

AN INVESTIGATION OF THE STUDENTS' SATISFACTION WITH THE ACADEMIC SERVICES GIVEN BY THE FACULTY OF TEACHER TRAINING AND EDUCATION, SRIWIJAYA UNIVERSITY

Hariswan, P.J
Sriwijaya University

Abstract

This study was aimed at finding out the students' satisfaction with the academic services given by the Faculty of Teacher Training and Education, Faculty of Teacher Training and Education, Sriwijaya University in the aspects of Tangibles, Reliability, Responsiveness, Assurance, and Empathy. The samples were the students of English Education Study Program in the third, fifth, and seventh semesters of Inderalaya Palembang campuses. The data were collected using questionnaires and documentation. The data were analyzed using simple statistic computation. The results of the analysis were then described. It was found that the students of English Education Study Program were satisfied with the academic services given by the Faculty of Teacher Training and Education, Sriwijaya University. The results showed that there was no student who fell into the UNSATISFACTORY category. 96% students were in SATISFIED category and only 4 % were in QUITE SATISFIED category. This group can also be categorised as SATISFIED. This finding shows that the students were satisfied with the academic services given by the Faculty of Teacher Training and Education, Sriwijaya University.

INTRODUCTION

In today's global world, the quality of service to students is one of the decisive factors since the quality of services at universities is one of the tools to achieve the competitive and comparative advantages of an institution. Student satisfaction will be achieved if the quality of services provided is in accordance with their needs.

[1] says that universities (PT) as educational institutions should be accountable and qualified to provide quality academic services. PT as a service industry should consider the importance of customer service in a more prime setting because the quality of service and customer satisfaction is a vital aspect to survive in a competitive business world. Furthermore, [2] also mentions that quality is something that keeps moving dynamically. If moving forward, it is said there is an improvement of quality, and if moving backward, it is said its quality decreases. Quality means superiority or excellence that exceeds the prevailing general standards. Something can be considered to be qualified if there is a match between the conditions possessed by the object or service and satisfactions. Whereas according to [3], service quality is the extent to which the services provided by the company is in accordance with the customer needs and expectations.

Universities as one of educational service providers should improve in providing services to gain public recognition and compete. According to [4], education services can be divided into five types of principal services: educational administrative services, learning services, co-curricular services, research services, and education information services.

Faculty of Teacher Training and Education Sriwijaya University is divided into several functions in implementing education services, namely Division of Administration,

Subdivision of Education, Subdivision of Student Affairs, Subdivision of Finance, Subdivision of Employee Affairs, and Subdivision of Equipment. Functionally each subdivision is led by a Head who is responsible to the Dean.

The academic service is conducted by the Subdivision of Education. Since it is always associated with students, the academic service is considered as one of the supporters of the realization of quality education. Thus it needs management innovation and measurement or evaluation of service users. The subdivision provides kinds of academic services in the form of lecture room, grades, KRS, graduation day, and student affairs related to students' academic.

The efforts to meet the needs of students should be the main focus in managing the quality of education services in universities. The student becomes very important because they are the main customers. The success of teaching and learning process depends not only on the smart of lecturers in teaching but also on the participation of students. In accordance with the concept of college quality management, the implementation of education must perform monitoring and evaluation, it is necessary to know how student satisfaction with the services already given. Surely this will affect the quality of education services provided.

Customer satisfaction has diverse meanings. Satisfaction is not always measured with money, but rather based on the fulfilment of feelings about what one needs. Kartono (1987) states that money is not always the primary motive for a person, but the great pride and interest in something will give its own satisfaction. Satisfaction can also be viewed as a comparison between what is needed and what is obtained. A person will be satisfied if the comparison is fair. Comparative imbalances, especially those that are detrimental will cause dissatisfaction. Conversely, the imbalance is considered beneficial will provide satisfaction. According to [5], customer satisfaction is a customer response to the evaluation of perceived mismatch between expectations of performance and the actual performance of perceived product after usage. It can be said that customer satisfaction is as a state of fulfilment of customer needs, in the sense that all required is acceptable in accordance with the desired criteria. The higher the capacity needs are met, the higher the satisfaction it receives.

As mentioned above, if quality is the desire to satisfy and satisfaction is the pleasure and dismay for the performance of a product or service produced, then if the quality of service compared to the level of satisfaction, a correlation obtained that customer satisfaction with the quality of services if brought together will result in acceptance or denial of service. In other words, it leads to satisfaction and dissatisfaction.

One of the services perceived by students as customers in the faculty as an educational institution is in terms of learning. Four things that must be considered in improving learning in universities [6] are as follows: (1) teaching methods; (2) the quality of learning; (3) is not only descriptive oriented but includes the application of the learned knowledge; and (4) learning activities to form students to be able to stand academically through an analytical mind-set.

Students have a certain expectation on the learning process given by lecturers. If they feel the learning process is given as expected, they will feel satisfied and say that the quality of lecturers' learning has been very good. Conversely, if received very far from the expected, it is said that the quality of learning is not very good. Assessment of the

quality of lecturer learning based on the level of fulfillment of student expectations is seen as the perception of the students about the quality of lecturer learning.

Perception in psychology is defined as one psychological device that marks a person's ability to recognize and give the meaning of an object that exists in the environment. According to [7], perception is a phenomenal representation of distal objects as a result of organizing of the distal object itself, the medium and the proximal stimuli. The process of psychological meaning is strongly influenced by experience, education and social environment in general.

In the management of an organized organization or activity, the determination of quality is a very important effort because the quality of performance often determines the continuity of the organization or activity concerned. Quality determination is difficult due to the followings: (a) quality is a subjective evaluation concept because it is always influenced by attitude factors; (2) quality is a function of the basic intent and purpose of the organization or activity concerned.

Improving the quality of education is a necessity for all countries, both developing and developed countries, so it becomes a culture for people to continuously improve themselves through various educational facilities available. [8] states that the quality of higher education should be based on the four main pillars of resources in the field of higher education, i.e. physical, financial, information, and human resources.

Student Satisfaction is like a person gets experiences or results that have fulfilled his/her expectation (Assauri, 2003) including: 1) Time spent waiting to be served, 2) Speed and accuracy in serving students, 3) Accuracy in carrying out appointments, 4) Hospitality and politeness of leaders, lecturers and employees when behaving and talking, 5) Knowledge of lecturers and employees in service, 6) Procedures in service and service adjustment, 7) ease of leaders, lecturers and employees to be contacted, 8) Convenient and cleanplace of service for students, 9) Creating smoothness in service, 10) Hospitality service affect student satisfaction [9].

METHOD

This study aims to find out the level of satisfaction of the students of English Education Studies Program, FKIP Unsri from the aspects of Tangibility, Reliability, Responsiveness, Assurance, and Empathy. A questionaire was used to measure the students' level of satisfaction on the five aspects of satisfaction. The results of the questionnaires were then clasified and put in percentages.

RESULTS AND DISCUSSION

Based on the results of the study, it was found out that 46% or 86 students were quite satisfied, 39% or 74 students were satisfied, 11% or 20 students were less satisfied, 5% or 9 students were very satisfied, and 0% or no students was not satisfied withthe tangible aspects consisting of educational facilities, lecture tools, teaching media and educational infrastructure. It was concluded that the students of English Education Study Program were satisfied with well-arranged, clean, tidy, cool, and comfortable lecture rooms and the availability of learning facilities in them such as chairs, LCD, whiteboard, etc. They were also satisfied with the condition of library / Reading Room and the availability of reference books.They were also satisfied with the availability of clean and

sufficient toilet facilities and religious facilities that can be used by the students. No students felt dissatisfied with the learning facilities and infrastructures in FKIP.

Based on the results of the study, it was found out that 59% or 111 students were satisfied, 24% or 45 students were quite satisfied, 17% or 32 students were very satisfied, 1% or 1 student was less satisfied, and 0% or no students was not satisfied with reliability aspects of lecturers and academic staffs. It was concluded that the students of English Education Study Program were satisfied with the clear lecture materials given by the lecturers and the time given for discussion and question and answer. They were also satisfied with the teaching materials and additional materials given such as handouts, modules, etc. They were also satisfied with the objectivity of the lecturers in providing the scores and the results of the examinations / assignments were always returned to the students. They were also satisfied with the punctuality of lecturers when starting and ending lectures, teaching lecturers in accordance with their areas of expertise, and lecturer's lesson plan. They were also satisfied with the ability of academic staffs to serve the student administration with quality in meeting students' interests.

Based on the results of the study, it was found out that 54% or 103 students were satisfied, 26% or 49 students were quite satisfied, 17% or 29 students were very satisfied, 4% or 8 students were less satisfied, and 0% or no students were not satisfied with responsiveness in serving students. It was concluded that the students of English Education Studies Program were also satisfied with the counseling given by the academic counselors. They were also satisfied with the scholarships provided for underprivileged students and assistance to students when faced with academic problems. They were also satisfied with the leaders of FKIP and their staffs who provide time for students and parents for consultation.

Based on the results of the study, it was found out that 60% or 113 students were satisfied, 26% or 49 students were quite satisfied, 12% or 23 students were very satisfied, 2% or 4 students were less satisfied, and 0% or no students was not satisfied with the assurance aspect or the treatment of students. It was concluded that the students of English Education Studies Program were satisfied with the polite service given by academic administration staffs and academic counselors were able to handle students' problems / complaints. They were also satisfied with thesis supervisor in guiding their thesis writing. They were also satisfied with homework feedbacks because every assignment was always returned to the students and the lecturers used the time effectively in the teaching process. They were also satisfied with the sanctions for students who violate the rules set by FKIP and apply to all students without exception.

Based on the results of the study, it was found out that 67% or 126 students were satisfied, 24% or 46 students were quite satisfied, 8% or 16 students were very satisfied, 1% or 2 students were less satisfied, and 0% or no students was not satisfied with Empathy aspect or Understanding of the students' interests. It was concluded that the students of English Education Study Program were satisfied with FKIP's concern in understanding the interests and difficulties of students such as single tuition (UKT) decided jointly and the UKT to be paid at this time. They were also satisfied with FKIP awareness in monitoring student progress through academic counsellors. They were also satisfied with the willingness of lecturers to assist students who have difficulty in academic field / lecture and the lecturers were open and cooperative to the students, and also FKIP tried to understand students' interests and talent and tried to develop it. They

were also satisfied with the provision of time for guidance by thesis supervisors / academic counsellors.

CONCLUSION

In conclusion, the students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University were satisfied with the academic services provided by the Faculty. This study shows that there was no student who was not satisfied with the academic services. Almost 96 % of the students' satisfaction level fell to the Satisfactory Category. There was only 4 % of the students who were quite satisfied with the academic services. This shows that the academic services given by the Faculty of Teacher Training and Education, Sriwijaya University have run well and met the students' hopes.

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