

Introduction

Sustainability is one of the strategic issues for higher education institution (DIKTI, 1995) that can be achieved through Quality Assurance. It means that the higher education institution has to implement total quality in their management. Total quality is based on three fundamental principles:

1. A focus on customer and stakeholders,
2. Participation and teamwork by everyone in the organization,
3. A process focus supported by continuous improvement and learning (Evans and Lindsay, 2002).

Facing an increasingly competitive environment of private education sector in Indonesia, Widyatama University is implementing the Total Quality Assurance concept in its management system.

Focusing on customer satisfaction (i.e. the students) is the key to win the competition. To achieve it, the teaching learning provided has to be in good quality which can only be provided through good quality of content, resource, and process (CRP). The focus of this paper is the resource factor (i.e. teaching staff), which is also the key to the value creation. In order to control and evaluate the performance of the teaching staffs performance appraisal is needed. If the performance of the teaching staff is improving, then it can influence significantly student satisfaction.

Therefore, implementing by the Total Quality Assurance concept consistently, Widyatama University has been measuring their teaching staff performance (as a part of teamwork in university) and student satisfaction (as the customer of university) periodically.

The objective of this study is to analyze the influence of teaching staff performance on Student Satisfaction. Such measurement has been conducted during the Academic Year 2004/2005 until 2006/2007. The Teaching Staff Performance shows significant influence on Student Satisfaction. The result is expected to provide empirical evidence regarding the academic concept through Quality Assurance as well as the need to conduct inspections for inspections corrective and preventive action.

Literature Review

Davis (2000:50) defined that quality is a dynamic state associated with products services, people, processes and environment that meets or exceeds expectations”. Other terminology from American National Standards Institute (ANSI) and The American Society for Quality (ASQ), quality is “The totality of features and characteristics of a product or service that bears on its ability to satisfy given needs”. Total Quality is based on three fundamental principles:

- a. A focus on customer and stakeholders,
- b. Participation and teamwork by everyone in the organization, and
- c. A process focus supported by continuous improvement and learning (Evans and Lindsay, 2002).

Kotler (2000) defined customer as anyone who buy organization’s products or service. Tjiptono(2002) indicated that customer is the individual or organization that actually makes a purchase decision, while a consumer is the individual or organizational unit that uses or consumers a product or services. In education the institution deals with different groups of customers. One of parts that of group, the university views student as its primary customers (Vanany I., Wesiani N., Yuning, 2005). Kotler(2005) defined the satisfaction is a person feeling of pleasure, disappointment , resulting comparing a product perceived performance (or outcome) from in relation to his or her expectation. To improve quality service to that customer, the higher education institution should measure the performance of their teamwork member, one of them is the teaching staff.

The teaching staffs are the single most important learning resource available to most students. “It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary

skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their performance...”(European Association for Quality Assurance in Higher Education, 2005)

Methodology

Research methodologies used in this study are descriptive method and historical method. Descriptive method is a method that describes the study systematically, factual and accurate concerning facts, behaviors and relationship between the phenomenon being study that can give suggestions for the future (Sumadi Suryabrata, 2003). Historical method is a method of collecting and test past data.

Data collection method is through field research directly to the object of study by interview, observations and questionnaire. Data for teaching staff performance used from the first implementation of Teaching Staff Academic Indicator (period 2004 – 2006). While the data for students satisfaction used from 2005 – 2007.

Analysis methods used:

1. Pearson Product Moment Correlation Analysis; To calculate the coefficient that shows the degree of closeness between variable teaching staff performance (x) and variable student satisfactory (y).

Correlation coefficient calculation (Davis: 2005):

$$r = \frac{n \left(\sum_{i=1}^n xy \right) - \left(\sum_{i=1}^n x \right) \left(\sum_{i=1}^n y \right)}{\sqrt{\left[n \sum_{i=1}^n x^2 - \left(\sum_{i=1}^n x \right)^2 \right] \left[n \sum_{i=1}^n y^2 - \left(\sum_{i=1}^n y \right)^2 \right]}}$$

2. Determination Coefficient Analysis; To calculate the influence variable teaching staff performance (x) to variable student satisfactory (y).

$$Kp = r^2 \times 100\%$$

Result

1. Teaching Staff Performance

Teaching staff performance is measured based on three variables:

- a. Teaching Learning Process
- b. Number of session conducted
- c. Time to submit the student examination result

Measurement of variables b and c is to measure the level of discipline of the teaching staffs.

The combination of those 3 variables is called IKAD – Indikator Kinerja Akademik Dosen (Teaching Staffs Academic Performance Indicator) with the proportion as follows:

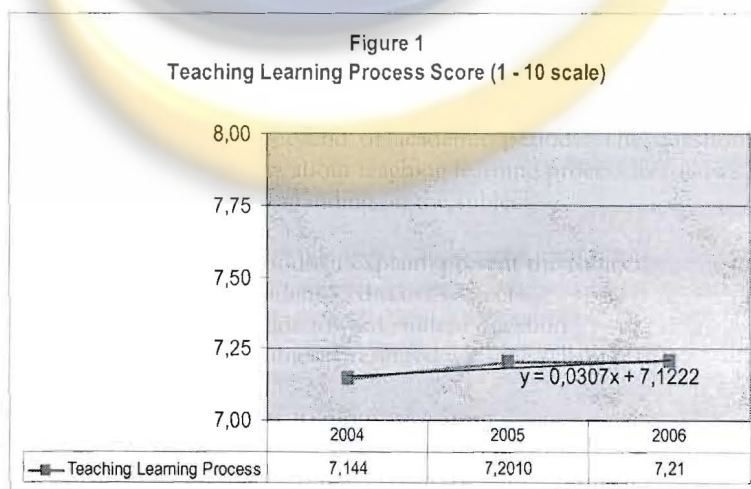
Variables	%
Teaching Learning Process	60%
Number of session conducted	20%
Time to submit the student examination result	20%

a. Variable Teaching Learning Process:

Performance of teaching learning process is measured through student survey of each class at the end of academic periods. The questionnaire is covers the direct questions about teaching learning process as follows:

- a. Teaching staff understanding on the subject
- b. Teaching systematic
- c. Teaching staff methods of explain/present the subject
- d. Opportunity for student to discuss subject
- e. Teaching staff attitude toward student question
- f. Alignment of the subject presented with the syllabi plan
- g. Teaching discipline
- h. Teaching staff ability to motivate learning
- i. Student opinion about level of difficulty of subject
- j. Clarity of examples given in class to explain the subject

The results for the academic year 2004 – 2006 are as follows:

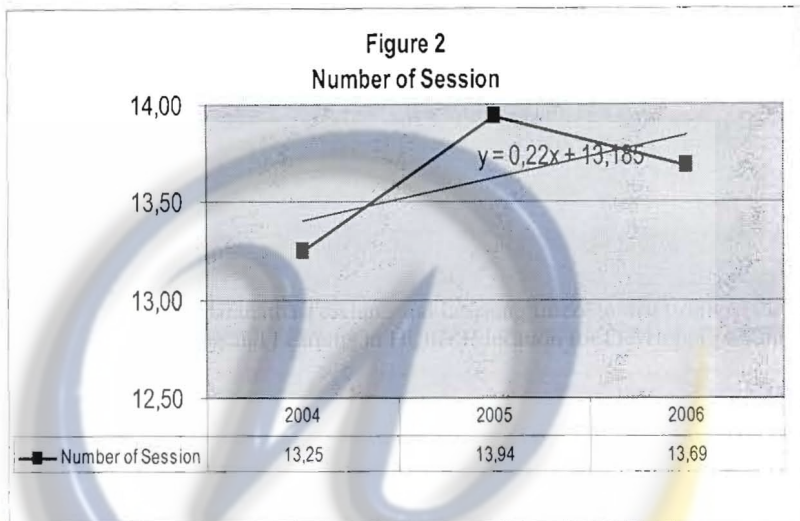


$$y = 7.1222 + 0.0307x$$

The Figure 1 shows that there is a small increase on performance of 3,07%

b. Variable Number of Session Conducted:

The regulation from Directorate General of Higher Education stated that number of teaching learning session must conducted at least 14 sessions (weeks) per semester, excluding the mid term and final examination. The results for the academic year 2004 – 2006 are as follows:



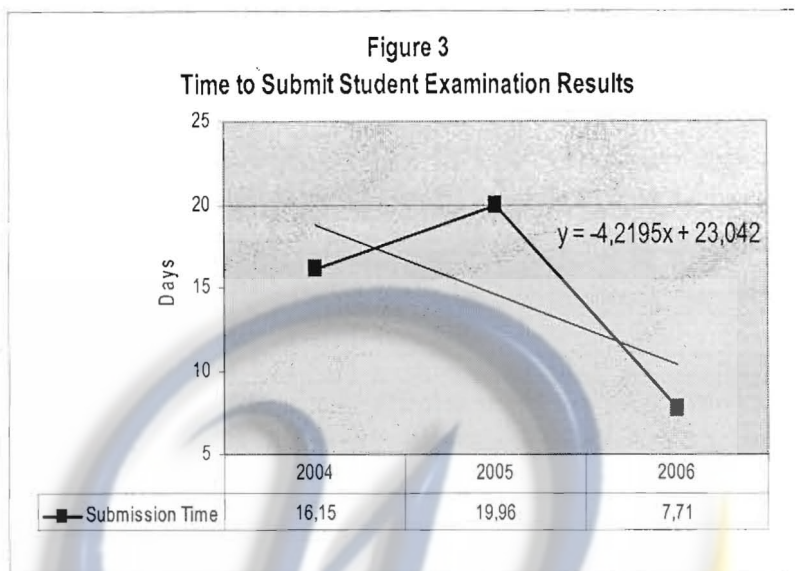
$$y = 13,185 + 0,22x$$

The Figure 2 shows that there is a significant improvement of 22%, which reflects the improvement of disciplinary of teaching staffs.

c. Variable Time to Submit the Student Examination Results:

The less time of submission student examination results the better, because it means the sooner the publication of student study results.

The results for the academic year 2004 – 2006 are as follows:

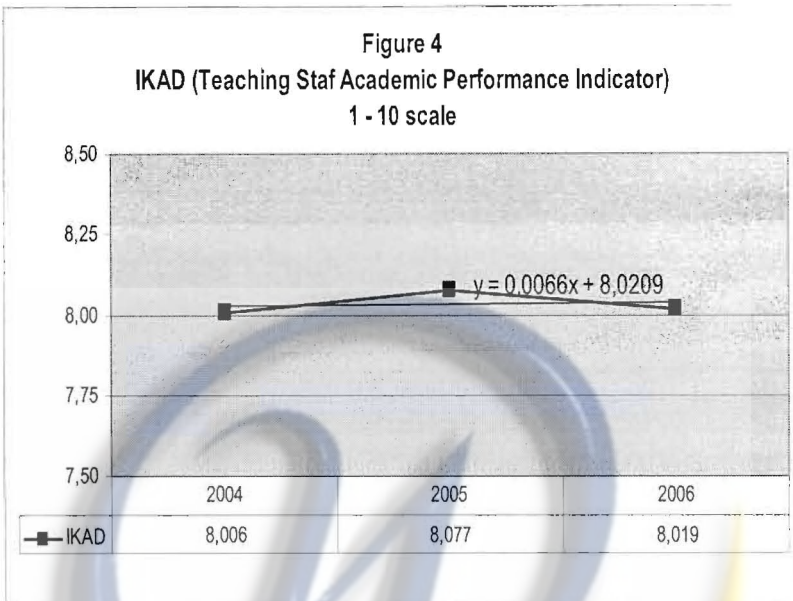


$$y = 23.042 - 4.2195x$$

The Figure 3 shows that there is a significant decrease time to submit the result of student examination every year of 4.1295 which reflects the increase concern of teaching staffs concern to the quality service of service to the student.

d. Teaching Staffs Academic Performance Indicator

The combination of 3 variables using the proportion above resulted as follows:



$$y = 8.0200 - 0.0066x$$

The Figure 4 shows that there is an insignificant increase of teaching staffs academic performance indicator of 0.66% at the period of study. This results shows that there are still much hard works needed to improve the level of service especially in the core process of teaching learning process.

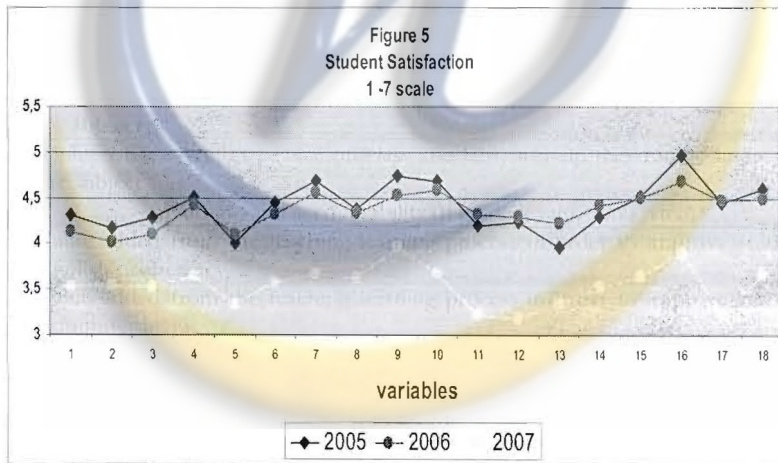
2. Student Satisfaction

Measurement of Student satisfaction is regularly conducted in Widyatama University for the last three year using method adopted from Student Satisfactory Inventory (SSI). In this study the variable used are those related to teaching learning process that does not coincide with the variables for teaching staffs performance appraisal? The variables used are:

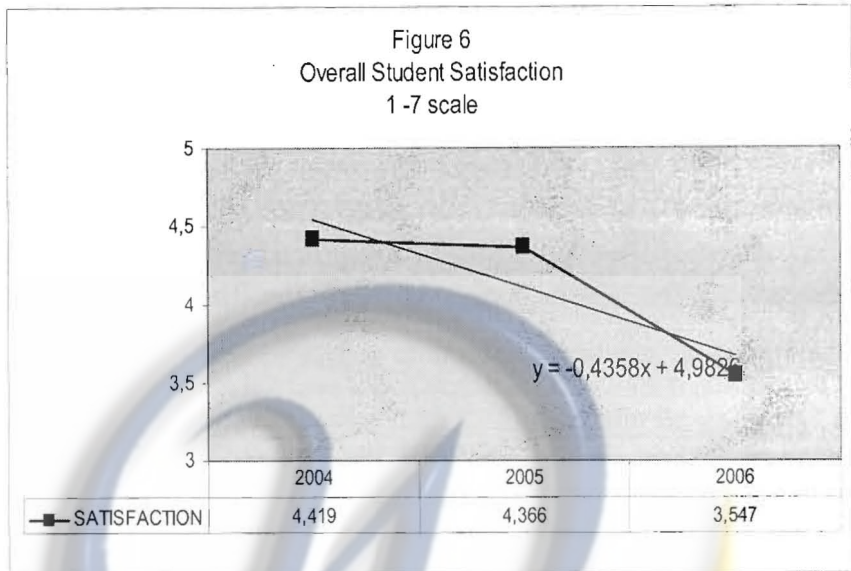
1	Ability of academic advisor or counseling bureau to help the student planning the study
2	Availability of academic advisor or counseling bureau
3	Assistance given by academic advisor or counseling bureau in solving academic problem
4	Attitude of academic advisor or counseling bureau
5	Effort of teaching and administration staff to know the student personally and make them feel accepted and respected
6	Student understanding about the benefit, goal, aim and target of each subject
7	Quality and update of the subject
8	Flexibility of the subject adjusted according to the ability of the student

9	Alignment and usefulness of task given in order to help student understand the subject
10	Alignment and usefulness of practice given in order to help student understand the subject
11	Ability of teaching assistance (in class and labs) to help the student understand the subject
12	Fairness and accountability of grade/evaluation system
13	Value added from the teaching learning process in order to improve student's English proficiency
14	Value added from the teaching learning process in order to improve student's Computer literacy
15	Value added from the teaching learning process in order to improve student's personality and competence
16	Appearance and attire of teaching and administration staff
17	Attitude teaching and administration staff when interact with student
18	Teaching and administration staff recognizable through uniform or id-card

The result of measurement for each variable for the period 2005-2007 is as follows:



Based on Figure 5, in general the student satisfaction is declining. The next graph shows the student satisfactory for each year.



$$y = 4.9826 - 0.4358x$$

The Figure 6 shows that there is decline of student satisfactory of 43.58%.

3. The Influence of Teaching Staff Performance on Student Satisfaction

Statistical analyses used to measure the influence of teaching staff performance on student satisfaction are Correlation Analysis and Determination Coefficient

a. Correlation Analysis:

The result show that the relationship between variable of teaching staff performance (x) with the student satisfaction (y) is $r = 0.291178$ which show weak and have positive relationship.

b. Determination Coefficient:

Determination coefficient is used to measure the influence of independent variable x (teaching staff performance) to the dependent variable y (student satisfaction).

The result shows that the teaching staff performance has little influenced of 8.48% to the student satisfaction, while the rest of 91.52% is influenced by other factors, i.e. Campus climate, Service excellence, and Academic Advising.

Further statistical analysis to determine significance level cannot be conducted because the degrees of freedom requirement is not fulfilled due the period of data available.

Conclusion and Discussion

The study has reveals that:

1. The teaching staff performance indicator has insignificant increase in the period of study.
2. The student satisfactory is declining in the period of study.
3. The statistical analysis shows that :
 - a. relationship between teaching staff performance and student satisfaction is weak but positive relationship
 - b. teaching staff performance has little influence of 8,48% to the student satisfaction
 - c. further statistical analysis to determine significance level need to be conducted when more data is available

The result does not mean the institutions will ignore both factors. Instead, the institution must keep doing continuous improvement on teaching learning performance. On the other hand each student satisfactory variables must thoroughly examine and corrective action must be taken because there is already shown a tendency of declining in student satisfactory.

However, other study (Ade Faisal, 2004) shows that the student of Widyatama enjoying the Campus Climate due to community's good perception of Widyatama University as well as freedom of doing positive activities in campus.

4. This research is the preliminary studies that used simple model and limited variable. On the other hand, the satisfaction concept is complexity that means have many variables.

Suggestion for Future Research

Developing this research through finding other models and variables that applicable with Indonesian norm and culture. Longitudinal studies, used complex models and other variables, will enable more accurate analysis as well as strategy of improvements to be taken by the institution.