**FACULTY OF AGRICULTURE
SRIWIJAYA UNIVERSITY**

REPORT STUDENT SATISFACTION SURVEY 2022

AGRIBUSINESS STUDY PROGRAM

STUDENT SATISFACTION SURVEY AGRIBUSINESS STUDY PROGRAM SRIWIJAYA UNIVERSITY YEAR 2022

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EXECUTIVE SUMMARY

The purpose of the student satisfaction survey is to measure the level of student satisfaction of the Agribusiness Study Program. The design of the activity consists of 3 stages, namely: 1) the stage of determining the concept and survey instrument; 2) data collection and tabulation stage; and 3) data analysis and reporting stage. This satisfaction survey was conducted online. Respondents consisted of agribusiness study program students from various generations.

The student user satisfaction survey was conducted in relation to student satisfaction with governance in the agribusiness study program. Question items refer to the accreditation criteria of the Indonesian National Accreditation Board. Based on the results of the survey, the results of student assessment of governance 28% said it was very good, 54% said it was good, 15% said it was sufficient, and only 2% said it was lacking. Therefore, there are several things that need to be improved, such as: 1) Providing Soft skill Updates to lecturers, education staff and managers regarding service excellence, and 2) Making improvements and increasing the quantity and quality of lecture infrastructure.

PREFACE

Praise and gratitude goes to God Almighty, because of His blessings and grace, this 2022 Sriwijaya University Agribusiness Study Program Student Satisfaction Survey Activity can be carried out well. The purpose of the student satisfaction survey is to measure the level of student satisfaction with the management of the Agribusiness Study Program. The design of the activity consists of 3 stages, namely: 1) the stage of determining the concept and survey instrument; 2) data collection and tabulation stage; and 3) data analysis and reporting stage. The student satisfaction survey was conducted online. Respondents consisted of students from the agribusiness study program.

This survey activity used a valid instrument issued by the student satisfaction survey team of the Unsri Agribusiness Study Program which has been tested for validity. On this occasion, we would like to thank all those who have supported the implementation of the student survey in 2022. We would also like to thank the Unsri Student Satisfaction Survey Committee Team for 2022 who has carried out this survey well.

Hopefully the results of the survey activities can be used as feedback for all work units of the Agribusiness Study Program on the performance of the services provided, and can be used as input and evaluation for study programs in order to improve and maintain service quality. In addition, the results of this students satisfaction survey are also expected to be used as documents in the context of organizational accountability in quality assurance efforts in study programs.

CONTENT LIST

1. INTRODUCTION

A. Background

Assurance of the quality of higher education is an important program and must be implemented by all institutions providing higher education. The implementation and implementation of the Quality Assurance System (MSS) is a decisive aspect in increasing the competitiveness of higher education.

Education quality control can be done internally and externally. Internal, namely by compiling, evaluating and developing curricula in line with the development of knowledge and technology, community needs, progress of the times and learning achievements according to the IQF based on predetermined quality standards, and externally, namely by conducting continuous accreditation of study programs and routinely conducting satisfaction surveys. student.

Service to students is very important, because it determines organizational performance and overall service quality. Internal service quality is the starting point in the revenue chain and business growth of the organization. If services to students are hampered, the performance and quality of services to other departments will also be affected.

The definition of service quality is centered in an effort to meet the needs and desires of students and the accuracy of the delivery to balance the expectations desired by students. The quality of service can be determined by comparing the expectations/interests of students on the ideal service with the service they actually receive. If the service received or perceived is as expected, the perceived service quality is good and satisfactory, whereas if it exceeds student expectations, the service quality is perceived as ideal quality. Conversely, if the service received is lower than expected, then the service quality is perceived as bad. Thus, whether or not the quality of service is good depends on the ability of service providers to consistently meet the expectations/interests of their students.

The Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University as part of higher education institutions have an obligation and is required to provide good and excellent service to students, lecturers and education staff, as well as stakeholders who

are service students at the Agribusiness Study Program, Faculty of Agriculture, and Sriwijaya University. In order to ensure that education is carried out properly and is able to meet the KKNI criteria, the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University seeks to bridge students with learning processes that meet predetermined quality standards.

In order to evaluate service improvement in the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University, it is very necessary to measure the level of student satisfaction. The results of the satisfaction survey become the basis for the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University to continue to improve governance and services within the study program environment.

B. PURPOSE

The purposes of this Student Satisfaction Survey are: To measure the level of student satisfaction with the performance of graduates.

1. The benefits of this activity are:
2. As feedback for all work units in the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University on the performance of the services provided.
3. As input and evaluation of the curriculum of the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University in order to improve and maintain the quality of learning
4. As a document in the context of organizational accountability in quality assurance efforts in the Agribusiness Study Program, Faculty of Agriculture, Sriwijaya University

2. METHODOLOGY

A. DESIGN

The activity design used in this Student Satisfaction Survey consists of three stages, namely:

1. The first stage is the determination of the concept and has been started since 2018, which is carried out online using four valid instruments issued by the National Accreditation Board.

2. The second stage is data collection and tabulation. In this stage, it begins by providing technical guidance to the Survey team who is responsible for filling out and tabulating data on the questionnaire. The collection is carried out on the relevant students. The last step at this stage is to collect the questionnaire data that has been collected for further processing.

3. The third stage is data analysis and reporting. In this stage, it begins with translating the code system used in the questionnaire, data entry and data editing, data analysis, report preparation and dissemination of results.

B. SAMPLING METHOD

This study did not take the entire population, so further sampling was carried out to represent the population in filling out the questionnaire with purposive sampling method for all students.

C. METODE PENGUMPULAN DATA

The data used in this study is primary data. The primary data source in this study was the subject's opinion, which was collected individually from the respondents. The data collection technique was carried out using a questionnaire instrument with a closed question model. Respondents were asked to give their perception on each statement according to the situation felt/reality and expected by the respondent. The form of the questionnaire is a Likert scale with 4 points, with a rating of 1 (Less), 2 (Enough), 3 (Good), 4 (Very Good) with the help of a web-based information system that can be accessed: Student Satisfaction Survey, namely

All respondents were asked to complete the online questionnaire.

D. INSTRUMEN

1. This Students Satisfaction Survey uses 4 instruments.

2. Tangibles are concrete evidence of the ability of a university to present the best for students, both in terms of the physical appearance of buildings, facilities, supporting technology equipment, to the appearance of lecturers and education staff.

3. Reliability is the ability of higher education institutions to provide services in accordance with student expectations regarding speed, timeliness, no errors, sympathetic attitude, and so on.

4. Responsiveness is responsiveness in providing fast or responsive service and accompanied by a clear and easy-to-understand delivery method.

5. Assurance is a guarantee and certainty obtained from the polite attitude of educational staff, good communication, and knowledge, so as to be able to foster a sense of trust in educational staff.

6. Empathy is giving sincere and personal attention to students, this is done to find out students' desires accurately and specifically.

E. TEAMS AND TIMES

The Agribusiness Study Program, Faculty of Agriculture, and Sriwijaya University carried out the Satisfaction Survey in 2022. The implementation of the Students Satisfaction Survey will be carried out in September 2022. The summons of students as respondents is carried out according to the incoming batch in question online.

F. ANALISYS METHOD

The analytical method used is tabular method and descriptive explanation to calculate the average level of student's satisfaction. The analysis is used to see a picture of the satisfaction felt by students with the services provided by work units.

3. RESULTS AND DISCUSSION

A. RESPONDENT IDENTITY

The total respondents in filling out the questionnaire were 273 respondents from several years of entry. The distribution of origin of the year of entry can be seen in Figure 4.1.
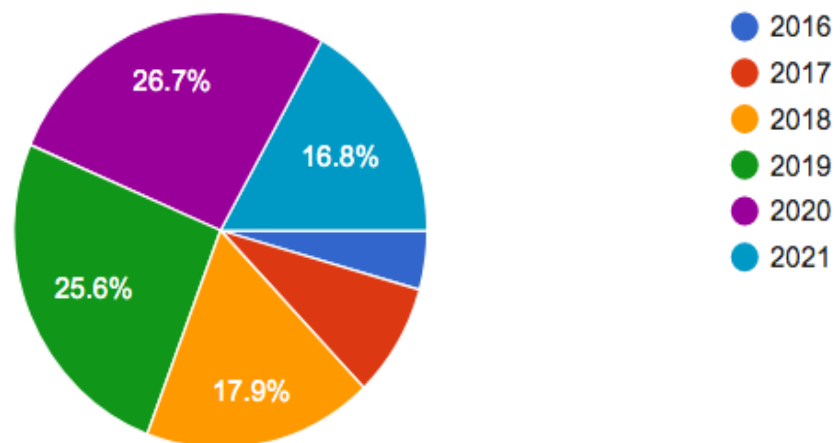

Figure 4.1. Distribution of Student Respondents by Year of Entry

Based on Figure 4.1, the number of respondents is normal according to the year of entry. The number of student respondents who filled out online questionnaires was 273 people starting from 2016 to 2021. As shown in Figure 4.1, from a total of 895 people, 273 people filled in the questionnaire, 30%. Thus the Response rate of this Survey is 30 percent.

B. SURVEY RESULT

At this time, the quality of service of study programs to students is seen as one of the tools to achieve competitive advantage. If the quality of service is poor and student satisfaction with higher education services is unsatisfactory, then in the long term the competitiveness of higher education will weaken and it will be difficult to develop. However, providing quality services by study programs is not an easy job, because it involves many aspects such as the pattern of administration (management), human

resource support, and clear institutions.

Keandalan (*reliability*): kemampuan dosen, tenaga kependidikan, dan pengelola dalam memberikan pelayanan (*Reliability: the ability of lecturers, education staff, and managers in providing services*)
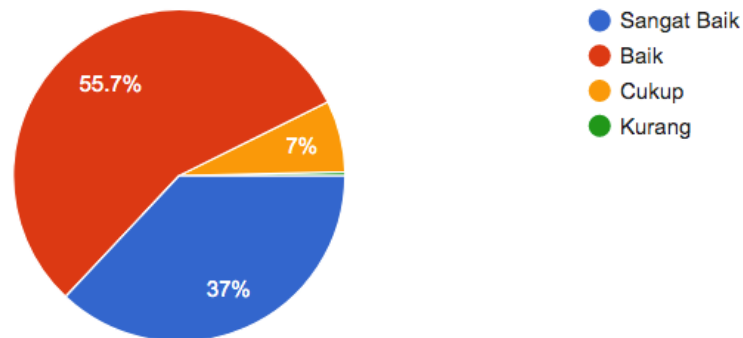
273 responses

Figure 4.2. Student Survey Results on Reliability Instruments

Daya tanggap (*responsiveness*): kemauan dari dosen, tenaga kependidikan, dan pengelola dalam membantu mahasiswa dan memberikan jasa dengan cepat (*Responsiveness: the willingness of lecturers, education staff, and managers to help students and provide services quickly*)
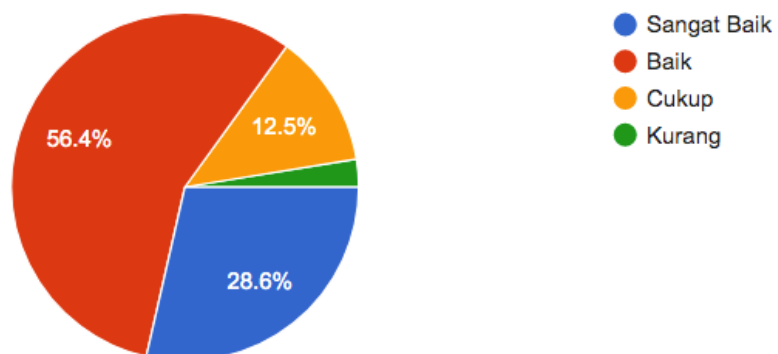
273 responses

Figure 4.3. Student Survey Results on Responsiveness Instruments

Kepastian (*assurance*): kemampuan dosen, tenaga kependidikan, dan pengelola untuk memberi keyakinan kepada mahasiswa bahwa pelayanan yang diberikan telah sesuai (*Assurance: the ability of lecturers, education staff, and managers to provide confidence to students that the services provided are appropriate*)

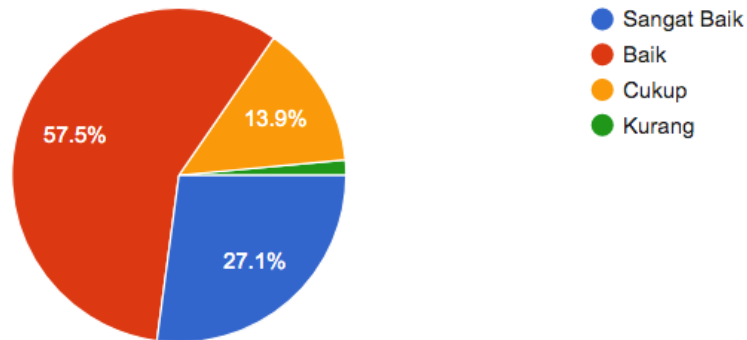273 responses

Figure 4.4. Student Survey Results on Assurance Instruments

Empati (*empathy*): kesediaan/kepedulian dosen, tenaga kependidikan, dan pengelola untuk memberi perhatian kepada mahasiswa (*Empathy (empathy): willingness/caring for lecturers, education staff, and managers to pay attention to students*)
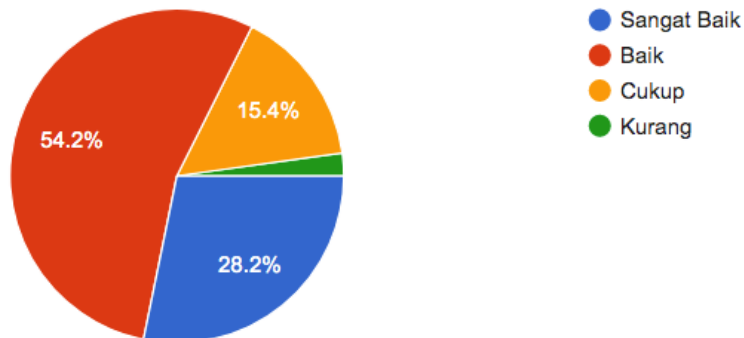
273 responses

Figure 4.5. Student Survey Results on Empathy Instruments

Tangible: penilaian mahasiswa terhadap kecukupan, aksesibitas, kualitas sarana dan prasarana (*Tangible: student assessment of the adequacy, accessibility, quality of facilities and infrastructure*)
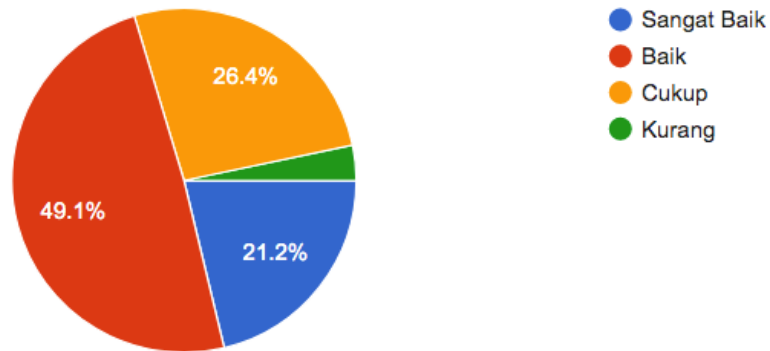
273 responses

Figure 4.6. Student Survey Results on Tangible Instruments

The results of the assessment of student satisfaction levels are 29 percent on very good criteria, 54.88 percent on good criteria and the remaining 15 percent with pretty good criteria. This means that the services of the Agribusiness Study Program, Faculty of Agriculture, UNSRI can provide satisfaction to students. Based on the survey results, several aspects still need to be improved, namely: improving facilities and infrastructure that support education and research, increasing the comfort of workspaces, study rooms and laboratories, procurement and maintenance of existing facilities so that the service process is better, support and encouragement from institutions in improving job skills through activities such as training, seminars, etc., and The existence of support and opportunities in career development.

Table 4.1. Level of Student Satisfaction of Agribusiness Study Program Students, Faculty of Agriculture Unsri

No.	Instruments	Student Satisfaction Level (%)				Action Plan
		Very Good	Good	Enough	Bad	
1	2	3	4	5	6	7
1.	Reliability: the ability of lecturers, education staff, and managers in providing services	37	55	7	0	Providing Soft skill Updates to lecturers, education staff and managers regarding service excellent
2.	Responsiveness: the willingness of lecturers, education staff, and managers to help students and provide services quickly	29	56	13	3	Providing Soft skill Updates to lecturers, education staff and managers regarding service excellent
3.	Assurance: the ability of lecturers, education staff, and managers to give confidence to students that the services provided is in accordance with the provisions.	27	58	14	2	Providing Soft skill Updates to lecturers, education staff and managers regarding service excellent
4.	Empathy (empathy): willingness/caring for lecturers, education staff, and managers to pay attention to students	28	54	15	2	Providing Soft skill Updates to lecturers, education staff and managers regarding service

No.	Instruments	Student Satisfaction Level (%)				Action Plan
		Very Good	Good	Enough	Bad	
1	2	3	4	5	6	7
						excellent
5.	Tangible: student assessment of the adequacy, accessibility, quality of facilities and infrastructure	21	49	26	3	Make repairs and increase the quantity and quality of lecture infrastructure
Total		28	54	15	2	

C. ACTION PLAN

The improvement plans that will be carried out in the coming year are:

1. Regarding the implementation of the survey

(1) Conducting a student satisfaction survey on an annual basis with the hope that the study program will receive information on improving governance in the future; (2) Adjustment of the questionnaire in accordance with the Decree of the Minister of Education and Culture No. 3/M/2021 on the main performance indicators of state universities and higher education service institutions in the educational and cultural environment in 2021; (3) Socializing the results with study programs, lecturers and students as well as discussing the adjustment of the questionnaire according to the needs of each study program; and (4) Require all students to fill out a questionnaire to increase the response rate.

2. Regarding the improvement of study program governance

(1) Providing Soft skill Updates to lecturers, education staff and managers regarding service excellence; (2) Repairing and increasing the quantity and quality of lecture and learning facilities in the study program

4. CONCLUSIONS AND POLICY IMPLICATIONS

A student satisfaction survey was conducted related to student satisfaction with governance in the agribusiness study program. Question items refer to the accreditation criteria of the Indonesian National Accreditation Board. Based on the survey results, the results of student assessments of governance 28% stated very well, 54% said good, 15% said enough, and only 2% said less. Therefore, there are several things that need to be improved such as improving facilities and infrastructure that support education and research, increasing the comfort of workspaces, study rooms and laboratories, procurement and maintenance of existing facilities so that the service process is better, support and encouragement from institutions in improving job skills through activities such as training, seminars, etc., and The existence of support and opportunities in career development.

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APENDIX 1. Recapitulation of Suggestions and Feedback

No.	Suggestions and Feedback
1	Just need improvement for the better
2	It's good enough
3	Indralaya A and B classes during lectures should be separated considering the large number of students
4	Improve learning room facilities both indoors and outdoors and change or add e-learning features
5	Your own suggestion to be more active and prioritize students' feelings
6	I am an alumni of the Agricultural Socio-Economic Department of Unsri who continues to the master program stage. I hope that the lecturers will provide good service both academically and non-academically to advance the mindset of students to be more advanced in the future 🙂
7	More improvement in protecting students well, please be more patient and come on time
8	Give the best service, especially students on the Palembang campus
9	hope it will be better
10	Please reduce the number of students in one class
11	Hopefully in the future, assistance can be carried out in Palembang
12	Don't make it difficult for students
13	Hopefully, the FP SOSEK major will be better later
14	Fix the ELearning server, don't keep getting errors
15	minimizing assignments and maximizing learning
16	Sometimes there are lecturers who are late for class. Hopefully in the future it can be improved even more
17	Hopefully it will be better in the future starting from the learning process, learning media, and methods for advancing knowledge and applying the rest very well. Hopefully it will stay in the superior accreditation
18	It is better to give a more detailed explanation regarding the requirements file and the stages that must be passed when going to a seminar and thesis trial so as to make it easier for students to take care of the requirements and administrative files in their lectures.
19	In the future, I hope that all lecturers of the agricultural faculty of the agribusiness study program will always be successful in teaching and in the field.
20	Some of the policies and teaching patterns of lecturers are difficult for students to understand and students are often overthinking when teaching several lecturers
21	Regarding consultations with supervisors, whether for thesis, courses, or so on, it would be better if you pay more attention to it because there are still some students who still have problems with guidance from their supervisor. The department library is good if it is revived because it is very useful for finding thesis references. Computer application courses are better if they pay more attention to teaching, time, and assistance because in fact they are very much needed in the world of work (for students who directly apply for jobs)

22	Hopefully in the future activities can be carried out fully offline on campus
23	Suggestion: It is better if the supervisor requires the final semester guidance child to be required to consult at least 1 time a week to see how far the final project has been done or provide solutions to problems faced by students, because in the preparation of the final project (thesis) there are many obstacles that students are confused about completing, and stopped which ultimately made the final project no progress. Therefore, the supervisor is requested to provide special time at least 1 time a week for his/her guidance child in order to expedite and accelerate the graduation of his students.
24	For final semester students, what we need is guidance and assistance from lecturers. Please make it easier, don't complicate it
25	Keep the spirit, ladies and gentlemen, teachers
26	The service has been very good, and for my advice, lecturers and students should be more familiar and familiar, so that communication can be made even better.
27	Hope it's better than this
28	Just like the others
29	Hopefully the faculty of agriculture will be even better in advancing this faculty of agriculture
30	I hope the faculty of agriculture will be better
31	Care
32	It is better for facilities and infrastructure related to borrowing thesis at the agribusiness library and for the time of borrowing it should be slightly extended by about 1 week instead of 3 days because most students who borrow thesis at the dean's library complain because the borrowing time is only 3 days. As for the new library in the agribusiness department, it is better to provide a card for borrowing, such as at the dean's library. Considering that there are so many students who want to borrow theses in the agribusiness department but they are not provided for borrowing. Then for the seminar room on the Indralaya campus, the focus should be improved so that the screen that is displayed looks clear and bright, like the one in the seminar room on the Palembang campus, which is brighter and clearer.
33	Hopefully more consistent in work