

Student's Attitudes on the Performance and Behavior of Administrative Officers at Universitas Negeri Makassar

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ABSTRACT

Universities in Indonesia are taking part in the transformation process and using an entrepreneurial approach to serve students in the new competitive environment better. This article seeks to determine student attitudes toward developing the university. It makes an effort to offer universities some suggestions to improve their performance. A random sample of employees at Makassar State University was interviewed to see their views on the services offered and the perceived quality. To meet deadlines and build deeper with local economic and productive systems, Makassar State University administration should focus on improving the quality of instructional services and non-teaching employees. Makassar State University administrative staff needs to have a student-focused mindset. To assess attitudes towards recent changes at Makassar State University.

Keywords: Student Attitude; Performance; Behavior of Administrative Employees

INTRODUCTION

In the competitive environment, services are becoming important in both companies and countries. The education system becomes a service to the people where the global and local levels merge; thus, local specifics modify the standard offer. The university becomes a relational service where demand and supply (providers and recipients) work together to improve and design satisfactory outputs. They face stiff international and national competition and vote the same way as companies (Kusumajaya & Rivai, 2017).

The presence of multiple stakeholders and their social or economic interests emphasizes the importance of such services. It is critical to have a quality improvement strategy in place. Demand for teaching quality and social expectations is increasing. To better serve its customers, the Indonesian university is attempting to use an entrepreneurial approach (Sanawiri & Iqbal, 2018). This is also an example of mass customization, as universities compete to attract customers by offering personalized deals. Service quality improvement evaluation has been completed.

On the one hand, recent changes in Indonesia's university system result from a structural reorganization of the system and its objectives. On the other, universities are increasingly competing to improve service quality. The output of various tertiary institutions must be measured in terms of the impact of service provision on beneficiaries. It is perceived differently depending on one's background; As a result, many starting points must be investigated. The Ministry of Education uses the performance evaluation of each institution as a governance instrument. Three key variables are measured: staff research outcomes, educational process outcomes, and

enrollment trends (i.e., the characteristics of students enrolled). Ministry financing and planning restrictions at each university were influenced by this move. As a result, pupils are turned into assets that need to be maintained and improved. The requirements of stakeholders (i.e., families, institutions, and businesses)—particularly students—have been studied and addressed through a variety of projects that have been developed concurrently. Universities in Indonesia should create marketing activities to enhance their ability to comprehend needs and assess perceived quality, just like businesses do. The mindsets of the kids reflect this.

Measuring perceived quality is a hallmark of the student-centered approach, and its evaluation is critical in addressing governance decisions (Siahaan, 2011). As a result, many starting points must be investigated. The Ministry of Education uses the performance evaluation of each institution as a governance instrument. Three key variables are measured: staff research outcomes, educational process outcomes, and enrollment trends (i.e., the characteristics of students enrolled). Ministry financing and planning restrictions at each university were influenced by this move. As a result, pupils are turned into assets that need to be maintained and improved. The requirements of stakeholders (i.e., families, institutions, and businesses)—particularly students—have been studied and addressed through a variety of projects that have been developed concurrently. Universities in Indonesia should create marketing activities to enhance their ability to comprehend needs and assess perceived quality, just like businesses do. The mindsets of the kids reflect this. The university is repositioning itself due to many events that have harmed its image. To analyze students' perceptions of didactic, administrative, logistical, recreational, computerized, and placement services, questionnaires were developed and distributed to a sample of nine faculty members.

METHOD

Student Attitude Measurement Makassar State University's Case: The Indonesian university system is undergoing reform, and university administration must implement competitive strategies to compete with other universities in Indonesia and Europe, thus building a positive image. Makassar State University, one of Indonesia's largest campuses, particularly in South Sulawesi, is chosen. Due to numerous incidents that have damaged its reputation, the university is currently going through a repositioning process. Because it has been decided to deal with perceptions of identity to understand the factors that support the university's image and which suit students' needs, it has been hypothesized that student attitudes are strongly related to the geodemographic and cultural background of students from their families. Additionally, students will be more sympathetic to the university if they are more certain about their choice. A more critical approach to the university's offerings and life is hypothesized based on the year of attendance. The more time students spend at university, the more they learn about everything it offers and the more accurate their attitudes become. This exploratory study aims to understand better students' perceptions of "excellent universities," or universities that can provide high-quality education and services, which are the primary selection criteria for students. In this case, it is an intriguing marketing issue that merits further investigation. For two months, data were collected by interviewing a random sample of 1,147 students divided into nine faculties at Makassar State University. The diverse circumstances in which students and their needs can be

found are represented by the nine faculties. The data was analyzed using SPSS. First, the primary attributes of the second sample were described using descriptive statistics. Makassar State University's perceptions as perceived by its "students" were analyzed using the MDS approach and the Chi-square test in order to determine the most significant variables impacting student attitudes.

RESULT AND DISCUSSION

Gender balance was achieved in the sample (43.8% M and 56.2% F), student home (38.6% Makassar, 43.7% district, 13.4% other cities, and 4.3% other parts of Indonesia), and years of study. Almost half of the students polled (46.7%) said they would return to Makassar State University, a quarter (30.3%) said they would change, and the rest (23.1%) were unsure. This indicates that action should be taken to investigate student dissatisfaction. The most typical qualities of an educational institution are prestige and good educational offerings, but only a small number of people choose Makassar State University for these reasons. At the same time, a large number of students (45.7%) chose Makassar. After all, it is close to where they live, because it has good relations with neighboring cities (16.9%), or because they have parents or friends (22.1%). In contrast, only a few students demonstrated exceptional teacher presence and service.

The main factors that led to a positive assessment of student attitudes were a solid overall responsiveness to student demands (39.7%), a good educational quality (15.1%), and a good university location (23.2%). The reasonable response (around 12%) suggests that some students value one of the main components of Makassar State University's "mission," making higher education available to people from all walks of life and classes. Makassar's location, in the south of Indonesia, influences this aspect because it is a large area with lower incomes than the rest of Indonesia. Makassar State University's close ties to the neighborhood can be explained by economic concerns. This institution continues to draw students from the province of Sulawesi since it has the widest range of faculties and degree offerings. "Dissatisfied pupils" explained their unhappiness by blaming a bad organizational system (46.7%) and a general failure to live up to their expectations (32.4%). The assessment of the second group is less definite than that of the first, which suggests, in some cases, disappointment as a result of a lack of strong drive while choosing a faculty or institution to enroll in. To better understand the variables that could affect student evaluations, the average score given to each service provided by Makassar State University was determined. The quality of the lecture halls, laboratories, teaching tools, lodging, libraries, students, and internet connection received high marks. All other services, however, were deemed to be insufficient. However, it should be highlighted that due to two different factors, some questions contain a significant percentage of missing responses. On one side, the fact that university students are little aware of services like counseling, free language classes, and recreational opportunities highlights the value of effective marketing initiatives. Contrarily, offerings including placements, internships, international relations, and tutoring.

Table 1. Makassar State University Facilities and Infrastructure

	<i>n</i>	mean ^a	Std . Deviation
Classroom	1.1228	2.15	.0811
Laboratory	1.057	1.96	0.850
Equipment	1.077	1.94	0.836
Library	1.095	2.51	0.828
Canteen	836	1.71	0.850
Accommodation	742	1.94	0.992
Convenience	814	1.66	0.799
Language course	803	1.45	0.752
Scholarship	918	2.04	0.932
Educational Offers	871	1.90	0.820
Internet access	1,043	1.97	0.911
Administration Service	1.022	1.80	0.816
Tutoring	1.018	1.64	0.755
Counseling	774	1.40	0.719
Apprenticeship	886	1.58	0.779
International Relations	774	1.51	0.774

Makassar State University's service is inefficient. New students' lack of experience and attitudes toward graduation influence these responses. Furthermore, the ranking is determined by the circumstances of each faculty; some have a new technological facility that is designed and comfortable, thus the infrastructure assessment is given excellent scores. On the other hand, because the majority of them are public offices modified to fit the faculties, the infrastructure, particularly for the arts faculties, is antiquated. In terms of internet usage, instructional assistance resources, online exam registration, and e-mail with faculty and staff, the divide between scientific and arts faculties is widening. The lecture halls and libraries, two of the six segments defined by the first two groups, are services that are unique from the others and are regarded highly. The caliber of the third group indicates services strongly associated with didactic activities, such as internet access, labs, and teaching assistance tools, for which all students have similar perceptions. Services that are "extra" to "basic" educational services are included in the fourth category (ie, student housing, accommodation, canteens, and recreational activities). Examples of ineffective or badly regarded services include administrative services, tutoring, placement, foreign relations, counseling, and free language classes. Due to the fact that tutoring, placement, and counseling are brand-new and "novel" services for the university, Makassar State University's ranking is marginally below average. Finally, the sixth group included more staff-related services, such as "online exam booking" and "staff contact," which scored contentious evaluations of student attitudes related to the faculty attended and their technological background.

To track the probability of being identical from satisfied and loyal students, chi-square analysis was used to closely examine the relationship between the investigated variables and the

MDS. As a result, the following variables have a strong influence on the decision to re-enroll at Makassar State University, which measures retention rates:

- student's professional situation = 0:000; • father's position = 0:003; • SMA = 0:002; • secondary school qualifications = 0.003; • faculty = 0:000; • years attended = 0:000; and • choice motivation = 0.013.

The professional status of students who took their studies seriously was important for those who worked at the time. Working students have a positive opinion of Makassar State University because they are more interested in basic services rather than extras, such as international relations and placements or those closely related to university life, such as lecture halls and infrastructure.

Most interviewees came from lower-middle-income families, and paternal circumstances (such as unemployment, unskilled labor, or clerkship) influenced retention rates. At the same time, students whose fathers hold executive positions appear unconcerned about re-enrollment. The sector in which the father works, on the other hand, has no bearing on the decision. Coherence with the faculty chosen as the ideal setting for continuing high school is necessary for the relationship between attitude and the variable "type of high school" to exist. When combined with a student's high school grades, such coherence can help close the gap between expectations and reality and highlight their deeper evaluation skills. This is especially true for students who consistently make the right decisions and receive high grades. Students' perceptions of service are formed through experience and thus evolve over time, in contrast to expectations that are set before they enter college. Students of all ages, including newbies, may eventually increase their knowledge. Most likely, as they progress through their studies, their opinions of the services received will alter without necessarily indicating a decrease in the caliber of those services. Between first-year students and those who are almost finished with their education, there is a difference. While the second increases dissatisfaction and ambivalence proportionate to the length of time spent in college, the first is more satisfied and enthusiastic about new experiences. This might be as a result of fatigue, a dearth of possibilities for international experience, or a dearth of employment. For most students in Southern Indonesia, a university degree is another opportunity to find work, so the university's role as a link to the job market through apprenticeships is highly valued. In conclusion, although exploratory, this study has highlighted that presence and market power variables address the competitive threats posed by university reforms. Alternatively, educational offerings could become part of a larger game where teaching courses, services, and recreational activities are determined endogenously. As a result of the analysis's inherent limitations, including the sample size and study area, future research should focus on at least three additional variables: 1) the competitive effect of ICT; 2) course proliferation and entry prevention; and 3) the effect of the local market.

The numerous challenges the social and economic environment presents to the education industry are compelling universities to rethink their teaching offerings or provide additional services. However, Despite the evolving labor market's need for flexible skills to react to changes in the macroenvironment, education is still mostly focused on traditional skills (Nursyifa, 2019). The necessity to improve information literacy and knowledge management skills has been underscored by the increasing importance of knowledge in all facets of society (Pattah, 2014), which has called for the creation of new categories and mash-ups of knowledge and abilities.

Institutions should think about developing alliances with other industries and universities because of the growing significance of strategic alliances in the industrial environment (coopetition model). Joint programming and resource sharing are the most specialized group

projects that can lead to the creation of useful instructional resources and a significant accumulation of knowledge and expertise from multiple perspectives. As more mature students enroll in higher education, ICT transforms and enhances the needs of potential students, encouraging higher education institutions to provide flexible offers. According to Wijaya et al. (2016), students' socioeconomic factors actually change the educational offer in favor of a more flexible system that allows them to work part-time while taking the course. The university is moving toward a more market-oriented strategy, thus the Servqual questionnaire seems like a good tool for gauging quality (Bafadhal, 2018; Kosasi, 2014; Mindarti, 2016) Thus. Investigating the level of attitude and service quality as observed by teachers and stakeholders is fascinating. One of the objectives of Indonesia's reforms is to examine the influence of education on society, therefore other stakeholders (parents, employers, and institutions) will be consulted. In order to better meet the legitimate requirements and expectations of this set of students, it is also interesting to compare international students' perceptions to those of local students. To match the advantages sought by the administration, various ways involving student segmentation can be examined using marketing literature.

CONCLUSION

The trend of the main variables concerning students demonstrates how the transition from a small elite system for a few students to a mass university system has been accompanied by a loss of efficiency. The high dropout rate demonstrates this, as does the fact that the time required to complete the curriculum is, on average, longer than the system indicates.

Recent data on student groups shows a very contradictory image, with more students working while still in school. The dynamics therefore support and call for the creation of methods to measure students' views toward the research program, what is taught, and the services offered. The inventive method used by universities in Indonesia has demonstrated how the supply side is insufficient to create a robust competitive environment. Demand is a vital component of success. The needs and demand behavior address the genuine development dynamics of the educational system. Therefore, universities should concentrate their efforts on two key areas: 1) Improving the standard of educational and non-educational services to better meet targets as more people and workers are created who need places to work, services, etc.

2) To satisfy the demand for skills and training while fostering links with regional economies and production systems.

The goal is to offer insights into the expectations and reasons that underlie the choice of university decision-making process. When deciding on the best course of action, university administration should take into account the findings, which reveal a number of intriguing issues that merit further investigation.

Students have generally emphasized some well-known gaps, making immediate solutions difficult. The problem of the relationship between universities and the labor market, in particular, is shared by all universities in southern Indonesia that operate in areas with higher unemployment rates than the national average and an industrial structure dominated by families. Companies and SMEs with a small workforce.

Southern universities, particularly Makassar State University, face exogenous threats, such as a lack of a competitive job market, and endogenous threats, such as inefficiency due to

poor organization, unsatisfactory relations between students and staff, and inefficient allocation of scarce resources. According to the findings of the field analysis, attitudes are primarily influenced by economic conditions and positive but parochial attitudes that force students to value higher education in their home communities.

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