Analysis and Strategy to Improve Student Satisfaction on Community Based Learning and Local Potential Methods

Ahmad Thoriq, In in Hanidah, Wahyu Gunawan

Faculty of Social and Politics, Padjadjaran University

Jl. Raya Bandung Sumedang KM.21, Jatinangor, Kabupaten Sumedang, Jawa Barat 45363

thoriq@unpad.ac.id

Abstract: One of the learning innovations developed by Padjadjaran University is a community-based learning method and the local potential applied to arts and entrepreneurship courses (OKK). In order to improve the quality of academic services in the learning process, it is necessary to analyze student satisfaction. The research design used in this study was a cross-sectional study with a total sample of 133 first-degree students selected using the convenience sampling method. Data on satisfaction and expectancy were collected through questionnaires and processed using the Importance Performance Analysis (IPA) and Customer Satisfaction Index (CSI) which were then analyzed descriptively. Based on the results of the IPA analysis, the attributes that enter into quadrant I (top priority) are improvement in creativity and thinking patterns (c2) and understanding of culture, art, and local sports (c6), quadrant II (maintaining achievement), that is caring (c4) and the increase in soft skills (c7), quadrant III (low priority), namely the effectiveness of implementation (c1) and the spirit of entrepreneurship (c5), quadrant IV (excessive), namely teamwork (c3). Overall student satisfaction with the seven attributes that affected the implementation of OKK lectures was 74.20%.

Keywords: student satisfaction, importance-performance analysis, community-based division, local potential

Abstrak: Salah satu inovasi pembelajaran yang dikembangkan Universitas Padjadjaran adalah metode pembalajaran berbasis masyarakat dan potensi lokal yang diaplikasikan pada mata kuliah olah raga kesenian dan kewirausahaan (OKK). Guna meningkatkan kualitas layanan akademik dalam proses pembelajaran maka perlu dilakukan analisis kepuasan mahasiswa. Desain penelitian yang digunakan pada penelitian ini adalah *cross sectional study* dengan total sampel sebanyak 133 orang mahasiswa tingkat pertama yang dipilih menggunakan metode *convenience sampling.* Data kepuasan dan harapan dikumpulkan melalui kuisioner dan diolah menggunakan *Importance Performance Analysis (IPA)* dan *Custumer Satisfaction Index (CSI)* yang selanjutnya dianalisis secara deskriptif. Berdasarkan hasil analisis IPA, atribut yang masuk ke dalam kuadran I (prioritas utama) yaitu peningkatan kreativitas dan pola berfikir (c2) dan pemahaman tentang budaya, seni, dan olah raga lokal (c6), kuadran II (pertahankan prestasi) yaitu kepedulian (c4) dan peningkatan *soft skill* (c7), kuadran III (prioritas rendah) yaitu efektivitas pelaksanaan (c1) dan semangat berwirausaha (c5), kuadran IV (berlebihan) yaitu kerja tim (c3). Kepuasan mahasiswa secara keseluruhan terhadap tujuh atribut yang berpengaruh pada pelaksanaan kuliah OKK adalah sebesar 74,20 %.

Kata kunci : kepuasan mahasiswa, *Importance Performance Analysis*, pembelaharan berbasis masyarakat, potensi lokal

INTRODUCTION

Education has greater targets than merely labor training. It cultivates the humanity (human being) and skills (human resources), so education is matter and long-term macro investment since the impacts come after some decades (Atmanti, 2005). Education and investment for kids take a handle in poverty flows.

Higher education supports someone to hold prosperity or out of poverty (Arifin, 2014). One of educational stage that significant in preparing high quality human resources is the higher education, as it is told in Law number 12 the year 2012 about higher education on article 5 which explains that higher education targets to grow students' potentials to be a

religious and noble person, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultural-minded for nation's hope.

Important for higher education not only to support the students with academic competence, yet also their personal quality, so they will be academically prepared and noble graduates (Christiana, 2005). A significant phase in higher education is during the entrance year. This due to the adaptation process in which freshmen give and share starting knowledge (Gunawan dkk, 2018), moreover, the entrance year is a coming-age phase consists of some demands that would trigger stress/depression (Novianti and Alvasari, 2017).

Some higher education institutes create learning inventions specifically for freshmen, as done by Padjadjaran University in developing community-based learning method and the local potential applied to Sports, Arts, and Entrepreneurship courses (OKK). OKK is constructed to push students in mastering varieties of basic skills through sports and local arts and helps society sustainability through entrepreneurship (Gunawan dkk, 2018), that Padjadjaran University (Unpad) has been undergoing since 2016.

Basically, OKK is arranged to empower students to collaborate in enjoyable exercise activities, arts, and creativity together with societies, to achieve an authentic personality of Unpad students (Gunawan dkk, 2018). Society has been a long-term main interest in social studies, specifically in relation to its traits and dynamics (Wahyono, 2014). Community-based learning is directed to a students' potential empowerment that is also synchronized with society's dynamics. Social energy is hoped to be able to increase its quality for social-economic objectives, education development relates to work-life and business, and collective-integrated individual attitude as culture sustainability (Sujarwo, 2014). Furthermore, local potential–based learning gives positive contributions and proven effective as a program that can escalate learning society (Hatimah, 2006), upgrade scientific skill, entrepreneurship interest, and provide knowledge about potentials that can be parameters of developing a locality (Khoiri dkk, 2018).

Since 2016 until 2018, during the implementation of OKK, there are some improvements in learning concept, yet the learning object has focused on society and potentials of domestic resources around institute circle. An evaluation method that is urgent to escalate academic service is an analysis of students' satisfaction. Research says that students' satisfaction is a reference for fixing and improving academic services. A research is written by Retnaningsih, dkk (2009) points out that Bogor Agricultural University (IPB) students stated dissatisfaction towards academic process in IPB, so some improvements needed for curriculum, learning materials, lecturer performance, community service, final administration, class facility, laboratory facility, literature in library, test scheduling, and academic service. In the similar research done by Suryani (2011), she states that the rate of IPB students' satisfaction towards academic services, as much as 66, 12% in 2007 and 75,79% in 2009. It shows the escalation rate of students' satisfaction. Furthermore, Mailany (2011) explains that diploma students of IPB were 70,60% satisfied, students of the graduate program were 63,14% satisfied, and postgraduate students were 67,35% satisfied. According to analysis based on Structural Equation Model, it resulted that reliability and assurance were the merely significant and positive factor of students' satisfaction, while students' satisfaction doesn't influence students' performance since IPB students mostly affected by intrinsic factor, as it stated in Novianti and Alfiasari (2017) who says that personal traits are highly influenced by dad's nurture and significantly gives positive impacts in life satisfaction of freshmen.

This research aims to analyze the satisfaction rate towards community-based learning method and the local potential applied to Sports, Arts, and Entrepreneurship courses (OKK).

RESEARCH METHOD

Research design, Location, and Date

This research applies to a cross-sectional study. The location took place in Padjadjaran University, Jatinangor, West Java, in three months started from December 2018 until February 2019.

Sample Determination Technique

Research population here were freshmen of Padjadjaran University who just attended OKK. Research examples were determined using convenience sampling (an example is taken based on availability and access). According to Slovin patterns, minimum examples needed are 98 persons, and this research employed 133 persons.

Data Collection Technique

Data types parted as the primary and secondary

one. Primary data was taken from the questionnaire that directly presented to the respondents in order to obtain the data about satisfaction and expectancy. This questionnaire was arranged intentionally according to the Likert scale from 1 to 5 (Table 1) to let students answer with various levels on services variables.

Table 1. Scores of Students' Satisfaction and Expectancy

Score	Expectancy	Satisfaction
1	very insignificant	very bad
2	insignificant	bad
3	quite significant	quite good
4	significant	good
5	very significant	very good

The score refers to satisfaction reflects students' opinion based on experience. Secondary data is obtained from the documents related to OKK like OKK materials, OKK reports that gotten from the OKK coordinator.

Data Processing and Analysis

Data were processed using Microsoft Excel. The relation between satisfaction and expectancy were analyzed using Importance Performance Analysis (IPA) method, that pictured in spreading chart (Suprapto, 2011), as seen in Picture 1. IPA method is used to measure how far the expectancy and satisfaction rate towards the performance of a product or service.
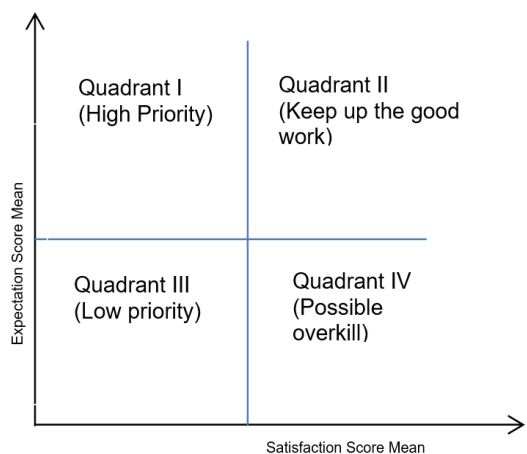
Picture 1. Spreading Chart of IPA Method (Supranto, 2011)

Cutting point of IPA chart is made by calculating the average of satisfaction and expectancy of all

attributes (Apriliana, 2016). Every quadrant of spreading chart consists of interpretation meaning (Suprapto, 2011) as follows:

1. Quadrant I (Top Priority)
   Quadrant I states that attributes are important yet the implementation or performance is still low. For the consumers, this means dissatisfying or disappointing. Consumers' need has not completed by company management. To increase consumers' satisfaction, a company has to improve the attribute's performance.

2. Quadrant II (Maintaining the Achievement)
   Quadrant II consists of significant attribute and succeeds attribute as it felt by consumers. The satisfaction rate is relatively high, so the company has to maintain the attributes in quadrant II.

3. Quadrant III (Low priority)
   Quadrants III consists of low significant and low satisfying attributes. In this quadrant, the variable increase should be re-analyzed since it doesn't really influence the consumers' satisfaction and the company's implementation is just standard.

4. Quadrant IV (Excessive)
   Quadrant IV consists of a low significant attribute, yet the implementation is overacted. However, although it is also considered not really significant even if really satisfying. These unimportant attributes can be cut so companies can minimize the cost.

The students' satisfaction as a whole is analyzed using the Customer Satisfaction Index, by calculating the expectancy rate of service attributes. The calculation started with calculating Mean Importance Score (MIS) or average score of an attribute. This value is achieved from the expectancy rate of every student. Then, the Weight Factor (WF) is determined from MIS per attribute divided with MIS of a total attribute. WF score that is used to calculate the Weighted Score (WS) that is multiplication of WF with Mean Satisfaction Score (MSS) or an average of performance score every attribute. An index score of students' satisfaction is gotten from the total WS per five (amounts of used scales) and multiplied with 100 percent. The satisfaction rate is due to the criteria: a) $0,00 – 0,34$: dissatisfied, b) $0,35 – 0,50$: not really satisfied, c) $0,51 – 0,65$: quite satisfied, d) $0,66 – 0,80$: satisfied, and e) $0,81 – 1,00$: very satisfied (Mailany, 2011).

RESULT AND DISCUSSION

Learning Concept

This research reveals the effort of Padjadjaran University in supporting freshmen to adapt with the community around the institute circle that presented through OKK course.

With the total amount of 6465 freshmen of Padjadjaran University spread in 49 studies divided into 136 groups, so every group includes 48 students. The 136 groups are considered based on the amounts of neighborhood association (RT) in Jatinangor, so a group of students with 48 members will visit each RT. The students' composition in a group includes different studies, so they will be able to collaborate and strengthen the relationship that is expected to be a modal during their college life or after graduate. A similar concept is actually has done by IPB that obligates its freshmen to stay in institute's dormitory.

According to Gunawan dkk (2018), the collaboration is also a sign of OKK achievement as an authentic Unpad subject. Collaboration is also a special skill, so Unpad students: 1) Responsible to teamwork and collaboration result that also deals with the community near the institute, 2) Able to coordinate the various program in the society through sports, art, and creative activities.

In its application, OKK emphasizes on character building that begins with knowing each other, building interpersonal relation, and during the process of building the teamwork, students will get close with environment through exploration, consolidation and follow up through sports and arts activities, to grow the personal character of Unpad students (Gunawan dkk, 2018). Some activities are done (Gunawan dkk, 2018) as follows:

1. Social mapping according to social orientation and region (environment).
2. Doing sports activities with society.
3. Doing some arts especially "*Kaulinan Urang Lembur*" and Sundanese arts together with society.
4. Doing creative activity: Thinking Design together with society in OKK location.
5. Making videos during OKK.
6. Writing proposal Student Creativity Program in Entrepreneurship (PKM-K) according to identification result, consolidation, and implementation during the program.

The outcome of this OKK program includes three aspects of attitude (empathy, leadership, participation, and anti-corruption), knowledge mastery and problem-solving (Gunawan dkk, 2018). Refers to Khoiri dkk, (2018) learning model based on local community gives a positive contribution in improving a scientific process, entrepreneurship interest, and provide information about potentials that can be used as a parameter in developing local potential. Some entrepreneurship aspects that consist of self-confidence, result-oriented, risk-taker, and leadership has shown very positively after attending local potential-based learning.

Respondent Characters

Based on field observation, there are seven attributes that influence the students' satisfaction and expectancy during OKK program, those are:

c1. Implementation effectiveness based on lecturer's performance, application method, and benefits for the society

c2. Creativity and mindset improvement

c3. Efforts of teamwork improvement

c4. Growing empathy/care

c5. Growing entrepreneurship interest

c6. Increasing knowledge about culture, arts, and local sports

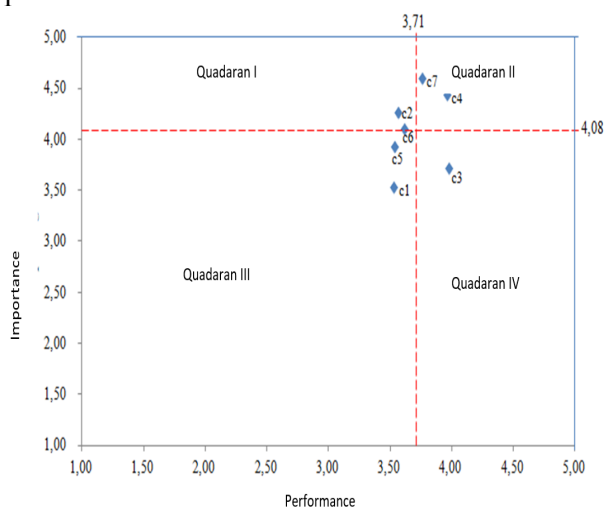c7. Escalating soft skill like public speaking, social analytics, and problem-solving

According to data tabulation towards seven attributes measurement, 48, 44% of students are satisfied with OKK program, while 6,87% are dissatisfied, and 2,36% are very dissatisfied. The satisfaction rate can be seen as more detailed in Picture 2.
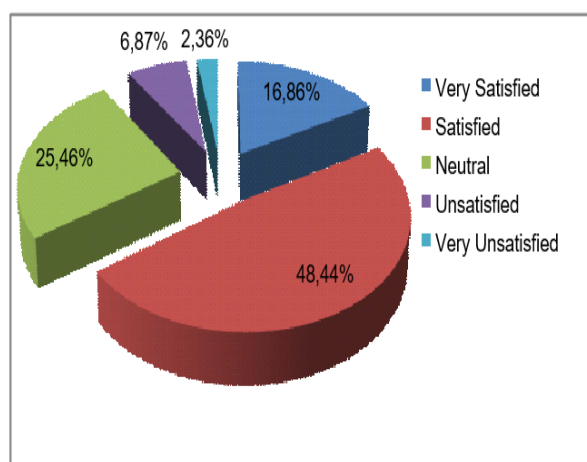
Picture 2. Students' Satisfaction Rate

The IPA analysis result in Picture 3 shows that attributes included in quadrant I are, creativity improvement and thinking patterns (c2) and

escalation understanding about culture, art, and local sport (c6). Both attributes reveal that OKK has not fulfilled the students' expectation yet, so it is dissatisfying. Then, attribute c2 and c6 are the main priorities to be fixed.

Picture 3. Spreading Chart about Students' Satisfaction on OKK with IPA Method

Attributes that belong in quadrant II are the increase of empathy/care (c4) and the increase of soft skills like public speaking, social analytics, and problem-solving (c7). Both attributes are successfully done through OKK, so the students' satisfaction is relatively high.

Attributes that belong in quadrant III are implementation effectiveness based on lecturer's performance, application method, and benefits for society (c1) and growing entrepreneurship interest (c5). Both attributes are considered as less significant and the lecturer's performance is less satisfying.

An attribute that belongs in quadrant IV is the effort to improve teamwork (c3), and it shows that this attribute is less significant and the performance is excessive.

Students' Satisfaction Index towards Learning Application

Students' satisfaction index (CSI) is measured based on the satisfaction and expectancy rate of each attribute of community-based and local-based learning. Students' satisfaction towards the seven attributes as a whole is 74,20% as it is shown in Table 2. The CSI value locates in range between 66-80% and categorized as satisfied. This means generally students are satisfied with the performance of OKK stakeholders. Meanwhile, there is still 22,20% of

consumers' satisfaction that has not fulfilled in the performance of the community and local potential –based learning. Padjadjaran University needs to fix this attribute since it does not satisfy consumers' expectancy and in order to reach 100 percent of satisfaction.

Table 2. Index Calculation of Satisfaction towards OKK

Attribute	RSK	RSH	WF	WS
c1	3,53	3,53	0,12	0,44
c2	3,56	4,26	0,15	0,53
c3	3,98	3,71	0,13	0,52
c4	3,96	4,44	0,16	0,62
c5	3,53	3,92	0,14	0,49
c6	3,62	4,11	0,14	0,52
c7	3,76	4,59	0,16	0,60
Total	28,56	25,94	1,00	3,71
Average	4,08	3,71	0,14	0,53
CSI (%)				74,20

Note:
RSK: Average of Satisfaction Score
RSH: Average of Expectancy Score
WF: Weight Factor
WS: Weight Score

Based on gender, male students are more satisfied with OKK, with CSI value of 75,53% compared to female students (73,54%), as can be seen in Table 2. The attribute that influences male students the most is the effort to improve teamwork (c3).

Table 3. Index Calculation of Satisfaction Based on Gender

Attribute	Weight Score (WS)	
	Male	Female
c1	0,48	0,41
c2	0,52	0,54
Ac3	0,56	0,50
c4	0,59	0,63
c5	0,51	0,47
c6	0,51	0,52
c7	0,61	0,60
Total	3,78	3,68
Average	0,54	0,53
CSI (%)	75,53	73,54

CONCLUSIONS AND SUGGESTIONS

There are seven attributes that impact the students' satisfaction and expectancy during OKK,

those are: 1) Implementation effectiveness based on lecturers' performance, and benefits for the society (c1), 2) creativity and thinking pattern improvement (c2), 3) efforts of improving teamwork (c3), 5) growing empathy/care (c4), 5), growing entrepreneurship interest (c5) 6) increase the understanding about culture, arts, and local sports (c6), 7) escalating soft skill like public speaking, social analytics, and problem-solving (c7).

Based Importance Performance Analysis (IPA), attributes that belong to quadrant I (main priority) are c2 and c6, quadrant II (maintaining achievement) are c4 and c7, quadrant III (low priority) are c1 and c5, and quadrant IV (exaggerated) is c3.

According to Customer Satisfaction Index (CSI), overall, the students who are satisfied with OKK is 74,20%, in which male students are more satisfied marked with CSI value of 75, 53% compared to female students (73,54%).

Improvements must be prioritized on 1) implementation effectiveness including lecturers' performance, application method, and benefits for society, 2) the way to grow entrepreneurship interest can be done through a guest lecture by inviting Unpad students or graduates who successfully run a business that started from the ground level.

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