



Do Students' Perception of Lecturers' Pedagogical Competence Have an Effect on the Satisfaction of Islamic Religious Education Program Students?

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ABSTRACT

Keywords:

Lecturers' pedagogic competence;
Learning satisfaction;
Learning success.

Learning satisfaction is a crucial element that students must achieve, as it significantly affects the success of the learning process. This study aims to analyze the effect of students' perceptions of lecturers' pedagogic competence on their learning satisfaction. An online survey research design was employed. Over approximately two months, 154 students from the Islamic Education Study Program at a higher education institution in Jambi Province participated, completing scales measuring perceptions of lecturers' pedagogic competence and learning satisfaction. Data analysis in this study utilized descriptive statistics and simple linear regression. The findings indicate high student perceptions of lecturers' pedagogic competence and learning satisfaction. Regression analysis confirms a significant positive effect of students' perceptions of lecturers' pedagogic competence on learning satisfaction. If students perceive that the lecturer possesses good teaching abilities, can communicate the material clearly, and responds to students' learning needs, then it is highly likely that students will be satisfied with the learning process. This research has important implications for improving the quality of higher education learning. Lecturers should plan and design effective learning experiences, including selecting materials, teaching methods, and appropriate resources. Furthermore, the ability to utilize technology in teaching is increasingly important in today's digital era.



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A. INTRODUCTION

Education is a primary and essential human need (Sujadi, 2022). Through its processes, the quality of Human Resources (HR) can be enhanced across various sectors, thereby placing individuals in a better condition (Saputri et al., 2023). Additionally, education aids individuals in fully developing their potential. It enables people to hone their cognitive, social, emotional, and physical abilities, allowing them to become more independent, empowered, and positively contributing members of society. In the current age of information and technology, students are expected to not only gain knowledge but also cultivate the skills, attitudes, and values essential for success in a competitive workforce. Hence, it is crucial to consider aspects of learning satisfaction as an indicator of the education system's effectiveness in attaining these objectives.

In recent decades, student learning satisfaction has become a primary focus of research in various higher education institutions. Learning satisfaction is a crucial aspiration for every student (Ilyas et al., 2022). Learning satisfaction is when the provided services meet needs, desires, and expectations. It is an individual's perception of how well their learning needs, expectations, and goals are fulfilled following a learning process. Learning satisfaction fosters motivation to learn, and if lecturers incorporate appropriate learning strategies, it can positively affect student graduation rates and retention (Eagleton, 2015). Students' perception of learning satisfaction is crucial as it is a significant factor in the success of the learning process. The satisfaction of students with their learning experience plays a pivotal role in assessing the efficacy of an institution's educational framework. In a contemporary landscape where higher education holds escalating significance in readying individuals for cutthroat job markets, a comprehensive grasp of the determinants that shape student learning satisfaction assumes heightened relevance. Within this framework, learning satisfaction not only functions as a barometer of instructional excellence but also mirrors the extent to which students are engaged, motivated, and impassioned about their learning endeavors (Huang, 2021).

Students' comfort in the lecture process at universities is one aspect that can affect learning satisfaction (Meditamar et al., 2022; Tyas et al., 2018). Other factors include lecturer professionalism, performance, infrastructure, and ease of access to academic information (Juhji et al., 2020). A study revealed that increased learning satisfaction is followed by improved learning outcomes (Prasetya & Harjanto, 2020). According to Ko & Chung, some aspects used to measure learning satisfaction include satisfaction with instructional planning, process arrangement, procedural setup, time management, and curriculum design (Wen Hwa Ko & Chung, 2014). From various explanations regarding the concept of learning satisfaction and its supporting components, it is evident that these aspects are not standalone variables but are interrelated and significantly impact student learning satisfaction (Putra, 2019). Researchers have intensively studied learning satisfaction, with many revealing its impact on other aspects. High learning satisfaction influences students' academic achievement (Oducado & Estoque, 2021) and leads to greater student engagement in the learning process (Rajabalee & Santally, 2021). Students who are satisfied with their learning experience also tend to have a continuous learning intention (Wu et al., 2015). In a broader scope, the influence of satisfaction has been examined in various contexts. For instance, in the workplace, job satisfaction impacts the low desire of employees to quit (Pratama et al., 2022), leadership styles (Mahaputra & Saputra, 2021), and life satisfaction (Bernarto et al., 2020).

However, the issue of low student learning satisfaction is still frequently encountered. This indicates that there are students who feel dissatisfied with their learning outcomes, feeling that their learning needs are not yet met (Pulungan & Arda, 2019). A National Center for Education Statistics study found that only 36% of students reported satisfaction with their overall learning experience at college (Daud, 2022). Furthermore, Putra's study also revealed that there are still students who are not satisfied with the learning process (E. Putra, 2024). This issue is also present among some students of the Islamic Education program at University X, who show dissatisfaction with their learning, such as lack of motivation and interest in certain subjects and difficulty understanding the material taught. With the advent of COVID-19, these satisfaction issues have intensified. Studies have revealed that students face difficulties in online learning (Edkamila & Ahmad, 2021), and surveys have indicated problems with online learning fatigue (Prayoga et al., 2022). Furthermore, Napitupulu revealed that from both technological and lecturer perspectives, students are dissatisfied with the remote learning methods currently employed and the lecturers'

ability to deliver material in this format (Napitupulu, 2020). Other studies have reported similar findings, noting that student satisfaction with online learning is not exceptionally high (Simsek et al., 2021).

This issue can be addressed by attentively considering the factors influencing student satisfaction with learning, enabling policymakers to concentrate on these determinants. Several antecedent variables influence learning satisfaction. Academic pressure, also known as academic stress, is significantly related to learning satisfaction (Aina & Binteriawati, 2022). Kuo & Walker also explain that academic stress can affect learning satisfaction (Kuo & Walker, 2010). Self-efficacy is also predicted to influence student learning satisfaction (Prifti, 2022). From the perspective of academic services, the quality of academic services, comprising tangibles, reliability, responsiveness, assurance, and empathy, significantly impacts student satisfaction (Susanto, 2014). Additionally, several studies have revealed that educator factors also shape student learning satisfaction, such as lecturer professionalism (Rahmawati, 2013), instructor interaction (Bray et al., 2008), teaching performance (Listyaningrum et al., 2016), and students' perceptions of lecturers' pedagogic competence (Zamista et al., 2021).

Under Law No. 14 of 2005 on Teachers and Lecturers, pedagogical competence is defined as managing students' learning. Pedagogic competence refers to the skills and strategies of teaching employed by teachers (Liakopoulou, 2011). Generally, pedagogic competence has been regarded as a collection of behaviors/potential capacities that enable the efficient realization of an activity or as a minimum professional standard, often determined by law, that educators must meet (Irina, 2011). Pedagogic competence involves an individual's ability to use a combination of tangible resources (e.g., teaching materials like books, articles, cases, and technology such as software and hardware) and intangible resources (e.g., knowledge, skills, and experience) to achieve efficiency and effectiveness in learning (Madhavaram & Laverie, 2010).

Pedagogic competence is crucial in understanding the characteristics of students so that they feel enthusiastic about participating in the learning process (Octavianingrum, 2020). A study also states that teachers and lecturers should develop their pedagogical abilities and competencies to meet the challenges of the 21st century (Akbar, 2021; Sujadi et al., 2022). Continuous enhancement of pedagogic competence is necessary to create excellent human resources capable of competing in the current dynamics of Educational Transformation (Rahayu & Muhtar, 2022). Therefore, a thorough understanding of pedagogic competence, its typologies, and principles of development will lead to successful application/use in any field in the future, fostering interdisciplinary thinking, creativity, and managerial qualities in any domain (Irina, 2011).

This study aims to analyze the effect of student perceptions related to lecturers' pedagogical competence on student learning satisfaction. Several previous studies have investigated student learning satisfaction about various variables, both in terms of their influence and causes. These studies analyzed general lecturer competence, while our research specifically investigates the impact of students' perceptions of lecturers' pedagogic competence on their learning satisfaction. Certainly, this research can offer valuable insights for higher education institutions to enhance educational quality by comprehensively grasping the factors impacting student learning satisfaction, including lecturers' pedagogic competence.

B. METHODS

1. Research Design and Respondents

We employed a survey research method. Survey research involves collecting data from a sample drawn from a population, regardless of its size, to find events related and their connections with other variables, both sociologically and psychologically (Ponto, 2015). Survey research is categorized into two main objectives: firstly, to describe or explain something, and secondly, to perform analysis (Maidiana, 2021). A well-designed research instrument, the selection of a representative sample, and appropriate data analysis significantly impact the quality of survey research. Additionally, all research demands novelty in its discussion regarding results, theoretical implications, or specific recommendations. Researchers also recognize the importance of all ethical dimensions and practices in conducting research. Data collection for this study was conducted from February to May 2023. Ultimately, 154 students from the Islamic Education Study Program at IAIN Kerinci participated in the research survey. Student data is detailed in Table 1.

Most respondents participating in the study were female, accounting for 92 participants or 59.74%, while males comprised 62 participants or 40.26%. Based on the year/semester category, the majority were students from the 2022 cohort, representing 35.71%, followed by the 2020 (30.52%) and 2021 (30.52%) cohorts. Regarding the Cumulative Grade Point Average (CGPA), most students had a CGPA > 3.50, totaling 102 participants or 66.23%, while students with a CGPA < 3.50 were 52 participants or 33.77%.

Table 1. Specific Characteristics of Respondents

Demographic Variables	Category	Frequency	Percentage (%)
Gender	Male	62	40.26
	Female	92	59.74
Cohort/Semester	2022/II	55	35.71
	2021/IV	47	30.52
	2020/V	52	33.76
Grade Point Average	> 3.50	102	66.23
	< 3.50	52	33.77

2. Research Scale

a. Students' Perceptions of Lecturers' Pedagogic Competence Scale

The scale for measuring students' perceptions of lecturers' pedagogic competence can vary depending on the context and purpose of the measurement. For data collection in this study, we developed a scale to assess students' perceptions of lecturers' pedagogic competence. Students were asked to respond to the extent to which lecturers have effectively applied aspects related to pedagogic competence, per Law No. 14 of 2005 on Teachers and Lecturers. More specifically, we classified this scale into three parts: preparation, implementation, and evaluation of learning (Larlen, 2013). There were 42 items measured using a 4-point Likert Scale, including 4 = perfect, 3 = good, 2 = fair, and 1 = poor. The internal consistency test for this scale resulted in a Cronbach's Alpha score of 0.912.

b. Student Learning Satisfaction Scale

We also developed a Student Learning Satisfaction Scale (SLSS) to collect student learning satisfaction data. The SLSS is a questionnaire used to measure students' satisfaction with the quality of learning in higher education. It aims to gather student feedback on their

satisfaction with a specific course or educational program. This questionnaire consists of 24 items divided into six factors: individual characteristics, conditions of materials and learning facilities, lecturers and learning activities, learning outcomes, learning environment, and peer relationships (Topala & Tomozii, 2014). This scale is measured using a 5-point Likert Scale, namely 5 = strongly agree, 4 = agree, 3 = sometimes, 2 = disagree, and 1 = strongly disagree. The internal consistency test for this scale resulted in a Cronbach's Alpha score of 0.811.

3. Data Analysis

We employed simple regression to test the formulated hypothesis. Simple regression is a statistical method that examines the relationship between an independent variable (predictive variable) and a dependent variable (response variable) in the form of a linear equation (Suhandi et al., 2018). The steps for testing Simple Linear Regression are as follows: determine the purpose of the simple linear regression analysis, identify variables X and Y, collect data in table form, calculate X^2 , XY , and their totals, compute a and b using the given formula, create a regression equation model, make predictions about the predictor or response variable, use t-test to test significance and determine its level (Sarbaini et al., 2022). Before conducting hypothesis testing, we initially assess the classical assumptions test, which involve tests for normality and linearity. Hypothesis testing in this study was conducted using SPSS version 26.00.

C. RESULT AND DISCUSSION

1. Result

Before hypothesis testing, the collected data was also descriptively analyzed to observe the respondents' achievements in each research variable. Based on Table 2, the frequency distribution of the variable about perceptions of lecturer competence can be observed. The highest achievement was in the very high category, with 43 students, accounting for 46.74%, followed by the high category with 28 students or 30.43%, and the medium category with 21 students or 22.83%. No students fell into the low and very low categories.

Table 2. Student Perception Data on Lecturers' Pedagogic Competence

Category	Frequency	Percentage
Very high	43	46,74
High	28	30,43
Medium	21	22,83
Low	0	0
Very low	0	0

The frequency distribution of the learning satisfaction variable can be seen in Table 3. Most respondents fall into the high category, with 37 students, accounting for 40.22%, followed by the very high category, with 29 students, or 31.52%, and then the medium category, with 24 students or 24%. Similar to the lecturer competence variable findings, no students were categorized in the low and very low categories.

Table 3. Description of Learning Satisfaction Data

Category	Frequency	Percentage
Very high	29	31,52
High	37	40,22
Medium	24	26,09
Low	2	2,17
Very low	0	0

Table 4 illustrates the achievement of each research variable. For the variable of student competency regarding lecturers' pedagogic competence, the average score obtained is 166.23 with a standard deviation of 44.44, classifying it as high. Similarly, for the variable of student learning satisfaction, the average score is 92.24 with a standard deviation of 28.56, which also categorizes it as high. This indicates that students positively perceive the lecturers' pedagogic competence. Likewise, student learning satisfaction has shown good achievement, although some are not fully satisfied with the learning process.

Table 4. Mean, Standard Deviation, and Category

Variables	Mean	Standard Deviation	Category
Students' Perception of Lecturers' Pedagogical Competence	166.23	22.44	High
Learning Satisfaction	92.24	14.56	High

Hypothesis testing in this study was conducted using simple linear regression analysis. As this utilizes parametric statistics, several prerequisite tests must be fulfilled. In this research, we performed a normality test using the Kolmogorov-Smirnov method. Based on Table 5, it can be observed that the Asymptotic Significance (Asym. Sig) obtained is > 0.05 , which indicates that the data are normally distributed.

Table 5. Results of the Normality Test

No	Variables	Asym. Sig	Decision
1	Students' Perception of Lecturers' Pedagogical Competence	0.161	Normal
2	Learning Satisfaction	0.200	Normal

Linearity testing in this study was conducted by observing the deviation value from linearity. As seen in Table 6, the significance value obtained is 0.190. This value is > 0.05 , which indicates that the relationship between students' perceptions of lecturers' pedagogic competence and their learning satisfaction is unidirectional.

Table 6. Results of the Linearity Test

Path	Deviation from linearity	Significance Level	Decision
Students Perceptions Related to Lecturers' Pedagogic Competence and Its Impact on Learning Satisfaction	0.190	0.05	Linear

After completing the prerequisite test requirements, we performed the simple linear regression analysis. As indicated in Table 7, the significance value obtained is $0.000 < 0.05$. This result confirms a significant influence of students' perceptions regarding lecturers' pedagogic competence on the learning satisfaction of Islamic Education students. This result suggests that the higher the students' perception of pedagogic competence, the more significant the impact on increasing student learning satisfaction.

Table 7. Results of Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	29.715	12.139		2.448	.016
	X	1.480	.130	.769	11.398	.000

Based on table 7, the regression equation $Y = 29.715 + 1.480 X$ can be derived. The intercept value of 29.715 indicates that when student perceptions regarding lecturers' pedagogical competence (X) are at 0, student learning satisfaction (Y) is estimated to be 29.715. Moreover, the slope value of 1.480 implies that each unit increase in student perceptions related to lecturers' pedagogical competence (X) leads to a 1.480 increase in student learning satisfaction (Y). Consequently, according to the regression equation, any enhancement in the student perceptions related to pedagogical competence will positively influence the level of student learning satisfaction.

2. Discussion

This study was conducted to investigate various factors affecting learning satisfaction. Learning satisfaction can be defined as the overall feeling of a learner about their learning experience (Aureza & Ardin, 2021). It refers to a feeling characterized by happiness, a positive attitude, and satisfactory outcomes (Muhammad et al., 2019). A decline in learning satisfaction can impact many aspects, including learning motivation and increasing academic stress (Fitriyani et al., 2022). Indeed, learning satisfaction cannot be overlooked if one aims to achieve academic success (Bariroh, 2019). If issues related to learning satisfaction are not adequately addressed, they can lead to long-term detrimental effects, causing frustration and excessive anxiety (Hidayati & Nurwanah, 2019; Sanjani, 2020).

The hypothesis testing in this research indicates that students' perceptions of lecturers' pedagogic competence positively influence student learning satisfaction. This supports several previous studies. For instance, Jani revealed that variations in learning methods impact learning satisfaction (Jani, 2021). A study showed that lecturers must master and utilize information and communication technology for personal development and learning (Ridlwani & Zakariyah, 2022). This suggests that a teacher's ability to manage learning can positively impact the increase of student learning satisfaction. Specifically, active learning pedagogy significantly enhances students' satisfaction with their individual and group learning processes (Hyun et al., 2017). Furthermore, a study conducted in Ethiopia found that informal cooperative learning pedagogy significantly influences teaching effectiveness, task orientation, and student learning satisfaction (Tadesse et al., 2021).

Subsequent research in Indonesia showed that learning satisfaction is significantly influenced by lecturers' pedagogic competence (Hilda, 2018). A study emphasized the importance

of instructional design in predicting and understanding the behavior in virtual learning environments and student performance, impacting learning satisfaction (Rienties & Toetel, 2016). Other specific findings revealed that the content or learning material designed by educators is the strongest predictor of learning satisfaction (Sebastianelli et al., 2015). These findings also confirm that interaction between lecturers and students significantly impacts satisfaction (Sebastianelli et al., 2015).

Lecturers must be able to create a conducive classroom environment. A positive classroom environment is crucial in the learning process. By creating a conducive atmosphere, lecturers can help students feel comfortable, motivated, and more eager to participate in learning activities. Research among students shows that 26.40% of learning satisfaction significantly and positively increased, accompanied by adequate learning facilities and a conducive classroom climate (Daud, 2022). The learning strategies applied must be capable of engaging students in the process. Desmidar explains that implementing ice-breaking activities to lighten the classroom atmosphere can enhance the quality of learning and reduce boredom (Desmidar et al., 2021). Comfort in the learning process and ease of access to information are positively interrelated; both variables are positively associated with learning satisfaction (Rahmawati, 2013). Besides ice-breaking, empathy also significantly influences student learning satisfaction (Silva & Figueiredo-Braga, 2019). In an academic context, empathy can help reduce learning tension (Silva & Figueiredo-Braga, 2019). Implementing varied methods can help individuals develop the ability to overcome boredom and learning fatigue.

In the era of modern learning, lecturers must have innovative teaching methods. Innovation in teaching is critical to enhancing the quality of education. Innovative lecturers can create more engaging, effective, and relevant teaching methods for students. A study shows that teaching innovation has a significant positive impact on learning satisfaction; furthermore, learning satisfaction directly and significantly affects the effectiveness of student learning (Y. J. Lee, 2011). Open innovative teaching approaches positively impact students' learning attitudes and knowledge acquisition (P. C. Lee et al., 2016; Sujadi et al., 2022). The study also explains that engaging and interactive approaches can foster stronger motivation to learn new skills, acquire knowledge, and enhance student learning satisfaction (P. C. Lee et al., 2016). More generally, the teaching qualifications, types, number of professional licenses held by lecturers, and participation in continuing professional education significantly influence the quality of teaching, thus affecting student learning satisfaction (Wen Ha Ko & Chung, 2015).

Specifically, several previous studies have revealed that specific teaching methods can enhance student learning satisfaction. The ability of lecturers to implement these methods reflects their good pedagogic competence. For example, studies have proven that flipped learning positively affects learning satisfaction (Hyun et al., 2017; Lin & Chen, 2016). Similar results are observed when lecturers implement simulation-based learning (Hung et al., 2021). Discussion-based learning methods also significantly improve student learning satisfaction (Safari et al., 2006). Blended learning is also predicted to generate student satisfaction (Sadeghi et al., 2014).

Findings in this research reveal that the pedagogic competence applied by lecturers does not entirely determine student learning satisfaction, but a good collaboration of other competencies can create more effective learning, thereby impacting the achievement of learning objectives. A study by Isnaini et al. shows a significant influence between lecturers' competence and learning facilities on student satisfaction (Isnaini et al., 2015). Another study proves that effective communication by lecturers also influences learning satisfaction (Suprpto, 2018). Communication is an essential competency that must be mastered, playing a vital role both

internally and externally (Mukhlisiana et al., 2023). The same findings confirm that excellent and effective communication by lecturers in helping students master lessons and achieve optimal success includes being friendly, concise, attentive, lively and animated, relaxed, and dramatic (Sawir et al., 2023).

This study has several limitations. First, the research respondents are limited to students of a single study program, so the results cannot be generalized to a broader group. Future research could expand the scope of respondents. Second, the hypothesis testing is limited to examining the influence between variables. Subsequent studies could conduct more complex multivariate analyses, such as examining differences in student learning satisfaction based on specific characteristics of respondents. Third, the formulated structural model is still very limited. More complex structural models can be developed in future studies, even incorporating several variables predicted to have a mediating effect.

D. CONCLUSION AND SUGGESTIONS

Learning satisfaction is a condition of positive and satisfying feelings experienced by an individual or learner after participating in a learning process. The results of this study indicate a significant direct influence of students' perceptions regarding lecturers' pedagogic competence on student learning satisfaction. Lecturers with high pedagogic competence tend to convey material in a way that is more understandable to students. They can create a supportive and inspiring learning environment, enhancing student learning satisfaction.

This study has important implications for implementing learning in higher education, particularly in the Islamic Education study program. Lecturers must be able to plan and design effective learning experiences, including selecting materials, teaching methods, and appropriate resources. They should also be able to manage the classroom effectively, create a conducive learning environment, and handle situations that may arise during learning. In today's digital era, using technology in teaching is increasingly important. Lecturers must know how to integrate digital tools and online resources into learning. Specifically, enhancing student learning satisfaction can also be pursued by implementing special activities, such as guidance and counseling services provided to students.

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