

ANALYSIS OF STUDENT SATISFACTION INDEX ON THE QUALITY OF PRACTICAL GUIDANCE SERVICES BY LECTURERS OF THE D-III MEDICAL LABORATORY TECHNOLOGY STUDY PROGRAM, EAST KALIMANTAN MINISTRY OF HEALTH POLYTECHNIC

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Abstract

Poltekkes Kemenkes East Kalimantan is the only state university in the health sector that has several departments. One of the departments at Poltekkes East Kalimantan is D-III Medical Laboratory Technology (TM). The vision of the TLM department is to become a study program that produces quality D-III TLM personnel, superior in the field of health microbiology, competitive at the national level and with a global perspective. Students' practical abilities are directly proportional to teacher services in classroom practical guidance. Vocational education at Poltekkes focuses on developing practical abilities through a skills-based approach and practices such as health centers, hospitals, laboratories, and clinics. The purpose of the practice is to obtain technical competencies that are relevant to industry needs, especially in the health sector. The purpose of this study was to measure the student satisfaction index towards the practical services of the D-III Medical Laboratory Technology Study Program. This research method is a quantitative approach using a descriptive method with a total sampling of 229 students. The results of the study showed a very satisfactory level of student satisfaction with all aspects with values of 88.21%, 94.32%, 91.27%, 89.52%, 91.79%, 90.74%, 89.69%, 89.52%, 90.22% and 93.54% with an average of 90.88% included in the dangerous category okay. The IKM value obtained was 81.5, which means it has a quality value of "A" or its performance is very good.

Keywords: Student Satisfaction, Practical Guidance, Vocational Education

Abstrak

Poltekkes Kemenkes Kalimantan Timur merupakan satu-satunya perguruan tinggi negeri vokasi dibidang kesehatan yang memiliki beberapa jurusan. Salah satu jurusan yang ada di Poltekkes Kalimantan Timur adalah D-III Teknologi Laboratorium Medis (TLM). Adapun visi jurusan TLM adalah menjadi program studi yang menghasilkan tenaga D-III TLM yang berkualitas, unggul di bidang mikrobiologi kesehatan, berdaya saing di tingkat nasional dan berwawasan global. Kemampuan praktik mahasiswa berbanding lurus dengan pelayanan dosen dalam pembimbingan praktikum di kelas. Pendidikan vokasi di Poltekkes berfokus pada pengembangan kemampuan praktik melalui pendekatan yang berbasis keterampilan dan dan praktik seperti puskesmas, rumah sakit, laboratorium, dan klinik. Tujuan praktikum adalah memperoleh kompetensi teknis yang relevan dengan kebutuhan industri, terutama dalam bidang kesehatan. Tujuan penelitiannya adalah menganalisis Indeks Kepuasan Mahasiswa terhadap pelayanan praktikum Program Studi D-III Teknologi Laboratorium Medis. Metode penelitian ini merupakan penelitian dengan pendekatan kuantitatif menggunakan metode deskriptif dengan total sampling 229 mahasiswa. Hasil penelitian menunjukkan Tingkat kepuasan sangat memuaskan mahasiswa terhadap seluruh aspek dengan nilai sebesar 88,21%, 94,32%, 91,27%, 89, 52%, 91,79%, 90,74%, 89,69%, 89,52%, 90,22% dan 93,54% dengan rata-rata sebesar 90,88% termasuk dalam kategori sangat baik. Nilai IKM yang didapatkan sebesar 81, 5%, yang dengan nilai mutu "A" atau termasuk pada kinerja sangat baik.

Kata kunci: Kepuasan Mahasiswa, Pembimbingan Praktikum, Pendidikan Vokasi



INTRODUCTION

Poltekkes Kemenkes East Kalimantan is the only state vocational college in the health sector that has several departments. One of the departments at Poltekkes East Kalimantan is D-III Medical Laboratory Technology (TLM). The vision of the TLM department is to become a study program that produces quality D-III Medical Laboratory Technology personnel, superior in the field of health microbiology, competitive at the national level and with a global perspective. Based on this vision and mission, mastery of practical skills competencies is an absolute requirement in measuring students' practical abilities. Students' practical abilities are directly proportional to the lecturer's service in guiding practicals in class. Vocational education at Poltekkes focuses on developing practical abilities through a skills-based approach and direct practice in the field such as health centers, hospitals, laboratories, and clinics. Poltekkes integrates theory and practice, so that students gain technical competencies that are relevant to industry needs, especially in the health sector. The curriculum is designed with a high proportion of practice to ensure that students are ready to work in a professional environment with skills. In addition, through laboratories, simulations, and field practice, vocational education at Poltekkes prepares graduates who are able to apply knowledge directly, effectively, and standardized in the workplace. Student skills cannot be separated from the support of the practicum supervisor. Lecturers not only provide theory, but are also directly involved in the practicum guidance process, ensuring that each student understands and masters the necessary skills.

The success of lecturers in guiding practicums can be seen from the level of student satisfaction and the competencies possessed by students. Student satisfaction with the practicum guidance services provided by the D-III Medical Laboratory Technology study program is a determining factor in achieving the scientific vision of the study program. In addition to having a role as a learning outcome, students also have a role as users who use the services of the study program. Thus, student satisfaction provides a very important contribution to the service. The study program's service to students is an advantage that must be developed to achieve the excellence of the study program itself.

An educational laboratory is an academic support unit in an educational institution that can be used to test, re-standardize, and/or manufacture products in certain quantities, tools and materials

used based on specific scientific method standards, in order to fulfill the terms and conditions of the tridharma of higher education which include education, research, and community service.¹

A laboratory can be said to be managed in a good category if several factors are interrelated. In addition to sophisticated laboratory equipment and the skills of laboratory instructors that function well, a good service system in the laboratory is also a very important supporting factor. Therefore, service to students during laboratory practicums becomes an inseparable unit.²

To improve the quality of education, several factors that influence include, the laboratory must have a very important role in it. Activities in the laboratory, lecturers in charge of practicums, and professional educators are factors that influence success in today's education era.³ A laboratory has an important role that is supported by management performance, for example laboratory instructors and assistants during management activities and a person's ability during planning, implementing and evaluating all activities during the learning process in the laboratory.⁴

The D-III Medical Laboratory Technology Laboratory is a laboratory that carries out practical learning for students starting from the first semester for basic courses, final semester students and laboratories for student and lecturer research. The quality of the D-III Medical Laboratory Technology laboratory service is always improved, starting from the addition of practical tools, practical materials, and disposal of medical waste in order to improve the skills competency for students both in the first and final semesters. In this regard, evaluation is very necessary for service improvement. For this reason, suggestions, criticisms and input from students are needed as a follow-up effort to improve the quality of education for the progress of the laboratory. To make improvements, an evaluation is needed through student satisfaction with the practical services by lecturers.

The skeptic argues that customer satisfaction is a level of needs, desires and expectations of a service user that can be fulfilled which causes repurchase or loyalty. Trisno also argues from

¹ Laily Nuliana and La Subu, "Analisis Indeks Kepuasan Mahasiswa (IKM) Praktikan Terhadap Kualitas Penyelenggaraan Praktikum Di Laboratorium Terpadu Unit Kimia UHO Semester Genap Tahun 2021-2022," *Sains: Jurnal Kimia Dan Pendidikan Kimia* 11, no. 2 (2022): 148–52.

² Muhammad Jarnawi, Syamsuriwal Syamsuriwal, and Nurgan Tadeko, "Pengembangan Instrumen Monitoring Dan Evaluasi Layanan Praktikum Di Laboratorium Fisika FKIP Universitas Tadulako," *Jurnal Kreatif Online* 10, no. 3 (2022): 98–105.

³ Ardi Nugroho, "Efektifitas Laboratorium Virtual Dalam Pembelajaran Praktikum Analisis Farmasi Pada Mahasiswa Farmasi Saat Pandemic Covid-19," *Refleksi Pembelajaran Inovatif*, 2021, <https://journal.uui.ac.id/RPI/article/view/19496>.

⁴ Rikin Tiyas Permana, "Analisis Kepuasan Pengguna Laboratorium: Studi Kasus Di Laboratorium Jurusan Teknik Industri Universitas Islam Indonesia," 2020, <https://dspace.uui.ac.id/handle/123456789/23622>.

Mowen to find the key to customer satisfaction can be seen in the performance shown by an agent which means the quality of the agent.⁵

To determine the level of student satisfaction with the practical services, a service satisfaction questionnaire was given to students majoring in D-III Medical Laboratory Technology at the East Kalimantan Ministry of Health Polytechnic.

THEORITICAL REVIEW

The definition of management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal.⁶ Management is a science and art to make other people want and be willing to work to achieve goals that have been formulated together, therefore management requires basic concepts of knowledge, the ability to analyze situations, conditions, existing human resources and think of the right way to carry out interrelated activities to achieve goals.⁷ In essence, human activity in general is managing. To manage here, an art is needed, how other people need to work to achieve common goals.

The need for the State to carry out its functions and responsibilities towards the people, namely regulating the people's life issues and providing services in the social and economic life of the community. This does not mean that management has not been known before, or that the development of management is related to the development of American and European society. The birth and development of management can be traced back to the beginning of the creation process of this nature. If we look at the Classical Egyptian civilization, there is historical evidence in the form of pyramids and sphinxes that reflect the practice of management, skills, and competence. Management is always used in all activities, both in companies, organizational systems and even education systems.

Educational management is a combination of two words that have one meaning, namely management and education. In a narrow sense, management comes from the word To Manage which means to regulate. Stoner explains that management is a process of planning, organizing, directing and supervising the efforts of members of the organization and the use of organizational

⁵ Ervina Ninda Pangesti, Siti Resmi, and Alivia Meyrizka Utami, "Pengaruh Kualitas Layanan Dan Kepuasan Pelanggan Terhadap Loyalitas Pelanggan Pada Badan Penyelenggaraan Jaminan Sosial Ketenagakerjaan Gunungkidul," *Cakrawangsa Bisnis: Jurnal Ilmiah Mahasiswa* 5, no. 1 (2024): 16–26.

⁶ Ramdanil Mubarak, "Pelaksanaan Fungsi-Fungsi Manajemen Dalam Peningkatan Mutu Lembaga Pendidikan Islam," *Al-Rabwah* 13, no. 01 (2019): 27–44.

⁷ Fitri Susanti et al., "Implementasi Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (2023): 1–17.

resources in order to achieve the goals of the organization that have been set.⁸In a broad view, management is defined as the process of leadership, administration, control and management of something which consists of planning, organizing, implementing, controlling and evaluating activities to achieve organizational goals that have been mutually agreed upon.

Good educational management can increase the level of satisfaction with student services in providing practical guidance services. This cannot be separated from the support of study programs and departments to improve educational management. In the managerial aspect, the head of department is responsible for managing resources, both human resources (lecturers and staff) and learning support facilities. An effective leader must play interpersonal, informational, and decision-making roles, all of which are relevant to the head of department. The head of department acts as a bridge between internal parties (lecturers, students, and staff) and external parties, such as government, industry, and alumni. The importance of networking skills of an academic leader in building cooperation with external parties to support the sustainability of the department. A strong academic culture can increase productivity and innovation at the study program level. The head of department plays a key role in creating a conducive and collaborative work environment, which encourages lecturers and students to achieve maximum performance.

Customer satisfaction is the level at which the needs, desires and expectations of customers can be met which results in repeat purchases or loyalty. In addition, Trisno also quoted Mowen's opinion that the key to creating customer satisfaction lies in the performance shown by the agent which is interpreted as the quality of the agent.²⁰ So it can be concluded that customer satisfaction is closely related to the quality of the product from the service provider. In addition, Erwan W. added that consumer satisfaction is greatly influenced by several things including product delivery, company image/product/brand/price value which is related to the value received by its consumers.⁹Customer satisfaction occurs from the quality of a product, service and price of the product. In this case, the satisfaction in question is student satisfaction with the study program service.

Service greatly influences satisfaction, the service provided by the service provider in proving something that is not real to be something real so that consumers can feel the service provided to consumers. Is the service in accordance with expectations or not in accordance with expectations or even exceeding the expectations of consumers. Fredy Rangkuti stated that customer satisfaction is determined by the various types of services obtained by customers while they use several stages of the service. Dissatisfaction obtained at the initial stage of service creates a

⁸ Susanti et al.

⁹ Yonas Boky, "Analisis Tingkat Kepuasan Mahasiswa Terhadap Pelayanan Akademik Sekolah Tinggi Theologia Jaffray Makassar," *Jurnal Jaffray* 14, no. 2 (2016): 269–90.

perception of poor service quality for the next stage of service, so that customers feel dissatisfied with the service as a whole.

RESEARCH METHODS

This research is a quantitative approach using descriptive methods. The purpose of this study was to determine the level of satisfaction of students majoring in D-III Medical Laboratory Technology towards the practical services of lecturers and laboratory assistants. The population of this study was all students who became practitioners in the D-III Medical Laboratory Technology Department in the 2024/2025 academic year. The population is all research subjects.¹⁰The sampling technique uses total sampling. The sample of this study is a total sampling of the entire population. The population of this study is 229 students.

Table 1. Questionnaire Instrument and Observed Aspects

No	Questionnaire Instrument	Observed Aspects
1	Lecturer punctuality during practical learning	Lecturers and Instructors
2	Competencies possessed by teaching staff	Lecturers and Instructors
3	Attitude of teaching staff	Lecturers and Instructors
4	Clarity of material and practical guidelines	Lecturers and Instructors
5	Time and smoothness of implementation of the practicum	Lecturers and Instructors
6	Mentoring and assistance during the practicum	Lecturers and Instructors
7	Development of students' practical competencies	Lecturers and Instructors
8	Practical assessment and evaluation system	Lecturers and Instructors
9	General satisfaction with the practicum experience	Lecturers and Instructors
10	Cleanliness and safety of the practical room	Lecturers and Instructors

Data analysis

The questionnaire data were analyzed by calculating the percentage and analyzing the student satisfaction index. Determining the percentage aims to determine students' responses to each aspect observed through the questionnaire. Meanwhile, the IKM analysis aims to determine overall student satisfaction with the implementation of practicums in the D-III Medical Laboratory Technology study program.

¹⁰ Suharsimi Arikunto, "Pendekatan Penelitian," *Jakarta: Rineka Cipta*, 1998, <http://repo.iain-tulungagung.ac.id/22566/6/BAB%20III.pdf>.

Percentage analysis is calculated using the formula

Percentage of each aspect = (Total Responses)/(Maximum Score) X 100%

Table 2. Percentage Category of Observed Aspects

No	Percentage	Category
1	0.00 – 20.00	Very Low
2	21.00 – 40.00	Low
3	41.00 – 60.00	Enough
4	61.00 – 80.00	Good
5	81.00 – 100.00	Very good

Suharsimi Arikunto, “Research Procedures: A Practical Approach. Jakarta,” Gerbang Journal 8, no. 1 (2017).

IKM analysis is calculated using the following procedure:

1. Determine the number of response scores for each instrument
2. Determine the average response score for each instrument
3. Determining the opportunity, with the formula:

$$\text{Chance} = (1) / (\text{number of questionnaire items})$$

Based on this formula, the probability obtained is 0.1 because it consists of 10 questionnaire items that were answered.

4. Determining the opportunity index, with the provision that the Opportunity Index for each questionnaire item = average response for each questionnaire x opportunity.
5. Determine the number of opportunity indices by adding up all the opportunity indices.
6. Determine the Weighing Value using the formula:

$$\text{Weighing Value} = (100) / (\text{number of choices in the questionnaire item})$$

The weighting value is 20 because the number of items in the questionnaire is 5.

7. IKM calculation:

$$\text{IKM} = \text{Total Opportunity Index} \times \text{Weighing Value}$$

Service The level of student satisfaction with students can be calculated using the IKM formula in Table 3.

Table 3. IKM Value Categories

IKM Interval Value	IKM Conversion Value	Quality Value	Performance
1.00 – 1.75	35.00 – 43.74	D	Not good
1.76 – 2.50	43.76 – 62.50	C	Not good
2.51 – 3.25	62.51 – 81.25	B	Good
3.26 – 4.00	81.26 – 100.00	A	Very good ¹¹

RESULTS AND DISCUSSION

The results of the percentage calculations for several aspects observed in this study are shown in Table 4.

Table 4. Percentage and Category of Each Observed Aspect

No	Questionnaire Items	Percentage (%)	Category
1	Lecturer punctuality during practical learning	88.21	Very good
2	Competencies possessed by teaching staff	94.32	Very good
3	Attitude of teaching staff	91.27	Very good
4	Clarity of material and practical guidelines	89.52	Very good
5	Time and smoothness of implementation of the practicum	91.79	Very good
6	Mentoring and assistance during the practicum	90.74	Very good
7	Development of students' practical competencies	89.69	Very good

¹¹ Fadma Yulianti and Rofiqah Wahdah, “Analisis Indeks Kepuasan Masyarakat (Ikm) Dan Kualitas Pelayanan Publik (Studi Pada Pdam Bandarmasih Di Banjarmasin),” *Jurnal Ecoment Global* 3, no. 2 (2018): 1–18.

8	Practical assessment and evaluation system	89.52	Very good
9	General satisfaction with the practicum experience	90.22	Very good
10	Cleanliness and safety of the practical room	93.54	Very good
Average		90.88	Very good

The results of the analysis of the average questionnaire items on several aspects observed in this study are shown in Table 5.

Table 5. Average Questionnaire Items

No	Questionnaire Items	Value Per Item	Category
1	Lecturer punctuality during practical learning	4.41	Very good
2	Competencies possessed by teaching staff	4.72	Very good
3	Attitude of teaching staff	4.56	Very good
4	Clarity of material and practical guidelines	4.48	Very good
5	Time and smoothness of implementation of the practicum	4.59	Very good
6	Mentoring and assistance during the practicum	4.54	Very good
7	Development of students' practical competencies	4.48	Very good
8	Practical assessment and evaluation system	4.48	Very good
9	General satisfaction with the practicum experience	4.51	Very good

10	Cleanliness and safety of the practical room	4.68	Very good
Number of Opportunity Index		4.08	
Small and Medium Enterprises		81.53	

Based on the data in Table 4. Shows that all aspects that have been responded to by students of the D-III Medical Laboratory Technology Study Program as many as 229 people show results with an average item value of 90.88%. This value shows that overall the aspects observed show a positive response and are included in the very good category. This shows that the management of practicum management in the D-III Medical Laboratory Technology Study Program has been running well. Positive responses from students are student satisfaction with laboratory services in the Study Program. With very good average results, it is hoped that the study program will continue to develop and improve the quality of laboratory services for students in order to achieve the vision and objectives of the study program.

Based on deeper observation on the aspect of lecturers' punctuality when conducting practicum guidance, the score was 88.21% which is included in the very good category, but the data shows the lowest score of all aspects observed. The average student answer has not been answered perfectly with a score of 5, some answered at a score of 3 and 4. This shows that some students only feel quite satisfied with the punctuality of teaching practicums which is still not optimal. This is because in the D-III Medical Laboratory Technology Study Program, lecturers concurrently carry out several job duties at the same time. A lecturer is not only required to fulfill the tridharma of higher education, but lecturers are also burdened with administrative work such as managing KRS, KHS, academic affairs for students and student affairs. The fairly busy practicum schedule in vocational education requires good work management so that all lecturers' duties can be fulfilled. Lecturers' tardiness when conducting practicums is still an obstacle for the D-III Medical Laboratory Technology Study Program. But with a very good score shows that lecturers are included in the professional category in carrying out obligations in guiding practicums, although there are several things that need to be improved. Teachers are a determining factor that has a very important influence on the quality of education. In the world of education, the role of teachers is very professional and very strategic. The professional positions of teachers and lecturers are stated

in the law. The law that regulates this professionalism is the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (UUGD).¹²

For the Competence aspect, the teaching staff received the highest score from all aspects. This value shows a very good category with a total score of 94.32% in this aspect. This shows that the educational qualifications of the practicum teaching lecturers are in accordance with the scientific qualifications they have. Most of the lecturers are D-III graduates of Medical Laboratory Technology and have a Masters degree relevant to the department. The score obtained in this aspect is directly proportional to the percentage results in the Mentoring and assistance aspect during the practicum which obtained a value of 90.74% in the very good category. With appropriate educational qualifications, it is easier for lecturers to provide practicum guidance and assistance for students. So that if a work accident occurs in the laboratory, they can be alert to solve existing problems. This is relevant to the National Education System Law (Sisdiknas, 2013 article 35 paragraph 1), stating that national education standards consist of content standards, processes, graduate competencies, education personnel, facilities and infrastructure, management, financing, and education assessments that must be continuously improved. Based on this information, the teacher's task is quite structured as management in the teaching and learning process that has demands according to competency and professional standards. This shows that the fulfillment of national standards and global era standards prioritizes the role of teachers in managing content, learning media, managing the teaching and learning process, and evaluating learning outcomes.¹³In addition to these aspects, the cleanliness and safety of the practicum room received a score of 93.54% with a very good category. Students gave a very good assessment because the laboratory was always clean and ready to use before the practicum process. Students and lecturers are responsible for the cleanliness and safety of the existing laboratory. After each practicum, all laboratories are clean and tidy so that they are ready to be used by other students. The existence of special laboratory assistants who are responsible for each laboratory shows that the management of the Study Program is running properly. The definition of facilities in the world of education is all things that have physical or material properties, so that they can facilitate the achievement of the learning process, for example with the existence of a location, teaching and learning equipment, tools and materials that support learning, reading books, libraries, adequate laboratory equipment,

¹² Subijanto Subijanto, "Profesi Guru Sebagai Profesi Yang Menjanjikan Pasca Undang-Undang Guru Dan Dosen," *Jurnal Pendidikan Dan Kebudayaan* 13, no. 67 (2007): 696–718.

¹³ V. Luluk Prijambodo, "Menerawang Rencana Profesionalisasi Guru Dan Dosen Dalam Undang-Undang Guru Dan Dosen," *Magister Scientiae*, no. 34 (2013): 107–18.

and all things that can help the learning process in class.¹⁴The assessment and evaluation system aspect obtained a value of 89.52% with a very good category. This result shows that the assessment carried out by the lecturer is in accordance with the students' skills. Students are satisfied with the results given by the lecturer related to the implementation and final assessment after the practicum. The criteria for success in learning are the achievement of Learning Outcomes (CP) from all aspects that have been arranged to obtain learning outcomes.¹⁵

Authentic assessment is an assessment process that is carried out comprehensively and completely.¹⁶Overall, the positive responses obtained through percentage analysis and analysis of each aspect, in addition to the results of the analysis for the Student Satisfaction Index on the overall practicum guidance service obtained an IKM value of = 81.5. This shows that the practicum service in the D-III Medical Laboratory Technology Study Program is included in the category of quality value "A" which means that the performance results are "very good". The quality of an institution's service greatly affects the value of user satisfaction.¹⁷The IKM value obtained is indeed very satisfying, but for the range of values, there still needs to be a lot of improvement and improvement in the quality of practical services in the D-III Medical Laboratory Technology Study Program of the East Kalimantan Ministry of Health Polytechnic. In addition, the TLM Study Program must maintain service consistency and there must be no decline in IKM.

CONCLUSION

Based on the results of the research that has been conducted on the analysis of student satisfaction index towards the quality of practical guidance services by lecturers in the D-III Medical Laboratory Technology study program, the results are that:

The services of lecturers and instructors are very satisfying to students, this can be seen from the students' responses to the observed criteria, namely: Punctuality of lecturers during practical learning, Competence possessed by teaching staff, Attitude of teaching staff, Clarity of material and practical guidelines, Time and smoothness of practical implementation, Mentoring and assistance during practical work, Development of students' practical competence, Practical

¹⁴ Winna Dharmayanti, Ratih Widya Nurcahyo, and Isnania Lestari, "Pengaruh Kondisi Kelas, Fasilitas Laboratorium, Dan Fasilitas Pendukung Pembelajaran Terhadap Kenyamanan Belajar Mahasiswa," *Jurnal Pendidikan Informatika Dan Sains* 6, no. 2 (2017): 230–42.

¹⁵ Rizki Suhendar Putra, Nanik Wijayati, and F. Widhi Mahatmanti, "Pengaruh Penggunaan Media Pembelajaran Berbasis Aplikasi Android Terhadap Hasil Belajar Siswa," *Jurnal Inovasi Pendidikan Kimia* 11, no. 2 (2017), <https://journal.unnes.ac.id/nju/JIPK/article/view/10628>.

¹⁶ Mardikawati Woro and Farida Naili, "Pengaruh Nilai Pelanggan Dan Kualitas Layanan Terhadap Loyalitas Pelanggan, Melalui Kepuasan Pelanggan Pada Pelanggan Bus Efisiensi (Studi Po Efisiensi Jurusan Yogyakarta-Cilacap)," *Jurnal Administrasi Bisnis* 2, no. 1 (2013), <https://ejournal.undip.ac.id/index.php/janis/article/view/5355>.

¹⁷ Woro dan Naili.

assessment and evaluation system, General satisfaction with practical experience, Cleanliness and safety of practical room. These aspects sequentially obtained scores of 88.21%, 94.32%, 91.27%, 89.52%, 91.79%, 90.74%, 89.69%, 89.52%, 90.22% and 93.54% with an average of 90.88% included in the very good category. The IKM value obtained was 81.5, which means it has a quality value of "A" or in very good performance.

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