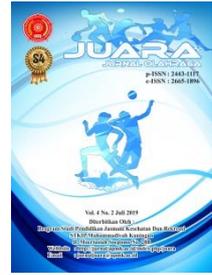




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Educational Service Satisfaction: Study in Applied Sports Coaching Study Program of Universitas Negeri Surabaya

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Abstract

University, which is the only vocational education program in sports in Indonesia. This study used quantitative survey research with 47 undergraduate students of Applied Sports Coaching at Surabaya State University as research subjects. The instrument used uses the SERVQUAL method, which consists of five dimensions, reliability, responsiveness, assurance, empathy, and tangible, with 22 questions. The research questionnaire is given online when students make a study plan. The results showed that the Customer Satisfaction Index (CSI) value was 66.58%. The dimensions of responsibility and credibility are the best compared to the other dimensions. The conclusion is that overall the level of satisfaction with educational services felt by students at the Bachelor of Applied Sports Coaching at Surabaya State University is in the satisfied category. However, some dimensions need to be improved, namely, transparency and fairness.

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INTRODUCTION

Higher education is at the college or university level and is considered one of the most important instruments in a nation's individual, social, and economic development (Mukhtar et al., 2015). The quality of education offered by higher education institutions directly impacts the overall performance of a country (Rahman et al., 2020).

UNESCO states that higher education is a scientific and cultural asset allowing personal development and economic, technological and social changes (UNESCO, 2022b). Higher education institutions are important in promoting lifelong learning; they can also develop skills and knowledge and the potential to mobilize educational resources and provide equal learning opportunities for diverse populations (UNESCO, 2022a). In Indonesia, the function of higher education has been mentioned in the Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 concerning Higher Education, in article 4 it states that the function of higher education is to develop abilities and form a noble character and civilization of the nation in order to educate the nation's life; develop an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma; and developing science and technology by paying attention to and applying humanities values.

Currently, the higher education industry is affected by globalization, so it has increased competition between higher education institutions (Weerasinghe et al., 2017). This competition will encourage higher education institutions to produce quality human resources and have high competitiveness (Udjang & Subarjo, 2019). One of the keys to winning the competition in higher education in this era of globalization is to strive to increase consumer satisfaction with university services to their students (Tjiptono, 2004).

Satisfaction can be interpreted as happiness obtained when one's needs and desires have been met (Saif, 2014). Student satisfaction is a subjective perception on the part of students about how well the learning environment can support academic success (Talegeta et al., 2018), and it is one of the factors influencing the quality and effectiveness of any college program as well as the outcomes and graduation rates of students (Bashir et al., 2021). Furthermore, it is one of the factors influencing the quality and effectiveness of any college program, as well as the outcomes and graduation rates of students (Navarro et al., 2005). The success of higher education institutions also depends on the quality of education and the quality of educational services provided to students (Clewes, 2010; Islam & Salma, 2016). Other studies have also shown a significant relationship between student satisfaction and services provided by higher education institutions (Motefakker, 2016).

To find out the level of student satisfaction with the educational services received, you can use the method by comparing expectations and reality felt by students (Bhakti & Rahmawati, 2018). The Applied Undergraduate Study Program (D4) of Universitas Negeri Surabaya Sports Coaching has an excellent vision and mission. In order for the vision and mission that has been made to be achieved, the entire academic community must create a supportive environment. Institutions can make various efforts to improve student services, for example, by providing responsive and friendly services, providing infrastructure, and facilitating access to learning. The maximum level of satisfaction obtained by students will improve the quality of educational services at their institutions (Mahsup et al., 2020). Thus, with the best educational services, they will be able to produce reliable graduates with the quality to implement knowledge in their work. Therefore, with this research, it is hoped to analyze the level of student

satisfaction with the services provided by the D4 Sports Coaching study program, Universitas Negeri Surabaya, and can evaluate to improve educational services in this study program.

METHODS

The method section must be short, concise, clear, but sufficient. He explained the use of research methods, implementation procedures, tools, materials, or instruments must be well explained, but not in the form of theory. If deemed necessary, there is an appendix regarding the instrument lattice or the piece of material used. If there are statistical formulas that are used as part of a method, formulas that are commonly used do not need to be written. For example, there are specific conditions set by researchers to collect and analyze data explained in the section on this method. This section is written for a maximum of 10% (for qualitative research) or a maximum of 15% (for quantitative research) of the article body.

This research is a survey research with a quantitative approach. Forty-seven

undergraduate students of applied sports coaching in the Vocational program of Universitas Negeri Surabaya filled out an online questionnaire that illustrated the level of satisfaction with service and the process of implementing education obtained in the applied undergraduate study program of sports coaching vocational program of Universitas Negeri Surabaya. The service satisfaction survey instrument and the process of implementing education use the SERVQUAL method, which divides service quality into five dimensions, namely the dimensions of reliability, responsiveness, assurance, empathy, and tangible (Apriyanto, 2016). The total questions from the five dimensions are 22 questions that describe the expectations and realities that have been received from the results of the service, and the process of implementing education in the undergraduate applied sports coaching program of the vocational program of Universitas Negeri Surabaya in 2022. The followings are the dimensions and indicators in this research questionnaire.

Table 1. Dimensions in The Questionnaire

Name	Code	Notes
Reliability (Credibility)	P1	Lecturer's mastery of lecture material
	P2	Lecturer delivery in lecture material
	P3	Structural and independent assignments according to the weight of the credits and the purpose of the lecture
	P4	Good and correct use of Indonesian
	P5	Suitability of assignments and exam questions with learning objectives
	P6	Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily
Responsiveness (Fair)	P7	Punctuality in starting and starting lectures
	P8	Punctuality of assignments to students by lecturers
	P9	Lecturer's willingness to give follow-up exams
	P10	Do not accept suggestions and input from students in the lecture and mentoring process
	P11	The ability to create a conducive learning atmosphere to motivate students
	P12	Ease of service for lecturers, education staff and managers in solving academic problems
	P13	Implementation of UTS/UAS according to the academic calendar

Assurance (Liability)	P14	Meeting face-to-face 15 times/semester
	P15	Transparency in presenting value
	P16	The friendliness of the education staff to serve
	P17	Educational/laboratory staff serve students according to working days
Empathy (Accountability)	P18	Objectivity in assessment
	P19	Lecturers and students together make lectures at the beginning of the semester meeting
	P20	Communication of education personnel in service
Tangible (Transparant)	P21	Easy access to information system-based service facilities (SSO Unesa and website) Availability and quality of
	P22	laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities

The answers to the questions in the questionnaire are given in the form of numbers on a Likert scale (Hemsley-Brown et al., 2010). Excellent answers are given a value of 4, well given a value of 3, given a value of 2 and less are given a value of 1. The collected data were then analyzed using a gap analysis of the expected value of educational services and the reality obtained, the percentage of the suitability of respondents (TKi) and quadrant analysis based on cartesian diagrams and calculating the customer satisfaction index. The formula of the gap analysis is the value of

expectations – the value of reality, then the formula of the percentage of conformity of respondents (TKi) is $((1 - \text{Gap} / \text{Expectation}) \times 100)$, while the formula of customer satisfaction index (CSI) is

$$CSI = \frac{H \cdot K}{5 \cdot H} 100\%$$

Description:

CSI = Customer Satisfaction Index;
H = Value of expected educational services;
K = Value of education services received.

Table 2. Student Satisfaction (Attamimi & Maryani, 2019)

Score	Description
0.00 – 0.34	Very dissatisfied
0.35 – 0.50	Not Satisfied
0.51 – 0.65	Quite satisfied
0.66 – 0.80	Satisfied
0.81 – 1.00	Very satisfied

FINDINGS AND DISCUSSION

Findings

This result was obtained from filling out an online questionnaire on the academic information system of Universitas Negeri Surabaya, 47 students of the Sports Coaching Study Program, when filling out the Study Plan

Card in 2022. The questionnaire contains five dimensions, reliability, responsiveness, assurance, empathy and tangible, to describe student satisfaction with services and the process of implementing education. Before the questionnaire was distributed, the questionnaire was tested for validity and reliability using SPSS software with Pearson correlation equations. The results are presented in table 3 below.

Table 3. Validity test result using pearson correlation equation

Dimension	Code	r-statistics hope	r-statistics reality	r-table	Description
Reliability (Credibility)	P1	0.900	0.932	0.288	Valid

	P2	0.826	0.908	0.288	Valid
	P3	0.849	0.631	0.288	Valid
	P4	0.975	0.819	0.288	Valid
	P5	0.963	0.864	0.288	Valid
	P6	0.893	0.949	0.288	Valid
Responsiveness (Fair)	P7	0.882	0.835	0.288	Valid
	P8	0.882	0.903	0.288	Valid
	P9	0.782	0.907	0.288	Valid
	P10	0.890	0.853	0.288	Valid
	P11	0.711	0.951	0.288	Valid
	P12	0.931	0.840	0.288	Valid
Assurance (Liability)	P13	0.975	0.718	0.288	Valid
	P14	0.963	0.951	0.288	Valid
	P15	0.910	0.920	0.288	Valid
	P16	0.856	0.717	0.288	Valid
	P17	0.932	0.924	0.288	Valid
Empathy (Accountability)	P18	0.963	0.947	0.288	Valid
	P19	0.952	0.929	0.288	Valid
	P20	0.910	0.870	0.288	Valid
Tangible (Transparant)	P21	0.857	0.819	0.288	Valid
	P22	0.952	0.921	0.288	Valid

Table 3 above shows all valid data with calculated r-statistics > r-table (0.288). Furthermore, the reliability test using SPSS with the Alpha Cronbach formula obtained results of 0.988 for the expectation value and 0.984 for the actual value. The result was declared reliable because Cronbach's Alpha

value was > 0.60 (Romdloni & Widyaningrum, 2022). Questionnaires that meet the requirements of validity and reliability are subsequently given to respondents and analyzed. The following are the results of filling out the questionnaire and its analysis presented in table 4.

Table 4. The results of the service analysis and the process of implementing education dimensions of reliability (credibility)

Dimension	Code	Statement	K	H	GAP	Tki (%)
Reliability (Credibility)	P1	Lecturer's mastery of lecture material	3.40	3.51	0.11	96.97
	P2	Lecturer delivery in lecture material	3.34	3.55	0.21	94.01
	P3	Structural and independent assignments according to the weight of the credits and the purpose of the lecture	3.34	3.60	0.26	92.90
	P4	Good and correct use of Indonesian	3.32	3.57	0.26	92.86
	P5	Suitability of assignments and exam questions with learning objectives	3.30	3.55	0.26	92.81
	P6	Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily	3.38	3.55	0.17	95.21
Mean			3.35	3.56	0.21	94.13

Table 4 above shows the average results of the values of reality (K), expectation (H), gaps and percentages of respondents'

conformity (TKi) from the six indicators on the credibility dimension (reliability). The results showed that the reality value (K), which is an

illustration of the services provided and the process of implementing the education provided, obtained a value that is lower than the expected value ($K < H$). Then the average gap

between reality and expectations was 0.21, and the percentage of respondents' conformity was 94.13%.

Table 5. The results of service analysis and the process of implementing education dimensions of responsiveness (fair)

Dimension	Code	Statement	K	H	GAP	Tki (%)
Responsiveness (fair)	P7	Punctuality in starting and starting lectures	3.26	3.55	0.30	91.62
	P8	Punctuality of assignments to students by lecturers	3.36	3.53	0.17	95.18
	P9	Lecturer's willingness to give follow-up exams	3.32	3.47	0.15	95.71
	P10	Do not accept suggestions and input from students in the lecture and mentoring process	3.26	3.51	0.26	92.73
	P11	The ability to create a conducive learning atmosphere to motivate students	3.36	3.47	0.11	96.93
	P12	Ease of service for lecturers, education staff and managers in solving academic problems	3.28	3.49	0.21	93.90
Mean			3.30	3.50	0.20	94.34

The results of table 5 show the average value of reality (K), expectation (H), the difference (gap) and the percentage of respondent suitability (TKi) from the six indicators on the dimension of justice (responsiveness). The result is that the reality value (K) of the services provided and the

process of implementing the education provided obtained a score that is lower than the expected value ($K < H$). Then the average gap between reality and expectations was 0.20, and the percentage of respondents' conformity was 94.34%.

Table 6. The results of service analysis and the process of implementing education dimensions of assurance (liability)

Dimension	Code	Statement	K	H	GAP	Tki (%)
Assurance (Liability)	P13	Implementation of UTS/UAS according to the academic calendar	3.28	3.57	0.30	91.67
	P14	Meeting face-to-face 15 times/semester	3.36	3.55	0.19	94.61
	P15	Transparency in presenting value	3.45	3.53	0.09	97.59
	P16	The friendliness of the education staff to serve	3.34	3.64	0.30	91.81
	P17	Educational/laboratory staff serve students according to working days	3.43	3.53	0.11	96.99
Mean			3.37	3.57	0.20	94.53

Table 6 above shows the average results of the values of reality (K), expectation (H), gaps and percentages of the suitability of respondents (TKi) from the five indicators on the dimension of responsibility (Assurance). The results showed that the reality value (K), which is an illustration of the services provided

and the process of implementing the education provided, obtained a value that is lower than the expected value ($K < H$). Then the average gap between reality and expectations was 0.20, and the percentage of respondents' conformity was 94.53%.

Table 7. The results of service analysis and the process of implementing education dimensions of empathy (accountability)

Dimension	Code	Statement	K	H	GAP	Tki (%)
Empathy (Accountability)	P18	Objectivity in assessment	3.36	3.55	0.19	94.61
	P19	Lecturers and students together make lectures at the beginning of the semester meeting	3.36	3.51	0.15	95.76
	P20	Communication of education personnel in service	3.28	3.53	0.26	92.77
Mean			3.33	3.53	0.20	94.38

The results of table 7 show the average value of reality (K), expectation (H), the difference (gap) and percentage of respondent suitability (TKi) of the three indicators on the accountability dimension (emphaty). The result is that the reality value (K) of the services

provided and the process of implementing the education provided obtained a score that is lower than the expected value ($K < H$). Then the average gap between reality and expectations was 0.20, and the percentage of respondents' conformity was 94.38%.

Table 8. The results of service analysis and the process of implementing education dimensions of tangible (transparent)

Dimension	Code	Statement	K	H	GAP	Tki (%)
Tangible (Transparent)	P21	Easy access to information system-based service facilities (SSO Unesa and website)	3.23	3.43	0.19	94.41
	P22	Availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities	3.34	3.53	0.19	94.58
Mean			3.29	3.48	0.19	94.49
The mean of the five dimensions			3.33	3.53	0.20	94.38

The results of table 8 show the average value of reality (K), expectation (H), the difference (gap) and the percentage of conformity of respondents (TKi) from the two indicators in the transparent dimension (tangible). The result is that the reality value (K) of the services provided and the process of implementing the education provided obtained a score that is lower than the expected value ($K < H$). Then the average gap between reality and expectations was 0.19, and the percentage of respondents' conformity was 94.49%. In addition, the average results of the five dimensions of credibility, fairness, responsibility, accountability, and transparency

show the results of reality values that are lower than expectations ($K < H$). The average gap between reality and expectations from the five dimensions was 0.20, and the percentage of conformity of respondents from the five dimensions was 94.38%.

After the gap analysis and the results were obtained, a Customer Satisfaction Index (CSI) analysis was carried out. The CSI analysis was carried out to establish the level of student satisfaction with a methodology that considers the expectation value in each dimension measured. The results are presented in table 9.

Table 9. Student Satisfaction (Attamimi & Maryani, 2019)

Dimension chart	Reality (K)	Hope (H)	K.H
Reliability/Credibility	3.35	3.56	11.90624
Responsiveness/Fair	3.30	3.50	11.5791

Assurance/Liability	3.37	3.57	12.01804
Empathy/Accountability	3.33	3.53	11.77305
Tangible/Transparant	3.29	3.48	11.43538
The mean of the five dimensions	3.33	3.53	11.74
Total	16.64	17.64	58.71

Table 9 above shows that the difference between the expected value and reality is 58.71. This calculation is then calculated using the CSI formula. Here is the CSI formula:

$$CSI = \frac{H.K}{5.H} 100\% = \frac{58.71}{5 \times 17.64} 100\% = 66.58\%$$

The CSI result was obtained at 66.58% from the calculation of CSI above. When viewed in table 2, these results are included in the "Satisfied" category in the educational

process services provided by the D4 Sports Coaching Study Program, Vocational Program, Universitas Negeri Surabaya.

After knowing the student satisfaction index using the CSI formula, an analysis was then carried out using a cartesian diagram to analyze the priority of improving each dimension of the quality of educational services in the D4 Sports Coaching Study Program, Vocational Program, Universitas Negeri Surabaya. The result is presented in figure 1 below.

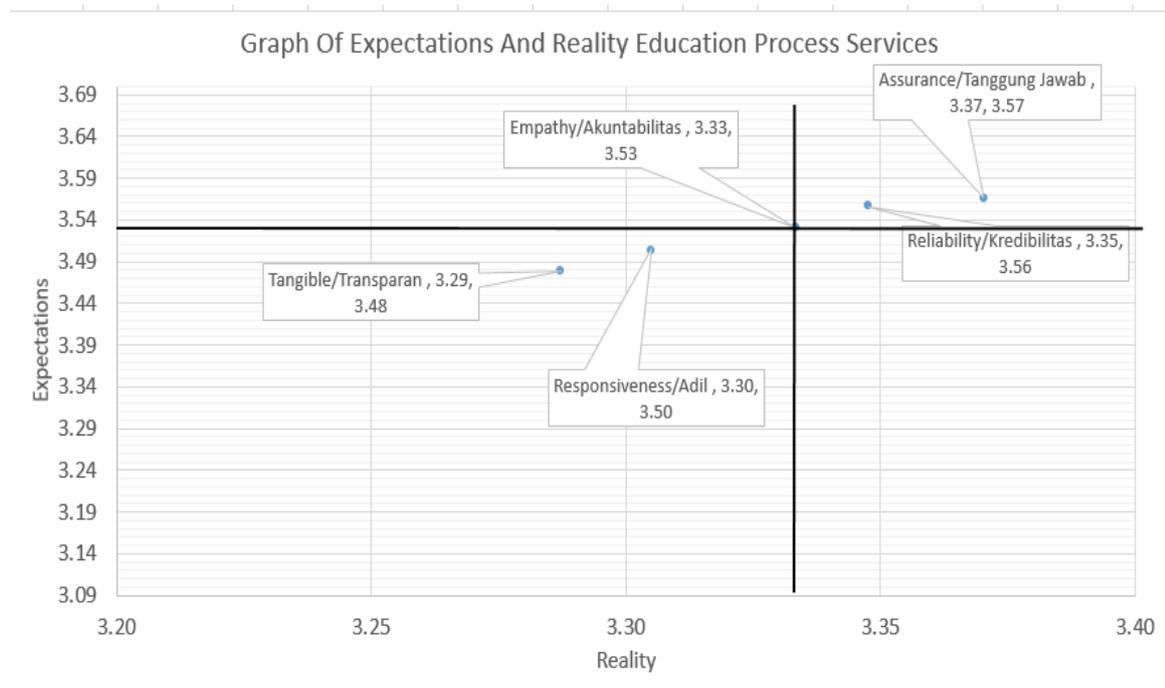


Figure 1. Test Information Function

The cartesian diagram above shows that the dimensions of responsibility and credibility are in quadrant I. These results illustrate that the dimensions of responsibility and credibility were successfully given and deserve to be maintained. The accountability dimension is in the middle of the quadrant, which means that the value is equal to the average value of the five dimensions. This is quite good, but it needs

to be improved again to arrive at quadrant I, which exceeds the average value of all five dimensions. Meanwhile, the transparent and fair dimensions show that respondents or students are dissatisfied with the services and process of implementing education because they are in quadrant III. The transparent dimension includes easy access to information system-based service facilities (Academic

information system and Universitas Negeri Surabaya website) and the availability and quality of laboratories/ workshops/ libraries/ networks/ classrooms, etc., supporting academic activities. While the dimensions of justice include punctuality in starting and ending lectures, Timeliness of returning assignments to students by lecturers, the willingness of lecturers to provide follow-up exams, lecturers are willing to accept suggestions and input from students in the lecture and guidance process, Ability to create a conducive learning atmosphere to motivate students, Ease of service for lecturers, academic staff and managers in solving academic problems. This dimension of justice that has the

Discussion

Satisfaction value is often measured based on the difference between expectations of the services provided and the reality of the services received (Trasorras et al., 2009). The satisfaction value measured in this study is student satisfaction with the services and process of implementing education through the sports coaching study program of the vocational program of Surabaya state university. The results of the quadrant analysis show that the dimensions of reliability and assurance are in quadrant 1 (fig.1). The reliability dimension consists of 6 statements indicating all the values of expectations towards educational services that are greater than the value of reality received. Of the six statements, the most significant percentage of respondents' conformity (TKi) was the lecturer's mastery of the lecture material. The Bachelor of Applied Sports Coaching study program has 12 permanent lecturers with educational qualifications by the courses taught so that they are proficient in the lecture material. According to Musset (2010), a teaching staff plays a very important role in the quality of education and dramatically affects students' progress. The institution must carry out the recruitment of teaching staff with the required competencies (Pozarnik, 2009). In addition, the Bachelor of Sports Coaching

value of respondents' suitability indicates punctuality in starting and ending lectures.

Results can be presented in tables of figures, graphs, verbal descriptions, or a combination of the three. Tables, graphics, or images may not be too long, too large, or too many. The writer should use variations in the presentation of tables, graphs, or verbal descriptions. The tables and graphs presented must be referred to in the text. How to write a table is shown in Table 1. The table does not contain vertical lines (vertical) and horizontal lines (flat) only in the head and tail of the table. The size of the contents of the tables and figures may be reduced.

Applied Study Program has guest lecturers who have professional experience in sports and who also provide lecture materials based on the situation in the field. According to Alebaikan (2016), lectures by guest lecturers who are professionals in their fields will be able to provide students with the experience of connecting theory with the practice of reality in the field. Guest lecturers can share their experiences in the field with students so that students can take lessons from them (Costello, 2012; Swan, 2013). According to Eveleth & Baker-Eveleth (2009) the existence of guest lecturers also has benefits, including increasing the credibility of lecture materials, sharing experiences with students, and inspiring students to achieve their future.

In the assurance dimension, five statements show that all expectations for educational services are more significant than the value of reality received. Of the five statements, transparency in giving grades has the most significant percentage of respondent conformity percentage (TKi) (table 6). The Bachelor of Sports Coaching Applied Study Program uses an online information system called "Single Sign On (SSO) Unesa" with a link address: <https://sso.unesa.ac.id/> in which there is all lecture information, including giving grades to students. To achieve an international standard university, the University must have

online-based information facilities to provide transparent information to the world (Bahari et al., 2019). Transparency is information that can be accessed by the public about the purpose and objectives of an organization (Vaccaro & Madsen, 2009). Transparency benefits universities, including (a) preventing poor management practices; (b) enhancing the legitimacy of the college as a professional unit serving the community and; (c) as a means of public discussion and participation in the strategic policies of the University (Ricci, 2013).

Based on the courtesies diagram in figure 1, the results are obtained that the dimensions of assurance and reliability are in quadrant I, which means that assurance and reliability are considered necessary by students and are by the reality of the educational services obtained so that the level of satisfaction is relatively higher (Fitriana et al., 2020). Indicator statements in this quadrant must be maintained because all these things make service excellence in students' eyes (Yola & Budianto, 2013). In contrast, the tangible dimensions and responsiveness are in quadrant III, which means that the statements that describe the tangible and responsiveness dimensions have a low priority because of the low expectation value of students. This can affect student satisfaction with the educational services provided, but the study program must continue to provide good educational process services (Amri et al., 2021). An educational service must be transparent/tangible so that students can know their learning progress (Settiawan & Hilmawan, 2016). Schools and higher education need to collect data about students, their test scores, credits earned, and other pertinent information, such as mentoring, discipline, and educational status. Schools and colleges use this data to monitor their academic progress, as well as evaluate in developing effective and efficient teaching and learning strategies. Transparency is also used as an excuse to allow third parties to access this

student data for purposes such as communicating with parents, accreditation assessments, and identifying the quality of service to students (PTAC-CL, 2014).

The Customer Satisfaction Index (CSI) method is used to determine the overall level of customer satisfaction (Anggraini et al., 2015). The results of the CSI analysis obtained a value of 66.58%. This value is in the range of 0.66 – 0.80, which means that overall, students are satisfied with the education process services provided based on the five dimensions (see table 2). The value of the Customer Satisfaction Index (CSI) can be increased by making improvements to the attribute performance from the results of the Importance Performance Analysis (IPA) (Anggraini et al., 2015).

The limitation of this study is that it only focuses on students currently studying at the Bachelor of Applied Sports Coaching, Surabaya State University, regardless of the length of study. The study duration is considered not to differentiate between the educational services obtained.

CONCLUSION

Overall, the students are satisfied with the level of satisfaction with educational services at the Bachelor of Applied Sports Coaching at Surabaya State University. However, some dimensions need to be improved, especially transparency and fairness. The recommendations given are increasing the transparent dimension of services. Ease of access to information system-based service facilities (Unesa SSO and website), Availability and quality of laboratories/ workshops/ libraries/ networks/ classrooms, etc., in supporting academic activities. Then the fairness dimension needs to be improved on services Punctuality in starting and starting lectures, Punctuality of assignments to students

by lecturers, Lecturer's willingness to give follow-up exams, Do not accept suggestions and input from students in the lecture and mentoring process, The ability to create a conducive learning atmosphere to motivate students, ease of service for lecturers, educate staff and managers in solving academic problems.

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