STUDENT SATISFACTION OF ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM WITH THE EDUCATION PROCESS AT STAI ALHIKMAH JAKARTA

Taufik Abdillah Syukur
Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia
E-mail; taufik.a@uinjkt.ac.id

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui tingkat kepuasan mahasiswa Prodi Pendidikan Agama Islam terhadap proses pendidikan di STAI ALHIKMAH Jakarta. Penelitian ini menggunakan metode kualitatif deskriptif. Kesimpulan penelitian ini menunjukkan bahwa mayoritas mahasiswa Program Studi Pendidikan Agama Islam sangat puas dengan proses pendidikan di STAI ALHIKMAH Jakarta.

Kata kunci: Kepuasan, Proses Pendidikan

ABSTRACT

The purpose of this study was to determine the level of student satisfaction of the Islamic Religious Education Study Program towards the educational process at STAI ALHIKMAH Jakarta. This research uses the descriptive qualitative method. The conclusion of this study shows that the majority of students of the Islamic Religious Education Study Program are very satisfied with the educational process at STAI ALHIKMAH Jakarta.

Keywords: Satisfaction, Educational Process

A. INTRODUCTION

Currently, there are more than 4,600 universities in Indonesia. This figure consists of 32% of State Universities under various ministries, and the remaining 68% of Private Universities. This number is increasing from year to year, especially for private universities. Such a large number of universities shows that the level of competition or competition between universities is getting tighter. One of the competitions is to meet the expectations of service users or students. The educational process at the STAI ALHIKMAH Jakarta Islamic Education Study Program is currently running smoothly. However, it still does not fully meet student expectations. So to prepare Performance Data and Performance Evaluation Reports that are used to meet the needs of supporting data in the accreditation of the Islamic Education Study Program, it is necessary to measure the success rate of Study Program services in the form of evaluating student satisfaction as service users. This survey is one of the efforts to improve the quality system with the standards that have been set. This survey is carried out regularly, namely once a year so that the continuity of the implementation of the quality system is well maintained. The evaluation results obtained will be used for the Islamic Religious Education study program as feedback in improving management and preparing a work program plan for the development of the Islamic Religious Education study program by the policy direction of the strategic plan and operational plan of the Study Program

Based on the existing problems, the purpose of this study was to determine the satisfaction of students of the Islamic Religious Education Study Program with the educational process at STAI ALHIKMAH Jakarta.

Literature Review

Educational Process

The definition of education referring to the National Education System Law No. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state. The educational process is an activity to mobilize all components of education by educators aimed at achieving educational goals. How the educational process is carried out will determine the quality of the results of achieving educational goals. The quality of the educational process is symptomatic in two aspects, namely the quality of the components and the quality of their management. These two aspects are mutually dependent on each other. Although the components are quite good, such as the availability of adequate infrastructure and costs, if it is not supported by reliable management, the achievement of objectives will not be achieved optimally. Likewise, if the management is good but in a state of complete shortage, it will result in sub-optimal results. The Educational Process can be defined as academic administration.

Academic implementation begins with inputs that include: academic standards, namely the suitability of the quality level of lectures with their goals, curriculum updates, and the extent to which curriculum goals are achieved. Furthermore, the academic implementation process includes the quality of learning, namely the quality and motivation of lecturers, attractiveness, and relevance of courses, the effectiveness of learning methods, lecture management, student responses, and the ability of courses to develop student knowledge, understanding or competencies required for the required level. The quality of service support to students and lecturers is carried out by the academic service unit and administrative infrastructure. The outputs of this academic organization include the level of student achievement which is the result of a formal assessment, the level of student satisfaction with the progress of studies, and the level of achievement of graduates in obtaining jobs and their awards (Dewi & Sudarwati, 2020)

Satisfaction

The definition of satisfaction as a human being has different levels of satisfaction. According to Engel, satisfaction is a post-consumption evaluation to choose several alternatives to meet expectations (Wati & Syukur, 2020). Kotler states that a person's feelings of pleasure or disappointment arise after comparing his perceptions or impressions of the performance or results of a product and his expectations (Supranto, 2001). According to Supranto, the term customer satisfaction is a label used by customers to summarize a set of visible actions or actions related to products or services. For example, if a customer smiles when he sees a product or service that is being promoted, then that person has felt satisfied with the product or service being viewed (Engel et al., 1994). From the various opinions expressed by experts, it can be concluded that the definition of customer satisfaction is a response to the behavior shown by customers by comparing the perceived performance or results with expectations. If the perceived results are below expectations, the customer will be disappointed, dissatisfied, or

even dissatisfied, but on the contrary, if it is in line with expectations, the customer will be satisfied and if the performance exceeds expectations, the customer will be very satisfied.

The aspects that are measured based on the Guidelines for Compiling the Performance Report of the Jakarta National Accreditation Board for Higher Education Study Programs in 2019 are as follows:

1. Reliability: the ability of lecturers, education staff, and managers in providing services.
2. Responsiveness: willingness of lecturers, education staff, and administrators to help students and provide services quickly.
3. Assurance: the ability of lecturers, education staff, and managers to give confidence to students that the services provided are by the provisions.
4. Empathy: willingness/caring for lecturers, education staff, and managers to pay attention to students.
5. Tangible: student assessment of the adequacy, accessibility, quality of facilities, and infrastructure.

STAI Alhikmah Jakarta Islamic Education Study Program

The vision of the Islamic Religious Education study program STAI ALHIKMAH Jakarta is to become a competitive, innovative, and professional undergraduate study program in Islamic Religious Education, research, community service, and the development of teacher knowledge in primary education and secondary education at the secondary level. nationally by integrating science, Islam, and humanity.

The mission is as follows:

1. Organizing education to produce MTs, MA, and PAI teachers in schools who are superior, competitive, innovative, and professional in the field of secondary education.
2. Carry out innovative educational research involving lecturers, students, and teachers of MTs, MA, and PAI as a basis for improving the quality of learning.
3. Carry out community service as the implementation of research results and participate in solving national problems in the field of secondary education.

The process of establishing this campus began with the activities of IAIN Syarif Hidayatullah Jakarta Students under the guidance of Drs. H. Mahmudy AD With Dr. KH. Manarul Hidayat as Chairman of the Jakarta ALMAHBUBIYAH Foundation, there was an agreement on the need to establish an Islamic university under the auspices of Al Mahbubiyah Islamic education. After conducting a feasibility study and consultation with various parties, including the leadership of Kopertais Region 1 Jakarta, South Jakarta. Prof. Dr. Harun Nasution, KH. Abdurahman Wahid and Dr. H. Fahmi D. Saepudin, then the intention to establish a higher education institution as referred to above was realized, with the name "Sekolah Tinggi Ilmu Tarbiyah ALHIKMAH Jakarta. Officially STIT ALHIKMAH Jakarta was declared established on September 18, 1984, with the first 20 students.

The background of the establishment of STIT ALHIKMAH Jakarta, among others; In Yasma's environment, there have been several levels of education, as the student's row input; Islamic Universities in Jakarta, especially the South Jakarta area, where the religious spirit of the community is very high and the number of educational institutions at the high school level is still too few. As a result, there are quite a lot of Muslim generations who want to continue their education to a higher level but are not accommodated in existing universities, and the

next background is to want to realize the Amar ma'ruf nahi munkar and symbols of Islam through universities (Ayu & Syukur, 2020). One of the success factors of the learning process in education is influenced by lecturers as student educators and staffing staff who participate in facilitating the learning process. So that the learning process can run well, STAI ALHIKMAH Jakarta also prepares lecturers and education staff according to their expertise. It is hoped that students will get a good quality education as well.

STAI ALHIKMAH Jakarta students are divided into 2 parts, which include students who are studying for S1 and also students who are studying for S2. The majority of STAI ALHIKMAH students are already working, and most of them are educators. The number of students from year to year always has an encouraging increase. They are divided into several chosen majors such as PAI, PGMI, PIAUD, and also MPI. The condition of the facilities and infrastructure of STAI ALHIKMAH Jakarta every year increases according to the needs and abilities. At the time this research was carried out, the facilities and infrastructure were quite available, although some did not meet all the needs (Engel et al., 1994)

B. METHOD

This study used the descriptive qualitative method. The research started from November to December 2021. The data collection technique was through the distribution of questionnaires via google forms to students of the Islamic Education Study Program. The research population amounted to 326 people, due to time constraints in the study, the researchers only took a sample of 152 students, which means more than 30% of the total number of students consisted of 56 level 1 (one) students, 31 level 3 (three) students, 30 level 5 (five) students and 35 level 7 (seven) students for the 2021/2022 academic year. The results of the student satisfaction survey (Sugiyono, 2016). were calculated based on the number of student answers to the alternative answer choices, namely very good, good, sufficient, and less. Furthermore, the answer value is accumulated for each type of question item in each type of service surveyed and after that, it is calculated in the form of a percentage. The percentage value is then assumed as the level of student satisfaction.

C. RESULTS AND DISCUSSION

RESULTS

The results of the student satisfaction survey of the Islamic Religious Education study program regarding the education process at STAI ALHIKMAH Jakarta are as follows:
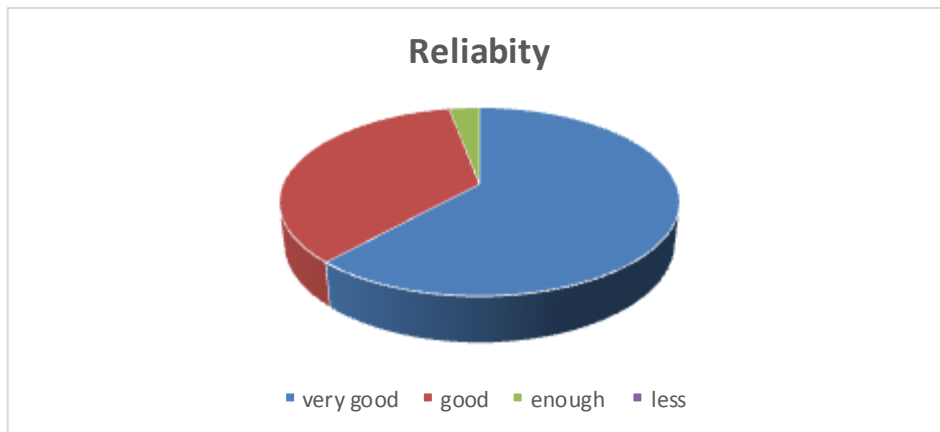
Reliabity

From the respondents' answers above, it can be explained in point reliability: the ability of lecturers, education staff, and managers in providing services, the majority of students answered that they were very satisfied with this as many as 95 people or 62.5%. 55 people or 36.2% answered satisfied, 5 people or 3.3% answered enough, and none, or 0% answered less.
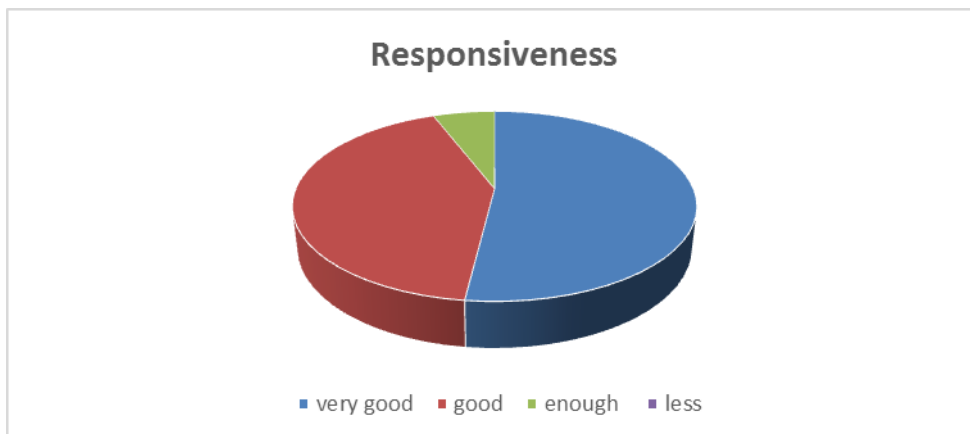
Responsiveness

On the responsiveness point: the willingness of lecturers, education staff, and managers to help students and provide services quickly, as many as 80 people or 52.6% answered very satisfied. 65 people or 42.8% answered satisfied, 9 people or 5.9% answered enough, and none or 0% answered less.


Assurance

In point assurance, it is about the ability of lecturers, education staff, and managers to give confidence to students that the services provided are following the provisions. A total of 83

people or 55.3% of students answered very satisfied, 61 people or 39.5% satisfied, 9 people or 5.9% enough and none or 0% answered less.

Empathy)

■ very Good   ■ good   ■ enough   ■ less

On empathy points: the willingness/caring of lecturers, education staff, and managers to pay attention to students, as many as 78 people or 51.3% of students answered very satisfied, 66 people or 43.4% answered satisfied, 9 people or 5.9% answered enough and 1 person or 0.7% answered less.

Tangible

■ very good   ■ good   ■ enough   ■ less
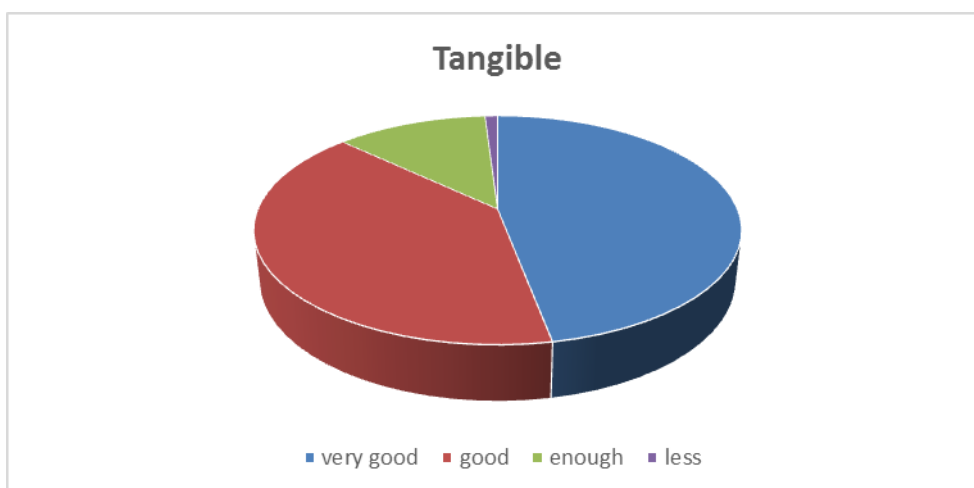
On the tangible point: student assessments of accessibility, quality of facilities, and infrastructure, 75 people or 47.4% of people stated very satisfied, 61 people or 40.1% satisfied, 18 people or 11.8% enough, and 1 person or 0.7 % answered less.

Discussion

Based on the results of the research above, it can be seen that from every point asked students, the majority answered very satisfied with the educational process at the Islamic Religious Education Study Program STAI ALHIKMAH Jakarta. Therefore what is needed is to continue to maintain and improve all aspects related to the educational process with several strategies, including; The strategy used to maintain and improve the quality of the ability of lecturers, education staff, and managers in providing services is to often guide them both through training and workshops to provide better services to students. Then the strategy is used to increase the willingness of lecturers, education staff, and managers to help and provide

services quickly, one of which is by monitoring on an ongoing basis from stakeholders. Furthermore, the strategy used is to be able to provide confidence to students that the services provided are following the provisions. So lecturers, education staff, and managers should always work to carry out their duties following Standard Operating Procedures (SOP). The strategy to increase the willingness/concern of lecturers, education staff, and managers in paying attention to students is to carry out intensive communication and coordination, and lastly, strategies to increase student satisfaction in terms of adequacy, accessibility, quality of facilities, and infrastructure, should be The campus continues to strive for the development and improvement of facilities and infrastructure to achieve maximum student satisfaction with the educational process.

CONCLUSION

The conclusion of this study shows that the majority of students of the Islamic Religious Education Study Program are very satisfied with the educational process at STAI ALHIKMAH Jakarta.

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