

## STUDENTS' PERCEPTIONS ABOUT SATISFACTION DISCLOSURE IN HIGHER EDUCATION INSTITUTION

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### ABSTRACT

*Disclosure of information related to the performance of an institution is not only important for business institutions, but also important for higher education institutions. This is considering that just as business institutions have consumers and investors as the main stakeholders, higher education institutions have students as the main stakeholders. One way to monitor student satisfaction levels is by having a satisfaction survey conducted routinely by higher education institutions. This study aims to determine how students' perceptions of information disclosure and satisfaction survey follow-up at the higher education institution where they study. In this case, the researcher focuses on the disclosure of information related to service satisfaction felt by students. Based on the results of the study, it showed that most of students who were the objects of this study felt that the satisfaction survey conducted by the university was enough and could accommodate the aspirations of students. But the most important part of a satisfaction survey is how this survey is followed up, which will then be able to improve the quality of services provided to students. The results showed that, apart from the ability of the survey to cover the aspirations of students, it turned out that only a small proportion of students felt that there was enough follow-up or feedback on the results of the satisfaction survey they filled out. Most students felt that there was little or no follow up from the survey. There are two categories of reasons revealed, firstly because students feel there is no change in the services provided and second, student ignorance regarding follow-up or any feedback that has been done by the university. In addition, the results of the study can be seen that most of students want disclosure related to the results of the survey and follow-up from the satisfaction survey that has been done. Thus, they can find out the progress of the follow-up of complaints that they submit in the satisfaction survey form.*

Keywords: Student's Perception; Follow up Satisfaction Survey; Disclosure of Follow up Progress

### INTRODUCTION

Disclosure of information related to the performance of an institution is not only important for business institutions, but also important for higher education institutions. The importance of public information disclosure is indicated by the existence of Law No. 14 of 2008 concerning Openness of Public Information which requires all public bodies including tertiary institutions to publish information needed by the public (Indonesia, 2008). This is considering that just as business institutions have consumers and investors as the main stakeholders, higher education institutions have students as the main stakeholders (Shi, Drzymalski, & Guo, 2014). In a higher education institution, students are the main consumers, which means they are the main stakeholders. As with business in general, the relationship of higher education institutions with students must be maintained (Danjuma & Rasli, 2012). Educational institutions must provide good services so that students as the main stakeholders are satisfied with the services provided.

One way to monitor student satisfaction levels is by having a satisfaction survey conducted routinely by higher education institutions. Research related to student satisfaction has been widely studied (Adwere-boamah, 2011; Alemu & Cordier, 2017; Azoury, Daou, & Khoury, 2014; Butt & Rehman, 2010; El-Said & Fathy, 2015; Sembiring, 2015; Shi et al., 2014), but related research on students' perceptions of follow-up or feedback on satisfaction surveys conducted was not yet available. This study aims to determine how students' perceptions of information disclosure and satisfaction survey follow-up at the higher education institution where they study. In this case, the researcher focuses on the disclosure of information related to service satisfaction felt by students. The contribution of this research is to show higher education institutions about how perceptions by internal stakeholders of the publication needs of the satisfaction survey conducted by the university and the follow-up needed.

### LITERATURE REVIEW

#### *Stakeholder Satisfaction*

The satisfaction of an institution's stakeholders depends on how the quality of service can meet or even exceed the expectations of the stakeholders. By measuring stakeholder satisfaction, an institution can obtain an indication of how successful they are in providing services for stakeholders (Azuri et al, 2014). Issues related to satisfaction have been the focus of many researchers. Many studies related to university stakeholder satisfaction have been carried out including the overall research of internal and external stakeholders of an educational institution (Sukirman, 2009). This study analyzes the perceptions of school stakeholders both internal and external to the level of interest in presenting financial statement. Many other studies have also been carried out specifically on each stakeholder. These studies include student satisfaction studies (Azury et al, 2014; Drzymalski & Guo, 2014; Sembiring, 2015; Suprihatin, 2016) and lecturers (Ariati, 2010; Awalludin, 2016; Hersushadikawati, 2005; Sudiro, 2008; Sudiro; 2008; 2009) and education staff (Farida et al, 2016; Juliani & Fatmasari, 2017; Nugroho, 2011).

### *Service Quality and Student Satisfaction*

Service quality is the ability of an organization to satisfy and fulfill the wants and needs of consumers. Service quality can be studied as a phenomenon that is considered in the context of comparing customer expectations and perceptions about the services provided (Azoury et al., 2014; El-Said & Fathy, 2015). In other words, the quality of service can be determined from the expectations and perceptions of consumers of the services provided, in this case the perceptions of students as the main stakeholders of higher education institutions. One way to monitor the quality of service felt by students is by having a satisfaction survey. By conducting a satisfaction survey about the services provided, an organization will be able to obtain an indication of how successful they are in providing services (Azoury et al., 2014).

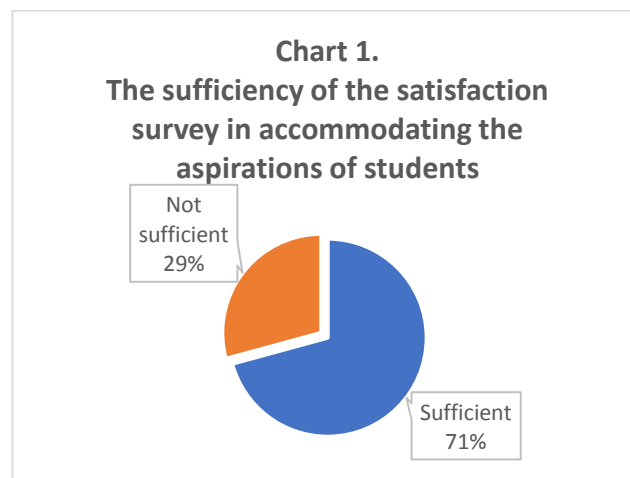
### **METHOD**

This research is descriptive research that is conducted to determine and explain the characteristics of the variables studied in a situation. The purpose of descriptive research is to describe aspects that are relevant to the phenomenon from the perspective of a person, organization, industry orientation, or others (Sekaran, 2006:158). The main objective of this study is to describe the students' perceptions of and follow-up from the results of a satisfaction survey conducted by higher education institutions. This study uses a qualitative research approach based on an open questionnaire distributed online. Open questions in the questionnaire allow respondents to answer questions in their own way, and respondents can express their opinions openly. In this questionnaire students are given several questions related to satisfaction surveys conducted by the university and their perceptions regarding the survey and follow-up after the survey was conducted. The questions given to respondents were validated through a pilot test conducted on a small number of respondents. This needs to be done to ensure that the question is understood by the respondent, is not ambiguous, and there are no problems in the arrangement of words and sentences (Sekaran, 2006:99).

### **RESULTS AND DISCUSSION**

#### *Student Satisfaction Survey in Higher Education Institution*

A good satisfaction survey is a survey that can accommodate student aspirations in conveying the level of satisfaction with the services provided in higher education. Based on the results of the study, it showed that the majority of students who were the objects of this study felt that the satisfaction survey conducted by the university was sufficient and could accommodate the aspirations of students. Chart 1 shows that 71 percent of students felt that their aspirations were sufficiently accommodated in a satisfaction survey at their university. While 29 percent felt the survey that they received was not enough to accommodate the aspirations of students.



The following are excerpts from the results of open questionnaires received by students about the description of the adequacy of the satisfaction survey received in accommodating students' aspirations.

- "The survey questions given in my opinion are quite complete and detailed"
- "Questions and statements raised are really problems that arise"
- "The questions clearly illustrate the situation on campus"

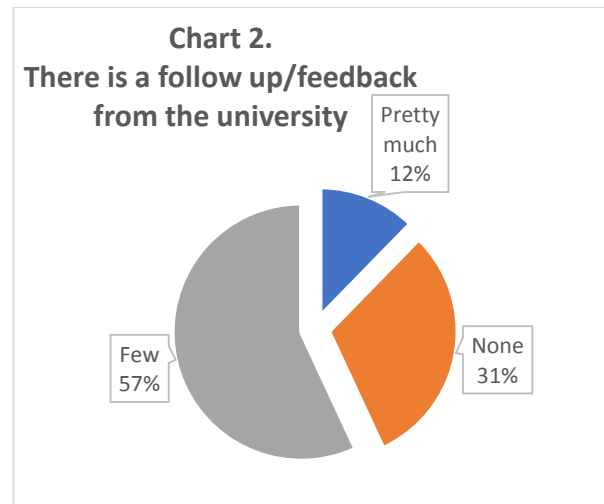
From the three statements above, it can be seen that detailed and detailed questions related to the state of university services are an important part that plays a role in accommodating student aspirations. In addition, there are several arguments that appear quite frequently, namely related to the open suggestion column.

- "By filling out a survey provided by a related party I can convey my satisfaction with the services provided. Besides that, I can also give advice in the column provided."
- "Accommodating impressions and messages, opinions and everything about lectures, intended in the field of courses"
- "A column is available to submit suggestions"

The arguments above show in addition to the detailed question points, part of the satisfaction survey that accommodates student aspirations is an open column that can accommodate the impressions, criticisms, and suggestions from students.

#### **Follow up / Feedback on Student Satisfaction Survey Results**

The most important part of a satisfaction survey is how this survey is followed up, which will then be able to improve the quality of services provided to students. The next part of this study is the results of research related to student perceptions related to follow-up or feedback from the results of a student satisfaction survey. The results of the study (Chart 2) show that, apart from the ability of the survey to cover the aspirations of students, it turns out that only a small proportion of students feel that there is enough follow-up or feedback on the satisfaction survey results they fill.



Only as many as 12 percent of students felt there was enough follow up and feedback from the institution.

"Improving the learning system"

"Suppose a suggestion regarding the condition of toilets that are not feasible on FE is now pretty good condition"

"Wifi in the library is smooth, facilities (tables and chairs) have been improved / replaced for the better so it is more comfortable to be in the library"

"Especially non-academic facilities, almost all of them are followed up"

The arguments above are some of the follow-up felt by students. This shows that from the satisfaction survey filled by students, the university did an evaluation and made the improvements needed to improve the quality of services to students.

Furthermore, there were 31 percent of students saying there was no follow up from the results of their satisfaction survey. From our results we separate the two categories of reasons why students feel that there is no follow-up from the university on the satisfaction survey they have filled out. The first reason is because students feel that there is no change in the services provided, for example the following are the arguments presented by students.

"There is no significant change from complaints related to sarpras that have been submitted through a questionnaire"

"For example, many of the air conditioners in room E5 are turned off and cannot be used"

"I have not yet received any feedback, because from my senior level I also complained about the problem of the lecturer who likes to act unfairly and arbitrarily did not enter the class, but until now the lecturer has remained in effect, and student values also have an effect, because he never entered, why does the impact have to go to students? While this is the responsibility of the lecturer because he often does not enter how we can get material or assignments to support our values. "

The argument shows that there are points of student complaints that are not followed up by the university. This needs to be considered because it can be seen that examples related to service complaints felt by students related to lecturers were not followed up for more than one academic period.

The second category of reasons is the student's ignorance regarding any follow-up or feedback that has been done by the university. The following are excerpts from arguments that indicate students' ignorance of the follow-up information.

"Because I was not told, I feel the same as last year"

"Because maybe only a small percentage felt the complaint or maybe it was only me"

"There might be, but I don't know the changes significantly, so I conclude there aren't"

This shows that, in addition to the possibility that complaints submitted by students have not been followed up, there is a possibility that the university has taken follow-up steps, but students are not aware of this.

While the majority of students namely 57 percent felt there was a follow-up and feedback from the results of the satisfaction survey that they filled but only slightly. Those who answered a little had various reason, but there were also some who expressed reasons for ignorance of the progress that had been made by the university. The following are excerpts from the reasons expressed by the student.

"I feel as long as I filled out the survey, my aspirations are still a little realized and in my opinion my aspirations have already represented the feelings of the students of the faculty of economics"

"A little, not all of them are actually accommodated with the reason it takes a process and cost constraints time constraints."

"Minor things like faculty parking after a long time complained about are only slightly improved and the level of security is lacking"

"Little ease of academic services"

"Facilities and infrastructure that were previously complained about, began to be improved little by little"

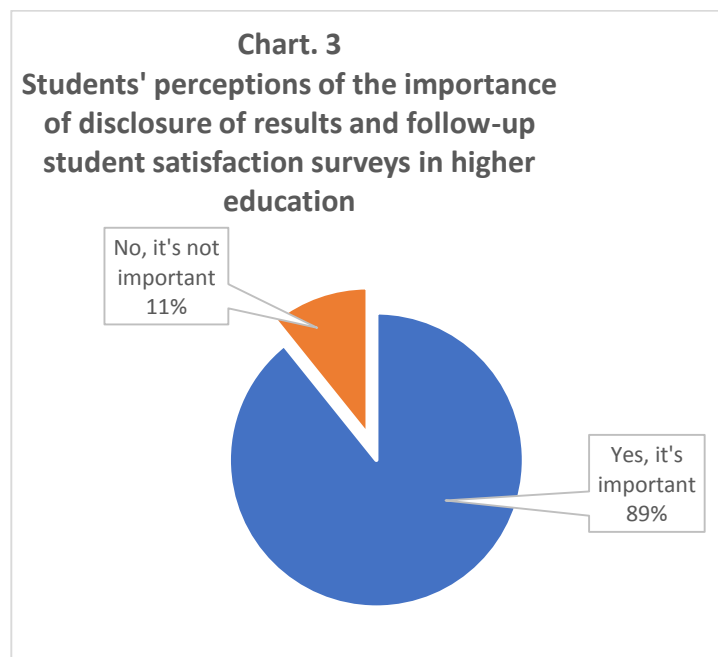
"There are some LCD projectors or TVs that don't function properly, after conveying these aspirations, almost all LCD projectors and TVs can function well"

"Improving the toilet, some are realized or not, the repairs are done unevenly. procurement of trash bins in the yard of FE is also minimal, only scattered in buildings.

The reasons above show that some students complained about the slow progress of the follow-up. But here there are students who say that the reason the problem has not been followed up is the complaint that is due to cost constraints. Here we conclude that although there have indeed been complaints from students that have not been followed up, it should be given a reason so that students know that the progress of the follow-up is constrained for some reason.

### ***Students' perceptions of the importance of disclosure of results and follow-up student satisfaction surveys in higher education***

After the satisfaction survey follow-up was done, there were many things that were felt by students related to the follow-up. Based on the previous discussion, it can be seen that some of the students felt that they did not know what the progress of the university's follow-up step was. In the discussion of this section we will look at how students' perceptions are related to the need for disclosures related to follow-up from the results of the satisfaction survey.



The results showed that 89 percent of students felt that disclosure related to the results of the satisfaction survey and follow-up on the survey was important to do. The following are some of the reasons expressed by students.

"As a form of transparency"

"Yes, in order to know, to what extent the follow-up / feedback from MUs, is it still the same or has it progressed?"

"Because the publisher of the adviser knows that the input is heard not just left alone."

"Because honestly we want to know the progress of what are the aspirations of UM residents, and what is the follow-up to those aspirations."

"Because it proves that there is a follow up from Univ, if it is not revealed we as students think that aspiration is just a meaningless talk."

"So that you can see the difference between before the survey and after the survey"

"Publication is a form of responsibility that should be known to us as students, so that we truly understand that what we are saying is indeed followed up by the campus"

From the sample of reasons presented above, we can see that students want transparency from the university in relation to the results of the survey and the follow-up conducted. Students feel that the disclosure related to this matter will make them feel that their voices are really heard and acted upon. 11 percent of students felt there was no need for publication of the survey and the follow-up with the following reasons.

"No need to be published, just follow up"

"No, but it needs to be discussed in the internal sphere"

"It doesn't need to be published as long as it's run"

From some of the arguments from students who feel that there is no need for publication of the results and follow-up surveys, it can be seen that students want a clear follow-up so that it does not need to be disclosed when the follow-up has been seen clearly enough.

## CONCLUSION

Satisfaction of stakeholders is one indicator of an institution's performance is said to be good. The stakeholder satisfaction survey at the university is the main agenda that must be carried out as a series of activities to improve university performance. Follow-up from the results of the stakeholder satisfaction survey is an effort made by the university to improve its performance. This study aims to look at stakeholder perceptions related to follow-up by the university. This study uses a field survey method using primary data in the form of a questionnaire. Based on the results of the study, it showed that the majority of students who were the objects of this study felt that the satisfaction survey conducted by the university was sufficient and could accommodate the aspirations of students. But the most important part of a satisfaction survey is how this survey is followed up, which will then be able to improve the quality of services provided to students. The results showed that, apart from the ability of the survey to cover the aspirations of students, it turned out that only a small proportion of students felt that there was enough follow-up or feedback on the results of the satisfaction survey they filled out. Most students felt that there was little or no follow up from the survey. There are two categories of reasons revealed, namely because students feel there is no change in the services provided and student ignorance regarding follow-up or any feedback that has been done by the university. In addition, the results of the study can be seen that the majority of students want disclosure related to the results of the survey and follow-up from the satisfaction survey that has been done. Thus, they can find out the progress of the follow-up of complaints that they submit in the satisfaction survey form.

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