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EDUCATIONAL STAFF SATISFACTION SURVEY AT THE FINANCE BUREAU UNIVERSITY OF NORTH SUMATRA

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Abstract
Employee Satisfaction Survey is an important component in ISO 9001:2008 to identify factors that cause employee satisfaction and dissatisfaction. The survey was conducted to determine the level of employee satisfaction with the aim of a) Obtaining information about the level of employee satisfaction b) Obtaining information about the factors that cause employee satisfaction and dissatisfaction. The analytical method used to assess the results of this survey is a descriptive method with a qualitative approach, namely the GAP Calculation Method. The instrument is a questionnaire with 22 questions divided into 8 aspects consisting of: management, leadership, roles in the work unit, work environment, training and development, remuneration, facilities and infrastructure, and work support information systems. The survey was conducted by distributing questionnaires to 32 education staff at the University of North Sumatra Finance Bureau via the Google form. The results of this study indicate that: the average value of educational staff satisfaction at USU's financial bureau is 3.75 out of a maximum of 5, the average value of expectations is 4.68 so that the difference (GAP) is -0.93.

Keywords: *employee satisfaction; GAP calculation.*

Introduction

Currently the world has entered the era of revolution industry 4.0 which is characterized by increased connectivity, interaction and development of digital, intelligent, artificial and virtual systems. With the increasingly convergent boundaries between humans, machines and other resources, information and communication technology certainly also has an impact on various sectors of life. One of them is the impact on the world of education in Indonesia.

The development of education in the world cannot be separated from the development of the industrial revolution that is happening at this time, because indirect changes in the economic order have also changed the order of education in a country. The industrial revolution itself started from the industrial revolution 1.0 in the 18th century, revolution industry 2.0 in the 19th – 20th centuries, the industrial revolution 3.0 in the century around the year1970 an, and industry 4.0 itself occurred around the 2010s. Changes in this era cannot be avoided by anyone, so adequate resources (HR) are needed to be ready to adapt and be able to compete on a global scale. Improving the quality of human resources through educational channels ranging from elementary, secondary

to tertiary education is the key to being able to keep up with the developments of the Industrial Revolution 4.0.

Advances in science and technology accompanied by increasingly fast disruption flows in the world have had their own impact on the world of education. Technology is developing very rapidly, the government is also having a hard time and finally changing the education curriculum in Indonesia to suit the demands of the disruption era. The development of disruption has also demanded that schools or tertiary institutions be busier than the era previously. This is because the school itself has started to disrupt the internal education system.

Impact of revolutionary disruption industry 4.0 towards the world of Indonesian education in this modern era, information and technology influence the activities of schools or tertiary institutions very massively. New information and knowledge spreads easily and is accessible to anyone who needs it. Education is experiencing very rapid disruption. The role of the teacher or lecturer, who has been the sole provider of knowledge, has more or less shifted away from it. In the future, the role and presence will be more challenging and require very high creativity.

Industry 4.0 is another name for an industrial automation system, where there is an exchange of the latest data on factory technology. This term includes systems cyber physical, internet for all activities, cognitive computing and other network-based activities. The era of the industrial revolution 4.0 is a tough challenge for Indonesian teachers or lecturers. Quoting from Jack Ma at the 2018 World Economic Forum annual meeting, education is a big challenge in this century. If we don't change the way we teach and learn in the next 30 years, we will experience great difficulties.

The Indonesian government is currently in the middle strategic steps taken to accelerate the realization of the national vision that has been set to take advantage of opportunities in the era of the fourth industrial revolution. One of the preparatory visions for Indonesia 4.0 is to make Indonesia one of the top 10 countries with strong economies in the world by 2030 (Satya, 2018). Improving the quality of human resources is an important part of achieving the successful implementation of Indonesia 4.0. The Indonesian government plans to overhaul the education curriculum by aligning the national education curriculum with future industrial needs. Indonesia will work closely with industry and global labor mobility programs to accelerate capacity transfer.

Advances in science and technology accompanied by increasingly fast disruption flows in the world have had their own impact on the world of education. Technology is developing very rapidly, the government is also having a hard time and finally changing the education curriculum in Indonesia to suit the demands of the era of disruption. The development of disruption has also demanded that schools or tertiary institutions be busier than in the previous era. Currently, many schools have started to disrupt the internal school education system. This can be seen from the emergence of schools known as bilingual *school,* with the implementation of foreign languages such as English and Mandarin as compulsory school subjects. In addition, various levels of education ranging from elementary schools to tertiary institutions, both public and private, open international class programs. Disruption of education is carried out to answer the market need for a quality workforce that is increasingly stringent.

The disruption of the Industrial Revolution 4.0 is a big challenge for the private sector and the government. Government apparatus in the government sector is the main resource in dealing with developments in the globalization era. Civil Servants (PNS) as government apparatus are the most important assets that spearhead the implementation of the national development program. The increasingly complex needs of the community as customers are a demand for every

government agency in realizing excellent service quality, where this goal will not be achieved if it is not supported by the maximum performance of the apparatus.

The current performance of government officials is often in the spotlight. So far, the performance of government officials is still seen as unable to meet the expectations and needs of the community. The low level of discipline, the low achievement of work plan targets due to a lack of professionalism and the many public complaints due to sub-optimal service quality have become a very attached image of civil servants. This condition makes the government aware of the importance of quality to improve the performance of its apparatus so that it can always improve the quality of public services.

One of the efforts to improve the quality of public services in government agencies, the government has issued Government Regulation of the Republic of Indonesia Number 2 of 2018 concerning Minimum Service Standards. Minimum Service Standards, hereinafter abbreviated as SPM, are provisions regarding the Type and Quality of Basic Services which are Mandatory Government Affairs which are entitled to be obtained everyInhabitant Country at a minimum.

Basic Services are public services to meet the basic needs of citizens. Types of basic services are types of services in the context of providing basic needs goods and/or services that every citizen is entitled to obtain at a minimum. Meanwhile quality service Basic is a measure of the quantity and quality of goods and/or services for basic needs and their minimum fulfillment in basic services according to technical standards in order to live a decent life.

To implement the provisions of Article 16 of Government Regulation Number 2 of 2018 concerning Minimum Service Standards, Minister of Home Affairs Regulation Number 59 of 2021 concerning Implementation of Minimum Service Standards has been stipulated. Specifically for higher education, the government issued Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

In the private sector, there is an ISO 9001:2008 standard, which is a Quality Management System standard set by*International Organization for Standardization* (IOS), a private international body for quality standardization based in Geneva, Switzerland. ISO 9001:2008 has been developed in developed and developing countries. Although ISO is a non-governmental organization, its ability to set standards that often become law through national agreements or standards makes it more influential than most other non-governmental organizations. This standard is a means to achieve quality goals that are expected to be able to answer the challenges of globalization where the ultimate goal is to achieve organizational effectiveness and efficiency (Rahmawaty, 2010).

Improvement in quality management is greatly influenced by human resources, namely employees. In the implementation of ISO 9001:2008 itself, employees are the main resource because it's an officer that plans, implements and evaluates the effectiveness of implementing ISO 9001:2008 in improving employee performance. Implementation of ISO 9001:2008 as an improvement to the quality management system in an organization will have a positive impact on the attitude of individual employees, namely employee performance.

Implementation of ISO 9001:2008 carried out within an organization can significantly affect employee performance. This is based on previous studies. Pamungkas (2013), Dharma (2007) and Rahmawaty (2010) in their research found that the application of QMS ISO 9001:2008 is significant for an employee's performance and has a positive influence.

The improvement of the organization's quality management system is a factor that can influence the achievement of increasing employee job satisfaction. There is a positive relationship between ISO Implementation and job satisfaction stated by Taib*et al.*(2010) is evidence that

achieving an increase in employee job satisfaction is by improving the company's quality management system through ISO 9001:2008. Important elements in the implementation of ISO 9001 namely customer *focus, training, employee empowerment* and continuous *improvement* can affect employee job satisfaction (Valmohammadi & Khodapanahi, 2011).

Organizations with high employee job satisfaction will influence the achievement of optimal performance. Achieving high performance through productivity and efficiency has always been a priority goal of the organization. In this case, employee job satisfaction is really needed to achieve a high level of performance in the organization.

Job satisfaction leads to expanding efforts to further improve work performance, then work harder and better (Puspakumari, 2008). Syaiin (2008) in his research supports the statement which states that employee job satisfaction affects employee performance. Nimalathasan (2012) in his research also stated that there is a relationship between job satisfaction and employee performance relationship positive. Fair promotion, job-matching pay system and good working conditions lead to high levels of performance. In other words, job satisfaction has a positive impact on the employee's own performance.

Employee needs

According to Maslow (1998), every human being has needs whose magnitude depends on individual interests. Needs that must be met are the driving factors motivating a person to carry out their activities.

These needs occur in stages, starting from the most basic needs, namely physiological needs, the need for security, the need for affection, the need for self-esteem to the highest need, namely the need for self-actualization. This theory of needs is known as five *hierarchy of needs* of Maslow (Maslow, 1998). Maslow's theory has weaknesses because humans do not always have to meet the needs of a lower hierarchy and then meet the needs of the higher hierarchy which is higher. Some people pay more attention to the need for security than physiological needs for the sake of comfort in life.

Moroney (1977) classifies needs into:

1. Normative needs*(normative need),* namely the needs that arise in individuals, which are generally influenced by value factors, social and legal environment.
2. Felt need*(perceived need),* that is, what they need. Perceived need is also known as felt need.
3. Expressed needs*(expressed need),* namely the felt need that turns into the use of services. Expressed need is usually called demand or according to Sukirno (1997) called effective demand.
4. Needs that differ in fulfillment from one individual to another or from one region to another. This relative need is also called comparative need.

Based on the definition of needs put forward by Moroney, what is meant by needs in this study is perceived needs or perceived *need* (*felt need*).

Employee Expectations

Hope (*expectation*) is the basis of consumer satisfaction. In health services, expectations are formulated as services that are thought to be received (Berry, Pasuraman in Sumaryoto, 2002). Hope according to Zeithaml*et al.,* in Tjiptono (1997) is the customer's estimate or belief about what he will receive. Customer expectations can be presented with prediction standards or ideal standards which are benchmarks in determining the quality of a product. Thus, it is customer expectations that lie behind the differences in customer ratings of two different organizations in the

same business. Factors that determine customer expectations according to Tjiptono (1997) include personal needs, past experiences, word of mouth recommendations, and advertisements.

Employee Satisfaction

Simply put, what is meant by job satisfaction*(job satisfaction)* is a condition when the expectations and reality faced by employees are in the same position and level. With regard to employee satisfaction at work, the theory that underlies this discussion uses the Job Satisfaction Theory (Robbins, 1998).

Hope

The strength of a tendency to act in a certain way depends on the strength of a the expectation that the action will be followed by a given outcome and on the attractiveness of that outcome to the individual. The theory developed by Victor Vroom (*Work and Motivation*, 1964) although much criticized, there is also a lot of research evidence to support it. This theory argues that an employee is motivated to exercise a high level of effort when he believes effort will lead to a good performance appraisal; good judgment will drive organizational rewards such as bonuses, raises, or promotions; and those rewards will satisfy the individual's personal goals.

Therefore, this theory focuses on three relationships:

- *Business - work relationship*. The possibility that is felt by individuals who expend a number of efforts will result in performance.
- *The performance–reward relationship.* The degree to which the individual believes that working at a certain level will result in the desired achievement.
- *Reward relationship – personal goals.* The degree to which organizational rewards satisfy the personal goals or needs of an individual and the attractiveness of the potential rewards to the individual.

This Expectancy Theory really helps explain why so many workers are not motivated in their jobs and simply do the minimum to survive. However, this theory tends to be idealistic because few individuals perceive a high correlation between performance and rewards in their work. If organizations actually reward individuals for performance, rather than according to criteria such as seniority, effort, skill level, and job difficulty, then the validity of this theory may be greater.

The University of North Sumatra (USU) is a state university in Medan, North Sumatra, Indonesia. USU was designated as a Legal Entity State University (PTN-BH) based on Law Number 12 of 2012 concerning Higher Education Article 97 letter c dated August 10, 2012. Furthermore, USU's Statutes were determined based on Government Regulation Number 16 of 2014 dated February 28, 2014. In article 5 of USU's statutes state that USU is a legal entity state university that manages academic and non-academic fields autonomously. USU's authority includes establishing a) independent organization, governance, and decision-making mechanisms, b) managing funds independently, transparently and accountably, c) appointing and dismissing lecturers and education staff themselves, d) opening, organizing, changing, and closing Study Program, and e) establishing and managing legal entities and establishing and managing endowments. USU's authority is carried out based on the principles of accountability, transparency, non-profit, quality assurance and effectiveness and efficiency. This designation provides flexibility for USU to face increasingly competitive challenges, which need to be handled and overcome with a visionary perspective and supported by the ability to formulate strategic steps.

As an educational institution, development and excellence are certain in the field of education which became main *core* or USU's main core which is then outlined in USU's vision, mission and goals which became the main policy direction of policy makers within USU. However, in order to realize this vision, mission and goals, the role of employees or what is known within USU as educational staff, especially those directly related to financial management, is very much needed to ensure the smooth running of the administration of financing for all activities within USU so that the principles of accountability and transparency are fulfilled. in financial management within USU. Education personnel who are directly related to financial management in question are all structural and staff in the Finance Bureau, as well as all Heads of Sub-Divisions of Finance, Holders of Work Advance Payments (PUMK), Payers, AssistantsAdministration SIMRKA finance and operators within the University of North Sumatra.

This survey was conducted at the USU Finance Bureau which consisted of structural and staff totaling 32 people with the aim of conducting research related to the management of financial management education staff at the University of North Sumatra in order to fulfill the obligations of completing a master's thesis in the Masters program in Management Science, Faculty of Economics and Business University of North Sumatra. This survey is also useful for obtain information about expectations and levels of employee satisfaction education at the USU Finance Bureau. Besides that,study This can also be used as material for consideration by policy makers in formulating policies for the coming period so that the expectations of educational staff are fulfilled so that they can maximize the performance of education staff in realizing the vision, mission and goals of the University. This survey focuses on the level of satisfaction of teaching staff at USU's Finance Bureau with regard to management, leadership, roles in work units, work environment, training and development, remuneration, facilities and infrastructure, and job support information systems.

Research methods

The research was conducted through a survey using a questionnaire consisting of 22 questions submitted to 32 education staff at the USU Finance Bureau google form. The analytical method used is descriptive method with a qualitative approach. In terms of the source of the data to be analyzed, it is included in the primary data category. Primary data is data collected directly from the object of research using a questionnaire filled out by USU Finance Bureau education staff. The results of the survey after being analyzed will be expressed in the number "Satisfaction Index" on a percentage scale that reflects the overall satisfaction of USU's Bureau of Finance education staff, according to the criteria. The analytical method used in this survey is the method of calculating the GAP and CS Index. The Customer Satisfaction Index (CSI) is an assessment to determine customer satisfaction which is used as a reference in determining future goals (Rangkuti, 2006).

The instrument in this study was a questionnaire or list of questions for educational staff at the USU Finance Bureau, as the main tool for obtaining fundamental information related to educational staff satisfaction, with an emphasis on understanding the determinants of educational staff satisfaction at USU's Finance Bureau. While the questionnaire questions are made in multiple choice form where each question consists of five answers using a Likert scale as a measurement scale from 5 to 1, which indicates a satisfaction scale from high to low, with the following details:

5 = Very Satisfied (SP)
4 = Yes (P)
3 = Quite Satisfied (CP)

2 = Not Satisfied (KP)

1 = Dissatisfied (TP)

The application of the validity test in the questionnaire is intended to find out how accurate an instrument is in measuring what is being measured, while the reliability test is to find out whether the questionnaire used is reliable or reliable, meaning that the answers given in the questionnaire are consistent or stable from time to time. The results of the Validity Test and Reliability Test of the questionnaire in the 2023 Education Personnel Satisfaction Survey at the Finance Bureau are as follows:

1. From the results of the Validity Test, the significant value is ≤ 0.05, meaning that the item can be said to be valid, so that the questionnaire is considered appropriate for measuring the satisfaction of educational staff.
2. From the results of the Reliability Test, the Cronbach's Alpha value > 0.6 means reliable, so the education staff satisfaction variable is considered consistent*(reliable)* when using the questionnaire.

The survey was carried out using a questionnaire or questionnaire consisting of 8 questions about the level of satisfaction of educational staff consisting of:

1. Education staff satisfaction with management,
2. Educational staff satisfaction with leadership,
3. Satisfaction of educational staff with roles in work units,
4. Satisfaction of educational staff with the work environment,
5. Education staff satisfaction with training and development,
6. Education staff satisfaction with remuneration,
7. Satisfaction of educational staff with facilities and infrastructure, as well
8. Educational staff satisfaction with job support information systems.

Gap Analysis Method (Gap) and CS Index Analysis

The GAP range is used to measure the level of satisfaction of educational staff. Measuring the level of satisfaction is done by comparing the values that affect the level of perception of reality felt by education staff compared to the expectations of education staff.

Table 1

Educational Staff Satisfaction (Gap Analysis)

Formula – Gap	Comment	CSI
>0,00	Very Satisfied (SP)	>100
-0,15 (H)<=Gap=< 0,00	Do (P)	85 – 100
-0,30 (H)<= Gap < -0,15 (H)	Satisfied enough (CP)	70 - < 85
-0,45 (H)<=Gap< -0,30 (H)	Dissatisfied (KP)	55 - <70
Gap<-0,45 (H)	Dissatisfied (TP)	<55

The definition of satisfaction level in this study was taken by comparing the difference/gap between expectations and reality. The range of gaps in the level of satisfaction of educational staff can be determined and associated with*Customer Satisfaction Index* (CSI) as follows.

GAP range = K - H

K= Statement Value

H = Expected Value

If the value of the GAP range is positive, it means that the education staff feels that what has been received is as expected. However, if the value of the GAP range is negative, then the education staff feels that what is obtained is not appropriate or does not match their expectations. Because the average expectation is the goal (KPI) that respondents want to achieve, the GAP limit follows the average expectation (H), and so does*Customer Satisfaction Index* (CSI) follows the Average Expectations (H) of respondents as an organizational goal (KPI).

From the calculation of the GAP value, it can be seen the level of satisfaction of educational staff, the lowest GAP value is a criterion that needs to be prioritized to improve the quality of service. Through the "Gap Analysis" method, it will be known the gap between the expectations of the education staff and the reality felt by the education staff, then the following data will be obtained from the respondents' answers.

1. The average expectation of educational staff, on a scale of 1 to.d. 5;
2. The average perceived reality of educational staff, on a scale of 1 to.d. 5;
3. Difference (*gap*) that occurs between the average expectation and the average reality.

The Benefit of Measuring the Satisfaction Index of Employees/Educational Personnel

There are several benefits of the educational staff satisfaction index. Irawan (2003) suggests 3 benefits of the employee/teaching staff satisfaction index, namely

1. Measurement results are always used as a reference for setting targets in the coming years. Without an employee satisfaction index, it is difficult for top management to determine goals to increase employee satisfaction. For example, the index for this is this, then in the next year the index must be this.
2. The index is needed because the process of measuring employee satisfaction is continuous. This tracking process only produces something useful if it can be concluded that what the organization is doing is correct. This is reflected in the increasing or decreasing employee satisfaction index. If it increases sharply, then there is an early indication that the employee satisfaction program is running effectively. If it goes down, then vice versa.
3. The index is also needed because there is a need to perform benchmarking between the satisfaction level of an organization's employees and the satisfaction level of competitors' employees. An organization knows that the satisfaction index increases. But what does it mean if it turns out that the index of competitors, on average, has increased by 10%.

RESULTS AND DISCUSSION

Based on the results of data processing from 32 people, it was found that the average value of educational staff expectations for all benchmarks was 4.68 and the average performance (reality) level of educational staff satisfaction was 3.75. Table 2 shows that the benchmarks for work environment and remuneration are 2 benchmarks with the highest average expectation with a value of 5, while the training and development benchmark is the benchmark with the lowest average

expectation, namely at 4.10. The average value of performance (reality) on the work environment benchmark is the highest with a value of 4.91, while the average performance (reality) benchmark for work support information systems is the lowest with a value of 2.16.

Table 2
Average Score of Expectations and Reality, Gap and CS Index of 2023 Bureau of Finance Education Personnel Satisfaction Survey

No	Benchmarks	Mean Harapan	Performance Means	GAP	CS Index	Information
1	Management	4.56	3.54	-1.02	70.74	Quite satisfied
2	Leadership	4.97	4.18	-0.79	83.60	Very satisfied
3	Role in the work unit	4.82	4.54	-0.28	91.12	Very satisfied
4	Work environment	5.00	4.91	-0.09	98.13	Very satisfied
5	Training and development	4.10	3.41	-0.70	68.13	Quite satisfied
6	Remuneration	5.00	3.39	-1.61	67.71	Quite satisfied
7	Facilities and infrastructure	4.31	3.84	-0.47	76.89	What?
8	Job support information system	4.64	2.16	-2.48	43.17	Not satisfied
Benchmark CS Index Value		**4.68**	**3.75**	**-0.93**	**74.935**	**Quite satisfied**

CS Index = Customer Satisfaction Index
Source: Processed from primary data, with the Excel program

A positive GAP range value means that the education staff feels that what has been obtained is as expected. However, if the value of the GAP range is negative, then the education staff feels that what is obtained is not appropriate or not as expected. The average GAP value is -0.93 indicating that education staff are still not satisfied with what they get compared to what they expected. The lowest gap value is in the work support information system benchmark of -2.48 while the highest gap value is in the work environment benchmark of -0.09.

Based on the CS Index, it was found that there were 3 benchmarks with very satisfied information sequentially from the largest being the work environment with a value of 98.13, followed by the role in the work unit of 91.12, and continued with leadership with a value of 83.60.

The benchmark for facilities and infrastructure received a satisfied rating from the USU Finance Bureau educational staff respondents based on the CS Index with a score of 76.89. The

assessment was quite satisfied given the management, training and development and remuneration benchmarks with a CS Index score of 70.74 for management, 68.13 for training and development, and 67.71 for remuneration.

The job support information system received an assessment of dissatisfaction from the USU Finance Bureau education staff respondents based on the results of the CS Index with a value of 43.17. From the results of the interviews, this was due to changes in the information system supporting the work of financial managers at the University of North Sumatra, from SIMRKA to SIMKEU. However, the replacement of the new information system has not run optimally because there are still many things that need to be fixed from the new system to make it easier for financial managers at the University of North Sumatra.

CONCLUSION

Some conclusions that can be drawn based on the results and discussion are as follows:

1. The average expectation is 4.68 and the average performance (reality) is 3.75
2. The work environment and remuneration have the highest average expectation with a value of 5, while training and development is the lowest, namely at 4.10.
3. The highest average value of performance (reality) is 4.91 in the work environment and the lowest is in work support information systems with a value of 2.16.
4. The average GAP value is -0.93 indicating that USU's Finance Bureau education staff are still not satisfied with what they get compared to what they expected.
5. The lowest gap value is in the work support information system benchmark of -2.48 while the highest gap value is in the work environment benchmark of -0.09.
6. There are 3 benchmarks with very satisfied description sequentially from the largest being the work environment with a value of 98.13, followed by the role in the work unit of 91.12, and continued with leadership with a value of 83.60.
7. Respondents were satisfied with the facilities and infrastructure with a value of 76.89.
8. Respondents were quite satisfied with management, training and development as well as remuneration with sequential values of 70.74 for management, 68.13 for training and development, and 67.71 for remuneration.
9. Job support information systems get an assessment of dissatisfaction with a value of 43.17. due to the replacement of a new information system but the completion has not been as expected.

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