

# Lecturer and Student Satisfaction with the Quality of Management Services at the Learning and Professional Development Institute (LP3) State University of Surabaya

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## Lecturer and Student Satisfaction with the Quality of Management Services at the Learning and Professional Development Institute (LP3) State University of Surabaya

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### Abstract

This research was conducted at UNESA, more specifically the Institute for Learning and Professional Development (LP3). Especially those related to the services available to related parties, namely Unesa lecturers and students. Based on Circular B/15254 /[IN38 / TU.00.021/ 2020] issued by the Chancellor of Unesa regarding the steps to prevent the spread of the coronavirus Deseas19 (COVID19) at the State University of Surabaya which stipulates that practical activities will be carried out online from March 16, 2020 until with the next decision. Therefore, this research was conducted online using a descriptive correlational approach. Specifically, the purpose of this research is to determine the following: 1) The satisfaction (recognition) of lecturers and students towards the quality of LP3 management services. 2) Quality of LP3 management performance and 3) Relationship between service quality and lecturer-student satisfaction. The method used is descriptive and consists of preparation. It starts with editing online, effective and reliable tools to measure service quality and teacher and student satisfaction, and then collects and analyzes data online using surveys in the form of Google Forms. Descriptive data analysis and correlation. The results of this survey can be used as discussion material for improving the quality of online services. In addition, you can find the barriers and obstacles experienced by lecturers and students.

**Keywords:** Satisfaction, Service Quality, Management

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## INTRODUCTION

Service is a process of fulfilling user needs. The word "service" itself is a translation of the word "service" which means to serve in the form of services in the form of services. As stated by Gasperz (1994) in Gurniawan (2005), services in the form of services have a unique characteristic that is different from other products produced. That is, output is intangible, non-standard, and inventory cannot be stored. However, it is consumed directly during production.

Service comes from the word service (Echols & Shadily, 2003). Service is defined as any action or performance that can be given by one party to another party that is able to provide benefits to its users (Kotler, 2012, p.378). Therefore, the most important part in a service is action or real performance. This is the most important part and must be considered when an institution will provide services. Furthermore, Lupiyoadi and Hamdani (2006) state that services can also be personal, services can be tangible, non-storable, and customized (individual). Kimsean, Yermias, and Subarsono (2003) state that the service aspects mentioned above are related to equipment and consumables. According to this statement, part of the service is the provision of equipment, facilities and accommodation. This aspect seems to be related to facilities and infrastructure. Therefore, universities need to be able to work together with universities to meet the needs of their users (teachers and students) in terms of facilities, amenities and accommodations.

To eliminate these weaknesses, one of the state universities in the City of Heroes, which was formerly known as IKIP Surabaya and is now better known as Surabaya State University, has a service institution for students, educators, education staff and other partners as a moving institution. in the field of education Vocational Learning and Development Institute LP3). The Quality Assurance Group (GPM) is part of the Quality Assurance Unit for the Professional Learning and Development Institute (LP3) of UNESA and has the duties and functions of supporting the implementation of the Internal Quality Assurance System (SPMI). Through the application of the PEPP model approach (quality planning, implementation, evaluation, management and improvement). One of the tasks of the Quality Assurance Group is to conduct a survey on the satisfaction of teaching staff and students on LP3 services currently required for university accreditation.

One of the determinants of the success of a service that has been provided by the institution is seen based on the satisfaction felt by the user, because basically satisfaction is a feeling of pleasure that arises

from the desired performance with the performance results that have been implemented (Kotler, 2005, p. 70). Satisfaction felt by users is influenced by many factors, including age, occupation, income, education, gender, social status, financial level, culture, mental attitude, and personality (Assegaf, 2009, p.174). in line with this, Atmawati and Wahyuddin (2007), determine one of the factors that influence satisfaction is the view of service quality. Therefore, Atmawati and Wahyuddin (2007) emphasize the close relationship between quality and user satisfaction. User satisfaction can be interpreted as a condition in which users/consumers feel they have met their expectations (Rohman, 2017). Satisfaction comes from providing the maximum service and support that users receive. Excellent service quality can increase user satisfaction. The higher the quality offered, the happier the users.

It is important for an institution to conduct a survey to find out user satisfaction with the services that have been implemented so far. The form of information to find out user satisfaction is carried out through a survey that is carried out is a satisfaction survey of all activities carried out by GPM, which periodically assesses the quality of activity implementation. This survey was conducted online and was carried out after the activity was completed. The results of this survey will be followed up by the Evaluation Committee (RTL), with community service activities for all LP3 Centers (PPG Center, Learning Enhancement Center, Professional Qualification Center, Center for Character Development and Counseling Services, Training Development Center, Development Courses). Used to upgrade. Center, national and institutional personality and psychological service center. With the increasing demand for Unesa's service quality, we need to consider teacher and student satisfaction, which represents the quality of LP3 services. You need to know which variables to increase and which to keep. Survey responses cover several aspects of satisfaction with online services and will be summarized in Google Forms in 2021.

The various problems that have been described in detail so far have aroused the interest of researchers to conduct research in the form of a survey of lecturer and student satisfaction on the quality of management services at the Surabaya State University LP3. The focus of the problems in this research are: 1) How satisfied are the lecturers and students with the quality of the performance of LP3 management? 2) What is the result of the comparison of the expected number of points with the fact that teachers and students are satisfied with the company's performance in LP3? 3) How would you use a Cartesian chart to weigh the expectations and actual satisfaction of faculty and students with management services?

**METHOD**

**Types of research**

This research was conducted using a descriptive method that aims to explain the situation as a whole and thoroughly (Creswell, 2012). The target of this research is students and lecturers as users of management services at Surabaya State University LP3. The data collection method for this study was carried out online when online learning involved three phases: 1) Development of effective and reliable learning tools, including preparation, namely the preparation of effective and reliable tools. Test the tool for effectiveness and reliability. 2) Data collection that can be done online in collaboration with seven LP3 centers. 3) Data analysis uses descriptive statistics, and further analysis of service quality on lecturer and student satisfaction. Data analysis with the SPSS statistical program. The results of this analysis can be used as a reference to improve the quality of learning. In addition, there were obstacles for lecturers and students during the Covid-19 pandemic.

Variables and operational definitions in this study consist of independent variables and dependent variables. The independent variable (independent) is the quality of management services provided to lecturers and students and consists of physical evidence variables, reliability variables, responsiveness variables, reliability variables, and empathy variables. While the dependent variable is teacher and student satisfaction.

**Data Collection Technique**

The data collection design was in the form of a survey and the survey tools used in this survey consisted of several questions. 1) How is the quality of LP3 management services? 2) How do students and lecturers know satisfaction with LP3 management services? 3) Is there a big difference between teachers' perceptions and student satisfaction on the quality of LP3's business performance? The instrument sheet used is a questionnaire about the satisfaction of the lecturers and students studied and the quality of online services is used as part of the measuring instrument.

**Data Analysis Technique**

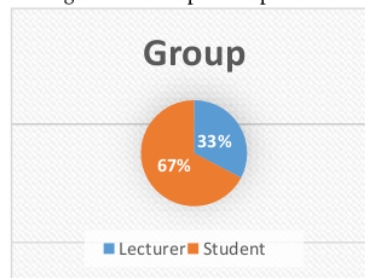
After the data has been collected, the next step is the process of data analysis using descriptive statistics, followed by an analysis of the quality of service that will satisfy lecturers and students. Data analysis with the SPSS statistical program. The results of this analysis can be used as a reference to improve the quality of learning. In addition, there were obstacles for lecturers and students during the Covid-19 pandemic.

**RESULTS AND DISCUSSION**

**Results**

User satisfaction is analyzed by gap analysis by comparing the average value of expectations received by consumers from the service aspect with the actual value, namely reliability, responsiveness, and assurance, empathy, embodiment (tangible). In this case, it was obtained for all respondents a total of 153 people consisting of 32.7% (50 lecturers) and 67.3% (103 students). The mean of the overall statement of hope items is 335.28 while the mean of the statement of reality items as a whole is 313.17. The difference between the mean expectation and the mean reality is not too far, namely 22.11.

Figure 1.1 Group of Respondents



And it can also be categorized as follows to find out how satisfied the users of the Professional Learning and Development Institute (LP3) services are.

Table 1.1 Service Satisfaction Intervals

Interval	Classification	Satisfaction Level
-3 - 1,5	Very Negative	Very dissatisfied compared to expectations
-1,5 - 0	Negative	Less satisfied than expectations
0 - 1,5	Positive	More satisfied than expectations
1,5 - 3	Very Positive	Very satisfied compared to expectations

From the table above it is known that the service user satisfaction survey conducted by the Learning and Professional Development Institute (LP3) was obtained from calculating the following interval formula:

$$\text{Interval} = (\text{Highest score} - \text{Lowest score}) / \text{Number of groups}$$

$$\text{Intervals} = (4 - 3) / 2$$

$$= 0.5$$

Thus, it can be seen that user satisfaction is included in the positive category with a level of satisfaction in reality that is more satisfied than expectations. And it can be seen that the quality of management services at the Learning and Professional Development Institute (LP3) is very good.

From the data on the student service satisfaction instrument, it was found that the student service instrument consisted of 57 statement items with a total of 103 respondents. And the score of statements about expectations is quite high, namely at 350-370 all of them. The reality score table is also quite high, which is around 300-350. There is no significant difference between the expectation score and the reality score, as well as the percentage of the expectation score and the reality score is in the range of 80% to 90% and the overall results on this instrument have very good results. This illustrates that the quality of student service management at the Learning and Professional Development Institute (LP3) has been carried out very well. These results must be maintained or even increased to maintain the quality of service at these institutions, and users increasingly feel satisfaction in receiving services.

Meanwhile, the results of the HR management and development service instrument consisted of 10 statement items with a total of 50 respondents. It was found that the score for the statement about expectations was quite high, namely at 195-200 for all of them. The reality score table is also quite high, which is around 180-190. There is no significant difference between the expectation score and the reality score, as well as the percentage of the expectation score and the reality score is in the range of 95% to 100% and the overall results on this instrument have very good results. This illustrates that the quality of human resources management and development services for educators and educational staff at the Learning and Professional Development Institute (LP3) has been very well organized. These results must be maintained or even increased to maintain the quality of service at these institutions, and users increasingly feel satisfaction in receiving services.

Based on the data that has been discussed, it is known that there are 2 variables in this study, namely the independent variable denoted by the symbol X, namely the quality of service or the score of the reality instrument that has been filled in by the respondent. While the dependent variable is denoted by the symbol Y, which is user satisfaction, both students and lecturers, in this case, the score of the expected instrument. These data were then subjected to the Wilcoxon test with SPSS 21.0 for windows, it was found that the value of N (the number of pairs showing a relationship) was 67, and the value of X (fewer number of signs) was 0, so  $\rho = 0.000$  was obtained.

Table 1.2 Statistical Results of the Wilcoxon Test Test Statistics<sup>a</sup>

	Expectations
	Reality
Z	-7.117 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Using the determination (error rate)  $\alpha = 0.05$  (5%). Based on the results of the Wilcoxon test, it can be seen that the calculated value of 0.000 is smaller than the table value of 0.05,  $H_0$  is rejected, and  $H_a$  is accepted. This means that there is a significant relationship between variable X (quality of service) and variable Y (user satisfaction). If the service quality is very high, user satisfaction will also increase. Taking the average from the table above, the Professional Development Institute (LP3) of Surabaya State University is said to have very good user satisfaction and quality management services which are said to satisfy users.

From the analysis of the results above, the hypothesis put forward in the study that "there is a significant relationship between the quality of service management at the Professional Development Institute (LP3) and user satisfaction" can be concluded as appropriate and accepted.

Discussion

Based on the results of a survey conducted by the Institute for Learning and Professional Development (LP3) on its service management in the eyes of users, namely lecturers and students, some information is obtained. This instrument consists of two types, namely the student service satisfaction instrument which consists of 57 item statements with options in the form of statements of expectations and statements of reality. The second instrument is satisfaction with human resource management and development services with a total of 10 statement items consisting of a choice of statements in the expectations section and statements in the reality section for each question. From these data, it is known that the interval on user satisfaction results of 0.5 is in the positive category which means that it is more satisfied than expectations. In this case, the respondents who participated in filling out the survey indicated that most of them were satisfied with the institution's services in reality compared to their expectations of the services provided.

To measure the quality of services that have been held so far at the Learning and Professional Development Institute, the expectation score and reality score are used, which are obtained based on the results of the respondents' entries via the

Google form. Expectations and reality scores on the student service satisfaction instrument with 103 respondents, it was found that all of them had a very high total score, which ranged from 300-400. Meanwhile, the expectation score and the reality score on the HR management and development service satisfaction instrument with a total of 50 respondents had a very high total score, namely between 150-200. From a comparison of the two instruments, both have a very good category in terms of service quality with an average percentage score of above 80%. In the sense that the quality of services provided by the Learning and Professional Development Institute (LP3) has so far been rated by users very well. This quality needs to be maintained and even improved to continue to maintain the existence of the institution in the eyes of users, both lecturers and students.

After knowing the results of user satisfaction and service quality, the next step is to measure the relationship between user satisfaction and service quality at institutions. The relationship test or commonly called correlational in this case uses the Wilcoxon test by categorizing it into 2 variables, namely the independent variable denoted by the letter X in the form of service quality and the dependent variable with the symbol Y in the form of lecturer and student user satisfaction. From the tests that have been carried out, the results show that service quality has a significant relationship with user satisfaction. That is, if the quality of the service produced is very good, then the satisfaction felt by users will also increase. Users feel happy, comfortable, and consider the services at these institutions to be effective for them.

In general, all the variables in this study range from user satisfaction, service quality, and the relationship between the two, with very good results. Service users, lecturers and students, are happy and satisfied to receive services such as those offered by the Institute for Professional Learning and Development (LP3). Satisfaction is defined as a state in which desires and expectations are filled with joy and satisfaction. If the service can fulfill a person's wishes, then all the services offered are considered satisfactory. Surveys on user satisfaction in receiving important services are carried out by each institution every year, because by knowing the results of user satisfaction, institutions can improve themselves to improve service even better in the future.

## CLOSING

### Conclusion

The results of data analysis and also the discussion carried out, it can be concluded that the quality of service and user satisfaction with the management of services provided by the Education and Training Institute (LP3) are very good and very satisfied. This is the quality of service facilities, starting from easy access to processing to friendly services, equipment,

services and information by 153 users (around 50 lecturers and 103 students) who took part in the survey, meaning that they are considered very good at serving. The degree of relationship between service quality and user satisfaction is very important, but as service quality improves, user satisfaction also increases. These qualities need to be maintained considering the criticisms and opinions from related institutions.

There are five key aspects that are used to measure user satisfaction and service quality through instrument or questionnaire development research methods. These aspects consist of reliability, responsiveness, assurance, empathy, and tangible.

### Suggestion

From the survey results that have been carried out, it is known that most of the quality of service implementation carried out by the Learning Professional Development Institute (LP3) is in accordance with the needs and desires of users. It is clear that the average respondent indicates a high score on a given scale. However, it must still pay attention to several important factors to achieve consistent user satisfaction, such as user facilities and infrastructure in waiting for the service process, speed in service, and accuracy in service delivery.

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