

A Comparative Study on Students' Satisfaction toward Lecturers' Teaching at a Private University in Yogyakarta

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Abstract

In an education service, teaching quality is the crucial aspect to improve the students' satisfaction toward teaching and learning process. Likewise, the lecturers have to own their teaching competences to increase the students' satisfaction level in one of private university in Yogyakarta. This study investigates the level of students' satisfaction toward their lecturers' teaching in English Language Education Department (ELED) and International Program for International Relation (IPIREL) batch 2015. This study also aims to find out the factors that affecting the students feel satisfied with toward their lecturers' teaching.

To conduct this study, quantitative approach is needed because it is the term where the researcher searches for the trends based on the issues the researcher takes. Also, survey design is used because this study observed the opinion in a group of the people and find out the level of students' satisfaction toward their lecturers' teaching and the factors that affecting the students feel satisfied toward their lecturers' teaching in large population. Comparative study is also useful to compare two or more educational groups in terms of attitudes, beliefs, opinions, or practices. This study involved 91 ELED students and 65 IPIREL students in one of the private universities in Yogyakarta. To gain the data, direct questionnaires and google form were needed.

The result showed both ELED and IPIREL students were satisfied with their lecturers' teaching,. The mean score of ELED students' satisfaction was 3.85 and IPIREL students also had 3.48 score of satisfaction. Besides, there are two factors that led the students' satisfaction toward their lecturers' teaching in ELED and IPIREL batch 2015. They were lecturers' competence and preparation before teaching.

Keywords: Comparative study, students' satisfaction, lecturers' teaching

Introduction

In an education service, teaching quality is the crucial aspect to improve the students' satisfaction toward teaching and learning process. Likewise, the lecturers have to own their teaching competences to increase the students' satisfaction level. Supporting Teacher Competence Development (2013) written by European Commission page 8 was said that the teaching competences include teaching skills and understanding the materials of the lesson.

The students' satisfaction toward the lecturers' teaching is also important. There are two things why the students' satisfaction toward their lecturers' teaching is important. Suarman (2015) stated that the students' satisfaction can affect the students' motivation to learn. He also added that if the lecturers are able to perform their teaching well, students are easy to understand the lesson. If the lecturers do not perform good teaching, the students will reject the lecturers' presence in the classroom. Similarly, Siming (2014) argued that the effect of the lecturers' teaching can improve students' achievement. From his study, the result shows that if the students gain good quality of their lecturers' teaching, the students' achievement will be increased.

On the other hand, not all the students feel satisfied with the way of the lecturers' teaching in the classroom (Suarman, 2015). Asnah's study (2014), she explains about the level of students' satisfaction toward their lecturers' teaching method in English Education Department of STAIN (Sekolah Tinggi Agama Islam Negeri) Padangsidempuan. The result shows that the level of students' satisfaction toward their lecturers' teaching is 2.70 and it means that they have low satisfaction. To achieve the highest level of satisfaction, the level number must be 4.00.

The study from Asnah (2014) that mentioned above is also experienced by the students in one of private university in Yogyakarta, especially English Language Education (ELED) and International Program for International Relations (IPIREL) Department. Based on the researcher's observation, there are various opinions about their satisfaction toward their lecturers' teaching. Some ELED and IPIREL students felt satisfied with their lecturers' teaching and some of the students also feel not satisfied with their lecturers' teaching. However, since there was no study regarding with this matter, no clear data is available about the students' satisfaction. So, this study has three aims. There are:

1. Finding out the level of students' satisfaction toward their lecturers' teaching at ELED of one of a private university in Yogyakarta.
2. Investigating the level of IPIREL students' satisfaction toward their lecturers' teaching method at a private university in Yogyakarta.
3. Investigating the factors that make the students feel satisfied with their lecturers' teaching a private university in Yogyakarta.

Methodology

According to Creswell (2012), quantitative research is the term where the researcher searches for the trends based on the issues that he/she takes. To measure the trends, it is necessary to get it from the large number of participants to know the result. He also reveals that they have to include specific research questions. Besides, the research questions have to be measurable to get the scores of the data. It was useful to investigate the levels of the students' satisfaction toward their lecturers' teaching in ELED and IPIREL major batch 2015 at a private university in Yogyakarta because it used numerical data to show the result. To find out their levels, the exact measurement was by number or quantity. Besides, the research questions have to be measurable to get the scores of the data. By using quantitative approach, the researcher could find out the trends that become the factors leading the students' satisfaction toward the lecturers' teaching.

This study also used Survey. Creswell (2012) stated that the aim of survey is describing the opinion in the group of people. In this study, the researcher describes the students' opinions about their lecturers during teaching in classroom by measuring their satisfaction. Also, the researcher investigated their trends about the factors that led students' satisfaction toward their lecturers' teaching.

Besides, the research setting had been set up by the researcher to conduct this study. The researcher had decided to conduct the study in a private university in Yogyakarta. In one of a private university in Yogyakarta, it has ELED and IPIREL. Thus, the researcher took the population of ELED and IPIREL students' batch 2015. The population of 2015 batch students in IPIREL was 79 students. Meanwhile, the total of ELED students' batch 2015 was 118 students. The researcher believed that the students of ELED and IPIREL had the similarities of lecturers' teaching because they used English as the media instruction. To get the samples, this study, random sampling was applied to decide the sample of this study. Cohen, Manion, and Marison (2011) they also conveyed that random sampling selected the respondents

randomly from sample. It meant that, the researcher spread the questionnaires randomly until reach the minimal sample.

Using questionnaires were needed to gain the data and to analyse the trends. The researcher adapted the questionnaires from Student Satisfaction Questionnaires Test Version May 2005 issued by European Union. In these questionnaires, all questionnaires were in English and they were translated into Indonesian. The researcher focuses on lecturers' teaching and the researcher took the questionnaires that can measure the students' satisfaction from lecturers' teaching.

The questionnaires consisted of dichotomous and likert scale. According to Cohen, Manion, and Morrison (2011), dichotomous were fruitful to find out the general information about the participants started from their name, student number, and class. They also stated that multiple choices were also useful to find out the information regarding the issue in this study from the participants. Also, the students could fill out the likert scale freely because this was useful to find out the level of students' satisfaction toward their lecturers' teaching in ELED and IPIREL whether the factors that made the students felt satisfied or not satisfied with their lecturers' teaching.

Validity is important to know whether the questionnaires are able to answer the research question or not (Cohen, Manion, & Morrison 2011). They also state that to get the validity of the questionnaires, the researcher can use Aiken test or expert judgement to look for it and calculate it in Excel. After conducting Aiken test, 19 items were considered valid because the score was 0.4 - 0.8. If the score was more than 0.8, it was also considered as the valid item.

The researcher also looked for the stability of item to measure the issues in the study (Carmines and Zeller, 1979, taken from Cohen, 2011). The researcher used SPSS to know whether the instruments were consistent or not. Then, the item was considered as reliable item which had to be more than 0.90 Cronbach alpha score. The Alpha score of the questionnaire was 0.938. Based on the category of the reliability, it was considered very highly reliable because it was more than 0.90. Therefore, the questionnaire was acceptable to be used and the total number of the questionnaire used were 19 items.

To answer each research question in this study, descriptive statistic was used in this research. The first research question was that the researcher aims to investigate the level of students' satisfaction toward their lecturers' teaching of ELED, and the second research question was to investigate the level of students' satisfaction toward their lecturers' teaching at IPIREL major. According to Cohen, Manion, and Morrison (2011), mean in descriptive

statistic were needed to answer the first and second research questions because it could present the numerical data such as the level. By using it, the researcher could decide whether the students of English Language Education Department and IPIREL feel satisfied toward their lecturers' teaching or not.

Result and Discussion

The level of their satisfaction was measured by mean score. Based on the table above, the level of ELED students' satisfaction toward their lecturers' teaching were 3.85. The score were between 3.41 until 4.2. It meant that the category was satisfied. So, the researcher could conclude that they felt satisfied with their lecturers teaching.

This section explains the level of students' satisfaction toward their lecturers' teaching in IPIREL batch 2015. The result was based on 65 students of IPIREL 2015 who had filled 19 items of questionnaires. To explain the level of their satisfaction, the table is showed below

In the last research question, the researcher investigated the factors that made the students' feel satisfied with their lecturers' teaching. The researcher also compared whether the factors were different or not. The result showed that they had same opinion regarding the factors that made them feel satisfied with their lecturers' teaching.

Both ELED students and IPIREL believed that the lecturers who assessed their task based on assessment rubric were the factor that affecting their satisfaction toward their lecturers' teaching and they also believed that the lecturers who used the facilities (projector, whiteboard, and many more) to support the learning process were considered as the factor. Those statements were related to the lecturers' preparation before teaching. According to Siming (2015), lecturers' preparation before teaching was one of the factors that led the students' satisfaction toward their lecturers' teaching.

However, the researcher also found out the different opinion regarding the factors that led the students' satisfaction toward their lecturers' teaching. ELED students' batch 2015 believed that the lecturers with good competence could affect their satisfaction. Besides, IPIREL students also stated that their lecturers used to update their knowledge were the factor. Their opinion were in line with Muzenda (2013) who revealed the lecturers' competence was important. Siming (2015) also stated that the lecturers with good

competency were one of the factors that led the students felt satisfied with their lecturers' teaching.

In short, based on the analysis above, the researcher could conclude that the factor that lead the students' satisfaction toward their lecturers' teaching were the using of classroom facilities and explaining the assessment rubric before the class. Those factors were in line with lecturers' preparation before teaching. Besides, the lecturers who were competent when explaining the lesson and updating their knowledge were also the factors. They were also in line with lecturers' competency.

In other side, the researcher also found out the three lowest mean score in each item. Both ELED and IPIREL students had same opinion about their lecturers' teaching. It is their lecturers gave the assessment score on time in item 10. ELED students had mean score 3.29 and IPIREL students had mean score 2.83. Besides, item 10 had the relation with what IPIREL students answered. It was item 5, their lecturers using teaching time efficiently. So, item 10 and item 5 was the lecturers' preparation before teaching that was in line with Siming (2015) that lecturers' preparation before teaching was one of the factors leading the students' satisfaction toward their lecturers' teaching.

ELED and IPIREL students also had different opinion about their lecturers' teaching. ELED students answered item 17. It was their lecturers gave the challenging task that had 3.67 mean score. They also answered item 11 that their lecturers use various teaching method and the mean score was 3.68. Their opinion was in line with Ko (2014). According to Ko (2014), the students will feel satisfied if their lecturers' could show their good quality of teaching. In other hand, IPIREL students answered item 12. It was their lecturers motivate them to study hard that had mean score 3.06. This item had relation with teacher-student relationship. Siming (2015 stated the teacher-student relationship can affect the students' satisfaction.

By seeing the three lowest mean score in each item, ELED students still felt satisfied with their lecturers because item 17 and 11 were between 3.41 until 4.2, except item 10 that considered as satisfied enough because the score was between 2.61 until 3.4. IPIREL student were considered as satisfied enough because item 10, 12, and 5 were between 2.61 until 3.4. Although they were considered as satisfied by seeing their the lowest score in each item, these result can be the evaluation for the lecturers to keep developing their teaching

quality and preparation before teaching. Not only improving it, but also they were also suggested to maintain the good relationship with their students

Conclusion and Suggestion

The result showed that ELED and IPIREL students felt satisfied with their lecturers teaching. ELED students had 3.85 mean score of satisfaction and IPIREL students also had 3.48 score of satisfaction. Their scores were categorized as satisfied because they were between 3.41 until 4.2.

The researcher found out the same factors that led to the students' satisfaction toward their lecturers teaching. Both ELED students and IPIREL believed that the lecturers who assessed their task based on assessment rubric in item 18 and the lecturers who used the facilities (projector, whiteboard, and many more) to support the learning process and teaching time efficiently were considered as the factor in item 2. Those statements were related to the lecturers' preparation before teaching.

The researcher also found out the different factors that led to students' satisfaction toward their lecturers' teaching. ELED students' batch 2015 believed that the lecturers with good competence could affect their satisfaction in item 9. Besides, IPIREL students also stated that their lecturers used to update their knowledge were the factor in item 3. The items were in line with the lecturers' competency. It was one of the factors that led the students' satisfaction toward their lectures' teaching

The researcher could conclude that the factor that lead to the students' satisfaction toward their lecturers' teaching were lecturers' competency and preparation before teaching. The researcher assumed that their lecturers had a good teaching. By seeing the result, the researcher suggests that the lecturers to keep improving their competency and preparation before teaching. So, by improving them, the students were satisfied with their lecturers' teaching.

The researcher also investigated the lowest mean score in each item. The result showed t Both ELED and IPIREL students had same opinion about their lecturers' teaching. It is their lecturers gave the assessment score on time in item 10. ELED students had mean score 3.29 and IPIREL students had mean score 2.83. Besides, item 10 had the relation with what IPIREL students answered. It was item 5, their lecturers using teaching time efficiently. So, item 10 and item 5 was the lecturers' preparation before teaching.

Then, ELED and IPIREL students also had different opinion about their lecturers' teaching. ELED students answered item 17. It was their lecturers gave the challenging task that had 3.67 mean score. They also answered item 11 that their lecturers used various teaching method and the mean score was 3.68. Their opinion was in line with teaching quality In other hand, IPIREL students answered item 12. It was their lecturers motivate them to study hard that had mean score 3.06. This item had relation with teacher-student relationship.

ELED students felt still felt satisfied with their lecturers because item 17 and 11 were between 3.41 until 4.2, except item 10 that considered as satisfied enough because the score was between 2.61 until 3.4. IPIREL student were also considered as satisfied enough because item 10, 12, and 5 were between 2.61 until 3.4.

To conclude, although they were considered as satisfied by seeing their the lowest score in each item, these result can be the evaluation for the lecturers to keep developing their teaching quality and preparation before teaching. Not only improving it, but also they were also suggested to maintain the good relationship with their students.

From the results of the level of students' satisfaction toward their lecturers' teaching and the factors that affect their satisfaction in ELED and IPIREL batch 2015, this study provides some recommendation for some parties.

For the students. The students are advised to be critical when they are taught by their lecturers. They can evaluate their lecturers' teaching to keep maintaining their satisfaction toward their lecturers' teaching. So, the lecturers can do reflection about their teaching.

For the lecturers. Based on the results, the factors that lead the students feel satisfied with their lecturers are lecturers' competence and preparation before teaching. So, the lecturers are suggested to keep evaluating their competence and preparation before teaching to the students. Those are useful to maintain the students' satisfaction toward their lecturers' teaching.

For the institution. According to the result, the lowest mean score of students' satisfaction toward their lecturers' teaching are in line with preparation before teaching, quality of teaching, and teacher -students relationship. So, the institution is also suggested to

keep improving the quality of lecturers. Those are also useful because the good quality of lecturers is also one of the determinant of good education institution

The other researcher. The other researchers are advised to use this study as the reference for further studying. They can explore more about the factors that lead to the students' satisfaction toward their lecturers' teaching. Also, they can investigate deeply about the level of students' satisfaction toward their lecturers' teaching.

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