Analysis of Student Satisfaction on Academic and Non Academic Administration

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Abstract: The main issues of this study, the gap between expectations and reality felt by students about the quality of academic and non-academic services in the Universitas Islam Syekh-Yusuf Tangerang. Service quality indicators include; Reliability, responsiveness, assurance, empathy, and physical evidence (tangibles). The research method used explanatory survey method with quantitative-qualitative descriptive data analysis with different test. The result of the research shows that the level of performance is 3,26 sufficient categories, the student expectation level is 4.50 important category, the test result is different t = 23,401, sig 0,000 <0,05, it means there is difference between student expectation level and employee performance level. Student satisfaction as a whole the aspects that are considered important or very important in the medium or sufficient category.

1 INTRODUCTION

Progress of a nation is determined by many factors, including the quality of education. Higher education occupies a very important position in the service sector because of its role in implementing Tri Darma Higher Education. The higher public awareness of the value (value) of higher education also the demands of the community on the quality of universities. Community demands for higher education include quality assurance, quality control, and quality improvement. Related to this, the Education Economics Faculty of Teacher Training and Education realizes that meeting the demands of society on the quality of higher education is not just to get good accreditation value from BAN-PT, but has become the main goal as stated in the vision and mission.

Increasingly fierce competition requires in service to students should be improved. Students are the main customers of college that can influence the growth of college by looking at the number of students. From this it should be college services should be oriented to students. The education service is a student's right which university must fulfil as a service provider.

National customer satisfaction indices provide additional benefit to different stakeholder. At the micro level of single customer, the result of the indices can be used for consuming decision (Bruhn and Grund, 2000). The satisfaction of the students is closely related to the match between student expectation and the reality about the quality. If treats students as customers by evaluating the gap between expectation and reality perceived by students about the quality of education service, it is expected can prepare the right strategic plan to improve its quality. This evaluation of student satisfaction can be used to determine the quality of education service that needs to be maintained and improved in relation to resources such as funds, labor, and time.

Based on the description above to examine the satisfaction related to the quality of education service required appropriate measurement instrument. With measurement instruments and analytical tools suitable for student satisfaction analysis, can evaluate the quality of education services that will help realize the vision and mission.

The problem of student's satisfaction on the quality of education service in the Education this research is limited to student's satisfaction on the quality of academic administration service, non-academic, and the availability of education facilities. Research problems formulated in the form of the following questions:

- How is student satisfaction on academic service quality, non-academic seen from

dimension of belief, responsiveness, belief, attention, and physical evidence?;
▪ What is the configuration of academic, non-academic administration services and facilities to improve student satisfaction?;
▪ Are there any differences in the performance of academic and non-academic services?.

The objectives of the study are to present the results of the research on student satisfaction on the quality of education services seen from the dimension of trustworthiness, responsiveness, belief, attention and physical evidence Configuration of academic, non-academic administration services to improve the quality of education services to meet the expectations and Differences of Academic and Non Academic Service Performance with Student Satisfaction.

Benefits Research as a reference related empirical proof of student satisfaction analysis to academic and non-academic services, giving input or consideration in evaluating and improving the quality of education service based on student satisfaction, giving insight to understand how student satisfaction analysis to the quality of education service comprehensively.

2 SERVICE QUALITY

2.1 Services

Services as any action or performance that one party can offer to another, which is essentially non-proof and does not result in ownership of anything (Kloter, 2008; Sangadji and Sopiah, 2013). Service is an economic activity whose output is not a product, services are consumed simultaneously with production time and provide added value, and are intangible Zeithaml (Sangadji and Sopiah, 2013).

The main characteristic that distinguishes services with products is the unreal nature of services in addition to the active involvement of consumers in the service delivery process. Services have four main characteristics, namely: Intangibility, Inseparability, variability, perishability (Kloter, 2008).

2.1.1 Classification of Services

Classifies services based on seven criteria, i.e. market segment, degree of embodiment, service provider skills, service organization objectives, regulation, employee intensity level, and service

provider and customer contact level. Kotler (2008) formulates that quality is a dynamic condition associated with products, services, people, processes and environments that meet or exceed expectations.

2.1.2 Types of Services

Tjiptono (2005) classifies services from the consumer's point of view into two main categories;
▪ Facilities services, i.e. services that are used as a means or media to achieve certain objectives that include transportation, communication, financial, accommodation and recreation.
▪ Human services, services addressed to consumers. This category is divided into two groups, namely human processing (people processing) and human change (people changing).

2.1.3 Service Quality Dimension

Sangadji and Sopiah (2013) presents five dimensions of service quality;
▪ Reliability, in the ability to provide accurate and reliable services (dependably), especially providing services on time, in the same manner as the promised schedule, and Without making a mistake:
▪ Responsiveness is the willingness or desire of the employees to help provide services required consumers:
▪ Assurance, including knowledge, capability, friendliness, courtesy, and the credible nature of personal contact to eliminate the nature of consumer doubt and make them feel free from harm and risk.
▪ Empathy, including personal or corporate contact attitude to understand needs and difficulties, consumers, good communication, personal attention, and ease of communication.
▪ Physical products (tangible), the availability of physical facilities, equipment and communication facilities that must exist in the service process.

2.2 Higher Education Service

2.2.1 Quality of Education Service at Higher Education

The products provided by educational institutions are services. The quality of educational services is very dependent on the attitude of service providers in the field and the attitude and expectations of

education service users. Quality education services are a process centered on achieving customer expectations of education, continuous improvement, sharing of responsibilities with employees (Alifuddin, 2012). The quality of the college service is declared good if it has the ability to establish and realize the vision through its mission. Similarly, if the university is able to meet the needs of stakeholders covering the needs of society, the world of work and the profession Hayati (Kamil, 2014). Service quality plays a major role in education. High quality is not a distinction between efficient and inefficient colleges (Javadi, 2011).

Academic services include education-teaching and non-academic services including financial administration services and infrastructure facilities.

The process of service within a college institution cannot be separated from the existence of the student as a customer of the educational services offered. Universities as service providers must be able to meet the expectations of students and minimize the gap in accordance with its ability. Students as college institutional customers also have the same behavior when they make a purchase of goods with when making a purchase in the form of services. Behavior of goods and services are both seen in the process of acquisition, consumption, experience, and ideas.

Students is customers. The customer is in general believed to be satisfied when the offered products meet their needs, desires and request (Helgesen, 2010). Students is customers. "When a customer recognises quality, it is reflected in customer satisfaction. Customer satisfaction in turn, can lead to increased revenue. Customers are an economic asset. They're not on the balance sheet, but they should be" (Gorst and jonathan, 1998). Universities as institutions of education service providers should pay attention to the satisfaction of students by providing services implemented as much as possible, so that students become satisfied customers of education. While the low quality of college leads to student dissatisfaction as a customer. Unsatisfied students, tend to choose to withdraw or transfer to other universities. While those who stay in the college, will not provide a statement of support to other prospects after graduation.

3 RESEARCH METHODOLOGY

The type of research is descriptive qualitative-quantitative in accordance with the purpose of research to describe the properties of a situation and data obtained based on the formulation of the problem (Syofyan, 2010). Qualitative-quantitative descriptive method is used for fact-finding with appropriate interpretation and the aim is to find a systematic, factual, and accurate picture.

Data collection using primary data was done through questionnaires distribution containing questions to measure all variables studied. The population used is students Universitas Islam Syekh-Yusuf active period 2013-2014 and period 2014-2015, which amounted to 184 students. The sample based on Hary's Nomogram (Iskandar, 2013), is 60% out of 184 as many as 110 students.

The questionnaire uses a scale of 5 (five) adaptation levels of the Likert scale. For a reflecting view of hope consists of a statement of view is very important, important, important enough, less important, and not important. While for performance appraisal that reflects reality consists of very good, good, fair, bad, and bad judgment statements. All statements formulated in the form of questionnaire items are positive statements.

This study uses a questionnaire that has been tested to 30 respondents using product moment with value $r > 0.3$ for validity and value $r > 0.6$ for reliability using even odd test categorized reliable good. (Sugiyono, 2013).

Data analysis by comparing performance scores with student expectation scores. This level of conformity will determine the priority order of increasing factors affecting student satisfaction. Data analysis by:

- Comparing expectations and service performance adapted from Sugiyono (2013) is as follows.

$$Tki = Xi/Yi \ X \ 100\% \qquad (1)$$

Tki = Respondents Conformity Level
Xi = Service performance appraisal scores
Yi = Scores of service expectation expectations
From the above variables, the horizontal axis (X) will be filled by the service score in academic and non-academic administration performance level to give satisfaction to the students, while the upright axis (Y) is filled by student expectation score.

$$X = Xi/n \qquad (2)$$
$$Y = Yi/n \qquad (3)$$

X = average score of level of satisfaction
Y = average score of expectation level
n = number of respondents

- Analysis Configuration of Service Expectations and Performance in Cartesius Diagram.

▪ Test the mean difference with paired samples test used SPSS version 22 applications.

$$Ho: \mu1 = \mu2$$
$$Ha: \mu1 \neq \mu2$$

4 RESULT AND DISCUSSION

4.1 Student Satisfaction on Academic and Non Academic Administration Services

The result of data analysis showed that student satisfaction toward academic and non-academic administration service obtained average of appropriateness level and service performance of academic and non-academic administration 72,58%, with average service performance of 3.26 and the average student expectation of 4.50.

4.2 Configuration of Service Expectations and Performance in the Cartesius Diagram

The results of research indicate the level of service is quite satisfactory, can be known by writing in cartesius diagram the factors that affect student satisfaction of service administration academic and non-academic as follows:
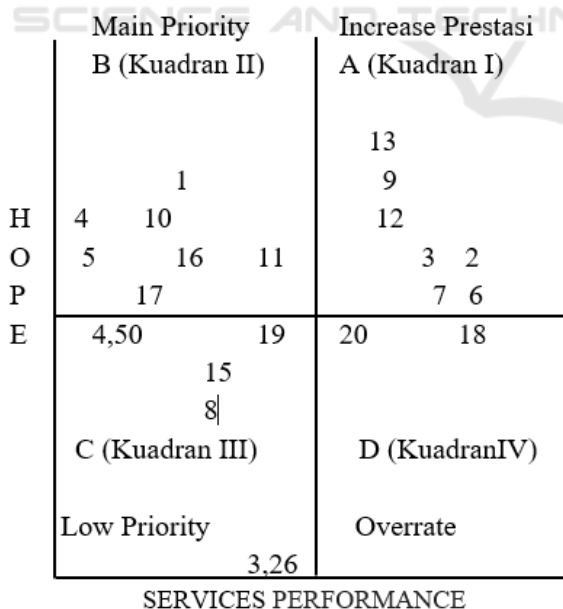
Figure 1: Cartesius Diagram Factors Affecting Student Satisfaction on the Service.

There are 20 indicators of student satisfaction on the picture in four kuadran:

▪ A (kuadran II student hope > 4.50, services performance > 3.26) Shows the factors that affect student satisfaction, including the elements of service that peting or very important, but the service is not as desired, so it has not satisfied the students and require priority;

▪ B (kuadran I student hope > 4.50, performance < 3.26) Shows the element of basic services that have been successfully implemented quite well. Considered very important and service performance is good enough to be maintained and improved again;

▪ C (kuadran III student hope < 4.50, performance < 3.26) shows the factors that affect student satisfaction of important categories and the performance of service implementation is;

▪ D (kuadran IV student hope < 4.50, performance > 3.26) Shows that the factors affecting student satisfaction within this quadrant are rated above average in performance performance and below average student satisfaction expectations. This is because these factors are considered important and the performance of administrative services is quite good.
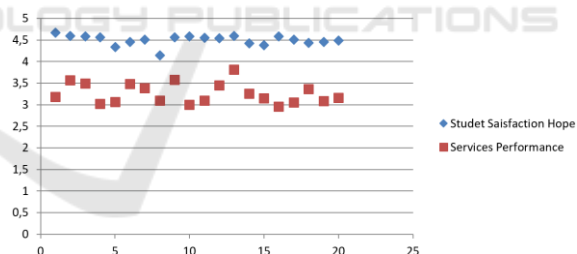
Figure 2: Scatter Diagram Between Student Satisfaction Hope and Services Performance

Strategy that can be done to improve student's satisfaction on Academic and Non Academic Administration Service is to further improve the existing performance factor and optimize the expectation of student. Completion of services should be done continuously by performing the following steps:

▪ Identify value-added services to students;
▪ Identify student expectations and meet expectations;
▪ Identify the critical needs of academic and non academic administration that enable it to satisfy students;

- Pay close attention to the error of the process and eliminate the less relevant efforts;
- Ensure continuous improvement by supporting continuous feedback.

The service improvement strategy must be balanced with the proper implementation strategy that is with the project management approach that should be held in all academic and non academic administration.

4.3 The result of paired samples test of Service Performance and Student Satisfaction

Result of Mean Difference Test of Student Expectation and Employee Performance with paired samples test, obtained mean difference = 1,235 which means there is difference of score between student expectation and employee performance. The positive price means student expectation is higher than the employee performance. The statistical price t = 23,401, with db = 19 and sig numbers. Or p-value = 0.000 < 0.05 or Ho is rejected. Thus it is concluded that there is a significant difference between student expectations and employee performance.

5 CONCLUSIONS

Student satisfaction on the quality of academic and non academic administration services seen from the dimensions of trustworthiness, responsiveness, confidence, attention, and physical evidence shows the level of service performance of 3.26 in sufficient category and student expectations level of 4, 50 important categories.

Student satisfaction on academic and non academic administration services shows the following configuration: (1) Aspects that are considered important or very important nanum of service performance have not fulfilled student satisfaction, (2) Aspects that are considered important performance Service is good enough, (3) The aspects are not too important, the performance of the administrative services is good.

There is a significant difference between student expectations and employee performance.

Leader is systematically acts quickly and responsively in increasing student satisfaction related to representative libraries and building reliable computerized academic and non academic administration.

Academic and non academic administration personnel consistently maintain and improve friendly service, always ready to assist, support conducive learning by lecturers, move quickly and quickly solve student complaints, effective communication, and responsibility for security and comfort.

Building understanding and cooperation between administrative staff and students in fulfilling the standard of service excellence and the creation of harmonious relationship between administrative staff with students for improving the quality of education services on an going basis so as to meet the expectations of the students.

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