

# STUDENTS' SATISFACTION OF DISTANCE EDUCATION SERVICES IN THE ISLAND AREAS (A CASE STUDY AT *UPBJJ-UT TERNATE*)

Anfas<sup>1\*</sup>, Raden Sudarwo<sup>2</sup>, Mohbir Umasugi<sup>3</sup>, Muhlis Hafel<sup>4</sup>, Lisda Ariani Simabur<sup>5</sup>

<sup>1</sup>Faculty of Economics (FE), *Universitas Terbuka*

<sup>2</sup>Faculty of Education, *Universitas Terbuka*

<sup>3, 4, 5</sup>Faculty of Laws, Social and Political Sciences, *Universitas Terbuka*

e-mail corresponding author: [anfas\\_st\\_mm@ecampus.ut.ac.id](mailto:anfas_st_mm@ecampus.ut.ac.id)

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**Abstract:** This study aims to determine the level of student satisfaction in the islands regarding distance education services. The population in this study are all *UT*'s students spreaded across various regions in the province of North Maluku. The sampling method uses simple random sampling, as many as 74 students. Data collection is carried out through interviews with respondents with questionnaire aids whose questions relate to *UT*'s level of expectation and service quality. The results show that: (1) of all aspects of distance education services organized by *UPBJJ-UT Ternate*, all of them had been categorized as very satisfying, where the highest level of satisfaction was that of general information services by 101.28% or in other words had exceeded student expectations. While teaching material services, although still in the category of very satisfying for students, the percentage of satisfaction level is lower than other service aspects which is 95.76%. (2) From all aspects of distance education services organized by *UPBJJ-UT Ternate*, teaching material services still have a level of gap between expectations and valuations conducted by students.

**Keywords:** *Expectation, Satisfaction, Inequality, Service*

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## INTRODUCTION

*Universitas Terbuka* (UT), as a provider of open and long-distance tertiary education services, has unique characteristics. Where, the learning process is not carried out face to face, but there is a separation between lecturers and students. For this reason, in order to ensure the proper implementation of the learning process at formal educational institutions, it is necessary to utilize a variety of self-instructional learning media, facilities that support indirect, synchronous or asynchronous two-way communication. (Darmayanti dkk, 2014).

In order to guarantee the learning process by students, administrative and academic services are also provided in a variety and flexible manner so that it is easily accessible by students. Various academic services, for example the provision of printed modules, the provision of digital teaching materials which are easily accessed on the Google Playstore, tutorials or learning assistance in the form of

face-to-face or online modes, the provision of websites to supplement student knowledge, virtual reading room services, the provision of online self-training and examinations ( manual and online). While academic administration services include registration (manual and online) and tuition payment systems.

On the other hand, *UT* is also demanded by the government to increase the number of students to one million students in 2019. This will certainly increase the complexity of *UT*'s services. Consequently, *UT* has become an educational service industry whose activities cover marketing and production aspects. Starting from the socialization and promotion of distance education to the community, conducting recruitment and registration, printing and distribution of teaching materials, implementing and monitoring tutorials, guiding students' interests and talents, to the exam implementation stage. All activities have become systemic and automatic and have work procedures.

Because the distribution of *UT* students is very broad in all regions of Indonesia, *UT* has set up a Distance Learning Program Unit Office of Universitas Terbuka (*UPBJJ-UT*) in each province. The establishment of the *UPBJJ-UT* aims to ensure the implementation of *UT* services in the field is fast and can ultimately be expected to satisfy students in administrative and academic service aspects.

But on the other hand, because Indonesia is an archipelago, the wide distribution of students in various regions and islands also provides *UT* services to students to be varied. For urban areas, access to *UT* services is easy. Because it is supported by a variety of facilities, such as smooth transportation to distribute teaching materials, good internet facilities making it easier for students to access *UT* online services (online registration, accessing digital teaching materials and accessing online tutorials and conducting exams online). While in the islands, border areas and remote areas that are still difficult to transport and internet facilities, of course, *UT* services are not as fast and easy as in urban areas. The distribution of expensive and long-term teaching materials, the difficulty of opening *UT* online services, which sometimes causes students to complain about the late registration information, the delay in getting modules, being unable to get online tutorials and the location of exams so they require large travel costs. Of course, these obstacles will greatly affect students' satisfaction.

To that end, this study aims to see how much the level of students' satisfaction with *UT*'s services in *UPBJJ-UT Ternate* whose service areas reach the islands and remote areas of North Maluku Province. From the results of this study will be able to provide input to *UT* in an effort to improve its services.

## LITERATURE REVIEW

### Service Concept

According to Sutopo and Suryanto (2003), services in principle are services offered by organizations or individuals to consumers that are intangible and cannot be owned. This is in accordance with what was presented by Kotler (1999), regarding the service characteristics, namely:

- 1) Service is irreversible, because service is very contradictory to finished goods;
- 2) The service actually consists of actual action and is an influence which is social action;
- 3) The production and consumption of services cannot be clearly separated, because in general the events occur together and occur in the same place.

According to Gronroos (1990), the service can be divided into three groups, namely:

- 1) Core service, which is a service offered to customers, which is the main product.
- 2) Facilitating service, which is an additional service facility to customers.
- 3) Supporting service, which is a support service to increase the value of services or to differentiate with services from competitors.

### Service Quality

The definition of quality according to Deming (1991) is whatever the needs and desires of consumers. While the definition of quality according to Crosby (2013) is conformity to the needs which include availability, delivery, reliability, maintainability, and cost effectiveness.

Thus, Goetsch and Devis (2004), define quality as a dynamic condition related to products, services, people, processes, and the environment that meets or exceeds expectations.

According Schanaars (1994) there are two advantages that can be obtained in maintaining the quality of its services, namely:

- a. Quality Increases Profit and Target Market

Product quality plays a role in increasing sales at the same time will get far greater

profits. Market share (market share) obtained is also likely to be greater. Prices set for high quality products can also be more expensive.

b. **Quality Increases Competitiveness**

Products with high quality, will also increase the competitiveness of these products in the market.

Meanwhile, according to Ariani (2014), product quality is very important for the company, because it has great benefits for:

1. Maintaining the company's reputation,
2. Enabling to reduce costs,
3. Increasing market share,
4. Assisting companies in product accountability,
5. Attracting new consumers.

According to Albrecht (2002), there are three elements that are closely related services to customers as a focal point, namely:

a. **Service strategy**

Service strategy is by providing services to customers with the best quality possible in accordance with established standards. The standards are set in accordance with the wishes and expectations so that there is no gap. Service strategies must be formulated and implemented as effectively as possible so that they are different from their competitors. Companies must focus on customer satisfaction so that the company is able to make customers make repeat purchases and even be able to reach new customers.

b. **Human resources that provide services**

People who are oriented directly or indirectly with customers must provide sincere service (empathy), responsive, friendly, focused and realize that customer satisfaction is everything. Service not only to outside customers but also inside (internal and external customers).

c. **Service system**

Service system is a service procedure for customers that involves all facilities

including human resources. The service system must be kept simple. Redesign of the service system needs to be done, if the standard is no longer relevant to customer expectations.

**Service Gaps**

Often, we meet consumers who are dissatisfied with a service, and this is very detrimental to the overall activity of the company and can even be easily detected by the decreasing number of customers using the product. This dissatisfaction is caused by gaps that can occur from within or outside the company (Yamit, 2001).

From the model developed by Zeithaml, Berry and Parasuraman (1993), it is known that there are some gaps that occur in doing service to customers, namely:

- a. Not knowing the consumers' expectations

The company does not know the desires of consumers, this can occur because there is no direct interaction with consumers, no or lack of efforts to ask the expectations of consumers and are not ready to pay attention to consumers.

- b. Lacking the right design and service standards

The company does not have the ability to make designs and operational standards and procedures (SOP) in realizing excellent service to customers.

- c. Not providing services according to service standards

The third gap is the existence of differences between the standards created by real actions on the ground.

- d. Not providing services as promised

The fourth gap is that there are differences in services provided and company communication with external parties. Promises made have given hope to consumers, but the services provided are not as promised.

e. Differences in consumer aspirations with consumer expectations of service

This fifth gap is beyond the control of the company, but provides a major contribution in meeting consumer expectations, where there have been differences in aspirations about different service quality, even though the consumer is king and satisfaction is the goal, then the company must get closer to the expectations of consumers.

According Gasperzh (2000), the gap may occur due to higher expected value (expectation) than the value of aspiration or consumers' assessment of the service obtained. Many factors affect the aspirations and expectations of consumers for a product or service, which is as follows:

- a) Needs and desires related to the things that are felt by consumers when he is trying to do transactions with producers. If at that time the needs and desires are large, then the expectations or expectations of consumers will be high, and vice versa.
- b) Past customers when consuming products from the company or its competitors.
- c) Experiences from friends, where they will tell the quality of products and services that will be purchased by consumers. This clearly affects the aspirations of consumers, especially in products that are considered high risk.
- d) Communication through advertising and marketing also influences consumer aspirations. For this reason, advertising and sales should not create excessive campaigns that are actually not able to meet consumer expectations, so that it will negatively impact consumers' aspirations about the product.

## RESEARCH METHOD

This research is a descriptive study that describes the level of satisfaction of *UT*'s students in *UPBJJ-UT Ternate* as measured by the level of gap that occurs between expectations and the quality of *UT*'s services felt by students (Sugiono, 2004).

The population in this study were all *UT*'s students spread across various regions in the

province of North Maluku. The sampling method uses simple random sampling, as many as 74 students. Data collection through interviews with respondents with questionnaire aids whose questions relate to *UT*'s level of expectation and service quality. Measurement of student satisfaction levels using the Satisfaction Index according to

$$\text{Level of Satisfaction} = \frac{\text{Average evaluation score}}{\text{Average expectation score}} \times 100\%$$

For the presentation of classifications of student satisfaction levels, an assumption is made that the lowest percentage is 51% and the highest percentage is 100% with gradations of answers that are very dissatisfied, dissatisfied, satisfied and very satisfied, as presented in the following table:

**Table 1.** The level of satisfaction with the *UT*'s service dimensions according to the analysis of expectations and evaluation of research respondents

1	Very Dissatisfied	51.00% - 63.25%
2	Not satisfied	63.26% - 75.50%
3	Satisfied	75.51% - 87.75%
4	Very satisfied	87.76% - 100.00%

The level of service gaps is known through the calculation of the value of service quality minus the value of expectations. All data analysis results will be presented in the form of a table accompanied by an explanation of *UT*'s services in the North Maluku archipelago consisting of aspects of general services, registration services, teaching material services, tutorial services and examination services.

## RESULTS AND DISCUSSION

### Assessment, Expectations and Gaps in General Service Aspects

Assessment scores, expectations and gaps in aspects of public services are consisting of: Clarity of Information about *UT*, Appropriateness of services provided with tuition fees, Ease of contacting *UT*'s staffs, Friendliness of *UT*'s staffs in serving students and the speed of complaint handling are seen in the following table:

**Table 2. Scoring Scores, Expectations and Gaps in UT's General Service Aspects to students**

No.	Descriptions	Scores		Gaps
		Evaluation	Expectation	
1	Clarity of Information about UT	3,622	3,629	-0,007
2	Appropriate services provided with tuition fees	3,507	3,375	0,132
3	Ease of contacting UT's staffs	3,492	3,517	-0,025
4	The friendliness of UT's staffs in serving students	3,662	3,582	0,080
5	Speed of complaint handling	3,127	3,208	-0,081
	Mean	3,571	3,526	0,045

Source: Primary data, 2019

From the data in table 2, the biggest gap from the UT's public service aspect is 0.081, namely the speed of complaints handling. While the suitability of services provided with tuition fees is 0.132, which means that these aspects have exceeded respondents' expectations.

The calculation of UT's student's satisfaction level for general information service aspects is:

$$\frac{3,571}{3,526} \times 100\% = 101,28\%$$

Based on the calculation above, the level of student satisfaction with aspects of UT's public services in UPBJJ-UT Ternate is 101.28% and based on table 2 it can be categorized in the best position that is very satisfied.

The percentage of respondents in assessing aspects of UT's public services in UPBJJ-UT Ternate can be presented as follows:

**Table 3. Percentage of Respondents in evaluating UT public services at UPBJJ-UT Ternate**

No.	UT's Public Services	Evaluation of Respondents									
		Very Dissatisfied		Not satisfied		Satisfied		Very satisfied		Total	
		n	%	n	%	n	%	n	%	n	%
1	Clarity of Information about UT	0	0,0	4	5,4	20	27,0	50	67,57	74	100,0
2	Appropriate services provided with tuition fees	0	0,0	1	1,4	32	46,4	36	52,17	69	100,0
3	Ease of contacting UT's staff	0	0,0	4	6,3	24	38,1	35	55,56	63	100,0
4	The friendliness of UT's staff in serving students	0	0,0	2	2,8	20	28,2	49	69,01	71	100,0
5	Speed of complaint handling	4	5,6	10	14,1	30	42,3	27	38,03	71	100,0

Source: Primary data, 2019

Table 3 data shows that although the level of satisfaction with aspects of public service has been very satisfied even exceeding students' expectations (because the value is above

100%), there are still service components that are felt to be less than students' expectations, which is related to the speed of complaint handling. The level of student dissatisfaction

was quite high (14.1% dissatisfied and 5.6% very dissatisfied). For this reason, responsiveness to student complaints must be increased by *UPBJJ-UT Ternate*'s staffs. Because the results of Susanto's research (2014) shows that responsiveness has a very high significant effect on student satisfaction. Even the results of Alfiani's research (2016) show that responsiveness is a service component that receives the most attention

from students in measuring their level of satisfaction.

### **Assessment, Expectations and Gaps in the Service Aspect of Registration**

Assessment scores, expectations and gaps in aspects of registration services consisting of: processing of registration files, payment at UT partner banks and settlement of registration cases, are seen in the following table:

**Table 4. Evaluatin Scores, Expectations and Gaps in Student Registration Service Aspects**

No.	Description	Score		Gaps
		Evaluation	Expectation	
1	Registration file processing service	3,507	3,549	-0,042
2	Payment services at UT's partner banks	3,435	3,365	0,069
3	Registration case settlement service	3,029	3,196	-0,167
	Mean	3,324	3,370	-0,046

Source: Primary data, 2019

From the data in table 4, it is known that the largest gap in the registration service aspect is 0.167, which is the registration case resolution service. While payment services at *UT*'s partner banks are 0.069, which means that these aspects have exceeded respondents' expectations.

The calculation of *UT*'s student satisfaction level for the registration service aspect is:

$$\frac{3,324}{3,370} \times 100\% = 98,62\%$$

Based on the calculation above, the level of student satisfaction with aspects of registration services in *UPBJJ-UT Ternate* is 98.62% and based on table 2 can be categorized in the best position that is very satisfied.

The percentage of respondents in assessing aspects of *UT*'s registration services at *UPBJJ-UT Ternate* can be presented as follows:

**Table 5. Percentage of Respondents in evaluating UT's registration services at UPBJJ-UT Ternate**

No.	Registration Services	Evaluation of Respondents									
		Very Dissatisfied		Not satisfied		Satisfied		Very satisfied		Total	
		n	%	n	%	n	%	n	%	n	%
1	Registration file processing service	0	0,0	4	5,8	26	37,7	39	56,5	69	100,0
2	Payment services at UT's partner banks	0	0,0	3	4,3	33	47,8	33	47,8	69	100,0
3	Registration case settlement service	5	7,2	13	18,8	26	37,7	25	36,2	69	100,0

Source: Primary data, 2019

From table 5 above, it shows that although the level of satisfaction with aspects of registration services has been very satisfying (98.26%), there are still service components that are felt to be lacking in relation to the settlement of registration cases. The level of student dissatisfaction is quite high (18.8% dissatisfied and 7.2% very dissatisfied). This condition is certainly the same as variable aspects of public services, where dissatisfaction occurs due to slow response (responsiveness) to the completion of the registration case. Where in *UT* the incomplete file in the registration process will have an impact on the examination score process. Students whose file registration requirements are declared incomplete, then the announcement of the test scores is postponed until the student concerned completes the registration file.

### Evaluation, Expectations and Gaps in Teaching Material Service Aspects

**Table 6. Assessment Scores, Expectations and Gaps in Teaching Material Service Aspects**

No.	Description	Score		Gaps
		Evaluation	Expectation	
1	The ease of getting teaching material	3,327	3,647	-0,320
2	The accuracy of receiving teaching materials	3,164	3,375	-0,211
3	The quality of physical packaging of teaching materials	3,516	3,429	0,088
	Mean	3,336	3,484	-0,148

Source: Primary data, 2019

From the data in table 6, it shows that the largest gap in the aspect of teaching material services is 0.320, namely the ease of obtaining teaching materials. While the quality of

In the distance education system, teaching material is a medium for delivering learning material from lecturers to students. The main teaching materials at *UT* are the Basic Material Book (BMP) or commonly called modules, in the form of printed or digital teaching materials. The module is the only major grip for students in the process of independent learning at *UT*. So important is the module for *UT*'s students, so the service of teaching materials, starting from the ordering process, sending to students getting it easily, quickly and with good quality certainly greatly affects the level of student satisfaction (Irmawaty, Iswanto and Nupikso, 2018).

In this study, assessment scores, expectations and gaps in aspects of teaching material services consisting of: Ease of obtaining teaching materials, accuracy of receipt of teaching materials and the quality of physical packaging of teaching materials, seen in the following table:

physical packaging teaching material scores 0.211, which means the quality has exceeded respondents' expectations.

Calculation of *UT*'s student satisfaction level for aspects of teaching material services is:

$$\frac{3,336}{3,484} \times 100\% = 95,76\%$$

Based on the calculation above, the level of student satisfaction with aspects of teaching

material services in *UPBJJ-UT Ternate* is 95.76% and based on table 2 it can be categorized in the best position, which is very satisfied.

The percentage of respondents in assessing teaching material services at *UPBJJ-UT Ternate* can be presented as follows:

**Table 7. Percentage of Respondents in evaluating teaching material services at UPBJJ-UT Ternate**

No.	Teaching Material Service	Evaluation of Respondents									
		Very Dissatisfied		Not satisfied		Satisfied		Very satisfied		Total	
		n	%	n	%	n	%	n	%	n	%
1	The ease of getting teaching material	1	1,8	5	9,1	24	43,6	25	45,5	55	100,0
2	The accuracy of receiving teaching materials	1	1,5	12	17,9	29	43,3	25	37,3	67	100,0
3	The quality of physical packaging of teaching materials	0	0,0	4	6,5	22	35,5	36	58,1	62	100,0

Source: Primary data, 2019

The data in table 7 above shows that although the level of satisfaction with aspects of teaching material services is very satisfied (95.76%), there are still service components that are felt to be lacking in relation to the accuracy of receiving instructional materials and the ease of obtaining them. For the accuracy of receiving teaching materials, the level of student dissatisfaction is quite high (17.9% dissatisfied and 1.5% very dissatisfied).

The results of this study are in line with the results of Irmawaty, Iswanto and Nupikso's (2018) research on the effectiveness of purchasing *UT* modules through online bookstores (TBO) indicating that the timeliness of teaching materials acceptance has the lowest satisfaction index.

For this reason, the provision of teaching materials that are easily obtained by students must be the focus of *UT*'s management. One of them has now been developed is digital teaching materials that are easily accessed via mobile phones. However, in the case of North Maluku where most of the regions have not

been reached by the internet, of course, access to digital teaching material services by students is also not optimal. Most students are still dependent on printed teaching materials so the pattern of distribution of teaching materials from *UT* must be really fixed and fast.

**Evaluation, Expectations and Gaps in the Service Aspects of Tutorials (TTM and Tuton)**

Tutorial is to provide learning assistance to students. Tutorials as a learning aid in Distance Education can be given in various forms, for example: face-to-face, written, online, radio, and others (Gamot Malau, 2012). Tutorial activities involve people who teach (tutors) and people who learn (tutee). Between the tutor and tutee there is interaction or communication, and this is the core of the tutorial (Wardani, 2000).

In this study, the assessment scores, expectations and gaps in aspects of tutorial services consist of: The suitability of the implementation of the tutorial with the schedule, the ease of contacting the tutor, the

role of the tutor in helping students understand the course material and feedback given by the tutor to the practice / assignment, seen in the following table:

**Table 8. Evaluation Scores, Expectations and Gaps in the Service Aspects of the Tutorial Services (TTM dan Tutor)**

No.	Description	Score		Gaps
		Evaluation	Expectation	
1	The suitability of the tutorial implementation with the schedule	3,500	3,538	-0,038
2	Convenience in contacting tutors	3,333	3,543	-0,210
3	The role of tutors in helping students understand course material	3,429	3,467	-0,038
4	Tutors who give feedback on exercises / assignments	3,371	3,552	-0,180
	Mean	3,408	3,525	-0,117

Source: Primary data, 2019

From the data in table 8, it shows that gaps in all aspects of tutorial services still occur and the largest gap is 0.210, namely the ease of contacting tutors.

The calculation of *UT*'s students' satisfaction level for the tutorial service aspect is:

$$\frac{3,408}{3,525} \times 100\% = 96,69\%$$

Based on the above calculation, the level of students' satisfaction with the tutorial service aspect in *UPBJJ-UT Ternate* is 96.69% and based on table 2 it can be categorized in the best position, which is very satisfied.

The percentage of respondents in assessing tutorial services at *UPBJJ-UT Ternate* can be presented as follows:

**Table 9. Percentage of Respondents in Evaluating Tutorial Services at UPBJJ-UT Ternate**

No.	Tutorial Services	Evaluation of Respondents									
		Very Dissatisfied		Not satisfied		Satisfied		Very satisfied		Total	
		n	%	n	%	n	%	n	%	n	%
1	The suitability of the tutorial implementation with the schedule	0	0,0	2	6,7	11	36,7	17	56,7	30	100,0
2	Convenience in contacting tutors	0	0,0	4	10,3	18	46,2	17	43,6	39	100,0
3	The role of tutors in helping students understand course material	0	0,0	2	5,7	16	45,7	17	48,6	35	100,0
4	Tutors who give feedback on exercises / assignments	0	0,0	2	5,7	18	51,4	15	42,9	35	100,0

Source: Primary data, 2019

Table 9 data above shows that although the level of satisfaction with aspects of tutorial services is very satisfied (96.69%), all respondents still feel dissatisfaction in all components of tutorial services. The level of dissatisfaction of students is quite high namely the ease of contacting tutors (10.3% dissatisfied).

Because the value of the gap is still felt in all components of the tutorial service, *UPBJJ-UT Ternate* is very important to determine a truly dedicated and professional tutor. The trick is to choose trained tutors so they can provide maximum service to students. Fadillah, Safriansyah and Hamzi (2011) research results show that tutors who have attended training have better performance than those who have not been trained. This can be seen from all aspects that must be possessed by the tutor, namely knowledge, skills, abilities, and attitudes and behavior in carrying out the task.

### **Evaluation, Expectations and Gaps in the Aspects of the Service of Examination**

Examination is a reflection of quality in the distance education system. Where student learning outcomes in one semester will be measured through the Semester Final Examination (UAS). For this reason, starting with the exam information process, students must reach clearly and the implementation is guaranteed according to the quality standard of education (Universitas Terbuka, 2018).

In this study, the assessment score, expectations and gaps in the aspects of the examination management services consist of: Ease of obtaining information on the implementation of the exam, Availability of the exam paper, Order of the implementation of the exam and the quality of the facility location / place of the exam, seen in the following table:

**Table 10. Evaluation Scores, Expectations and Gaps in the Service Aspects of Examination Services**

No.	Description	Score		Gaps
		Evaluation	Expectation	
1	The ease of obtaining information on the implementation of the exam	3,685	3,650	0,035
2	The availability of exam scripts	3,686	3,821	-0,134
3	The orderliness of examinations	3,660	3,641	0,019
4	The quality of location / test facilities	3,588	3,579	0,009
	Mean	3,655	3,673	-0,018

Source: Primary data, 2019

From the data in table 10, it shows that the highest gap in the aspects of providing test services is 0.134, which is the availability of exam papers.

The calculation of the level of satisfaction of UT's students for the service aspects of exam administration is:

$$\frac{3,655}{3,673} \times 100\% = 99,52\%$$

Based on the above calculation, the level of student satisfaction with aspects of the service implementation of examinations in *UPBJJ-UT Ternate* is 99.52% and based on table 2 can be categorized in the best position that is very satisfied.

The percentage of respondents in assessing the examination services in *UPBJJ-UT Ternate* can be presented as follows:

**Table 11. Percentage of Respondents in Evaluating the Services of Examinations in UPBJJ-UT Ternate**

No.	Examination Services	Evaluation of Respondents									
		Very Dissatisfied		Not satisfied		Satisfied		Very satisfied		Total	
		n	%	n	%	n	%	n	%	n	%
1	The ease of obtaining information on the implementation of the exam	0	0,0	2	3,7	13	24,1	39	72,2	54	100,0
2	The availability of exam scripts	0	0,0	1	2,0	14	27,5	36	70,6	51	100,0
3	The orderliness of examinations	0	0,0	1	2,0	15	30,0	34	68,0	50	100,0
4	The quality of location / test facilities	0	0,0	0	0,0	21	7,1	30	10,2	295	17,3

Source: Primary data, 2019

Table 11 above shows that although the level of satisfaction with the aspects of tutorial services is very satisfied (99.52%), there are still 3.7% of respondents who said they were not satisfied because it was still difficult to obtain information on the implementation of the exam.

## CONCLUSION

Based on the results of research that has been done, it can be concluded as follows:

1. From all aspects of distance education services organized by *UPBJJ-UT Ternate*, all of them have been categorized as very satisfying, where the highest level of satisfaction is that of general information

services of 101.28% or in other words has exceeded student expectations. While teaching material services, although still in the category of very satisfying for students, the percentage of satisfaction is lower than other service aspects which is 95.76%.

2. From all aspects of distance education services organized by UPBJJ-UT Ternate, teaching material services still have a gap between expectations and students' evaluation.

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