Student Satisfaction on Academic Services in Faculty of Education, Universitas Negeri Gorontalo

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ABSTRACT

The objective of this research is to explore student satisfaction on academic services in the Faculty of Education, Universitas Negeri Gorontalo. It focuses on exploring the student satisfaction on (1) learning services, (2) administration services, (3) facilities and infrastructures, and (4) extracurricular programs in the faculty; these are from the research problem statement. The data of this descriptive quantitative research were generated from the questionnaire and observation. The results show that the academic services by the Faculty of Education are adequate. The level of the student satisfaction on (1) learning services, (2) administration services, (3) facilities and infrastructures, and (4) extracurricular programs in the faculty fall under moderate category. This study proposes several recommendations. (1) Stakeholders in Universitas Negeri Gorontalo, particularly the Faculty of Education, should consider the Standard Operating Procedures of the academic services. (2) Lecturers and administrative staffs are urged to provide immediate and accurate services to students as it increases student satisfaction level, and (3) students should understand the implementation of academic services. (4) Further researches are encouraged to examine aspects relating to student satisfaction on academic services.

Keywords: Student satisfaction, academic services

INTRODUCTION

Education is central to people's life. Challenges and competition in higher education sectors are getting tougher due to the expansion of the international market in education. Improving the quality of services in a university is among the keys to win the competition in this globalized world.

University is an educational institution that is formally responsible for preparing students in accordance with the goal of national education, i.e., fulfilling the needs of the society for experts and competent individuals with varied skills. Given the major role of students as the young generation in conceptualizing the national development goal, efforts in guiding and developing the students' quality are essential.

The educational goal of the Faculty of Education, Universitas Negeri Gorontalo aims at producing graduates with quality in academic, science, and technology competencies. It is also intended to foster positive attitudes, behavior, creativity, and innovation of the graduates. However, some factors obstruct the conceptualization of the goals. The factors are from the students (internal) and outside the students (external), such as academic services by the employees, lecturers, and facilities as well as infrastructures of the university (Mahmud, 2012:57).

The roles of university students determine the quality of products and academic services. Providing professional services for students as a user is mandatory for a service provider, and this is regulated in the Law No. 8 of 1999 considering customer protection. Still, most students are not satisfied with the academic services of their university; the services are personal or institutional ranging from the ones provided by the rector, dean or department, including the facilities and infrastructures. Such an issue blames limited access to information. For example, most students do not know the procedures of requesting administrative services, e.g., certificate of student status, academic transcript, and application for a temporary leave. The students are also unaware of their academic supervisors. This obstructs the supervisory meeting as some of the students are reluctant to meet their academic

supervisor unless for asking the supervisor's signature for their study plan application. It is also revealed that the supervisory meeting is ineffective as the students find it difficult to meet their supervisor—some of the supervisors are incompetent as they tend to blame students without providing solutions. Another issue is the quality of learning activities where students often complain about lecturers who do not attend the class almost all the time in a semester.

In addition to the above problems, students also criticize poor facilities and infrastructures; the most common the example is cramped classrooms. Lack of library collection oftentimes obstruct students to access references they need for a particular course; the library only provides the book in a limited number. Accessing online information is also a common problem in a university. The issues indicate ineffective academic services of the university to its students. Poor academic services are caused by the fact that students are uninformed and reluctant to understand the procedures of services in their university. Understanding the procedures as a whole allow individuals to access their rights as university students. However, employees or lecturers can also impact the quality of academic services. Despite the aforementioned problems, the university has endeavored to design quality programs and academic services to the students. This is to fulfill the rights and the needs of the students during their study. Nevertheless, universities are demanded to provide excellent services that meet the students' expectation.

The objective of this research is to examine the student satisfaction on (1) learning services, (2) administration services, (3) facilities and infrastructures, and (4) extracurricular programs in the Faculty of Education, Universitas Negeri Gorontalo; these are from the research problem statement.

The word satisfaction is originated from the Latin *satis* (lit. good) and *facto* (lit. doing or creating); this term can be defined as an effort to satisfy one's needs or to create something of good quality.

THEORETICAL REVIEW

The term consumer satisfaction has multiple meanings. Money is not a benchmark of individuals' satisfaction; satisfaction is measured by the fulfillment of ones' needs. Kotler and Keller (2007:177) define the term satisfaction as the feeling of pleasure and disappointment as a result of comparing performance or the marketed product and the expected outcome." If the performance does not meet expectations, the consumers are not satisfied. On the other hand, consumers are satisfied if the performance fulfills their expectations. Performance that exceeds the expectations leads to greater satisfaction. Lukam (as cited in Pasolog: 2013: 144) defines consumer satisfaction as "the level of satisfaction as the results of comparing the performance or outcome that an individual receives and the person's expectation." Furthermore, Mahmud (2012: 83) explains that "the students' satisfaction as the customers of a university is measured by the number of complaints on services provided by rectors, faculties, department, and administrative staffs of the university."

Service is basically a set of activities of a person, group or organization that is delivered directly or indirectly to fulfill particular needs. Kotler (as cited in Sinambela, 2006:4) further adds that "service is a profitable activity for customers, both individually or in the group; the costumers also perceive satisfaction from the activity. The results, however, are not limited to a physical product. In addition, Pasolog (2013:128) defines the term service as "a set of activities of a person, group or organization that is delivered directly or indirectly to fulfill particular needs." Mahmud (2012:65) mentions several services that should be delivered effectively to university students. These services are discussed separately in the following sections.

A. Learning Services

Academic services by academic supervisors are considered effective if the supervisor is able to carry out their responsibilities based on the standard operating procedure or the SOP of the Faculty of Education, Universitas Negeri Gorontalo (2011). The SOP comprises (1) supervising a maximum of 20 students; (2) setting a supervisory meeting schedule according to the academic calendar; (3) supervising students according to the schedule; (4) providing guidance and advice to students in deciding their courses on study plan form; (5) directing and ensuring the academic journey of the students; (6) giving consideration to the department in terms of; (a) proposal of thesis research, (b) submission of academic leave, (c) submission of scholarship, (d) deciding drop out, (e) selection of outstanding students, (f) participation of students in academic activities and student affairs both in and outside campus; (7) providing opportunities for students to discuss academic problems they have

experienced throughout their study; (8) giving a warning to students whose GPA is less than 2.0 (two) for two consecutive semesters with the credit less than 10 points, and; (9) collaborating with counselors to response to student problems.

B. Administration Services

Administration services that university students request the most range from scholarship application letter, letter of temporary leave (mostly for one to two semesters) or permanent leave, letter of requesting academic supervisors or examiners, and letter for research permission or practicum. In addition, other administrative services that must be provided to students comprise the distribution of information for student candidates (admission), registration procedures, selection announcement, and re-registration process once the candidates are accepted as the students.

Administration services for freshmen or new students include information on activities in university and student rights and obligation during their study at the university. It is mandatory for a university to provide this information through handbooks that can be accessed in every faculty. The information can also be distributed through an announcement or particular letters. The overall description about the academic community and its activities should be accessible directly through the university website. This can be conceptualized by providing computers in every faculty to help the students accessing the online information anytime they need.

C. Facilities and Infrastructures

Facilities and infrastructure services include lecture buildings, including classrooms equipped with adequate facilities, i.e., sufficient lighting through sunlight/electric lights), air circulation (ventilation or air conditioner), comfortable tables and chairs for both students and lecturers, and other learning media (such as OHP, projector, laptop with infocus camera). The buildings also comprise of toilets and good drainage system to prevent unpleasant smell and to preserve the cleanliness of every room.

Moreover, other facilities, e.g., prayer rooms, must be provided for the students. The prayer room must have a place in which all university communities can perform *wudhu* (ablution). Other supporting facilities are public computers where students and lecturers can access websites and other resources for their academic activities.

METHOD

This present study was conducted in the Faculty of Education, Universitas Negeri Gorontalo for three months, starting from the preliminary study in April to the accomplishment of the research report in June. In this descriptive quantitative study aspects related to the student satisfaction on academic services in the research site are investigated. This study only comprised one variable, i.e. the student satisfaction on the academic services. Student satisfaction, in the context of this research, is defined as the level of student feelings about the differences between expectation and the services provided by the faculty to meet students' expectations. The indicators of student satisfaction on academic services comprise (1) learning services, (2) administration services, (3) facilities and infrastructures, (4) extracurricular programs (student potential development services).

The population of this study represents the characteristics of consumer satisfaction on the academic services in the Faculty of Education, Universitas Negeri Gorontalo, involving 615 students in the research site. The selection of the sample referred to the opinion of Arikunto (2005:107). If the subject is less than 100 people, it is better to select all of them as the research subject; meaning that all population serves as the sample of the study. If the subject is more than 100 people, only 10-15% or 20-25% of the people are selected as the sample. For this reason, the sample of this present study is only 10% of the total of 615 people, meaning that the sample consisted of 20% of the total population or 123 students. The data were generated from a survey. Furthermore, the data were analyzed descriptively using a table technique with the following formula:

n

$$P=F/N \times 100\% \qquad (1)$$

Description: P = Percentage
              F = Frequency
              N = Number of Respondents

The formula below is used to calculate the score (percentage form):

$$Pr=AS/IS \times 100\% \qquad (2)$$

Description: Pr = Percentage of Research Results
              AS = Actual Score, i.e., the total score obtained by all respondents
              IS = Ideal Score, i.e., maximum score

RESULTS

Table 1 Recapitulation of the Percentage of Learning Services Indicator

No.	Respondent's Response	Score	Percentage (%)	Category
4.1	Learning activities at the university	381	77.44	High
4.2	Learning contract	428	86.99	High
4.3	Learning material / module	416	84.55	High
4.4	Practicum	359	72.97	Moderate
4.5	Academic supervisor	328	66.67	Moderate
4.6	Supervision by academic supervisor	350	71.14	Moderate
4.7	Consideration to the department	315	64.02	Moderate
4.8	Student assistance	317	64.43	Moderate
4.9	Student warning	324	65.85	Moderate
4.10	Cooperation between academic supervisor and counselor	296	60.16	Moderate
Average		3.487	71.42	Moderate

The above Table 1 shows that the average percentage of student satisfaction on learning services is categorized moderate, 71.42%. This indicates that some of the students are not satisfied with the learning in the Faculty of Education.

Table2 Recapitulation of the Percentage of Administration Services Indicator

No.	Respondent's Response	Score	Percentage (%)	Category
4.12	Student information	322	65.45	Moderate
4.13	Appropriateness to the student needs	320	65.04	Moderate
4.14	Being fair	313	63.62	Moderate
4.15	Eases in the provision of services	293	59.55	Moderate
4.16	Friendly and polite	314	63.82	Moderate
4.17	Positive attitudes	312	63.41	Moderate
4.18	Punctuality	292	59.35	Moderate
4.19	Services are in accordance with the procedures	322	65.45	Moderate
4.20	Service speed	293	59.55	Moderate
4.21	Good communication	292	59.35	Moderate
Average		3073	62.46	Moderate

The above Table 2 shows that the average percentage of student satisfaction on administrative services is categorized moderate, 62.46%. In other words, some of the students are not satisfied with the administrative service.

Table 3 Recapitulation of the Percentage of Facilities and Infrastructures Indicator

No.	Respondent's Response	Score	Percentage (%)	Category
4.23	Classroom	274	55.69	Moderate
4.24	Tables, chairs, LCD, and whiteboards	274	55.69	Moderate
4.25	Library	253	51.42	Moderate
4.26	Library's collection	237	48.17	Moderate
4.27	Practicum lab	223	45.33	Moderate
4.28	Practicum kits	240	48.78	Moderate
4.29	Prayer room	356	72.36	Moderate
4.30	Toilets	305	61.99	Moderate
4.31	A safe and comfortable parking lot	310	63.01	Moderate
4.32	Strategic parking lot	316	64.23	Moderate
Average		278.8	56.67	Moderate

The above Table 3 shows that the average percentage of student satisfaction on administrative services is categorized moderate, 56.67%. This signifies that the facilities and infrastructure in the faculty do not meet the expectation of some students.

Table 4 Recapitulation of the Percentage of Extracurricular Programs (Student Potential Development)

No.	Respondent's Response	Score	Percentage (%)	Category
4.34	Student Association for Leadership Activity	366	74.39	Moderate
4.35	Student Association for Environmental and Adventure Activity	334	67.89	Moderate
4.36	Student Association for Religious Activity	338	68.70	Moderate
4.37	Student Association for Entrepreneurship Activity	328	66.67	Moderate
4.38	Student Association for Academic Activity	308	62.60	Moderate
4.39	Student Association for Art Activity	319	64.84	Moderate
4.40	Student Association for Religious Activity	302	61.38	Moderate
Average		327.86	66.64	Moderate

The above Table 4 shows that the average percentage of student satisfaction on the extracurricular program is categorized moderate, 66.64%. This signifies that the program in the faculty does not meet the expectation of some students.

CONCLUSION AND RECOMMENDATIONS

The conclusion of this study based on the result of student satisfaction on academic services in the Faculty of Education, Universitas Negeri Gorontalo is explained as follows:

1. The percentage of learning services in the Faculty of Education, Universitas Negeri Gorontalo measures at 70.42%, moderate category. This signifies that the students are not satisfied with the services.

2. The percentage of administrative services in the Faculty of Education, Universitas Negeri Gorontalo, measures at 62.46%, moderate category, meaning that the students are not satisfied with the services.

3. The percentage of facilities and infrastructures in the Faculty of Education, Universitas Negeri Gorontalo measures at 56.67%, moderate category. In other words, the students are not satisfied with the facilities and infrastructures in the research site.

4. The percentage of student's potential development or extracurricular program in the Faculty of Education, Universitas Negeri Gorontalo measures at 66.64%, moderate category. This indicates that students are not satisfied with the program.

This study proposes several recommendations.

1. Universitas Negeri Gorontalo, specifically the Faculty of Education, should pay attention to the standard operating procedures in providing academic services to the students.

2. Lecturers and administrative employees are urged to provide services that meet the students' expectation to improve student satisfaction level.

3. Students are recommended to understand the procedures of academic services.

4. Further researchers are encouraged to investigate other aspects related to student satisfaction on academic services.

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