

STUDENT SATISFACTION REVIEWING FROM INFRASTRUCTURE, ADMINISTRATIVE SERVICES AND TEACHER COMPETENCY

Diah Putri Pancasani¹⁾, Supawi Pawenang²⁾, Istiatin³⁾
Universitas Islam Batik Surakarta^{1,2,3}
E-mail: justdiahputripancasani@gmail.com¹

Abstract: This study aims to analyze whether infrastructure, administrative services and teacher competence have an effect on student satisfaction at the Surakarta Special Program Batik Junior High School simultaneously and partially. This study uses independent variables, namely infrastructure, administrative services and teacher competence. The dependent variable is student satisfaction. The sample of this study were students of the Surakarta Special Program Batik Middle School with the Non Probability Sampling technique with the type of Purposive Sampling. Data was collected using a closed questionnaire which was distributed directly to students with 16 questions. This study uses data analysis methods, namely Descriptive Analysis Method, Validity and Reliability Test, Statistical Analysis Method using Multiple Linear Regression Analysis, with hypothesis testing F Test, t test and Determination Test (R²). The results showed that infrastructure, administrative services and teacher competence had an effect on student satisfaction simultaneously. Partially, administrative services and teacher competence have an effect on student satisfaction, while infrastructure has no effect. This shows that the infrastructure facilities at the Surakarta Special Program Batik Junior High School are still not good so it needs to be improved.

Keywords: *Infrastructure, Administrative Services, Teacher Competence, Student Satisfaction*

1. Introduction

Law Number 20 of 2003 explains about education, where education is one of the structural efforts to realize the development of students' abilities from the conditions and learning process. Education in Indonesia has the aim of developing potential, character building, and respectable community culture. The goal of the founders of the Republic of Indonesia contained in the Preamble to the 1945 Constitution of the Republic of Indonesia is to educate the life of the nation.

When an agency or educational institution wants to be called successful in achieving educational goals, this depends on its customers, namely students and parents. The existence of students is very important in an educational institution because without students an educational institution will not be able to stand. Schools will always try to provide quality services and continue to improve educational services to meet student satisfaction (Liana et al., 2016).

The quality of the education system is of course very closely related to the quality of the Human Resources (HR) in the system. Efforts to improve the quality of human resources can

be carried out by improving the quality of the education system. Quality improvement needs to be carried out on an ongoing basis, in addition to the curriculum being updated, service facilities also need to be improved for the advancement of educational institutions (Napitupulu et al., 2019).

A quality education system has quality administrative services to support the learning process so that it runs well and smoothly, the quality or quality of human resources will be good too. This shows that academic administration services have a role for the success of the educational process so as to provide satisfaction to students. (Setiawardani, 2018).

Good quality human resources that are in accordance with the goals of national education are produced by a quality education system. Teachers have an important position to achieve educational goals in schools that can be obtained if teachers have pedagogic competence, social competence, professional competence and personality competence. With these competencies, it will produce good performance from teachers who can make students easy to accept learning from the teacher so that students feel motivated to learn and feel satisfied (Panjaitan, 2013).

Student satisfaction in learning is one of the important factors in measuring the quality of an educational institution to be of interest to the public or not in the future. Student learning satisfaction is determined by several factors. The first factor is related to the teacher, such as the presence of the teacher, the expertise of the teacher, the organization of learning and the quality of learning. What is meant here is the competence of teachers and administrative services of education personnel. The second factor is things related to the students themselves, namely, student motivation and participation. The third factor is matters related to the learning environment, namely facilities and infrastructure (Putra, 2019).

A quality education system in the form of infrastructure or facilities, administrative services and teacher competence continues to be improved at the Surakarta Special Program Batik Middle School. This school builds a vision and mission in line with national education goals. The Surakarta Special Program Batik Junior High School is one of the private schools owned by the Surakarta Batik Education Foundation which is considered to have the youngest age compared to other schools both within the foundation and outside the foundation. The relatively young age makes the Surakarta Special Program Batik Junior High School must be able to continue to improve the quality of service in all respects in order to provide satisfaction to its students so that they can achieve the learning objectives to be achieved. When students are satisfied, it shows that the quality of the education system at SMP Batik PK Surakarta is quite good and shows that learning objectives can be achieved well as well. Based on the observations that have been made at the Surakarta Special Program Batik Middle School and secondary data, there are quite a number of problems faced, ranging from inadequate facilities and infrastructure, sometimes convoluted administrative services, and standard teacher competencies.

The existing problems can be overcome to achieve the learning objectives, the Surakarta Special Program Batik Junior High School needs to improve the quality of the education system, especially in terms of infrastructure, administrative services and teacher competence. These three things are very important and affect satisfaction, especially for students. So that the dependent or dependent variable in this study is student satisfaction, and the independent or independent variables are infrastructure, administrative services and teacher competence. Based on the description above, the title of this research is Student Satisfaction in terms of

Infrastructure, Administrative Services and Teacher Competence. So that in this research the problem is formulated as follows: "Does infrastructure, administrative services and teacher competence affect student satisfaction simultaneously and partially?" The purpose of this study was to determine the effect of infrastructure, administrative services and teacher competence on student satisfaction simultaneously and partially at the Surakarta Special Program Batik Junior High School.

2. Research Method

The time of the research in April – June 2021 took place at the Surakarta Special Program Batik Junior High School. The students of the Surakarta Special Program Batik Middle School, which amounted to 124 students, became the population in this study, then with the Non Probability Sampling technique and the type of Purposive Sampling, the research samples for class VIII and IX were 95 students.

This research includes quantitative analytical descriptive research, with a regression analysis approach. The data in this study were collected by observation, documentation, questionnaires, interviews and literature study.

The validity and reliability of the questionnaire in this study were tested by bivariate correlation and Cronbach Alpha (α). The data analysis technique used multiple linear regression analysis consisting of f test, t test and determination test (R^2).

3. Results and Discussion

3.1. Result

The results of multiple linear regression analysis in this study are as follows:

Table 1. Results of Multiple Linear Regression Analysis

<i>Variable</i>	<i>Unstandardized Coefficients</i>	
	Beta	Std. Error
constant	-1,182	0,878
Infrastructure (X_1)	0,082	0,083
Administration Service (X_2)	0,247	0,102
Teacher Competence (X_3)	0,431	0,095

Based on the data above, the following equation can be obtained:

$$Y = (-1,182) + 0,082 X_1 + 0,247 X_2 + 0,431 X_3$$

Based on the above equation, it can be explained as follows:

- The constant value of (-1.182) means that without the independent variables (infrastructure, administrative services and teacher competence), student satisfaction will decrease by 1.182.
- The regression coefficient value for the infrastructure variable (X_1) is positive 0.082 meaning that every increase in the infrastructure variable (X_1) will increase student satisfaction by 0.082 with the assumption that there are no other independent variables.
- The regression coefficient value for the administrative service variable (X_2) is positive 0.247, meaning that every increase in the administrative service variable (X_2) will increase student satisfaction by 0.247 assuming no other independent variables.

- d. The regression coefficient value for the teacher competency variable (X3) is positive 0.431, meaning that every increase in the teacher competency variable (X3) will increase student satisfaction by 0.431 with the assumption that there are no other independent variables.

The results of the F test are as follows:

Table 2. Results of F-Test Analysis

Model	F	Sign.	Conclusion
1	87,239	0,000	H ₁ accepted (Fit Model)

Based on the table above, the calculated F value of 87, 239 is greater than the F table (2.70) with a significance value of $0.000 < 0.05$, it can be interpreted that the model used in the study is correct. In addition, it can also be interpreted that there is a simultaneous and significant influence between the infrastructure, administrative services and teacher competence variables on the student satisfaction variable, so the first hypothesis is accepted.

The results of the t-test are as follows:

Table 3. Results of t test analysis

Variable	T _{count}	t _{table}	p _{value}	Conclusion
Infrastructure (X ₁)	0,990	1,990	0,325	H ₂ denied
Administration Service (X ₂)	2,418	1,990	0,018	H ₃ accepted
Teacher Competence (X ₃)	4,544	1,990	0,000	H ₄ accepted

The calculated t value of the infrastructure variable (X1) is $0.990 < t$ table (1.990) with a significance value (p value) of $0.325 > 0.05$. This means that H2 is rejected, meaning that the infrastructure has no effect on student satisfaction at the Surakarta Special Program Batik Middle School. If it is associated with the theory of satisfaction, it can be said that infrastructure does not affect student satisfaction because the condition of the infrastructure is not in accordance with student expectations. This shows that the infrastructure, especially in the Surakarta Special Program Batik Middle School, is still not good, so it needs to be improved.

The calculated t value of the administrative service variable (X2) is $2.418 > t$ table (1.990) with a significance value (p value) of $0.018 < 0.05$. This shows that H3 is accepted, meaning that administrative services affect student satisfaction at the Surakarta Special Program Batik Middle School. These results indicate that the administrative services at the Surakarta Special Program Batik Junior High School are in good condition or quality so that they are in accordance with student expectations, and are expected to improve the learning process at the Surakarta Special Program Batik Junior High School and can achieve learning objectives.

The calculated t value of the teacher competency variable (X3) is $4.544 > t$ table (1.990) with a significance value (p value) of $0.000 < 0.05$. This means that H4 is accepted with the intention that teacher competence has an effect on student satisfaction at the Surakarta

Special Program Batik Middle School. These results indicate that the competence of the teachers of the Surakarta Special Program Batik Junior High School is in good condition or quality so that it is in accordance with student expectations, and is expected to improve the learning process at the Surakarta Special Program Batik Junior High School and can achieve learning objectives.

The results of the determination test (R^2) can be seen in the following table:

Table 4. Results of the Analysis of the Coefficient of Determination (R^2)

<i>R Square</i>	<i>Adjusted R Square</i>
0,742	0,733

The adjusted R Square value is 0.733 which means that the variable of student satisfaction which can be explained by the variables of infrastructure, administrative services and teacher competence is 73.3% and 26.7% is explained by other variables not examined in this study.

3.2. Discussion

Student satisfaction referred to in this study is student learning satisfaction which is used to find out how the quality of educational services in schools is. When students are satisfied with educational services in schools, it shows that educational services in schools are of quality. When educational services in schools are of quality, it is expected to support the learning process in schools so that learning objectives can be achieved (Putra, 2019).

Student satisfaction can be seen from the comparison between student expectations and actual conditions (services at school). When students fill out the questionnaires that have been distributed with answers strongly agree, then it shows that the actual conditions are in line with student expectations. If it is in accordance with student expectations, it can be said that students are satisfied, so that these conditions can be said to be of high quality. But if students answer strongly disagree on the questionnaire, then it shows that the conditions in question are not in line with student expectations, so that these conditions are of poor quality so they need to be improved or improved (Liana et al., 2016).

The factors that determine student learning satisfaction are related to teachers, students and the learning environment. The first factor related to the teacher includes the presence of the teacher, the expertise of the teacher, the organization of learning and the quality of learning in other words, this factor is the competence of the teacher and the administrative services of the education staff. The second factor is a factor related to the students themselves which include, student motivation and participation. The third factor is factors related to the learning environment including the learning environment and classroom facilities in this case the facilities and infrastructure (Putra, 2019).

Based on the statement above, to see student satisfaction at the Surakarta Special Program Batik Middle School, the variables of infrastructure, administrative services and teacher competence are used. Simultaneously it is true that these three variables affect student satisfaction. This is evident from the results of the analysis of the F test. So it can be concluded that the better the infrastructure, administrative services and teacher competence, the higher the learning satisfaction of students at the Surakarta Special Program Batik Middle

School. So that when student satisfaction is high, it is expected to improve learning objectives.

Based on the results of hypothesis testing (t-test) it can be concluded that the infrastructure facilities at the Surakarta Special Program Batik Junior High School have no effect on the learning satisfaction of the Surakarta Special Program Batik Junior High School students.

If it is associated with the theory of satisfaction, it can be said that infrastructure does not affect student satisfaction because the condition of the infrastructure is not in accordance with student expectations. This shows that the infrastructure, especially in the Surakarta Special Program Batik Middle School, is still not good, so it needs to be improved. The infrastructure that needs to be improved again is a place of worship, counseling room, UKS room, and student organization room, this is explained in table 1 which shows at that point the majority of students chose the answer strongly disagree.

The results of hypothesis testing (t test) which are presented in table 3 can be concluded that administrative services have an effect on learning satisfaction of students of SMP Batik Special Program Surakarta. The positive value of the regression coefficient here means that the higher the administrative service applied at the Surakarta Special Program Batik Junior High School, the higher the student satisfaction. Based on these results, it shows that the administrative services at the Surakarta Special Program Batik Junior High School are in good condition or quality so that they are in accordance with student expectations, and are expected to improve the learning process at the Surakarta Special Program Batik Junior High School and can achieve learning objectives.

Based on the results of the analytic description, although the administrative services at the Surakarta Special Program Batik Middle School have met the expectations of students, there are administrative services that need to be improved, namely the tuition payment services, correspondence application services and facility service activities required in the learning process. because there are still many students who disagree and strongly disagree.

The results of hypothesis testing (t test) which are presented in table 3 can be concluded that teacher competence has an effect on learning satisfaction of students at the Surakarta Special Program Batik Middle School. The positive value of the regression coefficient here means that the higher the competence of the Surakarta Special Program Batik Junior High School teacher, the higher the student's satisfaction. Based on these results, it shows that the competence of the Surakarta Special Program Batik Junior High School teacher is in good condition or quality so that it is in accordance with the student's expectations, and is expected to improve the learning process at the Surakarta Special Program Batik Junior High School and can achieve the learning objectives.

Based on the results of the analytic description, although the competence of the Surakarta Special Program Batik Junior High School teacher was in accordance with student expectations, there are teacher competencies that need to be improved, namely social competence, this is because there are still many students who disagree with social competence compared to other competencies.

4. Conclusion

Infrastructure, administrative services and teacher competence simultaneously affect student satisfaction. Partially, infrastructure has no effect on student satisfaction, while administrative

services and teacher competence have an effect on student satisfaction. This shows that the infrastructure at the Surakarta Special Program Batik Junior High School is still not good so it needs to be improved.

References

Book :

- Arifin, M., & Barnawi. (2012). *Manajemen Sarana dan Prasarana Sekolah*. Yogyakarta: Ar-Ruzz Media.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: PT Rineka Cipta.
- Buchari, Alma. 2005. *Pemasaran Strategik Jasa Pendidikan*. Bandung: Alfabeta.
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program SPSS Edisi Empat*. Semarang: Universitas Diponegoro Semarang.
- Indrawan, Irjus. 2015. *Pengantar Manajemen Sarana Prasarana Sekolah*. Yogyakarta : Deepublish.
- Lupiyoadi, R. (2001). *Manajemen dan Praktik Pemasaran Jasa*. Jakarta: Salemba Empat.
- Martono, N. (2014). *Metode Penelitian Kuantitatif*. Jakarta: PT Raja Grafindo .
- Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya Offset.
- Rachman, Marjoni. 2021. *Manajemen Pelayanan Publik*. Klaten : Tahta Media Group
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan RnD*. Bandung: Alfabeta.
- Sukoco, Badri M. 2007. *Manajemen Administrasi Perkantoran Modern*. Surabaya : Erlangga
- Tatang, A. (2011). *Pengertian Sarana dan Prasarana Pendidikan*. Jakarta: PT Grafindo .
- Tim Dosen Adminisrasi Pendidikan Universitas Pendidikan Indonesia. 2014. *Manajemen Pendidikan*. Bandung : Alfabeta

Article :

- Tuerah, Febriany Feibe Rosaline L. M. (2015). “Analisis Kualitas Layanan Akademik dan Administrasi terhadap Kepuasan Mahasiswa” dalam *Jurnal EMBA 422 Vol.3 No.4* (hlm 422-432).
- Halimah , Ai Hilyatul & Prof. Dr. H. Munir, M. (2013). “Pengaruh Mutu Layanan Guru Dan Biaya Pribadi” dalam *Jurnal Adminisistrasi Pendidikan Vol.XVII No.1* (hlm 40-50).
- Hamdi, K. (2017). “Analisa Kepuasan Siswa terhadap Sarana Prasarana Sekolah menggunakan *Fuzzy Logic*” dalam *Jurnal IPTEKS TERAPAN VII.i3* (hlm 208-219).
- Hasbi, M. (2018). “Pengaruh Kualitas Pelayanan Administrasi terhadap. Manageria” dalam *Jurnal Manajemen Pendidikan Islam Volume 3 No. 1* (hlm 97-109).
- Liana, N. A., Benty, D. D., & Supriyanto, A. (2016). “Analisis Faktor yang Mempengaruhi Kepuasan Orang Tua Peserta Didik terhadap Layanan Pendidikan” dalam *Jurnal Manajemen Pendidikan Volume 25 No 1* (hlm 39-46).
- Lismeida, Rinra Ayu (2017). “Kepuasan Kerja dan Kinerja Guru: Sebuah Studi terhadap Para Guru SMK Tersertifikasi di Indonesia” dalam *Jurnal Pendidikan Manajemen Perkotaan Vol. 2 No. 1* (hlm 57-65).

- Napitupulu, D. (2019). “*Analysis of Student Satisfaction Toward Quality of Service Facility*” dalam *IOP Conf. Series: Journal of Physics: Conf. Series* 954(hlm 1-7).
- Panjaitan, Power (2013). “Pengaruh Kompetensi Guru terhadap Kepuasan Siswa (Studi Kasus Pada Sma Negeri 2 Tebing Tinggi)” dalam *Jurnal Ilmiah Business Progress Volume 1, No. 01* (hlm 43-49).
- Putra, I. D. (2019). “Peran Kepuasan Belajar dalam Mengukur Mutu Pembelajaran dan Hasil Belajar” dalam *Jurnal Penjamin Mutu Lembaga Penjamin Mutu Institut Hindu Dharma Negeri Denpasar Volume 5 Nomor 1* (hlm 22-31).
- Sari, R. P., & Wiyono, B. B. (2013). “Pengaruh Kualitas Pelayanan Sekolah terhadap kepuasan peserta didik dan orangtua peserta didik” dalam *Jurnal Manajemen Pendidikan volume 24, Nomor 2* (hlm 146-156).
- Setiawardani, M. (2018). “Pengaruh Kualitas Pelayanan Administrasi Akademik Terhadap Kepuasan Mahasiswa Politeknik Negeri Bandung” dalam *Jurnal Riset Bisnis dan Investasi Vol. 4, No. 1* (hlm 40-56).
- Sriwahyuni. (2018). “Pengaruh Profesionalisme Guru Terhadap Kepuasan Belajar Peserta Didik Di Sma Negeri 9 Sinjai” dalam *Skripsi* (hlm 1-62).
- Syam, S. (2018). “Pengaruh Penerapan Manajemen Sarana dan Prasarana terhadap Kepuasan Peserta Didik di MAN 1 Makassar” dalam *Skripsi* (hlm 1-63).
- Wulandari, S. (2017). “Kontribusi Kinerja Guru, Sarana Prasarana, dan Layanan Administrasi terhadap Kepuasan Siswa di SMAN 2 Sukoharjo” dalam *Publikasi Ilmiah* (hlm 1-15).

Others :

PP No. 19 Tahun 2005 tentang Standar Nasional Pendidikan

UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional