
**PROSPECTIVE SCIENCE-TEACHERS' SERVICES SATISFACTION:
AN EXPLORATORY STUDIES IN PRIVATE EDUCATION
INSTITUTIONS IN INDONESIA**

**Saiful Prayogi¹, Taufik Samsuri^{2*}, Ni Nyoman Sri Putu Verawati³,
& Rahmawati⁴**

^{1&2}Universitas Pendidikan Mandalika, Indonesia

³Universitas Mataram, Indonesia

⁴STKIP Paracendekia NW Sumbawa, Indonesia

E-mail : taufiksamsuri@ikipmataram.ac.id

ABSTRACT: *This study aims to explore the prospective science-teachers' services satisfaction in private educational institution in Indonesia. Intended educational institution in this study is the Institute of Teacher Training and Education (IKIP) Mataram, Province of West Nusa Tenggara, Indonesia. This study is a survey research, where data is collected using a questionnaire containing the statement items of services satisfaction on the aspects of reliability, responsiveness, assurance, empathy, and tangibility. Questionnaires were given to prospective-teachers who were actively studying and felt the services provided by the institution. Respondents involved as many as 282 prospective science-teachers, each of respondents from three study programs namely biology education, physics education, and chemistry education. The results of measurements of prospective science-teachers' services satisfaction in IKIP Mataram on the aspects of reliability, responsiveness, assurance, empathy, and tangibility in a row with very good responses of 17.59%, good responses of 60.64%, sufficient responses of 13.76%, and less responses of 8.01%. The recommendation in this study is that private education institutions need to continue to improve services in all aspects, especially the most dominant is the tangible aspect.*

Keywords: *Prospective-Teachers' Services Satisfaction, Private Educational Institution.*

INTRODUCTION

Education is a service sector that is currently developing very rapidly in Indonesia, this can be seen from the many educational institutions at the level of higher education (universities) that have sprung up both public and private institutions. The Government of Indonesia through the Ministry of Research Technology and Higher Education supports the efforts of the community in establishing higher education institutions and strengthening existing ones, as an effort to boost sustainable human resource development in Indonesia. Development in the education sector is also important for personal knowledge, career achievement and improvement in status in organizations and communities (Lee, Tai, & Wang, 2012). Universities play a key role in training profitable human resources for achieving development goals (World Bank, 2010a).

However, reduced public funds, privatization, increased student registration and rapid expansion threaten the capacity of universities to fulfill this core mandate (Johnstone, 2009). Faced with these constraints, there are concerns that the university does not provide satisfactory services that facilitate the development of competitive graduates (UNESCO, 2014). On the one hand, universities are strongly pressured by stakeholders to pursue excellence in educational services with the ultimate goal of ensuring that customers, including students, are satisfied (World Bank, 2010b). Quality of service in higher education



is described as a measure of how well tertiary institutions are in accordance with customer needs and expectations (Govender, Veerasamy, & Noel, 2012). Dib & Alnazer (2013) recognize that the ultimate goal of providing quality services is to ensure that customers are satisfied with the service experience and service providers.

The rapid development of higher education has caused fierce competition to capture market share. Therefore, higher education institutions must start looking for effective ways to attract and maintain stronger relationships with students (Hasan, *et. al.*, 2009), besides that the most important is the form of services provided to students. Universities as service institutions must provide services in quality education, and meet the needs and desires of consumers, including academic and non-academic services. Forms of academic services in higher education often emphasize aspects of the quality of lecturers, teaching resources, teaching mechanisms, assessments, and student involvement (Seng & Ling, 2013). Because there are many academic services that must be provided, it must involve several elements that are expected to have high commitment and quality. Quality is a dynamic condition that affects products, services, people, processes, and environments that meet or exceed expectations (Goetsch & Davis, 2013).

A quality education system is certainly closely related to the quality of human resources. This is based on the reality that the outputs of the education system are human resources that will be used in industry and development in a region. Efforts to improve the quality of human resources can be done by improving the education system which can then produce a quality education system. An indicator that can be used to measure the quality of a product or service is its ability to meet the criteria set by the customer/user. The criteria set by the customer or user of the product/service are often also referred to as customer/user expectations. The results of the evaluation between expectations of service quality and perceived service quality performance by service users (consumers/customers) are called satisfaction. Satisfaction is individual because each individual has a different level of satisfaction in accordance with expectations.

Satisfaction as the overall customer attitude toward service providers, or emotional reactions to the difference between what customers anticipate and what they receive in terms of the quality of service provided. Customers at the university include parents, students, staff, the community, funding agents and employers. However, students have been identified as major customers at the university (Karami & Olfati, 2012). The Indonesian Ministry of Research Technology and Higher Education has established 5 (five) criteria for student service satisfaction, namely on aspects of reliability, responsiveness, assurance, empathy, and tangible. This study aims to explore the five aspects of service satisfaction among prospective science-teachers' who are studying in private education institution in Indonesia.



METHODS

This study aims to explore the prospective science-teachers' services satisfaction in private educational institution in Indonesia. Intended educational institution in this study is the Institute of Teacher Training and Education (IKIP) Mataram, Province of West Nusa Tenggara, Indonesia. This study is a survey research, where data is collected using a questionnaire containing the statement items of services satisfaction on the aspects of reliability, responsiveness, assurance, empathy, and tangibility. Questionnaires were given to prospective-teachers' who were actively studying and felt the services provided by the institution.

Respondents involved as many as 282 prospective science-teachers, all respondents came from three study programs namely biology education, physics education, and chemistry education in the Faculty of Mathematics and Natural Sciences, IKIP Mataram. The data of service satisfaction response were analyzed descriptively, categorized into the satisfaction level of very good, good, sufficient, and less.

The aspects of service satisfaction and measured attributes, namely: a) aspects for reliability are educational and learning services by educators (lecturers); presence and discipline of lecturers; suitability of the learning material with the lesson plan; use of multimode of learning (models/methods/strategies); learning assessment system; attitude and behavior of lecturers during the lecture process; educational services by the faculty as the unit of study program management; academic administrative services by the administrative staff; educational and academic administration services in the study program; educational and academic administration services in the laboratory; b) aspects for responsiveness are willingness of lecturers to help students and provide educational services quickly; willingness of administrative staff to assist students and provide academic administrative services quickly; willingness of the management of the study program to help students and provide academic services quickly; c) aspects for assurance are ability of lecturers to give confidence to students that the educational services provided are appropriate; ability of the faculty as the unit of study program management gives students confidence that the educational services and academic processes provided are in accordance with the provisions; ability of administrative staff gives confidence to students that the academic administration services provided are in accordance with the provisions; ability of the manager of the study program gives confidence to students that the educational and academic administration services provided are in accordance with the provisions; ability of laboratory managers to provide confidence to students that the services provided are in accordance with the provisions; d) aspects for empathy are willingness and care of lecturers to pay attention to students; willingness and care of the faculty as the unit of study program management to give attention to students; willingness and care of administrative staff to pay attention to students; willingness and care of study program managers to pay attention to students; willingness and care for laboratory managers to pay attention to students; and e) aspects for tangible are adequacy of infrastructure supporting



education and learning processes; access to the use of infrastructure to support the education and learning process; quality of infrastructure supporting the education and learning process.

RESULTS AND DISCUSSION

The results of measuring prospective science-teachers' services satisfaction on the aspects of reliability, responsiveness, assurance, empathy, and tangible are shown in Table 1. In generally, the percentage of prospective science-teachers' services satisfaction in a row with very good responses of 17,59%, good responses of 60,64%, sufficient responses of 13,76%, and less responses of 8,01%. Service satisfaction with very good response criteria is highest at the empathy aspect of 72% followed by the aspects of reliability, responsiveness, assurance, and tangible. The results also show that in the five aspects measured it seems that the prospective science-teachers are still not satisfied with higher education services, especially in the tangible aspect (14,18%). Criteria in this aspect are the adequacy of infrastructure supporting the learning process, access and quality of its use.

Table 1. The Results of Prospective Science-Teachers' Services Satisfaction.

Aspects	Respons, N (%)				N (%)
	Very Good	Good	Sufficient	Less	
Reliability	61 (21.63)	172 (61.00)	30 (10.64)	19 (6.74)	282 (100)
Responsiveness	48 (17.02)	197 (69.86)	22 (7.80)	15 (5.32)	282 (100)
Assurance	43 (15.25)	181 (64.18)	38 (13.47)	20 (7.09)	282 (100)
Empathy	72 (25.53)	155 (54.96)	36 (12.76)	19 (6.74)	282 (100)
Tangible	24 (8.51)	150 (53.19)	68 (24.11)	40 (14.18)	282 (100)
Average (%)	17.59	60.64	13.76	8.01	100

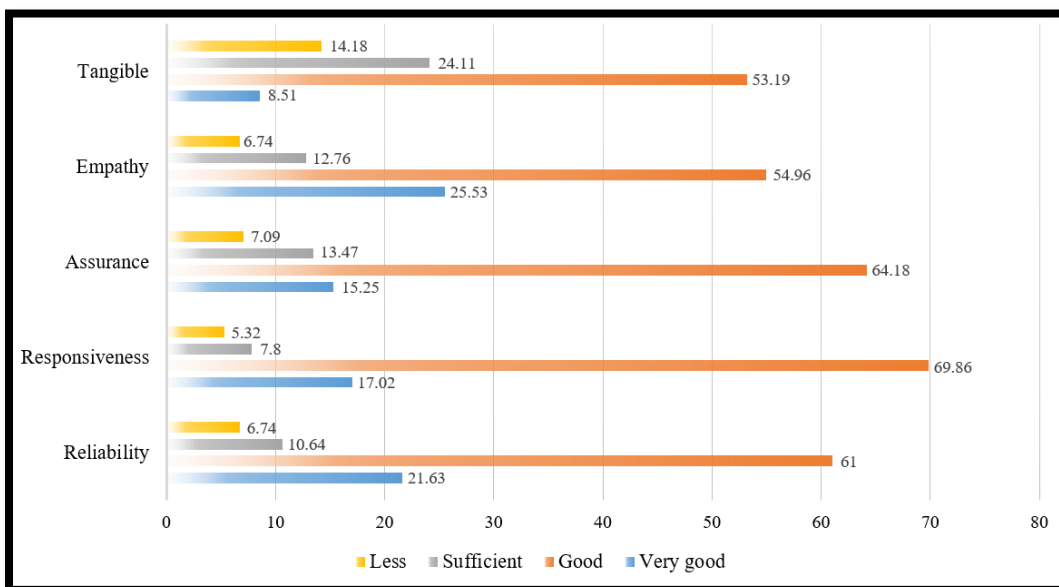


Figure 1. The Results of Prospective Science-Teachers' Services Satisfaction.

The results showed that all aspects of the service must be improved, and student responses should be at least well qualified. In the tangible aspect, it seems that private universities are constrained by funding in providing and optimizing these services. However, the financing of private university facilities is very dependent on the financial input of students who are studying. However, with the available resources the university must strive to provide the best service to students. Reliability, Responsiveness, Assurance, Empathy, and Tangible are aspects of student services that are interrelated with one another. Universities must continue to build and maintain stronger relationships with students by providing quality education services and constructive learning environments (Hanaysha, Abdullah, & Warokka, 2011). Therefore, universities must pay attention to students' perceptions about the quality of educational services as they relate to the satisfaction and development of their human resources, to continuously improve the learning environment for students, meet the expectations of other stakeholders, demonstrate institutional effectiveness and gain competitive advantage (Arokiasamy & Abdullah, 2012).

Studies on student service satisfaction have been explored in several countries. Existing studies show that the quality of educational services is related to student satisfaction (Yadav, 2012). Even the Arambewela & Hall (2009), study in Australia concluded that the quality of teaching has an impact on student satisfaction at the university. Student satisfaction is significantly related to universities that have lecturers who have knowledge in their area of specialization, lecturers who can be accessed by students for consultation, and lecturers who provide feedback to students. Tuan's research (2012) at universities in Vietnam found that the quality of administrative services was significantly and positively related to student satisfaction. These findings indicate that knowledge about university functions, skills and service attitudes of administrative staff play a very important role in increasing student satisfaction. Service has an impact on many aspects, especially creating a good academic atmosphere, because global demands expect students to not only be able to study well but develop their thinking according to the demands of the 21st century (Prayogi, Yuanita, & Wasis, 2018; Prayogi, *et. al.*, 2019).

Service satisfaction provided by private education institutions in this study is IKIP Mataram which is still classified as good, this is a guarantee of quality education, this can be seen from the evaluation of the Ministry of Research and Technology Republic of Indonesia that in 2019 IKIP Mataram became the best institution second at the regional level in the province of West Nusa Tenggara, Indonesia with "middle" status. With the results of the evaluation, IKIP Mataram continues to be committed to providing the best educational services to the community, especially prospective science-teachers who are studying at IKIP Mataram.

CONCLUSION

The results of measurements of prospective science-teachers' services satisfaction in IKIP Mataram on the aspects of reliability, responsiveness,



assurance, empathy, and tangibility in a row with very good responses of 17,59%, good responses of 60,64%, sufficient responses of 13,76%, and less responses of 8,01%. The recommendation in this study is that private education institutions need to continue to improve services in all aspects, especially the most dominant is the tangible aspect.

ACKNOWLEDGMENT

Researchers wish to thank those who have contributed to this study, especially the leadership at the institutional and faculty level, and prospective science-teachers' as respondents.

REFERENCES

- Arambewela, R., & Hall, J. (2009). An Empirical Model of International Student Satisfaction. *Asian Pacific Journal of Marketing and Logistics*, 21(4), 555-569.
- Arokiasamy, A., & Abdullah, A. (2012). Service Quality and Students' Satisfaction at Higher Learning Institutions: A Case Study of Malaysian University Competitiveness. *International Journal of Management and Strategy*, 3(5), 1-16.
- Dib, H., & Alnazer, M. (2013). The Impact of Service Quality on Student Satisfaction and Behavioral Consequences in Higher Education Services. *International Journal of Economy, Management and Social Sciences*, 2(6), 285-290.
- Goetsch, D. L., & Davis, S. B. (2013). *Quality Management for Organizational Excellence: Introduction to Total Quality*. USA: Pearson Education, Inc.
- Govender, J. P., Veerasamy, D., & Noel, D. T. (2012). International Students' Expectations and Perceptions of Service Quality: The Case of a Higher Education Institution in South Africa. *Journal of Economics and Behavioural Studies*, 4(10), 588-594.
- Hanaysha, J. R. M., Abdullah, H. H., & Warokka, A. (2011). Service Quality and Students' Satisfaction at Higher Learning Institutions: The Competing Dimensions of Malaysian Universities' Competitiveness. *Journal of Southeast Asian Research*, 1-11.
- Hasan, H. F. A., Ilias, A., Rahman, R. A., & Razak, M. Z. A. (2009). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. *International Business Research*, 1(3), 163-175.
- Johnstone, D. B. (2009). Worldwide Trends in Financing Higher Education. In *Financing Access and Equity in Higher Education*. Jane Knight (Ed.) Rotterdam, Taipei, Sense Publishers.
- Karami, M., & Olfati, O. (2012). Measuring Service Quality and Satisfaction of Students: a Case Study of Students' Perception of Service Quality in High-Ranking Business Schools in Iran. *African Journal of Business Management*, 6(2), 658-669.



- Lee, Y. J. J., Tai, D. W., & Wang, R. (2012). An Investigation of Evaluative Criteria for Uncertainty Reduction in Overseas Learning. *International Journal of Technology and Engineering Education*, 9(1), 1-10.
- Prayogi, S., Yuanita, L., & Wasis. (2018). Critical Inquiry Based Learning: A Model of Learning to Promote Critical Thinking Among Prospective Teachers of Physic. *Journal of Turkish Science Education*, 15(1), 43-56.
- Prayogi, S., Muhali, Yuliyansi, S., As'ari, M., Azmi, I., & Verawati, N. N. S. P. (2019). The Effect of Presenting Anomalous Data on Improving Student's Critical Thinking Ability. *International Journal of Emerging Technologies in Learning*, 14(6), 133-137.
- Seng, E. L. K., & Ling, T. P. (2013). A Statistical Analysis of Education Service Quality Dimensions on Business School Students' Satisfaction. *International Education Studies*, 6(8), 136-146.
- Tuan, N. (2012). Effects of Service Quality and Price Fairness on Student Satisfaction. *International Journal of Business and Social Science*, 3(19), 132-150.
- UNESCO. (2014). *Higher Education in Asia: Expanding Out, Expanding Up - The Rise of Graduate Education and University Research*. Montreal, Canada: UNESCO.
- World Bank. (2010a). *International Experience for Assessing the Quality of Educational Services at Higher Education Institutions: A Policy Note for the Government of Poland*. Washington DC: The World Bank.
- _____. (2010b). *Financing Higher Education in Africa*. Washington DC: The World Bank.
- Yadav, J. I. (2012). *Service Quality Towards Student Satisfaction: An Empirical Investigation in Selected Management Institutions of Sangli City*. Ninth AIMS International Conference on Management, January 1-4.

