

The Level of Aspirations and Satisfaction of Lecturers' Duties and Functions Regarding Academic Services at Universities

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ABSTRACT: Higher education as an institution engaged in the field of educational services must be able to meet the needs and satisfaction of the academic community. These diverse academic needs can be channeled through bottom-up aspirations from the Faculty to the University in an organ called the University Academic Senate, where each Commission in the senate has its duties and functions. Objective: To explore the level of satisfaction of senate members towards the aspirations of the duties and functions of SAU members. Method: The research method uses a mixed approach method, namely a qualitative approach and a quantitative approach. The research subjects are lecturers who are members of the University Academic Senate. The subjects are lecturers who are active members numbering around 55 participants determined using population sampling techniques. Data collection techniques Data collection techniques use survey questionnaires and semi-structured interview controls. Data analysis techniques use descriptive analysis techniques which are then percentageed and categorized. The results of satisfaction with SAU aspirations are in the Very High category with an average score of 91.

KEYWORDS: Aspirations, Satisfaction, University Academic Senate

I. INTRODUCTION

The demands on universities and each faculty in particular are not only limited to the ability to produce good graduates measured solely by academic achievement, but rather the entire educational program of the university must be able to prove high quality as seen in accountability, evidence of achievement, assessment, quality certification and the success of alumni in getting jobs that match their field of knowledge, as well as positive recognition and use of graduates of the educational institution (Lavlimatria Esya & Syofriza Syofyan, 2024). Therefore, the management of educational institutions and faculties is required to be more professional in providing educational services to their students (Cahyani, 2020; Chaerunisya, 2021). One of the organs that helps determine the direction of university development in the academic field is the senate.

The members of the university academic senate (SAU) are the highest institution in the academic field whose duty is to provide considerations, advice and suggestions to the Chancellor in organizing education, research and community service (Ramadhan & Anggraini, 2025). SAU members play a vital role in the implementation of education, research, and community service. SAU members provide considerations, advice, and suggestions to the Chancellor to improve the quality of education, research, and community service (Syahri, 2025).

SAU members consist of a chairperson, secretary, and members, and are divided into five commissions: Education and Teaching (Commission A), Research and PKM (Commission B), Student Affairs and Alumni (Commission C), Cooperation (Commission D), and Development and Quality Assurance (Commission E). The function of SAU members is to determine, consider, and supervise academic matters (Ramadhan & Anggraini, 2025; Syahri, 2025). Conveying aspirations is an important thing in an institution or university, because by conveying these aspirations a university can easily improve and increase its quality (Lepistö et al., 2025). The members of the university academic senate (SAU) consist of lecturers representing their respective faculties, and of course bring different aspirations through the Commission, which are then discussed in the Plenary Meeting (Meutia et al., 2025). Some aspirations were agreed upon, while others were not, due to various considerations. Therefore, it is important to know whether the aspirations of the senate members are satisfactory or not in determining the direction of future policy.

In higher education institutions themselves, it is still difficult to find research that discusses this topic (Cen et al., 2025). This is because in general, research is conducted more internally in decision-making by management (Escandon-Barbosa & Salas-Paramo, 2025). However, the concepts and research results of previous researchers on various organizations can be used to provide

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direction and an overview in understanding the level of aspirations and satisfaction of the academic community (Yang & Shao, 2025). Based on the description above, the Research Team is interested in conducting research with the title "Aspirations and Satisfaction with the University Academic Senate's Duties and Functions Services".

Aspirations Aspirations are hopes and goals for success in the future, aspire to aspire, desire, desire and a strong desire to achieve something, such as success in the goal of that desire (Orjatsalo et al., 2025). Aspiration according to the basic word, aspire means ideals or also desires (Urbano et al., 2025). Meanwhile, aspiration is passion (a strong desire or hope). According to the general Indonesian dictionary, what is meant by ideals is a desire, hope, or goal that is always present in the mind.

Whether we realize it or not, everyone has a life plan. In relation to life plans, everyone has a life plan that they want to achieve because of their physical and social relationships with their environment (Tansuchat & Thaicharo, 2025). This life plan determines the activities carried out now. It can be interpreted that the nature of aspirations is divided into two, namely: 1) Positive Aspiration Positive aspirations are the desire to achieve abilities, or people who have positive aspirations are those who want to get better or higher than their current situation; 2) Negative Aspiration Negative aspirations are the desire to maintain what has been achieved currently, without the desire to improve what has been achieved. Aspirations arise within a person not without reason. Aspirations that arise within a person are the result of interactions with the environment and other people around them. Interactions cause a person to have hopes, desires and ideals for themselves in the future.

METHOD

This type of research uses a mixed approach, namely a qualitative approach and a quantitative approach. The subjects in this study were. Members university Academic Senate (SAU). Meanwhile, the object of this research is the aspirations and satisfaction of the duties and functions of amembers university academic senate (SAU). The subject is amembers the active university academic senate (SAU) numbering approximately 54 members was selected using purposive sampling techniques. Data collection techniques included administering a survey questionnaire on the level of student satisfaction. Members the study was conducted through a survey of the university's academic senate (SAU) on current aspirations, and semi-structured interviews with SAU members. The data obtained were then analyzed descriptively to determine the level of satisfaction of SAU members. Data collection instruments were developed using a survey questionnaire and semi-structured interview controls regarding the level of satisfaction of SAU members with their aspirations regarding their duties and functions. The indicators are as follows.

Table 1. Satisfaction Indicators of University Senate Members Regarding Their Main Aspirations

No.	Indicator
1.	establish academic policies
2.	establish policies and supervise the implementation of academic freedom, freedom of academic speech, and scientific autonomy.
3.	establish policies and oversee the implementation of academic norms, ethics and regulations
4.	recommend sanctions for violations of academic norms, ethics and regulations by the Academic Community to the Chancellor
5.	supervise the implementation of academic policies by the Chancellor.
6.	monitor and evaluate academic performance achievements.
7.	give approval to the Chancellor in proposing senior lecturers and professors.
8.	recommend the granting or revocation of an honorary doctorate.
9.	provide approval for the opening, changes and closing of Study Programs.
10.	provide consideration for the establishment, merger, and/or dissolution of Faculties, Postgraduate Schools, and/or Departments.
11.	together with the MWA and the Chancellor, prepare and approve the draft changes to the Statutes University

The data analysis technique used in this study was quantitative descriptive analysis, calculating the percentage of senate members' satisfaction with SAU's duties and functions. The research questionnaire used a Likert scale to measure respondents' attitudes and perceptions (John Bacon-Shone, 2020).

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Table 2. Likert scale to be applied

Criteria	Score
Very satisfied	5
Satisfied	4
Quite Satisfied	3
Less satisfied	2
Not satisfied	1

The questionnaire results were then analyzed using the following percentage formula (Suprijanto & Arikunto, 2016) The results of the percentage calculation will determine the level of understanding based on the following table.

Table 3. Percentage Criteria

Criteria	Percentage
Very high	81%-100%
Tall	61%-80%
Enough	41%-60%
Low	20%-40%
Very Low	0%-20%

Source:(Suprijanto & Arikunto, 2016)

II. RESULTS

Table 5. Description of Research Results on Satisfaction of Academic Senate Aspirations of the University

No.	Indicator	Number of Grains	Answer Score	Average	%	Classification Satisfaction
1.	Set academic policy	4	297	3.53	88	Very high
2.	Determine policies and supervise the implementation of academic freedom, freedom of academic speech, and scientific autonomy.	3	227	3.60	90	Very high
3.	Establish policies and supervise implementation of academic norms, ethics and regulations	2	156	3.71	92	Very high
4.	Recommend sanctions against violation of academic norms, ethics and regulations by Community Academics to the Chancellor	2	148	3.52	88	Very high
5.	Supervise implementation of academic policies by the Chancellor.	1	77	3.66	91	Very high
6.	Supervise and evaluate academic performance achievement.	2	157	3.73	93	Very high
7.	give approval to the Chancellor in proposing senior lecturers and professors.	2	164	3.90	97	Very high
8.	recommend the granting or revocation of an honorary doctorate.	2	137	3.26	81	Very high
9.	Give approval of the opening, changes and closure of Study Programs.	3	239	3.79	94	Very high
10.	Provide consideration for the establishment, merger, and/or dissolution of the Faculty, Graduate School, and/or Department.	3	233	3.69	92	Very high

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11.	Together with the MWA and the chancellor, prepare and approve the draft change Statute	2	152	3.61	90	Very high
		26	1987	3.64	91	Very high

IV. DISCUSSION

Based on the results of the research on the satisfaction of aspirations of the University's academic senate, overall, it is in the very high category with an average score of 91 for SAU member satisfaction. This proves that the aspirations of SAU members have been very well accommodated, so that input from the University's academic community can be implemented in supporting programs from the bottom to the top. The highest satisfaction of SAU member aspirations is in the indicator: giving approval to the Chancellor in proposing associate professors and professors with a score of 97. This proves that the proposals of associate professors and professors at the University are given very good support and mentoring. In addition, monitoring and evaluation of these proposals is also carried out continuously so that the enthusiasm of the proposers can be maintained consistently (Cahyani, 2020; Chaerunisyah, 2021).

The lowest satisfaction of SAU aspirations was on the indicator: recommending the granting or revocation of honorary doctorates with a score of 81. This proves that in providing recommendations for the revocation of honorary doctorates, despite the high score, senate members still strongly consider the background of the figures proposed or those whose degrees are revoked. Therefore, in granting degrees, they must truly meet academic standards and provide benefits to the wider community, the nation, and the state (Lavlimatria Esya & Syofrizia Syofyan, 2024). SAU as one of the organs at the university level has an important role in monitoring aspirations in accordance with developing needs through:

a. Consultation and Participation

The university senate must ensure that all members of the academic community can participate in the decision-making process. This can be done through public consultations, discussion forums, or surveys aimed at gathering input from faculty, students, and staff.

b. Representing Multiple Perspectives

University senate members should represent a wide range of perspectives and interests within the university. This can include members from various disciplines, educational levels, cultural backgrounds, and experiences. This way, the diverse aspirations of the academic community can be reflected in the decision-making process.

c. Promoting Dialogue and Discussion

The university senate should promote open dialogue and discussion among all members of the academic community. This can help understand each party's aspirations, needs, and expectations, so that decisions made reflect the common good.

d. Transparency in Decision Making

It is essential for the university senate to conduct its decision-making process in an open and transparent manner. This includes providing all members of the academic community with sufficient access to information, explaining the rationale behind each decision, and providing opportunities for feedback and questions.

e. Prioritizing Common Interests

The university senate must always prioritize the university's common interests in decision-making. This means ensuring that decisions made benefit the entire academic community and support the achievement of the university's strategic goals.

SAU's high level of satisfaction with its aspirations is possible thanks to the synergy between various departments, faculties, and the university. Furthermore, the mutually reinforcing communication and collaboration between lecturers, education staff, and students in implementing the Tri Dharma of Higher Education aligns perfectly with the university's vision and mission.

V. CONCLUSIONS

The aspirations of the University Academic Senate play a crucial role in the university's progress. The ideas of SAU members, who represent the academic community, are well-received and consistently discussed thoroughly. The high level of aspirations among SAU members reflects the institutional management of the aspirations expressed, which are effectively channeled and accommodated, from the grassroots to the top. These positive aspirations provide a unique strength in implementing programs for future development and progress, leading to prosperity and success.

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