
THE RELATIONSHIP BETWEEN THE QUALITY OF EDUCATION AND THE PERFORMANCE OF LECTURERS IN WAQF-BASED PRIVATE UNIVERSITIES IN WEST JAVA

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ABSTRACT

The current top priority for an educational institution is to improve the quality of instruction. The key component in creating sustainable education is this. The effectiveness of lecturers is one factor that impacts educational quality. This study examines the connection between lecturer performance and educational quality at private West Javan universities with a waqf foundation. This study is a quantitative explanatory study. At private West Javan universities with a waqf foundation, 113 lecturers were randomly chosen to participate in the survey. On a scale of 1 to 5, respondents were asked to complete an online questionnaire. The Pearson product-moment correlation test was used to examine the acquired data to determine whether there was a relationship between the variables and how strong that relationship was. The findings revealed that for the variable quality of instruction and teacher performance, the Pearson correlation (r count) was 0.680 with a significance level of 0.000. The estimated value for r , which is 0.176, is higher than the number from the r table. Variables have created a strong and favorable association with one another. Conclusion: The professors perform better when the quality of the education is higher.

Keywords: quality education, lecturer performance, pearson correlation, quantitative.

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INTRODUCTION

Since education is the most significant aspect of human life, it is crucial for maintaining current affairs—education that is official, informal, and non-formal (Nasrah & Elihami, 2021). The power to influence society and the world at large to change for the better, reduce violence and crime in society, create hope for the future and more jobs, and increase opportunities to earn higher income are all roles that education plays that are important. For example, education can help create a democratic society, make society geopolitically stable, increase economic prosperity in global markets, provide knowledge to choose capable leaders, help to promote tolerance in society, and reduce violence and crime in society (Prasad & Pushpa Gupta, 2020).

Technology advancement causes changes in the educational system. A significant indication that education must be of high quality to achieve specific requirements in the market is the change in the teaching methods available and the incorporation of technology in education. Therefore, providing tertiary students with quality training and equipment is important to attain sustainability. Learning Resources, technology, programs completed, modules completed, lecture methodology, attachments, qualifications, extracurricular activities, performance awards, student and lecturer perspectives in the operational management of the institution, as well as their opinions and assessments of education, are all components of quality education (Thangeda et al., 2016).

The educational procedure alone does not determine the quality of education; lecturers' effectiveness as teachers can also have an impact. Performance is the outcome and work ethic attained in order to finish the tasks and obligations assigned within a specific time frame. Scientists and the government have long regarded professors as the most important resource in educating students. The government has set educator reform as a goal in order to improve education in Indonesia because, in the world of education, the relationship between students and lecturers plays a significant role in teaching and learning activities, both in the acquisition of knowledge and in the development of student personalities (Kanya et al., 2021). In order to guarantee the delivery of high-quality education, lecturers are crucial. Since educators are the core of any educational system, the caliber of educators in each system affects and reflects the system's overall caliber and the potential of its pupils (Bonney et al., 2015).

Based on the review above, it is crucial to investigate the connection between a school's quality of instruction and its professors' effectiveness, particularly in Waqf-Based Private Universities in West Java. Additionally, waqf land exists to perpetuate the advantages of waqf objects in line with the waqf's aim, achieving the potential and financial advantages of waqf property for advancing worship and the general welfare (Salmawati, 2019). This study aims to examine the connection between academic standards and teachers' performance in West Java's private waqf-based universities. A pertinent study, "Factors Influencing the Improvement of Education Quality at the Stia Alazka Ambon Campus," was undertaken (Angkotasan & Watianan, 2021). This qualitative study discovered several barriers to providing high-quality education on campus. This research differs from data analysis techniques and study materials or settings. This study aims to determine the relationship between lecturer performance and educational quality so that agencies can utilize it as a benchmark for future development.

METHOD

This study is a quantitative explanatory study. Explanatory research examines the reasons behind events given the scant knowledge at hand. Research into the causes or mechanisms of particular events. In addition to explaining the reasons for an occurrence, this explanatory research also seeks to explain the connection between two or more symptoms or factors. Correlational research and confirmatory research are both terms for explanatory research (Sari et al., 2022). At private West Javan universities with a waqf foundation, 113 lecturers were randomly chosen to participate in the survey. On a scale of 1 to 5, respondents were asked to complete an online questionnaire. The Pearson product-moment correlation test was then used to evaluate the data and determine the variables' relationship. Finding a relationship between variable X (educational quality) and variable Y (lecturer performance) and assessing the strength of that association can be done using the Pearson Product Moment Correlation Test (Bertan et al., 2016). The study's hypothesis is:

- H₀ : There is no correlation between the effectiveness of instructors at Waqf-Based Private Universities in West Java and the quality of instruction.
- H_a : There is a connection between the caliber of instruction and the lecturers' effectiveness in West Java's Waqf-Based Private Universities.

RESULTS AND DISCUSSION

They start with evaluating the reliability and validity of research tools. Validity refers to how effectively the data obtained covers the subject under study. The correlation between the scores (values) of each item (question) and the overall score of the questionnaire must be checked to determine the validity of the measuring instrument, an index demonstrating that it truly measures what we wish to measure. If the estimated *r*-value is higher than the *r* table ($r_{\text{count}} > r_{\text{table}}$), the indications in the questionnaire can be regarded to be legitimate (Anggraini et al., 2022). The *r* table value, which was employed with a significance level of 5% and 113 respondents overall, yielded a result of 0.176, which will later be compared to the computed *r* value. Table 1 presents the study findings.

Table 1. Values from count and *r*table are compared

Item Number	<i>r</i> Count	<i>r</i> Table	Result
Item 1	0.179	0.176	Valid
Item 2	0.481	0.176	Valid
Item 3	0.179	0.176	Valid
Item 4	0.435	0.176	Valid
Item 5	0.630	0.176	Valid
Item 6	0.504	0.176	Valid
Item 7	0.369	0.176	Valid
Item 8	0.438	0.176	Valid
Item 9	0.369	0.176	Valid
Item 10	0.474	0.176	Valid
Item 11	0.468	0.176	Valid
Item 12	0.701	0.176	Valid
Item 13	0.558	0.176	Valid
Item 14	0.531	0.176	Valid
Item 15	0.369	0.176	Valid

Source: Personal data

While dependability is concerned with how well a phenomenon or data set can be measured, it is also concerned with how consistently the results can be repeated. If a measuring device consistently yields the same measurement findings after numerous measurements, it is said to be reliable. If the results of a questionnaire remain constant or stable throughout time, it is said to be reliable. The Cronbach Alpha coefficient is the most well-known reliability measuring metric. When the study instrument is set up with a Likert scale, this is the most suitable reliability metric. A variable can be deemed reliable or consistent if it has a Cronbach Alpha value of more than 0.60 (Riyono et al., 2016).

Table 2. Cronbach's Alpha Output

Reliability Statistics	
Cronch's Alpha	N of Items
.789	17

The Cronbach Alpha output value for the dependability of the data collection items was 0.789; this value is higher than 0.6 and indicates that the items are reliable.

Table 3. Pearson Correlation Output

		Education Quality	Lecturer Performance
Education Quality	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	113	113
Lecturer Performance	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	113	113

** . Correlation is significant at the 0.01 level (2-tailed)

The analysis of the Pearson product-moment correlation test comes next. The outcome of the Pearson correlation value is shown in Table 3. By contrasting the significant values of each variable, it is possible to assess the output findings. The alternative hypothesis (Ha) must be accepted if the significance value obtained is less than 0.05. Table 3 demonstrates that the relevance of the two variables is indicated by the value 0.000. Comparing the Pearson correlation results for the two variables with the r-table values is another way to derive conclusions from hypothesis testing. At (113; 5%), the r table value is 0.176. The alternative hypothesis (Ha) must be accepted if the Pearson correlation value exceeds the r table value. Table 3 reveals the Pearson correlation value for both variables to be 0.680, which indicates that there is a connection between the caliber of instruction and the effectiveness of lecturers at Waqf-Based Private Universities in West Java.

Table 4. Degree of Relationship Strength between Variables

Coefficient Intervals	Relationship Level
0.00-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.000	Very Strong

Source: (Jabnabillah & Margina, 2022)

The next step is to look at the Pearson correlation value to gauge how closely related the variables are. When Table 4's Pearson correlation value of 0.680 is analyzed, it reveals a strong correlation between these two factors and a positive relationship in general, indicating that lecturers perform better when education quality is higher. This argument is consistent with the study research findings, according to which it is crucial to aim for high educational standards (Angkotasan & Watianan, 2021): (Halawa & Mulyanti, 2023). At the macro level, management and leadership factors, the curriculum, lecturers, teaching and learning processes, student input, educational policies, educational facilities, the learning environment, operational funds, the use of technology and communication in education, as well as human resources (lecturer skill in teaching and research), all have an impact on education quality.

In order to guarantee the delivery of high-quality education, teachers are crucial. Since teachers are the foundation of any educational system, the caliber of teachers in each system affects and reflects the system's overall caliber as well as the potential of its pupils. Teachers provide pupils with the knowledge and tools necessary to succeed as lifelong learners in school and life. To do this, though, calls for more reliable and efficient programs that adequately prepare teachers and give them the information, tools, and resources they need to engage children and raise academic

achievement (Bonney et al., 2015). If done correctly, teacher performance evaluation can have a long-lasting effect on the caliber of teachers. Additionally, lecturer assessment is the best sign of quality control in the current educational system. The purpose of lecturer evaluation is to control the standard of teaching performance, promote good teaching practices, enhance skills, and evaluate promotions (Lay, 2020).

CONCLUSION

Based on the research conducted, it can be concluded that there is a relationship between the quality of education and the performance of lecturers in Private Higher Education Institutions (PTS) in West Java. The relationship between the quality of education and lecturer performance falls under the strong category, and the nature of the relationship between these two variables is positive, which can be interpreted as follows: the better the quality of education, the better the performance of lecturers. This research implies that the findings can assist PTS in West Java in identifying aspects of education quality that contribute to the improvement of lecturer performance. Both PTS and local government can encourage increased investment in education, such as the development of more relevant curricula, facility enhancements, and continuous training for lecturers. Thus, the findings of this research can guide efforts to enhance and develop higher education in West Java, providing guidance for education stakeholders to optimize education quality and lecturer performance for the success of institutions and human resource development..

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