MJIFM | MAJAPAHIT JOURNAL OF ISLAMIC FINANCE AND MANAGEMENT

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

ATTITUDE-BASED PERFORMANCE ASSESSMENT INSTRUMENT

Lie Liana[1]
Universitas Stikubank, Semarang, Indonesia
lieliana@edu.unisbank.ac.id

Ajeng Aquinia[2]
Universitas Stikubank, Semarang, Indonesia
ajengaquinia@edu.unisbank.ac.id

Gregorius N. Masdjojo[3]
Universitas Stikubank, Semarang, Indonesia
masdjojo@edu.unisbank.ac.id

Kasmari[4]
Universitas Stikubank, Semarang, Indonesia
fkasmari@edu.unisbank.ac.id

Sri Sudarsi[5]
Universitas Stikubank, Semarang, Indonesia
srisudarsi@edu.unisbank.ac.id

Abstract

Performance assessment based on attitude in this study is one way to assess how a lecturer behaves in interacting with students. Questionnaires were distributed to 17 students to assess a lecturer A. Descriptive analysis was carried out on the collected data. The results of the performance assessment of Lecturer A were in the "very good" category with an average score of 4.68 on a scale of 5. Based on the recapitulation, the grand mean was obtained = 4.68 which indicated a very good general category. Students assessed that Lecturer A's main strengths were in the indicators "arrives on time during lectures" (highest score = 4.94), "speaks clearly when teaching" (score = 4.88), "provides examples of good professional attitudes" (score = 4.82), "is open to discussions with students" (score = 4.82), "respects students' questions" (score = 4.76), "has a high level of commitment" (score = 4.76), "is able to control the class" (score = 4.76), "is able to inspire students" (score = 4.76). Meanwhile, students assessed that Lecturer A's areas of improvement were "openness to criticism and input from students" (score = 4.47),

MJIFM | MAJAPAHIT JOURNAL OF ISLAMIC FINANCE AND MANAGEMENT
Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

"responsiveness to problems faced by students" (score = 4.47), "creative in solving problems that occur" (score = 4.41), and "ability to adapt to student conditions" (score = 4.41). Although still in the good category, these two indicators should be improved to achieve the maximum score.

Keywords: Instrument, Performance Assessment, Attitude

INTRODUCTION

Lecturers play a crucial role in the provision of higher education because their quality directly contributes to the quality of the learning process and student outcomes. In the increasingly competitive context of higher education, universities are required to have superior human resources to produce quality graduates. Therefore, the presence of competent lecturers needs to be supported by an evaluation system that can comprehensively describe their performance.

Lecturer performance assessment is a crucial tool used by universities to evaluate lecturer performance, provide feedback, and support managerial decision-making. Performance assessment results can serve as the basis for coaching, career development, awarding awards, and improving the quality of learning. However, lecturer performance assessment instruments generally focus more on hard skills, such as the implementation of the Tri Dharma (three pillars of excellence), learning administration, and academic achievement. Soft skills, particularly attitude, have not received adequate attention. This is despite the fact thatHigher education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation.(Law Number 12 of 2012 Concerning Higher Education, nd).

In fact, a lecturer's attitude in interacting with students is a crucial component of the quality of learning. This attitude is reflected, for example, in the ability to respect student opinions, be fair, be open to discussion, demonstrate professionalism, and foster a positive learning environment. These aspects influence the student learning experience and can strengthen the academic relationship between lecturer and student. Therefore, lecturer performance assessments that focus solely on hard skills do not fully reflect the overall quality of lecturer performance.

Based on this description, this study focuses on the development of an attitude-based lecturer performance assessment instrument and its application to student assessments of lecturers. Specifically, the objective of this study is to

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

develop indicators for an attitude-based lecturer performance assessment instrument and describe the results of its application to the research subjects.

LITERATURE REVIEW

Performance appraisal and its role in performance improvement

Performance appraisal is a systematic process for assessing an individual's achievements, work behavior, and contribution to organizational goals. Various studies have shown that performance appraisal plays a crucial role in improving work quality, both through evaluation mechanisms, feedback, and as a basis for managerial decision-making.(Tangkuman et al., 2015) shows that performance appraisals have a significant effect on employee performance, both simultaneously with rewards and punishments and partially. Similar findings were also conveyed by(Rani & Mayasari, 2015) as well as(January et al., 2015) which emphasizes that performance assessments conducted appropriately can improve individual work performance. Meanwhile,(Pratama & Sukarno, 2021) found that performance appraisal and rewards had a positive effect on employee performance, although punishment did not always show a significant effect.(Kerr et al., 2022) And(GOMATHY, 2022) found that reward management has a positive impact on employee performance which can increase motivation and dedication in the organization.

Apart from functioning as an evaluation tool with the aim of evaluation(Faculty of Education Team, 2009)Performance assessment can also be supported by more structured systems and mechanisms. Setiobudi (2017) shows that an indicator-based performance assessment system can help organizations obtain a more objective picture of work performance. In line with this,(Ananta & Winarti, 2013) emphasized that decision support systems in performance assessment can help determine employee suitability in a more measurable manner.(Okocha et al., 2022) also explains that performance assessments integrated into organizational systems play a role in increasing employee motivation and organizational effectiveness. Thus, performance assessments are important not only as a control tool but also as a means of developing the quality of human resources.

Attitude as an important part in the context of education

In the context of education, the attitude aspect is an important element that influences the quality of interaction between educators and students.(Celkan et al., 2015) confirms that a climate of mutual respect in the classroom contributes

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

to a successful learning process. The research shows that educator behaviors such as being fair, respecting students, demonstrating professionalism, being open to interaction, and displaying a positive attitude play a crucial role in building a conducive learning environment. These indicators are relevant as a basis for developing an attitude-based lecturer performance assessment instrument.

(Holzer & Daumiller, 2025) also emphasize the importance of trust in the relationship between teachers and students. They point out that openness, honesty, reliability, benevolence, and respect are essential elements that build supportive learning relationships. In the context of higher education, these elements can be understood as part of the lecturer's attitude, reflected in daily academic interactions. Therefore, attitude is not only seen as a personal characteristic, but also as a component that supports the effectiveness of learning and the quality of the lecturer-student relationship.

Lecturer performance and relevance of attitude aspects

Lecturer performance is essentially not only determined by academic and professional competence, but also by the lecturer's ability to build positive interactions with students.(Asrifan et al., 2022) emphasized that in addition to pedagogical and professional competence, students also perceive lecturers' personal and social competence as important. Lecturers' attitudes, reflected in their teaching readiness, regularity, objectivity in assessment, ability to provide feedback, and ways of interacting with students, are part of the directly perceived quality of learning.

This demonstrates that attitude is closely linked to lecturer performance, particularly in teaching. Lecturers who demonstrate respect for students, fairness, openness, professionalism, empathy, and inspiration are more likely to create an effective learning environment. Therefore, lecturer performance assessments should not only assess hard skills but also incorporate soft skills, particularly attitude, to provide a more comprehensive picture of lecturer performance.

Research Framework

Based on theoretical studies and previous research, it is understood that performance assessment is a crucial instrument for evaluating and improving the quality of human resources. In the context of higher education, lecturer performance assessments, which have traditionally focused on hard skills, need to be complemented with attitudinal aspects. Various studies have shown that attitudes such as respect, openness, fairness, professionalism, empathy, and the ability to build a positive learning environment are crucial for successful learning.

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

Therefore, this study developed an attitude-based lecturer performance assessment instrument compiled from various relevant indicators, which was then applied to obtain a picture of students' assessments of lecturer performance.

RESEARCH METHOD

This study uses a descriptive quantitative approach. This approach is used to describe the results of implementing an attitude-based lecturer performance assessment instrument based on student assessments. The focus of this study is to develop indicators for the attitude-based assessment instrument and describe the results of its application to the lecturers being assessed.

The subject of this study was a lecturer, hereinafter referred to as Lecturer A, while the respondents were 17 students who had attended his lectures. Respondents were selected purposively, namely students who had direct experience in participating in the learning process with the lecturer being assessed, thus being considered capable of providing a more accurate assessment of the lecturer's attitude aspects.

The research instrument was an attitude-based lecturer performance assessment questionnaire, developed based on a literature review on performance assessment, educator attitudes, and lecturer-student interactions. The study resulted in 25 assessment indicators, encompassing aspects of student appreciation, openness, commitment, classroom management skills, professionalism, fairness, empathy, the ability to build a positive learning environment, and the ability to motivate and inspire students. Each indicator was presented in a closed-ended statement.

Data collection was conducted by distributing questionnaires to respondents. Each statement was assessed using a 5-point Likert Scale, namely: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The scores obtained from each indicator were then tabulated to calculate the average value (mean) for each indicator and the overall average (grand mean).

Data analysis was conducted descriptively using average scores to illustrate the tendency of students' assessments of Lecturer A's performance based on attitude. The average score for each indicator was used to identify aspects that received relatively higher or lower ratings. Furthermore, the grand mean was used to describe the general categories of the results of the attitude-based lecturer performance assessment.

MJIFM | MAJAPAHIT JOURNAL OF ISLAMIC FINANCE AND MANAGEMENT
Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

RESULTS AND DISCUSSION

The implementation of the attitude-based lecturer performance assessment instrument was carried out on Lecturer A by involving 17 students as respondents. The instrument used consisted of 25 indicators that describe aspects of the lecturer's attitude in the learning process. Based on the results of data processing, an overall average (grand mean) of 4.68 was obtained on a scale of 5, which indicates that Lecturer A's attitude-based performance is in the very good category. These results indicate that in general students gave a positive assessment of Lecturer A's attitude in interacting, teaching, and building a learning atmosphere. The following is presented in Table 1 of the Data Processing Results as below.

Lecturer Name:A
Number of Respondents:17 Students
Number of Statements:25

Table 1.
Data Processing Results

No	Indicator	Average	Category
1.	Lecturers respect students' opinions	4.65	Very good
2.	Lecturers appreciate students' questions	4.76	Very good
3.	The lecturer speaks clearly when teaching.	4.88	Very good
4.	Lecturers are open to criticism and input from students	4.47	Very good
5.	Lecturers have high commitment	4.76	Very good
6.	The lecturer is able to control the class	4.76	Very good
7.	Lecturers are able to provide guidance to students	4.65	Very good
8.	Lecturers have good initiative	4.71	Very good
9.	Lecturers are quick to respond to problems faced by students	4.47	Very good
10.	Lecturers are creative in solving problems that occur	4.41	Good
11.	The lecturer came on time for the lecture.	4.94	Very good
12.	The lecturer shows enthusiasm and passion in teaching.	4.71	Very good
13.	Lecturers are able to adapt to student conditions	4.41	Good
14.	Lecturers always give challenges to students	4.71	Very good

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

15.	Lecturers are fair to all students without discrimination.	4.59	Very good
16.	The lecturer provides an example of good professional behavior.	4.82	Very good
17.	Lecturers maintain ethics in speaking and behaving in class.	4.59	Very good
18.	Lecturers demonstrate polite behavior in interacting with students	4.71	Very good
19.	Lecturers are open to discussing with students	4.82	Very good
20.	Lecturers treat students with respect and empathy.	4.53	Very good
21.	Lecturers are fair and transparent in giving assessments.	4.65	Very good
22.	Lecturers are able to make students active in the lecture process	4.53	Very good
23.	Lecturers encourage the creation of a comfortable and positive learning atmosphere.	4.71	Very good
24.	Lecturers are able to inspire enthusiasm in students	4.71	Very good
25.	Lecturers are able to inspire students	4.76	Very good

Source: Processed data

When viewed per indicator, several aspects received the highest scores, namely arriving on time for lectures (4.94), speaking clearly while teaching (4.88), providing a good example of professional behavior (4.82), and being open to discussions with students (4.82). In addition, the indicators of respecting student questions, having a high commitment, being able to control the class, and being able to inspire students also received high scores, each at 4.76. These findings indicate that students view Lecturer A as having strengths in the aspects of discipline, clear communication, professionalism, openness, and the ability to build positive academic relationships in the classroom.

Meanwhile, several indicators scored relatively lower than others, including openness to criticism and input from students (4.47), responsiveness to student problems (4.47), creativity in resolving problems (4.41), and adaptability to student circumstances (4.41). Although these scores remained in the good to very good category, these findings indicate that certain aspects could still be strengthened. In other words, these assessment results do not indicate fundamental weaknesses, but rather illustrate areas of development that could be

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

addressed in improving the quality of interactions between lecturers and students.

The findings of this study reinforce the view that attitude is a crucial component of lecturer performance. High student ratings for discipline, communication, professionalism, respect for students, and openness indicate that the quality of learning is determined not only by mastery of the material but also by how lecturers display their attitudes during the learning process. This aligns with the opinion of(Celkan et al., 2015) which emphasizes the importance of respect, positive interactions, and educator professionalism in creating a conducive learning climate. Likewise,(Holzer & Daumiller, 2025) emphasized that openness, reliability, respect, and benevolence are important elements in building trust in an educational environment. In the context of this study, high scores on several indicators indicate that these elements were strongly reflected in Lecturer A.

These results also support the idea that lecturer performance assessments need to include soft skills, particularly attitude, to provide a more comprehensive evaluation. Lecturer performance assessments often focus more on hard skills and formal task performance, even though students, as those who directly experience the learning process, can provide important information regarding the quality of lecturers' attitudes in the classroom. Therefore, attitude-based instruments such as those in this study can complement lecturer evaluation systems, particularly in obtaining insights into the quality of lecturer interactions, empathy, fairness, and professionalism.

However, the results of this study should be interpreted with caution. This study was conducted on only one lecturer and a limited number of respondents, so the findings are descriptive and contextual in nature. Therefore, the results are not intended to make broad generalizations, but rather to demonstrate that an attitude-based lecturer performance assessment instrument is applicable and capable of providing an empirical picture of aspects of lecturer attitudes as assessed by students.

CONCLUSION

This study demonstrates that an attitude-based lecturer performance assessment instrument can be applied to describe students' assessments of lecturers' attitudes during the learning process. Based on the results of 17 students' assessments of Lecturer A, the overall average (grand mean) was 4.68,

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

which is categorized as very good. These results indicate that, in general, students assess Lecturer A as having a very good attitude during learning interactions.

The indicators that received the highest scores were discipline, clarity of communication, professionalism, openness to discussion, and the lecturer's ability to inspire students. Meanwhile, aspects that received relatively lower scores, although still in the good category, were openness to criticism, responsiveness to student issues, creativity in problem-solving, and the ability to adapt to student circumstances.

Thus, attitude-based performance assessment instruments can be used as a complement to lecturer performance evaluations, ensuring that assessments focus not only on knowledge and hard skills but also on soft skills, particularly attitude. This study was limited to one lecturer and a limited number of respondents. Therefore, further research can be conducted with a wider range of respondents and include testing the instrument's validity and reliability.

REFERENCES

Ananta, P. W., & Winiarti, S. (2013). Sistem Pendukung Keputusan dalam Penilaian Kinerja Pegawai untuk Kenaikan Jabatan Pegawai Kenggunakan Metode GAP Kompetensi (Studi Kasus Perusahaan Perkasa Jaya Compuretail). *Jurnal Sarjana Teknik Informatika, 1*(2). DOI: 10.12928/jstie.v1i2.2581. https://garuda.kemdiktisaintek.go.id/documents/detail/1872340

Asrifan, A., Rahman, A. W., Vivekanantharasa, R., Varghese, K. J., Pathan, M. S. K., & Bayram, G. E. (2022). Students' Perception toward Good Lecturer Pedagogical Competence. *English Education: English Journal for Teaching and Learning, 10*(2), 218–236. DOI: https://doi.org/10.24952/ee.v10i2.6749 https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/6749/4086

Celkan, G., Green, L., & Hussain, K. (2015). Student Perceptions Of Teacher Respect Toward College Students. *Procedia - Social and Behavioral Sciences, 191*, 2174–2178. DOI: 10.1016/j.sbspro.2015.04.435 https://www.sciencedirect.com/science/article/pii/S1877042815026956

Gomathy, C. K., Chowdary, L. N. R., & Kiranmai, M. (2022). The Use of Performance Appraisal and Reward System in Enhancing Employee Performance in An Organisation. *International Journal of Scientific Research in Engineering and Management (IJSREM), 6*(3), 1–10. DOI: 10.55041/IJSREM11894. https://ijsrem.com/volume6issue3Mar2022

Vol. 6 No. 2, 2026, 6241–6251 e-ISSN 2798-0170

Holzer, A., & Daumiller, M. (2025). Building trust in the classroom: perspectives from students and teachers. *European Journal of Psychology of Education, 40*, 62. DOI: https://doi.org/10.1007/s10212-025-00961-7. https://www.researchgate.net/publication/391077577_Building_trust_in_the_classroom_perspectives_from_students_and_teachers

Januari, C. I., Utami, H. N., & Ruhana, I. (2015). Pengaruh Penilaian Kinerja terhadap Kepuasan Kerja dan Prestasi Kerja (Studi pada Karyawan PT Telekomunikasi Indonesia, Tbk Wilayah Malang). *Jurnal Administrasi Bisnis (JAB), 24*(2). https://administrasibisnis.studentjournal.ub.ac.id/index.php/jab/article/view/968

Keer, B. H., Serhan, H. S., & Murphy, R. A. (2022). Reward Management and Employee Performance: Keystone Foods LLC, USA. *Journal of Human Resource & Leadership, 6*(5), 1–10. DOI: https://doi.org/10.53819/81018102t5135. https://stratfordjournalpublishers.org/journals/index.php/journal-of-human-resource/article/view/1371

Okocha, P., Emeyazia, G. C., & Osakwe, C. (2022). Appraising Employee Performance through A Reward Management System in The Organisation. *Journal of Global Social Sciences, 3*(11), 211–226. DOI: 10.31039/jgss.v3i11.75. https://journalsglobal.com/index.php/jgss/issue/view/11

Pedoman Penilaian Kinerja Dosen. (2009). Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Pratama, I. W., & Sukarno, G. (2021). Analisis Penilaian Kinerja, *Reward*, dan *Punishment* Terhadap Kinerja Pegawai Pada Badan Kepegawaian Daerah Provinsi Jawa Timur. *Jurnal STEI Ekonomi (JEMI), 30*(2). DOI: https://doi.org/10.36406/jemi.v30i02.460

Rani, I. H., & Mayasari, M. (2015). Pengaruh Penilaian Kinerja Terhadap Kinerja Karyawan Dengan Motivasi Sebagai Variabel Moderasi. *Jurnal Akuntansi, Ekonomi dan Manajemen Bisnis, 3*(2), 164–170. DOI: https://doi.org/10.30871/jaemb.v3i2

Vol. 3 No. 2 (2015): Jurnal Akuntansi, Ekonomi dan Manajemen Bisnis - Desember 2015 | Jurnal Akuntansi, Ekonomi dan Manajemen Bisnis

Setiobudi, E. (2017). Analisis Sistem Penilaian Kinerja Karyawan: Studi pada PT Tridharma Kencana. *Journal of Applied Business and Economics, 3*(3), 170–182. DOI: http://dx.doi.org/10.30998/jabe.v3i3.1768. https://journal.lppmunindra.ac.id/index.php/JABE/article/view/1768

Vol. 6 No. 2, 2026, 6241–6251 **e-ISSN 2798-0170**

Tangkuman, K., Tewal, B., & Trang, I. (2015). Penilaian Kinerja, Reward, dan Punishment terhadap Kinerja Karyawan pada PT Pertamina (Persero) Cabang Pemasaran Suluttenggo. Jurnal EMBA, 3(2), *884–895. DOI: https://doi.org/10.35794/emba.3.2.2015.9245. https://ejournal.unsrat.ac.id/v3/index.php/emba/article/view/9245*

Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi.