



EDUCATION POWER SATISFACTION INDEX ON UIN WALISONO SEMARANG SERVICES

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Abstract

Quality assurance is one of the benchmarks that can be seen in assessing the quality of a university. All efforts that can be made related to the quality assurance process must be carried out starting from the level of study programs to tertiary institutions and a thorough evaluation not only related to the learning curriculum but also the human resources involved in it. One of the essential human resources involved in the learning process is educators. The optimal performance of educators will affect the whole teaching and learning process, and the implementation of these educators is strongly influenced by satisfaction with campus services. So, this study aims to analyze the satisfaction of education personnel with the services provided by the campus. Surveying educators carried out the data search process in the UIN Walisongo Semarang. Nine aspects are analyzed by the level of satisfaction by educators, namely 1) Recruitment and Selection, 2) Employee Orientation and Placement, 3) Training, Learning and Development Tasks, 4) Job Evaluation 5) Career Paths 6) Welfare 7) Attendance and Assignment System, 8) Termination and 9) Campus Facilities. The results of the analysis obtained are that the satisfaction of education personnel is at a moderate to a very high level with the aspect that shows the highest satisfaction in the achievement and assignment system variable (3.50) and the element that is at the lowest level of satisfaction is the welfare variable (3.14).

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INTRODUCTION

UIN Walisongo Semarang has committed to becoming an institution that provides quality education. This commitment is written in the University's Vision,

namely "The Leading Research Islamic University Based on the Unity of Science for Humanity and Civilization in 2038". To support the University's Vision, all education providers (employees, lecturers, functionaries/structural administrators) must continuously improve the quality of services. The quality of this service is related to the quality assurance process, where the quality assurance process is a necessary condition for accreditation. So that the entire process of maintaining service quality must be measured and supervised by the authorized institution. To calculate the achievement of the targets that have been made, it is necessary to have an assessment that various methods can do. The implementation of the stages of the quality assurance system will be achieved if it is supported by top management in higher education institutions and collaborates with other educational institutions. These two things will make quality assurance effectiveness achievable (Seyfried & Pohlenz, 2018).

Higher Education is an educational institution that is expected to create a quality young generation, have the critical thinking, be creative, innovative, and survive in the era of global competition in the 21st century (Matei & Iwinska, 2016). Improving the quality of education is a necessity for all countries, both developing and developed countries. It becomes a culture for the community to continuously improve themselves through various available educational facilities (Nizar, Amalia, & Nurwati, 2018). According to Law Number 12 of 2012 concerning Higher Education and the Indonesian Higher Education System, the implementation of higher education aims to:

- 1) Develop the potential of faithful and devoted students, have a noble character, are healthy, capable, have adequate knowledge, act and think creatively, independently (personality), skilled, competent, and cultured.
- 2) Universities can produce graduates who master science and technology, build national interests, and have national competitiveness.
- 3) Able to make knowledge for the advancement of civilization and the welfare of the nation.
- 4) The realization of research-based community service, general interest, and the achievement of the nation's intelligence.

Educational institutions must be more professional and conduct competition in a fair climate to not harm the educational institution concerned, the government, and the community (Galeeva, 2016).

Universities are always required to provide excellent service and follow the development of science and technology. Improving the quality of higher education is an effort made to increase the competence and professionalism of educators and education staff to achieve the vision and mission of higher education by improving the quality of educators and education personnel through educational qualification standards, increasing competence and professionalism. Thus, universities are required to improve the quality of education that can produce graduates who excel in integrating science with Islamic values, based on the implementation of education in line with good governance principles, combined with personality development and the development of academic networks. Therefore, universities are expected to improve managerial and governance qualities based on accountability, transparency, and efficiency, contribute to national education and create a competitive nation.

The main components in the management and implementation of a university include lecturers and education staff, campus managers, and campus information systems. In the continuity of education in higher education, the presence of students, the role of lecturers or teaching staff is very much needed. Managerial or campus managers are also very much required in services to students, lecturers, employees,

alumni, stakeholders, or the community around the campus, which aims to develop higher education. Service to the community will not be maximized if done conventionally, so we need an information system that helps better service, and its reach can be even more comprehensive. If all of these components are appropriately managed, universities can achieve maximum results to increase productivity and efficiency in content and existing resources.

The increase in the quality of the services provided will not be separated from the level of satisfaction of the organizers with higher education services, including education personnel who also serve directly from students. Satisfaction with a service is related to the confirmation and disconfirmation process with expectations, so satisfaction will be related to the disconfirmation experience, which is a real personal experience, (Grawal, and Brown 1994). This study aims to measure and analyze the index of satisfaction of education personnel with the services provided by the campus.

METHOD

The academic community satisfaction index measurement was carried out in September - October 2020 at UIN Walisongo Semarang. The education staff satisfaction survey was conducted on nine aspects of services received by educational staff at the University, namely: 1) Recruitment and Selection, 2) Employee Orientation and Placement, 3) Training, Learning and Development Tasks, 4) Job Evaluation 5) Career Paths 6) Welfare 7) Attendance and Assignment System, 8) Termination and 9) Campus Facilities. Data collection to measure the satisfaction index of the academic community of UIN Walisongo was carried out through a survey using a questionnaire instrument. Each indicator is calculated on a Likert scale of 1-4. This study uses a quantitative approach. The population of this survey is all education staff of UIN Walisongo Semarang. Respondents from this survey are a sample of the population; respondents in this survey are education personnel. The sample used is probability sampling with a simple random sampling technique where each member of the population can become a member of the sample. The survey was conducted through a google form which was socialized and shared by the faculty team. The number of respondents who filled out this survey was 96 education personnel. The instrument's validity was carried out using the Pearson correlation technique, and reliability analysis was carried out on all items and variables that were already valid. The method used is Cronbach's alpha index. Satisfaction is measured through the average score, which is classified into five categories: Very Low, Low, Medium, High, and Very High.

The categorization criteria are:

Low	: $1.00 \leq x \leq 1.75$
Medium	: $1.76 \leq x \leq 2.50$
Height	: $2.51 \leq x \leq 3.25$
Very high	: $3.26 \leq x \leq 4.00$

RESULT

The instrument's validity is carried out using the Pearson correlation technique. The validity provisions used are the questions or variables in the questionnaire that are valid if they have a Sig value less than the error rate value of 5 percent ($\alpha = 0.05$). The results of instrument validation with Pearson correlation can be seen in table 1. From the calculations, the correlation values obtained for each indicator of each aspect are summarized in the table below.

Table 1 Test Results of the Validity of Educational Aspects

No	Variable	Correlation	Sig	Information
1	Recruitment and selection	0,77	0.000	Valid
2	Employee orientation and placement	0,65	0.000	Valid
3	Training, learning and development tasks	0,72	0.000	Valid
4	Performance Evaluation	0,73	0.000	Valid
5	Career Paths	0,74	0.000	Valid
6	Welfare	0,76	0,000	Valid
7	Attendance and assignment system	0,72	0,000	Valid
8	Stops	0,78	0,000	Valid
9	Campus Facilities	0,62	0,000	Valid

The table above shows that the correlation value for all aspects that access 9 (nine) has a Sig value smaller than the 5 percent error rate ($\alpha=0.05$); this indicates that all indicators are declared valid. Thus, it can be said that all aspects are valid. Furthermore, based on the validity of the indicators and factors, the instrument reliability test is then carried out. Reliability analysis was carried out on all valid items and variables.

Table 2. Reliability of the Satisfaction of Education Personnel

No	Variable	Cronbach Alpha	Information
1	Recruitment and selection	0,86	Reliable
2	Employee orientation and placement	0,78	Reliable
3	Training, learning and development tasks	0,83	Reliable
4	Performance Evaluation	0,84	Reliable
5	Career Paths	0,85	Reliable
6	Welfare	0,86	Reliable
7	Achievement and assignment system	0,83	Reliable
8	Stops	0,88	Reliable
9	Campus Facilities	0,77	Reliable

The reliability provisions used are the question items or variables in the questionnaire that are reliable if they have a Cronbach Alpha (CA) value greater than 0.7. From the calculation results, the CA value for each aspect has a value greater than 0.7. Thus, all elements of lecturer satisfaction are declared reliable. Therefore, it can be concluded that the instrument used is valid and reliable.

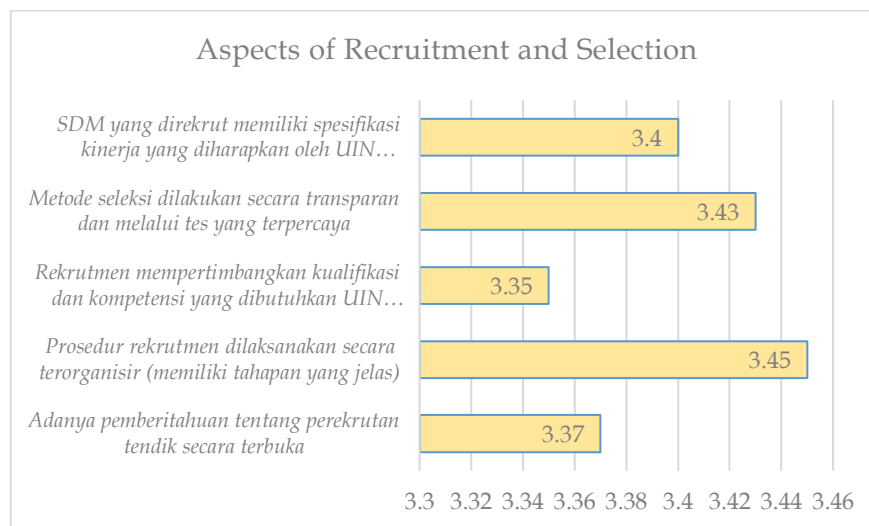
In this study, data were obtained regarding the satisfaction of education personnel in nine aspects. The results of the calculation of the satisfaction index in these nine aspects can be seen in Table 3. below.

Table 3. Education Personnel Satisfaction Index with UIN Walisongo Services

No	Aspect	Index	Category
1	Recruitment and selection	3,40	Very High
2	Employee orientation and placement	3,26	High
3	Training, learning and development tasks	3,18	Medium
4	Performance Evaluation	3,35	High
5	Career Path	3,27	High
6	Prosperity	3,17	Medium
7	Achievement and assignment system	3,50	Very High
8	Stops	3,46	Very High
9	Campus Facilities	3,21	Medium
	Index	3,31	Very High

The table above shows that the overall satisfaction index for education personnel is at a high level of 3.31. In the nine aspects measured, the highest satisfaction aspect is the presence and assignment system aspect of 3.50. at the same time, the lowest index is on the welfare aspect of 3.17.

The results of the measurement of the satisfaction index of education personnel in the aspects of recruitment and selection are visualized in the following graph:

**Figure 1.** Education Personnel Satisfaction Index on Recruitment and Selection

The diagram above shows that the highest satisfaction is in the indicators of recruitment procedures carried out in an organized manner (has clear stages) of 3.45. The lowest satisfaction is on the recruitment indicators considering the qualifications and competencies needed at UIN Walisongo Semarang, with an index of 3.35.

The measurement and data processing results on the satisfaction index on aspects

of orientation and employee placement can be presented in the following diagram.

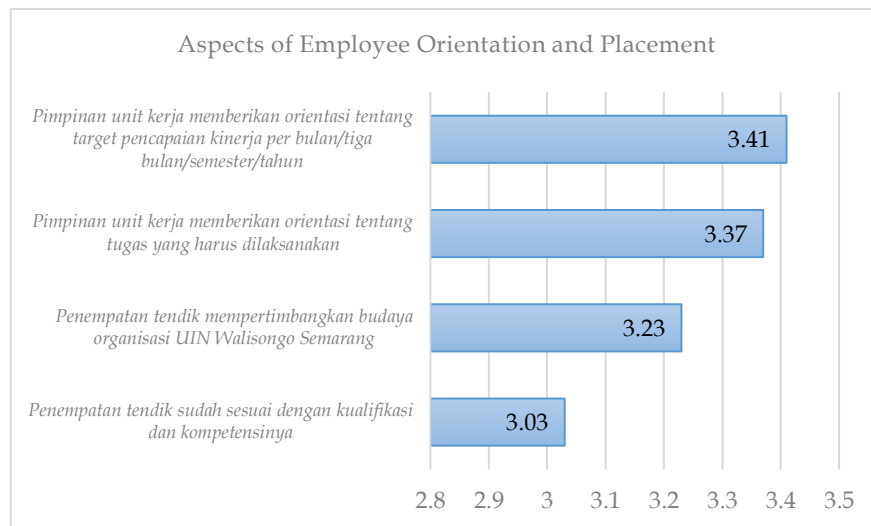


Figure 2. Education Personnel Satisfaction Index on the Aspects of Orientation and Employee Placement

The diagram above shows that the indicators of the head of the work unit provide orientation on the performance achievement targets per month/three months/semester/year. (3.41). The lowest index is in the indicator of the placement of educators according to their qualifications (3.03).

The following diagram illustrates the results of measuring aspects of training, learning, and development tasks.

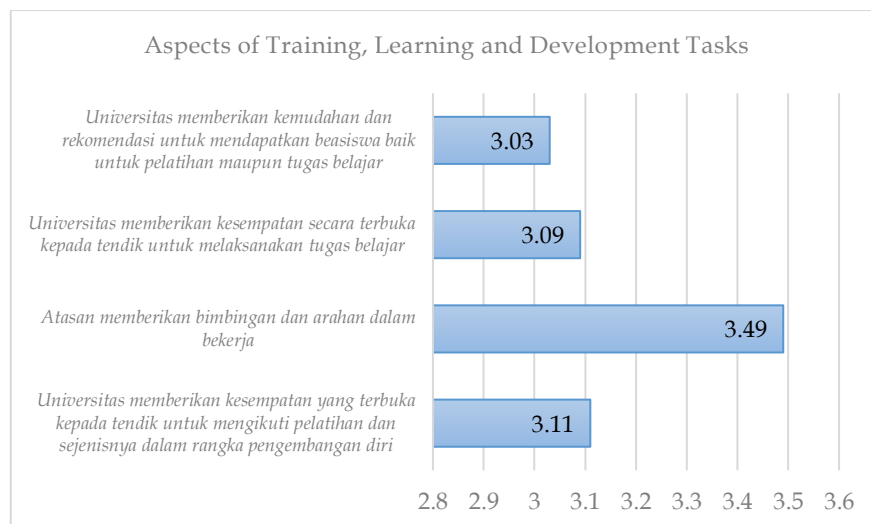


Figure 3. Educational staff satisfaction index on the aspect of training, learning and development tasks,

Based on the achievements for each indicator, it is known that the highest index is in the Guidance and Direction in Work from superior's indicator (3.49) and the lowest index is the Ease of scholarship recommendation indicator (3.03).

Based on the measurement and data processing results, the following is a diagram showing the satisfaction index for indicators in job evaluation.

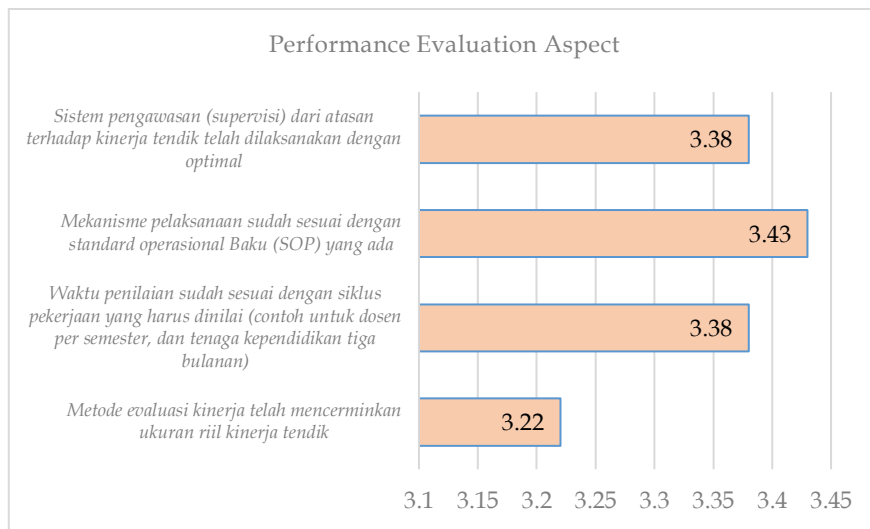


Figure 4. Education Personnel Satisfaction Index on Job Evaluation Aspect

From the diagram above, it can be seen that the highest index on the implementation mechanism indicator is by SOP standards (3.43), While the lowest indicator on the performance evaluation method has reflected the objective measure of the performance of educators (3.22).

The results of the satisfaction index measurement for the Career Path aspect are as follows:

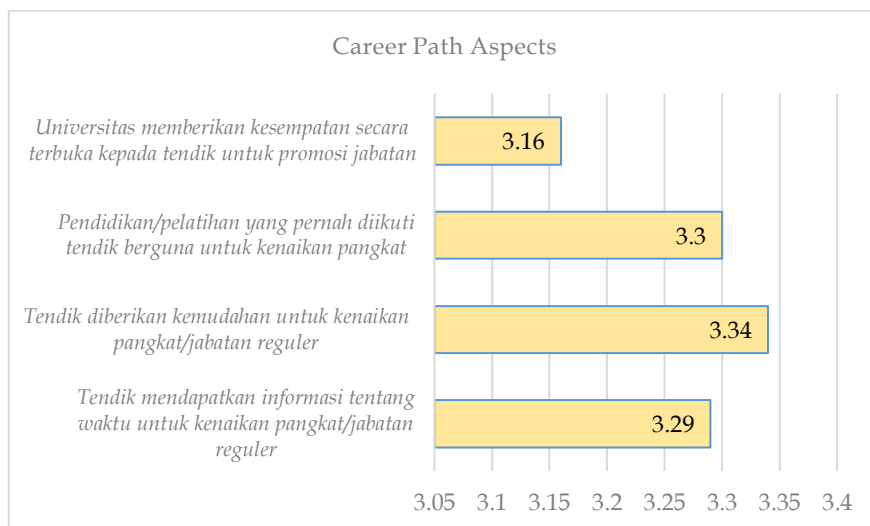


Figure 5. Education Personnel Satisfaction Index on Career Path Aspects

From the table above, it can be seen that the highest indicators are; educators are given facilities for promotions/regular positions (3.34), while the lowest index is; universities openly provide opportunities for technical promotions (3,16).

The results of the satisfaction index measurement for the welfare aspect are as follows:

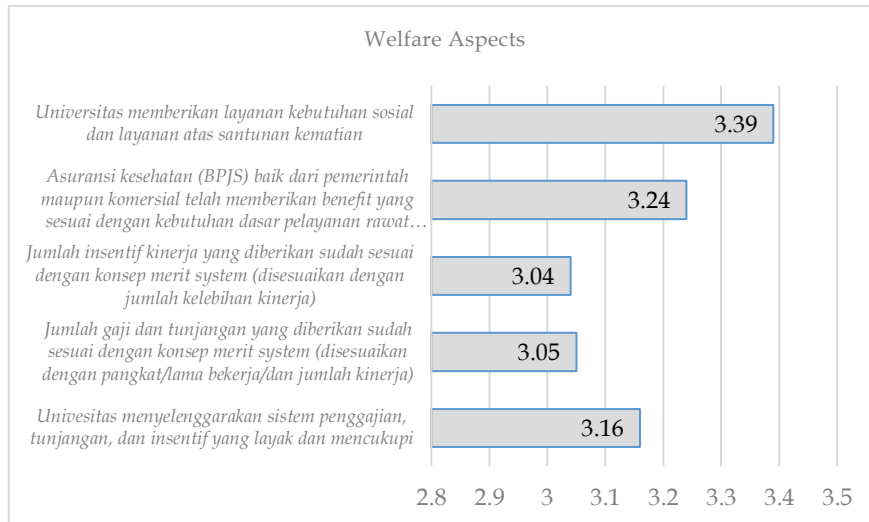


Figure 6. Education Personnel Satisfaction Index on Welfare Aspect

From the table above, it can be seen that the highest indicators are; The University provides services for social needs and services for death compensation (3.39), while the lowest index is; The number of performance incentives given is by the concept of the merit system (adjusted for the amount of excess performance) (3.04)

The results of the satisfaction index measurement for the attendance and assignment system aspects are as follows:

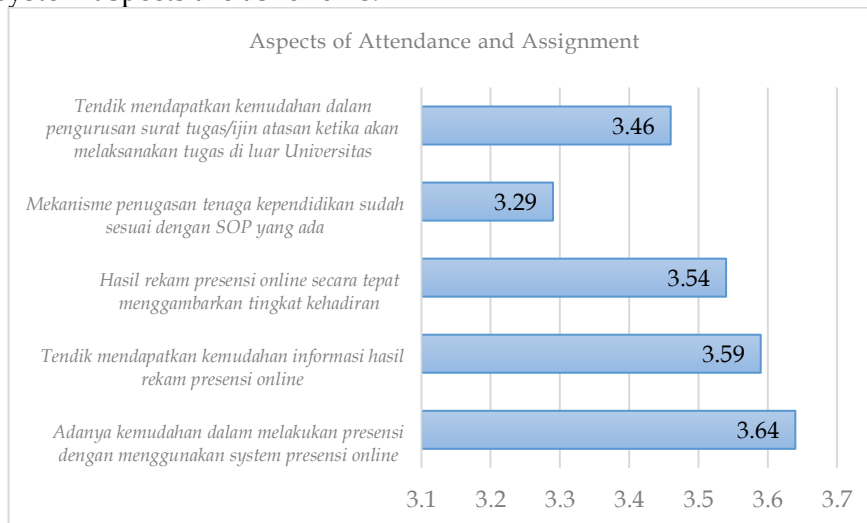


Figure 7. Education Personnel Satisfaction Index on the Aspects of the Attendance and Assignment System

The data in the diagram above shows that the highest satisfaction is in the Ease of Performing Attendance with Finger Print and the Finger Print Record Result indicator that accurately describes attendance with an index of 3.64. Meanwhile, the lowest index is the Assignment Mechanism indicator following SOP (3.29).

The results of the satisfaction index measurement for the aspect of dismissal are as follows:

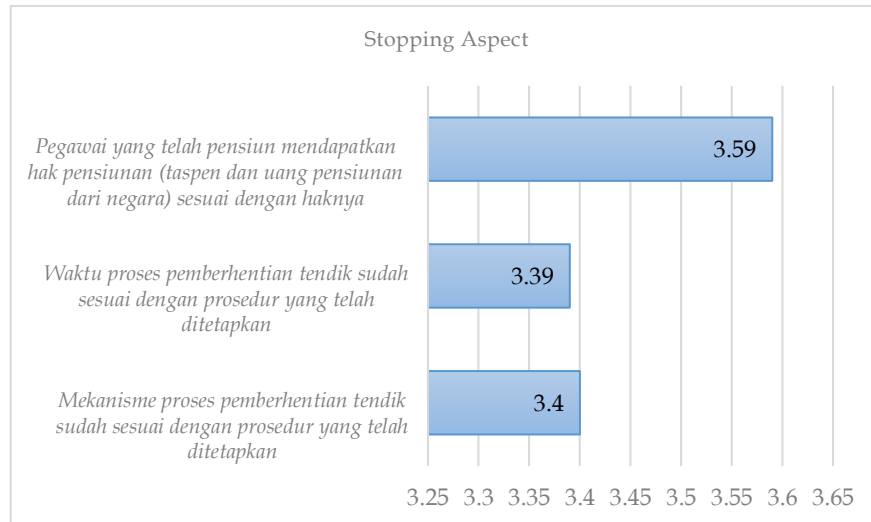


Figure 8. Education Personnel Satisfaction Index on Termination Aspect

From the table above, it can be seen that the highest indicators are; Retired employees receive pension rights (Taspen and pension from the state) by their rights (3.59), while the lowest index is; The process for dismissing educators is by established procedures (3.39).

The results of the satisfaction index measurement for the campus facilities aspect are as follows:

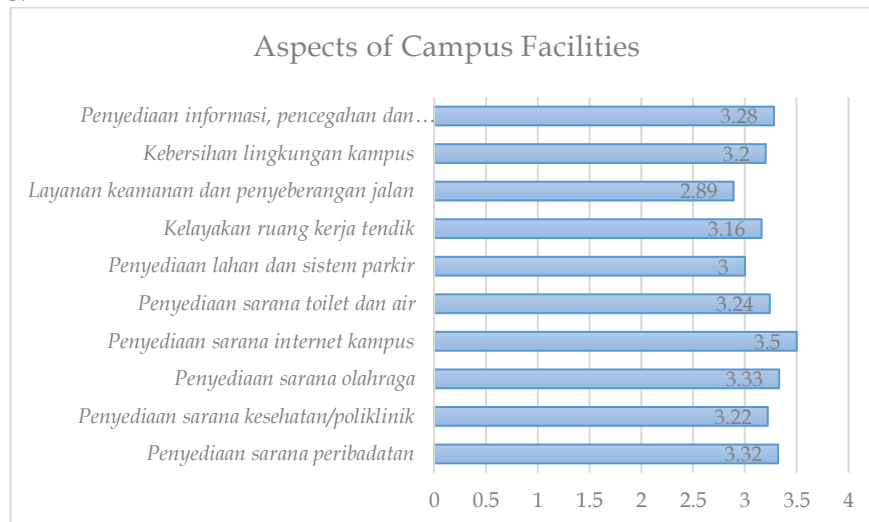


Figure 9. Education Personnel Satisfaction Index on Campus Facilities Aspect

The table above shows that the highest indicators are; Provision of campus internet facilities (3.50), while the lowest index is; security services and road crossings (2.89).

DISCUSSION

Universities must always ensure that their quality increases every year. Ways to control quality include conducting various evaluations in all aspects. Quality culture must always be emphasized in every component of the organizer of activities in higher education. Service users from a university are all those who are involved in every activity on campus, both from lecturers, educators, students, and student users. All

campus service users are an essential component in the evaluation process as parties who directly feel the services of the campus and can be asked for an assessment. According to (Kotler 2005), the overall evaluation carried out by service consumers, whether the service and its attributes are good, equal, or less than expected, is the confirmation process for a service to get input from the campus its users.

The nine aspects measured, if sorted from the highest to the lowest satisfaction rating, are as follows; aspects of achievement and assignment (3.50), aspects of dismissal (3.46), aspects of recruitment and selection (3.40), aspects of performance evaluation (3.35), aspects of career paths (3.27), aspects of employee orientation and placement (3.26), aspects of campus facilities (3.21), aspects of training, learning and development tasks (3.18) and aspects of welfare (3.14). With the evaluation of the satisfaction of the educators, it is expected to be able to increase the quality of service, especially for students. Naturally, all human resources who work in the campus environment would want to give the best for the campus where they work. Still, sometimes there is a discrepancy that causes the level of satisfaction to decrease. The staff has a sense of Responsiveness to help customers and provide responsive service (Ali and Raza 2017). Responsiveness is the willingness to help and provide fast and appropriate assistance to customers by conveying information.

The importance of quality assurance will have significant implications in several ways, namely: the mobility of students and staff, the creation of new types of higher education institutions, the freedom to manage academic programs, the implementation of distance education, and other domains where higher education exceeds the limits of established national standards, (Bernhard, 2012). In every aspect, if it is not properly facilitated, it will have an unfavourable impact on its users. The psychology of everyone is that they want to get maximum service to carry out their obligations optimally.

The measurement of the satisfaction index of education personnel in the aspects of recruitment and selection shows that the highest satisfaction is in the indicators of recruitment procedures carried out in an organized manner (having clear stages) of 3.44. This indicates that the campus's recruitment process already has clear procedures so that in each flow, there is clarity and convenience for educators to follow. The lowest satisfaction in this aspect is in the recruitment indicator considering the qualifications and competencies needed at UIN Walisongo Semarang with an index of 3.35. This is possible due to some discrepancies between the placement of employees and their competencies. Based on the measurement and data processing results on the satisfaction index on aspects of employee orientation and order, the highest indicator is the indicator of the work unit leader providing direction on performance achievement targets per month/three months/semester/year. (3.41). This shows that the leadership has been able to direct the employees well, so this can impact the work of employees who can complete their tasks on time. The lowest index is in the indicator of the placement of educators by their qualifications (3.03), so there needs to be alignment with the capabilities of each employee.

The measurement of training, learning, and development tasks show that all indicators are in the range of 2.6 – 3.4, namely achieving a moderate level of satisfaction—the highest satisfaction on neat appearance and polite behavior (3.34). The campus has set limits on the clothes that can be worn on campus so that employees can adapt well to the rules that have been set. The manners that exist in the campus environment are created because of the habit of greeting each other, respecting elders, and helping each other to create a peaceful atmosphere on campus. The lowest

satisfaction on the indicator of serving quickly and responsively (2.66). This is because the campus needs are very much so that in helping each employee, there is a delay in fulfilling it. Based on the results of the satisfaction index measurement for indicators on the work evaluation aspect, the highest index on the implementation mechanism indicator is by SOP standards (3.42), While the lowest indicator on the performance evaluation method has reflected the objective measure of the performance of educators (3.22). The campus has prepared SOPs on various aspects, both in terms of education and the use of infrastructure and services, to work easily in using these SOPs. The performance evaluation that has been carried out has not been maximized to reflect the objective measure of the performance of educators because there is a limited budget that can be used to appreciate the performance of employees.

The Career Path aspect of the highest indicators is the satisfaction index measurement; educators are given facilities for promotions/regular positions (3.34), while the lowest index is; universities openly provide opportunities for technical promotions (3,15). So, this is an evaluation for the campus to facilitate its employees in terms of advertising better. The results of the measurement of the satisfaction index for the welfare aspect are, the highest indicators are; The University provides services for social needs and services for death compensation (3.39), while the lowest index is; the number of performance incentives given is by the concept of the merit system (adjusted for the number of excess performance) (3.04). The campus already has individual budgets related to social activities so that when something undesirable happens to employees, the campus can provide compensation. The number of incentives offered still requires evaluation about the budget owned by the campus, and the budget needs to be needed to support all campus activities. The results of the satisfaction index measurement for the presence and assignment system aspects, the highest indicators are; There is convenience in doing attendance by using the online presence system (3.63). With the presence of online employees, it is easier and safer because they do not have to queue to take attendance, and it can be done using their respective communication tools. The lowest index in this aspect is; the mechanism for assigning education personnel is by existing SOPs (3,28). This is also related to the incompatibility of employee competence with placement so that some jobs are not by the SOP.

The results of the satisfaction index measurement for the aspect of dismissal, the highest indicators are; Retired employees get pension rights (Taspen and pension money from the state) by their rights (3.58), this is by the provisions that have been determined from the start. The lowest index in this aspect is that dismissing educators is by established procedures (3,39). This will evaluate the personnel department so that there can be a match between the time of the dismissal process and the existing procedures. The results of the satisfaction index measurement for the campus facilities aspect, the highest indicators are; provision of campus internet facilities (3.5). The campus internet has been strived to facilitate employees' work needs while carrying out work on campus so that activities that require an internet network can run smoothly. The lowest index is; provision of land and parking systems (3); this could be because the campus is being developed so that many parking spaces are not functioning optimally. The campus is intensifying green-campus to reduce pollution on campus.

This job satisfaction is multi-dimensional, meaning that many factors must be considered in meeting the level of job satisfaction. Indicators of satisfaction can be seen in several ways, including feelings of fairness or unfairness in receiving rewards, liking

or disliking the position they hold, attitude of refusing work or accepting full responsibility, level of motivation of employees reflected in work behavior, and positive or negative on organizational policies (Rusydiati, 2017). The campus as a place for educators to work is an organizer that must accommodate all input and criticism from its users to maximize services further. Customer satisfaction is related to trust in the company, such as reputation, achievements, and so on (Ramanathan, Subramanian, & Parrott, 2017). Job dissatisfaction (Wendel L. French, 2006: 123-124) can lead to adverse situations such as disruption of the smooth running of the work process. It can affect the physical and psychological effects of employees. Job satisfaction benefits an organization regarding productivity growth in work done with colleagues and provides its pleasure (Tabancali, 2016).

The educators work from Monday to Friday with a lot of work and demands, so balancing rights and obligations must be carefully considered to not interfere with campus performance, and activities can run smoothly. There needs to be a good synergy between campus leaders and policymakers, and employees. Communication is the primary key so that there is a symbiotic relationship of mutualism in all components of the campus. To encourage employees to work entirely with a sense of responsibility, a leader is expected to have the following abilities and strengths, namely: (1) The ability and strength in thinking to control the organization or workgroup he leads; (2) strengths in personality, especially about enthusiasm, tenacity, courage, wisdom and fair dealing, self-confidence, hospitality, emotional stability, honest humility, modesty, and discipline; (3) advantages in knowledge, especially in formulating policies, understanding and knowing the behavior and job satisfaction of teachers or subordinates they lead. (Yenti, 2015).

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