

## Analysis of Teacher Service Quality on Student Satisfaction at SMA Deli Murni Bandar Baru

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### Abstract

The data analysis technique used was simple linear regression analysis, *t* test and determination test. The results of the study concluded that the variable of teacher service quality affects student satisfaction. This can be seen from the *ahsil t*-test through the value of *t*-count > *t*-table, which is  $6.777 > 1.656$  and *p* value  $0.000 < 0.05$ , as well as the value of *t*-count

### Keywords

Quality of Teacher Service,  
Student Satisfaction



## I. Introduction

School is an educational institution assigned by the Government to educate national life, as well as participate in increasing knowledge, understanding, and skills in order to create useful human resources, and be able to compete with other countries, so that Indonesia's human resources can become number one not only in the ASEAN Region, but also in the global region. In an effort to implement this, the Government is required to increase the participation of schools, as well as the role of teachers in producing qualified human resources, as well as increasing the ability of students as learners by applying appropriate learning models and methods to produce human resources that can be used not only within the Government, but also in the business environment, both domestic and foreign businesses. Efforts made by increasing the role of the teacher must be maximized, where the role of the teacher is very important and can be a bridge between students and also outsiders in creating quality human resources. In creating the role of the teacher who is able to increase the ability and understanding of good reasoning, of course the teacher must have a qualified education and in accordance with his competence, besides that, the teacher must receive a lot of training and development so that later the teacher will increase his motivation and be able to serve students in the process. teaching and learning and guiding students to become outstanding and well-informed students. Teachers must also be equipped with understanding and skills, as well as supporting facilities that are appropriate and in accordance with what is desired and expected by the teacher, so that the teacher can easily apply learning models and methods according to the wishes of students as students. Teachers are expected to provide appropriate services so that students as learners can easily understand and translate learning material using their reasoning power and intuition well, where the form of the services provided can be in the form of teacher services in providing learning material, where it is expected that teachers have the ability and competence regarding the subjects to be given, thus requiring a harmonized and balanced education, teachers must also be provided with adequate facilities, so that teachers can be motivated to provide more knowledge to students as learners, (Hasby, 2018). Teachers also provide counseling or guidance services to students. This is done so that students can be given an excess of motivation, and can easily create and shape changes in the character of students from the beginning who are not lazy to learn to increase their

learning enthusiasm, from those who were originally naughty to obedient, so that with the formation of good character it is hoped that students will have the provisions and behavior that becomes a role model, and can change the nature and character to be better and disciplined, so that this character will be brought to work, and will be used by the environment and society (Sari, Fitri Novia, Iskandar, Khalid and Sucipto, 2022). Teachers must also implement a good assessment system, where teachers are not encouraged to be selective in applying assessments, where teachers do not solely assess objectively, but must assess students' abilities comprehensively, where the assessment system made is one of the forms of service provided. given to students, so that students are able to increase the enthusiasm for learning because the teacher will give grades according to their abilities. These forms of service are expected to provide separate satisfaction for students, because on average teachers do not always explain learning material repeatedly, even teachers cannot always review learning material, so they are required to always repeat the material,

Deli Murni Bandar Baru High School is one of the upper middle level schools in Sibolangit, where this high school does not yet have qualified facilities to serve students because it is located in an area that cannot be monitored by the Regional Government, so teachers do not have more motivation to serve the process. teaching and learning, serving guidance, even serving matters related to the learning process, where the teacher does not want to issue more capabilities in serving the teaching and learning process, thus affecting the decrease in student interest in learning which is indicated by the presence of some students who are less enthusiastic in study the material well, thus affecting student grades which continue to decline and student understanding of subject matter which tends to weaken compared to other schools. This is due to the anti-certainty of school leaders who do not see the school's development as optimally as possible, so that it affects school and teacher services to students and this high school becomes a high school that is less attractive to the community.

## II. Review of Literature

### 2.1 Teacher Service Quality

The teacher's ability to provide high quality instruction is considered as the quality of teacher service (Amini, 2023). Successful planning and preparation, a supportive learning environment in the classroom, successful teaching, and professionalism in other activities including working with colleagues and taking part in professional development are the four main components of high quality teacher care. (Pujianto, 2021). Examples of teacher service quality include positive interactions between teachers and students, superior teaching, teacher competence, and participation in professional development.

(Fachmi, Amin Kuneifi and Amida, 2016) states that indicators of teacher service quality are as follows:

1. Academic competence, where teachers' ability to create interesting and relevant learning experiences is one indication of this, as is their knowledge and proficiency in the subject areas they teach.
2. Classroom management skills, among other things, teachers' ability to build safe, encouraging, and inclusive learning environments is one of these markers, as is their capacity to effectively control student behavior, provide direction, and enforce order in the classroom.

3. Interaction and relationships with students, where interactions and relationships with students include the teacher's ability to develop a trusting relationship with students, listen empathetically, offer helpful criticism, and pay attention to the specific needs of each student.
4. The use of a variety of teaching methods and strategies, where this indication can be seen from the ability of teachers to adapt their instruction to meet the needs of each student to make learning more interesting, interactive, and efficient.
5. Assessment and feedback, where these indicators include teachers' ability to administer formative and summative tests fairly and objectively, to provide useful feedback to students on their progress, and to use the results to enhance learning.
6. Collaboration and communication, where this indicator takes into account the instructor's capacity to collaborate closely with colleagues, parents, and relevant community members. Collaboration in curriculum preparation, team meetings, and effective parental communication are examples.
7. Student participation and learning outcomes, where these indicators include changes in student learning outcomes, the level of student engagement in class, and developments in student academic and extracurricular performance over time.

## 2.2 Student Satisfaction

Student satisfaction is the extent to which students feel involved and engaged in the learning process correlated with student satisfaction. Students' feelings of control over their education, their perception of acceptable difficulty, and their feelings of success in meeting their learning goals all contribute to their level of satisfaction. (Sofianti, Nunung Ayu and Sumarni, 2016). Student satisfaction is a student's perception of their learning experience, such as the level of involvement, needs met, and learning outcomes achieved, referred to as student satisfaction. (Wibisono, 2018) explained that student satisfaction can be known from several elements of student motivation, including recognition, achievement, responsibility, and personal growth, which can lead to student satisfaction.

(Iwijayanti, Nindy Dwi and Jannah, 2019) explains that indicators of student satisfaction include:

1. Student feedback, where this feedback includes how they feel about the learning experience is collected through surveys, questionnaires, or interviews. Questions can cover topics such as level of student engagement, clarity of instruction, relevance of subject matter, instructor assistance, and overall satisfaction.
2. Student participation and involvement, where student participation and involvement includes the level of student involvement in learning activities, their interactions with teachers and peers, and the level of their involvement in these activities are some of these markers. Students are more likely to be satisfied with their educational experience when they participate and interact in the learning process more actively.
3. Learning outcomes, where learning outcomes include student learning outcomes such as increased understanding, academic progress, achievement of learning objectives, and overall academic success. Students are more likely to be satisfied with their educational experience if they achieve successful learning outcomes.
4. Motivation and interest in learning, where these student learning indicators include things such as increased understanding, academic progress, achievement of learning objectives, and general academic success. If they achieve excellent learning outcomes, students are more likely to be satisfied with their educational experience.

5. Relationships with teachers and peers, which relate to students' opinions of their interactions with teachers and classmates, are included in this indicator. Student satisfaction with their educational experience can be increased by having supportive relationships and open lines of communication with their teachers and peers.
6. A conducive learning environment, where this indicator takes into account the social and physical characteristics associated with the learning environment, such as diversity, inclusivity, safety, comfort, and cleanliness.
7. Satisfaction with academic support, which asks students to rate the amount of assistance they receive from professors, other faculty members, or other academic services. Adequate and responsive support can increase student satisfaction with their educational experience.

### III. Research Methods

This type of research uses a quantitative descriptive method, where this research method is a research method that uses data and statistics to explain and examine phenomena or variables in a population. (Arifin, 2018) The population of this study were all students enrolled in TK Santa Lucia Medan, namely 220 students. The sample in this study uses the slovin formula, where the calculation results are as follows:

$$N = N / 1 + N (e)^2 = 220 / 1 + 220 (0.05)^2$$

$$N = 141$$

The number of samples is 141 students of SMA Deli Murni Bandar Baru

The sampling technique uses the accidental sampling method, where this method emphasizes sampling when the object of sampling is in the research area (Fadli, 2021)

### IV. Results and Discussion

#### 4.1 Research Result

##### Validity test

The results of validity testing can be seen in the following table:

**Table 1.** Validity Test Results

No. Instrument item	Teacher Service Quality (X)		Student Satisfaction (Y)		Info
	Calculated r value	Value r table	Calculated r value	Value r table	
1	0.550	0.164	0.635	0.164	Valid
2	0.790	0.164	0.800	0.164	Valid
3	0.649	0.164	0.470	0.164	Valid
4	0.850	0.164	0.953	0.164	Valid
5	0.707	0.164	0.608	0.164	Valid
6	0.875	0.164	0.948	0.164	Valid
7	0.856	0.164	0.888	0.164	Valid

Based on the table above, all the distribution of question item data from each variable is valid. This can be seen from the value of r count which is greater than r table, so that this data is feasible for hypothesis testing.

## 4.2 Reliability Test

The results of reliability testing can be seen in the following table:

**Table 2.** Reliability Test Results

Variable	Alpha count	Cronbach Alpha	Information
Teacher Service Quality (X)	0.777	0.600	Reliable
Student Satisfaction(Y)	0.801	0.600	Reliable

Based on the results above, it can be seen that the Cronbach's alpha value for all variables is greater than 0.6, this indicates that the data distribution for each variable is valid and feasible to be used for hypothesis testing.

## 4.3 Simple linear regression results

The results of the simple linear regression test can be seen in the following table:

**Table 3.** Results of Simple Linear Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	8,777	5,644		2,340	.149
	X	.766	1,453	.577	6,777	.000

a. Dependent Variable: Y

Based on the results of the analysis above, the results of a simple linear regression analysis are as follows.

$$\hat{Y} = 8.777 + 0.756X$$

According to the simple linear regression equation above, the results can be presented as follows:

1. A constant value of 8,777 indicates that if the quality of teacher service is appropriate, then the average value of student satisfaction is 8,777 units.
2. The value of the Regression Coefficient of Variable X (quality of teacher service) is 0.766, this explains that if the quality of teacher service increases by 1 unit it will affect the increase in student satisfaction by 0.766 units.

## 4.4 Hypothesis Testing with t Test

The results of testing the hypothesis with the t test can be seen in the following table:

**Table 4.** Hypothesis Testing with t Test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	8,777	5,644		2,340	.149
	X	.766	1,453	.577	6,777	.000

a. Dependent Variable: Y

Based on the table above, the t-table value obtained is 6,777. which indicates that the t-count value is  $6,777 > t\text{-table } 1,656$  and a significance value of  $0.000 < 0.05$ , it can be concluded that  $H_0$  in this study is accepted, namely the variable teacher service quality (X) influences the increase in student satisfaction at Deli Murni Bandar Baru High School (Y).

#### 4.5 Determination Coefficient Test

The results of the determination test can be seen in the following table

**Table 5.** Coefficient of Determination  
Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.640a	.555	.571	4.23167

a. Predictors: (Constant), X

Based on the results of the analysis of the coefficient of determination in the table above, it shows that the coefficient of determination (adjusted R Square) is 0.571. This value indicates that 57.1% of student satisfaction at SMA Deli Murni Bandar Baru (Y) can be explained by the variable quality of teacher service at SMA Deli Murni Medan (X), while the remaining 42.9% is explained by other variables that do not examined in this study.

## V. Conclusion

The results of the existing data analysis show that the t-count value of Teacher Service Quality at SMA Deli Murni Bandar Baru has an effect on the variable . Because the t-count  $> t\text{-table}$  is  $6,777 > 1,656$  and the p-value is  $0.000 < 0.05$ , it can be concluded that the variable teacher service quality influences the increase in student satisfaction at Deli Murni Bandar Baru High School. The results of this study are in line with research(Wibisono, 2018)which states that the best service provided by the teacher during the teaching-learning process will help students understand and increase their knowledge, so that it can be said that the more the quality of the teacher increases, the better the ability of students and student satisfaction through assessment results can run well .

### 5.1 Conclusions And Recommendations

Based on the results of the study, it can be concluded that the variable teacher service quality has an effect on student satisfaction. This can be seen from the results of the t test through the value of t-count  $> t\text{-table}$ , namely  $6,777 > 1,656$  and a p-value of  $0.000 < 0.05$ , and the value

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