Millennial Lecturer in Higher Education: The Effect of Knowledge Clusters, Performance and Learning Satisfaction on Learning Outcomes

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Abstract: Generation Y is known as job jumpers because of the desire to earn a higher salary, career opportunities and opportunities to develop themselves. One type of work is a teacher because by becoming a teacher they get a better life, one of which is by getting extra income from the government for those who already have teacher certification, this is what encourages Generation Y to choose this profession. this study uses crosstabs for the data analysis process because the data comes from the LMS database owned by XYZ Campus. Millennial educators who have the highest performance value of PJJ Information Systems for Information System Engineering Cluster with a value of 5.19. The impact of transactions on millennial lecturers on students is able to fulfill any given workload. Appreciate millennial lecturers in tangible and intangible forms.

Keywords: Millennial Lecturer, Knowledge Clusters, Performance, Learning Satisfaction, Learning Outcomes

1. Introduction

Generation Y is known as job jumpers because of the desire to earn a higher salary, career opportunities and opportunities to develop themselves. Some of the things according to statement [1] so that Generation Y loves their work and is very loyal is to make the work fun for them. One type of work is a teacher because by becoming a teacher they get a better life, one of which is by getting extra income from the government for those who already have teacher certification, this is what encourages Generation Y to choose this profession. In addition, Generation Y feels by becoming a teacher that they can actualize and develop themselves. Both are forms of higher education dharma. Self-actualization is reflected in the form of teaching, which will be seen in the dedication of students' achievements and learning outcomes, while self-development is reflected in the participation of teachers in events such as workshops or training courses conducted by internal and external campus.

For the other two dharmas of higher education in the form of research and community service. The form of research is publication in the form of scientific articles that are published in journals and seminar reports. While for Community Service in the form of providing training in providing the knowledge that a teacher has to the community. Of all the dharma activities listed above as a commitment performed every semester, it becomes a teacher's performance load activity report to be eligible to obtain teacher certification grants each semester.

The aim of this research was conducted at Campus XYZ as one of the educational institutions offering distance learning where teachers can teach through the Learning Management System (LMS) and do not require data on campus so that many applicants, especially from generation Y, on this campus, because apart from working as professionals, they can still work as a teacher. After they

pass the long test, the teacher will be placed according to their scientific linearity. Some of them are in the distance learning information system and management distance learning study program.

The current situation is due to the Covid19 pandemic, in which the government set aside learning at home so that many campuses put Education and Learning Activities (KBM) online. As a result, the number of new students (intake) of the PJJ Information System and PJJ Management program is increasing strongly, as a result of which the transaction of teaching and learning activities has also increased and the need for teachers (lecturer) has increased.

Campus XYZ as one of the educational institutions has an independent assessment that conducts lecturer performance assessments in the form of a teacher academic performance index whose value is accumulated in the annual performance of the teachers that can be seen through the LMS. The performance value is included as a consideration in the assignment of lecturer in the following year. With this assessment, Gen Y lecturer can find out their achievements and dedication in teaching and impact the achievement and fulfillment of students' learning outcomes.

According to [2], a statistical data fusion model that allows statistical association tests using multiple imputations presented an overview of this approach with an application comparing the crosstab results of combined data with those obtained from complete data. Meanwhile [3] Crosstab is running in a column database management system. The column database management system determines the value of the crosstab operation for each result row and determines the value for the result column of the row combination as an aggregated value based on the intersection set record. From these two publications, this study uses crosstabs for the data analysis process because the data comes from the LMS database owned by XYZ Campus.

From the description above, this research is titled Millennial Lecturers in Higher Education: The Effect of Knowledge Clusters, Performance, and Learning Satisfaction on Learning Outcomes.

2. Formulation

In the current study, we question:

1. The problem in this study is how to analyze the relationship between millennium lecturers and knowledge, performance and learning satisfaction on learning outcomes?

3. Scope of study

The scope of our study are:

1. Use of education and learning transaction data in the PJJ SI and PJJ Management XYZ courses.
2. Use student learning outcomes to see the impact of teaching and learning activities on student performance.
3. Using data for the 2017/2018, 2018/2019, 2019/2020 academic year.
4. The Information Systems PJJ study program is limited to Information Systems Engineering clusters, a Management Study Program knowledge cluster for a specialization in Global Business Management.
5. Use of the Microsoft Excel application in data processing.

4. Research Objective

The research objective this paper are:

1. Analysis of the impact of knowledge clusters on millennial lecturer.
2. Analysis of the impact of lecturer on transactions of teaching and learning activities.
3. Treatment Suggest solutions to millennial lecturer.

5. Literature

The millennial generation is the millennial generation or what is also called the Y generation, born around 1980 to 2000. Thus, it can be said that the millennial generation is the young generation of today who is currently about 15-34 years old. The age range is in line with the average age of students currently studying at tertiary institutions, ie between 19 and 34 years [4].

XYZ conducts college activities online and face-to-face through a website-based platform as a learning medium for students. This is so that learning can be done flexibly, students can learn anywhere, anytime. This is very supportive for students who are busy as employees, entrepreneurs. And now online learning is also starting to become interesting for SMA / SMK graduates. As for the learning platform with Learning Management Systems [5]. the challenge of creating, modifying, and analyzing data generated from simulations in online classes, it is important that we know more about how students use simulations and model the data they generate in online learning environments [6].

Cross tabulations of dosage clusters and Stage of Change response categories with themes from the open-ended survey items provided a finer-grained look into the question of what factors were associated with the highest levels of PBEE teacher practice change [7]. Crosstab analysis is a descriptive analysis used to determine the relationship between two variables. Crosstab analysis allows users to cross data from one variable to another. Crosstab analysis can be performed on ordinal or nominal variables [8].

6. Materials and Methods

The research method used is cross tables in the table:

1. The learning outcomes of each subject in the Information System Engineering Cluster, majoring in Information Systems
2. The learning outcomes of each subject in the Global Business Management Cluster, majoring in business management
3. Continuity of the educational information system PJJ teachers for the Information Systems Engineering cluster, so that the most consistent teacher in Information System Engineering Classroom Learning
4. Continuity of Teaching PJJ Management Teachers for Global Business Management Cluster, so that the most consistent teacher in teaching PJJ Management for Global Business Management Science Cluster is obtained.
5. Teacher Birthday and Teacher Performance Value PJJ Information Systems for Information System Engineering Cluster.
6. Lecturer Date of Birth and Performance Value of PJJ Management for Global Business Management Cluster.

After the data is tabulated, it is compared to the results of teacher performance in business-managed information systems so that Millennial teachers have the best KPIs between the two courses.

7. Results

The PJJ Information System and PJJ Management course was established in 2015. From the outset, this training was quite attractive to the public, according to new students for the PJJ Information System and PJJ Management Training, which has increased every year.

Table 1. Data for New Admission to PJJ Information Systems and PJJ Management

Study Program	Academic Year		
	2017/2018	2018/2019	2019/2020
Business Management	762	811	827
Information Systems	477	425	567

Figure 1. Fig. 1. Data for New Admission to PJJ Information Systems and PJJ Management

By looking at the above chart, PJJ Business Management is in the range of 800 and PJJ for information systems is in the range of 450. With this estimate there will be a higher increase next year given the existence of government policies applying online colleges to all levels of education. The method used in the learning process is done online and in person through video conferencing. The online method is asyn-chronous through the Learning Management System, which requires more independ-ent learning from students.

The activities that students must perform to measure student performance in-clude:

1. Student activity in posting discussion forums, conducted weekly according to the topic
2. The presence of face-to-face (video conference) students, there were 6 video conference activities
3. Quizzes twice
4. Personal Assignment twice
5. Group assignments 4 times
6. Final Test once

For the activity of students posting discussion forums, the presence of face-to-face students, quiz assessments are conducted through the system. In the case of personal assignment assessments, group assignments and exams are carried out by the lecturer. Each topic, each student topic, has provided the main material and sup-port material to be studied. Quiz questions, personal assignment questions and group assignment questions were also asked from the start of the meeting.

Following are the learning outcomes students achieved for the 2017/2018, 2018/2019 and 2019/2020 academic years. PJJ Information Systems for Information System Engineering Clusters of courses and learning outcomes are shown in Table 2 and Figure 2.

Table 2. Information System PJJ Learning Outcomes Data for Information System Engineering Cluster

Academic Year	Course Code	Course Description	Total Unit	Total student	Average	A	A-	B+	B	B-	C	D	E
2017/2018	ISYS6300	Business Process Fundamental	4	1004	75.33	160	240	196	144	76	32	46	110
2017/2018	ISYS6308	User Experience	4	594	82.49	222	114	108	62	36	8	12	32
2017/2018	ISYS6311	Advanced Information Systems Analysis and Design	6	204	76.07	46	76	28	12	6	8	4	24

2018/2019	ISYS6300	Business Process Fundamental	4	947	75.89	224	157	119	129	100	74	48	96
2018/2019	ISYS6308	User Experience	4	867	83.35	300	198	140	120	46	14	31	18
2018/2019	ISYS6311	Advanced Information Systems Analysis and Design	6	236	77.62	44	54	40	32	24	14	12	16
2019/2020	ISYS6300	Business Process Fundamental	4	1152	80.48	402	250	144	116	76	54	38	72
2019/2020	ISYS6308	User Experience	4	300	83.31	68	94	66	24	18	8	18	4
2019/2020	ISYS6311	Advanced Information Systems Analysis and Design	6	190	82.57	90	32	18	20	10	4	4	12

Figure 2. Information System PJJ Learning Outcomes Data for Information System Engineer-ing Cluster
The Information Systems PJJ curriculum for the Information Systems Engineer-ing Cluster consists of ISYS6300 - Business Process Fundamental, ISYS6308 - User Experience, and ISYS6311 - Advanced Information Systems Analysis and Design topics. The Information System Engineering PJJ course scores an average of 79.68.

Each course shows an increase in value every academic year. PJJ Management for Global Business Management Cluster with courses is shown in Table 3 and Figure 3.

Table 3. Data on learning outcomes from PJJ Management for Global Business Management Cluster

Tahun Ajaran	Course Code	Course Description	Total Unit	Jlh Mhs	Rata-rata Nilai	A	A-	B+	B	B-	C	D	E
2017/2018	BUSS6048	International Business	4	506	72.58	48	82	100	72	52	34	62	56
2017/2018	MGMT6160	Global Supply Chain Management	4	322	71.27	22	52	62	64	30	24	20	48
2018/2019	BUSS6048	International Business	4	654	74.87	86	118	158	92	56	34	60	50
2018/2019	MGMT6160	Global Supply Chain Management	4	582	78.95	90	152	110	92	58	28	22	30
2019/2020	BUSS6048	International Business	4	370	77.14	38	108	82	44	42	20	16	20
2019/2020	MGMT6160	Global Supply Chain Management	4	744	80.78	192	206	134	78	44	36	24	30

Figure 3. PJJ Management Learning Outcomes for Global Business Management Cluster

The PJJ Management Study Program for Global Business Management Cluster consists of the courses BUSS6048 - International Business and MGMT6160 - Global Supply Chain Management. The Global Business Management PJJ study program has an average score of 77.84. Each course shows an increase in value every academic year.

Lecturers teaching in Information Systems Engineering PJJ study program for In-formation Systems Engineering cluster consist of ISYS6300 - Business Process Fundamental, ISYS6308 - User Experience and ISYS6311 - Advanced Information Systems Analysis and Design, there are 30 lecturers with lesson details in table 4 & 5.

Table 4. Continuity of Education Data for Information System Engineering Lecturers from PJJ for Information System Engineering Cluster

Course Code	Course Description	Total Unit	Lecture Code	Lecture Name	Tahun Akademik			Grand Total
					2017/2018	2018/2019	2019/2020	
ISYS6300	Business Process Fundamental	4	D0840	Dr. Henny Hendarti, S.Kom., M.M.		√		1
ISYS6300	Business Process Fundamental	4	D4567	Titan, S.Kom., MMSI.		√		1
ISYS6300	Business Process Fundamental	4	D4989	Siti Maryam, S.Kom., M.M.S.I.	√			1
ISYS6300	Business Process Fundamental	4	D5432	Angelina Ervina Jeanette Egeten, S.Kom., MMSI	√			1
ISYS6300	Business Process Fundamental	4	D5539	Rusito, S.Kom., M.Kom	√			1
ISYS6300	Business Process Fundamental	4	D5576	Wella, S.Kom., M.MSI.	√			1
ISYS6300	Business Process Fundamental	4	D5602	Cornelius Mellino Sarungu, S.T., MMSI, PMP	√	√	√	3
ISYS6300	Business Process Fundamental	4	D5662	Sucianna Ghadati Rabiha, S.Kom., M.Kom		√	√	2
ISYS6300	Business Process Fundamental	4	D5681	Willy Johan Widjaja Saputra, S.Kom., MMSI., CIA, CISA	√			1
ISYS6300	Business Process Fundamental	4	D5707	Elizabeth Paskahlia Gunawan, S.Kom., M.Cs.	√			1
ISYS6300	Business Process Fundamental	4	D5719	Idha Kristiana, S.Kom., M.MSI	√			1
ISYS6300	Business Process Fundamental	4	D5723	Aida Fitriyani, S.Kom., M.MSI			√	1
ISYS6300	Business Process Fundamental	4	D5737	Jony, S.Kom.,	√			1

				M.Kom.				
ISYS6300	Business Process Fundamental	4	D5786	Dina Fitria Murad, S.Kom., M.Kom.	√	√		2
ISYS6300	Business Process Fundamental	4	D6087	Atikah, S.Kom., M.MSI		√		1
ISYS6300	Business Process Fundamental	4	D6091	Laser Narindro, ST., M.MSI		√		1
ISYS6300	Business Process Fundamental	4	D6147	Meta Amalya Dewi, S.Kom., M.Kom		√	√	2
ISYS6308	User Experience	4	D4630	Lius Steven Sanjaya, S.Kom., MMSI.	√			1
ISYS6308	User Experience	4	D5471	Lena S.Kom., M.M	√	√	√	3
ISYS6308	User Experience	4	D5539	Rusito, S.Kom., M.Kom	√	√	√	3
ISYS6308	User Experience	4	D5786	Dina Fitria Murad, S.Kom., M.Kom.		√		1
ISYS6308	User Experience	4	D6090	Hermawan Honggo Widagdo, S.Kom., M.M.		√		1
ISYS6308	User Experience	4	D6149	Fauzan Fahrurrazaman, S.Kom., M.Kom.		√		1
ISYS6311	Advanced Information Systems Analysis and Design	6	D0840	Dr. Henny Hendarti, S.Kom., M.M.			√	1
ISYS6311	Advanced Information Systems Analysis and Design	6	D3582	Maria Gabby, S.Kom., MMSI.		√		1
ISYS6311	Advanced Information Systems Analysis and Design	6	D4667	Natalia Limantara, S.Kom., MMSI.			√	1
ISYS6311	Advanced Information Systems Analysis and Design	6	D4716	Stephanie Surja, S.Kom, MMSI.			√	1
ISYS6311	Advanced Information Systems Analysis and Design	6	D4900	Veronica, S.Kom., M.M.S.I.		√		1
ISYS6311	Advanced Information Systems Analysis and Design	6	D5786	Dina Fitria Murad, S.Kom., M.Kom.	√	√		2
ISYS6311	Advanced Information Systems Analysis and Design	6	D6090	Hermawan Honggo Widagdo, S.Kom., M.M.		√		1
Grand Total					14	17	9	40

Of the 30 lecturers who teach in the Information Systems Engineering PJJ course of the Information Systems Engineering Cluster, only 3 lecturers teach the same subject every year, table 5 shows.

Table 5. Most consistent lecturer data when teaching PJJ Information Systems for the information systems cluster

Course Code	Course Description	Total Unit	Lecture Code	Lecture Name	Tahun Akademik			Grand Total
					2017/2018	2018/2019	2019/2020	
ISYS6300	Business Process Fundamental	4	D5602	Cornelius Mellino Sarungu, S.T., MMSI, PMP	√	√	√	3
ISYS6308	User Experience	4	D5471	Lena S.Kom., M.M	√	√	√	3
ISYS6308	User Experience	4	D5539	Rusito, S.Kom., M.Kom	√	√	√	3

There are 11 lecturers teaching in the PJJ Management Study Program for the Global Business Management Science Cluster, consisting of BUSS6048 - International Business and MGMT6160 - Global Supply Chain Management courses, with 11 lecturers with lesson details in Table 6.

Table 6. Continuity of education data for PJJ Management lecturers for Global Business Management Cluster

Course Code	Course Description	Total Unit	Lecture Code	Lecture Name	Tahun Akademik			Grand Total
					2017/2018	2018/2019	2019/2020	
BUSS6048	International Business	4	D5154	Shelvy Kurniawan, S.E., M.M.	√	√	√	3
BUSS6048	International Business	4	D5440	Novita, S.Kom., MBA	√	√		2
BUSS6048	International Business	4	D5451	Dr. Ridho Bramulya Ikhsan, S.E., MM	√		√	2
BUSS6048	International Business	4	D5564	Dr. dr. Ferdi Antonio, M.M	√	√	√	3
BUSS6048	International Business	4	D5630	Rudy Kodirun, S.E., M.M	√	√		2
BUSS6048	International Business	4	D6255	Mochammad Fahlevi, S.Pd.I., M.M., M.A., M.Ud., AWP			√	1
MGMT6160	Global Supply Chain Management	4	D5289	Yudi Fernando, S.E., M.B.A., Ph.D., MLogM		√	√	2
MGMT6160	Global Supply Chain Management	4	D5389	Dony Saputra, S.Kom, M.M., M.Kom	√			1
MGMT6160	Global Supply Chain Management	4	D5451	Dr. Ridho Bramulya Ikhsan, S.E., MM	√	√	√	3
MGMT6160	Global Supply Chain Management	4	D5630	Rudy Kodirun, S.E., M.M			√	1
MGMT6160	Global Supply Chain Management	4	D5728	Yudhita Valen Prasarry, S.AB., M.AB.	√	√	√	3

Grand Total

8

7

8

23

Of the 11 lecturers who teach in the PJJ Management program in the Global Business Management Cluster, only 4 lecturers teach the same subject every year, as shown in table 7.

Table 7. Most Consistent Lecturer Data in Teaching PJJ Management for Global Business Management Cluster

Course Code	Course Description	Total	Lecture	Lecture Name	Tahun Akademik			Grand
		Unit	Code		2017/2018	2018/2019	2019/2020	Total
BUSS6048	International Business	4	D5154	Shelvy Kurniawan, S.E., M.M.	√	√	√	3
BUSS6048	International Business	4	D5564	Dr. dr. Ferdi Antonio, M.M	√	√	√	3
MGMT6160	Global Supply Chain Management	4	D5451	Dr. Ridho Bramulya Ikhsan, S.E., MM	√	√	√	3
MGMT6160	Global Supply Chain Management	4	D5728	Yudhita Valen Prasarry, S.AB., M.AB.	√	√	√	3

From here it can be seen that in the PJJ Information System course and the PJJ Management Course, there are changes per subject in the lecturers who teach per academic year. Changes in lecturers per study period are due to the busyness of the lecturers. Each academic year, the lecturer receives a willingness to teach form from the Operations section to fill in the lecturer's willingness to teach, in order to predict the number of subject transactions with the availability of lecturers. If the number of transactions is large and the willingness of lecturers is small, the Operations section will inform the study program in order to be able to inform the lecturer who is scheduled for the course. And if there is no willingness to be scheduled for the course, the program will admit new lecturers.

Table 8. Data of the date of birth of lecturers and the performance values of Lecturers of PJJ Information Systems for the cluster for information systems engineering

Lecturer Code	Lecturer Name	Tanggal Lahir	Tahun Akademik		
			2017	2018	2019
D4567	Titan, S.Kom., MMSI.	22-Jan-85		4,95	
D4630	Lius Steven Sanjaya, S.Kom., MMSI.	24-Apr-89	4,89		
D4667	Natalia Limantara, S.Kom., MMSI.	21-Dec-88			5,14
D4716	Stephanie Surja, S.Kom, MMSI.	7-Feb-87			5,19
D4900	Veronica, S.Kom., M.M.S.I.	10-Aug-87		4,64	
D5432	Angelina Ervina Jeanette Egeten, S.Kom., MMSI	19-Dec-90	4,69		
D5471	Lena S.Kom., M.M	17-Mar-80	4,60	4,84	4,91
D5576	Wella, S.Kom., M.MSI.	5-Nov-91	4,96		
D5662	Sucianna Ghadati Rabiha, S.Kom., M.Kom	15-Apr-89		4,66	4,96

D5707	Elizabeth Paskahlia Gunawan, S.Kom., M.Cs.	15-Apr-90	4,77		
D5719	Idha Kristiana, S.Kom., M.MSI	10-Feb-88	4,74		
D5723	Aida Fitriyani, S.Kom., M.MSI	2-Jul-85			4,70
D6090	Hermawan Honggo Widagdo, S.Kom., M.M.	2-Mar-83		4,78	
D6091	Laser Narindro, ST., M.MSI	31-Aug-87		4,87	
D6147	Meta Amalya Dewi, S.Kom., M.Kom	12-May-80		4,94	4,86
D6149	Fauzan Fahrizzaman, S.Kom., M.Kom.	20-Feb-91		4,70	
Rata-rata			4,67	4,80	4,93

Table 8. It can be seen that millennial lecturers achieved an average score of 4.67 in 2017, 4.80 in 2018 and 4.93 in 2019. So it can be seen that the performance value of lecturers is increasing every year. If you look at the lecturers, you can see that the highest was achieved in 2018 by lecturers born in 1985, while in 2019 the highest was achieved by lecturers born in 1987.

Table 9. Data Lecturer Date of Birth and Performance Value of PJJ Management for Global Business Management Cluster

Lecturer Code	Lecturer Name	Date of Birth	Academic Year		
			2017	2018	2019
D3582	Maria Gabby, S.Kom., MMSI.	6-Jan-87		4,77	
D5154	Shelvy Kurniawan, S.E., M.M.	24-Feb-89	4,45	4,94	4,94
D5289	Yudi Fernando, S.E., M.B.A., Ph.D., MLogM	5-Jan-80		4,75	4,79
D5451	Dr. Ridho Bramulya Ikhsan, S.E., MM	25-Sep-80	4,91	4,98	5,14
D5728	Yudhita Valen Prasarry, S.AB., M.AB.	31-Jan-90	4,41	4,88	4,93
D6255	Mochammad Fahlevi, S.Pd.I., M.M., M.A., M.Ud., AWP	11-Feb-91		4,87	
Rata-rata			4,63	4,80	4,93

Table 9 shows that millennial lecturers have an average performance score of 4.63 in 2017, 4.80 in 2018 and 4.93 in 2019. So it can be seen that the performance value of lecturers is increasing every year. If you look at the lecturers, you can see that the highest in 2018 and 2019 was achieved by lecturers born in 1980 or the early millennial generation.

8. Discussion

Based on student performance and lecturer changes, it can be seen that lecturer changes have no significant impact on student performance. This can be seen in Figure 2 and Figure 3, that student performance has no significant impact. This is due to the very good control over the material offered in the form of powerpoints, lecturer notes, assignments, quizzes, discussion forums and exam questions, which are largely driven from the PJJ Information Systems department and from Academic Resources XYZ. So that whoever the lecturer is teaching the students has all received the same material, so that whoever is teaching the lecturer has no impact whatsoever. What has a big influence is the activity of students during the online learning process.

Online learning Student learning performance can be determined, including student activity on discussion forums, student attendance at personal (video conference) activities, quiz scores, personal assignment scores, group assignment scores, and exam scores. This is evidenced by the active role of students in learning, as the independence of student learning is the key to successful student performance in online learning. Students should be able to organize their own time because the backgrounds of students who have worked is typical of XYZ students.

If the two lumps of science, namely Information System Engineering and Global Business Management, of each academic year are compared, there will be similarity in values, namely in 2017/2018 the highest average of Information System Engineering is 75.33, while in Global Business Management's highest average is 72.58. Meanwhile, the highest number took place in the 2019/2020 academic year, Information System Engineering, with the highest average at 83.35, while the highest average in Global Business Management was 80.78. The two scores are still in the same range, namely 80-85 in the range of B + values, so students pass with good grades.

By looking at the good learning results of students, you can see that the lecturers are performing excellently. This is evidenced by various tasks that the lecturer performs in each class, such as creating discussion forums, correcting student assignments, creating exam questions, and correcting student exams. With so many assignments, lecturers are still performing well even though they have to fulfill other commitments, especially in the tri dharma of higher education.

This can be seen in the magnitude of the performance value of the lecturer, which continues to increase per academic year, namely 4.80 in 2018 and 4.93 in 2019. If you look at the year of birth of the lecturers of both PJJ Information Systems and PJJ Management, then the highest achieved by lecturers was born in 1987. With this value, the PJJ and PJJ Management Information Systems department gave appreciation in both material and immaterial form to the lecturer with the highest score.

9. Conclusions

The conclusions of this paper are:

1. Millennial educators who have the highest performance value of PJJ Information Systems for Information System Engineering Cluster with a value of 5.19.
2. The impact of transactions on millennial lecturers on students is able to fulfill any given workload.
3. Appreciate millennial lecturers in tangible and intangible forms.

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