ANALYSIS SATISFACTION LEVELS COLLEGE STUDENTS ON INFRASTRUCTURE IN SCIENCE AND TECHNOLOGY BUILDING UINFAS BENGKULU IN SUPPORTING LEARNING PROCESS

Apriliani Mersa Putri *[1], Indah Lestari [2], Siti Sarifah Hasibuan [3], Tias Dwi Septianingrum [4], Adrian Topano [5]

[1,2,3,4,5]Science Study Program, Faculty of Tarbiyah and Tadris,
UIN Fatmawati Sukarno Bengkulu
e-mail: mersahd185@gmail.com[1], indahlestari9300@gmail.com[2],
sitisarifahhasibuan@gmail.com[3], tiasdwiseptianingrum20@gmail.com[4],
adriantopan@mail.uinfasbengkulu.ac.id[5]
* Corresponding author

ABSTRACT

Mobile and immovable educational facilities and infrastructure are very important for the teaching and learning process and enable the completion of educational goals in an orderly, efficient, effective and timely manner. The learning process is an activity in which there is interaction between educators and students as well as reciprocal communication that takes place to achieve learning objectives. Factors that can influence the learning process to be effective and efficient, such as teacher, student, facilities and infrastructure as well as environmental factors. The method used in this research is descriptive analysis method. The purpose of this study was to determine the level of student satisfaction with facilities and infrastructure in one of the study programs at Fatmawati Sukarno Bengkulu State Islamic University in supporting the learning process. From the results of student satisfaction with the facilities and infrastructure to support the learning process, namely for classrooms, chairs, tables and blackboards, they stated that they were 100% satisfied. Laboratories 86% satisfied and 14% unsatisfied, for prayer rooms 70% satisfied and 30% unsatisfied. Trash box 44% satisfied and 56% dissatisfied, toilet 98% satisfied and 2% dissatisfied, projector 34% satisfied and 66% dissatisfied, fan 88% satisfied and 12% unsatisfied.

Keywords: satisfaction level; infrastructure; learning process

INTRODUCTION

Education is one of the important factors in development in every country. Education is basically a learning process that educates, teaches, trains and guides students so they can become scientists who can discover new things in advancing the nation (Angraeni et al., 2017). Therefore, in the context of equal distribution of educational quality, the government has created a National Education Standard that seeks to provide benchmarks or criteria for the development of educational institutions for all Indonesian educational institutions. Providing educational infrastructure will raise teaching standards and help students reach their full potential (Megawati & Rochman, 2020). The existence of educational infrastructure is absolutely necessary in the educational process, and is included in the components that must be met in the implementation of the educational process. Without educational facilities, the educational process will experience very serious difficulties, and can even fail education (Sari, 2021).

Mobile and immovable educational infrastructure and facilities are essential to the teaching and learning process and enable the completion of educational

objectives in an orderly, efficient, effective and timely manner (Kristiawan et al., 2017). According to Rohman & Amri, (2012) "Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process".

The learning process is an activity in which there is interaction between educators and students as well as reciprocal communication that takes place to achieve learning objectives. One of the problems faced by our world of education is the problem of weak learning processes. There are several factors that can influence the learning process to be effective and efficient, such as teacher, student, facilities and infrastructure and environmental factors (Junaedi, 2019). Teaching and learning activities (KBM) will be more successful if supported by adequate educational facilities and infrastructure, so that the government always strives to continuously complement educational facilities and infrastructure for all levels and levels of education (Yoto, 2020).

Students are students who are registered and study at a tertiary institution. Students can identify needs and make decisions to address them, especially in educational environments, such as locations to study. Students want the best educational institutions because they function as suppliers and provide the services they promise, being able to bring comfort and satisfaction with what is obtained, especially when quality knowledge outcomes or learning outcomes are achieved. Education will be successful if educational institutions as service providers provide services that equal or even exceed expectations for students as customers (Ferdinan, 2020).

Therefore, researchers will examine how the level of student satisfaction with the facilities and infrastructure of the Science, Social Studies, and Mathematics study programs at the Fatmawati Sukarno Bengkulu State Islamic University in supporting the learning process.

METHOD

This research was conducted at the Fatmawati Sukarno Bengkulu State Islamic University on students of the Science, Social Sciences, and Mathematics study programs who were in the Science and Technology building (SAINTEK) class of 2020. The method used in this research was descriptive analysis method. Descriptive research is research conducted to find out the value of a variable, either one variable or more (independent) without making comparisons or connecting with other variables (Sugiyono, 2018).

In this study, the subjects used were students of the Science, Social Sciences, and Mathematics study programs who were in the Science and Technology building (SAINTEK) class of 2020. The data collection needed in this study was obtained from observation and interview sources. The data collection process in this study was carried out through stages such as collecting data, presenting data, and verifying data. The data that will be presented is the management of facilities and infrastructure such as classrooms, toilets, chairs, tables, blackboards, fans, projectors, prayer rooms, trash boxes and laboratories.

RESULTS AND DISCUSSION

Based on the results of observations and interviews conducted by researchers with 50 respondents consisting of 20 respondents to Science Study Program, 15 respondents to Science Study Program, and 15 Respondents to Mathematics Study Program, the result was that there were 18 classrooms, 12 toilets, 540 chairs, 20 tables, 20 blackboards, 36 fans, projectors, 1 prayer room, 6 trash cans and 2 laboratories.

Regarding student satisfaction with these facilities and infrastructure, the researcher found several different opinions from various respondents who had been interviewed, some said they were satisfied and some were not satisfied. So the following data is obtained:

No	Facilities and Infrastructure	Satisfaction Level	
		Satisfied	Less Satisfied
1.	Classroom	50	-
2.	Toilet	48	2
3.	Chair	50	-
4.	Table	50	-
5.	Blackboard	50	-
6.	Fan	44	6
7.	Projector	17	33
8.	Mosque	35	15
9.	Litter Box	22	28
10.	Laboratory	43	7

From the data above, it can be concluded that, of the total classrooms, chairs, tables, and blackboards, 50 respondents said they were satisfied. Then for the toilet there were 48 respondents who said they were satisfied and 2 respondents said they were not satisfied, for the fan it was found that 44 respondents said they were satisfied and 6 other respondents said they were not satisfied, then for the projector 17 respondents said they were satisfied and 33 other respondents said they were not satisfied, after that for the prayer room 35 respondents said they were satisfied and 15 respondents said they were not satisfied, for the trash box 22 respondents said they were satisfied and 28 other respondents said they were not satisfied, and finally for the laboratory 43 respondents said they were satisfied and 7 respondents said they were not satisfied.

From the statement above there were several students who said they were not satisfied with the facilities and infrastructure in the SAINTEK building because of several factors as follows:

1. Reliabilitas

   In accordance with the demands and expectations of students, reliability refers to everything that is consistent with what was promised. One of them is that the study program's reaction is very important if there are educational facilities that are damaged, for example related to furniture such as fans and projectors. From the results of the data it was found that 6 respondents said they were not satisfied with the fan facilities and 33 respondents said they were not satisfied with the projector facilities, because every time students will use the projector facility, they are required to borrow from the faculty.

2. Responsiveness

   Responsiveness to complaints from students about problems with lectures or other problems related to the university, understanding the learning model and the condition of the room that

is good or not is one of them. According to the responses of 50 students who all expressed the same view, the learning model used was understandable, but again it depended on the lecturer teaching and the condition of the classroom, chairs, tables and blackboard. They also conveyed the same thing that the four facilities were very good, especially during the lecture process, so that students felt comfortable.

3. Decree

Provisions, namely offering guarantees to students, are closely related to the institution's capacity to generate trust or confidence in the University's commitment to its students, especially among leaders, professors and staff. Such as the existence of prayer rooms, toilets, litter boxes and laboratories. Of the 50 respondents who stated different things. At the prayer room there were 15 respondents who said they were not satisfied, because the prayer room was often dirty and untidy, this was due to a lack of awareness of students and cleaning staff. because when the student was using the toilet there was a broken toilet equipment, such as a dipper. Regarding the litter box 28 respondents said they were not satisfied, this was due to the lack of availability of boxes on each floor, so that students were confused when they were going to dispose of the trash. And finally regarding the laboratory, it was found that 7 respondents said they were not satisfied with the existing facilities. This was due to the incomplete availability of laboratory equipment.

From the results of the interviews that have been found, it appears that the level of student satisfaction with the facilities and infrastructure to support the learning process found different opinions. This is in accordance with the statements that respondents have felt since becoming students of Science, Social Studies, and Mathematics study programs. Based on several respondents who have been interviewed gave statements that the Faculty can provide facilities and infrastructure to support the learning process so that it is even better, so that the lecture process takes place more efficiently.

CONCLUSION

From the results of student satisfaction with the facilities and infrastructure to support the learning process, namely for classrooms, chairs, tables and blackboards, they stated that they were 100% satisfied. Laboratories 86% satisfied and 14% unsatisfied, for prayer rooms 70% satisfied and 30% unsatisfied. Garbage box 44% satisfied and 56% dissatisfied, toilet 98% satisfied and 2% dissatisfied, projector 34% satisfied and 66% dissatisfied, fan 88% satisfied and 12% dissatisfied. There are factors that need to be improved in improving the quality of existing facilities and infrastructure in the Science and Technology building (SAINTEK) are Reliability, Responsiveness and Certainty.

REFERENSI

Angraeni, L., Darmawan, H., & Biosandi, B. (2017). Analisis dan tindak lanjut tingkat kepuasan mahasiswa pendidikan fisika terhadap kualitas pelayanan laboratorium fisika. *Jurnal Pendidikan Informatika Dan Sains*, *6*(1), 72–82.

Annisa, M., Tanjung, F. Z., & Ridwan, R. (2016). Analisis Sarana Dan Prasarana Sekolah Dasar Berdasarkan Tingkat Akreditasi Di Kota Tarakan. *JPI (Jurnal Pendidikan Indonesia)*, *5*(2), 134. https://doi.org/10.23887/jpi-undiksha.v5i2.8934

Ayu Yulia Setiawati. (2018). *Manajemen Sarana dan Prasarana Pendidikan DalamMeingkatkan Mutu Pembelajaran di MAN 1 Yogyakarta*.

Dian Lestari, N., & Agus Yusmiono, B. (2018). Analisis Penggunaan Sarana Dan Prasarana Untuk Menunjang Kegiatan Belajar Mahasiswa Di Universitas Pgri Palembang Tahun Akademik 2016/2017. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *3*(1), 41–51. https://doi.org/10.31851/jmksp.v3i1.1522

Ferdinan, A. (2020). Analisis Kepuasan Mahasiswa Pendidikan Ekonomi Terhadap Fasilitas Belajar Di Fkip Universitas Muhammadiyah Bengkulu. *Jurnal Economic Edu*, 1(1).

Junaedi, I. (2019). Proses pembelajaran yang efektif. *Journal of Information System, Applied, Management, Acc ounting and Research*, *3*(2), 19–25.

Kurbani, A. (2017). Pengaruh Kualitas Layanan Akademik dan Fasilitas Pendidikan terhadap Kepuasan Mahasiswa Kuliah pada Universitas PGRI Palembang. *Jurnal Media Wahana Ekonomika*, *13*(4), 22–35.

Lestari, N. D., & Yusmiono, B. A. (2018). Analisis Penggunaan Sarana dan Prasarana untuk Menunjang Kegiatan Belajar Mahasiswa di Universitas PGRI Palembang Tahun Akademik 2016/2017. JMKSP *(Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 3(1), 41-51.

Megawati, M., & Rochman, C. (2020). Analisis Ketercapaian Standar Sarana dan Prasarana pada Sekolah Menengah Pertama di Bekasi. *Al-TA'DIB*, *12*(2), 240. https://doi.org/10.31332/atdbwv12i2.1277

Ria Ramdhiani, & Rahminawati, N. (2021). Analisis Pengelolaan Sarana dan Prasarana Pembelajaran. *Jurnal Riset Pendidikan Guru Paud*, *1*(2), 95–101. https://doi.org/10.29313/jrpgp.v1i2.389

Ristanti, D., MY, M., & Savitri, R. (2021). MANAJEMEN SARANA DAN PRASARANA DI PAUD NURUL IHSAN TANJUNG JABUNG TIMUR *(Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi)*.

Sari, N. D. (2021). Manajemen Sarana dan Prasarana Pendidikan.

Simatupang, A. C., & Sitompul, A. F. (2018). Analisis Sarana Dan Prasarana Laboratorium Biologi Dan Pelaksanaan Kegiatan Praktikum Biologi Dalam Mendukung Pembelajaran Biologi Kelas Xi. *Jurnal Pelita Pendidikan*, *6*(2), 109–115. https://doi.org/10.24114/ jpp.v6i2.10148

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Yoto, Muhammad. (2020). Analisis Sarana dan Prasarana Pendidikan dalam Pembelajaran Biologi di SMAN Negeri Plus Sukowono Jember. (Skripsi Sarjana, IAIN Jember).