

## Student Satisfaction Index of Midwifery Study Program Services

Aqmarinda Shallika Pranesti<sup>1</sup>, Mulyananda Dwi Mentari<sup>1\*</sup>, Yoanka Aniatul Azizah<sup>1</sup>, Sunarto<sup>1</sup>, Astuti Setiyani<sup>1</sup>

<sup>1</sup>Department of Midwifery, Poltekkes Kemenkes Surabaya, Surabaya, Indonesia

\*Correspondence: [mulyanandadwimentari@gmail.com](mailto:mulyanandadwimentari@gmail.com); Jl. Pucang Jajar Tengah 56 Surabaya, Indonesia

Submitted: October 22, 2023 -Revised: December 2, 2023 -Accepted: December 8, 2023

### ABSTRACT

In measuring the quality of education, student satisfaction with educational services in higher education is one of the important indicators. This study aimed to measure the level of student satisfaction with various services in the Midwifery Study Program of Magetan, including academic, student, laboratory, reading room, facilities, infrastructure, lecturers, education staff, and management aspects. The research method used was a survey, with a population of 178 students from levels 1, 2, and 3. The survey was conducted from September to October 2023. The research instrument was a questionnaire compiled based on the public service standard guidelines from the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of Indonesia, which measured the level of student satisfaction with various aspects of services. The data obtained were then analyzed descriptively to determine the level of satisfaction in each service category. The results of the study showed that the majority of students were satisfied with the services provided by the study program. Services in the academic, student affairs, and laboratory fields as a whole received a rating of "very satisfactory". Meanwhile, services related to the reading room, facilities and infrastructure, lecturers, education staff, and management received varying ratings between "satisfactory" and "very satisfactory". This study provides a comprehensive picture of student perceptions of the quality of existing services, as well as identifying areas that have functioned well and areas that still have room for improvement. The results can be used as a reference for study program managers to continue to improve the quality of services in supporting a better education process.

**Keywords:** student satisfaction; survey; study program services; midwifery

### INTRODUCTION

Student satisfaction with educational services in higher education is one of the important indicators in measuring the quality of education. The Magetan Midwifery Study Program as part of a higher education institution continues to strive to provide the best service in various aspects, such as academics, student affairs, laboratories, reading rooms, facilities, and infrastructure, as well as interaction with lecturers, education staff and managers. However, direct monitoring of student satisfaction with these services is still limited, so an evaluation is needed to determine the extent to which these services meet student expectations.

Problems arise when there are indications that some aspects of services in the Midwifery Study Program of Magetan are not yet fully optimal. Although academic and laboratory services are expected to be adequate, other aspects such as infrastructure, reading rooms, and interactions with lecturers and education staff need more attention. Without a comprehensive evaluation, the gap between expectations and reality in services can continue to occur, which can ultimately harm the quality of education and student satisfaction.<sup>(1)</sup>

The impact of this problem not only affects the level of student satisfaction but also the overall academic quality.<sup>(2,3)</sup> Low student satisfaction can lead to decreased academic achievement, lack of motivation to be actively involved in teaching and learning activities, and reduced participation in research activities and writing scientific papers. In addition, low satisfaction can also contribute to the low publication of scientific papers by lecturers and students, as well as a lack of enthusiasm among students to conduct research that is important in the development of midwifery science.<sup>(4)</sup>

If not addressed immediately, this problem will have a wider impact, including in terms of the image of the study program and its reputation in the eyes of new students and the general public.<sup>(5)</sup> The decline in scientific publications from both lecturers and students can reduce the competitiveness of study programs at the national and international levels.<sup>(6)</sup> Low student involvement in research and publication of scientific papers also shows that the research support facilities and guidance provided are still inadequate.<sup>(7,8)</sup>

As a solution, a systematic evaluation through a student satisfaction survey is needed to identify areas that need improvement. By using a questionnaire instrument prepared based on the standards of the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of Indonesia, it is hoped that the results of this study can provide an objective picture of the quality of services in the Midwifery Study Program of Magetan. This will be the basis for managers to improve services as a whole.

This study has a novelty in measuring student satisfaction in an integrated manner, covering various aspects of important educational services. Different from previous studies that may only focus on one aspect such as academics, this study is comprehensive in examining academic services, student affairs, laboratories, reading rooms, facilities, and infrastructure, as well as the performance of lecturers and education staff. Thus, the results of this study can provide more comprehensive input for study program managers.<sup>(9)</sup>

The results of this study are expected to be the basis for decision-making for improving services in the future so that it can increase student satisfaction, improve academic achievement, motivate lecturers and students to be more active in publishing scientific works, and support the achievement of quality education goals in the Midwifery Study Program of Magetan.

The purpose of this study is to measure the level of student satisfaction with various services in the Midwifery Study Program of Magetan, including academic, student, laboratory, reading room, facilities and infrastructure, lecturers, education staff and management aspects, as well as to identify areas that need to be improved to support the improvement of the quality of education and student academic motivation.

## METHODS

This study used a descriptive research type with a survey method to measure the level of student satisfaction with the services of the Midwifery Study Program of Magetan. The population in this study were all active students of the Midwifery Study Program of Magetan consisting of 195 students in years 1, 2, and 3. The sampling technique used was the total population so the entire population was used as a sample in this study. The location of the study was carried out at the Midwifery Study Program of Magetan, while the time of the study was carried out from September to October 2023.

This study measured several variables, namely student satisfaction with services in the academic, student, laboratory, reading room, facilities and infrastructure, lecturers, education staff, and management fields. The instrument used in this study was a closed questionnaire, which was compiled based on the public service standards of the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform.<sup>(10)</sup> This questionnaire consists of a Likert scale to assess the level of student satisfaction in various aspects of service.<sup>(11)</sup> The data collection technique was carried out by distributing questionnaires directly to student respondents. After the data was collected, the analysis was carried out using descriptive data analysis techniques, where the results were presented in the form of frequency distribution and percentages to describe the level of student satisfaction with each service.

## RESULTS

The results of the study showed that the majority of students gave a very good assessment of the academic services provided. The availability of lecturers, teaching quality, and lecture schedules were considered to be by following per under-student needs. This aspect received the highest score in the satisfaction category. All aspects assessed exceeded the standard (Figure 1). Two aspects of academic services that need to be improved, namely the scientific work products of lecturers and students and the completion time of each academic service needed by students.

In terms of student affairs, students also considered this service to be very good and exceeded the standard. Guidance and counseling services, management of student activities, and support for student organizations were considered to have run well and supported the personal development of students. However, in terms of student activity unit coaching services, it still needs to be improved (Figure 2).

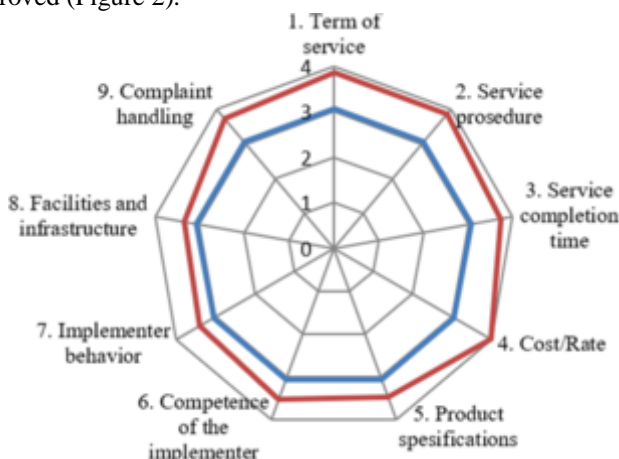


Figure 1. Student satisfaction with academic services



Figure 2. Student satisfaction with student services

The level of student satisfaction with laboratory services is categorized as good. Several aspects need attention and continuous improvement, namely: laboratory services still do not meet the requirements, especially equipment facilities. The time to complete the competencies that must be achieved by students does not meet the service time standards. The competence of Educational Laboratory Administrators needs to be improved, teaching and learning aids must be rejuvenated and adjusted to current developments, including the slow resolution of student complaints about laboratory services by the laboratory coordinator also needs serious attention from the head of the study program (Figure 3).

Students assessed the reading room service as good. The availability of reference books and access to citation sources such as international journals, national journals, proceedings, teaching modules, and practical modules are limited, so this service can still

be improved. The competence of librarians needs to be improved, service hours need to be adjusted to the hours of student teaching and learning activities (Figure 4).



Figure 3. Student satisfaction with laboratory services

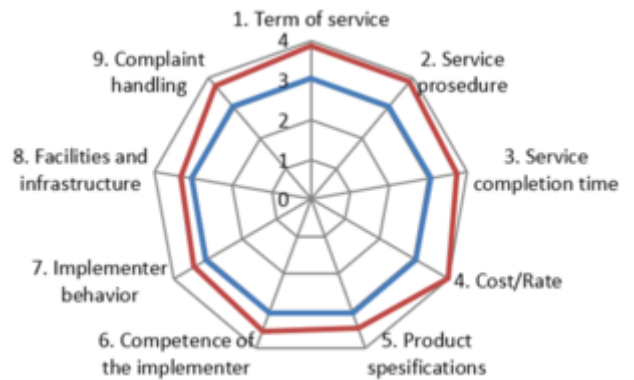


Figure 4. Student satisfaction with reading room services

Table 1. Level of satisfaction with access to infrastructure

Measured aspects	Satisfaction level (%)	
	Very good	Good
1-Adequacy	109 (55.9)	86 (44.1)
2-Accessibility	101 (51.8)	94 (48.2)
3-Quality	107 (55)	88 (45)

Table 1. Level of satisfaction with access to infrastructure

Measured aspects	Satisfaction level (%)	
	Very good	Good
1-The reliability and ability of lecturers in providing services to students	91 (46.7)	104 (53.3)
2-The responsiveness of lecturers in helping students and providing services quickly	95 (48.8)	100 (51.2)
3-Ensuring that lecturer services are by following the provisions	92 (47.1)	103 (52.9)
4-The lecturer's concern in giving attention to students	101 (51.9)	94 (48.1)

In terms of facilities and infrastructure, this service received a rating of very good/very satisfying and good/satisfactory. Students felt that supporting facilities such as classrooms, student activity rooms, yards, activity facilities for developing talents and interests, and environmental cleanliness were very good, although there was hope for improvement in several areas such as the provision of IT facilities and discussion rooms (Table 1).

Lecturers in the teaching and guidance aspects received very good/very satisfying and good/satisfactory assessments. Students were satisfied with the involvement of lecturers in the learning process and academic guidance, as well as the ease of communicating and getting help from lecturers. The reliability and ability of lecturers were very good, responsiveness and certainty in providing services were very good, including the lecturers' concern for students was also very good (Table 2).

Table 3. Level of satisfaction with educational staff services

Measured aspects	Satisfaction level (%)	
	Very good	Good
1-The reliability and ability of educational staff in providing services to students	101 (51.9)	94 (48.1)
2-Responsiveness of educational staff in helping students and providing services quickly	101 (51.9)	94 (48.1)
3-Ensuring that lecturer services are by following the provisions	95 (48.8)	100 (51.2)
4-The concern of educational staff in providing attention to students.	97 (49.8)	98 (50.2)

Table 4. Level of satisfaction with study program management services

Measured aspects	Satisfaction level (%)	
	Very good	Good
1-The reliability and ability of management in providing services to students	101 (51.9)	94 (48.1)
2-The responsiveness of the management in helping students and providing services quickly	106 (54.3)	89 (45.6)
3-Ensuring that lecturer services are by following the provisions	101 (51.9)	94 (48.1)
4-The management's concern in giving attention to students.	103 (52.8)	92 (47.2)

The service from the education staff was rated very satisfactory/very good, and satisfactory/good. The performance of education staff in assisting administration and student needs was very good, although there were some inputs related to improving service efficiency in several parts (Table 3).

Students rated the study program management service as very good/very satisfying and good/satisfactory. Openness of information, ease of access to administrative services, and management's response to student needs have been running very well, but there is still room to improve the speed of response to student complaints (Table 4).

Overall, this study shows that most of the services in the Magetan Midwifery Study Program have met or even exceeded students' expectations, with several aspects that can still be further improved.

## DISCUSSION

The results of the study showed that the majority of students of the Magetan Midwifery Study Program were satisfied to very satisfied with the various services provided, especially in the academic, student, and laboratory aspects.<sup>(12)</sup> This finding is in line with the theory of educational service management which states that quality services can increase student satisfaction and learning motivation<sup>(13,14)</sup> When academic services, such as the availability of lecturers and the quality of teaching, are provided optimally, it will create a conducive learning environment and support the achievement of better academic achievement.<sup>(15)</sup> A good academic atmosphere is highly dependent on the academic situation, the situation of student activities, and access to supporting facilities and infrastructure provided by the study program. The enthusiasm for learning from students also depends on the fulfillment of their expectations for the study program services. If students' expectations have exceeded their expectations, then the academic atmosphere will be positive, and various student achievements will be achieved.

Student services also received very satisfactory ratings from students.<sup>(16)</sup> Other published studies have shown that good student services can increase the active participation and involvement of students in various campus activities. This is in line with our findings which show that support provided in student activities increases students' motivation and sense of belonging to their study program. The theory of student empowerment also supports these results, emphasizing the importance of involvement in student activities to increase student's responsibility for their educational process.<sup>(17)</sup> Student involvement in research and community service carried out by lecturers also contributes to improving students' soft skills.

The laboratory service aspect showed very satisfactory results, reflecting the importance of direct practice in midwifery education. These results are consistent with published research, which emphasizes that practice facilities, including adequate practice tools, improve students' clinical competence. In this context, the experiential learning theory explains that learning experiences through direct practice are very important for mastering clinical skills. Students who are satisfied with laboratory facilities tend to be more active in learning and applying the knowledge they gain in the field.<sup>(18)</sup>

However, in terms of the reading room, although it is considered quite satisfactory, there are several complaints regarding the limited availability of reference books. This shows a gap between expectations and reality, as explained in the theory of customer satisfaction.<sup>(19,20)</sup> Similar studies have reported findings that limited access to learning resources can reduce students' interest in conducting research. Therefore, it is important to address this problem by increasing the collection of books and access to digital libraries, so that students can have more references to support their studies.<sup>(21)</sup> The reading room and collection of reading materials are academic stressors for students, if inadequate. Students who often receive academic stressors will respond to stress, thereby reducing academic and non-academic learning achievements.

In terms of facilities and infrastructure, the results showed a satisfactory assessment, but there were inputs related to improving IT facilities and discussion rooms. This limitation indicates the need for more attention to the theory of educational infrastructure support systems. Research on infrastructure adequacy confirms that good educational infrastructure can improve the quality of learning.<sup>(22)</sup> Improving IT facilities and discussion rooms are expected to create a more interactive environment and support constructive discussions among students.

The aspect of lecturer service that is considered very satisfying shows that the role of lecturers is not only as teachers but also as mentors and guides. According to the theory of mentorship in education, the personal involvement of lecturers in the learning process can improve student achievement and motivation.<sup>(23)</sup> The process and quality of good lecturer guidance contribute significantly to student academic success. The involvement of lecturers in guiding and supporting students will encourage students to be more active in learning and participating in research. On the other hand, the low level of lecturer competence, responsiveness, and concern of lecturers including the length of time to complete guidance are the highest academic stressors often experienced by students. Therefore, continuous supervision from the leadership (Head of Study Program) is a solution so that the existence of lecturers becomes a learning stimulator for students.<sup>(24)</sup>

Although the results of the study indicate high satisfaction, some limitations need to be noted. One is the use of a descriptive quantitative method with a closed questionnaire, which limits in-depth explanations of the reasons behind students' satisfaction ratings. Future research is recommended to use qualitative methods, such as in-depth interviews or focus group discussions, to dig deeper into students' experiences. In addition, the study period of only two months (September-October 2023) may not be enough to capture variations in student satisfaction throughout the academic year, so longitudinal research can provide a more comprehensive picture.

Another limitation is that this study focuses only on students' perceptions of the services provided by the study program, without evaluating external factors such as campus policies government support, and other influencing variables. Expanding the study to include the influence of external stakeholders in supporting the study program, such as campus policy support, organizational commitment, employee behavior, and reward and sanction systems, can be an important step.<sup>(25)</sup> By increasing the involvement of all stakeholders, the study program can identify areas that need improvement and take steps to improve overall student satisfaction.

By addressing these limitations, the Magetan Midwifery Study Program can continue to improve the quality of its services to support student's academic achievement and scientific involvement in the future. This study is expected to be the basis for better service improvements, which ultimately contribute to better academic achievement and scientific work development among students.

## CONCLUSION

The conclusion of this study shows that students of the Magetan Midwifery Study Program are generally satisfied with the services provided, especially in the academic, student, laboratory, lecturer services, education staff, and study program managers, including access to infrastructure that contributes to their motivation and learning achievement. However, there is still room for improvement, especially in the provision of a more adequate reading room and more complete IT facilities. Suggestions for study program managers are to increase the collection of reference books and access to digital learning resources, improve supporting facilities, and provide supervision of the performance of lecturers and education staff to create a more optimal learning environment. With these steps, it is hoped that the quality of education and student satisfaction can continue to be improved, thus supporting better academic and research development in the future.

## Ethical consideration, competing interest and source of funding

- The ethical feasibility of the research was guaranteed through an ethical approval process from the relevant institutions, where this research had met research ethics standards, such as informed consent from students as respondents, data confidentiality, and the principle of voluntary participation.
- There is no conflict of interest related to this research.
- Source of funding is authors.

## REFERENCES

1. Wong WH, Chapman E. Student satisfaction and interaction in higher education. *High Educ (Dordr)*. 2023;85(5):957-978. doi: 10.1007/s10734-022-00874-0. Epub 2022 Jun 1. PMID: 35669591; PMCID: PMC9159046.
2. Wang X, Han R, Yang HH. Exploring the Factors That Influence the Intention to Co-create Open Educational Resources: A Social Exchange Theory Perspective. *Front Psychol*. 2022 Jun 24;13:918656. doi: 10.3389/fpsyg.2022.918656. PMID: 35814121; PMCID: PMC9263591.
3. Maniriho A. Satisfaction and academic performance of undergraduate economics students. *Cogent Education*. 2024;11(1).
4. Zhao Y. The impact of college students' academic stress on student satisfaction from a typological perspective: a latent profile analysis based on academic self-efficacy and positive coping strategies for stress. *Behavioral Sciences*. 2024; 14(4):311.
5. Oduwaye O, Kiraz A, Sorakin Y. A trend analysis of the challenges of international students over 21 years. *Sage Open*. 2023;13(4).
6. Mardiana H. Perceived impact of lecturers' digital literacy skills in higher education institutions. *Sage Open*. 2024;14(3).
7. Maddens L, Depaep F, Raes A, Elen J. Fostering students' motivation towards learning research skills: the role of autonomy, competence and relatedness support. *Instr Sci*. 2023;51(1):165-199. doi: 10.1007/s11251-022-09606-4. Epub 2022 Dec 23. PMID: 36589895; PMCID: PMC9786465.
8. Marley SA, Siani A, Sims S. Real-life research projects improve student engagement and provide reliable data for academics. *Ecol Evol*. 2022 Dec 8;12(12):e9593. doi: 10.1002/ece3.9593. PMID: 36514554; PMCID: PMC9731916.
9. Dunlosky J, Rawson KA, Marsh EJ, Nathan MJ, Willingham DT. Improving students' learning with effective learning techniques: promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 2013;14(1), 4-58.
10. Kemen PAN&RB RI. Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia nomor 14 tahun 2017 tentang pedoman penyusunan survei kepuasan masyarakat unit penyelenggara pelayanan publik. Jakarta: Kemen PAN&RB RI; 2017.
11. Dutta S, Ambwani S, Lal H, Ram K, Mishra G, Kumar T, Varthya SB. The Satisfaction Level of Undergraduate Medical and Nursing Students Regarding Distant Preclinical and Clinical Teaching Amidst COVID-19 Across India. *Adv Med Educ Pract*. 2021 Feb 2;12:113-122. doi: 10.2147/AMEPS.290142. PMID: 33564272; PMCID: PMC7866934.
12. Aljaffer MA, Almadani AH, AlDughaiter AS. The impact of study habits and personal factors on the academic achievement performances of medical students. *BMC Med Educ* 2024;24:888.
13. Alsheyadi AK, Albalushi J. Service quality of student services and student satisfaction: the mediating effect of cross-functional collaboration. *The TQM Journal*. 2020;32(6):1197-1215.
14. Yilmaz K, Temizkan V. The effects of educational service quality and socio-cultural adaptation difficulties on international students' higher education satisfaction. *Sage Open*. 2022.12(1).
15. Patfield S, Gore J, Prieto E, Fray L, Sincock K. Towards quality teaching in higher education: pedagogy-focused academic development for enhancing practice. *International Journal for Academic Development*, 2022;8(2):1-16.

16. Amoako GK, Ampong GO, Gabraah AYB, de Heer F, Antwi-Adjei A. Service quality affecting student satisfaction in higher education institutions in Ghana. *Cogent Education*. 2023;10(2).
17. Vargas-Madriz LF, Konishi C. The relationship between social support and student academic involvement: the mediating role of school belonging. *Canadian Journal of School Psychology*. 2021;36(4):290-303.
18. Lehane L. Experiential learning. In: Akpan B, Kennedy TJ. (eds). *Science Education in Theory and Practice*. Springer, Cham; 2020.
19. P JS, Singh K, Kokkranikal J, Bharadwaj R, Rai S, Antony J. Service quality and customer satisfaction in hospitality, leisure, sport and tourism: an assessment of research in web of science. *Journal of Quality Assurance in Hospitality & Tourism*. 2021;24(1):24–50.
20. Miranda S, Tavares P, Queiró R. Perceived service quality and customer satisfaction: A fuzzy set QCA approach in the railway sector. *J Bus Res*. 2018;89:371–7.
21. Soulen RR, Tedrow L. Students' frequency of access to school library materials in transformative times. *Journal of Librarianship and Information Science*. 2022;54(4):622-639.
22. Espinosa Andrade A, Padilla L, Carrington SJ. Educational spaces: The relation between school infrastructure and learning outcomes. *Heliyon*. 2024;10(19):e38361.
23. Nabi G, Walmsley A, Mir M, Osman S. The impact of mentoring in higher education on student career development: a systematic review and research agenda. *Studies in Higher Education*, 2024;1–17.
24. Mebert L, Barnes R, Dalley J, Gawarecki L, Ghazi-Nezami F, Shafer G, Yezbick E. Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*. 2020;5(1):30–51.
25. Tembo D, Hickey G, Montenegro C, Chandler D, Nelson E, Porter K. Effective engagement and involvement with community stakeholders in the co-production of global health research. *BMJ*. 2021;372:178.