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Academic Service and Student Satisfaction: A Case Study on Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng Meulaboh – Indonesia

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Abstract

Sekolah Tinggi Agama Islam Negeri (STAIN) Teungku Direundeng Meulaboh is a community-based educational institution. Established in co-operation with the Aceh Barat District Government management authority Indonesia, STAIN will fulfil the quality services of students in all the programs it offers. Academic service is an activity or a series of the activities that occur due to interaction between the students and the staff provided by the service of the campus that aims to solve the students' problem. In this study a qualitative method is employed to explore the important aspects related to the implementation of the academic services and administration in STAIN Teungku Dirundeng Meulaboh and the students' satisfaction of the services quality provided by STAIN Teungku Dirundeng Meulaboh. The results found that the level of compliance of academicians to the regulations stipulated by STAIN Teungku Dirundeng Meulaboh to students' quality services was not been optimal. The results also revealed that some of the lecturers provide the worth service by not attending classes on a time and sometimes missing the classes. Almost all aspects of service quality that include empathy, reliability, and responsiveness are not optimal. To maintain a healthy atmosphere and academic quality is necessary to develop services to the students, especially the indicators are considered the most important by students who expected to create the academic services dynamic and innovative.

Keywords: Student Satisfaction, Service Quality, Academic Services, Community-Based Educational Institution.

Introduction

At present, service providers face persistent demand for providing customer-oriented services and continuous service upgrades are highly required. The quality of academic services provided by universities is one of the important factors related to the credibility of universities (Mulyawan

& Sidharta, 2014). University is a formal educational institution that is required to provide the quality of educational services in line with the expectations and needs of students regardless of their social status (Apriliana, Santoso, & Sumaryati, 2014).

Academic service proceeds smoothly if supported by good management and implementation (Kanca & Dartini, 2015). As for the teaching component to achieve the objectives including the educational objectives, students, educators, materials or objects, approaches and methods, media or tools, learning resources, assessment (Abdurrahman & Prasetyo, 2016)

Moreover, academic services are academic activities proposed to the students directly or indirectly to achieve academic goals (Tjiptono, 2000). To measure the quality of service it is necessary to understand the dimensions of service quality in accordance with, tangibles, reliability, responsiveness, assurance, and empathy (Alvianti, 2005). Academic services have a positive and significant impact on student satisfaction up to 89.5% due to empathy gives a powerful effect and the assurances as a weak effect (Rinala, Yudana, & Natajaya, 2013).

STAIN Teungku Dirundeng Meulaboh is located in the heart of Meulaboh City on the street of Sisingamangaraja Gampa Village, Aceh Barat District of Aceh Province, and Indonesia. At present STAIN is using the building of the store as temporary site of its teaching and learning activities (Figure 1). In 2017, there are 1516 students under three faculties, Tarbiyah and Teaching Faculty, Faculty of Syari'ah and Economics and Faculty of Da'wa and Communication. STAIN Teungku Dirundeng Meulaboh is a higher education institution that has the goal to organize education and teaching based on national culture of Indonesia scientifically including education and teaching, research and community service in accordance with legislation.

Literature Review

Service Quality

Service is an activity or a series of invisible activities that occur due to interaction between the user and the employee or other thing provided by the service provider company that aims to solve the user or customer problem generally reflects the intangible or specific industrial sectors such as education, health care, telecommunications, transport, insurance, banking, hospitality and so on (Ratminto & Winarsih 2009; Tjiptono, Jasa, 2004). The quality of service as the expected level of perfection and control of perfection is to fulfill the needs of the customers or stakeholders (Tjiptono, 2014).

Henceforth, the role of academic supervisors in character building of students, in general, has a positive impact on the performance of academic educators, in education and teaching, and community service (Partawibawa, Fathudin, & Widodo, 2014). Satisfactory service achievement is required to improve the service in accordance with standard operating procedures agreed and integrated with the existing system, so that the results obtained in accordance the target institution (Sani, Winarno & Fauziati, 2015).

Furthermore, the dimensions of service quality are built on a basis of formative indicators, a multi-level and hierarchical model used as a framework to synthesize the effects of service

quality, perceived value, corporate image and customer satisfaction on behavioral intentions of customers in the quick service (Woodal, Hiller & Resnick, 2014). The five dimensions of service quality concept are: reliability, assurance, tangibles, empathy, and responsiveness which generated gap analysis between service perceptions and expectations. It showed all the scores for perceptions are lower than their expectations scores so that indicating there are a lot of service improvements efforts need to be fulfilled that will enhance the service quality (Yousapronpaiboon, 2014; Lien, 2017). Thus, the proposed model of academic quality of higher education is the physical environment, reliability in service, responsiveness, assurances, empathy, academic environment, information systems, and management (Nugraha, Nasution & Amaranti, 2016).

Student Satisfaction

Satisfaction derived from the word to satisfy which means to be happy, relieved, enough or the act of fostering the needs or desires (Suharno & Retnoningsih, 2005). Student satisfaction is a positive attitude of the students towards the service provided to them. In this context it means a positive attitude of the students towards the service provided to students by university education due to the comparison between student expectations on employee service, competency of lecturers supported by infrastructure and leadership and the accepts of reality (Purnama, 2006; Sopiadin, 2010).

Ketut (2009) posits that there are 25 determinants of student satisfaction, 14 variables provide the student satisfaction and eight unsatisfactory variables such as classroom cleanliness, bathroom cleanliness, parking area, quick student complaint settlement, and employee friendliness in service, lecture discipline, and special attention to every student.

Moreover, interaction is a critical indicator of student satisfaction. For examples, learner–content interaction was the strongest predictor. Learner–instructor interaction and learner–content interaction were significant predictors of student satisfaction but learner–learner interaction was not. The effect of learner–content interaction on student satisfaction was stronger in Instructional Technology and Learning Sciences than in psychology, physical education or family, consumer, and human development (Douglas, 2015). In addition, as concluded here, the student satisfaction or stakeholders are a comparison of the students expected to be generated by the information obtained from word of the mouth or the services they need.

Research Objective

The main purpose of this research is to identify the students' level of satisfaction with academic administration services at STAIN Teungku Dirundeng Meulaboh evaluated from five dimensions of SERVQUAL concept, which are reliability, responsiveness, assurance, empathy and tangibles.

Methodology

In this study, a qualitative method is utilized in data collection and analysis. Hence, the data was collected through the mean of interview which involved 30 participants. Table 1 showed the

participants involved in the study which involved the rector, management staff and student of STAIN Teungku Dirundeng Meulaboh. The interview result was confirmed by observation result.

Table 1: Distribution of Respondents

No	Gender	Status	University/ Faculty	Indicator
1	Male	Rector	STAIN Teungku Dirundeng Meulaboh	R1
2	Male	Chairman 1	STAIN Teungku Dirundeng Meulaboh	R2
3	Male	Chairman 2	STAIN Teungku Dirundeng Meulaboh	R3
4	Male	Chairman 3	STAIN Teungku Dirundeng Meulaboh	R4
5	Male	Chairman 4	STAIN Teungku Dirundeng Meulaboh	R5
6	Male	Student	Islamic religious education	R6
7	Male	Student	Islamic religious education	R7
8	Female	Student	Islamic religious education	R8
9	Male	Student	Islamic religious education	R9
10	Male	Student	Islamic religious education	R10
11	Male	Student	Communication of Islamic Broadcasting	R11
12	Male	Student	Communication of Islamic Broadcasting	R12
13	Male	Student	Communication of Islamic Broadcasting	R13
14	Male	Student	Communication of Islamic Broadcasting	R14
15	Female	Student	Communication of Islamic Broadcasting	R15
16	Male	Student	Management of Islamic Education	R16
17	Female	Student	Management of Islamic Education	R17
18	Male	Student	Management of Islamic Education	R18

19	Male	Student	Management of Islamic Education	R19
20	Male	Student	Management of Islamic Education	R20
21	Male	Student	Education Teacher of Madrasah Ibtidaiyah	R21
22	Male	Student	Education Teacher of Madrasah Ibtidaiyah	R22
23	Male	Student	Education Teacher of Madrasah Ibtidaiyah	R23
24	Female	Student	Education Teacher of Madrasah Ibtidaiyah	R24
25	Male	Student	Education Teacher of Madrasah Ibtidaiyah	R25
26	Male	Student	Syari'ah Banking	R26
27	Male	Student	Syari'ah Banking	R27
28	Female	Student	Syari'ah Banking	R28
29	Male	Student	Syari'ah Banking	R29
30	Male	Student	Syari'ah Banking	R30

The study area of this research is Sekolah Tinggi Agama Negeri Islam (STAIN) Teungku Dirundeng Meulaboh which is located in the Aceh Barat area of Aceh Province of Indonesia. STAIN Teungku Dirundeng Meulaboh referred to herein is a general name for state Islamic educational institutions under the guidance of the Ministry of Religious Affairs technique.

Results and Discussions

In this study the measurement of student satisfaction is assessed based on the services provided by the academic staff, namely through the compliance of academic staff to the rules set by STAIN Teungku Dirundeng Meulaboh. The results obtained based on in-depth interviews with 30 respondents from students and five respondents from Rector and the management of campus divided to five dimensions based on ServQual concept that is the service of reliability, service of responsiveness, service of assurance, empathy service and tangible service.

Service of Reliability Aspects

Service of reliability in this research is the achievement of lecturers and academic staff in providing services for every student. Here is an interview conducted with respondent, R1:



"...Here, I give you two views that: there are lecturers sometimes attending college roster schedules and there are lecturers absents according to the roster, because they might happen to take the other responsibility and of course one the abusive jobs" (R1).

Respondents gave two different views: The lecturers of STAIN Teungku Dirundeng Meulaboh provide services to students such as teaching and learning activities in each class based on a predetermined schedule, the lecturer does not hold such activities based on his own will and there are lecturers that are not attending classes on schedule due to collisions with other responsibilities beyond the intentions. While according to R6 is:

"Yes! The lectures are always present at the right time. Because the lecturers are follow the rules of teaching and learning, so all the lecturer in STAIN Teungku Dirundeng Meulaboh present and give the lectures on the schedule" (R6)

Respondent 6 stated the lecturers in STAIN Teungku Dirundeng Meulaboh always present on a set schedule due to the nature of the responsibility being brought. Respondent added the lecturers and academic staff have an obligation to comply with the rules set by the campus. The STAIN Teungku Dirundeng Meulaboh rule is the lecturers and academic staff required to attend every Monday until Friday to campus from 08.00 am to 16.00 pm. The presence of lecturers and academic staff uses the technique of finger print on an electronic device placed on the main door of STAIN Teungku Dirundeng Meulaboh building.

Service of Responsiveness Aspect

In the dimension of responsiveness is the communication and response of the lecturers or academic staff to the service users, in this case the students. Figure 2 showed the results of diagram of responsiveness aspect service as attend the lecturer in the classroom. The respondent provided two views that are positive and negative responses. 18 respondents gave the positive responses to service responsiveness aspects provided. Here is a positive response of the interview with the student respondent, R17:

“...the lecturers always present every lecture in our faculty. If the lecturers have the other agenda or responsibly, he present absolutely but just a few minutes or the lecturers give us the homework and will be collected at the next meeting” (R17).

According to R17, lecturers are always present in their class. If lecturers have other activities outside of the classroom, lecturers are still present and provide the materials to be reviewed. They said that the lecturer did not attend the lecture maximum three times and the absence was notified first, so the students did not wait. Some lecturers provide additional assignments as empty lecture schedules. While seven respondents gave negative responses to lecturers who did not attend lectures five times to seven times without any notice to the students. And here the interview results with the student respondent, R10:

“Once, that one lecturer's course did not attend up to five meetings, usually we just content the attendance and provided in the academic room”. (R10)

According to R10, a lecturer with one course does not attend up to five meetings and the students only fulfill the attendance book provided in the academic room to state the student attend in classroom. The results of observations found that the activities of lectures at STAIN Teungku Dirundeng Meulaboh are structured and in accordance with the schedule provided. The schedule reflects the lecture and students face to face once a week or 12-14 lectures each semester. Once encountered with 2-3 credits or 90-135 minutes. The presence of lecturers in each lecture is very important and very influential in the process of provision of the services due to the lecturers often absent in every class gave a bad effect on the students.

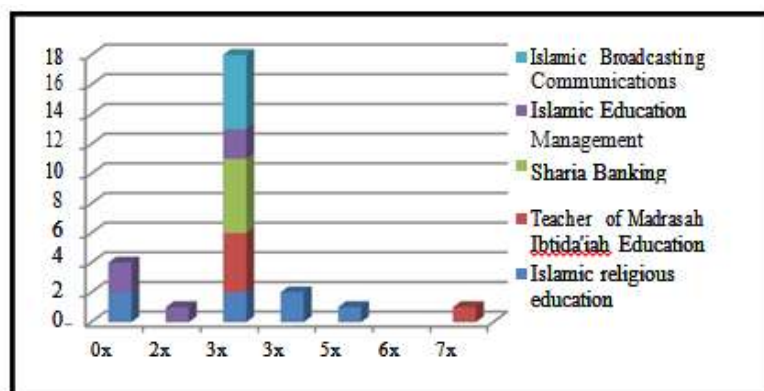


Figure 2: The Lecturer was absent in the Classroom in the last Semester

Service of Assurances Aspect

The ability to teach by the lecturer is one of the assurances for the student satisfaction. The ability to teach by the lecturers at STAIN Teungku Dirundeng Meulaboh is well-advised, as lecturers when teaching students often make a discussion atmosphere, full of dialectical thinking between students and lecturers. Such as interviews stated the lecturers had to release the class three times in the last semester and provide additional assignment to replace the black class and to be gathered and subsequent meeting or class. The attitude explains the lecturers provide the

services of assurances, so the students feel secure in the lecture at the STAIN. Besides Lecturer of STAIN Teungku Dirundeng Meulaboh has an achievement and academic work developed through research and continuous research. Lecturers also have standard quality ready to test. This added the assurances value of provided by the campus to students. The following are the interviews with R6 conducted in front of the academic office:

“There are lecturers up to seven times do not attend into the classroom, usually he contact komting (class leader), so we don’t need to go to campus” (R6).

According to R9, the present of the lecturers are detrimental to them (students) as they (students) paid the semester fee to gain the knowledge but the lecturers are absent in the classroom to give their knowledge. This follows the interview result with R9:

“The absent of the lecturer was hurting us, because we were already paying the fee at the beginning of the semester, and we are here (campus) to study, it is very harmful to us if the lecturer did not attend.”(R9)

Based on the results of interviews with the respondents found the absence of lecturers in the classroom or course will provide a less satisfactory assessment of service assurance from campus. So, the campus must be firm against the assurance of services provided to the student’s satisfaction.

Service of Empathy Aspect

In addition, the dimensions of service in the aspect of empathy were found that the students received personal attention during the consultation on academic matters through academic counselors. Based on the interview data, it was found that each student has an academic counselor who will guide the student from the beginning to the end of the lecture. Academic counselors receive complaints from other lecturers or anyone associated with the students.

Based on the results of the observation the researcher found that, there in the academic guide book STAIN Teungku Dirundeng Meulaboh approved by the Rector stated in the Chapter Rights and Obligations of Students Article 93 Points 5as each student has the right to get guidance from the lecturer responsible for the courses followed in his course of study.

Service of Tangible Aspect

The last is the tangible or physical aspect required to support the teaching and learning process i.e. the presence of lecturers and academic staff who provide services at STAIN Teungku Dirundeng Meulaboh. Currently STAIN has 43 regular lecturers and 81 non-permanent lecturers with at least graduate postgraduate degrees to teach degree programs. STAIN Teungku Dirundeng Meulaboh also has five lecturers PhD holders. The appointed lecturer has at least 2 (two) years of work experience as an educator at the University, having an academic position at least one specialist assistant, and has a teaching certificate issued by a college that promotes a procurement program.

Conclusion and Recommendation

Satisfaction of the students of services quality provided by STAIN Teungku Dirundeng Meulaboh found that the level of compliance of academicians to the regulations stipulated by STAIN Teungku Dirundeng Meulaboh has not been optimal. There are lecturers that provide the worth service by not attending classes as scheduled and stipulated seven time by the institution. Almost all aspects of service quality that include empathy, reliability, and responsiveness are not optimal. To maintain a healthy atmosphere and academic quality is necessary to develop services to the students, especially the indicators are considered the most important by students who expected to create the academic services dynamic and innovative.

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