



## The Level of Student Satisfaction with the Quality of Universitas Negeri Semarang Postgraduate Program Academic Services

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### Abstract

This study attempted to determine student satisfaction with the quality of Universitas Negeri Semarang (UNNES) Postgraduate Program academic services. It involved 303 Postgraduate Program students chosen using a simple random sampling technique. In terms of methodology, this study used a cross-sectional survey technique. Once the data were obtained, the researchers used descriptive statistics techniques and one-way ANOVA analysis to compare student satisfaction with the quality of UNNES Postgraduate Program academic services in terms of particular ethnography. The research findings show that out of 303 respondents, 71% are at an excellent level of satisfaction, and 22.4% is at a good level of satisfaction, 5% respondents are at a moderate level, 1% are at an alarming level, and 0.7% are at a terrible grade. The services given through SIKADU (UNNES integrated educational system), administrative staff, library, lectures, integrated service unit, workshop and seminars, and telegram gained excellent criterion by the students with a percentage of 71%. Thus, the implementation of services by UNNES Postgraduate Program has been in line with the operational standards and has been able to adapt to the era and needs of the users, particularly the students of UNNES Postgraduate Program.

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### INTRODUCTION

Academic services in higher education hold a significant rule. It is given to students, lecturers and any parties in need. Tjiptono and Anastasia (2001) define academic services as educational services related to primary

customers (students) in a university, including curriculum, syllabus, course quality plan, course description, material delivery, evaluation, practicum, and mentoring. These services are different from other services. (Jain et al., 2011; Wahyu et al., 2005) argue the quality of service in the world of education

has distinguished characteristics and is more complicated than that of products. Therefore, good services will affect the implementation of education in an educational institution (Kaefahmi et al., 2019).

As knowledge and technology develop, academic services must also do the same. Jain et al., (2011) state an educational institution needs continuous innovation, structural diversity, and new ways of providing services to customers more effectively. In this way. Academic services quality become the benchmark of an institutional success in providing the best services to its users (Marthalina, 2018). However, the reality shows a lot of problems disrupting the services. According to Sharabi, (2013) universities have not paid attention to services given to their customers. In fact, universities are required to provide the best service to students (Widawati & Siswohadi, 2020).

Regarding the above description, improving academic services is important to keep up with the rapid development of the era (Amin, 2017). The first step in doing the improvement and renewal is by determining the previous performance of the academic services. Here, obtaining information from the customers is significant to do. Apparently, the concern of this matter has resulted in the increase of studies. Studies by (Ramseok-Munhurrun et al., 2010) and Silva, (2012) suggest that studies on service quality in education have received increasing attention in line with market demand for quality education.

Widodo, (2012) conducted a descriptive study on academic services at UNNES Postgraduate Program. Based on respondents' assessment, the average data mean was 2.9 of 5 point with good category. However, this study suggests Postgraduate Program to improve its service quality. Even more, during COVID-19 pandemic, the service undertaken by this institution is both offline and online, so students' satisfaction of both media needs to be improved.

According to Sugiarto (2002) service quality is a person-to-person act through goods or service presentation based on the standardized rules to meet needs, desire, and expectation of customers. In addition, Wyckof and Lovelock (in Sugiarto, 2002) service quality is the expected level of excellence and control over the level of excellence to meet customer desires.

Kotler (1985) defines service quality as the overall characteristics of goods or service which support the ability to meet needs. This definition focuses on customer's perspective. For more, Parasuraman, et al., service quality is a comparison between the services expected by consumers and the services they receive. According to Tjiptono (2005) service quality is a measure of how well the level of service provided is able to meet customer expectations. According to (Parasuraman et al., 1988) service quality has several dimensions or elements, namely:

- a. Tangibles are concrete evidence of the ability of a university to present the best service for students, including building designs, facilities, supporting technology equipment, appearance of lecturers and educational personnel.
- b. Reliability is the ability of universities to provide services in line with student's expectations covering speed, timeliness, perfection, sympathetic attitude, and so on
- c. Responsiveness is to provide fast or responsive service and accompanied by a clear and easy-to-understand delivery method.
- d. Assurance is defined as a guarantee and certainty experienced from the politeness of educational personnel, good communication, and knowledge so as to foster a sense of trust.
- e. Empathy is realized by sincere and personal attention to students aiming to find out student desires accurately and specifically.

This study aimed to determine student satisfaction with the quality of academic services for the Postgraduate Program at Universitas Semarang. Furthermore, to find out the comparison of the level of student

satisfaction with the academic services of the Universitas Semarang Postgraduate Program based on age, gender, employment status, marital status, and year of entry.

## METHODS

This study used a survey method in form of cross-sectional. There were 2717 students of Postgraduate Program of Universitas Negeri Semarang. However, there were only 303 students involved after they were sampled using simple random sampling technique. To collect their data, the researchers used an instrument of service satisfaction developed by (Parasuraman et al., 1988) Servqual which consists of 22 items and 6 dimensions, namely: a) Reliability (5 items); b) responsiveness (4 items); c) assurance (4 items); d) empathy (5 items); e) tangibles (4 items), with 5 answer choices. Meanwhile, the

data analysis technique in this study was carried out using statistical tests, namely descriptive statistics and one-way annova analysis technique to compare the level of student's satisfaction with the academic services of UNNES postgraduate program based on certain ethnography.

## RESULTS AND DISCUSSION

This study was done to 303 respondents taken from the students of UNNES Postgraduate Program. They were asked to fill google form containing identity, such as name, age, gender, employment status, marital status, province of origin, study program, and year of entrance. The data of age, gender, employment status, marital status, and year of entrance can be seen in the following table 1:

**Table 1.** Respondent Data

	Category	Total	Percent (%)
Age	<29	206	68
	30-35	54	17.8
	36-41	27	8.9
	42-47	8	2.6
	>48	8	2.6
Gender	Male	100	33
	Female	203	67
Employment Status	Employed	201	66.3
	Unemployed	102	33.7
Marital Status	Married	110	36.3
	Single	187	61.7
	Others	6	2
Year of Entrance	2017	10	3.7
	2018	57	18.8
	2019	81	26.7
	2020	107	35.3
	2021	48	15.8

Based on table 1, the largest respondents aged <29 years with the total of 209 respondents (68%) and the smallest respondents aged 42-47 years, and >48 years as many as 8 respondents (2.6%). Most of them aged 28.5 years. In terms of gender, female dominated male with the total of 203

respondents (67%), while male were 100 respondents (33%). According to employment status of 303, 201 (66.3%) of them was employed, while there were 102 respondents unemployed (33.7%). In addition, as many as 100 respondents (36.3%) were married, 187 respondents (61.7%) were single, and 6 of

them (2%) were others. Based on the year of entrance, most of the respondents were from batch 2020, namely 107 respondents (35.3%), while, the smallest number was from batch 2017, namely 10 respondents (3.7%). They came from 31 different study program in Postgraduate Program of Universitas Negeri Semarang.

In this study, the respondents were students majoring in 25 of 30 study programs in UNNES Postgraduate Program, namely Master of Education Administration, Master of Guidance and Counseling, Master of Indonesian Language Education, Master of English Education, Master of Social Studies Education, Master of Science Education, Master of Mathematics Education, Master of Sports Education, Master of Basic Education, Master of Vocational Education, Master of Physics Education, Master of Public Health, Master of Economics, Master of Chemistry Education, Master of Early Childhood Education, Master of Geography Education, Doctoral Degree in Sports Education, Doctoral Degree in Arts Education, Doctoral Degree in Mathematics Education, Doctoral Degree in Science Education, and Doctoral Degree in Social Studies Education. The largest number of respondents came from the Master of English Education and Master of

Basic Education study programs with a total of 39 people (12.9%), while the smallest respondents came from the study program of Master of Non-formal Education, Master of Early Childhood Education, and Master of Geography Education with a total of 2 people (0.7%).

Respondents were originated from 25 provinces in Indonesia. The largest number of respondents came from Central Java Province, namely 184 people (60.7%) and the smallest respondents from the Provinces of DIY, Gorontalo, West Kalimantan, Maluku, North Maluku, and North Sulawesi as many as 1 person (0.3%).

### **The Level of Student Satisfaction with Universitas Negeri Semarang Postgraduate Program Academic Services**

The study of Postgraduate Program Universitas Negeri Semarang academic services covered services from SIKADU (UNNES integrated academic system), administrative staff, library, lectures, integrated service unit, workshop and seminars, and telegram. In details, the student's satisfaction level based on age, gender, employment status, marital status, and year of entrance can be seen in table 2:

**Table 2.** Student's Satisfaction Level

Respon-dent	Satisfaction Level				
	Terri-ble	Bad	Moderate	Good	Excellent
<b>Age</b>					
<29 year	2	3	12	49	140
30-35 year	0	0	3	11	40
36-41 year	0	0	0	4	23
42-47 year	0	0	0	2	6
>48 year	0	0	0	2	6
<b>Gender</b>					
Male	2	1	6	22	69
Female	0	2	9	46	146
<b>Employment Status</b>					
Employed	2	1	9	41	148
Unemployed	0	2	6	27	67
<b>Marital Status</b>					
Married	0	0	3	24	83
Single	2	3	12	42	128

Others	0	0	0	2	4
Year of Entrance					
2017	0	0	2	3	5
208	0	0	3	15	39
2019	0	2	3	9	67
2020	1	1	5	26	74
2021	1	0	2	15	30

Table 2 indicates that the respondents aged <29 years had various satisfaction level, but 140 of them admitted to have very good satisfaction, 49 admitted to have good satisfaction level, 12 admitted to have medium satisfaction level, 3 admitted to have bad satisfaction level, and 2 admitted to have very bad satisfaction level. In the age of 30-35 years it was found that the very good category had 40 respondents, good category had 11 respondents, and medium category had 3 respondents. In the age of 42-47 years and 48 years and above, the researchers discovered 6 respondents having very good satisfaction and 2 respondents having good satisfaction level.

Regarding gender, the level of satisfaction of male students was dominated by very good category (69 people), while 1 person chose bad category. On the other hand, of all female students, 146 people chose very good category, and 2 chose bad category.

Based on employment status, the majority of employed students considered the services as very good (148 people) with only 1 person considered bad. Meanwhile, those who were unemployed considered the services as very good (67 people) and bad (2 people).

In the aspect of marital status, the married students' assessment on the services resulted 3 people with medium category, 24 people with good category, and 83 people with very good category. In the meantime, single students mostly chose very good category (128 people) with only 2 people chose very bad category. Lastly, those who have divorced though that the service has been good (2 people) and very good (4 people).

According to the year of entrance, the level of satisfaction by students in batch 2017 ranged from medium (2 people), good (2 people), and very good (5 people). Next, those

in batch 2018 chose medium category (3 people), good category (15 people), and very good category (39 people). After that, the assessment done by the students in batch 2019 had various results, namely 2 people chose bad category, 3 people chose medium category, 9 people chose good category, and 67 people chose very good category. Alternatively, the data of the students in batch 2020 showed varied results, including 1 person chose very bad, 1 person chose bad, 5 people chose medium, 26 people chose good, and 74 people chose very good. Last but not least, in batch 2021, 1 student chose very bad, 2 students chose medium, 15 students chose good, and 30 students chose very good.

In general, the level of individual student assessment of Postgraduate Program of Universitas Negeri Semarang services can be seen in table 3 below.

**Table 3.** Student's Satisfaction Level

Satisfaction Category	Level	Total	Percentage (%)
Very Bad	2	0.7	
Bad	3	1	
Medium	15	5	
Good	68	22.4	
Very Good	215	71	

Based on table 3, it can be seen that most students had very good level of satisfaction with Postgraduate Program of Universitas Negeri Semarang academic services, namely from 303 respondents, 215 (71%) were at very good level of satisfaction, 68 respondents (22.4%) were at good level of satisfaction, 15 (5%) respondents were at medium level, 3 respondents (1%) were at bad level and 2 respondents (0.7%) were at very bad level.

Advanced data processing was carried out using statistical methods by comparing the univariate mean to compare the level of student's satisfaction with Postgraduate Program of Universitas Negeri Semarang academic services. The results of data processing are showed in table 4 below:

**Table 4.** The Comparison of student's satisfaction levels with Postgraduate Program of Universitas Negeri Semarang academic services

	Df	F	Sig.
Age	4	1.386	0.239
Gender	1	1.564	0.212
Employment Status	1	1.232	0.268
Marital Status	2	2.167	0.116
Year of Entrance	4	1.449	0.218

The above table 4 indicated no significant differences in the level of student's satisfaction with Postgraduate Program of Universitas Negeri Semarang academic services based on age, gender, employment status, marital status, and year of entrance with the value of  $p > 0.05$ .

Overall, the findings proved that the Postgraduate Program of Universitas Negeri Semarang academic services were good. The services given through SIKADU (UNNES integrated academic system), administrative staff, library, lectures, integrated service unit, workshop and seminars, and telegram have received very good ratings from the students as the users. It is in accordance with what Tjiptono (2005) states that service quality becomes the benchmark for determining how the service meets customer's expectation.

Therefore, the implementation of academic services by Postgraduate Program of Universitas Negeri Semarang has been in accordance with applicable operational standards and has adapted to the times and the needs of the service users, namely students, especially Postgraduate Program students. This finding is in line with Sugiarto (2002), who states that service quality is a person-to-person act through goods or service presentation based on standardized rules to

meet customers' needs, desires, and expectations. The quality of academic services affects student satisfaction (Martasubrata & Suwanto, 2016; Rahareng & Relawan, 2017) Click or tap here to enter text.. Service quality is also intended so all stakeholders can enjoy the service fully (Susyanto et al., 2022)

Research (Mokodompit et al., 2019; Rinala et al., 2013) shows that the quality of academic services can be explained by factors of physical evidence, appeal, responsiveness, and empathy which have a substantial effect, and guarantees have a weak effect. The quality of academic services has a significant effect on student loyalty through student satisfaction. In contrast, the quality of academic services directly has no significant effect on student loyalty at STP Nusa Dua Bali.

The service given by Postgraduate Program of Universitas Negeri Semarang has covered aspects of fulfilling service quality in accordance with what is mentioned by Parasuraman, et al (1994) that service quality has the following dimensions: a) Tangibles as concrete evidence of the ability of a university to present the best service for students, including building designs, facilities, supporting technology equipment, appearance of lecturers and educational personnel; b) Reliability as the ability of universities to provide services in line with student's expectations covering speed, timeliness, perfection, sympathetic attitude, and so on; c) Responsiveness to provide fast or responsive service and accompanied by a clear and easy-to-understand delivery method; d) Assurance as a guarantee and certainty experienced from the politeness of educational personnel, good communication, and knowledge so as to foster a sense of trust; and e) empathy in form of sincere and personal attention to students aiming to find out student desires accurately and specifically.

## CONCLUSION

Academic services in the world of education is important for the continuity of

education. Findings conclude that postgraduate students of Universitas Negeri Semarang have very good satisfaction with the academic services provided by Postgraduate Program of Universitas Negeri Semarang. Further, there is no significant difference in the level of student's satisfaction with the academic services given by Postgraduate Program of Universitas Negeri Semarang in terms of age, gender, employment status, marital status, and year of entry.

It is hoped that the Postgraduate Program of Universitas Negeri Semarang will continue to maintain the quality of its services to students. And the next researcher is expected to be able to research academic service management in the Postgraduate Program at Semarang State University.

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