



Relationship Between Education Service Satisfaction with Learning Outcomes

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Abstract

Background: student satisfaction is very important in the learning process to find out the emotional state of students towards the material being learned in learning. In learning services obtained by students are very influential on learning outcomes. To increase satisfaction of learning services, it is necessary to pay attention to factors that influence the teaching skills of teachers, student achievement. Based on the description above, this research is important to test the contribution of teacher skills,

learning conditions and learning outcomes as a reference to increase learning service satisfaction.

Objective: this study aims to determine the relationship between satisfaction of learning services with learning outcomes at primary school Serawak, with the number of respondents 40 student guardians.

Method: this type of research uses data collection with a quantitative approach. Data collection techniques using a closed questionnaire because it aims to determine the relationship between learning service satisfaction with learning outcomes. The population in this study was the guardian of 6th grade students. Sampling in this study was carried out by random sampling. Respondents in this study were 40 guardians of students. Data analysis techniques used in this study are Kendal Tau Correlation or assisted with SPSS.

Results: The results of the analysis in this case shows that the correlation coefficient is - .02 with a significance of 0.832, because the significance <0.832 then Ho is rejected, meaning Ha is accepted meaning that there is a significant relationship between Satisfaction with Learning Outcomes.

Keywords: Satisfaction, Service, Learning Outcomes

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Introduction

Each student always experiences a learning process in his life, with learning will allow students to make changes in themselves. This change can be in the form of mastery of a particular skill, a change in attitude, having knowledge that is different from before the students do the learning process. As stated by M. Dalyono (1997: 48) "learning is an activity to make changes in a person, namely: changes in behavior, attitudes, habits, science, skills and so on. These changes are desirable learning actions, because it can be said that the desired change will be the goal of the learning process. To achieve these learning objectives, students must have good learning service methods. Learning methods that are appropriate to the subject matter will determine the level of success of students understood by the lesson (Susilo, 2017). According to Djali (2007: 40) Student services will bring students to be ready to provide responses to situations faced through their own way. Student service as a student in learning will determine the quality of the process and student learning achievement.

Meanwhile according to Nana Sudjana (2008) In the process of teaching and learning certainly has a goal, while the goal is that all students can obtain a satisfactory learning outcomes index. Student learning success can be seen from the mastery of the material learned by showing the value obtained by students in the subject concerned. If students get good grades, it can be said that these students have good learning outcomes. Hamalik (2002: 146) states that learning outcomes themselves can be interpreted as the level of success of students in learning subject matter at school, which is expressed in the form of scores obtained from test results regarding the history of certain subject matter.

Student learning outcomes can be proven and demonstrated through the value or number of the results of evaluations conducted by the teacher of student assignments and tests or tests taken. Slameto (2010) To obtain good learning outcomes, many factors influence it. There are factors that come from inside students, some from outside students. According to Walgito (2004: 151) factors that affect student learning outcomes consist of: physical health, fatigue, motivation, interest, concentration, natural curiosity, self confidence, self discipline, intelligence, memory, place of learning equipment, atmosphere, learning time and association.

Enung Fatimah (2006: 149) explains self-confidence is a positive attitude of an individual that enables him to develop positive assessments, both towards oneself and the environment or situation it faces. Barbara De Angelis (1997: 5) self-confidence is something that must be able to channel everything we know and everything we do.



Quality teaching and learning services are learning services that can create a conducive classroom learning atmosphere and encourage students to play an active role. Suheri (2018) states that self-concept and emotional development are very important things to be considered by teachers, to create a conducive learning process, the same thing also delivered by Yevina (2008) it is called Self-regulated learning which is a passive internal factor of learners, it means that it will emerge from the direct impact of creating a conducive learning environment. A similar sentiment was also conveyed by Razak that the curriculum can create conditions and a conducive atmosphere, namely a learning atmosphere that is fun, interesting, gives a sense of security, gives students space to think actively, creatively and innovatively in exploring and elaborating their abilities (Razak, 2016). Gagne also mentioned the ability of teachers to know the capabilities that have been owned by learners, stimulate learners to use them, and create conducive learning conditions. Therefore, Gagne stressed the importance of conditioning. Gagne distinguishes between external and internal conditioning (Suheri, 2018).

Thus, the implementation requires strategies and teaching and learning methods that are appropriate to the teaching methods. Teaching and learning services that use all optimal learning facilities can create a feeling that students will feel benefited when the lessons being taught are focused on producing high cognitive abilities. The quality of the learning process is the quality of teaching activities carried out by teachers and students both in the classroom and outside the classroom by implementing a quality management. Education emphasizes quality in the teaching and learning process, of course it can be a foundation to spur growth through the provision of workers who have knowledge, master technology, and have expertise and skills. Besides that Education can also provide benefits that are nonmonetary, including obtaining good working conditions, tolerating each other's life, and can live a democratic life.

Method

The population in this data includes elementary school students Sukokerto 01 which this study includes the satisfaction of learning services with learning outcomes. The data collection techniques were obtained from questionnaires or questionnaires. In the questionnaire contains the satisfaction of learning services and learning outcomes. The data was tabulated using a questionnaire tabulation. This type of research uses data collection with a quantitative approach. Data collection techniques using a closed questionnaire because it aims to determine the relationship between learning service satisfaction with learning outcomes. The population in this study was the guardian of 6th grade students. Sampling in this study was carried out by random sampling. Respondents in this study were 40 guardians of students. Data analysis technique used in this study is Kendal Tau Correlation with the help of SPSS application.



Presentation of data

Table 1
Learning service satisfaction and learning outcomes

No.	Learning	Satisfaction
1	5	842
2	6	794
3	3	776
4	6	843
5	7	785
6	8	779
7	8	805
8	8	806
9	8	725
10	6	743
11	5	806
12	5	793
13	4	791
14	4	725
15	5	791
16	7	736
17	4	819
18	3	815
19	5	869
20	5	837
21	4	750



22	7	856
23	5	783
24	6	785
25	5	794
26	4	806
27	8	836
28	5	744
29	7	791
30	7	732
31	6	666
32	8	832
33	7	809
34	8	822
35	4	723
36	6	763
37	5	772
38	5	785
39	4	783
40	3	794

Research result

The results of the analysis in this case shows that the correlation coefficient is -0.05 with a significance of 0.583, because the significance < 0.583 then H_0 is rejected, meaning H_a is accepted, meaning there is a significant relationship between Satisfaction with Learning Outcomes.

Hypothesis:

H_0 : There is no relationship between learning satisfaction with report cards



Ha: There is a relationship between learning satisfaction with report cards

Table 2
SPSS Analysis Customer satisfaction and report cards

Correlations			kepuasan pembelajaran	hasil raport
Kendall's tau_b	kepuasan pembelajaran	Correlation Coefficient	1.000	.065
		Sig. (2-tailed)	.	.583
		N	40	40
	hasil raport	Correlation Coefficient	.065	1.000
		Sig. (2-tailed)	.583	.
		N	40	40

Discussion

With different backgrounds, the services of students will bring students to be ready to respond to the situation at hand through their own way. Student service as a student in learning will determine the quality of the process and student learning achievement.

(Nana Sudjana: 2008) In the process of teaching and learning certainly has a goal, while the goal is that all students can obtain a satisfying learning outcomes index. Student learning success can be seen from the mastery of the material learned by showing the value obtained by students in the subject concerned. If students get good grades, it can be said that these students have good learning outcomes. Hamalik (2002: 146) states that learning outcomes themselves can be interpreted as the level of success of students in learning subject matter at school, which is expressed in the form of scores obtained from test results regarding the history of certain subject matter. Student learning outcomes can be proven and demonstrated through the value or number of the results of evaluations conducted by the teacher of student assignments and tests or tests taken. (Slameto. 2010) To obtain good learning outcomes, many factors influence it. There are factors that come from inside students, some from outside students. According to Walgito (2004: 151) factors that affect student learning outcomes consist of: physical health, fatigue, motivation, interest, concentration, natural curiosity, self confidence, self discipline, intelligence, memory, place of learning equipment, atmosphere, learning time and association.

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situation it faces. Barbara De Angelis (1997: 5) self-confidence is something that must be able to channel everything we know and everything we do.

Quality teaching and learning services are learning services that can create a conducive classroom learning atmosphere and encourage students to play an active role. Thus, the implementation requires strategies and teaching and learning methods that are appropriate to the teaching methods. Teaching and learning services that use all optimal learning facilities can create a feeling that students will feel benefited when the lessons being taught are focused on producing high cognitive abilities. The quality of the learning process is the quality of teaching activities carried out by teachers and students both in the classroom and outside the classroom by implementing a quality management. Education emphasizes quality in the teaching and learning process, of course it can be a foundation to spur growth through the provision of workers who have knowledge, master technology, and have expertise and skills. Besides that Education can also provide benefits that are nonmonetary, including obtaining good working conditions, tolerating each other's life, and can live a democratic life.

Conclusion

The results of the analysis in this study indicate that there is a significant relationship between the satisfaction of learning services with the results of class VI report cards SDN Sukokerto 2. This means that learning service satisfaction is very influential on learning outcomes. This means that more service users both students and guardians of students feel more satisfied, the higher student learning outcomes due to the higher enthusiasm and motivation to learn.



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