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Original Article

Transforming Student Evaluation Policy through the Student Satisfaction Index on Lecturer Performance: Strengthening Learning Governance

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Abstract: Student evaluation data are often underutilized in higher education despite their potential to support evidence-based academic decision-making. The Student Satisfaction Index on Lecturer Performance (IKMKD), which measures teaching quality from students' perspectives, has received insufficient attention as a tool for study program governance and quality improvement. This study looks at how the IKMKD can be used not only as a tool for evaluation but also as a basis for policies to improve academic management in the Elementary School Teacher Education program at Universitas Esa Unggul, Indonesia. The study employed a convergent parallel mixed-methods design involving 399 students across five academic semesters. Data were collected through IKMKD questionnaires and semi-structured interviews using purposive sampling. Quantitative data were analyzed using descriptive statistics, and qualitative data were analyzed using thematic analysis to explore students' evaluation experiences and perceptions of teaching practices. The findings indicate that the average IKMKD score reached 3.51, which falls within the good category, indicating that students generally perceived lecturers' teaching performance positively across key aspects of the learning process. Nevertheless, several recurring issues were identified, including unclear assignment instructions, limited transparency in grading criteria, delayed feedback, and inconsistent lecture schedules. The value of IKMKD as a data-informed feedback mechanism that can support pedagogical improvement, lecturer development, and continuous quality enhancement at the study program level.

Keywords:
Student evaluation; Lecturer performance; Academic governance; Educational policy; Quality improvement.

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INTRODUCTION

Demands for quality assurance systems in higher education are growing as global education dynamics change. Higher education institutions are now judged not only by

academic achievement but also by the quality of the learning process, student learning experiences, and the ability to continuously improve (Patton, 2023). Student Satisfaction Index on Lecturer Performance (IKMKD), a student-based evaluation system that measures lecturer performance across dimensions of instructional delivery, assessment practices, learning interaction, and professional responsibility, has become an important mechanism for monitoring teaching effectiveness (Iglesias Pérez et al., 2022) Despite its widespread use, IKMKD data are often used for administrative reporting and rarely examined as a source of evidence for academic governance and study program decision-making. This condition reveals a gap between the availability of evaluation information and its strategic use to improve educational quality (Lu, 2024). The challenge is not merely collecting evaluation data but transforming IKMKD results into actionable evidence that can support curriculum improvement, lecturer development, and quality assurance policies at the study program level.

Achieving educational excellence depends on how well learning objectives, teaching methods, and assessments work together. Good teaching aligns what students are expected to learn with classroom activities and how their progress is measured (Kwan, 2020). The Student Satisfaction Index on Lecturer Performance (IKMKD) serves as an institutional evaluation mechanism that captures students' perceptions of the alignment among instructional practices, assessment processes, and learning experiences, thereby providing evidence for academic quality assurance and program-level decision-making (Novallyan & Nehru, 2025). As higher education management has developed, there is now a stronger focus on using data to guide decisions and improve quality. Student evaluation data is now seen as a valuable resource that can help universities make better decisions and support improvements in teaching and learning (Choshi et al., 2023). The effective use of such data requires careful interpretation because student evaluations may be influenced by contextual factors, response bias, and variations in learning environments, making systematic validation essential before they are translated into institutional policies.

Student Satisfaction Index on Lecturer Performance (IKMKD) is used in higher education to provide lecturers with ongoing student feedback on the learning process. These evaluations assess teaching quality and can also guide policies that improve how learning is managed (Akour & Alenezi, 2022). Study program leaders can systematically review IKMKD data to identify teaching weaknesses, establish improvement priorities, and support evidence-based decisions related to curriculum refinement, lecturer development, and quality assurance processes. For the IKMKD to be effective, it should be treated as a key source of data that helps universities plan, implement, and evaluate improvements in teaching. While there have been positive changes in how learning is managed, strong governance still depends on consistent and continuous efforts to maintain high educational quality and adapt to new challenges (Wong & Chiu, 2020). This perspective aligns with data-informed governance frameworks that emphasize the use of evaluation evidence to support continuous improvement and institutional accountability in higher education.

Previous research (Clayson, 2022; Rosdiana & Husaen, 2022) has shown that higher education management, especially in learning, is well organized and effective. However,

the urgent issue now is ensuring that student evaluation results, especially from the Student Satisfaction Index on Lecturer Performance (IKMKD), are not merely administrative records but are genuinely used to inform policy decisions. If not used effectively, IKMKD data might become little more than a formality, with little effect on improving learning quality (Zhao et al., 2022). Evaluation results can support academic governance by providing evidence to identify instructional weaknesses, set improvement priorities, and monitor the effectiveness of corrective actions. Existing research focuses on measuring teaching effectiveness, student satisfaction, or lecturer performance as separate issues. Limited attention has been paid to how evaluation results can be systematically translated into a governance-based policy framework that supports planning, monitoring, and continuous improvement of learning management. Consequently, the strategic role of IKMKD as an evidence-based governance instrument remains underexplored in the existing literature.

This study examines how student evaluations, through the IKMKD, can support policy decisions and improve learning management in the Elementary School Teacher Education Study Program at Universitas Esa Unggul. The IKMKD is not just a tool for measuring lecturer performance but also a valuable source of data for making objective, measurable academic decisions. The study adopts an evidence-based governance perspective, in which evaluation data are interpreted, discussed by academic stakeholders, and subsequently incorporated into planning and quality improvement processes. By using student evaluation results in this way, universities can gain a clearer understanding of teaching quality and use this information to support continuous learning improvement. Research seeks to address this gap by positioning the IKMKD not merely as an evaluation instrument but as a governance mechanism capable of informing policy formulation, implementation, and quality improvement processes.

This study highlights the transition from passive evaluation data collection to active use in academic governance. Rather than functioning solely as a reporting requirement, IKMKD data can serve as an institutional feedback mechanism that links evaluation outcomes with decision-making, quality assurance, and continuous improvement initiatives. Higher education institutions need to move beyond administrative compliance and use evaluation evidence to strengthen learning management practices. Optimizing the use of IKMKD, therefore, represents an important step toward building a more responsive, accountable, and quality-oriented higher education system.

THEORETICAL SUPPORT

Learning Governance and the Transformation Towards Impact Education Management

Learning governance in higher education involves a combined management system that includes planning, executing, checking, and controlling the learning process to achieve the best learning outcomes (Karim et al., 2024). Impact Education Management is an approach to education management that emphasizes tangible results in learning quality, rather than mere administration. Unlike conventional quality assurance models that primarily focus on compliance and procedural standards, Impact Education Management

emphasizes the use of evaluation evidence to generate measurable improvements in teaching effectiveness and student learning outcomes (Bhaskar et al., 2021). Good governance emphasizes constructive alignment, which means aligning learning goals, teaching methods, and tests (Zhu et al., 2023). In higher education practice, this process operates through the systematic collection, analysis, and utilization of evaluation data to identify instructional weaknesses and support targeted interventions for quality enhancement (Ratten & Jones, 2021). Impact Education Management views evaluation data as a strategic resource for transforming learning governance, with evidence-based improvements serving as the primary mechanism for enhancing educational quality and institutional effectiveness. Within this framework, the Student Satisfaction Index on Lecturer Performance (IKMKD) functions as an important source of student-generated evidence that can inform curriculum refinement, lecturer development, and continuous quality improvement at the study program level.

The move toward impact education management is supported by the use of the Student Satisfaction Index on Lecturer Performance (IKMKD), a student-based evaluation index that measures teaching performance and learning quality, as an important source of evidence for improving learning governance in the Elementary School Teacher Education Program at Universitas Esa Unggul. IKMKD is no longer viewed merely as an evaluation instrument but also as a source of information for academic decision-making by identifying weaknesses, monitoring teaching performance, and informing quality improvement initiatives (Innab et al., 2022). Transformation occurs when evaluation results are systematically reviewed and incorporated into curriculum evaluation, lecturer development programs, and quality assurance processes at the study program level. The effective use of student evaluation data can contribute to more accountable and responsive learning management while supporting continuous improvement in teaching quality and student learning experiences. As such, IKMKD serves as an operational component of Impact Education Management, converting student feedback into evidence that supports instructional improvement and academic governance.

The Role of Learning Evaluation in Higher Education

The role of learning evaluation in higher education is increasingly strategic, ensuring that the learning process remains high-quality (Hooda et al., 2022). However, previous studies have highlighted several limitations of student evaluation systems, including response bias, superficial feedback, and the limited use of evaluation results in institutional decision-making processes. According to Various, (2021), evaluations based on user feedback (in this case, students) are important tools for assessing academic service quality and providing evidence for evidence-based improvement. Evaluations in higher education include the Student Evaluation of Lecturers, which in this research is represented by the Student Satisfaction Index on Lecturer Performance (IKMKD). Instrument measures not only student satisfaction but also the effectiveness of teaching methods, lecturer-student interactions, and the achievement of learning objectives (Sokhanvar et al., 2021). As a governance instrument, IKMKD provides systematic evidence that study programs can use to identify instructional weaknesses, formulate improvement strategies, and support

quality assurance decisions. When used actively, evaluation systems can have a meaningful impact on educational quality (Camilleri, 2021). The value of learning evaluation lies not merely in assessment activities, but in its capacity to generate evidence that informs governance decisions and supports continuous quality improvement initiatives (Ayubi & Retnowardhani, 2025).

The IKMKD can be understood as a valuable source of data that goes beyond its role as a simple evaluation tool and can instead inform policy decisions to strengthen learning governance in the Elementary School Teacher Education Study Program. Through the systematic analysis of student feedback, IKMKD data can be translated into evidence for identifying teaching weaknesses, prioritizing improvement strategies, and supporting quality assurance decisions at the study program level. Student evaluations are no longer treated as mere administrative requirements but as an essential part of developing a learning system that is adaptive, accountable, and continuously improving in quality, although their effective utilization still depends on institutional commitment and the integration of evaluation findings into decision-making processes.

Data Driven Decision-Making in Governance

Using data to guide decisions in higher education has become a key way to improve learning quality. Tierney, (2023) points out that top institutions do not see data just as administrative records but as a tool for reflection and ongoing improvement. This means data must be understood and turned into useful insights that help create policies that are flexible and meet students' needs. Kaspi & Venkatraman, (2023) says that regularly using evaluation data can improve learning results, especially when it leads to clear and proven actions. So, data should be viewed not just as a way to measure but as a main driver for real change in education (Elugbaju et al., 2024). Within a governance framework, data-driven decision-making creates a direct link between evaluation findings and institutional actions, enabling learning governance to shift from administrative compliance toward evidence-based improvement. The effectiveness of data-driven governance depends not only on data availability but also on the institution's capacity to accurately interpret evaluation results and translate them into strategic academic actions.

The use of IKMKD as a source of student evaluation data represents a strategic foundation for strengthening learning governance within the Elementary School Teacher Education Study Program. Beyond its traditional function as an instrument for measuring students' perceptions of teaching quality, IKMKD provides systematic evidence that can inform curriculum evaluation, lecturer professional development, instructional improvement, and institutional quality assurance. The transformation from merely collecting evaluation data to actively utilizing it in academic decision-making reflects the implementation of evidence-based and data-driven governance, where institutional policies are guided by empirical findings rather than administrative assumptions or subjective judgments. Through the systematic analysis of IKMKD results, academic leaders can identify recurring learning challenges, monitor the effectiveness of teaching practices, evaluate the impact of educational interventions, and prioritize improvement strategies based on measurable evidence. Furthermore, the integration of student

evaluation data into planning and policy development promotes continuous quality improvement by enabling institutions to monitor educational performance over time, strengthen accountability, and foster a culture of reflective practice among lecturers and program administrators. As a result, IKMKD evolves from a conventional evaluative instrument into a strategic governance tool that supports informed decision-making, enhances teaching effectiveness, improves student learning experiences, and contributes to the development of a more responsive, transparent, and quality-oriented higher education system capable of sustaining continuous institutional improvement.

METHOD

This study used a mixed-methods approach with a convergent parallel design. Numbers and student feedback were collected at the same time, analyzed separately, and then combined during the interpretation phase (Berkowitz, 2010; Nagpal et al., 2021). This design was selected because it enables quantitative measures of lecturer teaching performance to be examined alongside students' qualitative experiences, providing a more comprehensive understanding of IKMKD within the context of learning governance. By mixing numerical results with students' views, the study gives a fuller understanding of teaching quality. The integration process was conducted through triangulation and side-by-side comparison, whereby quantitative findings were compared and interpreted alongside qualitative themes to identify areas of convergence and divergence. Instead of relying solely on statistical results, this approach provides a richer explanation of how student evaluation data reflect teaching practices and learning experiences.

The study followed four main stages (Watkins, 2022): research planning, data collection and analysis, data integration, and interpretation of findings. Quantitative data consisted of IKMKD scores collected over five consecutive semesters, while qualitative data were obtained from students' open-ended feedback on lecturers' teaching performance and learning experiences. Both datasets were collected during the same evaluation period and analyzed separately before integration. Quantitative data were analyzed using descriptive statistics and longitudinal trend analysis, whereas qualitative data were examined through thematic analysis (Braun & Clarke, 2006) involving coding, categorization, and theme development to identify recurring patterns in student feedback. After that, the results were compared and combined to see where the numbers and student comments agreed or differed. Data integration was conducted through triangulation by comparing quantitative findings with qualitative themes. This process enabled the researchers to examine whether trends identified in the IKMKD scores were supported, explained, or challenged by students' narratives, thereby strengthening the validity and interpretability of the findings. Finally, these combined results were used to make practical recommendations for improving teaching and decision-making in the institution. The process follows a convergent parallel mixed-methods model, combining time-series analysis with theme analysis.

The findings were then integrated through a triangulation procedure and meta-inference process to identify convergence, complementarity, and discrepancies between quantitative and qualitative results. The integrated findings were subsequently interpreted

to formulate recommendations for improving teaching quality and academic decision-making. Figure 1 illustrates the overall research workflow, including data collection, separate quantitative and qualitative analyses, and the integration process used to generate comprehensive conclusions within the convergent parallel mixed-methods design.

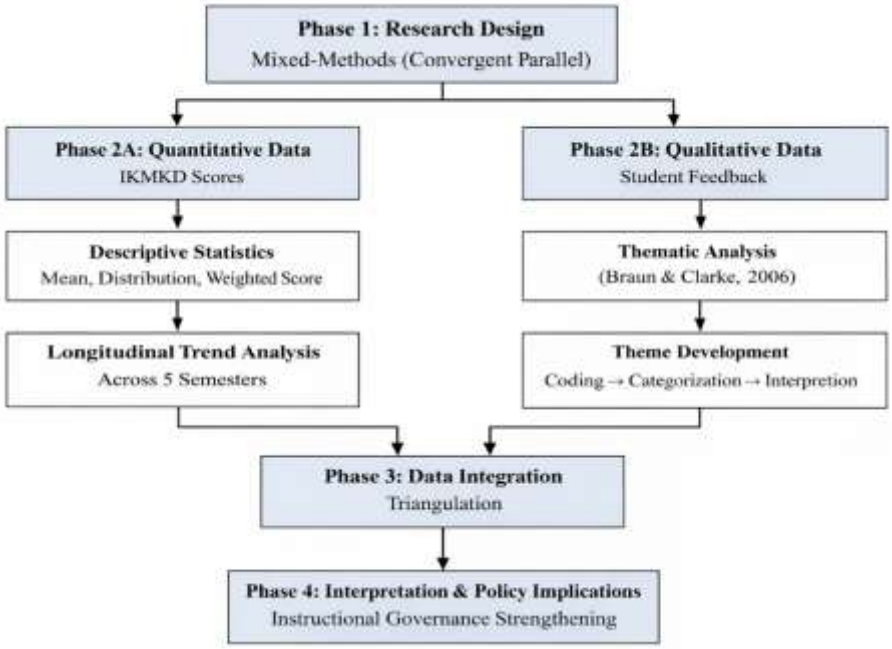

Figure 1. Convergent Parallel Mixed-Methods Design

Figure 1 shows how both number-based and descriptive data were collected at the same time, analyzed separately, and then combined for interpretation. This method allows each type of data to improve the other, creating a fuller picture of teaching quality—a main advantage of mixed-methods research. The study included every student in the Elementary School Teacher Education program at Universitas Esa Unggul. By using total sampling, all available IKMKD data were used, giving a complete overview and reducing bias. Covering five semesters from 2023 to 2026, the dataset includes 399 class sections taught by different lecturers in various courses. With this large dataset, the study provides a more reliable and detailed understanding of teaching performance over time. Table 1 summarizes the population and sampling details.

Table 1. Population and Sampling Reseacrh

No	Description	Information
1	Population	All Elementary School Teacher Education study program students
2	Sampling Technique	Total sampling
3	Data Period	Five semesters (2023–2026)
4	Unit of Analysis	399 class sections
5	Data Type	Longitudinal dataset

The data presented in Table 1 were collected from 399 students across five academic semesters. By including all available student evaluation records during the study period, the research aimed to provide a comprehensive representation of teaching performance and minimize potential sampling bias. The primary instrument was the Lecturer Teaching

Performance Index (IKMKD), an institutional evaluation tool used to assess teaching quality from students' perspectives. The questionnaire consisted of two sections. The first section employed a 4-point Likert scale to encourage respondents to express a clear evaluative position and reduce the tendency toward neutral responses, covering aspects such as instructional clarity, teaching methods, student engagement, and time management. The second section contained open-ended questions that allowed students to provide comments, experiences, and suggestions regarding the learning process. Qualitative responses were analyzed using thematic analysis through coding and categorization procedures to identify recurring patterns and key issues related to teaching effectiveness.

The data were collected at the end of each semester through the university's online system. Students participated in the survey voluntarily and responded anonymously. The survey was administered after final grades had been released to reduce potential concerns that responses might influence academic evaluation and to encourage more open feedback regarding their learning experiences. To comply with research ethics standards, all data were anonymized and used solely for research and institutional quality improvement purposes. The study received institutional ethical approval, and although anonymity was maintained throughout the process, the findings should be interpreted with consideration of potential self-report and non-response biases inherent in survey-based research.

Data analysis was conducted in two separate stages before integrating the findings, following a convergent parallel mixed-methods design (Creswell, 2021; Poth, 2023). Quantitative data were analyzed using descriptive statistics, including mean scores, weighted means, and semester-to-semester trend analysis to examine changes in lecturer teaching performance over time. This approach enabled a systematic evaluation of teaching quality and supported evidence-based academic decision-making. Qualitative data were analyzed using Braun and Clarke's (2006) thematic analysis framework, involving data familiarization, initial coding, theme development, theme review, and interpretation of findings. To enhance analytical rigor, coding consistency was reviewed through iterative coding and peer discussion, while trustworthiness was established through data triangulation, member checking, audit trails, and researcher reflexivity to ensure credibility, dependability, and confirmability.

In the final stage, quantitative and qualitative findings were integrated through methodological triangulation, whereby questionnaire results were compared and interpreted alongside interview data to examine the consistency and complementarity of the findings. This integration enabled statistical patterns to be understood within the context of students' learning experiences and perceptions. The combined analysis provided a more comprehensive interpretation of variations in IKMKD scores and lecturer teaching performance across the observed semesters.

RESULT AND DISCUSSION

Using data collected across five academic semesters from 399 students in the Elementary School Teacher Education Study Program, this dataset provides a comprehensive overview of lecturer teaching performance based on student evaluations.

Table 2 presents the IKMKD scores through measures of central tendency and score distribution, providing an empirical description of teaching quality across semesters. The variation in scores across semesters indicates differences in evaluation patterns and provides a basis for further analysis of teaching performance trends.

Table 2. Overview of IKMKD Score Distribution

No	Indicator	Value	Information
1	Number of semester reports	5	Consecutive terms (2023-2026)
2	Number of class/section entries	399	Total subject modules evaluated
3	Overall average of IKMKD	3.43	On a 4-point Likert scale
4	Overall weighted average	3.42	Adjusted for response volume
5	Overall minimum score	2.43	Lowest faculty performance recorded
6	Overall maximum score	4.00	Highest faculty performance recorded
7	Total responses	7.896	Individual student submissions
8	Total students enrolled	8.667	Cumulative enrollment across sections
9	Overall response rate (%)	91.10%	Level of student participation

Table 2 reports an overall mean IKMKD score of 3.43 on a four-point scale, indicating generally positive student perceptions of teaching performance. At the same time, the score range from 2.43 to 4.00 suggests substantial variation in evaluation outcomes across courses and lecturers, reflecting differences in teaching practices and student learning experiences. Rather than indicating uniform performance, this distribution demonstrates that teaching quality was perceived differently across evaluated classes. The findings are further strengthened by the high response rate of 91.10%, indicating broad student participation and enhancing the representativeness of the evaluation results within the study program. To determine whether performance changed over time, a longitudinal analysis across five semesters was conducted, with the outcomes summarized in Table 3.

Table 3. IKMKD Scores per Semester

No.	Semester	Number of Classes	Average IKMKD	Weighted Average	Minimum	Maximum
1	Odd 2023/2024	72	3.43	3.45	2.6	4
2	Even 2023/2024	79	3.44	3.43	3.03	3.92
3	Odd 2024/2025	75	3.43	3.4	2.77	3.93
4	Even 2024/2025	77	3.47	3.46	3.05	3.91
5	Odd 2025/2026	96	3.37	3.37	2.43	3.87

Note: the weighted mean reflects the number of student respondents in each class/section.

Table 3 shows that IKMKD scores remained relatively stable across the five consecutive semesters, ranging from 3.37 to 3.47. Although slight fluctuations were observed from one semester to another, all mean scores were consistently classified within the good category, indicating that students generally perceived the quality of teaching positively throughout the study period. The relatively narrow range of scores suggests that lecturers maintained a consistent level of teaching performance over time, with no substantial decline or marked improvement in the overall evaluation results. While these descriptive findings indicate stability in students' evaluations, no inferential statistical trend analysis was performed to determine whether the observed variations represent statistically significant changes across semesters. Consequently, the results should be interpreted as evidence of sustained teaching performance rather than definitive proof of

either improvement or stagnation. The absence of significant fluctuations nevertheless suggests that the instructional quality delivered by lecturers remained relatively consistent during the observation period. To further strengthen the credibility and representativeness of these findings, student participation rates were also examined, as response rates can influence the reliability and generalizability of course evaluation results. The distribution of student participation across the five semesters is presented in Table 4 and provides additional context for interpreting the consistency of the IKMKD scores.

Tabel 4. Student Response Rate per Semester

No.	Semester	Total Responses	Total Enrolled Students	Response Rate (%)
1	Odd 2023/2024	1,136	1,240	91.61
2	Even 2023/2024	1,296	1,417	91.46
3	Odd 2024/2025	1,748	1,888	92.58
4	Even 2024/2025	1,525	1,674	91.1
5	Odd 2025/2026	2,191	2,448	89.5

Table 4 indicates that student participation remained high and relatively stable, ranging from 89.50% to 92.58% across the five semesters. This finding suggests strong student engagement in the evaluation process and supports the representativeness of the collected data. Nevertheless, high response rates do not eliminate the possibility of nonresponse or measurement bias. To provide a clearer longitudinal overview, Figure 2 combines IKMKD scores and response rates to illustrate trends in teaching performance and student participation over time.

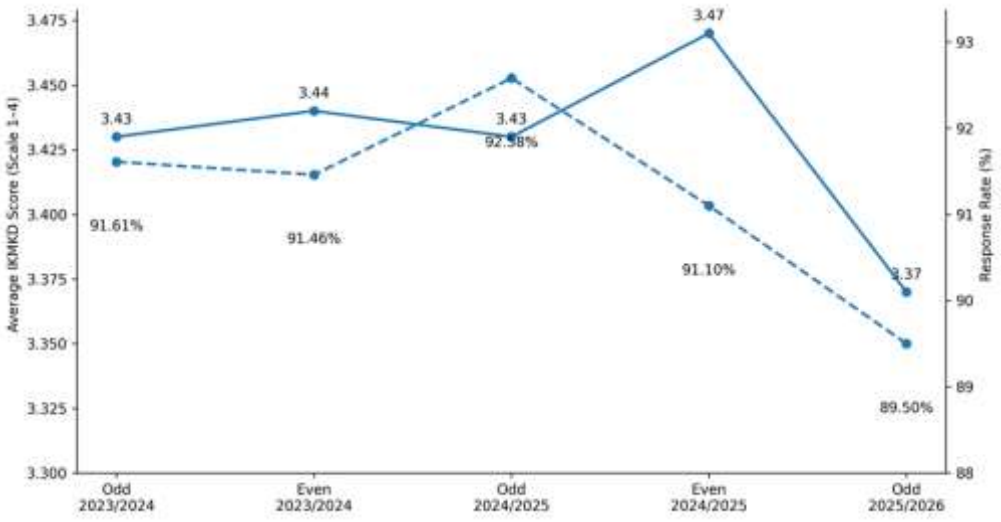

Figure 2. Dynamic Patterns of Student Participation and IKMKD Scores

As shown in Figure 2, no clear linear relationship was observed between student participation rates and IKMKD scores across the five semesters. Although participation remained consistently high throughout the evaluation period, the corresponding IKMKD scores exhibited only minor fluctuations and remained within the good category. This pattern suggests that variations in the evaluation scores were not primarily driven by differences in response rates but were more likely associated with students' actual

perceptions and experiences of the learning process. In other words, increasing or maintaining a high level of participation did not automatically lead to higher or lower evaluation scores, indicating that the results reflected relatively stable judgments of teaching quality rather than changes in the number of respondents. This interpretation is consistent with previous studies reporting that student evaluations are more strongly influenced by perceived teaching effectiveness, instructional quality, and learning experiences than by response rates alone. Consequently, the consistently high participation rates enhance the credibility of the evaluation findings while supporting the interpretation that the observed scores provide a reliable representation of students' perceptions. To gain a deeper understanding of the factors underlying these quantitative patterns, students' open-ended responses were subsequently analyzed using thematic analysis. The qualitative findings complement the numerical results by identifying recurring themes related to lecturers' teaching practices and students' learning experiences, as presented in Table 5.

Table 5. Interpretive Analysis of Student Responses

No.	Dominant Theme	Primary Thematic Categories
1	Instructional Transparency	Unclear assignment instructions, changing guidelines, and unclear grading rubrics.
2	Feedback Dynamics	Delayed feedback, limited progress monitoring, and unclear grading explanations.
3	Logistic Operations	Unstable schedules, sudden changes, and inconsistent online/offline delivery.
4	Pedagogical Diversity	Overuse of student presentations, limited active learning, and minimal use of digital tools.
5	Evaluative Cohesion	Mismatch between task instructions and grading, and inconsistent assessment criteria.
6	Workload & Task Clarity	Heavy assignments, unclear steps, and lack of examples.
7	Pedagogical Mastery	Unstructured teaching, too much narration, and weak explanation of core concepts.
8	Classroom Interaction	Low student engagement and unbalanced participation.
9	Theory–Practice Gap	Limited connection between theory and real classroom practice.
10	Professionalism	Mood-based teaching, unclear communication, and interpersonal issues.

The thematic analysis identified several recurring concerns related to teaching and learning practices. Students frequently reported unclear explanations, delayed feedback, inconsistent assessment practices, and limited connections between theory and classroom application. These themes appeared across different courses and semesters, indicating that the issues were not isolated cases. The recurring nature of these findings suggests persistent instructional challenges that require continuous improvement. Furthermore, themes of instructional clarity, feedback, and assessment consistency reflect important elements of constructive alignment among learning objectives, teaching activities, and assessment processes.

The qualitative findings also highlight the importance of feedback in supporting student learning. Many students reported difficulty understanding their progress because feedback was often delayed or insufficiently explained. This finding supports previous research showing that feedback is most effective when it is timely, specific, and actionable.

The results indicate that feedback practices have not yet fully supported ongoing learning and student improvement. The integration of quantitative and qualitative findings reveals a gap between evaluation data and instructional improvement. Although student evaluations have been collected consistently, similar concerns have persisted across semesters. Delayed feedback, unclear guidance, and assessment inconsistencies remained the most frequently reported issues. These findings suggest that the main challenge lies not in collecting evaluation data, but in using the results systematically to improve teaching quality and academic decision-making.

From a managerial perspective, this situation shows that the way learning evaluation is used may need to change. Student evaluation data should not just sit as a report or administrative file, but be used to inform decision-making in teaching and management (Oguguo et al., 2021). The findings regarding unclear assignment instructions, inconsistent grading criteria, and delayed feedback indicate specific areas where teaching practices require improvement. Some things can be improved, such as making assessment rubrics clearer, providing better, more consistent feedback, and trying new teaching ideas (Mujazi, 2026). Also, using learning analytics can help make decisions more based on real data, not just assumptions or routine. In this context, learning analytics may be implemented by systematically monitoring student evaluation trends across courses and semesters to identify recurring teaching issues and support targeted interventions.

The student evaluation system in the Elementary School Teacher Education Program has served as an effective diagnostic tool. However, it has not yet been fully optimized as a means of learning development. Optimization refers to the systematic use of evaluation results for continuous improvement, lecturer development, and evidence-based academic planning rather than merely fulfilling administrative requirements. Therefore, more systematic efforts are needed to understand and utilize evaluation data so that learning quality is not only in the "good" category but also continues to develop sustainably.

Transforming student evaluation into a real policy-based approach actually requires a change in how data is seen and used at the university. Tools like the Student Satisfaction Index on Lecturer Performance (IKMKD) are usually just treated as a routine admin thing, something to fill and store. However, inside it is important information. It shows how students feel during the learning process, how effective the teaching is, and how interaction occurs in class (Lumbantobing, 2020). Through systematic analysis of evaluation results, study programs can identify priority areas for improvement and use the findings as evidence in curriculum review, lecturer development, and quality assurance planning. So, it should not just be paperwork; it can be used more seriously to improve teaching and make better decisions. When analyzed in depth, this data can provide a clear picture of the strengths and weaknesses of the learning process (Mohamed Hashim et al., 2022; Seyfried & Pohlenz, 2020). Limited feedback mechanisms, institutional culture, and leadership commitment to evidence-based decision-making often constrain the utilization of evaluation data. Using the IKMKD as a policy basis enables institutions to make more informed decisions based on real-world conditions. IKMKD may function as a supporting instrument for data-informed governance by providing systematic evidence for academic improvement and organizational learning.

The use of the IKMKD will be more optimal when integrated into a data-driven governance framework. Evaluation results are not only used at the end of the semester but also become part of a continuous improvement cycle—from planning, implementation, and evaluation of learning (Aboramadan et al., 2020). Through regular academic evaluation and quality assurance processes, IKMKD data can provide feedback for improving teaching practices and lecturer development. IKMKD data can be used to identify areas for improvement, align learning strategies with learning outcomes, and design more targeted lecturer training (Al-Husseini et al., 2021). The IKMKD serves not only as a reflection tool but also as a diagnostic instrument for systematically improving the quality of learning (Aspandi & Muttaqin, 2025). This function aligns with contemporary discussions on learning analytics, where student-generated data are utilized to support continuous monitoring, institutional responsiveness, and strategic quality enhancement. Role in supporting decision-making, IKMKD data are often used primarily for administrative reporting rather than as a basis for continuous academic improvement.

Turning student evaluation results into real improvement for lecturers is not always easy. Often, data is seen only through average scores, without really examining what students actually say in the comments (Djirong et al., 2024; Salmi & D'Addio, 2021). This limitation is often due to the lack of structured mechanisms to analyze qualitative feedback and translate evaluation findings into improvement actions at the course, study program, and faculty levels. Because of that, it can look like everything is fine or stable, but actually, there are still problems that have not been solved. If there is no clear follow-up, these evaluation results remain data and do not really change teaching practice (Chan, 2023; Dacholfany et al., 2026). There needs to be a system that connects the evaluation results directly to real actions and policies, both at the study program level and the wider institution (Dahri et al., 2025). In this context, recurring issues such as feedback delays, instructional inconsistency, and assessment mismatch should be interpreted as indicators of systemic governance weaknesses rather than isolated instructional problems.

Higher education management plays an important role in ensuring continuous improvement in learning quality through evidence-based decision-making (Zhang & Muhammad, 2025). In this context, directed governance refers to integrating IKMKD data into planning, monitoring, evaluation, and follow-up improvement processes at the study program level (Asad et al., 2022; Mohammed et al., 2025). IKMKD provides valuable information regarding teaching performance; its contribution to quality enhancement depends on how evaluation findings are translated into concrete actions, such as lecturer professional development, curriculum refinement, and learning quality monitoring. The effectiveness of IKMKD lies not only in data availability but also in institutional commitment to utilizing evaluation results for continuous improvement.

Previous research (Abdul Latip et al., 2020; Shofiyyah et al., 2023; Sulistiarini, 2024) has highlighted the potential of student evaluation data to support improvements in lecturer performance and enhance institutional quality. However, despite the widespread availability of evaluation data, many higher education institutions still face challenges in translating evaluation results into systematic policy actions and measurable governance improvements. This study addresses that gap by examining how the Student Satisfaction

Index on Lecturer Performance (IKMKD) can function not only as a performance evaluation instrument but also as a source of evidence for academic decision-making at the study program level. The study explores the contribution of IKMKD to supporting lecturer development, improving learning quality, and advancing evidence-informed governance practices. Unlike previous studies that primarily emphasized evaluation as a measurement tool, this research focuses on its potential to bridge the gap between evaluation data and institutional action.

Transforming the IKMKD into something like a policy base can really help make learning governance more effective and also more sustainable. It builds a habit in which data is not just stored but actually used to improve how teaching is done and how students experience the class (Arcegono et al., 2024; Wickert et al., 2021). Transformation requires the active involvement of lecturers, study program leaders, and quality assurance units through systematic feedback mechanisms, regular performance reviews, and evidence-based academic planning processes (Mispani et al., 2026). When evaluation is directly connected to decision-making, universities do not just complete administrative tasks; they begin to move toward a system with real impact that can adapt more easily to change. The effectiveness of this process may be influenced by organizational readiness, data literacy, and the institution's capacity to translate evaluation findings into continuous improvement initiatives. Consequently, IKMKD should be understood not merely as an evaluation instrument but as part of a broader governance ecosystem that promotes accountability, data-informed decision-making, and continuous institutional improvement within contemporary higher education systems.

CONCLUSION

Research on transforming student evaluation into a policy basis through the use of the Lecturer Teaching Performance Index (IKMKD) to strengthen learning governance shows that the IKMKD score of 3.51 falls in the good category, but does not reflect substantial quality improvement over time. This finding indicates that the evaluation system has functioned as a monitoring mechanism but has not yet been fully translated into systematic corrective actions and continuous improvement practices at the program level. Qualitative findings reinforce this interpretation by revealing recurring issues, including unclear assignment instructions, ambiguous grading criteria, delayed feedback, and inconsistent lecture schedules. The persistence of these issues suggests weaknesses in the feedback utilization process: evaluation results are collected regularly but not consistently integrated into teaching improvement and governance decisions.

Research contributes theoretically to the growing discourse on data-driven educational governance by demonstrating that student evaluation data can serve not only as performance indicators but also as strategic sources of institutional learning and quality enhancement. Rather than viewing the stable IKMKD score as evidence of satisfactory performance alone, the findings highlight the importance of transforming evaluation outcomes into actionable feedback that drives organizational learning and instructional improvement. Practically, higher education institutions should strengthen mechanisms that connect student feedback, lecturer development, and quality assurance processes to ensure

that evaluation data contribute to measurable improvements in teaching practices. Integrating IKMKD results into institutional quality assurance systems may enhance the alignment between student feedback, policy formulation, and learning governance. This study is limited to a single institutional context, which may restrict the generalizability of the findings to other higher education settings. Future research is recommended to examine the implementation of IKMKD-based governance systems across multiple institutions and educational contexts to understand better their effectiveness, scalability, and long-term impact on learning quality.

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