44.29	55.71	88.93
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	0.00	0.00	52.86	47.14	86.79
6	Monitoring and evaluation of implementation learning process	0.00	0.00	45.71	54.29	88.57

7	Assessment of the learning process and student outcomes	0.00	0.00	45.71	54.29	88.57
8	Academic activities outside of teaching	0.00	1.43	52.86	45.71	86.07
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	0.00	1.43	44.29	54.29	88.21
10	Seminars/other academic activities organised by the faculty/study programme on a six-monthly basis	0.00	1.43	48.57	50.00	87.14
11	Humanitarian activities, role modelling, or similar	0.00	1.43	50.00	48.57	86.79

2. Faculty of Social Sciences and Physical Education (FPIPSKR)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	2.33	2.33	51.16	44.19	84.30
2	Alignment of learning outcomes with graduate profiles and KKNi/SKKNi levels	2.33	0.00	55.81	41.86	84.30
3	Accuracy of the curriculum structure in the formulation of learning outcomes	2.33	0.00	58.14	39.53	83.72
4	Involvement in team teaching in lesson planning	2.33	4.65	62.79	30.23	80.23
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	2.33	0.00	55.81	41.86	84.30
6	Monitoring and evaluation of the implementation of the learning process	2.33	0.00	51.16	46.51	85.47
7	Assessment of the learning process and outcomes	2.33	0.00	55.81	41.86	84.30
8	Academic activities outside of teaching	2.33	0.00	51.16	46.51	85.47
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	2.33	0.00	46.51	51.16	86.63
10	Seminars/other academic activities organised by the faculty/study programme on a six-monthly basis	2.33	0.00	44.19	53.49	87.21
11	Humanitarian activities, role modelling, or similar	2.33	2.33	46.51	48.84	85.47

3. Faculty of Mathematics, Natural Sciences and Information Technology
(FPMIPATI)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	1.96	1.96	43.14	52.94	86.76
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	1.96	0.00	45.10	52.94	87.25
3	Accuracy of the curriculum structure in the formulation of learning outcomes	1.96	0.00	49.02	49.02	86.27
4	Involvement in team teaching in lesson planning	1.96	1.96	49.02	47.06	85.29
5	Activities relating to the planning and evaluation of teaching and learning organised by the study programme every six months	1.96	1.96	49.02	47.06	85.29
6	Monitoring and evaluation of the implementation of the learning process	1.96	0.00	49.02	49.02	86.27
7	Assessment of the learning process and outcomes	1.96	0.00	43.14	54.90	87.75
8	Academic activities outside of teaching	1.96	1.96	49.02	47.06	85.29
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	1.96	3.92	52.94	41.18	83.33
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	1.96	5.88	52.94	39.22	82.35
11	Humanitarian activities, role modelling, or similar	1.96	1.96	52.94	43.14	84.31

4. Faculty of Language and Arts Education (FPBS)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	0.00	1.89	32.08	66.04	91.04
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	0.00	0.00	35.85	64.15	91.04
3	Accuracy of the curriculum structure in the formulation of learning outcomes	0.00	1.89	37.74	60.38	89.62
4	Involvement in team teaching in lesson planning	0.00	1.89	35.85	62.26	90.09
5	Activities relating to the planning and evaluation of learning organised by the study programme every 6 monthly	0.00	0.00	39.62	60.38	90.09

6	Monitoring and evaluation of the implementation of the learning process	0.00	1.89	30.19	67.92	91.51
7	Assessment of the learning process and outcomes	0.00	0.00	32.08	67.92	91.98
8	Academic activities outside of teaching	0.00	1.89	37.74	60.38	89.62
9	Seminars/other academic activities organised by the faculty/department monthly	0.00	1.89	41.51	56.60	88.68
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	0.00	0.00	32.08	67.92	91.98
11	Humanitarian activities, role modelling, or similar	0.00	0.00	41.51	58.49	89.62

5. Faculty of Engineering and Information Technology (FTI)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	1.92	0.00	53.85	44.23	85.10
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	1.92	0.00	57.69	40.38	84.13
3	Accuracy of the curriculum structure in the formulation of learning outcomes	1.92	0.00	55.77	42.31	84.62
4	Involvement in team teaching in lesson planning	1.92	0.00	51.92	46.15	85.58
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	1.92	0.00	55.77	42.31	84.62
6	Monitoring and evaluation of the implementation of the learning process	1.92	0.00	59.62	38.46	83.65
7	Assessment of the learning process and outcomes	1.92	0.00	55.77	42.31	84.62
8	Academic activities outside of teaching	1.92	0.00	50.00	48.08	86.06
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	1.92	3.85	50.00	44.23	84.13
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	1.92	1.92	51.92	44.23	84.62
11	Humanitarian activities, role modelling, or similar	1.92	1.92	55.77	40.38	83.65

6. Faculty of Law (FH)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	22.22	0.00	44.44	33.33	72.22
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	22.22	0.00	44.44	33.33	72.22
3	Accuracy of the curriculum structure in the formulation of learning outcomes	22.22	0.00	33.33	44.44	75.00
4	Involvement in team teaching in lesson planning	22.22	11.11	22.22	44.44	72.22
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	22.22	0.00	44.44	33.33	72.22
6	Monitoring and evaluation of the implementation of the learning process	22.22	0.00	44.44	33.33	72.22
7	Assessment of students' learning processes and outcomes	22.22	0.00	33.33	44.44	75.00
8	Academic activities outside of teaching	11.11	0.00	44.44	44.44	80.56
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	11.11	0.00	44.44	44.44	80.56
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	11.11	0.00	44.44	44.44	80.56
11	Humanitarian activities, role modelling, or similar	11.11	0.00	44.44	44.44	80.56

7. Faculty of Economics and Business (FEB)

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	4.35	0.00	65.22	30.43	80.43
2	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels	4.35	0.00	65.22	30.43	80.43
3	Accuracy of the curriculum structure in Formulation of learning outcomes	4.35	0.00	65.22	30.43	80.43
4	Involvement in team teaching in lesson planning	4.35	0.00	69.57	26.09	79.35

5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	4.35	4.35	60.87	30.43	79.35
6	Monitoring and evaluation of the implementation of the learning process	4.35	0.00	60.87	34.78	81.52
7	Assessment of the learning process and outcomes	4.35	0.00	60.87	34.78	81.52
8	Academic activities outside of teaching	4.35	0.00	65.22	30.43	80.43
9	Seminars/other academic activities organised by the faculty/study programme on a monthly basis	4.35	0.00	60.87	34.78	81.52
10	Seminars/other academic activities organised by the faculty/study programme on a six-monthly basis	4.35	0.00	60.87	34.78	81.52
11	Humanitarian activities, role modelling, or similar	4.35	0.00	65.22	30.43	80.43

8. Postgraduate Programme

No	Statement	Very poor	Poor	Fair	Very Good	Result
1	Involvement in the curriculum evaluation and updating process	2.56	2.56	56.41	38.46	82.69
2	Alignment of learning outcomes with graduate profiles and KKNi/SKKNI levels	2.56	0.00	56.41	41.03	83.97
3	Accuracy of the curriculum structure in the formulation of learning outcomes	2.56	0.00	53.85	43.59	84.62
4	Involvement in team teaching in lesson planning	0.00	5.13	51.28	43.59	84.62
5	Activities relating to the planning and evaluation of learning organised by the study programme every six months	2.56	0.00	58.97	38.46	83.33
6	Monitoring and evaluation of the implementation of the learning process	2.56	0.00	56.41	41.03	83.97
7	Assessment of the learning process and outcomes	2.56	0.00	53.85	43.59	84.62
8	Academic activities outside of teaching	2.56	0.00	56.41	41.03	83.97

9	Seminars/other academic activities organised by the faculty/department on a monthly basis	0.00	2.56	51.28	46.15	85.90
10	Seminars/other academic activities organised by the faculty/study programme on a regular six-monthly basis	2.56	0.00	51.28	46.15	85.26
11	Humanitarian activities, role modelling, or similar	2.56	2.56	48.72	46.15	84.62

F. EVALUATION AND FOLLOW- UP

In general, the evaluation of lecturers' satisfaction with the educational provider achieved an average score of 85.74% in the 'Very Satisfied' category, 49.36% in the 'Good' category and 47.73% in the 'Very Good' category, indicating that lecturers' satisfaction with the educational provider is at a satisfactory level.

Regarding the statement on involvement in the curriculum evaluation and updating process, the average score was 85.59%; alignment of learning outcomes with graduate profiles and KKNI/SKKNi levels, with an average score of 85.96%. The appropriateness of the curriculum structure in the formulation of learning outcomes had an average score of 85.51%, and involvement in team teaching in lesson planning had an average score of 85.37%, Implementation of learning planning and evaluation activities organised by the study programme every six months, with an average score of 85.15%; monitoring and evaluation of the learning process, with an average score of 86.10%; assessment of the learning process and student outcomes, with an average score of 86.54%; academic activities outside of learning activities, with an average score of 85.66%; Seminars and other academic activities organised by the faculty or study programme on a monthly basis, with an average score of 85.81%; seminars and other academic activities organised by the faculty or study programme on a six-monthly basis, with an average score of 86.03%; and humanitarian, role-modelling, or similar activities, with an average score of 85.37%. Thus, based on all the statements regarding lecturers' satisfaction with the educational providers, things are already running smoothly, but there is still room for improvement.

At faculty level, where respondents' answers were more than 5% (very poor), these included the Faculty of Law for all statements with a score of 18.18% (very poor), and the Postgraduate Programme for the statement on involvement in team teaching in lesson planning with a score of 5.13% (poor). Consequently, improvements to several statements in the evaluation of lecturers' satisfaction with educational administrators need to be reviewed again, so that lecturers' job satisfaction with educational administrators can proceed as expected at both the Faculty and Study Programme levels, which will automatically influence organisational performance and commitment.

For a lecturer, satisfaction with the educational institution can be viewed from various aspects, such as satisfaction with administrative services, facilities, and also satisfaction in carrying out teaching duties and student supervision. Lecturers' satisfaction is also influenced by the compensation they receive, as well as the support provided by the educational institution. The following are some more detailed aspects regarding lecturers' satisfaction with the educational institution:

Administrative Services

Lecturers expect efficient and adequate administrative services, such as the process of applying for leave, handling academic administration, and resolving issues related to lecturers' duties.

Facilities

Access to adequate facilities, such as comfortable classrooms, well-stocked libraries, supportive laboratories, and adequate information technology infrastructure, is also crucial for lecturer satisfaction.

The Role of Lecturers in Teaching

Lecturer satisfaction is also linked to freedom and flexibility in designing learning, as well as the support provided by the educational institution in developing innovative teaching methods.

Student Supervision

Lecturers also feel satisfied if the educational institution provides adequate support in student supervision, whether in the preparation of dissertations, projects, or research activities.

Remuneration and Recognition

Lecturers' satisfaction is also influenced by the compensation they receive, as well as the recognition given for their performance and contributions.

Working Environment

A conducive working environment, with a supportive atmosphere and good cooperation between lecturers, students, and staff, is also crucial for lecturer satisfaction.

Support from the Educational Institution

Support provided by the educational institution, such as training, professional development, and opportunities to participate in academic and research activities, also contributes to lecturer satisfaction.

Overall, lecturer satisfaction with the educational institution is a key indicator in creating a high-quality and effective learning environment. By understanding the factors that influence lecturer satisfaction, educational institutions can take steps to improve the quality of services and create a more conducive working environment for lecturers.

G. CONCLUSION

The evaluation of lecturers' satisfaction with the educational provider for the 2024/2025 academic year was successfully conducted, with an average score of 85.74%. Overall, the level of lecturers' satisfaction with the educational provider was very high. This is evident from the average score of 85.74%, which places satisfaction in the "Very Satisfied" category. Furthermore, the data shows that 49.36% of lecturers gave a 'good' rating and 47.73% gave a 'very good' rating. These figures clearly indicate that the delivery of education has been effective and has successfully met the expectations of the majority of lecturers.

H. RECOMMENDATIONS

Based on the conclusions of the Faculty Satisfaction Evaluation of the Educational Programme for the 2024/2025 Academic Year, the UPGRIS Quality Assurance Agency offers the following general recommendations:

1. **Maintain and Strengthen the Already Excellent Quality:** The primary focus is to maintain and enhance the already high quality standards. This can be achieved by consistently upholding the implementation of programmes, evaluations, and support for lecturers. Continue with the best practices that are already in place.
2. **In-Depth Analysis of Specific Areas:** Although all scores are high, conduct further analysis to understand why some items scored slightly below the overall average (for example, ‘activities related to the planning and evaluation of learning organised by the study programme every six months’ and ‘humanitarian, role-modelling, or similar activities’). Further discussion with the relevant lecturers may provide insights into potential minor improvements in these areas.
3. **Encourage Innovation and Continuous Development:** Although satisfaction levels are already high, the educational environment is constantly evolving. Encourage innovation in teaching methodologies, curriculum development, and other academic activities. This will ensure the relevance and quality of education in the future.
4. **Provide Recognition and Appreciation:** Extend recognition and appreciation to the entire Educational Institution team for this excellent performance. Recognition can boost motivation and commitment to maintaining high quality standards.

By continuously monitoring and innovating based on available data, the Education Provider can ensure that lecturer satisfaction remains high and the quality of education continues to improve.

I. CLOSING

Thus, this report on the Evaluation of Lecturer Satisfaction with the Education Provider for the 2024/2025 Academic Year has been compiled; it is hoped that the results of this evaluation will be useful for the improvement of UPGRIS, in the future and can serve as a guideline for UPGRIS in making decisions.

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