

MEASURING THE LEVEL OF SATISFACTION WITH THE SGI MASTER TEACHER TRAINING IN DONDO DISTRICT, TOLITOLI REGENCY USING THE SERVQUAL METHOD

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Abstract

The ServQual method is a way of measuring the level of customer satisfaction simple, easy to use and interpret, and the way it can be used for all measurements related to consumer satisfaction both goods / products as well as services. The Indonesian Teachers' School (SGI) Dompot Dhuafa has held teacher competency training for nine months in the Dondo sub-district, Tolitoli Regency. This paper describes the use of the ServQual method in measuring the level of satisfaction of teachers in the Dondo District with the Indonesian Teacher Training School. Some of the dimensions measured include: Reliability, containing items Provision of appropriate training materials for training participants, Accuracy in providing training in the form of service needs. Responsiveness, contains SGI (Trainer) Ability items to respond to the Needs of Training Participants. The aggressiveness of the SGI (Trainer) helps overcome the problems of the Trainees. Assurance, contains items: Knowledge of SGI (Trainers) regarding Training Participants. The ability of the SGI (Trainer) convinces the Training Participants. Empathy, contains items: Ease level of SGI (Trainer) to meet PTK guidance. SGI (Trainer) Concern for Training Participants. And Tangible, contains items: Facilities (Pin, Notebook and so on) provided by SGI (Trainer). Estimated number of facilities. The level of satisfaction of the training participants was seen from the value of the average number of gaps multiplied by the weight of all dimensions. In general, the training participants were satisfied with SGI's services in Dondo District. To see the top priority for service improvement so that the training participants can be satisfied can be seen from the picture presented. then the SGI Training in Dondo District, Tolitoli Regency needs to improve services in two items, namely the point that explains the ease of SGI (Trainers) to be found by PTK guidance that is in the empathy dimension and the estimated facilities provided are inadequate which are aggregated in the Tangible dimension.

INTRODUCTION

Evaluation in view of business development absolutely must be carried out by each companies/institutions in running their business, whether it is goods/internal product business form of trade, for example, as well as in the field of services in the fields of education, banking, etc. Feedback from consumers to the company can spur enthusiasm for continue to serve well to consumers on the one

hand if consumers are satisfied with the company, on the other hand if the consumer is not satisfied it can be used as an ingredient input to make improvements and business strategies, especially services to consumer. Complicated statistical analysis either starts with making questionnaires or surveys (data collection) and especially doing quantitative data analysis - although this is a method ideal for coming to good conclusions- directly or indirectly which causes a company/institution to be “lazy” to conduct surveys and conduct an analysis of its performance so far, especially knowing the level of satisfaction consumer. There are also companies/agencies that conduct surveys and create questionnaires but procedurally and analytically cannot be accounted for. Simplicity analysis but the results are quite accurate and can make conclusions/interpretations that are both from the results of the survey conducted, of course it is the hope of the company. ServQual method is an analytical method to measure satisfaction simple consumer. Some basic theory about service, consumer and satisfaction is described in this paper to equate perceptions. How to determine satisfaction, accompanied by steps to measure consumer satisfaction and completion examples of survey analysis are also explained in this paper to add to the description and understanding.

Customer satisfaction research has been a focal point in marketing literature, with studies exploring various dimensions and determinants. Anderson, Fornell, and Lehmann (1994) conducted an in-depth analysis in Sweden, linking customer satisfaction to market share and profitability. Churchill and Surprenant (1982) delved into the determinants of customer satisfaction, contributing valuable insights into the factors influencing customer contentment. Fornell's (1992) work on the national customer satisfaction barometer in Sweden added a comprehensive perspective to the field. Oliver's (1980) cognitive model explored the antecedents and consequences of satisfaction decisions, shedding light on the cognitive processes involved. Additionally, Parasuraman, Zeithaml, and Berry (1988) introduced SERVQUAL, a widely used scale for measuring consumer perceptions of service quality. Rust and Oliver (1994) further enriched the literature by providing managerial implications and insights into service quality on the frontier. Smith, Bolton, and Wagner (1999) tackled the complex dynamics of customer satisfaction in service encounters involving failure and recovery. Spreng and Mackoy (1996) empirically examined a model of perceived service quality and satisfaction, contributing to the understanding of customer perceptions. Moreover, Tse and Wilton (1988) extended models of consumer satisfaction formation, broadening the theoretical framework. Lastly, Zeithaml, Berry, and Parasuraman (1996) explored the behavioral consequences of service quality, emphasizing the crucial link between service quality and customer behavior. Together, these studies form a foundational base for understanding and measuring customer satisfaction across diverse contexts.

The significance of customer satisfaction extends to its impact on business outcomes, as evidenced by Anderson, Fornell, and Lehmann's (1994) findings linking satisfaction to market share and profitability. Churchill and Surprenant (1982) emphasized the importance of identifying determinants, providing a roadmap for businesses to enhance customer experiences. Fornell's (1992) national customer satisfaction barometer demonstrated the applicability of satisfaction metrics on a broader scale, offering insights for policymakers and businesses alike. Oliver's (1980) cognitive model highlights the intricate decision-making processes underlying satisfaction, informing strategies to address customer needs. SERVQUAL, introduced by Parasuraman, Zeithaml, and Berry (1988), remains a cornerstone in measuring service quality, guiding businesses in assessing and improving their services. Rust and Oliver's (1994) focus on service quality contributes practical implications for managers striving to achieve excellence on the service frontier.

Navigating service failures is an inevitable aspect of customer interactions, as studied by Smith, Bolton, and Wagner (1999). Their model provides a framework for businesses to recover effectively, maintaining or even enhancing customer satisfaction post-failure. Spreng and Mackoy's (1996) empirical examination adds a quantitative dimension, validating and refining models of perceived service quality and satisfaction. Tse and Wilton (1988) extended the theoretical underpinnings, allowing for a more comprehensive understanding of consumer satisfaction formation. Finally, Zeithaml, Berry, and Parasuraman's (1996) exploration of behavioral consequences underscores the transformative power of service quality in shaping customer behavior.

In summary, these references collectively contribute to a nuanced understanding of customer satisfaction, offering theoretical insights, practical implications, and empirical evidence that together form a robust foundation for future research and strategic decision-making in various business contexts.

Service

Various definitions are given to explain services, Kottler (2000) defines service/service, is an act in which a person or a group offers other groups/people something that basically does not tangible and its production is related or not related to the physical product. From the limitations above it can be said that services are businesses or activities carried out to produce something intangible, however can be enjoyed. The output of this effort cannot be seen or touched. For strengthen this fact, it can be said that the services provided to consumers contains the following characteristics:

- a. Intangible "*intangibility*", meaning is that a service/service has an intangible nature, cannot be felt and cannot be seen, heard or smelled before buying it, for example a student in a educational institutions cannot predict the results that will occur from learning in class with the lecturer;
- b. Cannot be separated "*inseparability*", the meaning is that in general services are consumed (produced) and felt at the same time and if desired by someone to be handed over to another party, he will still be part of the service/service, and it is not applies to physical goods produced, placed in inventory and distributed to various retailers and finally consumed.
- c. Variable "*variability*" means that the actual goods and services are very easy to change, because services / services depending on who is served and where it is served. consumers will be wary of diversity and often talk about it with others.

On the other hand, Kottler (2000) provides four characteristic boundaries for species services as follows:

- a. Services differ on an equipment- *based* or people-based basis (*people based*) where people-based services differ in terms of their provision, i.e. unskilled, trained, or professional workers;
- b. Several types of services/services are those that require the presence of *the client (client's presence)*;
- c. Services are also distinguished in meeting individual needs (*personal need*). or business needs (*business need*); And
- d. Services that are distinguished by their purpose, namely profit or non-profit (*profit or non-profit*) and private or public *ownership* .

Customers / Consumers (Customer)

Most people associate customers with buyers, so this definition becomes narrow. The word customer has a much broader meaning because includes those who benefit from an activity both production and service. Thus, customers can be categorized into: buyers for activities buy and sell; students, parents, entrepreneurs, and government for activities in the field education; passengers, tourists, and spectators on services such as transit, tourism, entertainment, travel, and tourism field, etc In the discussion of consumer satisfaction, the understanding of consumers that used is in the restricted sense as mentioned above. For this reason, attention is focused on how to measure the satisfaction of those who served.

Customer/Consumer Satisfaction

Customer satisfaction in the service business can be measured from the gap between customer expectations and perceptions of the service to be received. Hope Customers have two meanings. First, what do customers believe will happen at the time the service is delivered. Second, what the customer wants to happen (hope). Perception is what is seen or experienced after entering the environment expected to give him something. Traditionally the notion of satisfaction or customer dissatisfaction is the difference between expectations and performance perceived (*perceived performance*). Customer satisfaction is determined by two cognitive variables namely expectations on the moment before

purchasing/interacting (*prepurchase expectation*), namely beliefs about anticipated performance of a product/service and "*disconfirmation*" that is difference between pre -purchase/interaction differences and perceptions of post-purchase/interaction (*post purchase prescription*)".

Factors Influencing Satisfaction

There are five dominant factors or determinants of service quality (Kotler), which are at ultimately determines the level of satisfaction. The five factors are as follows:

First , reliability , namely the ability of companies/institutions to provide services as promised, reliable, accurate, and consistent. *Second* , responsiveness , namely the willingness of employees and entrepreneurs/owners of institutions to help customers and provide services with quickly and meaningfully as well as willingness to hear and resolve complaints submitted consumers, for example the provision of appropriate means to guarantee the process right. *Third* , certainty (*assurance*), namely in the form of the ability of employees to generate confidence and trust in the promises that have been made to consumers, for example a promise in a promotion. *Fourth* , empathy , namely the willingness of teachers/lecturers/employees and administrators to more concerned about giving personal attention to customers, for example teachers/lecturers/employees or administrators must try to position themselves as participants students / parents / customers. If a customer complains, a solution must be found reach a harmonious agreement by showing genuine concern. *Fifth* , tangible , namely in the form of the appearance of physical facilities, equipment, and various communication materials, for example buildings and good cleanliness and arrangement neat room.

RESEARCH METHODOLOGY

How to determine the level of satisfaction

To determine customer satisfaction required data that describes the five factors above are manifested in the form of expectations and reality. Data collected by survey method. The data that has been collected is processed with using the method referred to by Zeithaml and Parasuraman with the method *ServQual* (*service quality*) which describes and explains the level of importance customers in quality and quantity. To determine the level of importance of the five dimensions, consumers/respondents give weight to each dimension in the form percentage, so the total weight is 100%. Dimensions that are given a higher weight, shows the respondent's assessment of that dimension is more important than the other dimensions. To answer the extent to which the quality of service companies / agencies for To meet customer/consumer satisfaction, *importance-performance analysis is used* or analysis of the level of consumer interest and service provider performance , To get the necessary data, the five dominant factors determine satisfaction is translated into items in the form of statements in the questionnaire, with alternative answers using a Likert scale. Measuring the results of the survey was carried out by comparing expectations with perceptions. Some steps that can to do is:

- 1) Determine the average of each instrument item
- 2) Determine the average of each dimension, through the average of the average number of expectations and perception.
- 3) To see the overall results, determine the average sum of the gaps (difference between reality and expectation) multiplied by the weight of the existing dimensions.
- 4) Determine the result by looking at the values from step 3. The value of this result can be >-1 , or <-1 , with an interpretation if >-1 the result is good (meaning the bigger the better) and if the value <-1 the result is not good (meaning the smaller the worse) But this result is never $1(+)$ or more.

If the gap is positive, this is illustrates that the public/customers are considered highly satisfied, however the possibility of a positive gap is very small. This is because as a whole what what is experienced (perception) is rarely better than what is expected. To get an idea what to do to improve situation using

the Cartesian diagram. Cartesian diagram is a diagram that is divided into four parts bounded by two lines that intersect perpendicularly at the points (X, Y) with understanding that:

- 1) X is the average of the average score of the level of implementation/perception or customer satisfaction.
- 2) Y is the average of the average score of the importance/expectation level of all factors that affect customer satisfaction.

This diagram is divided into 4 parts. (See Figure 1), with interpretation that:

The first part, (A), is called the main priority area that must be addressed because expectations are high while perceptions are low.

The second part, (B), is called the area that must be maintained, because of hope high and perception is also high.

The third section, (C), is referred to as low priority, as this area indicates low expectations and low perceptions.

The fourth section, (D), is categorized as a redundant area, because expectations are low but the perception is high, so it's not a priority to fix.

Furthermore, each instrument item is placed in four parts of the diagram is in accordance with the average interests/expectations and perceptions/what is experienced so that it can be known which items are in each section.

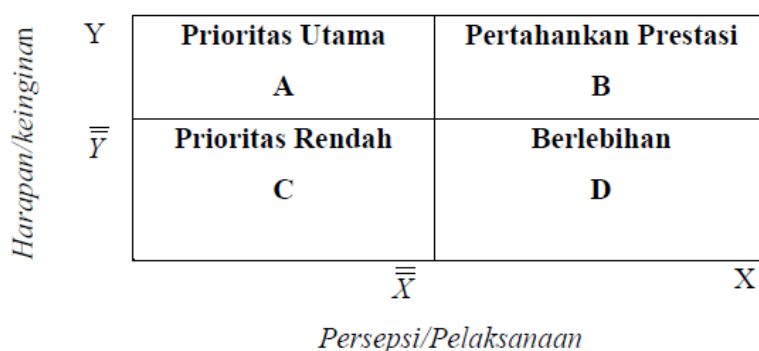


Figure 1: Cartesian Diagram Image

From the description above it can be seen that to measure customer satisfaction to the services obtained, three stages of analysis are used as follows:

First, to answer the problem regarding the extent of service quality companies/agencies to meet customer/consumer satisfaction levels conformity between the performance of the company/agency with the interests of the customer/ consumer, used *importance – performance analysis* or analysis of the level of importance consumer and service provider performance.

Second, to determine the level of customer/consumer satisfaction with the services provided given a company / agency, many *ServQual methods are used* used to date in customer satisfaction research.

Third, to describe the factors that affect customer satisfaction, Cartesian diagram is used.

Completion Steps Measuring Consumer Satisfaction

By using the data that has been collected and processed, an analysis is carried out data with descriptive method, namely analysis that describes and explains

level of customer interest in quality and quantity. Measuring the results of the survey to see the quality of service according to customers/consumers is done by comparing the perceived value (X) with the value hope (Y), with, with the following procedure.

- a. Determine the perceived/implementation value of each item (X_i).
- b. Determine the expected value/importance of each item (Y_i).
- c. Determine the level of conformity of perceptions with the expectations of each item with the formula ($TK_i = X_i/Y_i \times 100\%$).
- d. Determine the average of the suitability level of all items, namely by formula $(TK_1 + TK_2 + \dots + TK_N) / N$ items.

Measuring consumer satisfaction with company/agency services is carried out with the *Servqual method*, the steps are as follows:

- a. Determine the weight of each dimension (5). The total weight must be 100%.
- b. Add up the expected value (Y) of each item for all respondents, then calculate the average (Y).
- c. Add up the perceived value (X) of each item for all respondents, then count average (X).
- d. Calculate the gap between the average perceived value and the average expected value (XY).
- e. Calculate the average of all gaps across all items in each dimension.
- f. Multiply the average gap by the weight of each dimension, and construct a 5-dimensional matrix the. Add up the result number e.
- g. Conclude with the provisions, the sum of > -1 means good results and results sum < -1 means the performance results are not good.

Description of the factors that influence satisfaction in a Cartesian graph done with the following steps:

- a. Add up the expected value (Y) of each item from all respondents
- b. Calculate the average of each respondent (Y).
- c. Add up the perceived value (X) of each attribute from all respondents
- d. Calculate the average of each respondent (X).
- e. Calculate the average of the expected average (Y) and all items (Y).
- f. Compute the mean of the perceived average (X), and of all items (X).
- g. Create diagrams using X, Y.
- h. Plot the average yield (X, Y) of each item on the chart.

INDONESIAN TEACHER'S SCHOOL (SGI)

Sekolah Guru Indonesia (SGI) is a teacher leadership development organization under the auspices of *Dompot Dhuafa Corporate University* which is committed to making an active contribution to improving education through Indonesian ways. SGI was inaugurated on October 24, 2009 by the Regent of Bogor with the main aim of creating the character of a teacher leader who has the competence to teach, educate, and have a spirit of leadership. Until now, there have been 1.482 selected people from all over the archipelago who have joined the ranks of SGI activist teachers.

SGI activist teachers who are beneficiaries of this program are spread across 29 provinces in Indonesia, contributing to Indonesian education.

Vision:

"Becoming a Leading Teacher Organization in the Regional Scope (ASEAN)"

Mission:

1. Developing a model of teacher leadership as a form of participation in improving the nation's mentality.
2. Cultivating Indonesian values in the development of the teaching profession in the ASEAN Regional scope.

One of SGI's flagship programs this year is the SGI Master Teacher. SGI Master Teacher is one of the programs at Sekolah Guru Indonesia to create teachers who have the spirit of teaching, educators and leaders with SGI's unique curriculum that supports teacher competencies, namely: Effective Class, Creative Class, and Reflective Class as well as the habits that are built when the program is implemented including building teacher leadership through *Military Super Camp*, morning assembly, Islamic habituation, literacy and scientific habituation as well as online lectures.

This program was carried out for three months with 12 face-to-face meetings. Usually held on weekends when teachers are off school. With the enthusiasm of local teachers, this program was successfully implemented and was able to produce teacher leaders who are able to teach, educate and lead in their respective schools.

The program manager is handed over to trainers who have been trained on the Indonesian Teacher's School campus for approximately 18 months while completing their Masters in Islamic Education Management.

Currently, SGI has formed 15 trainers who are ready to produce leadership teachers and are planned to spread them to 5 provinces and 5 regencies in Indonesia, namely: Kab. Seruyan - Central Kalimantan, Kab. Hulu Sungai Utara South Kalimantan, Kab. Toli-toli – Central Sulawesi, Kab. North Bolaang Mangondow – North Sulawesi, and Kab. Aceh Singkil – Aceh.

Program Targets

The trainers placed by SGI must complete the targets that have been formulated and previously determined through a management meeting. The targets in 2017 are:

- a. 1,500 Teacher Leaders and 225 Trainer Teachers have been educated

The trainers placed have the task of fostering 1,500 teachers in each placement area, as well as forming 225 new Junior Trainers through further training, namely the Teacher Trainer Class (KGT) who are ready to share their knowledge with other teachers.

- b. Formation of 15 Teacher Community Movements

Teachers who have attended the training are then given a stimulus to be able to make a real contribution to education in their area through a continuous movement. This movement is aimed at improving education in the regions, both for students, fellow teachers, schools or society in general. The naming of the movement was uniform, namely the #Proud to Be a Teacher movement.

- c. The compilation of 15 research in the field of education

Each trainer assigned has the task of conducting educational research in the region and compiling reports and publishing the results of their research in journals or including them in symposiums whenever possible. Research in 2017 focused on the impact of the SGI program on the regions, both on a small and large scale. As an example, the impact on students who are indirect beneficiaries can be studied.

- d. Published 360 articles, both print and online

The writing in question is writing about the world of education which is published through social media and online media of a media institution in the form of opinions or features.

- e. Realization of 15 Model Classes

The Model Class is a class where SGI volunteers teach, with the hope of being able to provide *modeling* (example) to teachers at the school and be able to make a positive contribution to the school. To support this target the SGI Teacher Trainer has a target of creating learning innovations through learning media and models, class displays and habituation programs in schools.

f. Formation of 15 School-Based Community Empowerment Initiatives

The final target of this program is a community empowerment program that is carried out to take advantage of regional potential in the education sector. Initiated to form an empowerment that is able to improve the quality of education in the area, especially to improve the school ecosystem, namely to establish synergy with the education trinity: school, parents and community.

Example of a mandatory program (must be implemented at least once)

- 1) The community becomes Guest Teachers
- 2) School-initiated parenting to reinforce the educational role of school and home Sample program options (must choose one)
- 3) Economic empowerment through projects designed as educational laboratories for students, income for schools and investments for parents (eg school waste banks, vegetable savings, copra, etc.)
- 4) Initiation of Non-Formal Education, such as: TPQ, TPA, PAUD, etc
- 5) Initiation of Reading Corner at school
- 6) And other empowerment programs proposed and approved by SGI management

MEASURING THE LEVEL OF SATISFACTION WITH THE SGI MASTER TEACHER TRAINING IN DONDO DISTRICT, TOLITOLI REGENCY USING THE SERVQUAL METHOD

After the SGI Master Teacher training was held for nine months in Dondo District, Tolitoli Regency, the researchers wanted to measure the level of training satisfaction, this was to find out how the level of satisfaction of the training participants was, as well as find out the quality of service according to the participants and which items that needs to be corrected so participants feel satisfied. A questionnaire was created containing information in the form of identity respondents/consumers as well as consumer assessments of the 5 specified dimensions, that is :

Reliability, loading items:

1. Provision of appropriate training materials for trainees
2. Accuracy in providing training in the form of service needs

Responsiveness, loading items:

3. The ability of SGI (Trainers) to respond to the Needs of Training Participants
4. The aggressiveness of the SGI (Trainer) helps overcome the problems of the Trainees

Assurance, contains items:

5. SGI (Trainer) Knowledge of Training Participants
6. The ability of the SGI (Trainer) convinces the Training Participants

Empaty, load items :

7. Ease level of SGI (Trainer) to be found for PTK guidance
8. SGI (Trainer) Concern for Training Participants

Tangible, load items :

9. Facilities (Pin, Notebook and so on) provided by SGI (Trainer)

10. Estimated number of facilities

Each question item was answered by respondents consisting of X= Customer perception/implementation and Y= Expectations/interests, filled with according to the Likert scale with a value of:

1. very dissatisfied
2. expressed dissatisfaction
3. declared normal
4. express satisfaction
5. very dissatisfied

Each respondent was asked to determine the weight (in percentage) of each of the existing dimensions. From 50 respondents obtained results in accordance with the steps have been explained as follows:

Table 1. Reability Dimension Calculation

Dimensions	reliability			
Items	1		2	
attitude variable	X	Y	X	Y
Amount	70	68	68	77
Per-item suitability rate	1.029411765		0.883116883	
Average per item	2.916667	2.833333	2.833333	3.208333
Average per item X	2.916667		2.833333	
Average per Y item		2.833333		3.208333
Gaps(XY)	0.083333333		-0.375	
Gap average (XY) per dimension	-0.145833333			
Average x weight	-0.029166667			

Table 2. Calculation of Responsiveness Dimensions

Dimensions	Responsiveness			
Items	3		4	
attitude variable	X	Y	X	Y
Amount	43	59	68	83
Per-item suitability rate	0.728813559		0.819277108	
Average per item	1.791667	2.458333	2.833333	3.458333
Average per item X	1.791667		2.833333	
Average per Y item		2.458333		3.458333
Gaps(XY)	-0.666666667		-0.625	
Gap average (XY) per dimension	-0.645833333			
Average x weight	-0.129166667			

Table 3. Calculation of Assurance Dimensions

Dimensions	assurance			
Items	5		6	
attitude variable	X	Y	X	Y
Amount	66	102	76	88
Per-item suitability rate	0.647058824		0.863636364	
Average per item	2.75	4.25	3.166667	3.666667

Average per item X	2.75		3.166667	
Average per Y item		4.25		3.666667
Gaps(XY)	-1.5		-0.5	
Gap average (XY) per dimension	-1			
Average x weight	-0.2			

Table 4. Calculation of the Empathy Dimension

Dimensions	Empathy			
Items	7		8	
attitude variable	X	Y	X	Y
Amount	46	93	35	54
Per-item suitability rate	0.494623656		0.648148148	
Average per item	1.916667	3,875	1.458333	2.25
Average per item X	1.916667		1.458333	
Average per Y item		3,875		2.25
Gaps(XY)	-1.958333333		-0.791666667	
Gap average (XY) per dimension	-1,375			
Average x weight	-0.275			

Table 5. Dimension Calculation

Dimensions	Tangibles			
Items	9		10	
attitude variable	X	Y	X	Y
Amount	63	77	40	85
Per-item suitability rate	0.818181818		0.470588235	
Average per item	2,625	3.208333	1.666667	3.541667
Average per item X	2,625		1.666667	
Average per Y item		3.208333		3.541667
Gaps(XY)	-0.583333333		-1,875	
Gap average (XY) per dimension	-1.229166667			
Average x weight	-0.245833333			

Table 6. Calculation of All Dimensions

Average conformity rate	0.740286
the average number of gaps x weight	-0.87917
the average of the X mean	2.395833
the average of the Y mean	3,275

Table.1 to Table.5 shows the results of each calculation dimensions are used to calculate some of the values needed to view the average conformity level of all dimensions, this is used to measure quality overall service and to measure the level of satisfaction of the trainees seen from the average number of gaps in all dimensions multiplied by their weight. From Table 6 shows that the average value of the suitability level is 0.740, meaning that In general, the quality of service according to customers is considered good, because it can be interpreted that customer perceptions are generally in accordance with what is expected.

The conclusion for the level of satisfaction of the training participants is seen from the total value the average gap multiplied by the weight of all dimensions is $-0.88 > -1$ meaning that in general the training participants are satisfied with SGI services in Dondo District.

To see the top priority for service improvement so that training participants can be satisfied, it can be seen from Figure 2, the items in main priority areas (perceptions lower than expectations/less than $\bar{X}=2.395$ and more than $\bar{Y}=3.275$), then the SGI Training in Dondo District, Tolitoli Regency needs to improve services in items no. 7 and 10, namely points which explain the ease of SGI (Trainer) to be met by PTK guidance which is in the empathy dimension and the estimated facilities provided are inadequate which are aggregated in the Tangible dimension. This information can be used as input for implementing strategies improvement for these items by the management.

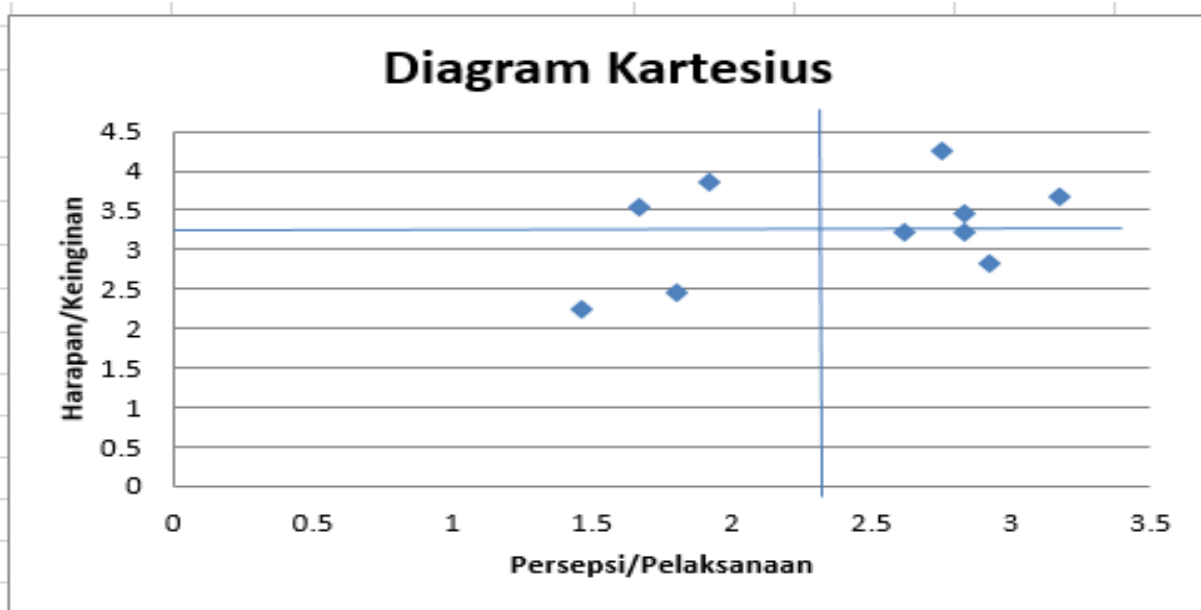


Figure 2. Cartesian diagram of data calculation results

CONCLUSION

The level of satisfaction of the training participants is seen from the total value the average gap multiplied by the weight of all dimensions is $-0.88 > -1$ meaning that in general the training participants are satisfied with SGI services in Dondo District. To see the top priority for service improvement so that training participants can be satisfied, it can be seen from Figure 2, the items in main priority areas (perceptions lower than expectations/less than $\bar{X}=2.395$ and more than $\bar{Y}=3.275$), then the SGI Training in Dondo District, Tolitoli Regency needs to improve services in items no. 7 and 10, namely points which explain the ease of SGI (Trainer) to be met by PTK guidance which is in the empathy dimension and the estimated facilities provided are inadequate which are aggregated in the Tangible dimension.

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