

STUDENT SATISFACTION LEVEL TOWARDS EDUCATION SERVICE IN SMK YPKK 1 SLEMAN ACADEMIC YEAR 2016/2017

TINGKAT KEPUASAN SISWA TERHADAP LAYANAN PENDIDIKAN DI SMK YPKK 1 SLEMAN TAHUN AJARAN 2016/2017

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Abstract

This study aims to describe student satisfaction level towards education service in SMK YPKK 1 Sleman on academic year 2016/2017 seen from five dimensions service quality namely reliability, responsiveness, assurance, empathy, and tangible. This study was a descriptive quantitative research. Research has been conducted in SMK YPKK 1 Sleman. The population was 340 students of SMK YPKK 1 Sleman from three programs; accounting, RPL, and pharmacy. The sample taken were 172 students chosen by stratified random sampling technique. The instrument was tested into 30 students out of sample then analyzed its validity and reliability. Validity test was used product moment correlation formula, while reliability test was done by Cronbach alpha formula. Validity test result showed that there were 16 invalid statement items. All of the dimensions had strong reliability. Data analyzed by tendency formula. The results show that overall, majority students had medium satisfaction level towards education service in SMK YPKK 1 Sleman.

Keywords: student satisfaction level, education service, reliability, responsiveness, assurance, empathy, tangible.

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kepuasan siswa terhadap layanan pendidikan di SMK YPKK 1 Sleman pada tahun ajaran 2016/2017 dilihat dari lima dimensi kualitas jasa yaitu keandalan, daya tanggap, jaminan, empati, dan bukti fisik. Penelitian ini adalah penelitian deskriptif kuantitatif. Penelitian dilakukan di SMK YPKK 1 Sleman. Populasi penelitian ini adalah 340 siswa SMK YPKK 1 Sleman dari tiga kompetensi keahlian, yaitu akuntansi, RPL, dan farmasi. Sampel yang diambil sebanyak 172 siswa, dipilih dengan teknik stratified random sampling. Instrumen diujicobakan pada 30 siswa diluar sampel kemudian dianalisis validitas dan reliabilitasnya. Uji validitas menggunakan rumus korelasi product moment, sedangkan uji reliabilitas menggunakan rumus cronbach alpha. Hasil uji validitas menunjukkan 16 butir pernyataan tidak valid. Hasil uji reliabilitas masing-masing indikator menunjukkan bahwa semua indikator memiliki reliabilitas yang kuat. Analisis data hasil penelitian menggunakan rumus tendency. Hasil penelitian menunjukkan bahwa secara keseluruhan, mayoritas siswa memiliki tingkat kepuasan yang tinggi terhadap layanan pendidikan di SMK YPKK 1 Sleman.

Kata kunci: tingkat kepuasan siswa, layanan pendidikan, keandalan, daya tanggap, jaminan, empati, bukti fisik.

INTRODUCTION

The quality of a country is determined by the quality of human resources. When the human resources quality of a country is good, so does the quality of the country. Based on data released by the United Nations Development Programme (UNDP), Indonesia ranked 110th out of 188 countries in the Human Development Index (HDI) in 2015. HDI is formed by three main components, namely life expectancy at birth and a healthy life, and the second is education as measured by expected and mean years of schooling, and the third is decent living standards. HDI shows that one of the most important factors that determine how well the quality of human resources is education. Education forms the character, attitude, and behavior that will define human life in the future. The data showed that the quality of human resources in Indonesia is still far below when compared with neighbor countries such as Singapore (11), Brunei Darussalam (31), Malaysia (62), and Thailand (93).

Education is investment and facility for a better life. It is mentioned as an investment because it sacrifices time and a lot of funds. By having education, there is hope for a better life. A hope for a better life can be depicted by the increase in social relation quality and financial capability, that

can be measured by worthy job and high salary. It is not surprising when people compete for each other to achieve their education as high as possible. People can reach their objectives through education.

Education in Indonesia is divided into three levels there are primary education, secondary education, and higher education. In UU no 20 Tahun 2003 pasal 18 is clearly stated that secondary education is a continuation of basic education, consisting of general secondary education and vocational, as well as High School (SMA), Madrasah Aliyah (MA), vocational schools (SMK), and Vocational Madrasah Aliyah (MAK). According to PP No. 74 Tahun 2008,

“Sekolah Menengah Kejuruan yang selanjutnya disingkat SMK, adalah salah satu bentuk satuan pendidikan formal yang menyelenggarakan pendidikan kejuruan pada jenjang Pendidikan Menengah sebagai lanjutan dari SMP, MTs, atau bentuk lain yang sederajat atau lanjutan dari hasil belajar yang diakui sama atau setara SMP atau MTs.”

Thus, institutionally SMK is the formal vocational education equivalent to senior high school (SMA). The requirements to become a vocational student is a graduate from junior high

school (SMP) or graduate from Packet B program, maximum of 21 years old, and meet the requirements of competency skills are taken.

The differences between SMK and SMA are very noticeable on the subject matter taught. Students of SMA are taught with a wide variety of theories for the preparation to enter further education, whereas SMK students are taught to master the skills in a particular field of work. Curriculum and vocational learning are designed to give an ease for the alumni of SMK to directly worked or continue to the next education level by the areas of expertise.

The competition between schools requires school quality improvement continuously. The competition lead schools as the educational institution to have excellent performance. It is necessary to invite the students, so they want to attend the school and students who are already registered there survived, feel comfortable in school, and do not have any willingness to transfer to another school, to maintain sustainability of it, the number of students should be adequate.

Getting students is not a serious problem for public schools because most of the people will flock to register their children to public schools. The public

schools have known as an excellent schools quality and reputation. Furthermore, public schools tuition fee is also relatively cheaper than private schools. Public schools receive financial support from the government for infrastructure procurement and operational daily operation.

But for private schools, getting a sufficient number of students is a crucial thing. When private schools do not get an adequate number of students, the school does not earn enough income to cover school operating costs, infrastructure procurement, and also another school improvement become hard to conduct. Although some private schools receive aid from the government, the number is undoubtedly less than public schools. Private schools have to think about the cost for promotion, improving quality, and also forming good reputation so that the image of the school is increasing in society. These things make the cost of attending private educational institutions are relatively more expensive than in the public schools.

Based on data released by Sleman Regency government website, there are at least 103 secondary schools under the department of education and 15 schools under the Ministry of Religious Affairs (Kemenag). There are

53 SMK; 8 public SMK and 45 private SMK, and also 50 SMA; 17 public SMA and 33 private SMA. whereas for the school under Kemenag, there are 5 public MA and 10 private MA. So overall there are 118 senior high schools in Sleman Regency.

SMK YPKK 1 Sleman is a vocational school that belongs to a private foundation in Sleman Regency. SMK YPKK 1 Sleman opens three competency skill programs, namely accounting, software engineering (RPL), and pharmaceuticals. As a private vocational school which is located in the city of students, SMK YPKK 1 Sleman has to compete with other schools on the same level either public or the private one. They compete to attract prospective students to study in SMK YPKK 1 Sleman.

To bring out the desire of prospective students to continue their education in SMK YPKK 1 Sleman, then SMK YPKK 1 Sleman should be able to show three essential things to compete with another SMK. There are rising a branding, strengthening the position of academic achievement as well as non-academic, and having characteristics or differences that can clearly distinguish SMK YPKK 1 Sleman from others.

SMK YPKK 1 Sleman has the following mission:

1. Creating institution in learning atmosphere and working with upholding the morality aspect.
2. Developing human resources and entrepreneurship
3. Providing excellent service to student and society
4. Improving school become an innovative and creative institution.

One of SMK YPKK 1 Sleman mission is to provide excellent service to student and society. Services provided include infrastructure, teachers and employees performance, curriculum, and school governance. Explicitly, SMK YPKK 1 Sleman has been offering the best services to students and meet the students' expectation that they built regarding an education service.

When the students' perception same as their expectation, then they will be satisfied. Kotler in Fandy (2011) revealed that satisfaction is the level of someone feelings after comparing what he felt with expectations. The service recipient determines satisfaction. Service providers can not set the degree of customer satisfaction. Service providers can only try as best as possible to improve the service quality that is

considered safe and satisfying customers.

Student satisfaction of SMK YPKK 1 Sleman is very critical to be concerned because the students that satisfied with education services will share their experiences with others. In other words, students would recommend SMK YPKK 1 Sleman to others. The satisfaction felt by the students will increase good school reputation. Having a good reputation and also students that advocate SMK YPKK 1 Sleman to others will save the cost of promoting the school. So that, the promotional costs budget can be reduced and used to other activities to support school improvement. The opposite happens when students are not satisfied with the educational service provided by SMK YPKK 1 Sleman.

Student dissatisfaction experience bring wider implication and adverse to SMK YPKK 1 Sleman. Parents of students who are not satisfied may move their children to another school. As for prospective students who hear bad experience about dissatisfaction, they will not register themselves into SMK YPKK 1 Sleman. It will impact on the number of student acquisition. If the number of existing students is less than the target, it could be

that SMK YPKK 1 Sleman not able to cover its operating costs, even the worst possibility is the Ministry of Education can close SMK.

Based on observations and a preliminary survey conducted by the researcher during Praktik Pengalaman Lapangan (PPL), a lot of students deliver their complaints about education service in SMK YPKK 1 Sleman. Students' complaints include discipline, cleanliness, school facilities, extracurricular, and teacher. In a preliminary survey, the researcher asked 24 students of class XII Accounting 2 to write out a blank sheet of paper of their complaint to the school. As a result, eight students (33.33%) were unsatisfied with discipline and school rules that are loose, while four students (16.67%) complained about the cleanliness of the school. Twenty one students (87.5%) complained inadequate facilities, three students (12.5%) complained uncomfortable classroom, extracurricular and extra lessons tutoring that poorly coordinated, and also about the teacher.

The complaint that has been submitted by students indicate the dissatisfaction problem. The complaint marks gap between reality and students expectation. Various complaints should

be responded immediately by the management of education service in SMK YPKK 1 Sleman -consist of the principal, teachers, and employees- to maintain institution's credibility. The administration services must immediately measure, evaluate the performance of school improves the quality of it.

The main key to satisfied customers is to improve the service quality. Improved service quality may include the addition of new features that enable customers to access services easier, accelerate the process of service, cutting queues, and etc. Customers who are satisfied with the quality of services provided will automatically recommend the service to people around them.

The definition of service quality focused on meeting the needs, desires, and accuracy of delivery to offset consumer expectations (Fandy: 2011). When a service can make cutomers feel that their needs and desires are met, then it can be said services have been qualified. The accuracy of service delivery is related to customer expectations regarding the services it used.

According to Pasuraman, et al. in Lenna (2001) two factors that affect the quality of service, there are expected

services and perceived services. Expected service is customer confidence about how good the service that will be earned by the sacrifice and cost takes. Service perceived by customers when consuming services is the perception of the actual services that obtained.

In evaluating satisfaction with the product or service, customer often uses multiple factors or dimensions. According Pasuraman, et al. in Fandy (2011) customer typically use the following dimensions:

1. Reliability; the ability to provide service promised immediately, accurately, and satisfying.
2. Responsiveness; the desire of the staff and employees to assist customers and provide service with responsively.
3. Assurance includes knowledge, skills, politeness, and trustworthiness owned by the staff; free from danger, risk, and doubts.
4. Empathy; including ease in the relationship, good communication, personal attention, and understand the needs of customers.
5. Tangible; includes physical facilities, equipment, employees, and communication facilities.

That fifth dimension is called the SERVQUAL models. The assessment of service quality and customer satisfaction is a model that often used.

Education is a kind of service. Definition of service concluded that the service is an activity or series of economic activity that results in a product that is not in physical form or construction that produce and consume at the same time involve some interaction with customers as well as the physical property to provide value added, problem-solving, and customer satisfaction. If this definition is applied in the education service, then it is a set of activities that results in the form of education, teaching, both academic and non-academic services produced by school management and consumed by students at the same time. It means, if someone is unregistered as a student at a school, then he cannot enjoy the services provided by the school management. Education service also involves the interaction of students with the schools' physical properties such as the infrastructure to provide value-added, problem solving, and the satisfaction of students through their study.

Ika Veratania Rianto (2011) summarizes the five things that include elements of education in secondary

schools and indicators for each service are:

a. Facilities and Infrastructure

The availability of facilities and infrastructure gives students easy access to education. Facilities and infrastructure are the physical building of the school and school furniture tools that help learning process directly or indirectly.

b. Teacher quality

The teacher has essential roles in education. As one of primary education components, education service can not happen without a teacher. Teacher quality described as how well teachers do their task. There are six indicators in teacher quality elements, they are: 1) the ability to teach, 2) conformance with the educational background of teaching lessons, 3) on time, 4) communicative, 5) neatly dressed, and 6) effective communication with parents.

c. Employees quality

An employee is a person who works at an institution and gets a salary (Cepi dkk; 2016). Employees quality describe how well they do their task. There are three indicators in employee quality elements, namely: 1) friendly, 2) clarity in

providing information, and 3) skilled in handling administrative affairs.

d. Curriculum and teaching material.

Curriculum comes from the Greek ' *curir* ' which is means the runner. Etymologically, the curriculum can be interpreted as a plan of teaching and learn activities from the beginning to the end of the school, while teaching material is any material served in the learning process that in conformance with curriculum used. There are three indicators in the curriculum or teaching materials elements, namely: 1) relevance to the students' needs, 2) the formation of student competence, 3) compliance with the development of Science and Technology (IPTEK).

e. Governance

Governance is the code of conduct management system of students out of hours of lessons. It's guarantee students to remain orderly and obey the rules supported by the mechanism of reward and punishment. Governance is intended to help students to achieve better academic achievement. Includes two indicators, they are: school rules

applied fairly and counseling teacher development programs.

RESEARCH METHOD

This research was a quantitative descriptive research. The population of this study was 340 students of SMK YPKK 1 Sleman from three programs that consist of sixteen classes. Samples were taken using the proportionate stratified random sampling technique. The number of samples based on the tables of sample number determining that developed by Isaac and Michael for the error rate of five percent (Sugiyono: 2015). If the total population is 340 students, the required sample is 172 students.

The instrument used was the questionnaire. It was by detailing variables into indicators that were measured. These indicators then translated into various statements. The questionnaire used was closed one with four alternative answers. Questionnaires were prepared using The Likert scale. Students just choose one of four alternative answers provided.

The instrument was tested on 30 students out of sample then analyzed its validity and reliability. Validity test was used product moment correlation formula, while Cronbach alpha formula did reliability test. Validity test result showed that there were 16 invalid statement items. All of the dimensions had strong reliability.

Data analyzed by tendency formula. This study used descriptive analysis technique with ideal criterion formula which is ideal mean and ideal standard deviation to determine the degree of tendency of student satisfaction level. The formula used is as follows:

$$Mi = 1/2(ST + SR)$$

$$SDi = 1/6(ST - SR)$$

Description:

- Mi : Ideal mean
 - Sdi : Ideal standard deviation
 - ST : The highest score
 - SR : The lowest score
- Sukanti (2009)

The highest score and the lowest one was obtained from the score sum of all indicators of student satisfaction level, which was scored from a statement in certain indicators rated 4 for highest and 1 for lowest. Based on the use of the formula above, we obtained categorization as follows:

Table 1. Tendency Categorization of Student Satisfaction Level

No	Category	Range
1	High	$X > Mi + Sdi$
2	Medium	$Mi + SDi$ until $Mi - SDi$
3	Low	$X < Mi - Sdi$

Adapted from Donald (2014)

RESULT AND DISCUSSION

The result of student satisfaction level towards education service SMK YPKK 1 Sleman academic year 2016/2017 seen from five dimensions of service quality are as follows:

Reliability

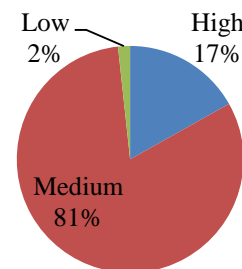
Five questions measured student satisfaction level seen from the dimension of reliability. The highest score that obtained is 19 from 20 the highest score that possible to reach. The lowest score is 5 from 5 the lowest score that possible to achieve. Mean is 13.81977, the median is 14, the mode is 15, and the standard deviation is 2,17295.

Table 2. Student Satisfaction Level Tendency Categorization of Reliability Dimensions

No	Category	%
1	High	16.86
2	Medium	81.40
3	Low	1.74

Source: Primary data

The categorization also can be depicted in the pie chart below:



Picture 1: Tendency categorization pie chart of student

satisfaction level seen from reliability Dimension.

Based on the result, student satisfaction level towards education service in SMK YPKK 1 Sleman academic year 2016/2017 seen from reliability dimension tend in the medium level. The highest score from the statement in reliability dimension was in question, "Subjects taught by the development of science and technology." Although the learning material available in the library was already old, teachers of SMK YPKK 1 Sleman always give the student the newest literature that they got from various sources. Most teachers let students copy their latest one. From the technology point of view, this high score resulted from the good infrastructure. Although projector did not set permanently and wifi did not cover all area of the school, teachers were creative enough to use some learning media, games, and powerpoint by taking projector from the laboratory.

The lowest score from five statement in reliability dimension was to the statement "Teacher give learning outcome assessment objectively". Sometimes students feel that the teachers lose their objectivity in providing an academic evaluation. There was a lazy and naughty student that actually could fail to the next grade, at the board of teachers meeting, most teachers suggested the student should

encouraged to the next grade for maintaining her motivation. If she stays in the same class again, it could break her motivation and confidence.

Students also thought that teachers were not objective since they were close to some students. Students thought that teachers would give good grades to students that close to them. Since teachers have to assess students' achievement, it is a must for them to determine its indicator as clear as possible to limit the subjectivity factor and the assessment indicators should be explained to students before assessment conducted.

1. Responsiveness

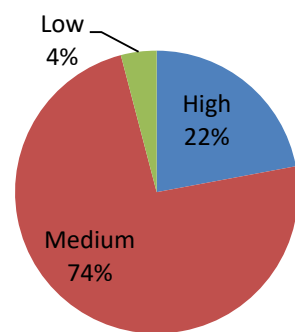
Seven questions measured student satisfaction level seen from the dimensions of responsiveness. The highest score that obtained is 28 from 28 the highest score that possible to achieve. The lowest score is 7 from 7 the lowest score that possible. Mean is 19.15698, the median is 19, the mode is 21, and the standard deviation is 3.669665.

Table 3. Responsiveness Dimensions: Tendncy category of Student Satisfaction Level Categorization

No	Category	%
1	High	22.09
2	Medium	73.84
3	Low	4.07

Source: Primary data

The categorization also can be depicted in the pie chart below:



Picture 2: Tendency categorization pie chart of student satisfaction level seen from responsiveness dimension.

Based on the result, student satisfaction level towards education service in SMK YPKK 1 Sleman academic year 2016/2017 seen from responsiveness dimension was medium. The highest score from seven statement about responsiveness dimension was in the question, “Counseling teacher would listen to student complaints.” Counseling teachers often considered ferocious in students point of view but actually, they were not. They were disciplined, friendly, and closed to the students. The closeness generated high interaction toward students. They were also willing to listen to complaints about school and their condition at home.

The lowest score from seven statement about responsiveness dimension was in the question, “The employees easy to contact when a problem occurs.” Sometimes employees of SMK YPKK 1 Sleman are difficult to meet. It indicates that

SMK YPKK 1 Sleman should increase the number of staff. They only have one security guard. Fact security guards have to get around school security checking, checking the parking of a vehicle at the same time helping people who want to pull out or parking a vehicle from the parking area. The security guards were often difficult to find when students want to ask for a signature for leaving school early permission letter. No parking attendant and security cameras become a constraint for security aspect.

The same thing also happens for the laboratory assistant. There are three laboratories which must be taken care of in SMK YPKK 1 Sleman by a laboratory assistant. The lab assistant was also responsible for managing projectors that often be borrowing by teachers who want to do a presentation in class. When the rush situation happens, the laboratory assistant needs a help of teachers.

2. Assurance

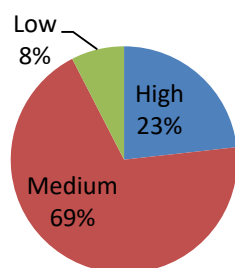
Twelve questions measured student satisfaction level seen from the dimensions of assurance. The highest score is 48 from 48 the highest score that can be reached. The lowest score is 15 from 12 the lowest score that can be reach. Mean is 32,53488, the median is 33, the mode is 35, and the standard deviation is 5.821311.

Table 4. Student Satisfaction Level Tendency Categorization of Assurance Dimensions

No	Category	%
1	High	23.26
2	Medium	69.19
3	Low	7.56

Source: Primary data

The categorization also can be depicted in the pie chart as follows:



Picture 3: Tendency Categorization pie chart of student satisfaction level seen from assurance dimension.

Based on the result, student satisfaction level towards education service in SMK YPKK 1 Sleman academic year 2016/2017 seen from assurance dimension was in medium level. The highest score from twelve statement about this dimension was in this question, "Teacher taught productive lesson was knowledgeable." It related to statement about curriculum in second indicators of reliability dimension. The lessons taught were assessed following the development of science and technology. Productive lesson teachers also rated well because they were always updating the latest developments in science related their

subjects. It was an overcome the limitations of the school in providing new textbooks every year.

The lowest score from twelve statement about assurance dimension was in this statement "Canteen are wide enough, the students do not need to be rush" Although there are two locations of the canteen, each location has small size compared to the amount of students and teachers. Benches that available in the canteen are very limited. So students have to scramble bench. Students who missed it ended up having to queue or eat in the classroom. To take and pay for food purchased, the students had to crowd and queue so that there is a risk of falling and spilled food. It means SMK YPKK 1 Sleman need to expand the canteen. Convenience canteen will make students more comfortable in enjoying their break.

3. Empathy

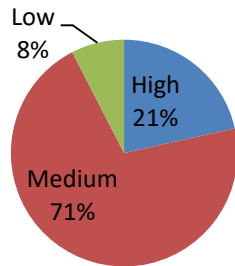
Nine questions measured student satisfaction level seen from the dimensions of empathy. The highest score is 36 from 36 the highest score that can achieve. The lowest score is 9 from 9 the lowest score that possible to reach. Mean is 24.31395, the median is 25, the mode is 27, and the standard deviation is 4.735734.

Table 4. Student Satisfaction Level Tendency Categorization of Empathy Dimensions

No	Category	%
1	High	21.51
2	Medium	70.93
3	Low	7.56

Source: Primary data

The categorization also can be depicted in the pie chart below:



Picture 4: Tendency categorization pie chart of student satisfaction level seen from empathy dimension

Based on the result, student satisfaction level towards education service in SMK YPKK 1 Sleman academic year 2016/2017 seen from empathy dimension was medium categorized. The highest score from nine statement about empathy dimension was in the question, "Employees spoke the understandable language in delivering information." The most important thing in the delivery of information is when the purpose of information can be received clearly and comply with the purpose that would be delivered by the sender information. The height of score that reached by the statement above depicts that the employees of SMK

YPKK 1 Sleman had good communication skill.

The lowest score from nine statement about empathy dimension was in the statement "Wifi can be accessed free by all of the students". Fact, accessed Wifi by all of the student free, but the range of school WiFi area is very narrow. The WiFi area is only in computer labs, class X and XI Pharmacy, TU, pickets, and teacher office, library, and cafeteria. So the possible cause for the low score of this statement is the students feel less satisfied with WiFi coverage area. WiFi area that did not cover all classes also caused a bit of trouble when the teacher wants to show students online material. SMK YPKK 1 Sleman should extend its WiFi coverage area to support school learning activities.

4. Tangible

Eleven questions measured student satisfaction level seen from the dimensions of tangible. The highest score is 44 from 44 the highest score that possible to achieve. The lowest score is 11 from 11 the lowest score that possible to reach. Mean is 28.59884 median is 29, modus is 33, and the standard deviation is 5.934989.

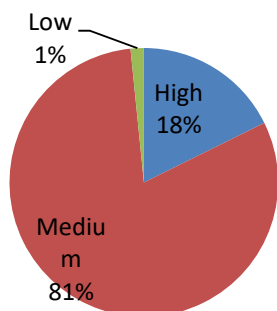
Table 5. Student Satisfaction Level Tendency Categorization of Tangible Dimensions

No	Category	%
1	High	15.70

2	Medium	71.51
3	Low	12.79

Source: Primary data

The categorization also can be depicted in the pie chart below:



Picture 5: Tendency categorization pie chart of student satisfaction level seen from the tangible dimension.

Based on the result, student satisfaction level towards education service in SMK YPKK 1 Sleman academic year 2016/2017 seen from tangible dimension was medium categorized. The highest score from eleven statement about tangible dimension was in the question, "Teachers wear a uniform as scheduled. "Every day all teachers are always disciplined for wearing uniforms. It was an example to students to be more orderly in wearing school uniforms. Students who did not wear the appropriate uniform schedule would get punished. Even so, many students still dare to violate.

The lowest score from eleven statement about tangible dimension was in the question, "toilet always clean". The

cleanliness of it was depends on two things. They are employee that responsible for toilet cleanliness and toilet users. Although it is cleaned every day by employees, students who use was careless. It often smells bad due to urinary students were not washed cleanly. Employees that responsible to toilet's cleanliness in SMK YPKK 1 Sleman should check toilet regularly and stick the notification about the importance of keeping it clean on the wall.

CONCLUSION AND SUGGESTION

Conclusion

1. The student satisfaction level towards education service in SMK YPKK 1 Sleman seen from the dimensions of reliability was medium. There were 16.86% students have high satisfaction level. Then 81.40% students have medium satisfaction level and only 1.74% had low satisfaction level.
2. The student satisfaction level towards education service in SMK YPKK 1 Sleman seen from the dimensions of responsiveness was medium. There were 22.09% students had high satisfaction level. Then 73.84% students had medium satisfaction level and only 4.07% students had low satisfaction level.
3. The student satisfaction level towards education service in SMK YPKK 1 Sleman seen from the dimensions of

assurance was medium. There were 23.26% students had high satisfaction level. Then 69.19% students had medium satisfaction level and only 7.56% that had low satisfaction level.

4. The student satisfaction level towards education service in SMK YPKK 1 Sleman seen from the dimensions of empathy was medium. There were 21.51% students had high satisfaction level, then 70.93% students had medium satisfaction level, and only 7.56% had low satisfaction level.
5. The student satisfaction level towards education service in SMK YPKK 1 Sleman seen from the dimensions of tangible was medium. There were 15.70% students had high satisfaction level, then 71.51% students had medium satisfaction level, and only 12.79% had low satisfaction level.

Suggestion

1. For school

- a. Teachers of SMK YPKK 1 Sleman have to increase their objectivity while giving learning outcome assessment for enhancing education service quality on reliability aspect. It accomplishes by determining evaluation indicator as precise as possible to limit the subjectivity factor, and it socializes to students.

- b. Employees must be ready and deftly so that when a problem occurs in the school, employees are easy to be reached. They have to be regularly motivated to optimize their role in SMK YPKK 1 Sleman. Thus, the responsiveness aspect on the education service quality increased.
- c. SMK YPKK 1 Sleman should expand the canteen room. The convenience canteen will make students more comfortable in enjoying their break. Thus, education service quality of assurance aspect increased.
- d. Expanding Wi-Fi coverage area for enhancing education service quality seen from empathy aspect.
- e. Both of employees and students should maintain the toilet cleanliness to increase education service quality on tangible aspect.

2. For future research

- a. Using more research instruments to capture phenomena, such as structured interview and observation.
- b. The questionnaire's statements should be clear, concise, and unambiguous to avoid misleading statements.
- c. Choosing an appropriate time to do a study in school by considering its' academic calendar, avoid to conduct

- a research during examination and holiday.
- d. Next studies can discuss the factors that affect student satisfaction level for increasing education service optimally

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