

Development of Student Satisfaction Questionnaire For Midwifery Professional Education Study Program in the Learning Process

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ABSTRACT

Gugus Kendali Mutu (GKM) is a quality assurance tool at the study program level that unites and improves continuous improvement of the implementation of learning. The obstacle faced at this time is that the evaluation of student satisfaction with the learning process has not been carried out through a measuring instrument in a relevant questionnaire. The proposed development of a student satisfaction questionnaire in the learning process is expected to become one of the quality documents that can be used regularly. The development of the instrument using a 4D model and what has been developed at this time is the development stage by testing the validity of experts and testing the validity of the satisfaction questionnaire items from students of professional education of midwifery class III, practicality testing from students of professional education of midwives class III, and testing the effectiveness of the professional education of midwives batch VI and V. The results obtained on each item of the student satisfaction questionnaire were <0.05 which indicates that all items of the student satisfaction questionnaire are valid.

Keywords: *Quality Assurance, Learning Process, Evaluation, Questionnaire*

1. INTRODUCTION

Internal quality assurance is carried out to maintain and improve the quality of higher education on an ongoing basis, which is carried out internally to realize the vision and carry out the mission of higher education and meet the needs/standards of stakeholders through the administration of higher education.

Gugus Kendali Mutu (GKM) for the Midwifery Professional Education Study Program is under the coordination of BAPEM at the level of the Faculty of Medicine, Andalas University. GKM must prepare and provide documents needed to carry out its roles and functions properly in internal quality assurance activities so that the implementation of quality assurance can run well and realize continuous quality improvement. The Quality Control Group is a device that carries out the quality assurance process at the study program level, especially in monitoring the established study programs and continuous improvement of the implementation of

learning. The obstacle currently being faced is that the evaluation of the satisfaction evaluation of the learning process carried out in the study program has not been carried out through the relevant measuring tools in the questionnaire so that it can be well documented for further analysis and follow-up as an effort to improve and improve sustainable quality. This evaluation activity was previously only conducted through interviews with students without a reliable question guide for the subsequent evaluation.

The proposal for the development of a student satisfaction questionnaire in the Midwifery Professional Education Study Program in the learning process is expected to be used regularly and continuously as a form of GKM's commitment to implementing a quality culture in the study program and to the success of the internal quality assurance system that has been built at the Faculty of Medicine and Andalas University.

2. MATERIAL AND METHOD

The type of questionnaire development carried out is Research and Development (R&D). The development is carried out to produce or improve an existing product by first testing the product to obtain product effectiveness. The product in question is a student satisfaction questionnaire for the midwifery professional education program in the learning process. This type of development was chosen because it is suitable for developing media that aims to develop and validate products.

The development is carried out using the 4D model proposed by Thiagarajan in 1974 in Sugiono (2009). The suitability of the 4D model in this development is because the 4D model is suitable for developing learning tools. Because the owned stages are more systematic and detailed, covering all aspects that must be analyzed. Thiagarajan grouped this model into four stages: the define, design, develop, and dissemination stages.

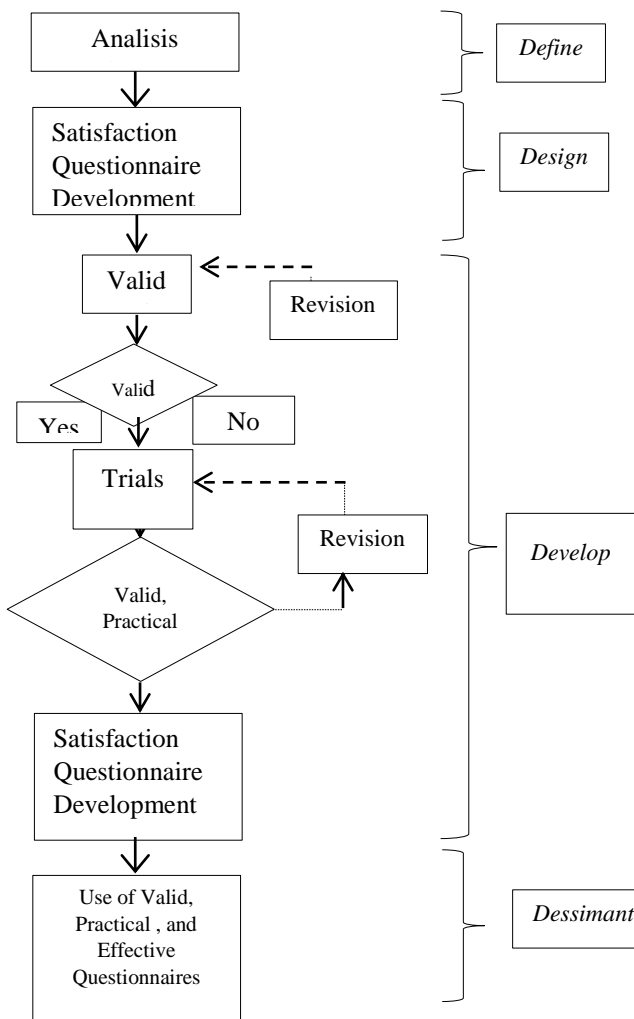


Figure 1. Student Satisfaction Questionnaire Development Procedure Chart

The development of the instrument using a 4D model and what has been developed at this time is the development stage by testing the validity of experts and testing the validity of the satisfaction questionnaire items from students of professional education of midwifery class III, practicality testing from students of professional education of midwives class III, and testing the effectiveness of the professional education of midwives batch VI and V.

The data analysis technique used is descriptive analysis. Data were obtained through questionnaires from validators and student response questionnaires, and GKM and BAPEM response questionnaires to the developed questionnaire. The analysis carried out is an analysis of validity using statistical data processing applications, analysis of the practicality of the questionnaire seen from the questionnaires filled out by students, and analysis of the effectiveness of the use of student satisfaction questionnaires in terms of significant differences between before and after distributing the questionnaires.

3. RESULTS

The following are the results of the development of the learning evaluation instrument that has been carried out

3.1 Validity Test

Material experts validated the validity test in this development. The experts believe that the student satisfaction questionnaire product developed by the researcher can be used to help assess student satisfaction which includes aspects of lecturers, field preceptors, managers, educational staff, and infrastructure that is very feasible to be applied with the results of the percentage of product achievement being 82,87% with $v=1.00$, which is a valid assessment instrument. The Experts also provide some input for the perfection of the satisfaction questionnaire, which includes improving grammar and adding items to the questionnaire.

The validity test phase was also carried out by testing each item of the questionnaire distributed to the Class III Midwife Professional Education Study Program students. The test was done to know the validity of each question item on the student satisfaction questionnaire. Based on the validity test using data processing software, the value of each student satisfaction questionnaire item is <0.05 , which indicates that all student satisfaction questionnaire items are valid.

3.2 Practical Test

The practicality test in this development was assessed by 31 students of the Midwifery Professional Education Study Program Batch III. The results obtained that the

average practicality test is 74.47, indicating that the questionnaire is quite practical to measure student motivation.

3.3 Independent Sample T-Test

This study aims to determine the differences in the application of student satisfaction questionnaires between the intervention group who were given a questionnaire compared to the control group that was not given a questionnaire. The research data that has been obtained can be seen in the following table:

Table 1. Independent Sample T-Test

Group	Mean	SD	p-value*
A	38.50	4.82	
B	36.69	3.39	0.71

Based on Table 1, the results of the Independent t-test analysis showed there is no difference between group A and group B. Independent test results t-test results obtained a p-value of 0.71 (>0.05).

4. DISCUSSION

The study results found that this questionnaire was valid, quite practical to use, and significantly tested its effectiveness. The results of developing this questionnaire can be applied by the Midwifery Professional Education study program, Faculty of Medicine, Andalas University. Student satisfaction is assessed by lecturers, field preceptors, education staff, managers, and infrastructure, where the results of this questionnaire are used to evaluate the learning process and service to students.

This study is in line with the research results by Setiawan et al. [2013], that student satisfaction measurement devices need to be developed to facilitate universities in evaluating learning systems. The results obtained that the device is good with a percentage of 79.5% and can be applied. Other studies say that it is necessary to measure student satisfaction, whereas Bhakti and [Rahmawati, 2017] researched program service satisfaction based on five dimensions: responsiveness, reliability, empathy, assurance, and tangibles. The results showed that, in general, from the five dimensions, the satisfaction of mathematics education students with the study program services was quite satisfied. Quality assurance is the responsibility of universities as parties directly involved in the internal evaluation pattern. So that the internal quality assessment is the responsibility of universities, while the external quality assessment is the responsibility of the government through the Directorate General of

Higher Education (Directorate General of Higher Education) and BAN-PT/LAMPT-Kes.

The measurement of student satisfaction with educational services was also carried out by Indahwati (2008) through her research by calculating the average gap between student expectations and satisfaction with educational services, including lecturer performance, management performance, employee performance, and tangible variables (buildings, teaching and learning facilities), cleanliness, and safety) using five assessment dimensions (reliability, responsiveness, reassurance, empathy, and tangibles). Meanwhile, the level of service quality is determined by converting the average satisfaction felt by respondents. The results of the study are used to improve educational services by educational institutions to students as users of products/services in order to improve the quality management system.

The quality of higher education services is declared good if the university can establish and realize the vision through the mission it carries. If universities can meet the needs of stakeholders, which include the needs of the community, the world of work, and the profession [Hayati, 2007]. Service quality plays a significant role in education. High quality is not a differentiator between efficient and inefficient universities [Javadi, 2011].

Universities as organizations or institutions providing educational services should pay attention to the satisfaction of their students by providing services that are carried out as much as possible so that students become satisfied customers of education. Meanwhile, the low quality of higher education causes student dissatisfaction as customers. Dissatisfied students tend to withdraw or transfer to other universities. Meanwhile, those who remain in the college will not provide statements of support to other prospective customers after graduation [Borden in Hekarchizadeh, 2011]. Satisfaction, according to Kotler, is the final result felt by the customer after comparing expectations with the performance obtained from a service. The learning process is defined as the relationship between students and educators and the relationship between service recipients and service providers [Deswindi, 2009].

In measuring satisfaction, an instrument is needed to assess satisfaction. A questionnaire is a data collection technique done by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when you know the variables to be measured and know what to expect from the respondents. In addition, the questionnaire is also suitable for use when the number of respondents is

quite large and spread over a wide area. Questionnaires can be in closed questions or statements or sent by post or the internet. [Sugiyono, 2009].

In this study, the researcher developed a questionnaire used to measure student satisfaction with the learning process and contained indicators from the questionnaire. Measuring student satisfaction with the learning process can be filled by students objectively. The study results indicate that this questionnaire can be used by study programs to improve the quality of learning and service of study programs to students.

AUTHORS' CONTRIBUTIONS

Ulfa Farrah Lisa: Writing - Original Draft; Writing - Review & Editing, Conceptualisation; Visualisation; Methodology; Supervision.

Laila Rahmi: Writing - Original Draft; Writing - Review & Edit-ing, Conceptualisation; Visualisation; Methodology; Supervision.

Hindun Mila Hudzaifah: Formal analysis; Data Curation; Software; Writing - Review & Editing

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Students of the midwifery professional education study program as respondents. Experts who revise the questionnaire: Fitratul Ilahi, Henny Lucida, and Nofrialdi. S1 midwifery study program and midwifery professional education

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Attachment

**STUDENT SATISFACTION QUESTIONNAIRE FOR MIDWIFERY PROFESSIONAL
EDUCATION STUDY PROGRAM IN THE LEARNING PROCESS**

I. LECTURER

No.	Measured Aspect	Student Satisfaction Level (%)			
		Very good (4)	Good (3)	Adequate (2)	Poor (1)
1	Responsiveness of lecturers in helping students and providing services quickly				
	a. The response of lecturers in helping students with academic problems, both on campus and in practice.				
	b. The response of lecturers in helping students on non-academic problems, both those that occur on campus and as a vehicle for practice.				
2	The teacher's concern for paying attention to students.				
	a. Lecturers care to help students who are facing problems in the academic field				
	b. Lecturer care helps students who face problems in non-academic fields				

II. PRECEPTOR

No.	Measured Aspect	Student Satisfaction Level (%)			
		Very good (4)	Good (3)	Adequate (2)	Poor (1)
1	Personality				
	a. Have good communication skills in teaching				
	b. Have the ability to deal with problems in various situations and conditions while in the practice field calmly				
	c. Be fair in educating students during clinical clerkship				
	d. Have wisdom in making decisions				
	e. Appreciate student initiative in discussion				
	f. Understanding the difficulties (empathy) to the problems faced by students				
2	Pedagogic				
	• Pre-conference				
	a. Greet students in a friendly manner				
	b. Creating a conducive learning atmosphere				
	c. Delivering the purpose of the clerkship by the competencies to be achieved				
	d. Test critical knowledge about the competency targets to be achieved				
	• Conference				
	a. Observing the clerk's actions carried out by students according to the checklist				

	b. Give a signal to the student if the student makes an inappropriate step (signs are shown through facial expressions and touch).				
	c. Take over critical activity steps if students are not able to do it correctly.				
	• Post Conference				
	a. Asking students to reflect on how they felt when they were doing clerkship actions.				
	b. Asking students to express the shortcomings they feel when taking action				
	c. Provide feedback to students by the results of observations				
	d. Giving assignments to train the skills of students who are still not right to take clerical actions				
	e. Provide the motivation to students for the actions of the clerk's office that have been carried out				
	f. Carry out guidance activities with students who provide care for clients				
	g. Creating a pleasant discussion atmosphere				
	h. Deliver material clearly during discussion				
	i. Answer questions clearly during discussion				
	j. Using learning media and technology by the guidance material				
	k. Delivering material with varied learning methods				
	l. Provide feedback on the skills performed by students				
	m. Motivate to students in clinical clerkship				
	n. Develop student creativity in the registrar's office well				
3	Professionalism				
	a. Evaluating student attendance for each clerk				
	b. Completely explain the discussion/guidance material				
	c. Provide relevant examples of the explained discussion/guidance material				
	d. Demonstrate competency achievement points well in the field of practice				
	e. Mastering the latest issues in the discussion/guidance material				
	f. Carry out cycle exams on time and the right method				
4	Social				
	a. Accept criticism, suggestions and opinions(feedback) from students openly				
	b. Get to know and build good social relationships with students				
	c. Have tolerance for student diversity				
	d. Respect the individual rights (privacy) of students				

III. EDUCATION STAFF

No.	Measured Aspect	Student Satisfaction Level (%)			
		Very good (4)	Good (3)	Adequate (2)	Poor (1)
(1)	(2)	(3)	(4)	(5)	(6)
1	Reliability and ability of education staff in providing services to students.				
	a. The ability of education personnel in providing academic services				
	b. The ability of education personnel in providing infrastructure services				
	c. The ability of education staff in providing student activity services				
	d. The ability of education staff in providing scholarship administration services				
2	Responsiveness of education staff in helping students and providing services quickly.				
	a. The speed of the education staff in helping students and providing academic services.				
	b. The speed of education staff in helping students and providing infrastructure services.				
	c. The speed of the education staff in helping students and providing services for student activities				
	d. The speed of education staff in helping students and providing scholarship administration services				
3	The Certainty that the service of education personnel is by the provisions				
	a. Timeliness and information from education staff in helping/providing academic services to students.				
	b. Timeliness and information from education staff in helping/providing infrastructure services to students				
	c. Timeliness and information from education staff in helping/providing student activities services to students				
	d. Timeliness and information from education staff in helping/providing scholarship administration services				
4	The care of the education staff in paying attention to students				
	a. The concern of education staff in paying attention to students in academic services.				
	b. The concern of education staff in paying attention to students in infrastructure services				
	c. The concern of education staff in paying attention to students in student activity services.				
	d. The concern of education staff in paying attention to students in scholarship administration services				

IV. MANAGER

No.	Measured Aspect	Student Satisfaction Level (%)			
		Very good (4)	Good (3)	Adequate (2)	Poor (1)
(1)	(2)	(3)	(4)	(5)	(6)
1	Reliability and ability of managers in providing services to students.				
	a. Ability to provide written or oral academic system information				
	b. Socialization of academic activities while in the study program at the beginning of learning				
	c. Introduction of courses at the beginning of each cycle				
	d. Availability of documents before the implementation of the cycle in the practice place <ul style="list-style-type: none"> • Guidebook • Logbook • handover report • Attendance sheet • Exam report • the assessment sheet 				
2	Responsiveness of managers in helping students and providing services quickly. The speed of the study program manager in helping student problems in the academic field				
3	Ensure that the management services are by the provisions The services provided by the manager are in accordance with applicable regulations				
4	The care of the manager is paying attention to students Follow-up of study program managers on student academic problems.				

V. FACILITIES AND INFRASTRUCTURE

No.	Measured Aspect	Student Satisfaction Level (%)			
		Very good (4)	Good (3)	Adequate (2)	Poor (1)
(1)	(2)	(3)	(4)	(5)	(6)
1	Adequacy				
	a. Adequacy of the types of practice vehicles used				
	b. Adequacy of group discussion space in discussing cases				
	c. Adequacy of literature (books, journals and magazines) in the library				

	d.Adequacy of tools and materials in the laboratory during the station test.				
	d. Adequacy of online literature (e-books, e-journals, etc.) available on the Faculty's web				
	e.Availability of open space for discussion				
	f.Availability of sports facilities that can be used by students				
	g.Availability of worship facilities that can be used by students.				
	h.Availability of restroom facilities				
2	Accessibility				
	a. Access to do clinical teaching in the practice vehicle				
	b.Access to use the group discussion room in discussing cases				
	c.The faculty provides an easily accessible ilearn platform				
	d.The faculty provides an easily accessible information system				
	e.Access to get literature (books, journals and magazines) in the library.				
	f.Access to use tools and materials in the laboratory during the station test.				
	g.Access to use online literature (e-books, e-journals etc.) available on the Faculty's website.				
	h.Access to use open spaces for discussion.				
	i.Access to use sports facilities.				
	j.Access to use worship facilities				
	k. Access to use restroom facilities				
3	Quality of infrastructure				
	a. Eligibility of the practice vehicle				
	b. The Convenience of learning facilities available in the discussion room				
	c. Cleanliness and comfort in the library room				
	d. Cleanliness and comfort of tools and materials in the laboratory for practicum/clinical skills				
	e. The cleanliness and comfort of the space is open to discussion				
	f. Cleanliness and comfort of sports facilities.				
	g. Cleanliness and comfort of worship facilities				

	h. Cleanliness and comfort of restroom facilities				
4	Finance				
	a. Socialization related to the size of UKT				
	b. Socialization related to the development and acceptance of bidikmisi scholarships or other scholarships				