Perception Student to School Teacher Education Study Program Services Base

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Abstract:

This research aims to determine students' perceptions of Bina Bangsa Getsempena University's PGSD study program services in terms of tangibles, reliability, responsiveness, assurance, and empathy to enhance future service quality. The method employed in this study is descriptive with a quantitative approach. The study was conducted by distributing questionnaires via Google Forms to students. The sample size for this study consisted of 22 students. The types of research data include primary data sourced from students of Bina Bangsa University's PGSD study program, Class of 2022, who were selected as the sample. The research instrument used was a Likert scale questionnaire with alternative answers: Very Good (SB), Good (B), Neutral (N), Not Good (TB), and Very Not Good (STB). The research results indicate that perceptions of academic services were categorized as Good, with a percentage of 86.72%, and administrative services were also categorized as Good, with a percentage of 84.8%. Therefore, it can be inferred that students' perceptions of Bina Bangsa University's PGSD study program at Gethsempena are categorized as Good, with an average percentage of 85.76%. The implications of this study are that the quality of academic services, the quality of administrative services, and trust in lecturers and administrative staff show positive results.

Keywords: Aspect Service, Program Studies, Student.

Introduction

SISDIKNAS Regulation No. 20 of 2003 defines education as a purposeful and concerted effort to establish a supportive learning environment and system, empowering students to actively nurture their potential in spiritual and religious strength, self-discipline, noble virtues, intellectual capacity, moral integrity, and the competencies required for community involvement and the promotion of nationalism, consequently fulfilling domestic goals (Alam et al., 2024).

Education plays a crucial role in both individual lives and society at large. The following are several important roles of education in life

Such as (1) provider knowledge: Education helps individuals acquire knowledge and understanding across various subjects and topics, encompassing academics, culture, history, and science, among others. (2) Development of Skills: Education aids individuals in cultivating essential skills for success in everyday life and their careers, including proficiency in reading, writing, arithmetic, as well as technical and social skills. (3) Career Advancement: Education serves as a crucial factor in securing better employment opportunities and advancing one's career. Higher levels of education increasingly open doors to various career paths. (4) Personality Development: Education contributes not only to academic growth but also to the development of one's personality. It fosters traits such as discipline, independence, and responsibility. (5) Understanding of Culture and Values: Education enables individuals to comprehend their own culture as well as that of others, fostering tolerance, diversity, and cross-cultural understanding. (6) Problem-Solving Abilities: Education equips individuals with critical thinking skills to effectively tackle challenges encountered in daily life. (7) Improvement in Quality of Life: Higher levels of education often correlate with an enhanced quality of life, including improved access to healthcare services, higher income levels, and greater optimism for the future. (8) Understanding of Politics and Citizenship: Education empowers individuals to grasp political processes and societal roles, enabling active participation in public elections and democratic processes. (9) Innovation and Social Progress: Education plays a crucial role in fostering innovation and social progress, as educated individuals are better equipped to generate new ideas and contribute to technological and societal advancements. (10) Improved Communication Skills: Education facilitates the development of effective communication skills, both oral and written, which are essential for building healthy relationships with others.

Within the Bina Bangsa University Primary School Teacher Education Program (PGSD). Gethsempena Students are parties who are directly involved in the service process carried out by an educational institution. Services in a good study program environment must pay attention to the determining factors of service quality, namely:

1) Tangible (Physical Evidence)
2) Reliability (Reliability)
3) Power Responsive (Responsiveness)
4) Certainty (Assurance)
5) Empathy (Empathy)

Perception is one of the psychological aspects that is important for humans in responding to the presence of various aspects and symptoms around them. The concept of perception has a very broad

meaning, encompassing both internal and external aspects. Although various experts offer different definitions of perception, they essentially convey the same meaning. (Jayanti & Arista, 2019).

After interviewing several students enrolled in the Basic Education Teacher Education Program (PGSD) at Bina Bangsa University Gethsempena, it is evident that there are still areas in need of improvement in the services provided.

Hence, there is a necessity for research to be conducted in order to assess the actual perceptions of students regarding the services offered by Bina Bangsa University's PGSD program at Gethsempena. This research aims to enhance the quality of services for the PGSD program at Bina Bangsa University Gethsempena.

The guidelines for minimum service standards in higher education are outlined in the Minister of National Education Regulation No. 53 of 2008, which establishes the Minimum Service Standards (SPM). These standards comprise technical specifications concerning the minimum service benchmarks that universities should provide to the community. These benchmarks are determined with regard to service quality, equity, equal access to services, costs, and ease of accessing services. (Darwyansyah, 2014) .

Literature Review

Previous research is often referred to as an inductive study, focusing on identifying studies conducted by previous researchers. This assists in determining the direction and evolution of the research, as well as understanding prior studies conducted. Sri Dewi Anggadini et al. (2022) suggests that most students have grasped the policies and programs of MBKM (*Merdeka Belajar Kampus Merdeka*) and recognize its benefits in offering challenges and opportunities for fostering innovation, creativity, capacity, personality, and the development of both hard and soft skills in students. For ongoing implementation, the university should intensify the socialization and facilitation of MBKM. Ratnawati & Vivianti (2020) findings show that the teaching and learning process component has a perception rate of 79%, the lecturer's capability component scores an 82%, and the infrastructure facilities component achieves an 80% perception rate. These percentages reflect the feasibility and success of online practices. Overall, students' perceptions of online practical lectures at Universitas Teknologi Yogyakarta are positive, with an average perception rate of 80%.

Zhafira et al. (2020) shows that WhatsApp and Google Classroom are the most preferred online learning platforms. Before the commencement of online lectures, 53% of students from the Faculty of Economics at Universitas Teuku Umar were already acquainted with various online learning platforms. Additionally, the semi two-way communication pattern is the most favored by students. Further research

is required on problem-based, collaborative, and other online learning models. Amerstorfer & Freiin Von Münster-Kistner (2021) examines how the students perceived the course instructors' caring, credibility, communication style, and feedback, which leads to new information about how PBL shapes student-teacher relationships. Due to Covid-19, the otherwise face-to-face course was taught online. Alameri et al. (2020) shows the positive attitude of students with previous computer knowledge and students in the fields of new technologies to e-learning was very optimistic. their self-studying and academic performance were significantly affected by the use of eplatforms during COVID-19 pandemic.

Research Methodology

This type of research is descriptive research with a quantitative approach. Descriptive statistics function to provide an overview of the object being studied through sample or population data. The sample in this study was 22 students from a population of 150 students from the class of 2022. According to (Arikunto, 2019) If the population is less than 100 people, the total sample size is used. However, if the population exceeds 100 people, the sample size can be between 10%-15% or 20%-25%.

The research subject was selected using the purposive sampling method because the samples were chosen based on specific criteria. These criteria are crucial in determining the sample for the study as they align with its objectives and purposes (Sugiyono, 2021). In qualitative research, research subjects are known as informants. They are individuals who provide information related to the data needed by researchers in connection with the research topic being conducted. The information provided may include relevant situations and backgrounds related to the research (Moelong, 2006).

Data collection employs direct communication techniques with questionnaires serving as the primary data collection tool. The categories utilized in this research are Very Not Good (STB), Not Good (TB), Neutral (N), Good (B), and Very Good (SB), with corresponding scores of 1 for STB, 2 for TB, 3 for N, 4 for B, and 5 for SB. Data analysis was carried out by calculating the average satisfaction felt by students regarding tangible aspects, reliability, responsiveness, assurance, and empathy using Google Forms. By using statistical calculation formulas for a mean (average) and percentage.

Table 1. Categories Evaluation

Category	Intervals
Very Good	90%-100%
Good	80%-90%
Neutral	70%-80%
No Good	60%-70%
Absolutely No Good	<60%

Results and Discussions

The research results were obtained through a questionnaire distributed via Google Form to students enrolled in the Bina Bangsa University PGSD study program at Getsempena who were selected as the sample. The research findings have been computed using mean values or average scores to assess students' perceptions of the PGSD study program services at Getsempena University. The perceptions investigated in this research encompass student views on academic services and administrative services.

1. **Student Perceptions of Academic Services at the Bina Bangsa University PGSD Study Program Gethsempena**

The definition of academic services entails a systematic educational endeavor aimed at facilitating students in mastering curriculum content through the learning process, enabling them to attain the standard competencies. Given the paramount importance of quality within educational institutions, it is imperative to scrutinize it through the lens of academic services. As articulated by Pakpahan, the quality of academic services is delineated as the comparison between the academic services perceived by customers or stakeholders and the academic services' expected quality by these same customers or stakeholders (Rosita in Susanto, 2014) .

Whereas According to (Sallis, 2006) The quality of academic services is very important in educational institutions. Academic services are said to be of quality if they are in accordance with customer needs. Parasuraman in (Rinala et al., 2013) states that there are five dimensions of service quality, namely: tangible (physical evidence), reliability (reliability), responsiveness (responsiveness), assurance (guarantee) and empathy (empathy).

Table 2. Aspects Tangiable (Educational Facilities and Infrastructure)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	4	Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	5	Very Good

No	Initials Student	Value provided	Category
17	J	4	Good
18	DJ	5	Very Good
19	NFY	4	Good
20	A	4	Good
21	TM	4	Good
22	F	5	Very Good
Total value		**95**	
Average		**86.36%**	**Good**

From the results of the table above, it can be seen that students' perceptions of the tangible aspect (quality of educational facilities and infrastructure) are good with a percentage of 86.36%.

Table 3. Reliability Aspects (reliability lecturer in lecture)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	5	Very Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	4	Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	5	Very Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	5	Very Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	5	Very Good
Total value		**97**	
Average		**88.18 %**	**Good**

From the results of the table above, it can be seen that students' perceptions of the reliability aspect (reliability of lecturers in lectures) are good with a percentage of 88.18%.

Table 4. Aspects responsiveness (attitude responsive lecturer)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good

5	SSM	3	Neutral
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	4	Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	3	Neutral
14	CDW	5	Very Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	5	Very Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	5	Very Good
	Total value	**94**	
	Average	**85.45%**	**Good**

From the results of the table above, it can be seen that students' perceptions of the responsiveness aspect (the lecturer's responsive attitude) are good with a percentage of 85.45%.

Table 5. Assurance aspects (guarantee/treatment lecturer to student)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	5	Very Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	4	Good
9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	5	Very Good
15	R	5	Very Good
16	SAW	5	Very Good
17	J	4	Good
18	DJ	5	Very Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	5	Very Good
	Total value	**98**	
	Average	**89.09%**	**Good**

From the table above, it can be seen that students' perceptions of the assurance aspect (guarantee/treatment of lecturers to students) are good with a percentage of 89.09%.

Table 6. Aspects empathy (understanding lecturer to interest student)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	5	Very Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	3	Neutral
7	NS	4	Good
8	AAA	4	Good
9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	4	Good
Total value		**93**	
Average		**84.54%**	**Good**

From the table above, we can see that students' perception of the empathy aspect (the lecturer's understanding of students' interests) is good with a percentage of 84.54%

Table 7. Recapitulation perception student to service academic seen from fifth aspect service

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	3	Neutral
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	4	Good

9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	5	Very Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	5	Very Good
Total value		**94**	
Average		**85.45%**	**Good**

From the results of the table above, it can be seen that, of the five aspects looked at, the lowest aspect is the tangible aspect (educational facilities and infrastructure) at 85.45% in the Good category.

2. Student Perceptions of Administrative Services for the Bina Bangsa University PGSD Study Program Gethsempena

The research results are in accordance with Kotler (Rianto & Rohani, 2017) The statement outlines five dimensions of service quality: tangibility, which concerns the appearance of physical facilities, equipment, personnel, and communication media; reliability or trustworthiness, referring to the ability to deliver promised services accurately and dependably; responsiveness, which involves promptly assisting customers and providing services in a timely manner; assurance, encompassing the knowledge, politeness, and ability of librarians to instill trust and confidence in students; and empathy, characterized by the provision of caring and personalized attention to customers Bina Bangsa University PGSD study program Gethsempena is described in the following table:

Table 8. Tangible aspects (facilities and infrastructure service administration)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	4	Good

9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	4	Good
21	TM	4	Good
22	F	5	Very Good
	Total value	**93**	
	Average	**84.54%**	**Good**

From the table above, it can be seen that students' perceptions of the tangible aspects (facilities and infrastructure for administrative services) are good with a percentage of 84.54%.

Table 9. Reliability Aspects (Reliability Staff Administration in Service)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	4	Good
21	TM	4	Good
22	F	5	Very Good
	Total value	**94**	
	Average	**85.45%**	**Good**

From the table above, it can be seen that students' perceptions of the reliability aspect (reliability of administrative staff in service) are good with a percentage of 85.45%.

Table 10. Aspects Responsiveness (attitude responsive staff administration in service)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	5	Very Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	4	Good
21	TM	4	Good
22	F	5	Very Good
	Total value	**94**	
	Average	**85.45%**	**Good**

From the table above, it can be seen that students' perceptions of the responsiveness aspect (responsive attitude of administrative staff in service) are good with a percentage of 85.45%.

Table 11. Assurance Aspects (guarantee / treatment staff administration to students)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	4	Good
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	4	Good

11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	5	Very Good
21	TM	4	Good
22	F	5	Very Good
Total value		**94**	
Average		**85.45%**	**Good**

From the table above, it can be seen that students' perceptions of the assurance aspect (guarantee/treatment of administrative staff towards students) are good with a percentage of 85.45 %.

Table 12. Aspects Empathy (understanding staff administration to interest student)

No	Initials Student	Value provided	Category
1	NA	5	Very Good
2	J.R	4	Good
3	IN	4	Good
4	ICE	4	Good
5	SSM	3	Neutral
6	M.S	4	Good
7	NS	4	Good
8	AAA	5	Very Good
9	CVI	5	Very Good
10	MM	4	Good
11	DW	3	Neutral
12	NN	5	Very Good
13	H.N	4	Good
14	CDW	4	Good
15	R	5	Very Good
16	SAW	4	Good
17	J	4	Good
18	DJ	4	Good
19	NFY	4	Good
20	A	4	Good
21	TM	4	Good
22	F	5	Very Good
Total value		**92**	
Average		**83.63%**	**Good**

From the table above, it can be seen that students' perceptions of the empathy aspect (understanding of administrative staff towards students) are good with a percentage of 83.63%.

Conclusion

Based on data analysis from the research results and discussions that have been presented, conclusions are drawn regarding student perceptions of Bina Bangsa University PGSD services Gethsempena as follows:

1) **Service Academic**

   Students' perceptions of the academic services of the PGSD Bina Bangsa University Getsempena study program are in a good category with an achievement level of 86.72% with the following details:

   a) Tangible aspects (educational facilities and infrastructure) amounted to 86.36% with good category.

   b) The reliability aspect (reliability of lecturers in lectures) was 88.18% with good category.

   c) The responsiveness aspect (lecturer's responsive attitude) was 85.45% in the good category.

   d) The assurance aspect (the lecturer's guarantee/treatment of students) was 89.09% in the good category.

   e) The empathy aspect (the lecturer's understanding of students' interests) was 84.54% in the good category

2) **Service Administration**

   Student perceptions of administrative services for the PGSD Bina Bangsa University Getsempena study program is in the good category with an achievement rate of 84.8% with the following details:

   a) Tangible aspects (educational facilities and infrastructure service administration) amounted to 84.54% in the good category.

   b) Reliability aspect (staff reliability administration in service) amounted to 85.45% in the good category.

   c) Responsiveness aspect (staff's responsive attitude administration in service) amounted to 85.45% in the good category.

   d) Assurance aspect (guarantee/treatment of staff administration to students) amounted to 85.45% with good category.

   e) Empathy aspect (staff understanding administration towards student interests) amounted to 83.63% in the good category

From the average results of the percentage of student perceptions seen from academic service indicators with an achievement level of 8 6.72% and administrative services with the same achievement level, namely 8 4.54%, the overall average conclusion regarding student perceptions of program services is obtained. Bina Bangsa University PGSD studies Gethsempena is 85.76% with good category

3) Research Implications and Development Opportunities

Here are the research implications and development opportunities based on the research findings you mentioned

Research Implications:

a. Quality of Academic Services: The research results indicate that students have a positive perception of the academic services in the PGSD study program at Bina Bangsa University Gethsempena. This suggests that the education, facilities, and supporting infrastructure provided by the university meet students' expectations.

b. Quality of Administrative Services: Students also rate administrative services positively. This indicates that the administrative processes, responsiveness, and empathy from administrative staff also meet students' expectations.

c. Trust in Lecturers and Administrative Staff: The high level of trust and reliability exhibited by lecturers and administrative staff indicates a supportive and positive academic environment for students.

Development Opportunities:

a. Improvement of Facilities and Infrastructure: Although already rated positively, there is an opportunity to continually enhance the quality of educational facilities and infrastructure to provide a better learning experience for students.

b. Faculty Competency Development: Through training and competency development, faculty members can continually improve the quality of teaching and interaction with students, thereby maintaining or even increasing student satisfaction levels.

c. Optimization of Administrative Processes: Developing a more efficient and responsive administrative system can improve student satisfaction in terms of administrative services.

d. Improved Communication with Students: Enhancing communication between faculty, administrative staff, and students can help better understand students' needs and expectations, as well as provide quick and effective solutions to any issues that may arise.

e. Development of Student Services Programs: Developing student services programs that support

social-emotional aspects and career development can add value to students and enhance their learning experience at the university.

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