

THE ROLE OF A LEARNING ORGANISATION IN ENHANCING LECTURER PERFORMANCE AT BOJONEGORO UNIVERSITY

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ABSTRACT

This research aims to explore how Learning Organisation affects lecturer performance at Bojonegoro University. Learning Organisation is a concept introduced by Peter Senge in "The Fifth Discipline", which emphasises the importance of organisations continually learning and adapting to create the desired future. In the context of higher education, this concept can create areas that support lecturers' long-term development. This is expected to improve their performance in various fields such as teaching, research, and community service. The research procedure used is library research, which involves collecting and analysing literature related to the concept of Educational Organisation and its implementation in a large learning context. Various literature sources, such as books, journals, scientific articles, and research reports, were reviewed to gain an in-depth understanding of this topic. The research results show that key elements of Learning Organisations, such as people development, systemic thinking, mental models, shared vision, and team education, play a significant role in improving lecturer performance. Lecturers who are active in the ongoing educational process tend to be more innovative, collaborative, and adaptable to change. In conclusion, applying the Learning Organisation concept at Bojonegoro University has great potential to improve lecturer performance and the overall quality of education. Based on these findings, the research also provides several practical suggestions for implementing Learning Organisations, including improving professional development programs for lecturers, strengthening supporting infrastructure, and promoting a dynamic and collaborative learning culture in the university environment.

Keywords: Learning Organisation, Lecturer Performance, Higher Education

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INTRODUCTION

In the face of global competition that rapidly alters both internal and external organisational environments, organisations must act as Learning Organisations. This capacity serves as a foundational necessity for any entity that must continually adapt. To navigate contemporary challenges and competitive pressures, organisations need effective, adaptive strategies supported by learning mechanisms that foster continuous innovation and creativity. As Watkins and Marsick highlight, a Learning Organisation is essential because an organisation's capacity to learn constitutes a sustainable competitive advantage (Fortuna & Hadi, 2015, as cited in Basori, 2017).

Peter Senge introduced the concept of the Learning Organisation in his seminal work, *The Fifth Discipline*, defining it as an entity that continuously expands its capacity to create its own future. Within a university setting, this entails establishing an environment where faculty members can continuously learn, grow, and refine their professional competencies (Cahyadi, 2021). When a university adopts the Learning Organisation framework, a culture that facilitates innovation, collaboration, and lifelong learning naturally flourishes, leading to significant enhancements in lecturer performance.

According to Law No. 14 of 2005 concerning Teachers and Lecturers (Article 1, Paragraph 2), lecturers are professional educators and researchers tasked with transforming, developing, and disseminating knowledge, technology, and art through education, research, and community service (Republic of Indonesia, 2005). As Hardianto et al. (2021) highlight, lecturers play a crucial role in advancing national intellect through teaching and learning processes. They serve as primary conduits of knowledge, nurturing intelligent, moral, and responsible future generations. Consequently, lecturers are key agents in higher education learning processes aimed at elevating educational quality (Trianto & Tutik, 2006, as cited in Yamin, 2016).

With the rapid advancement of scientific knowledge, lecturers' roles and responsibilities will become increasingly complex. Moreover, the integration of information technology (IT) and e-learning platforms has become indispensable, requiring lecturers to adapt swiftly to the evolving demands of higher education development. Therefore, academic staff must enhance both the quality and intensity of their academic activities. Comprehensive strategic planning is required, particularly in implementing the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education: Teaching, Research, and Community Service). Evaluating academic performance relies heavily on these three core activities,

alongside academic advising and structural administrative duties (Awaluddin, 2019).

However, operational challenges persist, as lecturer performance across the Tri Dharma pillars remains suboptimal in many institutions (Saifur Rohman, 2010, as cited in Hutapea, 2016). Under Law No. 14 of 2005, lecturer competence encompasses four primary domains: pedagogical, personal, social, and professional competencies, which serve as benchmarks for assessing faculty professionalism. Universities can cultivate these competencies by responding proactively to global changes through a Learning Organisation framework—a strategy supported by O'Connor, Bronner, and Delaney, who argued that creating a Learning Organisation is an essential response to organisational change (Danim, 2005, as cited in Muhammad, 2016).

Bojonegoro University, a prominent private higher education institution in Bojonegoro Regency, faces persistent challenges in elevating lecturer performance to support student academic development and overall institutional quality. Amid rapid technological advancement and international integration, boosting faculty performance has become imperative. Implementing the Learning Organisation concept offers a proven strategic approach to achieving these goals. To emerge as a competitive institution at national and international levels, Bojonegoro University must ensure its faculty possesses robust, continuously updated competencies. Embracing Learning Organisation principles enables the university to build a sustainable educational support ecosystem that drives performance across all faculties.

Beyond enhancing lecturer capabilities, implementing a Learning Organisation aims to transform the institution into an agile, highly responsive entity. In a supportive learning environment, faculty members can engage in collaborative knowledge exchange, innovate pedagogical techniques, and pursue research relevant to community needs. Nevertheless, Bojonegoro University faces specific operational hurdles, including excessive administrative burdens that detract from instructional effectiveness and infrastructure limitations that restrict instructional efficiency.

Previous studies emphasise the transformative potential of this approach. Asih Puji Hastuti (2022) noted that innovation is central to transforming higher education culture into a technology-driven Learning Organisation. Apriliansyah (2022) demonstrated that applying Learning Organisation principles—specifically mental models, shared vision, systems thinking, personal mastery, and team learning—effectively enhances lecturer competency. Because faculty quality directly impacts knowledge transfer, government certification programs evaluate these competencies to ensure high professional standards. Higher education

institutions must grant faculty the autonomy to expand their knowledge and provide the necessary training whenever competency gaps arise.

Furthermore, Patimah et al. (2023) emphasised that universities must prepare human capital to adopt digital literacy by leveraging competencies in the Internet of Things (IoT), artificial intelligence (AI), and big data in preparation for the Society 5.0 era. Azman (2015) noted that smart campus initiatives foster internal and external collaboration, where knowledge management involves socialisation, regular training, seminars, and comprehensive documentation. Suryaman (2017) highlighted that knowledge internalisation requires annual research publishing, reaffirming the lecturer's pivotal role. As Hutapea (2016) asserted, high-quality lecturers demonstrate professionalism through effective knowledge transfer and continuous skill development.

This research holds significant value as it provides empirical and theoretical insights into how a Learning Organisation positively impacts lecturer performance—a vital factor given the central role of faculty across all academic pillars (Wahyudi & Sunarsi, 2021). Highly qualified lecturers not only deliver instruction effectively but also inspire and mentor students to achieve their full potential. Therefore, this study aims to evaluate the contribution of the Learning Organisation framework to enhancing lecturer performance at Bojonegoro University, identify key success factors, and provide actionable strategies for higher education management.

METHOD

This study utilises a qualitative literature review (desk research) methodology. Literature review research systematically collects, evaluates, and synthesises existing theoretical frameworks and empirical findings relevant to the research problem (Adlini et al., 2022; Nazir, 2014, as cited in Nurmawan et al., 2021).

Data collection was executed through comprehensive secondary searches across accredited national and international academic databases, including Google Scholar, SINTA, GARUDA, and Scopus, alongside official legislative and institutional publications (Zed, 2004, as cited in Patimah et al., 2023). The collected material was critically examined using thematic content analysis to draw rigorous conclusions regarding the intersection of organisational learning and faculty performance.

RESULTS AND DISCUSSION

On April 9, 1981, Bojonegoro University was established to meet community educational needs and increase knowledge. The Suyitno Bojonegoro Foundation (YSB) manages the university, born out of the Bojonegoro community's concern

and responsibility. Since its inception, Bojonegoro University (Unigoro) has continuously strived to improve its quality in various fields despite undergoing various changes. Nevertheless, both the large Unigoro family and its entire academic staff remain determined to raise Unigoro's standards. They strive to ensure that Bojonegoro University's vision, mission, and goals are achieved with quality, professionalism, and higher education capability across all faculties. Although Bojonegoro University's vision, mission, and goals have changed over time, they consistently maintain the university's core principles.

Unigoro strives to improve the quality of education by forming individuals who are capable of integrating science and technology, and seeks to produce graduates who have an attitude of love towards their God, their people, and their region. This university intends to develop skilled graduates, as evidenced by the implementation of the Internal and External Quality Assurance System (SPM). The Quality Assurance Institute (LPM) at the university level, the Faculty Quality Assurance Institute (LPMF) at the faculty level, and the Quality Control Group (GKM) at the study program level are responsible for regulating internal higher education SPM. Meanwhile, LLDIKTI carries out external higher education SPM, led by the Ministry of Research, Technology, and the Directorate General of Higher Education, through annual guidance and supervision processes.

To fulfil its commitment to graduates, Bojonegoro University (Unigoro) relies on various resources, among which human resources are very important. The university has 98 lecturers and 34 employees involved in learning. These lecturers are divided into Permanent Lecturers and Civil Servant Lecturers, including academic and non-academic ranks. Continuous efforts are made to improve lecturer quality, including through the development of training based on lecturers' abilities and further studies. With qualified lecturers, Unigoro hopes to create a better higher education environment.

Along with improving the quality and quantity of facilities and infrastructure, the number of new students has increased over the last four years. In the 2020-2021 Academic Year, the number of Unigoro students reached 3,312. According to data, Unigoro students come from various provinces in Indonesia, such as Jakarta, Lampung, Bengkulu, South Kalimantan, and South Sulawesi. (Visanty, 2024)

As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, Unigoro University strives to improve the quality of education for its students by implementing a curriculum that complies with Higher Education National Standards. (Pendidikan et al., 2020). Furthermore, amid the impact of the Industrial Revolution 4.0 and the third year of the ASEAN Economic Community Era, it is essential to produce graduates with

superior quality standards and competitiveness. In the midst of the Industrial Revolution 4.0, technology plays a significant role in helping Unigoro University continue to progress. Collaboration between institutions or organisations is also an important factor in supporting quality improvement. Several partnerships have been established or are still ongoing, including cooperation with the Bojonegoro Regional Government, Komnas HAM, Exxon Mobil Cepu Limited (EMCL), Pertamina EP, and other parties. (Visanty, 2024)

A learning organisation is a concept that adopts the principle of shared leadership to make maximum use of owned resources and develop leadership capacity among individuals. This concept reflects a shift in leadership, where the leader's role is no longer merely that of an expert, director, or controller; the leader's role functions not only as a regulator but also as a driver of change, provider of insight, and coordinator. In the context of a learning organisation, leadership emphasises cooperation and collaboration among peers.

The essence of the learning organisation concept is an organisation's ability to use the intellectual potential of all individuals within it to create a process that leads to continuous improvement. With advances in information and communication technology, and an increasingly knowledge-centred society, higher education institutions are faced with a continuous need to learn and provide training relevant to the times, especially for their lecturers.

The core of the learning organisation concept is an organisation's ability to maximise the intellectual potential of all its members by creating a process that improves the organisation's overall quality. In an era of developing information technology, communication, and a knowledge-based society, higher education institutions are required to continuously learn and provide training suitable to the growth of the era, especially for their lecturers. To become effective learning organisations, higher education institutions need to emphasise the importance of training and make changes to their human resource management systems to support learning.

There are 3 approaches in training and development:

1. Fragmented: Training and development are often considered less important to the organisation, not directly related to organisational goals, and are usually managed by a standalone training department.
2. Formalised: Training is integrated into the organisational structure, where individual training needs are identified through performance evaluations and interviews with superiors, then directed to relevant training programs.
3. Focused: Training and development become an integral part of the organisation, driven by organisational strategic goals as well as individual

needs. Training programs are designed to achieve organisational goals and meet members' personal development needs.

Article 1, paragraph 10, of Law of the Republic of Indonesia Number 14 of 2005 explains competence. It explains that competence refers to the knowledge, skills, and behaviours that teachers or lecturers must possess, understand, and master to carry out their professional duties. (Republic of Indonesia, 2005) Lecturers play a vital role in advancing higher education and improving the quality of education in Indonesia. They are expected to have sufficient knowledge and skills to educate students. Lecturer quality is evaluated based on the implementation of the Tri Dharma Perguruan Tinggi, which forms the foundation of their professionalism. Lecturer certification is a process of awarding education certificates aimed at evaluating professionalism, maintaining professional integrity, increasing the effectiveness of educational processes and outcomes, supporting the acceleration of achieving national education goals, and increasing awareness of academic ethics.

The government hopes that certification and allowances will increase lecturer performance, with performance evaluations conducted at the end of every semester. Lecturer certification must be carried out within a maximum of 12 months after the Law comes into force, with specific requirements such as having an adequate educational background and relevant work experience. The goal of the lecturer certification program is to raise the national level of education, improve lecturer welfare, and encourage lecturers to improve their professionalism continuously. Awarding educator certificates is a form of official recognition of lecturers' professional status in higher education. Lecturers are required to have adequate formal education, educator capabilities, and skills to support the achievement of national education goals, including the ability to manage the learning process, also known as pedagogical competence.

According to Zainudin et al. (2014:4) in (Apriliansyah, 2022), Lecturer Certification (SerDos) is a process of awarding education certificates to lecturers with the following aims:

- a. Evaluating the professionalism of lecturers to determine whether they meet the requirements to perform their duties;
- b. Protecting the teaching profession as a driver of education in higher education environments;
- c. Increasing the effectiveness of learning processes and outcomes;
- d. Accelerating the achievement of national education goals;
- e. Increasing lecturers' awareness of their responsibility to respect honesty and academic ethics, especially regarding plagiarism prevention.

The certification program aims to improve overall educational quality and lecturer welfare by encouraging lecturers to improve their professionalism continuously. Educator certification given to lecturers is official recognition of their professional status in higher education, in accordance with Law Number 14 of 2005. According to Regulation of the Minister of Education and Culture No. 49 of 2014 concerning Higher Education National Standards, lecturers must have adequate academic qualifications, pedagogical competence, physical and mental health, and the ability to support the achievement of national education goals. One of the competencies expected from lecturers is Pedagogical Competence, which is a minimum requirement to obtain a certificate. (Regulation of the Minister of National Education No. 42 of 2007 concerning Lecturer Certification, 2007) concerning Lecturer Certification establishes Article 1:

1. The lecturer certification process involves awarding educator certificates to serving lecturers.
2. As explained in the previous section, the certification process is open to lecturers who meet certain conditions. They must have academic qualifications at least at the master's degree level (S-2) or equivalent, have teaching experience in higher education for a minimum of 2 (two) years, and hold an academic rank of at least Expert Assistant (Asisten Ahli).
3. Higher education institutions that have received accreditation and are recognised by the Minister of National Education conduct the lecturer certification process.

In a study analysing the lecturer certification system in the context of internal bureaucratic reform, published in the Regulation of the Minister of Education and Culture of the Republic of Indonesia, No. 48 of 2011 (2011), the certification program aims to improve overall education quality and lecturer welfare. This step encourages lecturers to continuously improve their professionalism sustainably. Educator certification is official recognition of lecturers' professional status in higher education, aligned with Law Number 14 of 2005. In this context, lecturers are required to have adequate academic qualifications, pedagogical competencies, physical and mental health, as well as the ability to support the achievement of national education goals, as regulated in Regulation of the Minister of Education and Culture No. 49 of 2014 concerning Higher Education National Standards, article 33 paragraph 1. Furthermore, Article 34, paragraph 2, emphasises that lecturers must have at least educator competence proven through a certificate, including Pedagogical Competence.

As instructors and mentors, lecturers not only have the responsibility to convey material to students but must also have the expertise to provide effective

learning. One crucial thing in this context is expertise in teaching (pedagogical competence). This competence includes the lecturer's skill in conveying moral values to students and managing the learning process, in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers.

Pedagogical competence, regulated by government regulations of the Republic of Indonesia, includes the ability to manage learning so that it conforms to National Education Standards. This emphasises the importance of lecturers in understanding and applying effective teaching methods to achieve learning goals. To address several existing problems involving lecturer performance at Bojonegoro University, this study will also discuss how to handle these problems, namely invalid or non-compliant student class attendance. Students can hold direct dialogues with lecturers, after which lecturers explain the importance of student attendance in guaranteeing effective learning and how regular attendance helps students understand the material. Discuss potential problems lecturers face and find solutions together.

Furthermore, provide lecturers with counselling and training on the importance of monitoring student attendance and effective strategies for handling poor attendance. Provide clear guidelines or handbooks regarding attendance policies in higher education. Conduct monitoring of lecturer attendance and student attendance regularly. Evaluate the learning processes carried out by lecturers to determine whether there are other factors affecting effectiveness in handling attendance. Offer guidance and support to lecturers to help them improve skills and strategies in managing student attendance. This support can take the form of coaching or mentoring by more experienced lecturers. If the steps above do not yield adequate results, consider imposing sanctions in accordance with institutional policy. This could include official reprimands, poor performance ratings, or other disciplinary actions. Finally, review the student attendance monitoring system and evaluate lecturer performance. Policy or procedure improvements may be needed to prevent or address student attendance problems more effectively in the future.

Limitations in technological facilities at Bojonegoro University, such as internet connections that are sometimes unstable for daily use and a limited number of LCD projectors, can also hinder lecturers' ability to deliver material to students, as LCD projectors cannot be used with several lecturers' laptops during teaching. As Hermawan and Sari (2023) emphasise, mastering information technology competencies and basic communication administration is crucial for maintaining instructional quality and administrative efficiency in higher education settings. Therefore, this study will also discuss and provide solutions to address these current limitations. Lecturers and students can identify specific

problems by clearly understanding the obstacles they face, such as slow or unreliable internet networks and limitations in the quantity and quality of LCD projectors. Discuss these issues with responsible parties, such as the IT team or management, and propose technical solutions such as network infrastructure upgrades or projector device replacements. If necessary, also explore temporary alternative solutions such as using cellular connections. In addition, provide user education to maximise the use of existing facilities, and mobilise support from various parties to improve technological facilities overall.

Evaluation of existing infrastructure at Bojonegoro University shows that a lack of classrooms can also hinder the development of lecturer performance. Therefore, the University is obligated to complete infrastructure immediately so lecturers and students can develop their potential more comfortably and safely. One way is for lecturers and students to identify infrastructure deficiencies by submitting proposals to authorities to gain support and budget, prioritising improvements based on urgency and impact. Gradual improvements will then be carried out by involving users, performing routine maintenance after repairs are completed, and re-evaluating classroom conditions regularly for further improvements.

CONCLUSION

Lecturers, as essential elements in higher education, serve as the main pillars supporting the educational process in Indonesia. A lecturer's quality heavily influences their ability to convey knowledge to students, which ultimately reflects their professionalism. The government uses these professionalism standards to grant recognition and rewards, such as lecturer certification, as regulated by law. One of the primary criteria for obtaining certification is lecturer competency, which must meet established legal requirements. To enhance lecturer competency, higher education institutions must closely monitor lecturers' ability to carry out their responsibilities each semester. Evaluations are conducted based on how well lecturers fulfil their duties, and the results serve as indicators of their competence. Based on these results, the institution can determine whether a lecturer needs additional training or competency development. As educational institutions, universities must grant lecturers the freedom to expand their knowledge and skills continuously. This serves as the foundation for improving lecturer competencies, enabling them to anticipate and adapt to changing times and future challenges.

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