ANALYSIS OF STUDENT SATISFACTION AND CONCERNS ON ADMINISTRATIVE ACADEMIC SERVICES OPEN UNIVERSITY INDONESIA

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ABSTRACT

Open University, Indonesia is a State University that organizes higher education with Open Distance Learning (ODL) System. The purpose of this research is to get a picture of student's satisfaction and interest in academic administration service of Open University. Which includes services in the field of academic administration are: general service aspects, registration, tutorials, practice, teaching materials, and the conduct of exams. This study aims to examine the relationship between the satisfaction and concerns of Open University students toward these six components. The sample of this study consists of 297 students spread across 23 cities. Sample selection using random sampling. This research method using Survey. To analyze the result data from survey used Importance Performance Analysis (APA) method, which consists of: Quadrant

Analysis and Gap Analysis (Gap). Quadrant Analysis to measure the relationship between consumer perception and priority of product / service quality improvement is divided into four parts. Gap Analysis to see the gap between the performances of a variable with the expectation of the consumer against the variable. The Quadrant analysis results are as follows: **Quadrant One** (*Maintain Performance "High Importance & High Performance"*). Factors included in quadrant one are considered satisfactory (*good and effective*) and very important. So it is worth to be maintained. **Quadrant Two** (*Increase Performance "High Importance & Low Performance"*) Factors that enter in quadrant two considered as very important factor but condition at this time not yet good, so that aspect must be repaired and improved. **Quadrant Three** (*Low Priority "Low Importance & Low Performance"*) Factors included in quadrant three are considered less good and not so important that they do not need to be prioritized. Simply maintained and adapted to current conditions. **Quadrant Four** (*Tendering Excessive Low Importance & High Performance*) Factors included in quadrant four are considered satisfactory (good) but not very important, so there is no need to allocate too much resources to those factors. Simply maintain and adjust to the current conditions. The results of the gap analysis of service satisfaction and service interests are as follows: gap values obtained in all aspects are not too large, still below 0, 50. All aspects

of service is considered good. Improvements should be prioritized / started on aspects, completeness of practical / practicum equipment, quality of tutorial facilities, Online Book Store, application usage, acceptance of teaching materials, and availability of teaching materials at Online Book Store. Because these aspects have relatively large negative gap values from others in this study

Key Word: Student Services, Service Satisfaction, Service Concerns, Service Gaps. Open University (OU).

A. Introduction

Open University (OU) Indonesia is a State University that provides higher education with Open Distance Learning (ODL) System. This system provides an opportunity for anyone to learn, regardless of age, distance, and time. In the implementation of ODL the strategy of delivering the lesson material is done through the use of instructional media, where the students can use it independently *(Self Instructional).* Independent learning is the process of learning interaction between students with learning materials without the presence of lecturers physically either

individually or in groups. The concept of independent learning is based on an educational philosophy that states that learning can occur without having to have a teaching process, or face-to-face meetings. According to Bates (1995), ODL System has several characteristics of its own, the most fundamental difference is the separation of students with physical teachers, so that the learning process does not always occur in the classroom, or the distance between students and teachers. This ODL system has the ability to serve the increasing competence and qualification of students who are massively folded, for various reasons such as georafis, economic, family, physical and so on. The ODL system organizer to serve the students is done in the field of registration, distributing teaching materials, providing learning assistance services, including face to face tutorial, tutorial online, practice, preparing test materials, conducting exams, submit test results to students. While the students have the task, doing registration, obtain teaching materials, perform self-learning activities, follow the tutorial, take the exam, and receive the test results. ODL system has seek to provide services to meet the needs and interests of students, but on the way often get complaints from students. Student complaints about the difficulty of

getting good service seem to still be a constraint that OU cannot overcome. According to Rector's Work Report of 2014, the survey on student's interest and satisfaction toward OU service, either through Customer Relation Management (CRM) online facility or coming directly to OU students is still not satisfied with OU service, they are still difficult to contact OU staff, either in OU Central or in the regions, by phone or by email. To resolve various problems that occur, one of OU efforts is provide online facilities Customer Relationship Management (CRM) that can be accessed through the OU site. Students may post questions, suggestions, complaints, or comments on OU services. On the other hand, OU also sends reminders to students via message regarding information about the service itself, registration schedule, final project, tutorial online activity, online test system registration, practicum, practical / practical report, preparation for Semester Exam, Yudisium, and other Academic Administration Information. On the other hand, according to the Rector's Annual Working Report (2016), community recognition and comprehension of the existence of OU as a Distance Education industry that has benefit in terms of access, flexibility of learning systems and affordability of study costs, appears to be

widespread. Various programs and activities are continuously conducted to improve the understanding, image, and public recognition of the quality of education. Other efforts which is conducted by OU to improve internal communications and information access systems, by 2016 are improving and developing to develop strategic information access for OU management and general information to students. In practice, problems encountered by most OU staff are the invalidity of data on student cell phone numbers and network quality. Many attempts have been made by OU in the field of improving academic administration services, but there are still complaint to the services provided by OU to students, either from prospective students or who have become students, some still feel less pleased, especially in academic administration services that haven't met the required service standards. Fast handling student complaint provides an opportunity to turn a dissatisfied into a satisfied. Effective complaint handling process begins with the identification of problems accompanied by the determination of the source causing the problem. If the problem identification and the source of the problem are searched quickly, it will not impact student

dissatisfaction and complaints. Student satisfaction depends on the students' perceptions and expectations. Factors affecting the perception and expectations of students when receiving services are the needs and interests felt by the student at the time of receiving the service. The possibility will occur between the expectations of students as a customer and the quality of services received is as follows: 1. Students become happy if the quality of service received is better than expected. 2. Students become casual if the quality of service received is equal to the estimates. 3. Students become disappointed if the quality of service received more ugly than expected. Meanwhile, students who follow the process of studying in OU to complete their studies, of course always associated with this service problem to be able to solve the problems it faces.

This article is written based on the existence of quality service problems to students who are still not satisfying. How is the actual academic administration of the Open University that students have acquired so far. To improve the services in the field of academic administration to Open University students required input from students, for that need to be held a survey about the satisfaction and interests of Open University students. Therefore, the problems in

this research are formulated. The problems in this research are: 1) what is the student's opinion on the academic administration services provided by Open University for Open University. 2) Student satisfaction. What students think about the academic administration services provided by UT for the benefit of students 3) Is there a significant influence jointly between satisfaction and interest for UT students. The purpose of this study is to find out: 1) How high the level of student satisfaction to academic administration services provided by the Open University to students. 2) How high the level of student interest in academic administration services provided by the Open University to Open University students. 3) The presence or absence of significant influence which together the academic administration services between satisfaction and interests for Open University students. The academic administration services to Open University students' satisfaction and interests are expected to be gradually upgraded in line with Open University's core mission, which is to fulfill the desire to provide excellent academic administration services for Open University students.

B. Literature Review

1. Definition of Service

Service is helping others to provide everything that the person needs, such as a customer. The help customers, to meet customer needs to address the problem. According Munir (2005), service is a process of fulfilling the needs through the activities of others directly. The emphasis on the definition of service provided because it involves all the efforts made by a person in order to achieve goals in order to be able to get satisfaction in terms of fulfillment needs. In this study the intended customer or consumer who will be given service is a student who attended college in Higher Education. In the world of education service providers in general are Universities, while students are as service users called consumers or customers. According to Big Dictionaire Indonesian Langguage (2008), a student is defined as a person who is studying at a University and him as a customer, because he pays education services to study. In the learning process that he carried out at the University, of course there are hopes he wants. Like the services provided by its lecturers, relating to teaching and learning, rehabilitation activities, information

services, study guidance, and the facilities available, and employee attitudes and leadership attitudes. Then each student has different expectations and perceptions between one student and another student. Some students have perceptions of high standards, some are moderate and some are low. This means, it can be concluded that, statement satisfaction or student dissatisfaction is a comparison between performance expectation before becoming a customer and perceived performance received by students after becoming customers. If it happens, the performance expectation before becoming a customer is greater than the performance received after becoming a customer, then it can be said that students experience dissatisfaction. Happen otherwise, if the student performance expectation before becoming a customer smaller than the perception of student performance after becoming a customer then the customer experience satisfaction.

2. Service Quality Dimension

Quality of service is a consumer's assessment of the service received with the expected service. If the service received and perceived in accordance with the expectations of the customer, then the service is considered a good quality. If the service received is

not in accordance with the expected customer, then the quality of the service is perceived bad. The word quality contains many definitions and meanings because different people will define it differently, such as compatibility with requirements or demands, suitability for the use of continuous improvement, free from damage or defects, fulfillment of customer needs, or do everything that can make everyone happy. In the perspective of Total Quality Management (TQM) the quality is viewed more broadly, that is not only the aspect of the emphasized results, but also includes the process, the environment and human. This is clearly evident in the definition formulated by Goethe and Davis, in Tjiptono (2000) that quality is a dynamic condition associated with products, services, people, processes, and environments that meet or exceed expectations. According to Lukman (1999), the definition of quality varies from the controversial to the more strategic. Kotler in Zahir (2017) states that there are five dominant factors to be a determinant of service quality: a) *Reliability*, namely ability to provide services in accordance with the promised, reliable and accurate, consistent and suitability of service, b) *Responsiveness,* namely the ability of employees and entrepreneurs to help customers and

provide services quickly and hear and address customer complaints. *c) Assurance,* namely the ability of employees to generate confidence and confidence in the promise that has been presented to customers, *d) Empathy,* namely the willingness of employees and employers to care more about giving personal attention to customers, and *e) Tangible,* namely the appearance of physical facilities, equipment, and various communication materials. In line with that opinion, Juran (1903) states, that quality is consumer satisfaction. Quality includes all the elements needed to satisfy both internal and external customer goals, as well as including each item in a quality product. Quality of Service, can be measured from five dimensions: *1) Reliability, 2) Responsiveness, 3) Assurance, 4) Empathy, and 5) Tangibles.* According to experts, that good quality is not based on the perception of the service providers, or customer perceptions.

3. Student Satisfaction

The word satisfaction came from the Latin "satis" is quite good and sufficient and "fasio" performs or makes. Satisfaction is a feeling of pleasure or displeasure, likes or dislikes, feelings that arise within a person after comparing between his impressions of

performance experienced or perceived to expectations (*expectations*). Kotler (2008), defines, Satisfaction is a person's perceived performance (*or outcome)* in relation to his or her expectations. So satisfaction, is a function of perception or impression of performance and expectations. According to Buttle (1996 in Sakthivel 2005), customer satisfaction on the basis of the gap model *(actual performance of perceived service "perceived service performance" customers with expected service "expected service")* This gap model includes 3 relationships: exceeds expectations, the quality of service is perceived as excellent or superior students b) If performance is as expected, then the service quality is perceived by the student as good, c) If performance is below expectation, the quality of service is perceived by the student as bad. It can be concluded that satisfaction actually can be measured, by looking at customer expectations of a product and how the company fulfills those expectations. If indeed the positive results and customers feel fulfilled, then it can be said that the customer was satisfied. The size of customer satisfaction can be categorized as less satisfied, satisfied, and very satisfied. According to Kotler, in Alma (2003) explains that student satisfaction is a feeling of pleasure or disappointment of a person as

a result of a comparison between the perceived and expected performance. If the feelings of students meet or even exceed expectations, then the student can be said to be satisfied. Student pleasure as a customer is indicated that the customer is satisfied, otherwise if the customer is disappointed it can be said that the customer is not satisfied. That is, student satisfaction is a positive attitude of students to the service of higher education institutions because of the match between the expectations of the service compared with the reality it receives. The satisfaction of the real customer can be measured, by looking at the customer's expectation of a product and how the company fulfills the expectation. If it is positive result and the customer feels fulfilled, then it can be said that the customer is satisfied. Some basic principles of student satisfaction are as follows: 1. Needs and desires that is related to things that are felt by students when students are trying to make transactions with universities 2. Other experiences (formerly) when consuming products and services, both from the company and rivals.3.Experience of friends, friend's stories about the quality of university services that will be obtained by students. 4. Communication through advertising and marketing or perceptions arising from the image of advertising

and marketing to be undertaken by the university. To create satisfied customers, Open Universities provide maximum service so that customer expectations can be achieved and even exceed their expectations. Therefore, Open University will better understand and understand the needs and expectations of the students as customers, and will provide the best service for their satisfaction and interests.

C. Research Methods.

This research is a quantitative research using Survey research model, that is, a way to observe where the indicator about the variable is the answers to the questions given to the respondents either orally or in writing. (Https: // survey online.wordpress.com/2008/07 survey / survey method). List of questions asked in the survey, related to the measurement of perceptions and expectations of students on the quality of academic administration services at the Open University associated with the 6 components of the Program are: 1. General Services, 2. Registration Services, 3. Tutor Services, 4) Practice Services / and Practicum, 5). Service Teaching Materials, 6. Executing Service Exam.

To analyze the results data from survey using Importance Performance Analysis (IPA) method, which was first introduced by Martillah and James (1977). IPA is used to map the relationship between importance and performance of each attribute offered and the gap between performance and expectations of those attributes. According to Novianty (2016), IPA has a primary function to display information about the factors of service that consumers consider to greatly affect their satisfaction and loyalty, and service factors that consumers think need to be improved, because at that time it has not been satisfactory. The method used in this research consists of three models, namely:

1. Importance Performance Analysis (IPA) (Quadrant Analysis).

Importance Performance Analysis is to measure the relationship between consumer perception and priority of product / service quality improvement. In analyzing the IPA mapping is done into four quadrants for all variables of service quality. Quadrant I top priority, quadrant II maintain performance, quadrant III low priority and excessive quadrant IV. Having obtained the weight of

performance and the importance of attributes and the average value of performance and interest variables, then the values are grouped into four Cartesian diagram.

2. Gap Analysis (Gap Analysis)

Gap Analysis, is to see the gap between the performances of a variable with the expectation of the consumer against the variable. The higher the expectation score and the lower the perception score, the bigger the gap. If the total gap is positive then the customer is considered very satisfied with the service company. Conversely, if not, the gap is negative, then the customer is less / not satisfied with the service. The smaller the gap the better. A positive gap (+) will be obtained if the perception score is greater than the expectation score, whereas if the expectation score is greater than the perception score will be obtained a negative gap (-). In this article, in accordance with the purpose of the research will be conducted descriptive analysis of the influence of student satisfaction and interest on the quality of academic administration services Open University students.

3. Service Quality Model (Seroquel)

Seroquel method can be used as a measure of a service quality. Seroquel value can be obtained through the difference between respondents' perception value and the value of respondent's expectation. This value serves to show the gap between perceptions with expectations of respondents. The quality of a good product or service needs to be determined through its dimensions. The five basic dimensions of a service quality service model quality (Parasuraman, et.al, dalam Tjiptono, (2001) indicator of the statement is coded according to 5 Servqual dimension names, namely: 1. Tangible 2. Ratability) 3. Responsiveness .4. Assurance 5. Empathy

D. Results and Discussion of Research

Satisfaction and Interest Analysis of Open University Students is done using IPA *(Quadrant Analysis)* and GAP Analysis *(Gap Analysis),* and Service Quality *(Servqual).* Descriptive analysis of service quality of academic administration of the three models is related to 6 components of the Program are: 1. General Services, 2. Registration Services, 3. Tutor Services, 4). Practice Services / and Practicum, 5).

Teaching Materials Services, 6. Exam Preparation Services. The results are as follows:
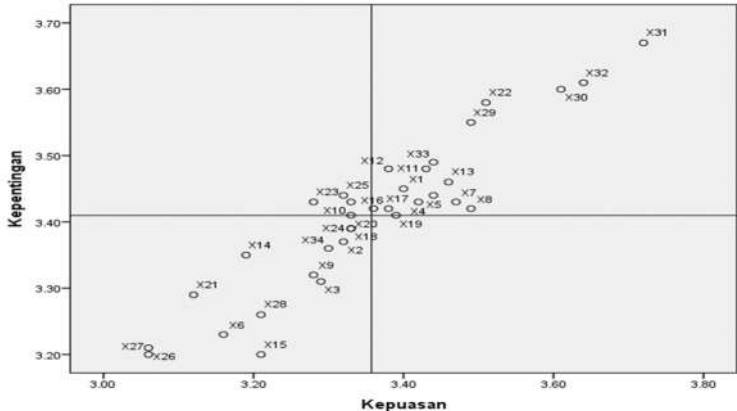
1. Importance Performance Analysis (IPA) (Quadrant Analysis).

Based on the Quadrant Analysis graph, factors related to the 6 Programs of satisfaction services and student interests provided by the OU can be grouped in each Quadrant as follows:

> **a. Quadrant One (Maintain performance "high importance & high performance") Factors that enter in quadrant one is**

considered satisfactory (good) and very important. So it is worth to be maintained (already effective).
1. Clarity of information about Open University
2. Easy to contact the tutor
3. Hospitality of Open University staff in serving students
4. Registration file processing service
5. Payment services for Open University partners
6. Tutor role in helping students understand course material
7. Feedback given by tutor to practice / task
8. Compatibility of the implementation of the tutorial with the schedule
9. Master of Instructor Material
10. Role of Instructor in assisting the implementation of practice / practicum

11. Ease of getting the practice / practicum implementation schedule
12. Ease of obtaining teaching materials
13. The teaching materials are accepted before the first meeting of the tutorial (For those who follow the Post, Graduate and Cassette program with TTM)
14. Ease of obtaining test implementation information
15. Availability of exam papers
16. Order of execution
17. Quality of site / exam facility

b. Second Quadrant (Increase Performance "high importance & low performance")Factors included in quadrant two are considered as very important factors but the current conditions are not good, so that aspect must be improved and improved.

1. Mastery of the Materials of the Tutor
2. Compatibility of practice / practicum with schedule
3. Speed of acceptance of teaching materials
4. Quality of physical packing of teaching materials

c. Quadrant Three (Low Priority "low importance & low performance")Factors that enter the quadrant of three are considered unfavorable and not so important that they do not need to be prioritized. Simply maintained and adapted to current conditions.
1. Tuition fees paid by students compared to the services provided
2. Easy to contact Open University Staff
3. Fast Handling complaints
4. Service of registration case settlement

5. The quality of the facility where the tutorial (For those who follow the face to face Tutorial)
6. Easy access to Online Tutorial (For those who follow Online Tutorial)
7. Feedback given by the instructor during practice / practicum implementation
8. Completeness of practice equipment / lab work
9. Ease of understanding of teaching materials
10. Ease of use of Online Bookstore application (For those who purchase via Online Bookstore)
11. Availability of teaching materials at Online Bookstore's (For those who purchase via Online Bookstore)
12. Compatibility of instructional materials received with ordered ones (For those who purchase via Online Bookstore)

13. Quickly solve case values

d. **Quadrant Four (Tends to Overdo "low importance & high performance") Factors included in quadrant four are considered satisfactory (good) but not too important, so there is no need to allocate too much resources to those factors. Simply maintain and adjust to the current conditions.**
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2. Analysis of Student Satisfaction and Students Gap

GAP analysis is used to determine the value gap between importance and satisfaction. In practice, the indicators / aspects that produce the highest negative gap will be a priority in improving that aspect in the future. As for the positive gap value indicates that the service indicator is very qualified

because the satisfaction is higher than the interest. The GAP Analysis Table for Student Interests and Open University Indonesia Satisfaction Is As Below.

Variable: 1. General Services

Indicators	Satisfaction	Importance	Gap
Clarity of information about Open University	3.40	3.45	-0.05
Tuition fees paid by students compared to the services provided	3.32	3.37	-0.05
Easy to contact Open University Staff	3.29	3.31	-0.02
Easy to contact the tutor	3.42	3.43	-0.01
The hospitality of Open University Staff in serving students	3.44	3.44	0.00
Fast handling complaints	3.16	3.23	-0.07

Indicators	Satisfaction	Importance	Gap

Variable : 2. Registration Services

Indicators	Satisfaction	Importance	Gap
Registration file processing service	3.47	3.43	0.04
Payment services in bank partners of Open University	3.49	3.42	0.07
Settlement service of registration case	3.28	3.32	-0.04

Variable : 3. Tutorial Services

Indicators	Satisfaction	Importance	Gap
Mastery of the Materials of the Tutor	3.33	3.43	-0.10
The role of Tutor in helping students understand the material	3.43	3.48	-0.05

Indicators	Satisfaction	Importance	Gap
Feedback given by the tutor to the exercise / task	3.38	3.48	-0.10
Compatibility of the implementation of the tutorial with the schedule	3.46	3.46	0.00

Variable : 4. Tutorial Services (For those who follow Face to Face Tutorial)

Quality facilities tutorial place	3.19	3.35	-0.16

Variable : 5. Tutorial Services (For those who follow the Online Tutorial

Easy access to online tutorial	3.21	3.20	0.01

Indicators	Satisfaction	Importance	Gap

Variable : 6. Practice / Practicum Services

Indicators	Satisfaction	Importance	Gap
Mastery of Instructor Material	3.38	3.42	-0.04
The role of Instructor in assisting the implementation of practice / practicum	3.36	3.42	-0.06
Feedback given by the instructor during practice / practicum implementation	3.33	3.39	-0.06
Ease to get the practice / practicum implementation schedule	3.39	3.41	-0.02

Indicators	Satisfaction	Importance	Gap
Compatibility of practice / practicum with schedule	3.33	3.41	-0.08
Completeness of practice equipment / practicum	3.12	3.29	-0.17

Variable : 7. Teaching Materials Services

Ease of obtaining teaching materials	3.51	3.58	-0.07
Speed of acceptance of teaching materials	3.28	3.43	-0.15
Ease of understanding of teaching materials	3.33	3.39	-0.06
Ease of understanding of teaching materials	3.32	3.44	-0.12

Indicators	Satisfaction	Importance	Gap

Variable : 8. Teaching Materials Service (via Online Bookstore)

Indicators	Satisfaction	Importance	Gap
Ease of use of Online Bookstore Application	3.06	3.21	-0.15
Availability of teaching materials at Online Bookstore's	3.06	3.20	-0.14
Compatibility of instructional materials received with ordered ones	3.21	3.26	-0.05

Variable : 9. Teaching Materials Services

Indicators	Satisfaction	Importance	Gap
The teaching materials are accepted before the first meeting of the tutorial	3.49	3.55	-0.06

Indicators	Satisfaction	Importance	Gap

Variable: 10. Exam Preparation Service

Indicators	Satisfaction	Importance	Gap
Ease of getting test execution information	3.61	3.60	0.01
Availability of the test script	3.72	3.67	0.05
Order of execution of the test	3.64	3.61	0.03
Quality of facility location / place of exam	3.44	3.49	-0.05
Speed of case resolution value	3.30	3.36	-0.06

In the graph above we get the gap value on all aspects / indicators that are not too big, still below 0, 50. So that all aspects of the service is considered good. However, if it will still be repaired, it should be

prioritized / started on aspect, completeness of practice equipment / practicum, quality of tutorial facility, Ease of application of Online Bookstore , Speed of acceptance of teaching materials, and Availability of teaching materials at Online Bookstore. Because these aspects have relatively large negative gap values from others in this case.

3. Seroquel Analysis: In this study obtained the calculation as follows.

Variable / Indicator	GAP	GAP Total	Priority
Tangible			
Availability of the test script	0,05	-0,09	1
Completeness of practice equipment / practicum	-0,17		
Quality of physical packing of teaching materials	-0,12		
Quality of facility location / place of exam	-0,05		
Quality facilities tutorial place	-0,16		
Reliability			

Variable / Indicator	GAP	GAP Total	Priority
Registration file processing service	0,04		
Payment services for UT partners	0,07		
Mastery of the Materials of the Tutor	-0,1		
Compatibility of the implementation of the tutorial with the schedule	0	-0,0415385	5
Easy access to tuton	0,01		
Mastery of Instructor Material	-0,04		
Compatibility of practice / practicum with schedule	-0,08		

Variable / Indicator	GAP	GAP Total	Priority
Ease of getting the practice / practicum implementation schedule	-0,02		
Ease of obtaining teaching materials	-0,07		
Speed of acceptance of teaching materials	-0,15		
Ease of understanding of teaching materials	-0,06		
Ease of use of TBO application	-0,15		
Ease of getting test execution information	0,01		
Responsiveness			

Variable / Indicator	GAP	GAP Total	Priority
Ease of contacting UT Staff	-0,02		
Hospitality of UT staff in serving students	0		
Ease of contacting tutor	-0,01		
The role of Tutor in helping students understand course material	-0,05	-0,0428571	4
Feedback given by the tutor to the exercise / task	-0,1		
The role of Instructor in assisting the implementation of practice / practicum	-0,06		

Variable / Indicator	GAP	GAP Total	Priority
Feedback given by the instructor during practice / practicum implementation	-0,06		
Assurance			
Tuition fees paid by students compared to the services provided	-0,05		
Clarity of information about UT	-0,05		
Availability of teaching materials at TBO	-0,14	-0,0533333	3
The suitability of the teaching materials received with the ordered ones	-0,05		

Variable / Indicator	GAP	GAP Total	Priority
The teaching materials are accepted before the first meeting of the tutorial	-0,06		
Order of execution of the test	0,03		
Empathy			
Speed of Complaint Handling	-0,07		
Settlement service of registration case	-0,04	-0,0566667	2
Speed of case resolution value	-0,06		

Based on the above table, the largest gap value is obtained on tangible variables. Thus the tangible variable is the variable that becomes the first priority in service improvement.

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