

## ANALYSIS OF LECTURER CHARACTERISTICS ON LECTURER PERFORMANCE THROUGH LEARNING EFFECTIVENESS Case Study of Nuku Tidore University

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**ABSTRACT.** This study aims to analyze the results of student evaluations of the performance of lecturers at Nuku University, Tidore Islands City. The population of this research is all faculties in the institution, namely the faculties of economics, maritime affairs, agriculture and forestry, engineering, law, and socio-politics. The research technique used is survey research with quantitative research methods. The sampling technique uses Quota sampling so that the number of samples used is as many as 200 samples spread from 6 faculties using the variables of lecturer characteristics (X1), learning effectiveness (Y1) and lecturer performance (Y2). The analytical tool used in this study is the structural equation modeling (SEM-AMOS) to test the research hypothesis. The results of this study indicate that the variable characteristics of lecturers have no significant effect on lecturer performance, lecturer characteristics have a significant effect on learning effectiveness, learning effectiveness has a significant effect on lecturer performance, and lecturer characteristics have a significant effect on lecturer performance through learning effectiveness.

**Keywords:** lecturer characteristics; learning effectiveness; lecturer performance

## ANALISIS KARAKTERISTIK DOSEN TERHADAP KINERJA DOSEN MELALUI EFEKTIVITAS PEMBELAJARAN (Studi Kasus Universitas Nuku Tidore)

**ABSTRAK.** Penelitian ini bertujuan untuk menganalisis hasil evaluasi mahasiswa terhadap kinerja dosen pada Universitas Nuku Kota Tidore Kepulauan. Populasi penelitian ini adalah semua fakultas di institusi tersebut yakni fakultas ekonomi, kelautan, pertanian dan kehutanan, teknik, hukum, dan sosial politik. Teknik penelitian yang digunakan adalah penelitian survei dengan metode penelitian kuantitatif. Teknik pengambilan sampel menggunakan Quota sampling sehingga jumlah sampel yang digunakan adalah sebanyak 200 sampel yang tersebar dari 6 fakultas dengan menggunakan variabel karakteristik dosen (X1), efektivitas pembelajaran (Y1) dan kinerja dosen (Y2). Alat analisis yang digunakan dalam penelitian ini adalah structural equation modelling (SEM-AMOS) untuk menguji hipotesis penelitian. Hasil penelitian menunjukkan karakteristik dosen tidak berpengaruh signifikan terhadap kinerja dosen (H1), karakteristik dosen berpengaruh signifikan terhadap efektivitas pembelajaran (H2), efektivitas pembelajaran berpengaruh signifikan terhadap kinerja dosen (H3) dan karakteristik dosen berpengaruh signifikan terhadap kinerja dosen melalui efektivitas pembelajaran (H4).

**Kata kunci:** karakteristik dosen; efektivitas pembelajaran; kinerja dosen

### INTRODUCTION

The development of higher education and the existence of competition, requires universities to have high performance. Nuku University is a university in the city of Tidore islands which was founded in 2001. Nuku University continues to strive to make improvements in all sectors, especially in the human resources (HR) sector because this sector has the most vital role for improvement and progress according to the vision and mission to be achieved. Human Resources institutions, which of course are lecturers, are the driving force of higher education because lecturers are not only teachers who transform knowledge to students, but lecturers also have to carry out activities outside of teaching so that the knowledge gained can be used for all groups including the general public.

The quality of lecturers is generally judged from the academic level that has been taken so that to become a lecturer at a university, it is required to have taken postgraduate education in accordance with their scientific field. Apart from their main duties, lecturers also have additional tasks that must be carried out, namely providing guidance to students in the preparation of the final project (thesis) which is commonly referred to as a supervising lecturer.

With adequate lecturer qualifications, it is expected that every lecturer has adequate characteristics and is able to provide the learning effectiveness expected by students so that Nuku University can produce outputs and outcomes whose quality is calculated and ready to serve the nation and state. Lecturer characteristics and learning effectiveness are variables that have a significant effect on student success (Bandura 2000; Magno and

Sembrano 2008). Students are the next generation who are expected to produce innovative works so that apart from knowledge, students must also be equipped with various skills and expertise as proclaimed by the government in order to be able to compete in the world of work. To achieve this target, it is necessary to evaluate the performance of various groups, especially students as stakeholders who interact directly in lecture activities.

Student evaluation of lecturers in lectures is not something new (Sok-Foon, Ho Sze-Yin, Chan Yin-Fah, & Chan Yin, 2012). Various research results concerning the assessment of lecturer performance by students have been widely carried out, both in state universities and in private universities, giving rise to a variety of opinions. Not a few researchers think that student assessments cannot be used as benchmarks in decision making, but other researchers express the opposite opinion because student evaluations can motivate lecturers to perform better in their duties (Awang et al., 2012).

Student evaluation of lecturer performance contributes significantly to the level of student satisfaction so that it can improve the image of the university and student loyalty (Helgesen & Nesset, 2007). The achievement of lecturer performance is expected to make it easier for universities to realize their vision and mission, but it must be remembered that lecturers as the core force and driving force behind universities must get feedback as a form of appreciation from the institution for all the effort and dedication they have done because appreciation will make lecturers motivated in carrying out their duties and responsibilities.

When viewed from the resources owned, especially human resources (HR), currently Nuku University teaching staff have met minimum academic qualifications and some have doctoral qualifications. For facilities and infrastructure, it is also in the process of improving so that it is hoped that in the future Nuku University, which is the only university in the city of Tidore Islands, will become the pride of the community that is ready to produce generations who are able to build and advance the city of Tidore Islands. This of course can be achieved if the government, local communities and related parties provide support, but when viewed from the existing developments, public trust in Nuku University is not yet fully so that most parents, especially from parents who are economically capable, prefer to sending their children to universities outside the island city of Tidore and this is the root of the problem so that until now Nuku University has not made significant progress.

To gain this trust, performance evaluation should be carried out both at the university and faculty level by involving students as evaluators (Germain & Scandura, 2001) although generally performance is evaluated by direct superiors (Salam, 2021). Generally, those who act as evaluators have attended learning for one semester so that they are able to recognize their lecturers both when teaching in class and when interacting outside the classroom so that the overall evaluation results are valid and accurate (Mukherji & Rustagi, 2008). Various studies have proposed different criteria for evaluating teaching performance. The difference is in accordance with the specific objectives of the university, but in general the evaluation covers two main areas, namely: the characteristics of the lecturers and the effectiveness of learning on the performance of the lecturers.

Based on the previous explanation, the research problems are: 1) Do lecturer characteristics affect the lecturer performance at Nuku University in Tidore Islands, 2) Does lecturers characteristics affect the learning effectiveness at Nuku University in Tidore Islands, 3) Does learning effectiveness affect the lecturer performance of Nuku University lecturers in Tidore Islands, and 4) Does lecturer character affect the lecturer performance through the learning effectiveness at Nuku University, Tidore Islands?

The evaluation results from students are very important for higher education institutions because with this process lecturers can improve the quality of learning so that the outputs and outcomes produced have expertise in their respective scientific fields. With evaluation, lecturers will always try to develop their potential so that lecturers' performance will increase.

For this reason, the fact that the performance of lecturers in the classroom is evaluated by students' perceptions is considered important and necessary so that the objectives are:

- 1) Analyze the effect of lecturer characteristics on lecturer performance
- 2) Analyze the effect of lecturer characteristics on learning effectiveness
- 3) Analyze the effect of learning effectiveness on lecturer performance
- 4) Analyze the effect of lecturer characteristics and learning effectiveness on lecturer performance

### **Behavior Theory**

This study uses behavior theory which explains the changes in behavior that occur in a person as a result of environmental influences due to interactions that occur between various individuals. How much the change will be influenced by environmental conditions

through the stimulus-response (S-R) it receives. From the environment, each individual can learn many things so that the person concerned can make changes, both changes in attitudes, changes in views, changes in personality and changes in lifestyle.

What is explained in behavior theory is true but does not apply to all individuals because changes in behavior that occur in a person are not always influenced by environmental factors but are more based on each individual's perception and understanding of what target is the goal (cognitive theory). Cognitive theory emphasizes more on the learning process that is received through thought and consideration to determine the choice that becomes the final decision of each individual so that the changes are expected to be better than before.

### **Lecturer Characteristics**

Lecturer characteristics are the characteristics or characteristics possessed by a lecturer that distinguishes him from other lecturers. The characteristics of the lecturer at the time of teaching affect the effective learning process because the material presented can be responded to quickly by students, among them are lecturers who are broad-minded, teach lectures in a relaxed, patient, and friendly manner (Magno & Sembrano, 2008). Characteristics of appropriate and effective lecturers can stimulate greater student achievement and learning. However, the characteristics or quality of lecturers whose performance is low will get a negative response from students and the lessons delivered are not well received.

### **Lecturer Characteristics on Learning Effectiveness**

The results of the study Samian and Noor (2012) how that student comments and the ability of lecturers to convey material effectively play an important role compared to other performance criteria. A study conducted by Mart (2017) shows that lecturers do not just transfer knowledge but how a lecturer also acts as a listener who provides opportunities for students to convey feedback from the lessons that have been delivered so that actual learning effectiveness is achieved. The success of the lecturer in creating a comfortable and not boring class atmosphere cannot be separated from how the character of the lecturer himself is, therefore, to be able to know the abilities and weaknesses of a lecturer in his duties, evaluation is needed, especially from students who interact directly with every lecturer who is influential in the course.

Student evaluations can be used as a reference for a better learning process so that the shortcomings that have been carried out so far can be corrected

to produce maximum learning quality. Student participation in teaching evaluation is something that should be done in every institution, so to achieve learning effectiveness, it is recommended that every educational institution do this method at least once in six months and most importantly follow up on the results of the evaluation.

### **Learning Effectiveness**

Learning effectiveness is the achievement of expected learning objectives between students and lecturers so as to produce competent outputs and outcomes according to their expertise. The learning process carried out is highly expected if from the process communication is created from two parties so that students are not only listeners and recipients but are also active in giving their opinions so that the essence of the learning objectives as outlined in the Semester Lecture Plan (RPS) can be realized (Badriyah, 2015). For the implementation of learning effectiveness, two main indicators that must be considered are the implementation of learning for students and the learning procedures used by lecturers who help students achieve their learning goals.

Evaluation questionnaires are distributed at the end of each semester and are used to evaluate lecturers as one of the tools and methods of supervision. Student evaluations at various semester levels are feedback given to lecturers and related institutions. Several studies have found that the characteristics of lecturers (personal potential, pragmatism, friendliness and intellectual competence) affect the performance of lecturers (Mukherji & Rustagi, 2008; Priatna, 2020). The interaction between lecturers and students is an effective way of delivering learning because students do not feel afraid and pressured when attending lectures (Chireshe, 2011). Lecturers who are friendly and welcoming to students are even more respected and respected so that students will always be enthusiastic in attending lectures.

Magno and Sembrano (2008) found that lecturers who practice the self-efficacy approach can realize learning effectiveness, but another opinion reveals that learning effectiveness has not fully received a high rating, meaning that the use of self-efficacy practices in students is seen as effective but does not guarantee having high ranking based on student assessment.

Germain and Scandura (2001) stated that in order to increase teaching effectiveness and avoid consumerism in higher education, faculty evaluation should begin to focus on students and the reciprocal role of inflation rates in teaching evaluation. The results of the study by Magno and Sembrano (2008)

are in line with Bandura (2000) which concluded that the self-efficacy of lecturers motivates students in learning so that it will affect the performance of lecturers. Bandura (2000) believes that confidence and self-confidence to carry out an activity ultimately results in actual performance.

### Lecturer Performance

Lecturer performance is the output produced by a lecturer based on the work and academic functional responsibilities entrusted to him with various requirements that must be carried out both in quality and quantity (Mangkunegara, 2005). The success and progress of the institution depends on the resources it has, so when viewed from an academic level, lecturers must have a minimum academic qualification of a master's degree.

Lecturer performance must always be improved by following various researches, community service and training so that apart from teaching lecturers, they are also productive in producing works, both in the form of journals and books. Thus, lecturers do not only serve as lecturers in higher education institutions, but lecturers must also be able to mingle with the community through research and service that must be carried out as currently being fought for through the creation of the Merdeka-Merdeka Learn Campus (KM-MB) so that they become lecturers who are competent, creative and innovative

### Conceptual Framework

The conceptual framework is a research model that contains all the variables that are the research constructs connected by arrows ( $\rightarrow$ ). The arrows indicate that there is a hypothetical relationship between the variables, namely from the independent construct to the dependent construct so that the number of hypotheses is adjusted to the number of arrows. Empirical evidence shows that several variables affect the relationship between lecture characteristics and lecturer performance. The conceptual framework uses lecture characteristics as the independent variable and lecturer performance as the dependent variable while Learning Effectiveness is the mediating variable.

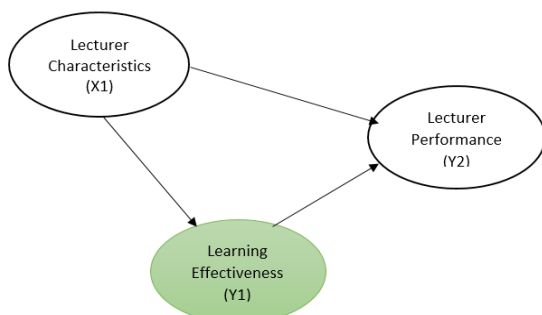


Figure 1. Conceptual Framework

### Research hypothesis

The conceptual framework presented earlier will be used to develop testable hypotheses for this study. The formulation of the hypothesis is:

- H1: Lecturer characteristics have a significant effect on lecturer performance
- H2: Lecturer Characteristics have a significant effect on the learning effectiveness
- H3: Learning effectiveness has a significant effect on lecturer performance
- H4: Lecturer characteristics have a significant effect on lecturer performance through learning effectiveness.

## METHOD

### Place, Population and Sample

This research took place at the Nuku university campus, Tidore City. The population of this research is all faculties in the institution, namely economics, marine, agriculture and forestry, engineering, law, and socio-politics. The sample collection method uses Quota sampling which is the second type of purposive sampling, namely the determination of samples whose quota number has been determined by the researcher by looking at the total number of each population group (Uma, 2003). So that the total sample is 200 samples with details of the Faculty of Economics 60 samples, Faculty of marine 25 samples, Faculty of Agriculture and Forestry 30 samples, Faculty of Engineering 30 samples, Law Faculty 27 samples, and Social and Political Faculty 28 samples . .

### Variable Measurement

In this study, the characteristics of the lecturers are the independent variables, the effectiveness of learning is the mediating variable and the performance of the lecturers is the dependent variable. All statements were made by giving several choices from 1 to 5 so that respondents' responses ranged from strongly disagree (Chauhan & Singh, 2017) to strongly agree (Augustsson, Törnquist, & Hasson, 2013). A total of 21 items were used to collect respondents' responses on all variables. It is important to emphasize that students are not asked about subject matter knowledge from the lecturer. Instead, the questions reflect students' views on the teacher's teaching style and teaching objectives.

The characteristics of the lecturers are measured using four items in the evaluation sheet, namely the lecturer conveys the teaching plan at the beginning of the lecture, the assignments from the lecturer according to the material being taught, the lecturer is always ready for each teaching session, and the lecturer provides easy-to-understand teaching.



The effectiveness of learning is measured using four items in the evaluation sheet, namely the lecturer is prompt in answering student questions, the lecturer creates learning conditions that are not boring, the lecturer prepares discussion time for students, and the lecturer emphasizes important aspects of each teaching.

Lecturer performance is measured using five items in evaluation sheets, namely lecturers with strong and authoritative characters, effective lecturers in spending, lecturers giving appreciation to students who are active in class, lecturers mastering learning materials, and lecturers being consistent with the rules that have been agreed with students.

The complete research model using Structural Equation Modeling-AMOS (SEM-AMOS) is as follows:

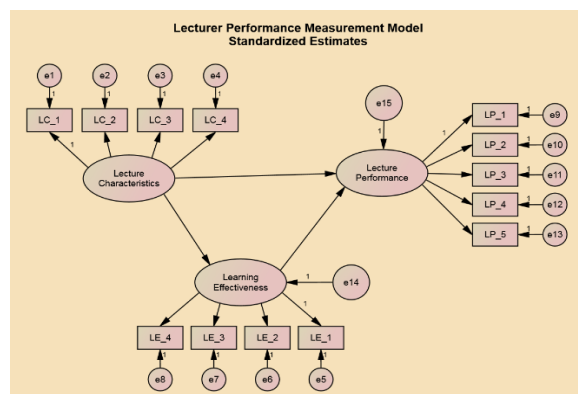


Figure 2. Full Research Model with AMOS

### Data Analysis

To answer the research hypothesis, Structural Equations Modeling (SEM) is used as the main analysis to test directly the effect of lecturer characteristics and effective teaching on lecturer performance and lecturer characteristics on effective teaching. Meanwhile, to test the mediating effect (indirect effect) the Sobel test was used. To see the suitability of the model, whether the model can be used or not (fit or not), the Goodness of fit is used

Table 1. Criteria in Testing Using SEM (Goodness of Fit Index)

CRITERIA	CUT-OF VALUE
Chi-Square	Expected Value Is Small
Significance	$\geq 0.05$
GFI	$\geq 0.90$
AGFI	$\geq 0.90$
TLI	$\geq 0.90$
CFI	$\geq 0.90$
RMSEA	$\leq 0.08$

Source: Ferdinand (2006)

If the results of testing the research data have met the criteria referred to in table 1, the next stage of testing can be carried out, namely hypothesis testing.

## RESULTS AND DISCUSSION

Before proving the truth of the hypothesis that has been stated previously, it is better to first test the model from 200 respondents who have been collected and then processed using SEM-AMOS, the results are:

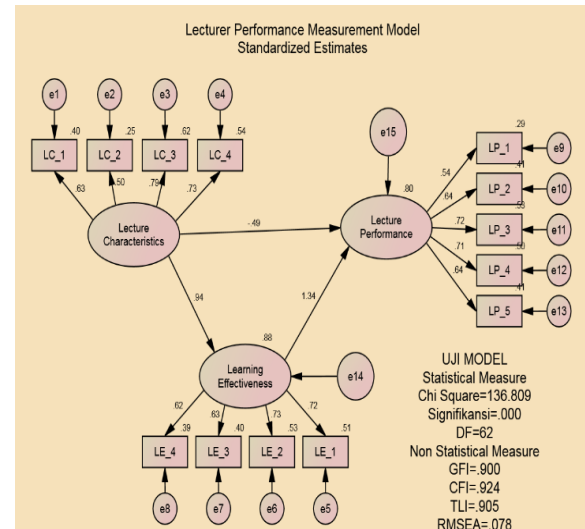


Figure 3. Research Model Test

Lecturer characteristic variable uses four indicators, where the loading factor value of each indicator is the lecturer submits a teaching plan at the beginning of the lecture (LC\_1 = 0.63), the lecturer gives assignments according to the learning topic (LC\_2 = 0.50), the lecturer is always ready for each session teaching (LC\_3 = 0.79), and the lecturer explained in a simple and easy-to-understand way (LC\_4 = 0.73). Each contribution of the four indicators is in the high category in reflecting the lecturer characteristic variables. Sequentially, the indicator with the highest contribution is in indicator three, namely the lecturer is always ready for each teaching session (LC\_3), followed by indicator four, namely the lecturer explains in a simple and easy way to understand (LC\_4), then the indicator lecturer conveys the teaching plan at the beginning of the lecture (LC\_1) and the last is the indicator that the lecturer gives assignments according to the learning topic (LC\_2).

Learning effectiveness variable uses four indicators, where the loading factor value of each indicator is, namely the lecturer is prompt in answering student questions (LE\_1 = 0.72), the lecturer fosters a pleasant learning atmosphere (LE\_2 = 0.73), the lecturer prepares a student consultation schedule (LE\_3 = 0.63), and the lecturer emphasized the important aspects of each teaching (LE\_4 = 0.62). Each contribution of the four indicators is in the high category in reflecting the Learning Effectiveness variable. Sequentially, the

indicator with the highest contribution is in indicator two, namely the lecturer fosters a pleasant learning atmosphere (LE\_2), followed by indicator one, namely the lecturer is prompt in answering student questions (LE\_1), then the lecturer indicator prepares a student consultation schedule (LE\_3) and lastly is an indicator that lecturers emphasize important aspects of each teaching (LE\_4).

Lecturer performance variable uses five indicators, where the loading factor value of each indicator is, the lecturers have strong and authoritative characters (LP\_1 = 0.54), the lecturers are effective in spending (LP\_2 = 0.64), the lecturers give appreciation for active students in class (LP\_3 = 0.72), the lecturer mastered the learning material (LP\_4 = 0.71), and the lecturer was consistent with the rules that had been agreed with the students (LP\_5 = 0.64). Each contribution of the five indicators is in the high category in reflecting the lecturer's performance variable. Sequentially, the indicator with the highest contribution is in indicator three, namely the lecturer giving appreciation to students who are active in the class (LP\_3), followed by indicator four, namely the lecturer mastering the learning material (LP\_4), then the indicator of the lecturer being effective in spending (LP\_2) and the lecturer consistent with the rules that have been agreed with students (LP\_5) and the last is an indicator of a strong and authoritative lecturer (LP\_1).

The model test results, it can be seen that the GFI value = 0.90, the CFI value > 0.90 (0.924 > 0.90, TLI value > 0.90 (0.905 > 0.90) and the RMSEA value > 0.05 (0.078 > 0, 05) which means that the overall statistical measure (SM) and non-statistical measure (NSM) values which are the basis for assessing the suitability of the model in this study have met the predetermined criteria so that data processing can proceed to hypothesis testing.

## Correlation Test

**Table 2. Correlations between Variables**

Variable	Pearson Correlation	Significance
Lecture Characteristics	0.571	0.000
Learning Effectiveness	0.699	0.000
Lecturer Performance	0.690	0.000

Source: Results of data processing

1. The results of the correlation test obtained a value of sig. (2 tailed) between the lecturer characteristics (X1) and the lecturer performance (Y2) of 0.00 less than 0.05 ( $0.00 < 0.05$ ) and the results of the Pearson correlation calculation obtained an r-count value of 0.571 is greater

than the value of r table 0.138 ( $0.571 > 0.138$ ) which means that there is a significant correlation between the lecturers characteristics (X1) and lecturers performance (Y2)

2. The results of the correlation test obtained a value of sig. (2 tailed) between the lecturer characteristics (X1) and learning effectiveness (Y1) of 0.00 less than 0.05 ( $0.00 < 0.05$ ) and the results of the Pearson correlation calculation obtained an r-count value of 0.699 is greater than the r table value of 0.138 ( $0.699 > 0.138$ ) which means that there is a significant correlation between the characteristics of the lecturer (X1) and the learning effectiveness (Y1)
3. The correlation test results obtained a sig. (2 tailed) value between learning effectiveness (Y1) and lecturer performance (Y2) of 0.00 less than 0.05 ( $0.00 < 0.05$ ) and the results of the Pearson correlation calculation obtained an r value of 0.690 is greater than the value of r table 0.138 ( $0.690 > 0.138$ ) which means that there is a significant correlation between learning effectiveness (Y1) and lecturer performance (Y2)

## Reliability Test

**Table 3. reliability test**

Cronbach's Alpha	N of Items
0.892	13

Source: Results of data processing

The reliability test results show that the Cronbach alpha value is  $0.892 > 0.60$ , which means that the 13 statement items in this study are reliable.

## Hypothesis testing

Based on the hypothesis test that has been made for each variable using SEM-AMOS to analyze the direct effect of exogenous constructs on endogenous constructs, the results are:

**Table 4. Hypothesis Testing Results**

Variable	Estimate	CR	P.Value
LC → LEf	1.109	7.808	0.000
LC → LF	-0.396	-0.822	0.411
LEf → LF	0.914	2.132	0.033

Source: Results of data processing

## Hypothesis 1. Effect of Lecture Characteristics on Lecturer Performance

To prove the hypothesis, statistical testing was carried out where the test results obtained a value of 0.411 greater than 0.05 ( $0.411 > 0.05$ ) and the CR value was obtained  $-0.822 < 2.00$  provided that the

CR value must be greater than or equal to 2 ( $CR > \pm 2.00$ ) so from this calculation, the hypothesis is not significant (rejected). Which means that the lecture characteristic has no significant effect on the lecturer's performance. The results indicate that the application of the lecture characteristic on each lecturer will not improve the performance of the lecturer. This is because Nuku students assume that the characteristics of the lecturers referred to in this variable tend to make them bored and not enthusiastic in attending lectures so that the material presented is not understood at all.

The results of this study are not supported by Yin-Fah and Osman (2011), Magno and Sembrano (2008) who explained that the overall teaching performance of the lecturers was correlated with the characteristics of the course and the characteristics of the lecturers.

### Hypothesis 2. Effect of Lecture Characteristics on Learning effectiveness

To prove the hypothesis, statistical testing was carried out where the test results obtained a value of 0.000 less than 0.05 ( $0.00 < 0.05$ ) and the CR value was  $7.808 > 2.00$  provided that the CR value must be greater than or equal to 2 ( $CR > \pm 2.00$ ) so from this calculation, the hypothesis is significant (accepted). Which means that the lecture characteristic has a significant effect on the learning effectiveness. The results indicate that the application of the right lecture characteristic on each lecturer will increase the effectiveness of learning. Lecture characteristic is a form of readiness of a lecturer in giving lectures so that students assume that one of the things that create learning effectiveness is lecturer characteristic.

The results of this study are reinforced by Mart (2017) explaining that student evaluations of lecturers have increased lecturers' awareness of their important role in effective teaching. In line with this statement Samian & Noor (2012) revealed that student evaluation is correlated with improving lecturer performance and to become an excellent lecturer (or vice versa), the ability to deliver teaching effectively plays an important role compared to other performance criteria. However, a different opinion was conveyed by Chua and Raymond (2013) who revealed that full dependence on student evaluation as the main indicator to assess teaching effectiveness would be wrong.

### Hypothesis 3. Effect of Learning Effectiveness on Lecture Performance

To prove the hypothesis, a statistical test was carried out which looked at the p-value where

the value was  $0.033 < 0.05$  while the CR value was  $2.132 > 2.00$  greater than 2.00 ( $2.132 > 2.00$ ). Therefore, hypothesis 3 is accepted. It means that Learning Effectiveness has a significant effect on lecture performance. Thus, if every lecturer can apply learning effectiveness well, the subject matter presented can be understood by students. Nuku students prefer a learning system that uses the discussion method so that the teaching and learning process is more relaxed and fun. This is what causes learning effectiveness to affect lecturer performance.

The results of this study are supported by Samian and Noor (2012) and Gül (2010) who explain that the ability to deliver lectures effectively plays an important role compared to other performance criteria. The same is expressed by Different things are expressed by (Magno & Sembrano, 2008) who argue that according to student assessments, effective learning does not produce high-performance ratings.

### Hypothesis 4. The Effect of Lecture Characteristics on Lecture Performance Through Learning Effectiveness

To test the indirect variable (mediation) in this study, the Sobel test was used with the following results:

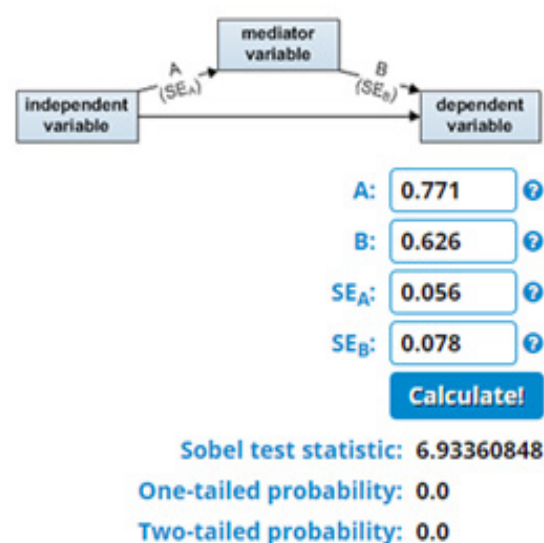


Figure 4. Sobel Test Results

This hypothesis is an indirect effect, so the Sobel test is used to see the effect of Lecture Characteristics on Lecture Performance through Learning Effectiveness and from this test (figure 4), the Z value is 6.934 which is greater than 1.96 ( $6.934 > 1.96$ ) which fits the criteria. which is determined if the Z value is greater than 1.96 then it is considered significant ( $< 0.05$ ), which means that learning effectiveness is able to mediate the relationship between the influence of Lecture Characteristics on Lecture Performance so that it is a full mediation

## CONCLUSION

The conclusion obtained from the test results is that the characteristics of lectures have no significant effect on the performance of lecturers, the characteristics of lectures have a significant effect on the effectiveness of learning, the effectiveness of learning has a significant effect on the performance of lecturers and the characteristics of lectures have a significant effect on the performance of lecturers through learning effectiveness. . So from the four hypotheses tested, there is one hypothesis that has an insignificant effect and three hypotheses that have a significant effect, one of which is an indirect effect

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