

ANALYSIS OF STUDENT SATISFACTION LEVEL TOWARDS MATRICULATION TEACHERS IN CHEMISTRY AND MANAGEMENT STUDY PROGRAM OF TRIBUANA KALABAHU UNIVERSITY

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Abstract: The matriculation program at Tribuana Kalabahi University aims to help new students adapt to the academic environment through effective initial teaching. However, to ensure that this program runs according to students' expectations, a comprehensive evaluation of the quality of teaching is needed. This study aims to evaluate the satisfaction of new students of the Chemistry and Management Study Programs with matriculation teaching based on aspects of teaching quality, methods, and lecturer-student interaction. Using a quantitative approach, data were collected through a closed questionnaire on a Likert scale of 1-5 distributed to 59 matriculation students. Data analysis using descriptive statistics showed that 87.64% of Chemistry Study Program students and 90.53% of Management Study Program students were satisfied to very satisfied with the teaching provided. Based on the existing assessment criteria, this level of satisfaction places the quality of teaching in the very good category, although there were 11.72% and 9.45% of students in each study program who were quite satisfied, indicating room for improvement. In conclusion, matriculation teaching in both study programs has met students' expectations with a high level of satisfaction, but efforts to improve quality are still needed to achieve more optimal results.

Keywords: analysis, student satisfaction, teaching quality, matriculation

INTRODUCTION

The evaluation of matriculation activities in the Chemical Engineering Study Program and Management Study Program of Tribuana Kalabahi University in 2024 is based on the need to ensure that the matriculation process runs effectively and according to expectations. This evaluation is important to be carried out as an effort to improve the quality of teaching and learning, as well as to ensure that new students get a good initial understanding of the field of study they will pursue. The objective of this evaluation is to assess students' perceptions of the performance of matriculation lecturers, especially in crucial aspects such as punctuality and attendance of lecturers, the suitability between the learning plan and its implementation, the lecturer's mastery of the material, the use of appropriate teaching methods, the use of technology in the teaching and learning process, and the teacher's attitude in managing the class. Each of these aspects is assessed to obtain a comprehensive picture of how well the matriculation program supports the process of student adaptation to the new academic environment.

Previous studies have shown that effective matriculation activities have a positive influence on the academic success of new students. According to the results of the study [1], evaluation of the matriculation program is important to identify the strengths and weaknesses of the implementation of this program, so that educational institutions can make appropriate improvements. In addition, [2]

found that a structured matriculation program supported by competent teaching staff can improve the academic readiness of new students in facing the demands of college lectures. Therefore, the purpose of this evaluation is to obtain direct feedback from students regarding the quality of the implementation of the matriculation program at Tribuana Kalabahi University, so that the results of this evaluation can be a reference in improving and developing the matriculation program in the future.

The evaluation results are expected to provide a clear picture of aspects that need to be improved, such as punctuality and attendance of lecturers, the suitability between the learning plan and its implementation, and the mastery of the material by lecturers. In addition, this evaluation will also help the university in identifying the extent to which the use of methods and technology in matriculation learning is in accordance with student needs. The aspect of the use of methods and technology is important in the context of modern learning, where educational technology has been proven to support the effectiveness and efficiency of the learning process [3]. The use of appropriate teaching methods also affects students' understanding of the material presented, as stated by [4] which states that varied and interactive teaching methods can increase student engagement and interest in learning.

The attitude of the teacher is also an important aspect of the evaluation. Good interaction between teachers and students can create a conducive learning

environment, so that students are more motivated to actively participate in class. According to research [5], the inclusive attitude of teachers and respect for the differences in views and backgrounds of students is very important in creating a conducive and comfortable learning environment. Overall, this evaluation aims to ensure that the matriculation program truly functions as an effective bridge for new students to enter the world of college. With structured and data-based input, Tribuana Kalabahi University is expected to be able to take concrete steps to improve the quality of teaching in the matriculation program, so that it can improve students' academic readiness in facing challenges in the academic and professional world in the Chemistry Study Program and Management Study Program.

Through this evaluation, the university can not only improve the quality of the matriculation program, but can also strengthen student confidence in the quality of education provided by Tribuana Kalabahi University, especially the chemistry study program and the management study program.

RESEARCH METHOD

The research method used in the evaluation of the matriculation program in the chemistry and management study program at Tribuana Kalabahi University is a quantitative approach using a closed

questionnaire on a Likert scale of 1-5 to measure student perceptions of aspects of punctuality, teaching quality, learning methods, mastery of material, and lecturer-student interaction. The study population included new students of the Chemistry and Management Study Program who took part in the matriculation for the 2024/2025 academic year totaling 59 respondents. Furthermore, it was analyzed using simple descriptive statistical techniques. The data processing process was carried out using the Microsoft Excel program. Furthermore, a classification table was prepared to determine the average value of each aspect obtained, so that the aspects assessed can be concluded with the percentage formula = score obtained / maximum score X 100. The classification table of respondents' attitudes towards the aspects assessed can be compiled from the total score of the respondents' answers, namely the highest score, the lowest score, the number of classes, and the interval distance. Highest score = 5 (Very Satisfied) Lowest score = 1 (Very Dissatisfied), Number of classes = 5 Interval distance = (Maximum Score - Minimum Score) / 5. Based on the calculations above, a classification table can be compiled for the student assessment scale for lecturers for each aspect assessed with the following assessment criteria.

Table 1. Kriteria Penilaian

Category	Interval	% Interval
Very satisfied	85-100	≥ 85
Satisfied	54-84	67-84 %
Quite Satisfied	53-66	53-66 %
Less satisfied	37-52	37-52 %
Very Dissatisfied	20-36	≤ 36 %

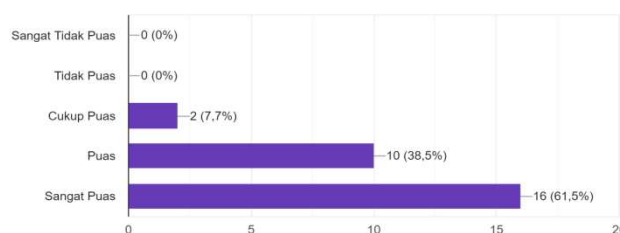
Arikunto[6] If the research population is less than 100 people, it is recommended to use total sampling or census, where the entire population is sampled. However, if the population is more than 100 people, the sample can be taken partially using representative sampling techniques, such as stratified sampling or random sampling. In the context of this study, the student population of 59 people, the use of questionnaires distributed to all students allows for participation-based sampling. In this case, a passive purposive sampling approach is used, where students who are willing to fill out the questionnaire are considered relevant samples. This is based on the theory that in survey research, volunteer-based sampling can be used if the number of samples reflects a sufficient proportion of the population. Thus, this sampling technique is expected to provide representative results to analyze the aspects evaluated during the matriculation program. The data analysis technique used is descriptive statistics which is able to provide an essential overview of the research data [7], therefore descriptive statistics are used to describe the distribution of data and identify patterns or tendencies in the matriculation evaluation.

RESULTS AND DISCUSSION

1. Chemistry Study Program

a. Teacher Time and Punctuality

Analysis of the variables of time and punctuality of teachers in the matriculation program is a crucial aspect that affects the success of the learning process. The main indicator used in evaluating the punctuality of teachers is their ability to start and end classes according to the schedule that has been set. Based on recent research, the discipline of teacher time plays an important role in increasing student concentration and involvement in the learning process. Discipline in starting and ending classes on time increases the effectiveness of teaching and has a positive impact on student satisfaction [8]. The results of the evaluation of the Chemistry Study Program matriculation teachers showed that 61.5% or 16 students felt very satisfied, 38.5% or 10 students felt satisfied, 7.7% or 2 students felt quite satisfied, while no students felt dissatisfied or very dissatisfied.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

This assessment shows that the majority of students give high appreciation to the punctuality and performance of the instructors, with most students feeling satisfied or very satisfied with the teaching provided. This reflects that the Chemistry matriculation program has succeeded in maintaining good time discipline, which in turn supports an effective learning process. Furthermore, [9] emphasized that the punctuality of the instructors is also closely related to students' perceptions of the overall quality of teaching. With no students feeling dissatisfied, it can be concluded that this matriculation program has succeeded in meeting students' expectations in terms of punctuality and teaching quality.

In addition, the importance of punctuality is also reinforced by research [10], which shows that the time discipline of teachers directly contributes to increasing student learning motivation. When teachers start and end classes on time, students feel that the learning process is more structured and directed, so they can focus more on receiving the material. In the context of the Chemistry Study Program matriculation program, the high level of student satisfaction (61.5% very satisfied and 38.5% satisfied) indicates that teachers are able to maintain punctuality consistently, which ultimately has a positive effect on students' learning experience.

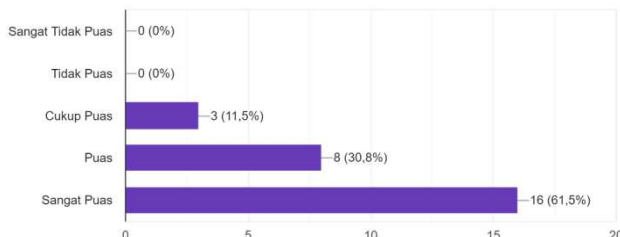
The absence of students who felt dissatisfied or very dissatisfied also indicates that the aspects of punctuality and teacher discipline are at a very good level. This is in line with the findings [11] which

state that good time management by teachers can increase student active involvement in class, reduce stress levels, and create a more conducive learning atmosphere. Therefore, the Chemistry matriculation program can be considered successful in terms of maintaining time discipline as part of efforts to improve the overall quality of learning.

In other words, the evaluation results that show a high level of satisfaction reflect that students feel appreciated by teachers who are disciplined in adhering to class schedules. This aspect also influences students' perceptions of teacher professionalism, as mentioned in the study [12], which emphasized that punctuality is a form of professionalism that is highly valued by students.

b. Conformity of Learning Plans and Implementation

The analysis of the evaluation of the Chemistry Study Program matriculation instructors with the indicator of the Suitability of Learning Plans and Implementation showed very positive results. Of the total respondents, 61.5% or 16 students felt very satisfied, 30.8% or 8 students felt satisfied, and 11.5% or 3 students felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results place the Chemistry Study Program matriculation instructors in the very good category in terms of the suitability between the learning plan and implementation in the classroom.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

The results of this evaluation indicate that the teachers successfully implemented the learning process according to the plan

that had been prepared, starting from the delivery of materials, the methods used, to the right allocation of time. The high level

of student satisfaction can be used as evidence that mature teaching planning is applied consistently, which in turn provides an optimal learning experience for students. Supporting this finding by stating that the suitability between the learning plan and implementation in the classroom is very important in ensuring the achievement of expected learning outcomes [13]. Their research shows that teachers who are able to follow the learning plan effectively tend to get a higher level of satisfaction from students because the learning process becomes more structured and focused.

Furthermore, research [14] also highlights the importance of consistency between planning and implementation of learning. According to him, teachers who consistently implement learning plans according to schedule tend to result in increased student active involvement and have a positive impact on their learning outcomes. Students feel more focused in following the learning process when the material is delivered according to plan and without many deviations. In the context of the Chemistry Study Program, the evaluation results showing that 61.5% of students felt very satisfied and 30.8% felt satisfied confirmed that this conformity had been achieved well.

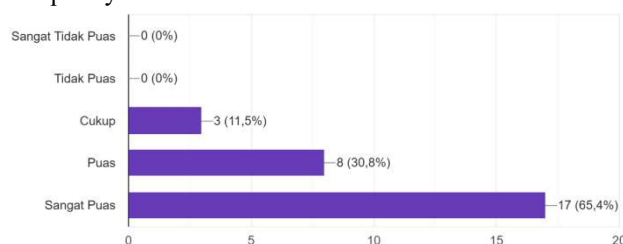
The absence of students who feel dissatisfied or very dissatisfied is also an indicator that the teachers have succeeded in maintaining the quality of the

implementation of learning well. This is in accordance with research [15], which found that the suitability between the plan and the implementation of learning is directly related to the positive perception of students towards the teacher. When teachers are able to integrate careful planning with consistent implementation, the result is an increase in the quality of learning which has a positive impact on student satisfaction.

Overall, the results of this evaluation indicate that the Chemistry Study Program matriculation instructors have been in the very good category in maintaining the suitability between the plan and the implementation of learning. This good teaching quality not only provides a more structured and effective learning experience, but also encourages students to be more active and involved in the learning process

c. **Mastery of Material**

The evaluation analysis of the Chemistry Study Program matriculation instructors with the material mastery indicator showed very positive results. As many as 65.4% or 17 students felt very satisfied, 30.8% or 8 students felt satisfied, and 11.5% or 3 students felt quite satisfied. No students gave an assessment of being dissatisfied or very dissatisfied. These results place the Chemistry Study Program matriculation instructors in the very good category in terms of material mastery.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

This high level of satisfaction indicates that teachers have a deep understanding of the material they teach, and are able to convey it in a way that is easy for students to understand. Teachers' mastery of the material is one of the key factors that influences the quality of learning and student engagement. Research [16] shows that teachers who have good mastery of the material tend to be able to answer student questions more effectively, thereby increasing the level of student satisfaction in the learning process.

Research [17] confirms that good mastery of the material is also closely related to the ability of teachers to link theory with practical applications, which

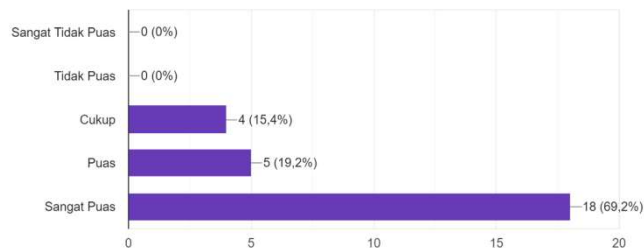
makes learning more relevant and interesting for students. In the context of the Chemistry Study Program, this very positive student assessment reflects that the teachers not only master the theory, but are also able to explain the material in a comprehensive and relevant way.

The absence of dissatisfied or very dissatisfied assessments further indicates that all students appreciate the way the instructor delivers the material. This is in line with the findings of [18], which state that instructors who master the material tend to create a more interactive and dynamic learning atmosphere, which in turn has a positive effect on student learning motivation.

Overall, the results of this evaluation show that the Chemistry Study Program matriculation instructors are in the very good category in terms of mastery of the material, with their strong ability to deliver the material clearly, in a structured, and applicable manner.

d. Use of Methods

The analysis of the evaluation of the Chemistry Study Program matriculation



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

These results indicate that teachers are able to apply various methods in the learning process, such as group discussions, presentations, practical demonstrations, or the use of interactive learning technology. This variation in teaching methods is important to maintain student interest and involvement in learning, as mentioned [19], who found that variation in teaching strategies can increase student understanding and active participation, as well as reduce boredom during the learning process.

In addition, research [20] supports these results by showing that the use of varied methods allows students with different learning styles to be able to follow and understand the material better. Teachers who are flexible and creative in choosing teaching methods tend to be more successful in attracting students' attention and creating a more dynamic classroom atmosphere.

In the context of the Chemistry Study Program, the evaluation results showing a high level of satisfaction indicate that the teachers are able to utilize various effective methods to facilitate learning. The absence of dissatisfied students also indicates that the variety of methods used by the teachers

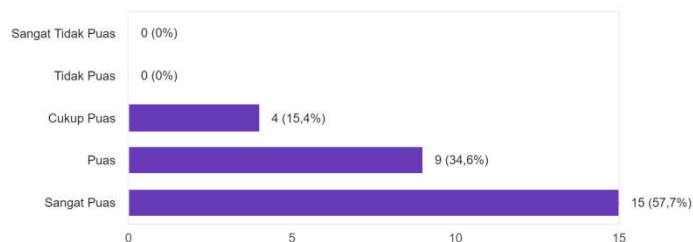
instructors with teaching indicators using various methods showed very positive results. As many as 69.2% or 18 students felt very satisfied, 19.2% or 5 students felt satisfied, and 15.4% or 4 students felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results place the Chemistry Study Program matriculation instructors in the very good category in terms of teaching method variations.

are in accordance with the needs and expectations of the students. This is in line with the findings of [21], which emphasize the importance of flexibility in teaching methods to adjust to the complexity of the material and the learning needs of students.

Overall, the results of this evaluation show that the Chemistry Study Program matriculation instructors are in the very good category in using varied teaching methods, which significantly contribute to improving the quality of learning and student satisfaction.

e. Use of Technology

The analysis of the evaluation of the Chemistry Study Program matriculation instructors with indicators of instructors using technology or learning media effectively showed good results. As many as 57.7% or 15 students felt very satisfied, 34.6% or 9 students felt satisfied, and 15.4% or 4 students felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results place the instructors in a good category in terms of using technology or learning media effectively.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

The use of technology in learning has become an important aspect in improving

the quality of material delivery. Media such as application-based presentations, videos,

and other digital tools help students to better understand the material in an interactive and engaging way. According to research [22], the use of technology-based learning media can increase student engagement and facilitate the understanding of complex concepts, especially in science fields such as chemistry.

Furthermore, research [23] states that learning technology allows teachers to present materials in a more visual and dynamic way, which can improve students' retention of the topics taught. In the context of this evaluation, the majority of students felt very satisfied with the way teachers used technology, which shows that teachers have been able to utilize learning media optimally to support learning.

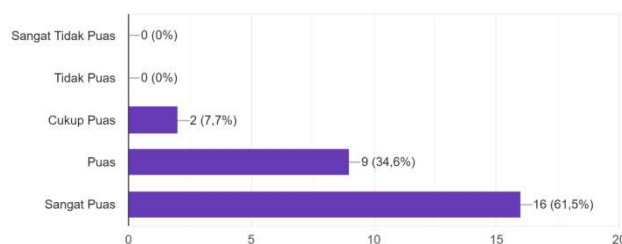
Although there are 15.4% of students who are only quite satisfied, this can still be considered as positive feedback that can encourage teachers to be more innovative in using learning technology. Research [24] also confirms that effective adaptation of technology in the teaching process is very important to ensure that all students can be

actively involved in learning, especially in today's digital era.

Overall, the results of this evaluation indicate that the Chemistry Study Program matriculation instructors are in a good category in using technology or learning media effectively. The use of technology has contributed significantly to student satisfaction in following the learning process.

f. Teacher Attitude

The evaluation analysis of the Chemistry Study Program matriculation instructors with the indicator of Teacher Attitude respecting and appreciating differences in views and backgrounds of students showed very good results. As many as 61.5% or 16 students felt very satisfied, 34.6% or 9 students felt satisfied, and 7.7% or 2 students felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results place the Chemistry Study Program matriculation instructors in the very good category in respecting and appreciating differences among students.



Source: Matriculation Student Assessment, 2024: <https://forms.gle/se3fya9BAnFR7Etb7>

Respect for students' different perspectives and backgrounds is an important aspect in creating an inclusive and conducive learning environment. In higher education, teachers' open attitudes towards diversity have a positive impact on students' motivation to learn and their comfort in expressing ideas and actively participating in class discussions. This is in line with research [25], which found that a classroom environment that values students' diverse perspectives and backgrounds increases engagement and mutual respect between students and teachers.

The inclusive attitude of teachers who respect students' cultural, religious, and social backgrounds can contribute significantly to improving students' academic achievement. This attitude encourages students to participate more actively in class without fear of discrimination or marginalization.

The results of this evaluation, which showed that there were no students who felt dissatisfied or very dissatisfied, also indicate

that the matriculation instructors in the Chemistry Study Program have succeeded in creating a learning environment that respects and appreciates differences, in accordance with student expectations. This shows that instructors are able to maintain positive relationships and appreciate diversity in the classroom, which is important for building a healthy academic atmosphere.

Overall, the results of this evaluation place the Chemistry Study Program matriculation instructors in the very good category in respecting and appreciating differences in student views and backgrounds, which is an important pillar in realizing inclusive and equitable education.

2. Program Management Studies

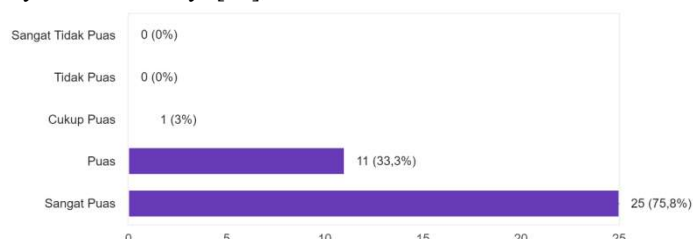
a. Teacher Time and Punctuality

The variables of time and punctuality of teachers are important aspects in measuring the success of the matriculation program. The ability of teachers to start and end classes on time greatly affects the effectiveness of the learning process. This

time discipline not only reflects the professionalism of teachers, but also has a direct impact on the learning experience of students.

Recent studies have shown that instructor time discipline is positively correlated with student satisfaction and increased understanding of the material. According to a study conducted by [26],

instructors who are consistent in following class schedules are more appreciated by students, which ultimately increases student motivation to learn and active engagement in class. Similarly, research [27] confirms that good time management by instructors can increase student retention of material by up to 20%.



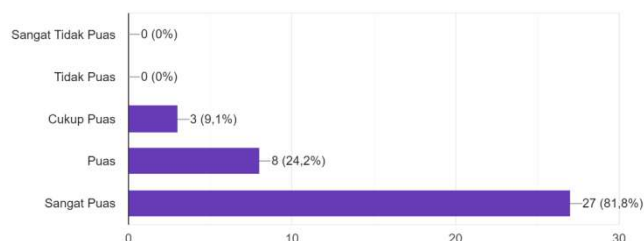
Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

The results of the evaluation of matriculation instructors in the Management Study Program showed that 25 students or 75.8% felt very satisfied, while 11 students or 33.3% felt satisfied, and only 1 student or 3% felt quite satisfied. No students felt dissatisfied or very dissatisfied with the performance of the instructors.

Based on these data, it can be concluded that the majority of students gave positive assessments to the lecturers in the Management Study Program. This evaluation reflects that the lecturers have been able to meet student expectations, especially in terms of punctuality and effectiveness of learning, which in turn supports the success of the matriculation program as a whole.

b. Conformity of Learning Plans and Implementation

The evaluation analysis of the Management Study Program matriculation instructors with the indicator of the Suitability of Learning Plans and Implementation showed very positive results. A total of 27 students or 81.8% felt very satisfied, 8 students or 24.2% felt satisfied, while 3 students or 9.1% felt quite satisfied. No students gave an assessment of being dissatisfied or very dissatisfied. These results indicate that the majority of students assessed the suitability between the plan and implementation of the learning of Management matriculation instructors as very good.



Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

This high assessment indicates that the teachers have successfully implemented the learning plan consistently, in accordance with what has been previously designed. The teachers are able to integrate the material well and deliver learning effectively according to the schedule and plan that has been set. This shows that the teachers in the Management Study Program are in the very satisfactory category in terms of the suitability of the learning plan and implementation.

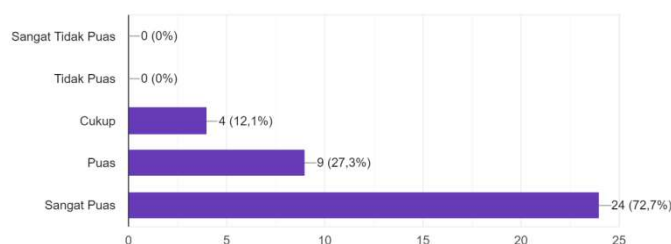
Research [28], which states that the suitability between planning and implementation of learning has a significant impact on student satisfaction and learning effectiveness. Meanwhile, another study by [29] emphasized that teachers who are consistent in implementing learning plans not only increase student engagement, but also improve understanding and retention of the material.

c. Mastery of Material

The analysis of the evaluation of the matriculation instructors of the Management

Study Program with the Material Mastery indicator showed very positive results. As many as 24 students or 72.7% felt very satisfied, 9 students or 27.3% felt satisfied, while 4 students or 12.1% felt quite

satisfied. No students felt dissatisfied or very dissatisfied. These results indicate that the majority of students gave a good assessment of the material mastery of the matriculation instructors.



Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

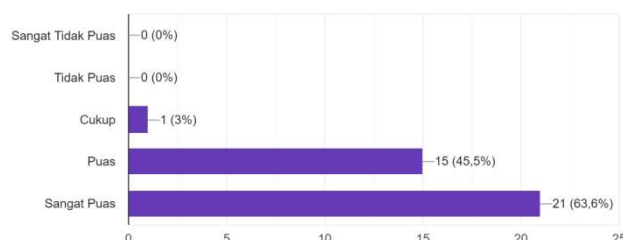
This assessment indicates that the teachers are able to master and deliver the material well, and are able to answer questions and provide clear and comprehensive explanations. Good mastery of the material is very important in the learning process because it can help students more easily understand and apply the concepts they are learning. Based on the results of this evaluation, it can be said that the Management matriculation teachers are in the very satisfactory category in terms of material mastery.

Research [30] supports this finding, where the teacher's mastery of the material has a significant influence on student satisfaction in the learning process. Another study by [31] also confirmed that teachers

who master the material well can increase student learning motivation and active participation in class.

d. Use of Methods

The evaluation analysis of the matriculation lecturers of the Management Study Program with the indicator of Lecturers Using Varied Methods showed very satisfying results. As many as 21 students or 63.6% felt very satisfied, 15 students or 45.5% felt satisfied, while 1 student or 3% felt quite satisfied. No students felt dissatisfied or very dissatisfied. The results of this evaluation indicate that the majority of students gave a positive assessment of the variety of teaching methods used by the lecturers.



Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

Variation in teaching methods is an important factor in creating a dynamic and interactive learning atmosphere. The use of various methods, such as group discussions, presentations, and case studies, can help students understand the material better, increase active participation, and maintain interest in learning. Based on the results of this evaluation, it can be concluded that the Management matriculation instructors are in the very satisfactory category in terms of using various methods.

Research [32] supports this finding, showing that varying teaching methods can increase student engagement and satisfaction in the learning process. Another study [33] also found that instructors who

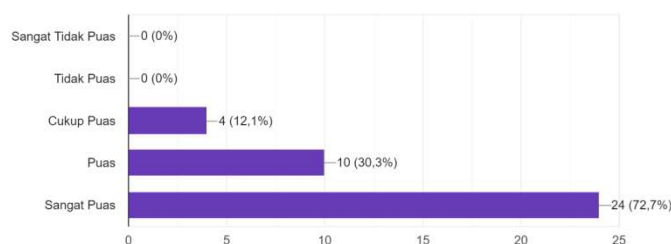
use varied teaching approaches can significantly improve students' understanding and critical thinking skills.

e. Use of Technology

The evaluation analysis of the Management Study Program matriculation instructors with the indicator of Teachers Using Technology or Learning Media Effectively (such as presentations, videos, applications) showed very good results. As many as 24 students or 72.7% felt very satisfied, 10 students or 30.3% felt satisfied, and 4 students or 12.1% felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results indicate that Management matriculation instructors are in

the very satisfactory category in terms of the use of technology or effective learning

media.



Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

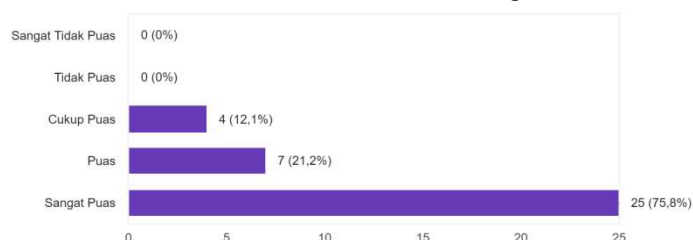
The use of appropriate technology and learning media can increase the appeal of learning, help visualize difficult concepts, and facilitate deeper understanding by students. Media such as interactive presentations, educational videos, and learning applications allow teachers to deliver material in a more varied and interesting way. This evaluation reflects that teachers are able to utilize technology well to support an effective and efficient learning process.

Research [34] shows that the use of technology in learning has a significant impact on student engagement and learning motivation. Meanwhile, research [35] states that teachers who integrate technology-based learning media are more effective in

improving students' conceptual understanding and critical skills.

f. Teacher Attitude

The evaluation analysis of the Management Study Program matriculation instructors with the indicator of the Attitude of the Instructor Respecting and Appreciating Differences in Views and Backgrounds of Students showed very good results. As many as 25 students or 75.8% felt very satisfied, 7 students or 21.2% felt satisfied, and 4 students or 12.1% felt quite satisfied. No students felt dissatisfied or very dissatisfied. These results indicate that the Management matriculation instructors are in the very satisfactory category in terms of their attitude of respecting and appreciating differences in views and backgrounds of students.



Source: Student assessment, 2024: <https://forms.gle/aUokYgVXAHfDpXbB7>

This attitude is very important in creating an inclusive learning environment, where every student feels valued regardless of differences in views, culture, or social background. Teachers who are able to respect the diversity of students tend to build better relationships with them, increase students' self-confidence, and create a more open and productive discussion atmosphere. Based on the evaluation results, teachers in the Management Study Program have succeeded in implementing the principles of inclusivity in learning.

Research [36] confirms that the attitude of teachers who respect diversity and differences of opinion can increase student comfort in learning, thus having a positive impact on their involvement in

class discussions. Meanwhile, research [37] shows that respect for differences in student backgrounds contributes to improving the quality of interactions and dynamics of learning in the classroom in building positive character which is the goal of national education.

CONCLUSION

Based on the evaluation results of the matriculation program at Tribuana Kalabahi University in the Chemistry and Management Study Programs, it can be concluded that the majority of students are satisfied with the quality of the teaching provided. In the Chemistry Study Program, the level of student satisfaction reached 87.64%, with the majority of students feeling Very Satisfied with the teaching received. Meanwhile, the Management Study Program showed a higher level of satisfaction,

namely 90.53%, which places the quality of teaching in the Very Satisfied category according to the existing assessment criteria. These results indicate that matriculation teaching in both study programs has succeeded in meeting the expectations and academic needs of new students effectively. However, there are still around 11.72% of students in the Chemistry Study Program and 9.45% in the Management Study Program who feel quite satisfied, which indicates that there is room for improvement. Therefore, although the quality of matriculation teaching in both study programs is already very satisfactory, the university still needs to make improvements to ensure higher student satisfaction and support an optimal academic experience for all new students.

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