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# Evaluating English Language Instruction Using the Smart Unilak System: A Student-Based Longitudinal Analysis (2018-2024)

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**ABSTRACT**

Evaluation and assessment play vital roles in language acquisition and overall teaching effectiveness. Despite their importance, research on English language instruction evaluation in Indonesian universities remains scarce. Many lecturers resist classroom evaluation, often viewing teaching as merely delivering content without ongoing reflection or feedback mechanisms. This study uses a quantitative descriptive approach to analyze archival student feedback data collected through an e-learning platform's questionnaire feature. The research focuses on one lecturer teaching the MKDU English course since 2016, involving 57 classes across 9 study programs from 4 faculties: Engineering, Agriculture, Business, and Law. The questionnaire, consisting of 26 items, served as a reliable instrument for evaluating classroom instruction. Over six years, the lecturer consistently received scores ranging from 4 to 5 on a Likert scale, translating to "very good." The average questionnaire results exceeded 80%, placing the lecturer in the "excellent" category based on the eligibility percentage formula (76%–100%). These findings highlight the effectiveness of structured student feedback in evaluating language instruction. The lecturer's sustained high scores suggest strong teaching performance and effective engagement across multiple disciplines. This study confirms that student feedback via e-learning platforms can serve as a valid and reliable tool for evaluating English language instruction. The examined lecturer demonstrates consistently excellent performance over six years, reinforcing the value of systematic assessment in language education.



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## 1. INTRODUCTION

Evaluating teaching effectiveness is a fundamental aspect of ensuring quality education and achieving intended learning outcomes. Through systematic assessments, educators can gain insights into their teaching practices, identify areas of strength, and address weaknesses. This process promotes continuous professional growth and enhances the overall learning experience for students (Supadi, Soraya, Muhammad, & Halim, 2021). Effective evaluation also benefits educational institutions by

guiding curriculum development, resource allocation, and instructional improvement, thereby maintaining high standards and fostering a thriving academic environment (Cook, Watson, & Webb, 2024).

The quality of instruction is largely determined by the performance and competence of teachers. Teachers who manage their classrooms effectively and respond adaptively to student needs contribute significantly to the educational process (Aimah & Purwanto, 2019). John Dewey's theory of naturalism reinforces the view that education is a lifelong, continuous process. Dewey rejected traditional hierarchies between teachers and students, advocating for a more collaborative and student-centered approach to learning (Greenwalt, 2016). Instructors, therefore, must not only master subject content but also develop pedagogical competencies that enhance student engagement and learning outcomes (Aimah & Purwanto, 2019).

The role of the teacher extends beyond content delivery. According to Altugan (2015), effective educators must: (1) employ diverse media and teaching materials to foster interest; (2) encourage curiosity and independent learning; (3) cultivate positive social behaviors; and (4) acknowledge and adapt to students' individual differences. These elements reflect a teacher's professional competence—defined as the ability to meet the demands of the profession through mastery of subject matter and appropriate pedagogical strategies (Sukmawati, 2022).

Instructional effectiveness is also closely linked to teachers' ability to implement structured lesson plans, manage classroom behavior, and supervise student progress (Kasman & Lubis, 2022). When teachers create an emotionally supportive and intellectually stimulating learning environment, students show higher motivation, engagement, and achievement. According to Hornstra, Stroet, Rubie-Davies, and Flint (2023), three foundational practices—setting explicit learning goals, providing constructive feedback, and implementing flexible grouping strategies—are central to creating effective learning conditions.

To achieve these outcomes, classroom management becomes critical. A well-managed classroom ensures a conducive learning environment that supports both teaching and learning (Gultom, Hutauruk, & Ginting, 1997). Teaching effectiveness requires the integration of multiple competencies, including instructional planning, pedagogical skills, and assessment literacy. In Indonesia, recent discussions around teacher evaluations emphasize the importance of principals' perspectives in assessing teacher performance. Evaluations are used to improve instructional quality and ensure students receive an equitable, high-standard education (Supadi et al., 2021).

Moreover, evaluations help educators identify students' strengths and weaknesses, enabling data-informed improvements to the learning process. Marpaung, Ginting, and colleagues (2023) emphasized that evaluation is not merely assigning grades but includes interpreting data to assess student growth, teacher impact, and curriculum effectiveness. It is especially important in language acquisition, where assessment tools also foster the development of comprehensive language skills.

Classroom observation has become a widely used approach to assessing teaching effectiveness. In the U.S., such evaluations are integral to teacher appraisal systems, focusing on teaching strategies and student-teacher interactions (Fan, 2022). These evaluations are essential for teachers to receive constructive feedback, which aids in instructional refinement and professional development (Marpaung et al., 2023). They also serve as a foundation for administrative decisions regarding hiring, promotion, and performance appraisal (Cook et al., 2024).

Teachers serve as direct mediators between students and society, acting as agents of change. As such, their role demands adaptation to societal shifts and the needs of contemporary learners (Utami & Hashanah, 2020). In Indonesia, efforts to enhance educational quality focus on aligning teaching practices with national development goals, as outlined in Law No. 14/2005 on Teachers and Lecturers. The law defines professional teachers as those who possess academic qualifications, certification, good health, and the capability to meet national education objectives.

Furthermore, the Ministry of National Education's Regulation No. 16 of 2007 outlines core professional competencies, including mastery of subject matter, instructional design, reflective practice, innovation in teaching, and ICT integration (Sukmawati, 2022). Evaluation of learning is a structured

process that helps teachers assess student progress and adjust instruction to improve outcomes (Harmilawati, Sabaruddin, Muammar K., Khaerunnisa, & Jusmaniar, 2023). This is vital for ensuring that educational goals are met and that teaching practices remain effective and relevant.

The importance of teacher evaluation in Indonesia is underscored by its integration into performance improvement systems. Winaryati, Mardiana, and Hidayat (2020) found that teacher evaluations, when combined with constructive feedback, significantly contribute to professional development and long-term planning. Teachers often report that such feedback is fair and supports their growth. However, detailed evaluations of teaching performance, particularly among lecturers in Indonesian universities, remain limited—especially in the context of technology-driven tools.

At Universitas Lancang Kuning (UNILAK), one such digital tool is the Smart Unilak application. Developed by PT Sentra Vidya Utama (SEVIMA), Smart Unilak is an Academic Information System (SIAKAD) integrated with Indonesia's higher education database, PDDIKTI. It supports academic operations from enrollment to graduation and includes tools for learning evaluation, including student-filled questionnaires (Irwanda, Heri, & Oemar, 2022). This application enables institutions to capture structured student feedback to assess teaching effectiveness across departments.

Despite its potential, there is little research on using institutional platforms like Smart Unilak to evaluate English instruction in Indonesian universities. Understanding how digital tools support or hinder assessment practices is crucial for improving instructional quality. Research in this area can offer insights into how technology aligns with institutional goals and supports student learning. It can also identify challenges educators face in adopting such systems and propose solutions to overcome them (Suryati, Ambiyar, & Jalinus, 2023).

This study aims to fill the existing research gap by examining the implementation of the Smart Unilak application in evaluating MKDU English instruction. Specifically, it focuses on two primary objectives. First, the study investigates how the Smart Unilak platform facilitates the evaluation process and assists lecturers in meeting their instructional objectives. Second, it analyzes the outcomes of MKDU English learning evaluations carried out using the application. By concentrating on an institutionally integrated digital tool, this research seeks to offer practical insights into the use of technology in educational evaluation and its broader implications for English language instruction. To guide the investigation, the study is framed by two key research questions: (1) How does the Smart Unilak application facilitate the evaluation process of MKDU English learning? and (2) What are the results of the evaluation of MKDU English learning using the Smart Unilak application?

## 2. METHODS

This research employs a quantitative descriptive study approach, utilizing archival student feedback data as the primary source of information. By analyzing existing feedback records, the study aims to identify patterns, trends, and correlations that can provide meaningful insights into the effectiveness of learning programs. This method allows for a comprehensive evaluation of student experiences and satisfaction, offering valuable data to inform improvements in instructional strategies and educational outcomes. Using archival feedback data also ensures a cost-effective and efficient approach to gathering relevant information while maintaining the reliability and integrity of the findings. Students are believed to be able to honestly assess the lecturers who teach them in the classroom (Muzdalifah, Zaim, & Refnaldi, 2022). The questionnaire is used as a benchmark for a lecturer's success in teaching. The questionnaire analyzed data mining, which started in 2018 -2024.

**Table 1.** Total number of student evaluations analyzed

| Year to | Academic year | | Program Study | Number of classes | Number of students |
|---|---|---|---|---|---|
| **1** | Second semester | 2018 – 2019 | Informatics Engineering | 5 | (34) – (34) – (35) – (26) – (20) |
| | | | Information Systems | 3 | (28) – (26) – (22) |
| | | | Civil Engineering | 2 | (33) – (36) |
| **2** | First semester | 2019 – 2020 | Civil Engineering | 3 | (34) – (25) – (20) |
| | | | Informatics Engineering | 4 | (44) – (42) – (35) – (33) |
| | | | Information Systems | 2 | (31) - (29) |
| | Second semester | 2019 – 2020 | Engineering Architect | 2 | (32) – (31) |
| | | | Agribusiness | 2 | (25) – (16) |
| **3** | First semester | 2020 - 2021 | Electrical Engineering | 2 | (24) – (35) |
| | | | Civil Engineering | 2 | (32) – (34) |
| | | | Law | 3 | (39) – (37) – (51) |
| | | | Agribusiness | 1 | (24) |
| | Second semester | 2020 - 2021 | Engineering Architect | 1 | (22) |
| | | | Civil Engineering | 2 | (34) – (26) |
| **4** | First semester | 2021- 2022 | Civil Engineering | 2 | (48) – (32) |
| | | | Agribusiness | 2 | (40) – (10) |
| | Second semester | 2021- 2022 | Engineering Architect | 1 | (12) |
| **5** | First semester | 2022 - 2023 | Civil Engineering | 3 | (32) – (27) – (29) |
| | | | THP | 1 | (6) |
| | | | Agribusiness | 2 | (15) – (43) |
| | Second semester | 2022 - 2023 | Engineering Architect | 2 | (25) – (26) |
| | | | Agribusiness | 3 | (13) – (29) |
| **6** | First semester | 2023 - 2024 | Digital Business | 2 | (26) – (10) |
| | | | Civil Engineering | 2 | (42)- (21) |
| | | | THP | 1 | (14) |
| | Second semester | 2023 - 2024 | Agribusiness | 3 | (16) – (10)- (19) |

The sample in this study consists of a lecturer who has taught the MKDU (General Basic Course Unit) English course for eight consecutive years. The selection of this subject was based on the lecturer's consistent teaching record and the availability of comprehensive evaluation data across multiple academic years.

This research utilizes a quantitative approach, relying solely on a structured questionnaire as the primary data collection instrument. The questionnaire data are categorized and analyzed by class and academic year. This analytical approach aligns with the principles of data mining in computer science, enabling the extraction of patterns and trends from large datasets.

Each semester, data from various classes and study programs are collected and compared to identify performance variations and instructional effectiveness. In addition to the questionnaire, researchers applied a rubric-based assessment to evaluate speaking performance tasks submitted by civil engineering students through YouTube video presentations. These performance scores were then

converted into Likert scale values to ensure standardization in evaluation. The Likert scale used is as follows:

- (5) Very Excellent (Perfect)
- (4) Very Good
- (3) Good
- (2) Not Good
- (1) Very Poor

To quantify the evaluation results, the eligibility percentage was calculated using the formula proposed by Sugiyono (2013). This percentage helps determine the overall quality of instruction based on student feedback and performance assessments, providing a comprehensive view of teaching effectiveness over time.

$$\text{Eligibiity percentage} = \frac{count\ score}{criteria\ score} \text{x } 100$$

**Table 2.** Score Category Likert Scale

| Score in percentage | Score average | Category |
|---|---|---|
| <40% | 1-2 | Poor |
| 40% - 55% | 2-3 | Not good |
| 56% - 75 % | 3-4 | Good |
| 76% - 100% | 4-5 | Very good |

The research team asked the subject for permission to log in to the *Smart Unilak* account. Then, the data from the questionnaire was collected by students in 2018.

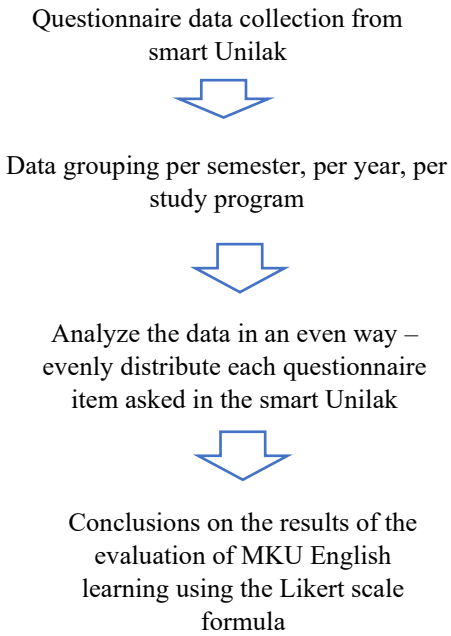


**Figure 1.** Flow of Questionnaire Data Collection from the Smart Unilak Application (2018)

This diagram illustrates the process followed by the research team to access and retrieve questionnaire data through the Smart Unilak platform, starting with obtaining login permission from the subject and ending with extracting student feedback data from 2018.

## 3. FINDINGS AND DISCUSSION

### *3.1 Findings*

The importance of English language instruction varies across disciplines, yet remains consistently vital in preparing students for global engagement. The following findings highlight the role and relevance of English proficiency across several academic programs, based on student feedback and disciplinary requirements.

#### 3.1.1 Informatics Engineering, Information Systems, and Digital Business

English plays a critical role in the fields of Informatics Engineering, Information Systems, and Digital Business. As the universal language of technology, science, and innovation, English proficiency equips students with the ability to access global knowledge resources, stay updated with international research, and engage in professional discourse. Students in these programs often work in international or multicultural teams, where effective communication—especially in writing technical reports, delivering presentations, or participating in global forums—is essential. Thus, strong English skills significantly enhance both academic and career prospects in these disciplines (Muzdalifah, Lisnawita, Asril, & Alhusna, 2023).

#### 3.1.2 Civil Engineering, Architectural Engineering, and Electrical Engineering

In engineering-related fields, English serves as the primary medium of communication in international collaborations and professional networks. Students pursuing Civil, Architectural, or Electrical Engineering need to develop English proficiency to engage in global projects, interpret technical documentation, and present research findings. Moreover, fluency in English increases employability, especially in multinational companies or projects involving international stakeholders. Being able to communicate technical concepts clearly in English is a vital asset for engineers entering the global job market (Muzdalifah et al., 2023).

#### 3.1.3 Agribusiness and Agricultural Product Technology

English proficiency is equally significant for students in Agribusiness and Agricultural Product Technology. The agricultural sector is increasingly influenced by global markets, international research, and technology-driven practices. Many technical manuals, research publications, and software interfaces are available primarily in English. As a result, the ability to comprehend and apply English-language resources is essential for effective performance in these fields. Furthermore, students with strong English skills are better positioned to collaborate with international organizations and companies within the agriculture and food industries (Muzdalifah et al., 2023).

**Table 3.** Academic Year 2018- 2019

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 1 | Second Semester | 2018 – 2019 | Informatics Engineering | 48 | 4.48 | Very Good |
| | | | | 49 | 4.5 | Very Good |
| | | | | 50 | 4.58 | Very Good |
| | | | | 51 | 4.34 | Very Good |
| | | | | 52 | 5 | Excellent |
| | | | Information Systems | 53 | 4.41 | Very Good |
| | | | | 54 | 4.23 | Very Good |
| | | | | 55 | 4.51 | Very Good |
| | | | Civil Engineering | 56 | 4.29 | Very Good |
| | | | | 57 | 4.6 | Very Good |

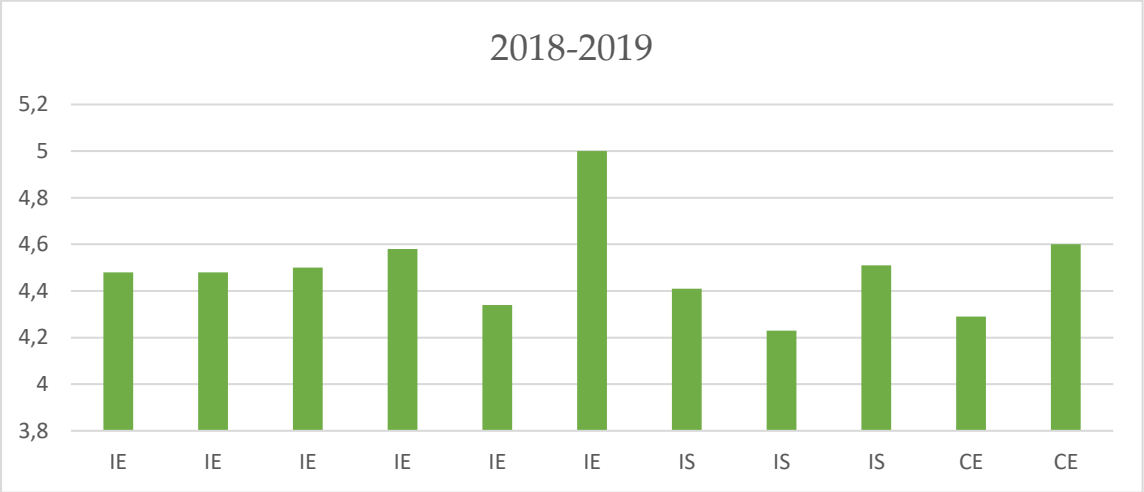


**Figure 2.** Academic Year 2018- 2019

Note:

IE: Informatic Engineering
IS: Information System
CE: Civil Engineering

**Table 4.** Academic Year 2019-2020

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 2 | First Semester | 2019 – 2020 | Civil Engineering | 35 | 4.62 | Very Good |
| | | | | 36 | 4.61 | Very Good |
| | | | | 37 | 4.61 | Very Good |
| | | | Informatics Engineering | 38 | 4.49 | Very Good |
| | | | | 39 | 4.26 | Very Good |
| | | | | 40 | 4.58 | Very Good |
| | | | | 41 | 4.64 | Very Good |
| | | | Information Systems | 42 | 4.57 | Very Good |
| | | | | 43 | 4.51 | Very Good |
| | Second Semester | 2019 – 2020 | Architect Engineering | 44 | 4.15 | Very Good |
| | | | | 45 | 3.41 | Good |
| | | | Agribusiness | 46 | 4 | Very Good |
| | | | | 47 | 4.48 | Very Good |


**Figure 3.** Academic Year 2019-2020

Note:

CE: Civil Engineering
IE: Informatic Engineering
IS: Information System
AE: Architect Engineering
AB: Agribusiness

**Table 5.** Academic Year 2020-2021

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 3 | First Semester | 2020 - 2021 | Electrical Engineering | 24 | 4.65 | Very Good |
| | | | | 25 | 4.14 | Very Good |
| | | | Civil Engineering | 26 | 4.41 | Very Good |
| | | | | 27 | 4.55 | Very Good |
| | | | Law | 28 | 4.27 | Very Good |
| | | | | 29 | 4.14 | Very Good |
| | | | | 30 | 4.45 | Very Good |
| | | | Agribusiness | 31 | 4.09 | Very Good |
| | Second Semester | 2020 - 2021 | Architect Engineering | 32 | 4.34 | Very Good |
| | | | Civil Engineering | 33 | 4.39 | Very Good |
| | | | | 34 | 4.49 | Very Good |

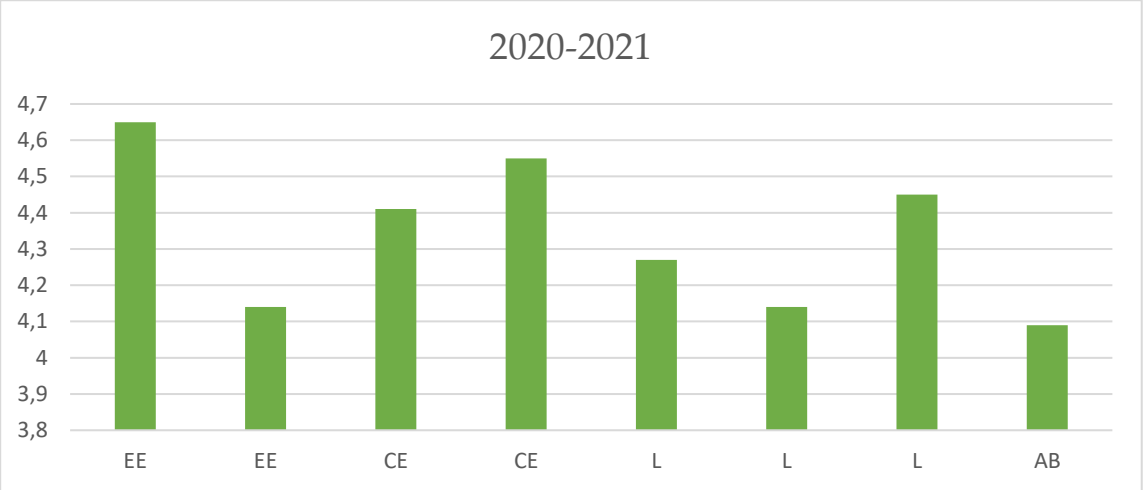


**Figure 4.** Academic Year 2020-2021

Note:

EE: Electrical Engineering
CE: Civil Engineering
L: Law
AB: Agribusiness

**Table 6.** Academic Year 2021-2022

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 4 | First Semester | 2021- 2022 | Civil Engineering | 19 | 4.66 | Very Good |
| | | | | 20 | 4.26 | Very Good |
| | | | Agribusiness | 21 | 4.76 | Very Good |
| | | | | 22 | 4.21 | Very Good |
| | Second Semester | 2021- 2022 | Architect Engineering | 23 | 3.96 | Good |


**Figure** 5. Academic Year 2021-2022

Note:

CE: Civil Engineering
AB : Agribusiness
AE : Architect Engineering

**Table 7.** Academic Year 2022-2023

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 5 | First Semester | 2022 - 2023 | Civil Engineering | 9 | 4.9 | Very Good |
| | | | | 10 | 4.67 | Very Good |
| | | | | 11 | 4.79 | Very Good |
| | | | Agricultural Product Technology | 12 | 4.92 | Very Good |
| | | | Agribusiness | 13 | 4.36 | Very Good |
| | Second Semester | 2022 - 2023 | Architect Engineering | 14 | 3.66 | Good |
| | | | | 15 | 3.62 | Good |
| | | | Agribusiness | 16 | 4.59 | Very Good |
| | | | | 17 | 4.76 | Very Good |
| | | | | 18 | 4.47 | Very Good |


**Figure** 6. Academic Year 2022-2023

Note:

CE: Civil Engineering
APT: Agriculture Product Technology
AB: Agribusiness

**Table 8.** Academic Year 2023-2024

| Year to | Academic year | | Study Program | Class Code | Average grade | Grade Evaluation |
|---|---|---|---|---|---|---|
| 6 | First Semester | 2023 - 2024 | Digital Business | 1 | 4.77 | Very Good |
| | | | Digital Business | 2 | 4.8 | Very Good |
| | | | Civil Engineering | 3 | 4.83 | Very Good |
| | | | | 4 | 4.7 | Very Good |
| | | | Agricultural Product Technology | 5 | 4.88 | Very Good |
| | Second Semester | 2023 - 2024 | Agribusiness | 6 | 4.86 | Very Good |
| | | | Agribusiness | 7 | 4.99 | Very Good |
| | | | Agribusiness | 8 | 4.66 | Very Good |

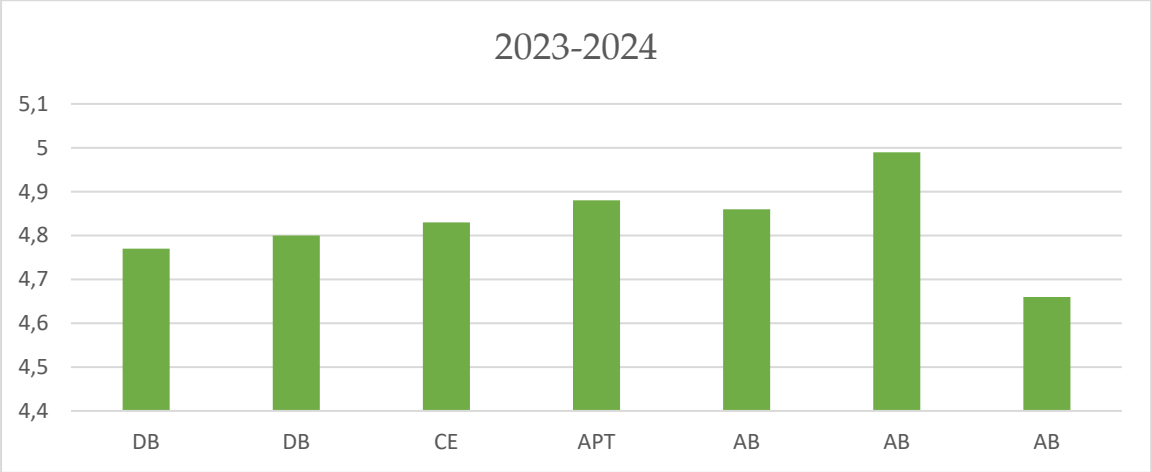


**Figure 7.** Academic Year 2023-2024

Note: DB: Digital Business
CE: Civil Engineering
APT: Agriculture Product Technology
AB: Agribusiness

Over the past six years, evaluation data collected through the Smart Unilak application revealed consistently positive results in MKDU English learning. Specifically, among the 57 classes across 9 different study programs, 4 programs received a “Good” rating, 1 program achieved an “Excellent” rating, and 52 programs were rated as “Very Good.” These findings indicate a strong overall performance in the implementation and effectiveness of English instruction. Following this classification, the study proceeded to analyze the evaluation results in greater depth by examining individual questionnaire items to identify specific strengths and areas for improvement within each class and study program.

**Table 9.** Questioner Recap

| Item of Questioner | Year | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 97.1% | 89.8% | 90.8% | 91.58% | 86% | 98.5% |
| 2 | 97.6% | 83.7% | 87.1% | 89.8% | 89.8% | 95.7% |
| 3 | 96.9% | 92.8% | 88.6% | 87.1% | 83.9% | 97.6% |
| 4 | 96.5% | 91.7% | 90.8% | 85.2% | 81% | 99.1% |
| 5 | 95.7% | 92.3% | 91.2% | 87.9% | 82.4% | 98.7% |
| 6 | 92.7% | 86.3% | 88.7% | 91.4% | 84.1% | 98.7% |
| 7 | 96.6% | 86,2% | 89.3% | 87.6% | 84.9% | 99.4% |
| 8 | 95.9% | 86% | 88.7% | 90% | 84% | 99.3% |
| 9 | 96.6% | 89 % | 89.7% | 88.26% | 84% | 98.9% |
| 10 | 96.2% | 87.3% | 88.5% | 90.5% | 84.6% | 99.4% |
| 11 | 95.3% | 89% | 94.8% | 88.7% | 84% | 99.4% |
| 12 | 94.3% | 88% | 89.3% | 90.4% | 84.8% | 99.4% |
| 13 | 96.2% | 90% | 87.7% | 90.2% | 88.7% | 98.6% |
| 14 | 97.4% | 88.6% | 84.5% | 89.2% | 84.9% | 99.1% |
| 15 | 97.4% | 88% | 87.7% | 86.7% | 85.7% | 98.9% |
| 16 | 95.4% | 88% | 87.9% | 89.5% | 83.9% | 98.5% |
| 17 | 93.5% | 89.2% | 86.3% | 90.4% | 84.1% | 98.7% |
| 18 | 97.4% | 90.3% | 92.1% | 90.9% | 86.2% | 99.4% |
| 19 | 95.8% | 89.6% | 88.5% | 91.4% | 86.4% | 98.9% |
| 20 | 95.8% | 88.6% | 89.9% | 92.08% | 85.5% | 99.4% |
| 21 | 95.4% | 88% | 86.5% | 90.8% | 84.4% | 99,4% |
| 22 | 97.5% | 89.1% | 84.8% | 89.8% | 83.5% | 98.9% |
| 23 | 97% | 90.8% | 86.7% | 90.8% | 82.4% | 98,6% |
| 24 | 97.3% | 90.4% | 90.4% | 86.7% | 85% | 98.4% |
| 25 | 97.3% | 92.2% | 89.9% | 91% | 86.4% | 99.4% |
| 26 | 95.9% | 89.5% | 86.7% | 91.7% | 86.7% | 98.3% |

### *3.2 Discussion*

This study aimed to evaluate the effectiveness of a lecturer in teaching MKDU English over six academic years using student feedback collected through the Smart Unilak application. The data derived from the 26-item questionnaire provide comprehensive insights into various aspects of the lecturer’s performance, all of which fall within the "very good" category based on the feasibility percentage scale of 76%–100% (Sugiyono, 2013). The findings reflect not only the lecturer’s pedagogical skills but also professional behaviors and attitudes that are essential in a higher education environment.

The lecturer's seriousness in preparing lectures, including the development of syllabi and teaching plans, received scores ranging from 86% to 98%. This reflects a high level of dedication to instructional preparation, which is crucial for maintaining teaching quality in line with the core principles of academic professionalism (Khairunnisah, Maryanti, Syahrir, & Supriadin, 2023). Additionally, the lecturer demonstrated strong discipline in conducting classes, with student evaluations of punctuality and class consistency ranging between 83.7% and 97.6%. Adhering to schedules and maintaining class

discipline are key elements of effective teaching, especially in the context of flexible and learner-centered education models (Müller & Mildenberger, 2021).

In terms of instructional delivery, the lecturer's ability to explain material clearly scored between 83.9% and 97.6%, indicating excellent communication and comprehension facilitation. Clear explanation of complex information enhances students' ability to grasp and retain knowledge, a skill that is especially critical in language instruction (Salame, 2024). The lecturer also maintained a strong commitment to academic integrity, with scores from 81% to 99.1% reflecting compliance with institutional rules and regulations. Such adherence supports a structured learning environment and promotes accountability (Okon, Ajah, & Ekarika, 2022).

The use of technology and media in teaching was another area of strength. Scores ranging from 82.4% to 98.7% show that the lecturer effectively integrated IT-based tools and media into the learning process. This not only increases student engagement but also aligns with best practices in modern language teaching (Hikmah, 2019). In student evaluation practices, the lecturer was recognized for objectivity, scoring between 84.1% and 98.7%. Upholding fairness and transparency in grading is a fundamental ethical requirement, as mandated in Indonesian education law and regulations such as UU No. 14/2005 and PERMENDIKNAS No. 16/2007 (Dollah & Atmowardoyo, 2022).

Further evaluations reveal that the lecturer excelled in providing clear guidance and support for student assignments, with scores between 84.9% and 99.4%. This demonstrates strong alignment with inquiry-based learning approaches, which emphasize student exploration and active participation (Sutiani, Situmorang, & Silalahi, 2021). In recognizing and appreciating students' diverse abilities, the lecturer scored between 84% and 99.3%, reflecting an inclusive and respectful attitude toward individual differences. Such an approach is vital in 21st-century teaching, where educators must act as facilitators who guide diverse learners in developing their full potential (Utami, Padmadewi, Artini, & Dewi, 2021).

The lecturer's mastery of subject matter was confirmed by scores from 84% to 98.9%. This is further supported by the fact that the lecturer has authored multiple English learning books, reinforcing their expertise and contribution to the field (Yuliyanto, Rahmanto, & Ramadhan, 2023). Breadth of scientific insight, evaluated in a separate questionnaire item, also received high marks (84.6%–99.4%), indicating the lecturer's capacity to contextualize language learning within broader academic and social frameworks (Sarini, Widodo, Sutoyo, & Suardana, 2024).

Students also praised the lecturer's ability to relate course content to real-life situations, scoring between 84% and 99.4%. This skill enhances the relevance of the material and deepens student engagement, which is vital for effective language acquisition (Asbury, Roloff, Carstensen, Guill, & Klusmann, 2023). In keeping up with current issues and referencing the latest scholarly materials, the lecturer scored between 84.8% and 99.4%, demonstrating a commitment to ongoing professional development (Ventista & Brown, 2023).

The lecturer's openness to reflection and discussion with students also scored highly, from 87.7% to 98.6%. This shows an emphasis on student-centered dialogue and responsiveness to learning needs (Aas, 2022). Moreover, the lecturer's authority and professional demeanor received strong student approval, scoring between 84.5% and 99.1%. This aligns with the literature on the importance of teacher presence in managing learning environments (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015).

In terms of judgment and decision-making, the lecturer scored between 85.7% and 98.9%, suggesting practical wisdom and ethical consideration—attributes highlighted in modern educational theories (Stenberg & Maaranen, 2022). The lecturer also modeled good behavior for students, with scores of 83.9% to 98.5%, confirming their role as a moral and academic exemplar (Uswatun Hidayah, 2021). Emotional regulation during challenging classroom situations was another notable strength, with the lecturer receiving scores from 84.1% to 98.7%, reflecting the importance of emotional intelligence in education (Biazon, Miclat, Gomera, & Bautista, 2024).

Appearance and professionalism were evaluated through questions about dress, yielding scores between 86.2% and 99.4%. Appearance contributes to students' respect for the lecturer and affects the

classroom environment (Djazilan et al., 2022). Sympathy and interpersonal warmth, measured by student perceptions of engagement, also ranked high, scoring 86.4% to 98.9%. These traits are essential for building rapport and fostering a positive classroom atmosphere (Djazilan et al., 2022).

When asked about the lecturer's ability to articulate opinions clearly, students rated this aspect between 85.5% and 99.4%, confirming the lecturer's communication skills (Niaoustas, 2024). The lecturer also demonstrated openness to receiving feedback, scoring between 84.4% and 99.4%, a critical trait for professional development and continuous improvement (Yang, Chiu, & Yan, 2021). Ability to build rapport with students was rated similarly high, highlighting the importance of trust and empathy in the teacher-student relationship.

The lecturer also displayed strong tolerance for religious diversity, with scores between 82.4% and 98.6%. In a multicultural context such as Indonesia, such openness is essential for promoting unity and respect in academic settings (Fadhli & Sirait, 2019). Furthermore, the lecturer successfully linked academic content to religious and cultural values, scoring from 85% to 98.4%, demonstrating moral sensitivity in teaching practices (Ghufron, Rohman, & Aditia, 2024).

Finally, the lecturer was evaluated on practices related to class rituals, such as opening and closing sessions with greetings and prayers. These aspects received scores ranging from 86.4% to 99.4%, reflecting respect for cultural and religious norms in the learning environment (Fadhli & Sirait, 2019).

In conclusion, the results from all 26 questionnaire items indicate that the lecturer consistently performed at a high level, as perceived by students across six academic years. The Smart Unilak application proved effective in capturing detailed, actionable student feedback, contributing to a robust evaluation of teaching effectiveness. These findings affirm the importance of continuous, student-centered assessment methods in enhancing English language instruction at the university level.

## 4. CONCLUSION

The findings of this study highlight the effectiveness of the Smart Unilak application in supporting and enhancing the teaching and learning evaluation process, particularly in the context of MKDU English instruction. The tool has proven to be a valuable asset in improving instructional delivery, fostering student engagement, and offering detailed, data-driven insights into the classroom experience. With consistently high ratings across various indicators—such as lecture preparation, instructional clarity, technological integration, and student rapport—the study affirms the positive impact of integrating digital tools like Smart Unilak into higher education. However, the research also acknowledges key limitations, particularly its exclusive reliance on student perspectives, which, while insightful, may present a subjective or incomplete picture. Factors such as teacher methodologies, institutional policies, and broader curricular structures were not directly assessed, which limits the comprehensiveness of the evaluation. For a more balanced and multidimensional understanding of teaching effectiveness, future assessments should incorporate the perspectives of other stakeholders, including lecturers, administrators, and external reviewers, along with performance-based metrics. Building on the strengths of this study, future research should explore the broader application of Smart Unilak by examining its integration across diverse disciplines and cultural settings, conducting longitudinal evaluations, and comparing it with other educational tools. Additionally, investigating its adaptability to emerging technologies, such as AI and virtual reality, and evaluating ethical considerations surrounding data privacy will provide a deeper understanding of its potential. These future directions can inform the development of more inclusive, innovative, and ethically sound digital evaluation systems in higher education.

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