

## The Influence of Lecturer Discipline on Student Learning Satisfaction in The History Education Study Program Faculty of Teacher Training and Education Tadulako University

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### ABSTRACT

This study aims to explain the influence of lecturer discipline on student learning satisfaction in the History Education Study Program, FKIP, Tadulako University. The type of research used is Quantitative research, the sampling technique is simple random sampling, the research sample amounted to 100 out of 410 student populations using data collection techniques through a questionnaire in the form of a google form. The results of the study show that based on the results of data analysis using SPSS (version 26) the results of the Spearman's correlation coefficient ( $\rho$ ) = 0.514, Significance value (p-value) = 0.000, Number of respondents (n) = 100, Degrees of freedom (df) = 98, t count = 5.935, and t table ( $\alpha$  = 0.05 two parties) = 1.984. The p value of 0.514 indicates that the relationship between the two variables is positive and is in the moderate category. This means that the higher the lecturer's discipline, the higher the level of student learning satisfaction. A significance value of 0.000 (less than 0.05) indicates that the relationship is statistically significant, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

**Keywords:** Lecturer Discipline, Learning Satisfaction

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### INTRODUCTION

Lecturer discipline encompasses various aspects, such as punctuality in teaching, consistency in delivering material, and readiness to provide guidance to students. Disciplined lecturers not only pay attention to class schedules but also maintain the quality of interactions during learning, provide constructive feedback, and take responsibility for each assignment. When lecturers demonstrate high discipline, this creates an orderly and effective learning environment, while also serving as a good example for students in terms of work ethic, responsibility, and professionalism. As a result, students feel valued and motivated, which in turn increases their satisfaction with their learning (Daryono, S. and Sari, N. (2021:4).

Khasanudin 2017 in (Sahri Nova Yoga, 2021:66) states that student learning satisfaction is one way to assess the quality of the education they receive. This satisfaction

is influenced not only by the material taught, but also by the relationship between students and lecturers and the existing academic atmosphere. Students who feel satisfied with their learning will be more motivated to be active in class, attend lectures enthusiastically, and strive harder to achieve. Disciplined lecturers, as the primary managers of learning, play a significant role in creating this positive experience. When students feel continuous attention and guidance from their lecturers, they will feel valued and supported, which ultimately increases their satisfaction with the education they receive.

Findings obtained from initial observations and direct statements from students in the History Education Study Program, Faculty of Teacher Training and Education, Tadulako University, can be concluded that lecturer discipline has a significant influence on student learning satisfaction. Student dissatisfaction with learning is largely caused by irregularities in the learning process. Learning influenced by a lack of lecturer discipline. Therefore, the focus of this study is to identify and analyze the influence of lecturer discipline on student learning satisfaction in the History Education Study Program, Faculty of Teacher Training and Education, Tadulako University. The researcher chose this focus because there are situations or problems that require attention and are important to be addressed immediately, and also to understand more deeply how lecturer discipline can influence the motivation and quality of student learning experiences in the History Education Study Program, Faculty of Teacher Training and Education, Tadulako University. By exploring this problem further, it is hoped that this study can contribute to improving the learning process that has a direct impact on student learning satisfaction.

## **METHOD**

The method used in this study is a quantitative approach with a survey design that collects data from respondents through questionnaires and interviews, aiming to measure the extent of the influence between lecturer discipline and student learning satisfaction. This method was chosen because it allows researchers to explore numerical data and analyze the influence of lecturer discipline on learning satisfaction through measurable statistical tests, such as Spearman's correlation. The quantitative method is considered most appropriate because the required data can be obtained through a structured survey, also allowing for systematic and generalizable information collection.

The identity of this research is a quantitative descriptive study focused on students of the History Education Study Program, FKIP, Tadulako University, with a population that includes all active students in the study program in the current semester, totaling 410 students. This research is expected to provide a clear picture of the role of lecturer discipline in shaping student learning experiences, as well as provide useful suggestions for improving the quality of teaching at Tadulako University.

## FINDING AND DISCUSSION

### RESEARCH RESULT

#### 1. Results of the Research Instrument Test for Variables X and Y

**Table 1.1** Results of the validity test of variable X

Item	Rhitung	Rtabel	information
X1	0,624	0,349	Valid
X2	0,630	0,349	Valid
X3	0,736	0,349	Valid
X4	0,588	0,349	Valid
X5	0,602	0,349	Valid
X6	0,619	0,349	Valid

*Source: Results of SPSS V-26 analysis (2025)*

**Table 1.2** Result of the validity test of variable Y

Item	Rhitung	Rtabel	Information
Y1	0,718	0,349	Valid
Y2	0,662	0,349	Valid
Y3	0,542	0,349	Valid
Y4	0,707	0,349	Valid
Y5	0,598	0,349	Valid
Y6	0,657	0,349	Valid

*Source: Results of SPSS V-26 analysis (2025)*

From the two tables above, the validity test of 32 respondents shows that the calculated r value is greater than the r table, so the results indicate that all items from variables X and Y are valid. This is because the calculated r value for each item is greater than the r table value (0.349).

#### 2. Results of the Requirements Test and Hypothesis Test

**Table 1.3** Results of requirements test and hypothesis test

Variables (X) (Y)	Kolmogorov-Smirnov		
	C	Df	Sig
Lecturer Discipline	.099	100	.018
Student Learning Satisfaction	.209	100	<.001

*Source: Results of SPSS V-26 analysis (2025)*

Since the research data were not normally distributed (Kolmogorov-Smirnov normality test), inferential analysis to test the hypothesis was carried out using the

Spearman's correlation statistical test ( $\rho$ ), which is a non-parametric test that is appropriate for data that does not meet the normality assumption.

### 3. Results of the Descriptive Analysis of the Variables of Lecturer Discipline and Student Learning Satisfaction

- A. Percentage of respondents for variables X and Y: Class of 2018 (1%), 2019 (0%), 2020 (5.9%), 2021 (41.6%), 2022 (11.9%), 2023 (23.8%), and 2024 (15.8%). With a frequency of 100 respondents and an overall percentage value with a weighting of 100%.
- B. Questionnaire: Lecturer Discipline
  - a) The lecturer is always present at class meetings
  - b) The lecturer has an excellent attendance record at class meetings
  - c) The lecturer provides clear reasons for absences or tardiness during class
  - d) The lecturer's presence and punctuality in class motivate you to learn during the learning process
  - e) The lecturer explains the lecture contract at the beginning of the semester
  - f) The lecturer provides sufficient time for discussion and questions and answers to help improve your understanding of the material taught
- C. Questionnaire: Student Learning Satisfaction
  - a) You are satisfied with the learning process delivered by the lecturer during class
  - b) You feel satisfied with the lecturer's teaching and explaining the material in class, helping you understand the material
  - c) You feel satisfied with the lecturer who provides opportunities to ask questions during the learning process in class
  - d) You feel satisfied with the lecturer's way of teaching which makes it easier to understand the material and also with the relevance of the material presented to your environment
  - e) You feel satisfied with the lecturer who provides good and clear feedback
  - f) You feel satisfied with the interaction between lecturers and students in creating a positive class atmosphere and supporting the learning process

### 4. Interpretation of the Percentages of Variables X and Y

#### A. Descriptive Data Visualization (Condition of Majority of Respondents)

- a) Lecturer discipline conditions (X)  
From 100 student samples, perceptions of lecturer discipline were grouped as follows:

**1.4 Table of lecturer discipline conditions**

Category	Frequency	Percentage	Interpretation

<b>Very high</b>	18	18,00%	Only 18% felt that lecturer discipline was "very high"
<b>High</b>	20	20,00%	
<b>Very high</b>	<b>60</b>	<b>60,00%</b>	<b>The majority of lecturer discipline (60%) was assessed as being at the "Moderate" level</b>
<b>Low</b>	2	2,00%	
<b>Very low</b>	0	0,00%	

Source: Data analysis (2025)

b) Student learning satisfaction (Y)

From 100 student samples, perceptions of student learning satisfaction were grouped as follows:

**1.5 Table of student learning satisfaction conditions**

Category	Frequency	Percentage	Interpretation
<b>Very satisfied</b>	18	18,00%	Only 12% of students felt "Very satisfied"
<b>satisfied</b>	20	20,00%	
<b>Enough satisfied</b>	<b>60</b>	<b>60,00%</b>	<b>60% of students felt "Quite satisfied" with their learning process.</b>
<b>Less satisfied</b>	2	2,00%	
<b>Very less satisfied</b>	0	0,00%	

Source: Data analysis (2025)

The two descriptive data above serve to visualize respondents' perceptions of the two variables before conducting the correlation test. The results indicate a dominance of the medium category for both variables.

**B. Main Research Findings (Correlation and Significance)**

The core of this quantitative research is to prove a causal relationship. The main results conclude that lecturer discipline has a positive and significant effect on student learning satisfaction.

- a) Focus on Data and Key Findings: The main focus of this research data lies in the alignment between the descriptive conditions (majority data) and the inferential results (correlation test).
- b) Medium Category Alignment (Descriptive Focus): The majority (60%) rating lecturer discipline as Medium and the majority (60%) rating learning satisfaction as Fairly Satisfied indicates a logical relationship: suboptimal lecturer discipline (Medium) contributes to student satisfaction, which is also still at a medium level (Fairly Satisfied).

Main Data Quote: "Based on the results of this study, it shows that the level of discipline of lecturers in the History Education Study Program, FKIP, Tadulako University is in the Moderate category at 60% and the level of student learning satisfaction is in the Quite Satisfied category at 60%."

**Table 1.6 Interpretation of the percentages of variables X**

<b>Interpretation</b>	<b>52% - 67,99%</b>
<b>Category</b>	Moderate
<b>Value</b>	59,72%

*Source: Arikunto classification (2012)*

Percentage interpretation calculations were performed using a sample size of 100 students, resulting in a total value of 59.72%. This figure was then accumulated at the percentage category level, indicating that the effect was in the "moderate" category.

**Table 1.7 Interpretation of the percentages of variables Y**

<b>Interpretation</b>	<b>52% - 67,99%</b>
<b>Category</b>	Quite satisfied
<b>Value</b>	59,92%

*Source: Arikunto classification (2012)*

Data analysis, based on the results obtained by calculating the percentage interpretation with a sample size of 100 students, yielded a score of 59.92%. The resulting impact falls into the "quite satisfied" category.

## 5. Results of Data Analysis

### A. Descriptive analysis

**Table 1.8 Descriptive analysis**

<b>Statistics</b>	<b>Lecturer Discipline</b>	<b>Student Learning Satisfaction</b>
<b>Number Students</b>	100	100

<b>Highest Score</b>	12	13
<b>Lowest Score</b>	24	24
<b>Mean</b>	19,37	19,34
<b>Std. Deviation</b>	2,631	2,345

Source: Results of SPSS V-26 analysis (2025)

This indicates that overall, students' perceptions of both aspects are very positive. The low standard deviation values (2.631 and 2.345) further strengthen the research findings, indicating that these positive perceptions are highly consistent among the majority of respondents. Therefore, this provides a logical foundation before proceeding to the analysis of the influence between variables.

### B. Spearman's Correlation Analysis

**Table 1.9 Spearman's correlation analysis**

	<b>X</b>	<b>Y</b>	<b>N</b>
<b>Lecturer Discipline (X)</b>	1.000	.514	100
<b>Student Learning Satisfaction (Y)</b>	.514	1.00	100
<b>Sig. (2-Tailed)</b>	.000	.000	

Source: Results of SPSS V-26 analysis (2025)

The results above were obtained with a p value of 0.514 with a p-value <0.001 and a p-value <0.05 ( $\alpha$ ). The correlation coefficient value (.514) indicates the strength and direction of the influence. A positive .514 indicates that the influence between lecturer discipline and student learning satisfaction is unidirectional and in the moderate (quite strong) category. Furthermore, the significance value (.000) indicates whether the influence found is statistically significant or simply coincidental. Since the .000 value is smaller than 0.05 (the general standard), it is concluded that the influence found is significant. This means that the findings were not coincidental, but actually exist and can be generalized to the population.

**Table 1.10 Interpretation of correlation coefficient**

<b>Interval Coefficient</b>	<b>Level Influence</b>	<b>Value</b>
<b>0,00-0,19</b>	Very weak	
<b>0,20-0,39</b>	Weak	
<b>0,40-0,59</b>	Currently	0,514
<b>0,60-0,79</b>	Strong	
<b>0,80-1,00</b>	Very strong	

Source: Arikunto Classification (2021)

By comparing these values with existing guidelines, a sample size of 100 students yielded a  $p$  value of 0.514. This means the effect is neither too weak nor too strong, but rather moderate. This indicates a significant and significant relationship between lecturer discipline and student learning satisfaction.

- a) Strength and direction of influence: Correlation analysis using Spearman's Rho yielded a coefficient that placed the influence in the medium category: Correlation Coefficient ( $\rho$ ): 0.514. A value of 0.514 indicates a "moderate" or "fairly strong" influence (based on correlation coefficient interpretation guidelines), meaning that lecturer discipline makes a significant contribution, but is not the sole determinant of satisfaction.
- b) Direction of influence: This influence is positive, meaning that improvements in the independent variable (Lecturer Discipline) tend to be followed by improvements in the dependent variable (Student Learning Satisfaction), and vice versa.

Implications of the Correlation Figure of 0.514: the correlation value which is at a moderate level ( $\rho=0.514$ ) indicates that although lecturer discipline is important, there are still other variables (such as the quality of material, teaching methods, or infrastructure) which also influence the remaining 48.6% of student learning satisfaction. This suggests that improvements in lecturer discipline alone are not sufficient to achieve a Very High level of satisfaction.

### C. Hypothesis Test

**Table 1.11 hypothesis test decision**

Statistics	Value	Criteria
<b>Thitung</b>	5,935	> ttabel 1,984
<b>p-vaueled (2-tailed)</b>	0,000	< 0,05
<b>Decision</b>	Ho Rejected	Ho Rejected

Source: Results of SPSS V-26 analysis (2025)

These two results consistently lead to the decision to reject the null hypothesis ( $H_0$ ). This indicates a statistically significant relationship between lecturer discipline and student learning satisfaction. Thus, this provides strong final evidence for accepting hypothesis one ( $H_1$ ) in this study.

#### a) Significance of the Effect and Hypothesis Testing

The statistical test results indicate that this effect is not a random occurrence (statistically significant): The significance value ( $p$ -value) is 0.000. This value is much smaller than the threshold of 0.05, indicating that the probability of this result occurring randomly is very small. Hypothesis Testing: The t-statistic test results show that the calculated t-value (5.935) is greater than the calculated t-

value (1.984), so the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted.

Key Data Citation: "with a significance value of 0.000, which is less than 0.05, and with the calculated t-value (5.935) > the calculated t-value (1.984), so H0 is rejected and H1 is accepted."

## **DISCUSSION**

### **1. Interpretation of Findings**

The main findings of this study indicate a positive and significant influence between lecturer discipline and student learning satisfaction in the History Education Study Program, Faculty of Teacher Training and Education, Tadulako University. Strength of influence, The Spearman's correlation coefficient ( $\rho$ ) obtained was 0.514. This value is classified as a "moderate" (fairly strong) relationship, meaning the contribution of lecturer discipline is significant, but not very significant. Direction of Effect, positive (0.514) is interpreted to mean that the higher the lecturer discipline, the higher the level of student learning satisfaction. Statistical Significance, The significance value (p-value) is 0.000 (much less than 0.05), and the calculated t-value (5.935) is greater than the t-table (1.984). This statistically proves an effect, so the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Variable Condition, The results of the descriptive analysis indicate that the level of lecturer discipline is in the "moderate" category (59.72%), and the level of student learning satisfaction is in the "quite satisfied" category (59.92%).

### **2. Relationship to the Literature**

The results of this study align with existing theory and previous research, which states that work discipline is an important factor in creating an effective and enjoyable learning environment. Theoretical Consistency, Lecturer discipline, particularly in terms of punctuality, consistency of material, and adherence to academic regulations, makes students feel valued, motivated, and ultimately satisfied. This aligns with the view of Rusydayana & Supriyanto (2020:141) that discipline aims to improve self-quality and order, as well as encourage creativity and productivity. Critical Difference, Although in line with general theory, this finding differs crucially from the study by Wiwaha et al. (2020), which concluded that there was no significant effect of lecturer discipline on student satisfaction. This difference confirms that the influence of a variable can vary across research locations/contexts.

### **3. Research Limitations and Implications**

The limitations and implications of this research can be seen in the suggestions for further research and the resulting benefits.

a) Limitations (Implicit)

Single Variable Focus, The research only focused on one independent variable (lecturer discipline). The "moderate" influence category ( $\rho=0.514$ ) implies that student satisfaction is also influenced by other factors not examined. Method and Sample, The use of a quantitative survey method (questionnaire) on a sample of 100 students from one study program at one university may limit the depth of understanding and generalizability of the findings.

## 1. Implications and Recommendations

### A. Practical Implications (Recommendations for Related Parties)

- a) For Universities/Faculties: This research provides input for improving the quality of education. Specifically, it is recommended to create a transparent reward and punishment system to encourage increased lecturer discipline.
- b) For Lecturers: Lecturers are advised to maintain consistency in the application of academic rules and norms (such as punctuality and delivery of materials) to create a more structured and conducive learning environment.
- c) For Students: It is hoped that students will be more active in utilizing lecturers' discipline, for example by arriving on time, preparing themselves before class, and actively participating in the teaching and learning process.

### B. Theoretical Implications (Suggestions for Further Research)

- a) Enriching the Literature: These results add to our knowledge of the dynamics of lecturer-student relationships and how discipline influences the teaching and learning process.
- b) Directions for Future Research: It is recommended to add other relevant variables (besides discipline) to examine their combined influence on student satisfaction, use different methods (such as purely qualitative) for a deeper understanding, and use a broader sample for better generalization.

## CONCLUSION

The results of the research and analysis concluded that lecturer discipline has a positive and significant influence on student learning satisfaction in the History Education Study Program, Faculty of Teacher Training and Education, Tadulako University. The Spearman correlation coefficient ( $\rho$ ) of 0.514 indicates that this influence falls within the "moderate" category. This influence is reflected in the descriptive analysis, which shows that lecturer discipline is in the "moderate" category (59.72%) and student learning satisfaction is in the "quite satisfied" category (59.92%). This indicates that increasing lecturer discipline tends to increase student learning satisfaction, but the impact is not drastic or significant. Therefore, lecturer discipline significantly contributes to student learning satisfaction in the History Education Study Program, Tadulako University.

These findings indicate that the higher the level of discipline demonstrated by lecturers, the higher the level of student learning satisfaction. Lecturer discipline, in terms

of punctuality, consistency in delivering material, and responsibility in the learning process, are important factors contributing to the creation of a conducive and satisfying learning environment. Therefore, improving lecturer discipline not only impacts professionalism but also directly influences the quality of students' learning experiences in the academic environment. These findings also provide a final conclusion, rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1), proving a statistically significant relationship between the two variables.

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