

ASSESSMENT ON THE QUALITY OF STUDENTS SERVICES IN PUBLIC MIDDLE SCHOOLS IN KOTAMOBAGU, INDONESIA

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Abstract

The aim of this study was to evaluate the quality of (1) the tangible student services; (2) the efficiency of student services; (3) the responsiveness of student services; (4) the assurance of student services; and (5) the empathy of student services in the public sector of middle high schools. The research used quantitative approach with explanatory types and the data collection techniques used questionnaires while interviews and documentation as support. The findings of this analysis showed that (1) the tangible student services were within in the very good category; (2) the reliability of student services was with in the good category; (3) responsiveness of student services was within the good category; (4) the assurance of student services was within the good category; and (5) the empathy of student services was within the good category.

Keywords *Quality, student services, librarian*

INTRODUCTION

The public needs education with appropriate service and good quality, therefore the government has the responsibility to provide a good quality of education. This is consistent with the view articulated by Bruneforth et al. (2019) that the government's newest emphasis is on quality and partnership management, developing a common vision of quality education priorities, and ensuring accurate information. Therefore, it is needed a quality assurance division that has responsibility for the public to ensure the quality of effective performance. In order to shape student success, schools and teachers must recognize and believe in the potential of students and maintain high expectations. (Kristoffersen, Dorte 2019; Gershenson, 2020).

Quality is the capacity of a product or service to fulfill requirements or standards. Customer satisfaction in education is split into two parts: internal and external clients. Internal clients are school students or college students as learners and external clients are urban and commercial. Quality is linked to the relative size of the commodity, consumer satisfaction and comfort. According to Gryna and Juran (2001), quality means ease in the processing of products, protection and comfort in the use and filling of tastes. Sagala (2012) claimed that quality has the following elements : (1) includes attempts to meet or exceed consumer expectations; (2) includes goods, facilities, staff, processes and the environment; and (3) circumstances that are constantly changing. One of the service performance indicators is customer satisfaction and the quality of education services can be calculated by the level of quality. Zeithaml et al (1990: 26), suggested ten quality dimensions, namely (1) tangible, (2) reliable, (3) responsiveness, (4) assurance, (5) empathy. "These dimensions are playing a role in influencing and interacting so that it forms a mutually supportive in service quality. Each

dimension is described in the following indicators: 1) for the tangible dimension, consisting of indicators: (a) the appearance of the officer/apparatus in serving customers, (b) the comfort of the place to do the service, (c) the discipline of the officer in carrying out the service, (d) the convenience and service access, 2) for dimensional reliability, consisting of indicators: (a) accuracy of officers in serving customers, (b) having clear service standards, (c) ability of officers to use tools in the service process, (d) expertise of officers in use tools in the service process, 3) responsiveness dimensions, consisting of indicators: (a) responding to every customer/applicant who wants to get service, (b) officers/apparatus perform services quickly and accurately, (c) officers/apparatus perform services with care, (d) all customer complaints are responded to by officers, 4) dimensional assurance, consisting of indicators: (a) officers provide guarantees on time in service, (b) officers provide a guarantee of legality in services, (c) officers provide assurance of cost certainty in services, and 5) dimensional empathy, consisting of indicators: (a) prioritizing applicant/customer affairs, (b) officers serving in a friendly manner, (c) serving officers with a polite attitude, (d) the officer does not discriminate, (e) the officer serves and respects each customer. This is in accordance with Kardoyo; Kurnia Pitaloka et al. (2020) stated that effective ways to improve services include service quality such as physical evidence, empathy, resilience, problems, and certainty as an effort to meet needs and society.

According to Tjiptono (2001) that quality is (1) conformance to requirements, (2) suitability for use, (3) continuous improvement, (4) has no damage/defects, (5) meets customer needs at all times, (6) do everything right, and (7) something that can make customers happy. This is also in line with Moenir (2008: 26) concluded that services such as: (1) the convenience provided in processing, (2) getting reasonable service, (3) getting the same treatment without discrimination, (4) getting service in a good way. Furthermore, Tjiptono et al, (2008: 68) argued that: (1) Reliability is the ability to provide services immediately, accurately, and satisfactorily, (2) responsiveness is the desire and willingness of employees to help customers and provide services responsively, (3) guarantees which include the knowledge, competence, politeness and trustworthiness of employees; away from risk or doubt, (4) empathy includes ease of establishing relationships, effective communication, personal attention, and understanding of the individual needs of customers, and (5) physical evidence includes physical facilities, equipment, employees, and communication facilities. According to Petruzzellis (2006) there are several indicators of student satisfaction, (1) reliability, comparison between expectations and consumer perceptions of the ability to provide something quickly and accurately including the speed of service delivery, qualified people to provide services, and the accuracy of service delivery; (2) product-related information, including facilities and infrastructure, advice and accuracy of explanation, and (3) hotel facility services to obtain information.

Nasihin and Sururi (2011: 203) pointed out that the success of organizing educational institutions (schools) will greatly depend on student management. This student management provides a high contribution and provides strong support to other components in the school to achieve their goals. According to Savage (1999), student management is an effort to create a conducive school environment and situation so that students can successfully earn degrees in both academic and social fields. Furthermore, Nasihin and Sururi (2011) explained that if student management is well managed, school goals will be achieved well. The same thing was stated by Sulipan (2000) that student management is closely related to student learning progress or student achievement.

According to Saifulloh (2011) that the better student management, the better increase in student achievement, if it is supported by good teacher performance. This means that there is a positive indirect relationship between student management and student achievement.

Effective schools should provide student support service programs and activities (student support services). One of the services that must be available in schools is a laboratory. According to the Sultan, Parves, and Wong (2013), the supporting infrastructure is one of the non-academic factors that affect student satisfaction. Meanwhile, the laboratory is an important infrastructure for students both for lectures and also for conducting research.

Service has two main factors; the human factor at service and the communication factor for serving. If someone who serves is willing to serve than it will produce results. A willingness to serve and an attitude of willingness to serve will increase service knowledge and service skills.

Parasuraman, et al. in Lupiyoadi and Hamdani (2008) Identified five dimensions of quality service, 1) tangible form, the ability of a company to show its existence, 2) reliability is the company's ability to provide appropriate services that are accurate and reliable, 3) responsiveness is a willingness to help and provide fast (responsive) and precise service to customers, with the delivery of clear information, 4) assurance which is the knowledge, politeness, and ability of company employees to build customers' trust in the company. It consists of several components, including communication, credibility, security, competence, and courtesy, 5) empathy, which is giving sincere attention to the person by understanding the consumer.

Based on the above considerations, the service to students by the school must be improved from standard or mediocre service to excellent service because this excellent service aims to provide satisfaction to customers. Haryono (2013) stated that excellent services are: (1) serving satisfactorily; (2) treat consumers properly; (3) make customers feel more; (4) gives a professional impression; (5) building corporate image and self-image; (6) build lasting relationships with customers; (7) to serve customers quickly in a correct and friendly manner; (8) make customers feel safe and comfortable; (9) increase customer loyalty; (10) understand the language of the customer; (11) able to be patient and not emotional; (12) able to calm customer complaints; (13) offer alternatives to customers; (14) able to communicate actively with customers; and (15) develop themselves and the company.

METHOD

This study was conducted in six schools in Kotamobagu, North Sulawesi Province. The research approach used quantitative explanatory type. The number of students was 1,297 students and after sampling using probability sampling techniques, the number of sample members was 93 students who would assess the quality of student services specifically for laboratory staff. The data collection techniques used was questionnaires, interviews, and documentation. The indicators of this research are (1) tangible student service for laboratory staff; (2) reliability of laboratory staff student services; (3) responsiveness of student services for laboratory staff; (4) guarantee of student service for laboratory staff; (5) Empathy laboratory staff student services. The collected data were analyzed using the technique using the formula:

$$P = \frac{F}{N} \times 100$$

Details:

P: Presentation

F: Respondent's Answer Frequency

N: Number of respondents (Sugiyono, 2005: 107)

RESULTS AND DISCUSSION

This study discusses: (1) tangible student services for laboratory personnel; (2) reliability of laboratory staff student services; (3) responsiveness of laboratory staff student services; (4) assurance of laboratory staff student services; and (5) empathy for laboratory staff student services.

1. The tangible of student services laboratory staff

Tangible indicators for student services consist of: (1) laboratory service personnel; and (2) discipline of laboratory service personnel. Referring to the results of the study, the appearance of laboratory service personnel obtained a percentage of 90.5% was within the very good category, according to what Kardoyo, Kurnia Pitaloka et al (2020: 5) stated, that the non-academic aspect of service quality has a good impact on student's satisfaction. Meanwhile, for the discipline of laboratory service personnel, the percentage was 89.5% in the good category. According to Norsanah (2019), tangible is the ability of a company to show its existence to external parties. The appearance and capability of the company's physical facilities and infrastructure that can be relied on by the surrounding environment is clear evidence of the services provided by the service provider. A different thing is stated by Fidayatulkhsani and Muhsin (2017) that good service comes from the work discipline of laboratory personnel in complying with the regulations or the services performed are in accordance with the established rules. It is further argued that work discipline has a positive effect on service, meaning that every 1% increase in work discipline will be followed by an increase in service of 0.123. Meanwhile, Febriati (2015) shows partially work discipline has a positive contribution to service which can be seen from the t-test of 0.222 with a significance value of 0.05. Thus, the discipline of laboratory personnel is needed to support the quality of student services.

2. The reliability of student services laboratory staff

Indicators of the reliability of student services for laboratory personnel consist of: (1) service according to standards, and (2) accuracy in providing services. Based on the results of the study, the services provided by laboratory staff obtained a proportion of 82% in the good category. The findings of this study indicate that most of the service personnel in public middle schools in Kotamobaguhave met the criteria for student service quality, which contains two descriptors, namely, service according to standards, and accuracy in service. This agrees with the results of research by Rozikin, Muttaqin et al (2020) that student services are rated well, but evaluation is needed, because services have not reached a very good level.

Meanwhile, the indicator of accuracy and service delivery by laboratory staff obtained a percentage of 86% with a good category. The same thing was stated by Norsanah (2019), if laboratory workers work following established procedures, customer satisfaction or service recipients will be fulfilled. This is in line with what has been stated by Parasuraman (in

Jayanti, 2016) that reliability is the ability to provide services accurately and reliably. Performance must be in accordance with customer expectations which mean punctuality, service without errors, sympathy, and high accuracy. Although practicum tools are inadequate in the laboratory, if supported by a good service system from service personnel, customers will feel happy. Besides that, service officers with their busy schedules must try to be responsive when serving students and providing fast service, even though there is only one service officer. According to Rahmayanti (2019), the quality of facilities and infrastructure services is one of the important factors in supporting and determining the smoothness of the learning process of students and can affect the level of development of students. Therefore it is necessary to make improvements to each service, especially in the dimensions of responsiveness, tangible, reliability, and trying to improve services so that students feel satisfied using facilities.

3. The responsiveness of student services laboratory staff

The responsiveness of student service indicators consist of: (1) the speed of service provided by laboratory personnel, and (2) the service obtained. The results showed that the speed of service provided by laboratory staff obtained a proportion of 90.5% in the very good category. According to Bellamkonda and Annamdevula (2016), a complete laboratory room owned by an educational institution can increase student satisfaction in developing their knowledge. The findings of this analysis are consistent with Norsanah (2019) that most students are very pleased with the operation of laboratory staff. Laboratory workers often ask what students need as they come to the study, and the workers greets students with a smile, providing simple enough details that has not been understood before. The facilities rendered by the laboratory employees are very pleased. Provide straightforward facts that will help students get the equipment or resources they need.

Besides that, the results obtained for service indicators in the laboratory are 92 percent which is included in the very good category. This is in line with the research findings of Sultan and Wong (2010) that supporting infrastructure such as laboratories has had a direct effect on student satisfaction. The laboratory is one of the rooms next to the classroom for students to improve their skills. The results of this study show that most of the school's service staff have met the quality standards for student responsiveness, which include two descriptors, both pace in service and added services. The ideas of Zeithaml, V. Parasuraman and Berry L. (1990) demonstrate that responsiveness is the ability to offer timely assistance to service users and programs. The attention paid by service personnel would improve the satisfaction of service users. In terms of facilities, library services, laboratory services and cafeteria services, it should be the responsibility of the service officer to provide the best services to customers, especially in terms of responsiveness, either speed of service or ease of service.

4. The Assurance of student services laboratory staff

Student service guarantee indicators consist of:

- (1) The quality of services rendered by laboratory personnel; and
- (2) The friendly attitude of laboratory personnel.

The findings showed that the satisfaction of the laboratory staff was 88 per cent in the positive category. Norsanah (2019) argued that the opportunity to perform tasks does not

provide student satisfaction. This is in consistent with the report of the Triwahyuni research (2014) that, in terms of security, it is important to enhance the quality of laboratory facilities and infrastructure, both for the comfort and satisfaction of students, so that the learning process can be carried out.

In the meantime, the results obtained for the laboratory workers' friendly attitude measure were 86% (in the positive category). According to research by Rahmayanti (2019), the willingness of officers to provide quality of service and the responsibility of school officers is a measure of support for student satisfaction. Looking at the quality of service, there is a quality dimension, namely service assurance, which can be seen by the way service officers treat customers as respectful to customers when conducting services. Even, the friendliness of the service officers, where the more agreeable and respectful the officers are to represent the customers, the more the customers can appreciate and enjoy the services of the officers.

5. The empathy of student services laboratory staff

The indicators for this student service are: (1) laboratory personnel can clearly understand the needs of students; and (2) laboratory personnel are quick to communicate. The results showed that the percentage of students' desires received by the laboratory staff was 84%, which was in the positive category. This is consistent with Harimurti (2013) that empathy has a positive impact on service, which suggests that empathy is also required to help student services. While the results obtained for easy-to-communicate laboratory assistants are 87% of those in the good category. In line with the findings of Kardoyo's research (2020), students should be motivated and all laboratories should have easy access to help their learning process. This is in line with what Novianti, Mindarti, and Hermintatik (2015) said, officers who are good at delivering services offer knowledge that can be grasped and that they pay attention to needs. The same thing was said by Arifin Sukung and Megi Yusuf Hamid (2019: 38) that communication skills are an important task for an employee in the communication process to convey information and solve problems. The results of this study show that most of the school's service staff have met the quality standards for student service empathy, i.e. customer comprehension and easy contact. In order to maximize the service quality of laboratory staff, laboratory personnel needs to have an empathetic attitude towards students who are sensitive to the needs of the customer and who have the ability to interact well.

The following diagram shows the percentage of each measure of the quality of student service for laboratory personnel:

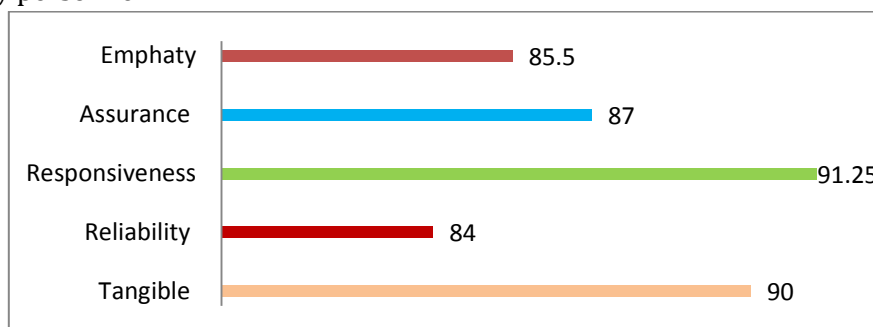


Figure 1: Description of the proportion of student services given to laboratory staff.

CONCLUSION

Based on the findings of the study, it can be concluded that:

- (1) Tangible student services were in the very good category, as can be seen from the presence of facilities and amenities, such as schools, as well as the appearance of student service officers,
- (2) The efficiency of student services was in the positive category, as can be seen from the officers delivering good service, even though they are busy and still trying to be attentive in serving clients,
- (3) The responsiveness of the student service was in the positive category, as can be seen from the pace of the service officers servicing the customer and the ease with which the customer receives the service,
- (4) The guarantee of student service to laboratory staff was in a good category, as can be seen from service officers who are respectful and accommodating when serving customers,
- (5) The appreciation for student service was in a good category, as can be seen from service officers who are able to understand customers while conducting services and who are able to connect with customers.

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