

Development of Integrated Service Approach in Department of Social Studies Education

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Abstract. The objective condition of the institution regarding the need for department professional services to students based on established quality standards. Higher education is not only seen as a center of knowledge, a center of research, and a center of community service, but also an institution that needs to compete to guarantee services to users in this case are students. The tight competition of tertiary quality and the demands of the community for quality that is oriented to the value of service users (customer value) ultimately pressures the organization to be able to respond quickly (responsiveness) including prioritizing student satisfaction which is currently used as a benchmark for excellence in higher education competitiveness. The education services of the Social Studies Study Program in this study are focused on the performance of the Head of Study Program, the performance of teaching lecturers, and the performance of administrative staff services. In connection with its function which is always related to students, the Study Program service is expected to realize quality education. However, this ideal condition is inseparable from the factual conditions in the field which shows that there are still some shortcomings of services that are complained of by students and requires further research.

Keywords : Study Program Services, Integrated Service

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A. INTRODUCTION

The new paradigm of higher education management refers to five pillars: quality, autonomy, accountability, accreditation, and evaluation (Dirjen Dikti, 2016). The application of this paradigm serves to realize the ultimate goal of improving quality on an ongoing basis. Management of higher education quality improvement is defined as public professional services that are run and directed to the maximum extent possible to provide services that meet or exceed the standards. This means that the services provided by tertiary institutions must be quality in order to gain public or public trust. This means at least universities must have service criteria and standards or take measurements of services to customers in order to improve the quality of their education.

Higher education service quality control management system is divided into two, namely internal and external. In the internal sphere, it includes the supervision of tertiary education by the tertiary institution in order to realize the vision and mission and to meet the needs of stakeholders (customers)

through the organization of Higher Education Tridharma. The external scope is now commonly carried out through quality standard assessments by BAN PT (National Accreditation Board for Higher Education) and ISO (International Organization For Standardization). ISO Quality Management System generally uses eight main clauses / principles, namely: customer focus, leadership, participation of everyone in the organization, process approach, system approach, continuous improvement, decision making with fact approach, and good relations with suppliers.

According to Evans & Lindsay (2005: 12), quality includes perfection, consistency, eliminating waste, speed of delivery, compliance with policies and procedures, providing a good, usable product, doing it right the first time, delighting or pleasing customers and total customers service and satisfaction. Second understanding

The above opinion leads to customer service and satisfaction. Service can be interpreted as a business carried out by an institution in order to meet customer needs. It is stated in one of the ISO principles that the

measurement of customer satisfaction must be done as feedback from the customer to the system that is applied. This means that the success of an institution is largely determined by the quality of services provided. Quality service can be identified through customer satisfaction.

As an educational institution, the academic process is a core process, therefore measuring customer satisfaction in this process must be done periodically. Based on the understanding of quality above, it can be said that currently education is no longer limited to the ability to produce graduates that are measured academically, but has led to a form of overall quality education (Total Quality Education) oriented to customer satisfaction.

Based on this reality, universities as educational service provider institutions must improve their services in order to gain public recognition and be able to compete. Educational services provided must pay attention to the quality of education and institutions. The aspect of successful education appraisal can be indicated as an educational service that is able to produce educational output that is in accordance with the demands of the community. The client-oriented educational quality paradigm is defined as a measure of the extent to which the program and outputs have met the needs and expectations of the client. There are three things that need to be understood by educational institutions to meet the needs and expectations of clients, namely: what are the needs of clients, how to know the needs of clients, and what makes them satisfied.

Empirical research regarding service quality to measure overall company performance is focused on the issue of consumer service (consumer service quality). The results of the study conducted by Renata Arimawati (2013) showed that physical / real evidence variables, reliability / reliability, responsiveness / responsiveness, assurance, empathy, all had a positive and significant effect on student satisfaction. Customers are people who use or use products from institutions. Products can be in the form of goods or services, specifically colleges that provide educational services.

The focus of higher education services in the form of efforts to meet the needs of students through quality management / quality of educational services. Students become very important besides being the main customer is because the success of the learning process is very dependent on student participation. In accordance with the concept of higher education quality management, that the implementation of education must carry out monitoring and evaluation, it is necessary to know how student satisfaction with the services that have been provided. Surely it will affect the quality of education services provided.

Specifically to find out the success of the service, it is necessary to have a measurement. Furthermore satisfaction measurement according to Philip Kotler is based on quality determinants which include aspects of: 1). Tangible (Tangibles) in the form of physical facility appearance, equipment, personnel and communication media; 2. Responsiveness or ability to help customers and provide services quickly; 3). Trust or reliability in the form of the ability to carry out the promised service accurately and reliably; 4. Empathy (Emphaty) is a requirement to care, give personal attention to customers; and 5. Assurance of officers' knowledge and politeness and their ability to generate trust and confidence in students.

The education services of the Social Studies Study Program in this study are focused on the performance of the Head of Study Program, the performance of teaching lecturers, and the performance of administrative staff services. In connection with its function which is always related to students, the Study Program service is expected to realize quality education. However, this ideal condition is inseparable from the factual conditions in the field which shows that there are still some shortcomings of services that are complained of by students and requires further research.

B. LITERATURE REVIEW

1. Educational Management Quality

The application of education quality management is increasingly developing towards the industry-based management

model. This management model is popularly referred to as Total Quality Education (TQE). The basis of this management is based on the concept of Total Quality Management (TQM) in the business world which is then adapted to the world of education. Philosophically this concept emphasizes the search consistently for continuous improvement to achieve customer needs and satisfaction. This integrated quality management strategy positions educational institutions as a service industry. Institutions provide services (service) in accordance with what is desired by the customer (customer). The service or service desired by the customer is of course something of quality and gives satisfaction. That's when a management system is needed that is able to empower educational institutions to be of higher quality.

Quality management needs to pay attention to the quality dimension, because there are considerable differences between the quality of goods and service quality. Differences in the quality of goods and services include: consumer needs, service production, service system outputs, service products, consumer presence, consumer producer interactions, and transactions (Purnama, 2006: 15). Integrated quality management is based on customer satisfaction as the main target. Organizations that take quality achievement seriously, understand that some quality secrets are rooted in listening to and responding sympathetically to customer needs (Edward Sallis, 2006: 31).

Customer needs and performance standards are often difficult to identify and measure, because each customer provides a definition of quality according to its own size. This relates to the type of product each service. The goal of producing goods is uniformity, while service production demands diversity. Products are produced before consumption and can be stored, while service products are produced and consumed simultaneously. The customer is present when the service is formed, while the product is not being produced. Service organizations, including educational

services, must handle many consumer transactions (Marzuki Mahmud, 2006: 9).

Customers can be divided into internal and external customers. In the world of education, internal customers are managers of educational institutions (leaders, educators, staff, and organizers). External customers are the public and the business and industrial world. Students in the world of education are considered active customers, because they participate in the organization of educational programs. Educational institutions are called quality if between internal and external customers have established satisfaction with the services provided. Education as a service industry, must meet quality standards in accordance with established specifications.

Operationally quality is determined by two factors, namely the fulfillment of specifications that have been determined, and the fulfillment of specifications expected according to the needs of service users. The first quality is called quality in fact (real quality) and the second is called quality in perception (quality of perception). Production and service quality standards are measured by criteria in accordance with specifications, match the purpose of manufacture and use, without defects (zero defects) and always good from the start (right first time and every time). Quality in perception is measured by customer satisfaction, increased interest, expectations and customer satisfaction. In the implementation of quality in fact is a profile of graduates in accordance with the qualifications of educational objectives, in the form of basic ability standards in the form of minimum academic qualifications mastered by students. Whereas the quality in perception of education is satisfaction and the increasing interest of external customers towards the graduates produced.

The main thing in the integrated quality management of education is continuous improvement (continuous improvement). This concept implies that the management always makes various improvements and improvements continuously to ensure all components of the implementation of education have reached the specified quality standards. This means

that education must pay attention to the development of customer demands and needs. This is commonly referred to as quality assurance. Educational quality standards for example in the form of acquisition of basic skills in the fields of learning, curriculum, and service evaluation standards. The other most important thing is to clarify what is offered by the institution and what is expected by students (Edward Sallis, 2006: 83).

2. Excellent Education Services

Education is included in the category of services carried out by educational institutions or educational units for and for the benefit of the community. Services have different meanings, depending on the context. The word service has several meanings, from personal service to service as a product. Education is a service that is intended for the public, so the orientation of educational services also leads to the general public. Public services can be interpreted as providing services (serving) the needs of people or communities who have an interest in the organization in accordance with the basic rules and procedures that have been determined. Education as a service product is something that is intangible but can meet the needs of consumers who are processed using or not using physical product assistance where the process that occurs is the interaction between service providers with service users who have properties that do not result in the transfer of rights or ownership. Thus it can be said that education is a public service that provides services or produces services for the public or consumers.

Viewed from the intensity of the relationship between the service provider and the service provider, education is included in the high contact service category, because the interpersonal skills of the service provider staff are crucial aspects, for example teacher performance is the main emphasis that in educational services there is a very intense interaction between students as a customer with teachers and other educators. According to Fitzsimmons in Yahya Sudarya (2007) The implementation

of education specifically mentioned as an activity that emphasizes the professional aspects of service, besides there are still three other dimensions, namely service factory, mass service, and service shop. Educational activities ranging from elementary to tertiary level are basically activities or service industries, namely providing educational services to students / students as customers.

The delivery of education starting from the elementary level up to tertiary institutions, should pay close attention to the quality of services provided to students and / or their stakeholders. Educational activities, not only oriented to the end result of the education process by giving birth to a number of graduates, but also the focus of attention must begin to be directed to the quality of service in the implementation of the teaching and learning process. The quality of education services needs to be considered not because it affects the educational outcomes, but it is also important from the aspect of competition among educational providers to get new students, it is believed that the quality of service will affect the interest of new students.

Higher education in implementing education aims to produce quality academic people. Quality is measured in terms of mastery of science and technology, as well as noble, active, creative, and innovative attitude and character. These goals are difficult to achieve because they are constrained by various factors, both student factors and external factors related to student services provided (Mahmud, 2012: 57). One obstacle to achieving these goals is student dissatisfaction with the services provided. This can be caused by students themselves who do not know and are reluctant to know the institution as a whole so they do not know how their rights and obligations to get good service. The opposite can be caused by the staff, lecturers, and other personnel. These conditions indicate that to realize the goal of higher education requires a service that is able to facilitate students and also the lecturers, administrative staff, and other supporting parties. This service is commonly referred to as excellent education services.

Excellent service is an excellent service and or the best service, in accordance with applicable standards or owned by agencies that provide services so that they are able to satisfy the party being served (LAN-RI, 2004). Excellent Service is caring for customers by providing the best service to facilitate the fulfillment of needs and realize their satisfaction, so that they are always loyal to the organization / company (Barata, 2004: 27). Excellent service is giving customers more than what was expected when they need it the way they want.

Based on the above opinion it can be said that excellent service is a service provided to customers that is carried out in accordance with or exceeds established standards, or the best service provided in accordance with customer needs and wants. In tertiary institutions where the majority of customers are excellent service students aim to provide services that can meet and satisfy students according to their needs in order to empower students as the main customers of educational services and to rebuild and re-establish public trust in institutions through students.

C. RESULTS AND DISCUSSION

Based on the results of the study showed the form of integrated services consisted of oral services, written services, and deeds services. All three can stand alone, but more often combined. Verbal services are usually carried out by information officers who directly deal with customers. Verbal services are said to be successful if the service provider meets the requirements:

- a. Understand correctly the problems that fall within the scope of their assignment.
- b. Able to explain what is necessary, smoothly, briefly, and clearly so as to satisfy and explain customer needs.
- c. Be polite, and friendly, even if in a lonely situation do not talk because it will cause the impression of undisciplined and neglect the task.
- d. Does not serve people who want to just chat in a polite manner.

Another service that is most often found and most influential in tertiary

institutions is writing services. This service consists of two groups, namely services in the form of information instructions aimed at those who are interested, and services in the form of written reactions to requests, reports, complaints, notifications, and the like. Other services are information services in the form of responses to complaints submitted by customers. This response is the most important in realizing excellent service. This is important because basically people who present a problem to a person or body, want a response to what is expressed. Although only a thank you.

Based on the three types of services in realizing excellent service the most influential are services in the form of deeds or verbally. The staff's skill and expertise factor is crucial to the customer's results and responses. Service delivery in terms of speed and service is the most important point of every customer accompanied by adequate quality of results. Furthermore, the concept of excellent service is realized in the form of 6A consisting of abilities, attitudes, appearances, attention, actions, and accountability. The concept is expected to realize excellent quality service. Excellent service is said to be of the least quality if the officer behaves:

- a. Putting the customer's interests first
- b. Service with all my heart
- c. Excellent service culture
- d. Excellent service attitude
- e. A personal touch of service
- f. Excellent service in accordance with excellent personal

Service quality is determined by the expected level of excellence and control over the level of excellence to meet customer desires. Thus there are 2 main factors that affect the quality of service / service, namely: expected service and perceived service. If the services (services) received or perceived (perceived service) are as expected (expected service), then the quality of the service is perceived as good and satisfying. If the service received exceeds customer expectations, the service quality is perceived as the ideal quality. Conversely, if the service received is lower than expected, the perceived quality of

service is poor. Whether or not service quality depends on the service provider consistently meeting the expectations of its customers.

Based on some of the opinions above it can be said that satisfaction is the conformity of expectations or things felt by customers with the treatment they receive when requesting services from an institution. This means that customer satisfaction is influenced by employee performance in providing services. This certainly affects the existence of these institutions in the eyes of its customers.

Efforts to achieve total customer satisfaction may not be achieved even for a while, but efforts to improve or improve satisfaction can be done with a variety of strategies. Customers as users or service recipients. Within the scope of tertiary institutions one of the main service recipients is students. Students are those who study in college. Student satisfaction is the positive attitude of students towards the service of higher education institutions because there is a match between the expectations of the service compared to the reality it receives (Sopiatin, 2010: 33). Student satisfaction is a comparison between students' desired expectations about employee services, lecturer competencies supported by infrastructure and leadership with what students feel after getting service (Sarjono, 2007). The definitions above lead to an understanding that student satisfaction is a feeling of excitement or attitude of students towards all elements of service in the college they receive because it is in accordance with their expectations.

Factors that determine customer expectations include personal needs, past experience, word of mouth recommendations, and advertising (Tjiptono, 2001). Service satisfaction is manifested by the following factors:

- a. Word of mouth communication, information obtained from people who obtain satisfactory services or not, will be information that can be used as a reference for using or choosing services.
- b. Personal needs, people always need the services available as personal needs

available at the time and place according to need.

- c. Past experience, people who have had satisfactory services will return to obtain satisfying services according to their needs based on their experience.
- d. External communication, extensive socialization of the service system regarding facilities, human resources, and the advantages of an institution will affect the use of services by the community.

The factors above that cause customer assessment of the satisfaction it receives. Rating can be positive or negative. Dissatisfaction depends on the customer's attitude towards non-conformity (happy or not happy) and evaluation for him. In the scope of higher education, the main customers are students. A student is said to be a customer because he pays educational services to study. This is of course accompanied by the desired expectations in the education process. Students' expectations as the main customers are expectations relating to hardware (non-human elements), software (human elements), hardware quality and software quality and the added value of the learning process.

This feeling of dissatisfaction, satisfaction or extreme satisfaction will affect further actions. Students who are satisfied will convey positively about the services they use / consume. Students who are dissatisfied will react differently. Students who are dissatisfied they might try to reduce dissatisfaction by leaving or moving to another tertiary institution or they try to reduce dissatisfaction by finding information that can strengthen the high value of the service (avoiding information that might strengthen their low value). If the institution raises student expectations too high, students may be disappointed if the institution fails to fulfill them. Institutions set student expectations too low, so the institution cannot attract enough prospective students.

A high level of satisfaction or pleasure will create a high emotional bond. Institutions need to shape their culture so that people in the institution aim to serve

and meet students. Leaders / management can take steps to minimize the amount of student dissatisfaction, for example by holding periodic communication. Communication with students can be done by providing a good communication forum for student complaints and handling these complaints quickly.

D. CONCLUSION

Services in general are activities offered to consumers or customers served, which are intangible and cannot be owned. Judging from its intangible and inaccessible nature, services can also be called services. Based on these definitions it can be said that education is a product of services. Higher education is one of the providers of educational services. In general, the objective of providing education including in tertiary institutions is the creation of quality and competitive human resources. All of these goals will be accumulated through the learning process. The product is the ability and achievement of students. These products can be in the form of high graduate grades, high graduate employment rates with low waiting periods, as well as many graduates working in fields relevant to their majors. The product will indicate the quality or service quality of the college. Based on the explanation above, education is said to be of good quality if it is able to produce good output. Output is produced through an educational process which is nothing but an educational service.

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