

Analysis of Public Satisfaction with Education Services in Lhokseumawe and North Aceh

*Corresponding author: yulia.zahra@unimal.ac.id

Zainul Mujtahid¹, Yulia Zahara^{2*}, and Wulanda³

^{1 2 3}Universitas Malikussaleh, Aceh,
Indonesia

E-mail: zainul@unimal.ac.id
yulia.zahra@unimal.ac.id
wulanda03@unimal.ac.id

ABSTRACT

Educational service is a crucial element in educational institutions. Therefore, providing good educational services is a key element in creating a superior generation in the future. This research was conducted with the aim of determining the level of satisfaction of the people of Lhokeumawe and North Aceh with the quality of education services, especially in schools. This research used a survey method to obtain community satisfaction index (IKM) data from 800 respondents, of which 400 respondents were office workers and the other 400 respondents were field workers. Based on the information obtained, it was found that 99% of respondents felt they enjoyed educational services and the 400 field worker respondents, 95% of respondents felt they enjoyed educational services. Another fact is that 400 office worker respondents, 51% of respondents rated the performance of educational services as very good, 35% rated it as good, 11% rated it as not good, and 3% rated it as poor. Meanwhile, among 400 field worker respondents, 44% of respondents rated the performance of education services as very good, 36% rated it as good, 11% rated it as not good, and 9% rated it as poor. Another fact obtained is that, based on the dimensions of tangibles, reliability, empathy, and responsiveness from educational service providers, the majority of both types of Respondents, expect improvements in the field of completeness of educational infrastructure from the relevant education department, as well as the empathy and responsiveness of schools in understanding and responding to complaints and needs. respondents as recipients of educational services

Keywords: Educational service, community satisfaction index, office workers, field workers

1. INTRODUCTION

Measuring government performance in a country can be known through the public services they provide. This is due to the government authority in managing public services. (Bazarah et al., 2021; Yayat, 2017) Public service is an initiative carried out by individuals or groups within the environmental bureaucracy with the aim of providing assistance to the community to achieve certain goals. Despite this, public services still have shortcomings that are felt by the community, especially in the field of education. Developing and improving the quality of human resources through educational services has a very important role. The success of educational services can be measured by their ability to provide superior services to their users, including students, stakeholders, and the community.

Education is an effort to improve the quality of human resources in Indonesia (Admalinda et al., 2023). Meanwhile, (Putri & Fauziati, 2023) Education, in its most inclusive meaning, always encourages, follows changes and developments in human life and existence. So, education means a process that involves the humanization of individuals, and this process can be carried out both in formal institutions and outside formal institutions. This includes physical and non-physical aspects and requires infrastructure as well as capabilities or skills. Thus, educational services refer to all activities related to education that emphasize service in

their implementation.

Awareness of the significance of education, which opens the door to hope and better opportunities in the future, has motivated various initiatives and attention from all levels of society towards the evolution of education. Education as an effort to improve the quality of human life, basically aims to humanize humans and change behavior to be of better quality (Faisal & Martin, 2019; Sadewo et al., 2021). Education is actually not a simple endeavor, but is a dynamic activity and always full of challenges. Education will continue to change in line with changing times, and at all times, education will always be the center of attention. In fact, education is often a source of dissatisfaction because education affects everyone's interests. Therefore, education always requires efforts to innovate so that it is in line with the increasing needs and expectations of society.

Formal educational institutions or schools are one of the educational subsystems (Jurumiah & Saruji, 2020). As an educational institution, school is a place where the educational process occurs. Schools have complex and dynamic systems. In practice, schools are not just places where teachers and students gather, but are part of a complex and interconnected system. Therefore, schools are considered as organizations that require management. In addition, the core function of a school organization is to manage human resources with the hope of producing quality graduates in accordance with society's needs, which will ultimately contribute to nation-building. Therefore, providing good educational services is a key element in creating a superior generation in the future.

Educational service procedures are a crucial element in educational institutions. According to (Wibisono & Arifin, 2019) the stages of the service flow provided to the community can be described as follows: 1) Service requirements, such as administrative and technical requirements needed to obtain appropriate services; 2) Information about the service officer, including information about the officer providing the service (name, responsibility, and authority); 3) Compliance of service officers, namely compliance of officers with the work schedule that has been determined; 4) Obligations of service officers, including authority and responsibility in providing services; 5) Expertise of service personnel, referring to the level of expertise and ability of employees in providing services; 6) Officer alertness, namely the ability to provide services quickly according to regulations; 7) Sameness of service delivery, referring to consistency in providing services in accordance with applicable regulations; 8) Good behavior of officers, including the way officers interact with the public in a good and friendly manner; 9) Cost suitability, regarding the individual's ability to pay the service costs set by the service provider; 10) Service fee determination, which ensures that the fees charged are in accordance with those previously determined; 11) Accuracy of service schedules, which ensures that service times are in accordance with the predetermined schedule; 12) Cleanliness of the service place, including the comfort of the service place for service users; 13) Service maintenance, which means the level of maintenance around the service premises and the equipment used, to ensure the comfort of service users and prevent risks. Education services are currently an important element in educational institutions, especially in schools in Lhokseumawe and North Aceh.

The number of educational institutions in Lhokseumawe and North Aceh is continuing to increase. Apart from that, parenting patterns and curricula have also changed over time.

This is in line with the growth and level of public awareness to invest finances through their children's education. Therefore, a survey of community satisfaction with education services in Lhokseumawe and North Aceh needs to be conducted to determine the level of community satisfaction with education services in Lhokseumawe and North Aceh. Based on this description, researchers are interested in analyzing the quality of education services in Lhokseumawe and North Aceh. The results of this analysis are expected to provide an overview of community satisfaction with the quality of school services in Lhokseumawe and North Aceh.

2. LITERATURE REVIEW

Education

Education is one of the determining factors for the progress of a nation and is a process of interaction that encourages learning (Dimiyati, 2015). Education is a process in order to adapt oneself as best as possible to their environment and brings about changes in oneself that can be useful in their lives (Oemar, 2001). Education takes place at school, in the family and in society. The factors present in each educational environment influence the educational process and its outcomes. The importance of educational services in society is so significant that it is necessary to fulfill society's needs in terms of quality education (Nana, 2007).

Educational services

Services are activities or activities that offer benefits for sale for a specific purpose and are basically intangible. Services are defined as main or complementary activities that indirectly produce physical products, namely goods that are part of transactions between buyers (customers) and sellers (providers). In the sense that this service places more emphasis on the physical form of tangible objects. Another meaning of service is "an intangible product offered to satisfy customers. Public services are provided to the community by the government. The realization of quality public services is one of the characteristics of good governance as the goal of empowering the state apparatus. Ministerial Decree Number 63 of 2003 states that "The measure of success in providing services is determined by the level of satisfaction of service recipients. Service satisfaction is achieved when service recipients receive services in accordance with what is needed and expected." Therefore, every service provider periodically conducts community satisfaction index surveys.

Educational services are all activities related to education that prioritize the needs and satisfaction of educational customers. If the reality is more than expected, the service can be said to be of quality, if the reality is less than expected, the service is said to be of poor quality. If the reality is the same as expectations, the service is deemed satisfactory. There are several dimensions must be considered in order to improve service quality, including:

1. Timeliness of service, things that need to be considered are waiting and processing time.
2. Service accuracy is related to service reliability and freedom from errors.

3. Politeness and friendliness in customer interactions, especially those that interact directly with external customers.
4. Responsibilities related to handling complaints.
5. Completeness regarding services and availability of supporting facilities
6. Ease of obtaining service
7. Varied service models
8. Flexibility in service
9. Convenience in obtaining services.
10. Other supporting attributes

Community Satisfaction

Satisfaction can be interpreted as a person's feeling of pleasure and relief resulting from the adequate fulfillment of their needs. It is also defined as the level of a person's feelings after comparing their perceived performance or results he feels compared to their expectations. Community satisfaction is a crucial factor in determining the success of a business entity, as the community is the consumer of the products it produces. Therefore, educational services must meet the needs and desires of the community to achieve community satisfaction and loyalty.

Community Satisfaction Index

There are several methods that can be used to measure the level of community satisfaction. According to Kotler (2007), there are four methods that can be used to measure the level of public satisfaction, namely customer satisfaction surveys, suggestion and complaint systems, lost customer analysis, and mystery shopping. Through the customer satisfaction survey method, the community satisfaction index (IKM) can be analyzed to determine the level of community satisfaction (Suandi, 2019). The results of the community satisfaction survey are an activity carried out to comprehensively measure the level of community satisfaction with the quality of educational services provided. The results of the community satisfaction survey are in the form of numbers which constitute the Community Satisfaction Index (IKM). Measurement of the community satisfaction index is measured periodically to evaluate the performance of each government agency service unit as a material for determining policies to improve the quality of public services (Larono, 2019).

3. RESEARCH AND METHOD

This research was conducted in two districts/cities, namely Lhokseumawe and North Aceh. This research approach uses a survey. Meanwhile, the research method uses qualitative methods. This research sample was taken using random sampling technique. This technique allows researchers to select samples randomly without paying attention to the strata contained in the population. Respondents were determined to be 800 people consisting of 400 office workers and 400 field workers. In this research, data collection techniques were carried out using questionnaires as the main data source, documentation

and interviews as supporting data.

The data collected was analyzed using descriptive quantitative methods. The level of public satisfaction with educational services is determined by the Community Satisfaction Index (IKM) determined by the Ministry of PAN No. 25 of 2004 concerning general guidelines for preparing IKM. The weighted average value is used to determine IKM, calculated using the following formula.

$$\text{Average Value Weight} - \text{Weighted Average} = \frac{\text{Number of weights}}{\text{Number of Elements}}$$

The community satisfaction index for educational services is determined using the following formula.

$$IKM = \frac{\text{Total of Perceived Value Per Element}}{\text{Total Elements Contained}} \times \text{Weighing Value}$$

The IKM value is determined through interpretation between 25-100 so that it is converted on the basis of a value of 25. Determination of the quality of educational services in the form of IKM is presented in Table 1 below.

Table 1. Determination of the Community Satisfaction Index (IKM)

| Score | Interval | Conversion IKM | Category | Description |
|-------|-------------|----------------|----------|-------------|
| 1 | 0 - 1.75 | 25 – 43.75 | D | Poor |
| 2 | 1.76 – 2.50 | 43.76 – 62.50 | C | Deficient |
| 3 | 2.51 – 3.25 | 62.51 – 81.25 | B | Passably |
| 4 | 3.26 – 4.00 | 81.26 – 100,00 | A | Felicitous |

4. RESULT AND DISCUSSION

General Characteristics of Respondents

Description of the general characteristics of respondents are the people of North Aceh Regency and Lhokseumawe City who receive education services consisting of two types of work, namely office workers (clerks, teachers, employees, etc.) and field workers (laborers, traders, construction workers, etc.). The two types of respondents were chosen because they have different work systems and have different views regarding education.

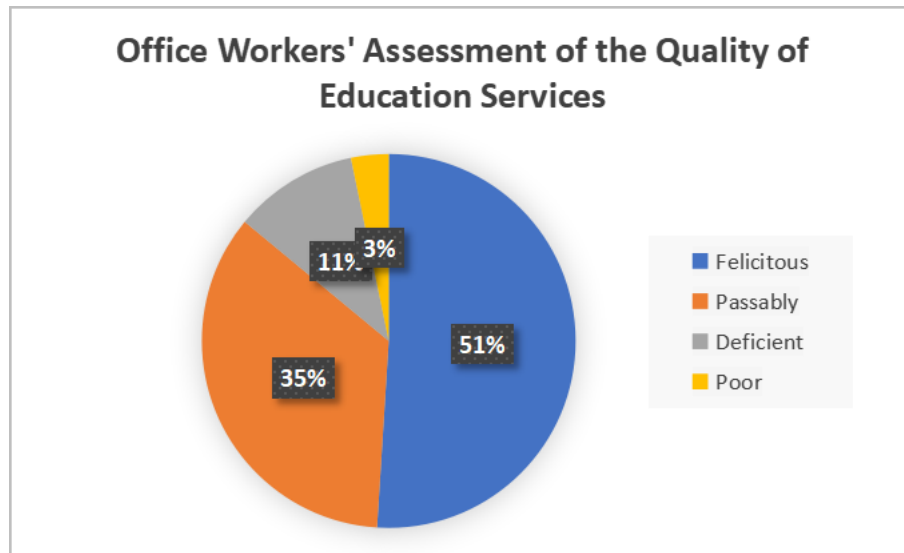
Based on the results of the survey conducted, information was obtained that out of 400 office worker respondents, 99% of respondents felt they enjoyed educational services and of 400 field worker respondents, 95% of respondents felt they enjoyed educational services. This indicates that the majority of the people of Lhokseumawe and North Aceh enjoy the existing education services.

Research Results and Data Analysis

In analyzing the education services of North Aceh Regency and Lhokseumawe City as a whole using the Community Satisfaction Index (IKM), public service performance is first assessed. Analyzing GAP is used to map the gaps in services provided and the expectations or expectations of service recipients. If the quality of service received by respondents does not match what was expected, then service gaps

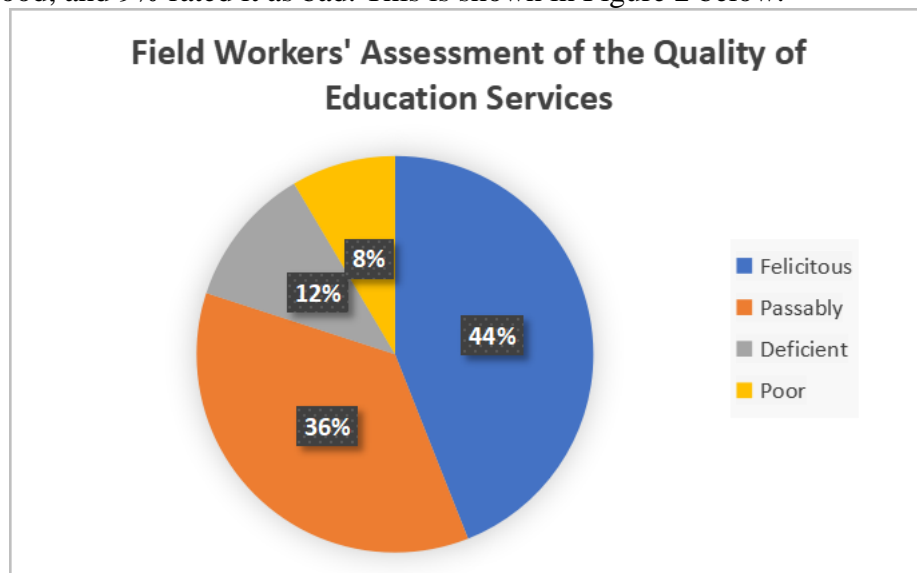
may occur. So to find out this gap, the GAP analysis parameters can be seen in the IKM conversion table in table 1.

Based on the results of the educational service satisfaction survey conducted on 800 respondents in the Lhokseumawe and North Aceh regions, information was obtained that of the 400 office worker respondents, 51% of respondents rated the performance of educational services as very good, 35% rated it as good, 11% rated it as not good, and 3% rated it as very bad. This is as seen in Figure 1 below.



Picture 1. Level of Satisfaction of Office Workers with the Quality of Education Services

Meanwhile, based on a survey conducted on 400 field worker respondents, it was found that of the 400 field worker respondents, 44% of respondents rated the performance of education services as very good, 36% rated it as good, 11% rated it as not good, and 9% rated it as bad. This is shown in Figure 2 below.



Picture 2. Level of Satisfaction of Field Workers with the Quality of Education Services

The assessments given by the two types of respondents are actual and factual based on the community's perception of the quality of education services provided by the school to them and their children as students at the school.

Based on the two previous figures, it can be seen that a maximum of half of each type of respondent feels that the quality of education services in the Lhokseumawe and North Aceh areas is very good. A small percentage of respondents rated it as bad. Even when comparing the assessments of the two types of respondents, the level of satisfaction of field workers with educational services is lower than that of office workers. There are several factors that the level of community satisfaction is at that level. This is explained based on information obtained from interviews with 800 respondents, where several dimensions need to be considered regarding education services in schools, such as:

a. Tangibles

In this aspect, the community considers that in most schools, the facilities and infrastructure still need to be improved. The public still feels that only a few well-known state schools and private schools have complete and adequate facilities and infrastructure. Meanwhile, there are still many other schools that are not good at elementary school to high school levels. The community expects greater attention from the government regarding the provision of existing facilities in schools.

b. Reliability

In reliability aspect, most respondents felt that the quality of educators and educational staff in several schools was quite good. Only a few schools are considered to still need to improve the quality of their educators and teaching staff. Respondents even assessed that the quality of educators and staff in several well-known public and private schools was very good. This can be seen from the many children of respondents who were successful in getting into campuses and jobs after graduating from school. However, respondents felt that there was still a need to equalize the quality of educators and education personnel in all schools.

c. Empathy

based on this aspect, respondents felt that the majority of educators in schools had educated their children very well, especially in well-known private schools and Islamic boarding school-based schools. Educators at these schools are considered to better understand the conditions, character, and needs of their students. Respondents rated the empathy of teaching staff in private schools and Islamic boarding schools as better than teaching staff in state schools. This caused many more respondents to send their children to well-known private schools and Islamic boarding schools. However, quite a few respondents send their children to state schools because they are concerned about the school costs they have to pay.

d. Responsiveness

Everyone always expects a good and fast response from service providers, including education services in schools. Based on the results of the survey that was conducted, respondents felt that most schools were still less responsive in dealing with their complaints or requests, especially in state schools. Respondents thought that state schools were less responsive in responding to and resolving the complaints they submitted. This is different from private schools, which tend to pay close attention to the complaints of respondents as parents and quickly focus on finding solutions to existing complaints and problems.

5. CONCLUSION

This research was conducted with the aim of determining the level of satisfaction of the people of Lhokeumawe and North Aceh with the quality of education services, especially in schools. This research used a survey method to obtain data from 800 respondents, of which 400 were office workers and 400 were field workers. Based on the information obtained, it was found that 99% of respondents felt they enjoyed educational services and the 400 field worker respondents, 95% of respondents felt they enjoyed educational services. Another fact is that 400 office worker respondents, 51% of respondents rated the performance of educational services as very good, 35% rated it as good, 11% rated it as not good, and 3% rated it as poor. Meanwhile, among 400 field worker respondents, 44% of respondents rated the performance of education services as very good, 36% rated it as good, 11% rated it as not good, and 9% rated it as poor. Another fact obtained is that, based on the dimensions of tangibles, reliability, empathy, and responsiveness from educational service providers, the majority of both types of Respondents, expect improvements in the field of completeness of educational infrastructure from the relevant education department, as well as the empathy and responsiveness of schools in understanding and responding to complaints and needs. respondents as recipients of educational services.

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