

THE EVALUATION OF STUDENTS' SATISFACTION WITH ACADEMIC AND NON-ACADEMIC SERVICES AT KUPANG REGION

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Abstract: This study aims to evaluate the level of student satisfaction with academic and non-academic services at the Kupang region. Kupang region is one of the distance learning units of Universitas Terbuka that provides distance education in East Nusa Tenggara. Data was collected through a survey method of active students and in-depth interviews to obtain their perceptions of various aspects of the services provided by the university. The results showed that the majority of students stated a high level of satisfaction with the academic and non-academic services at the Kupang region. These services include delivery of high-quality learning modules, availability of study materials and responsive tutor support. Students also appreciate the flexibility that Kupang region offers in arranging lessons to suit personal and professional needs. Also several factors such as good academic guidance, accessibility of learning materials through online platforms, and adequate technological support make a positive contribution to the level of student satisfaction. However, there are several areas that need attention to increase student satisfaction. Several students expressed their dissatisfaction regarding the response and clarity from academics in providing assistance and information. In addition, several supporting facilities provided by the university need to be improved to make it more comfortable and friendly for students. In conclusion, this study shows that the Kupang region has succeeded in providing satisfactory academic and non-academic services for the majority of students. This study provides important insights for Kupang region to continuously improve its services to meet students' needs and ensure their satisfaction in their academic journey. However, further improvement efforts are needed to improve the quality of services provided in order to better meet the expectations and needs of students. The results of this study can be used as a guide in developing strategies and improving services in the future.

Keywords: Academic services; learning improvement; non-academic services; quality improvement; students' satisfaction.

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INTRODUCTION

Distance higher education has become an increasingly popular alternative for individuals who wish to pursue higher studies without being limited by geographical boundaries (Dhawan, 2020). In this context, it is important to analyze the factors that contribute to successful study at an Universitas Terbuka. One of the key aspects is the satisfaction of non-academic services provided to students. Various facilities such as counseling services, technical support, and the accessibility of online learning platforms can significantly influence the student experience of undergoing distance education (Barrot, 2021; Wells, 2021).

In addition, satisfaction with academic services also has an inevitable impact. The quality of learning materials, interaction with lecturers through various communication channels, as well as clear assessment mechanisms all contribute to the quality of education students receive. However, a particular challenge with distance education is effective online learning support services. Students often face difficulties in managing their time and motivation when studying independently through digital platforms.

In an effort to increase study success at the Universitas Terbuka, it is necessary to pay more attention to developing interactive and supportive online study assistance services. Efforts such as integrating elements such as online tutoring sessions, student discussion forums and structured learning resources can help address the challenge of distance learning. By maintaining a balance between satisfying non-academic and academic services, and strengthening online study support services, the Universitas Terbuka can provide a successful and fulfilling distance education experience for its students.

In the context of higher education, student satisfaction plays an important role in measuring the quality of education delivery. This satisfaction is not only related to academic achievement, but also has wider implications, such as student retention and loyalty to the institution. One of the factors that directly influence student satisfaction is quality academic services, including effective academic guidance and good accessibility to learning materials. In addition, the availability of adequate facilities, both in the form of physical facilities and technological support, also makes a significant contribution to student satisfaction.

Non-academic services also play a role in shaping students' views of the quality of higher education. University facilities that provide support services such as psychological counseling, career support, and beneficial extracurricular activities can increase student satisfaction and well-being. Technology support is also an important factor in creating an effective learning environment, ensuring easy accessibility to online learning platforms and important information.

In order to maintain and increase student satisfaction, as well as the quality of higher education, educational institutions must continue to strive to optimize academic and non-academic services. The combination of providing adequate facilities, developing relevant learning materials, and supporting the latest technology will form a strong foundation for a satisfying and productive educational experience for students

METHOD

In order to analyze the experiences of active students in study programs at open universities, a qualitative approach was used with the survey method as the data collection instrument. This approach provides an in-depth understanding of students' perceptions of the various aspects of the academic and non-academic services they receive. The survey

method provides a comprehensive picture of student satisfaction regarding the learning system, available physical facilities, and provided technological support.

In the context of academic services, students provide a rich perspective on the quality of interactions with lecturers and tutors, as well as the effectiveness of the academic guidance they receive (Allen & Seaman, 2016; Hossain & Islam, 2020). Meanwhile, aspects of non-academic services, such as psychological counseling and career support, are also an important focus in this analysis. Using a qualitative approach allows us to explore in depth how students interpret the value of these services in the context of their experiences.

Thus, through a qualitative approach with survey methods, this study helps reveal the views and experiences of active students in study programs at open universities on various aspects of academic and non-academic services. The findings from this research are expected to provide valuable insights for open universities in improving the quality of services provided, responding better to the needs and expectations of students (Sallis & Jones, 2017).

RESULT AND DISCUSSION

This study aims to evaluate the level of student satisfaction with academic and non-academic services at the Kupang region. The results of this study reveal a comprehensive picture of the level of student satisfaction with academic and non-academic services at this higher education institution. Data were analyzed using Likert's Summated Rating.

Table 1. Students' Satisfaction Level

<i>Category</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Very unsatisfactory	4	1.7	1.7
Not satisfactory	11	4.5	4.5
Satisfying	96	37.6	37.6
Very satisfactory	136	56.2	56.2
Total	247	100.0	100.0

Based on Table 1, in general it can be concluded that the level of student satisfaction with academic and non-academic services at Kupang region is at a good and very good level (accumulated 93.8%) while the level of unsatisfactory satisfaction is only 6.2%. The graph that categorizes the level of satisfaction is presented in Figure 1.1.

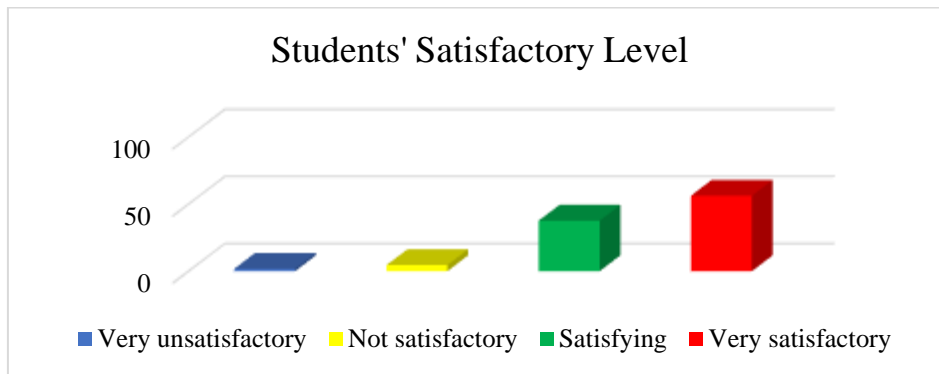


Figure 1.1. Categorization of Student Satisfaction Levels for Kupang Region Academic and Non-Academic Services

The results of measuring student satisfaction at UT apply to a random sample of the population (247 respondents). The majority of respondents came from the study programs of Law (18.6%), PGPAUD (13.8%), PGSD (12.5%), and Management (9.7%). To analyze the condition of UT student satisfaction in the population, a one-sample statistical test was conducted, which was preceded by an analysis prerequisite test, namely the data normality test. The normality test results are presented in Table 2.

Table 2. Student Satisfaction Data Normality Test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of TOTAL is normal with mean 155.037 and standard deviation 26.85.	One-Sample Kolmogorov-Smirnov Test	.000 ¹	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

¹Lilliefors Corrected

Furthermore, the results of satisfaction measurements were analyzed quantitatively using a one sample test to test the hypothesis of student satisfaction levels in the satisfactory category. The one-sample test uses a one-sample t-test or chi-squared depending on the prerequisite test for normality. The hypothesis tested:

H_0 : student satisfaction level is greater than or equal to 149.5.

H_1 : student satisfaction level is smaller with 149.5

Or in a statistical hypothesis:

$$H_0 : \mu = 149,5$$

$$H_1 : \mu \neq 149,5$$

With the criteria if $t_{count} > t_{table}$ then H_0 is rejected or if the value of $t_{count} < t_{table}$ then H_0 is accepted. With basis for decision making if the asymp value is significant < 0.05 then H_0 is rejected. The test results are presented in Table 3.

Table 3. Test One Sample of UT Student Satisfaction

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Differences	95% Confidence Interval of the Difference	
					Lower	Upper
<i>Total</i>	89,810	241	.000	155.03719	151.6367	158.4377

The test results in Table 3 show $0.000 < 0.05$, thus it can be concluded that H_0 is rejected and H_1 accepted, which means the level of student satisfaction $\neq 149.5$. If we look at the average and distribution of satisfaction levels in Table 2, we can conclude that the satisfaction level of students is greater than 149.5. If we designate down based on each service components, in public services the clarity of information about UT and the friendliness of UT staff in serving students obtained a very high level of satisfaction (89.1%), but there were 12.1% of students who considered or had difficulty contacting tutors, especially during tutorial activities. This is understandable because the tutor also has the main task at the institution of origin and sometimes students contact the tutor outside of working days and hours. In registration services, students generally respond positively to registration file processing services, settlement of registration cases such as erroneous personal data or requests for updating personal data, and payment services at banks or other university's partners.

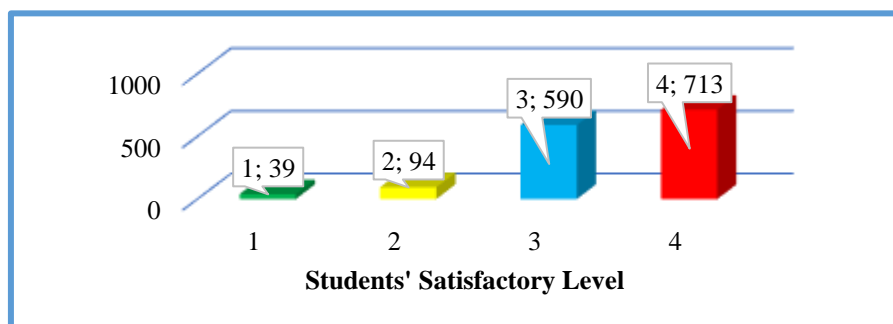


Figure 1.2. Diagram of the Level of Student Satisfaction with Kupang region's Public Services

In the tutorial service component, there are some students who think that the tutor's role in helping students understand lecture material is still not optimal (10.9%) and tutors also do not provide feedback on student exercises/assignments (11.7%). This can be caused by tutors who do not properly understand the tutor's role as a facilitator in tutorials. Tutors should be able to initiate discussions and students' active role in tutorial activities by activating discussion activities in the UT learning management system (LMS) known as the Silayar (Sistem Layanan Belajar UT). Some students who were late in submitting assignments also caused tutors to have problems assessing and providing feedback on the results of student discussions and assignments. But most students (86, 3%) agree that online tutorial services are easy to access, the material presented by tutors is clear and easy to understand, and the distance learning system provides flexibility for students in arranging study schedules. Moreover, synchronous webinar tutorial activities are

scheduled on weekends to adjust student work schedules. In the practical/practicum service aspect, most students (90.7%) were very satisfied with the feedback provided by the instructor during face-to-face practicum implementation, the practicum was carried out according to a set schedule, and partner universities provided complete practicum/practicum equipment. This cannot be separated from Kupang region's efforts in selecting and establishing collaboration with partner campuses that have laboratories and qualified lecturers.

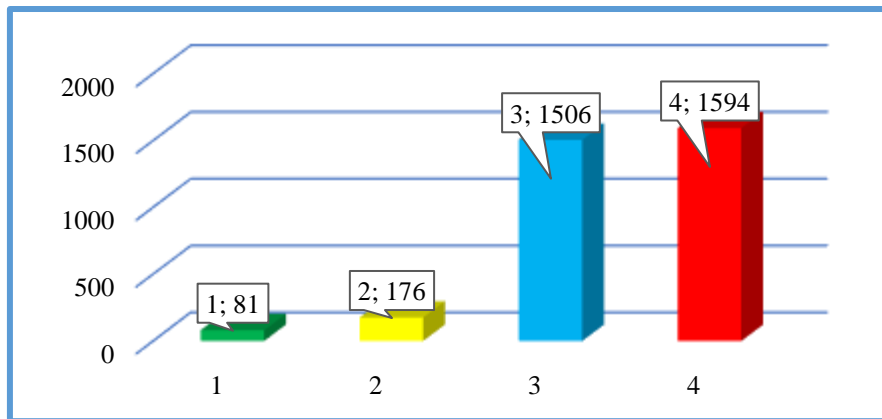


Figure 1.3. Diagram of Student Satisfaction Levels with Kupang region Tutorial Services

In teaching material services there were only 10.5% of students who were late in receiving teaching materials, meaning that teaching materials were received during or after tutorial activities took place. This can be caused by incomplete address data written by students in personal data or delays by teaching material delivery services. As much as 92.8% of students agree that information on the implementation of the exam is very clear and easy to obtain, exam scripts are available, exam implementation is running in an orderly manner, however, it is necessary to improve or increase the quality of the test location facilities, in this case the schools used as test locations and settlement of exam score cases also needs to be accelerated.

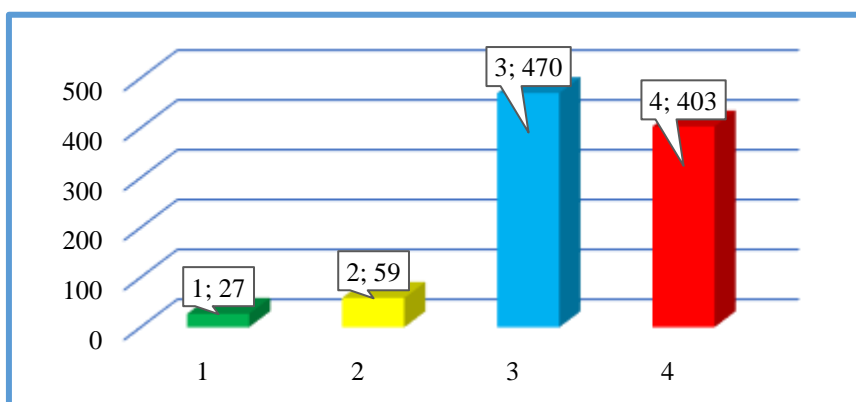


Figure 1.4. Diagram of the Level of Student Satisfaction with Kupang region Online Examination Services

In online exam administration services, it is necessary to improve or improve the quality of the internet network to support the implementation of online exams and the availability of computers/laptops for online exams. Meanwhile, in the service of administering semi online proctoring exams, some students (20.5%) gave a negative response to the services of Kupang region staff in solving USOP problems and USOP rescheduling requests. This can happen due to a lack of good communication between students and staff at Kupang region.

Overall, it can be concluded that student satisfaction with academic services has a positive correlation with their satisfaction with non-academic services. The quality of academic services, especially effective academic guidance and constructive interaction between lecturers and students, significantly contributes to students' positive perceptions of their educational experience.

In academic services such as tutorials and administering exams, it is necessary to improve or improve the quality of the internet network to support the implementation of online exams and the availability of computers/laptops for online exams. Good communication between students and staff at Kupang region also needs to be improved. Kupang region staffs have actually tried to reach students through whatsapp blasts and personal communications but are often ignored by students. Many students are also reluctant to read carefully the exam guide that has been prepared by Kupang region.

In this context, technological facilities also have an important role. Students who feel the accessibility and ease of using technology in the learning process tend to have a positive view of academic and non-academic services. High quality technology facilities can help create a more interactive and efficient learning environment, providing better support for effective and responsive academic guidance (Akhmetshina & Rakhimova, 2020).

Further interpretations show that more effective and responsive aspects of academic guidance can strengthen the relationship between student satisfaction with academic and non-academic services. Good tutoring helps students overcome learning challenges, increase participation in the learning environment, and feel fully supported. Therefore, educational institutions need to focus their efforts on developing quality academic guidance, along with increasing supporting technological facilities.

In addition, physical facilities and technological support also play an important role in shaping students' views of service quality. Adequate physical facilities, such as study rooms and complete library facilities make a positive contribution to student learning comfort (Putra & Hastuti, 2021). Technological progress, which is reflected in the accessibility of online learning platforms and the integration of technology in the learning process, is also a determining factor in student satisfaction.

Overall, the results of this study underscore the importance of service quality in shaping students' views and experiences in educational settings. Satisfaction achieved with both academic and non-academic services has a positive impact on students' perceptions of higher education as a whole. The implication of this finding is the need for continuous investment in improving physical and technological facilities, as well as strengthening academic guidance, to ensure that the quality of services continues to meet the expectations and needs of students in an era of ever-evolving education.

CONCLUSION

The results of the discussion and interpretation confirm that student satisfaction with academic and non-academic services is an important element in shaping their view of the learning environment. Effective, responsive academic guidance, as well as good technological facilities act as the main drivers in creating an adequate and satisfying learning environment. By focusing on these elements, educational institutions can design more positive and productive educational experiences for students. Student satisfaction with academic and non-academic services at the Kupang region is high. Factors such as good academic guidance, accessibility of learning materials through online platforms, and adequate technology support have had a positive impact on student satisfaction. However, there are still several aspects that need to be improved, including the response and clarity of academics in providing assistance and information, as well as updating physical facilities on campus. Further improvement efforts must be made to ensure that the services provided meet the expectations and needs of students. The results of this study are expected to be a reference for decision making in developing strategies and improving services in the future, so that the Kupang region can continue to improve the quality of education provided to its students.

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