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Service quality analysis on customer satisfaction at Mojolaban Community Health Center

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) menganalisis dimensi yang perlu diperbaiki untuk meningkatkan kepuasan pelanggan berdasarkan IGA, (2) menganalisis Tingkat kepuasan pasien terhadap dimensi kualitas playanan di Puskesmas Mojolaban berdasarkan CSI, (3) menganalisis Upaya Puskesmas Mojolaban dalam meningkatkan kualitas pelayanan untuk mencapai kepuasan pelanggan. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan pengumpulan data menggunakan metode survei melalui kuesioner. Teknik pengambilan sampel yang digunakan adalah non probability sampling dengan teknik incidental sampling. Adapun sampel yang digunakan dalam penelitian ini berjumlah 80 responden di Puskesmas Mojolaban. Pengumpulan data dilakukan dengan angket dan wawancara. Teknik analisis data yang digunakan yaitu Improvement Gap Analysis (IGA) dan Customer Satisfaction Index (CSI). Hasil Penelitian ini, melalui metode IGA, terdapat tiga atribut yang perlu diperbaiki oleh Puskesmas Mojolaban yaitu dua atribut Reliability (H1 dan H3) dan satu atribut Tangible (F1). Dengan metode CSI, secara keseluruhan didapatkan hasil kepuasan pasien Puseksmas Mojolaban termasuk dalam kategori "Kurang Puas". Upaya atau rencana tindak lanjut yang dilakukan Puskesmas Mojolaban adalah melakukan perbaikan pada 3 prioritas perbaikan layanan, yaitu terkait 1) Waktu Pelayanan; 2) Produk Pelayanan; dan 3) Persyaratan Pelayanan.

Kata kunci : indeks kepuasan konsumen; improvement gap analysis; kepuasan pelanggan; kualitas pelayanan; puskesmas

Abstract

This study aims to: (1) identify key service dimensions requiring improvement to enhance customer satisfaction using Improvement Gap Analysis (IGA); (2) assess the level of patient satisfaction with service quality at Mojolaban Health Center using the Customer Satisfaction Index (CSI); and (3) evaluate the efforts undertaken by Mojolaban Health Center to improve service quality and achieve greater

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customer satisfaction. A quantitative descriptive approach was employed, with data collected through surveys administered via questionnaires. Non-probability sampling, specifically incidental sampling, was used to select a sample of 30 respondents who had accessed services at Mojolaban Health Center. Data were analyzed using IGA and CSI techniques. Results indicated that three service attributes require improvement according to the IGA: two related to Reliability (H1 and H3) and one to Tangibles (F1). The CSI analysis revealed that overall patient satisfaction falls within the "Less Satisfied" category. Based on these findings, Mojolaban Health Center has identified three priority areas for service enhancement: (1) service delivery time, (2) service offerings, and (3) procedural requirements.

Keywords**:** customer satisfaction index; improvement gap analysis; customer satisfaction; service quality; community health center

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Introduction

Quality healthcare services are a fundamental right for every citizen. Mojolaban Community Health Center as one of the healthcare services at the village level, operates to provide affordable and easily accessible services to the community. However, several problems related to service quality are still encountered, such as slow service times, unfriendly staff, and inadequate facilities.

These problems can lead to disappointment among patients and affect patient satisfaction. Therefore, improvements and follow-up actions regarding service quality are needed. Mojolaban Community Health Center must provide quality services and adequate facilities to improve patient satisfaction. Thus, *Mojolaban Community Health Center* can achieve excellent service standards and improve the community's quality of life.

This research is motivated by the disparity between the high Community Satisfaction Index score and low patient satisfaction in the field at Mojolaban Community Health Center. The 2023 IKM score of this Community Health Center received a "Good" rating with a score of 82.39 out of a maximum of 100. However, there are still field problems related to limited assessment indicators.

The researcher analyzes that the assessment indicators used are based on Minister of PANRB Regulation Number 14 of 2017 which contains 9 elements. Excellent service emphasizing the five dimensions of service quality can be a solution to overcome this problem. Additionally, services will be considered satisfactory if there is no gap between customer expectations and the services provided.

In this study, the researcher has identified problems at Mojolaban Community Health Center including: there are still complaints regarding service quality, the disparity between the high Community Satisfaction Index (IKM) score and low patient satisfaction in the field caused by limited satisfaction indicators, and services will be considered satisfactory if there is no gap between expectations and reality.

Customer satisfaction is an important matter that management must fulfill for customers. According to Lovelock (2022), customer satisfaction is the result of evaluating experienced service performance and comparing it with expectations. There are several factors that influence customer satisfaction according to Sari (2019): 1) Service Quality; 2) Price; 3) Service Quality; 4) Cost and Convenience. There are several methods to measure customer satisfaction as explained by Tjiptono and Diana (2015:55), including: 1) Complaint and suggestion systems; 2) Ghost/Mystery Shopping; 3) Lost Customer Analysis; 4) Customer Satisfaction Surveys.

Furthermore, among the factors influencing customer satisfaction as mentioned by Sari (2019), one of them is service quality. Lovelock (2022) defines service quality as a high-performance standard that consistently meets or exceeds customer expectations. The dimensions of service quality mentioned by Kotler and Keller (2016) consist of five indicators: 1) Reliability; 2) Responsiveness; 3) Assurance; 4) Empathy; and 5) Tangibles.

The Customer Satisfaction Index or CSI is used to determine the overall level of customer satisfaction by considering the importance of each attribute in products/services. The customer satisfaction indicators conveyed by Sari (2019) include: 1) Satisfaction with healthcare service access, 2) satisfaction with healthcare service quality, 3) satisfaction with healthcare service processes, including interpersonal relationships, and 4) Satisfaction with healthcare service systems.

Service quality is a measure or standard used to evaluate the extent to which a service or product meets or exceeds customer expectations. This service quality is very important in service industries as it will affect customer satisfaction. Indrasari (2019) states that Service Quality is a dynamic condition closely related to products, services, human resources, as well as processes and environments that can at least meet or even exceed the expected service quality.

Regarding the dimensions of service quality according to Kotler and Keller (2016), there are five service quality indicators: 1) Reliability, 2) Responsiveness, 3) Assurance, 4) Empathy, and 5) Tangibles. The measurement of service quality uses ServQual. According to Parasuraman in Wiranto (2022), essentially the measurement of service or product quality is almost the same as measuring customer satisfaction, which is determined by the variables of expectations and perceived performance. The measurement of service quality using IGA, Improvement Gap Analysis (IGA) has similarities with the Importance Performance Analysis (IPA) method, both using quadrant analysis models for service quality. There are three parts in the questionnaire used to obtain the required data according to Tontini and Picolo (2010): Dysfunctional Question, Functional Question and Current Satisfaction.

Research Method

The research was conducted at the main Community Health Center located at DK Kebak, Wirun, Mojolaban, Sukoharjo Regency, Central Java, 57554. The reason for selecting Mojolaban Community Health Center as the research site is that this health center exhibits issues related to the disparity between the Service Quality Index (SKM) score and the actual conditions in the field. This disparity is suspected to be due to limitations in the customer satisfaction assessment questionnaire, and the location has never been used as a research subject for the same topic.

This research employs a descriptive quantitative approach. Data collection in this study was conducted using a survey method through questionnaires. In this study, primary data consists of the results of the ESFQ (Expected Service Frequency Questionnaire) and ESDQ (Expected Service Delivery Questionnaire) questionnaires, as well as data on the Level of Importance and Level of Satisfaction at Mojolaban Community Health Center (Questionnaire). Furthermore, secondary data was obtained from sources outside the organization under study. In this research, the secondary data sources include the 2023/2024 Service Quality Index (SKM) Report of Mojolaban Community Health Center, books on customer satisfaction, articles on public services and customer satisfaction, health journals, and internet sites related to the research topic. The data analysis techniques used in this study are Improvement Gap Analysis (GAP) and Customer Satisfaction Index (CSI).

The calculation of Improvement Gap Analysis (IGA) is performed according to the following equation:

$$\boldsymbol{AESFQ} = \frac{\sum_{i=1}^{i} \quad ESFQ}{n} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \textbf{(2.1)}$$

$$\boldsymbol{AESDQ} = \frac{\sum_{i=1}^{i} \quad ESDQ}{n} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \textbf{(2.2)}$$

$$\boldsymbol{ACS} = \frac{\sum_{i=1}^{i} \quad CS}{n} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \textbf{(2.3)}$$

Explanation

n = number of valid questionnaire responses

ESFQ = functional attribute value
ESDQ = dysfunctional attribute value
AESFQ = average attribute value in functional questionnaire
AESDQ = average attribute value in dysfunctional questionnaire
CS = current satisfaction
i = i-th Attribute

The Improvement Gap (IG) for each attribute (k) can be calculated as follows:

$IG = AESFQk - ACSk$ ……………………….….**(2.4)**

The IGA matrix is mapped using standardized values of IGk and AESDQk as the X-axis and Y-axis, respectively. The standardized values for IG_k and AESDQk are calculated using the following equations:

$StdIGk = \frac{IGk - \overline{IG}}{\sigma IG}$…………………………………..**(2.5)**
$StdAESDQk = \frac{\overline{AESDQ} - AESDQk}{\sigma AESDQ}$……………………..**(2.6)**

Next, the steps to calculate the Customer Satisfaction Index (CSI) value are as follows:

1) Determining the Mean Importance Score (MIS) for each variable
$MISk = \sum_{i=1}^{n} \frac{ISk}{n}$……………………………………….**(2.7)**
Explanation:
MIS = the average importance level score for each attribute
IS = the i-th importance score
n = the number of valid questionnaire responses
k = the k-th attribute

2) Determining the Weight Factors (WF) for each variable.
This weight represents the percentage value of each variable's MIS relative to the total MIS of all variables.
$WFk = \frac{MISk}{\sum_{i=1}^{n} MISk} \; x \; 100\%$......................................**(2.8)**
Explanation:
MIS = mean importance score for each attribute
n = number of valid questionnaire responses
k = k-th attribute

3) Calculating the Mean Satisfaction Score (MSS) for each attribute
$MSSk = \frac{\sum_{i=1}^{n} SSk}{n}$……………………………………**(2.9)**
Explanation:
MSS = mean satisfaction score for each attribute
SS = satisfaction score
n = number of valid questionnaire responses
k = k-th attribute

4) Calculating the Weighted Score (WSk) for each variable.
This weight represents the product of WFk multiplied by MSSk.
$WSk = WFk \; x \; MSSk$ …………………………….**(2.10)**

5) Calculating the Customer Satisfaction Index (CSI).

The Customer Satisfaction Index (CSI) value is obtained using the following equation:

$$CSI = \frac{\sum_{k=1}^{p} WSk}{HS} x\ 100\% \text{ ....}\textbf{(2.11)}$$

Explanation:
HS = (High Scale) The maximum scale used
WSk = Weighted Score for each attribute

Table 1
Intepretation CSI Values

NO	CSI VALUE (%)	EXPLANATION
1.	81% - 100%	Very Satisfied
2.	66% - 80,99%	Satisfied
3.	51% - 65,99%	Quite Satisfied
4.	35% - 50,99%	Less Satisfied
5.	0% - 34,99%	Not Satisfied

Source: (Mintarto, 2017); (Fitriana et al., 2014)

Next, the steps to calculate the Customer Satisfaction Index (CSI) value are as follows: The sampling technique used was non-probability sampling with incidental sampling technique. According to Sugiyono (2013), incidental sampling is a sampling determination technique based on chance, meaning anyone who coincidentally meets the researcher can be used as a sample. Respondents were selected by chance with special criteria: if elderly, then the questionnaire was filled out by their companion. Similarly, for children or adolescents, the questionnaire was completed by their parents. Questionnaires were distributed directly with a data collection period of one month. The sample was calculated using Slovin's formula with a total of 80 respondents. For validity testing, the Pearson product-moment correlation formula was used. Meanwhile, reliability testing employed Cronbach's Alpha

Results and Discussion

Research Findings

The primary data collection method was conducted by distributing questionnaires consisting of open-ended and closed-ended questions. The open-ended questions were used to identify respondent demographics, while the closed-ended questions required respondents to select one available answer for each question. Secondary data was obtained from external sources related to the research subject, including books, articles, journals, and relevant internet sources.

Validity testing was performed using questionnaire results from 30 respondents, with a 5% significance level. The critical r-value can be found in the r-table: df = 30, $rtable$ = 0.361. To ensure accuracy in the validity test, the r-value was calculated using SPSS 25 software.

Table 2
Validity Test Results of IGA Questionnaire

Dimensions	Attributes	rCount				rTable
		ESFQ	ESDQ	Importance Level	Satisfaction Level	
Tangibles/Physical Evidence	F1	0,817	0,585	0,744	0,570	0,361
	F2	0,780	0,711	0,700	0,569	0,361
	F3	0,592	0,608	0,754	0,505	0,361
Reliability/Dependability	H1	0,859	0,678	0,677	0,838	0,361
	H2	0,645	0,617	0,707	0,649	0,361
	H3	0,697	0,505	0,776	0,765	0,361
	H4	0,651	0,508	0,767	0,675	0,361
	D1	0,660	0,575	0,764	0,807	0,361

Responsiveness/Promptness	D2	0,750	0,523	0,684	0,796	0,361
	D3	0,700	0,546	0,749	0,815	0,361
Assurance/Guarantee	J1	0,592	0,586	0,850	0,759	0,361
	J2	0,678	0,525	0,815	0,877	0,361
	J3	0,792	0,670	0,815	0,757	0,361
Empathy/Understanding	E1	0,714	0,550	0,764	0,816	0,361
	E2	0,743	0,721	0,745	0,825	0,361
	E3	0,690	0,640	0,640	0,813	0,361

Based on the validity test results of the IGA questionnaire in Table 2, it can be concluded that the research data is normally distributed with a 5% significance level. Subsequently, the Cronbach's Alpha reliability test was conducted. To obtain reliable results, SPSS 25 software was used, which generated Cronbach's Alpha output. An instrument is considered reliable if its reliability coefficient value is > 0.60. The processed reliability test results using SPSS 25 software are presented in Table 3.

Table 3
Reliability Test Results

Questionnaire	Cronbach Alpha	Coefficient Value	Exp
ESFQ	0,932	0,60	Reliabel
ESDQ	0,878	0,60	Reliabel
Importance Level	0,943	0,60	Reliabel
Satisfaction Level	0,945	0,60	Reliabel

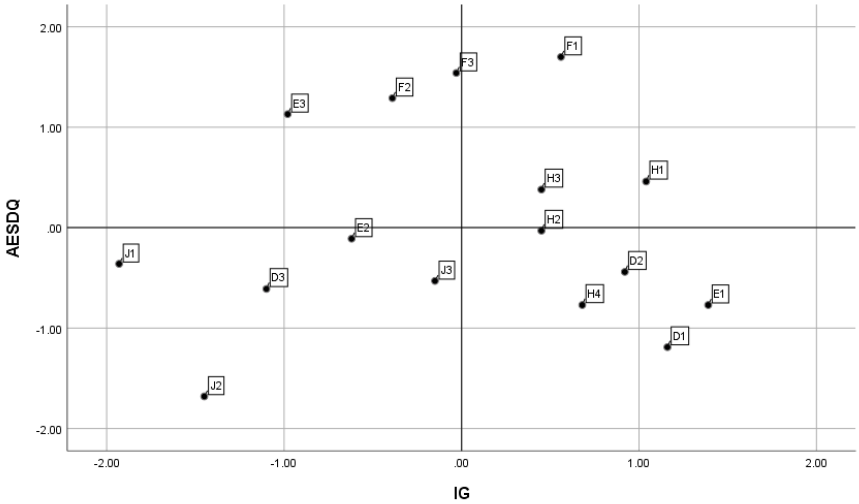
The reliability test was conducted on four types of questionnaires: ESFQ, ESDQ, Importance Level, and Satisfaction Level. The results showed that all questionnaires were reliable. Subsequently, IGA data processing was performed to analyze and standardize the data. The results of the IGA data processing can be seen in the SPSS calculation table.

Table 4
Results of IGA Data Processing

No	Attribute	Dimension	CS	AESDQ	AESFQ	IG	IGk	AESDQk
1	F1	Tangibles/Physical Evidence	11,00	-7,56	12,13	1,13	0,56	1,70
2	F2		10,94	-7,25	11,56	0,63	-0,39	1,29
3	F3		10,13	-7,44	10,94	0,81	-0,03	1,54
4	H1	Reliability/Dependability	10,13	-6,63	11,50	1,38	1,04	0,46
5	H2		10,13	-6,25	11,19	1,06	0,45	-0,03
6	H3		10,25	-6,56	11,31	1,06	0,45	0,38
7	H4		9,19	-5,69	10,38	1,19	0,68	-0,77
8	D1	Responsiveness/Promptness	8,75	-5,38	10,19	1,44	1,16	-1,19
9	D2		9,38	-5,94	10,69	1,31	0,92	-0,44
10	D3		10,19	-5,81	10,44	0,25	-1,10	-0,61
11	J1	Assurance/Guarantee	10,69	-6,00	10,50	-0,19	-1,93	-0,36
12	J2		10,25	-5,00	10,31	0,06	-1,45	-1,68
13	J3		10,19	-5,88	10,94	0,75	-0,15	-0,53

No	Attribute	Dimension	CS	AESDQ	AESFQ	IG	IGk	AESDQk
14	E1	Empathy/Understanding	9,75	-5,69	11,31	1,56	1,39	-0,77
15	E2		10,31	-6,19	10,81	0,50	-0,62	-0,11
16	E3		10,69	-7,13	11,00	0,31	-0,98	1,13

From the processed data results presented in Table 4, the standardized values of the Average Expectation Disfunctional Question (AESDQk) and the standardized Improvement Gap (IGk) values are displayed in the IGA matrix.



The following is the explanation of the IGA matrix:

1. Quadrant I (critical attribute)
   F1: The examination room does not appear clean and tidy
   H1: Officers perform examinations with insufficient accuracy
   H3: Officers prescribe medications that do not adequately match the complaints
2. Quadrant II (keep current performance)
   F2: Healthcare workers' appearance does not look neat
   F3: The equipment used is incomplete
   E3: Officers are unwilling to explain about the patient's illness
3. Quadrant III (neutral attribute)
   D3: Officers are insufficiently prepared to respond to patient complaints
   J1: Officers are not friendly enough in service delivery
   J2: Officers hesitate in providing services
   J3: Officers lack competent skills
   E2: Officers lack good communication skills
4. Quadrant IV (excitement attribute)
   H2: Officers provide convoluted and difficult-to-understand information
   H4: Officers are insufficient in making quick and appropriate decisions
   D1: Officers are not quick enough in responding to complaints
   D2: Officers are less capable of prioritizing immediate actions
   E1: Officers do not give patients opportunity to ask questions

Next, CSI data processing, from the questionnaire results obtained, data compilation and calculation were then performed to determine the Customer Satisfaction Index (CSI) value. The data obtained from the questionnaire is divided into two types: importance level data and satisfaction level data. For both data sets, the mean importance score for each attribute (Mean Importance Score - MIS), Weight Factor (WF), Mean Satisfaction Score (MSS), and Weight Score (WSk) were calculated. The CSI data processing results can be seen in Table 5.

Table 5

CSI Data Processing Results

NO	Attribute	MIS	MSS	WF	WSk
1	F1	5,50	2,20	6,43	14,14
2	F2	5,44	2,19	6,35	13,90
3	F3	5,33	2,03	6,22	12,60
4	H1	5,38	2,03	6,28	12,72
5	H2	5,39	2,03	6,30	12,75
6	H3	5,40	2,05	6,31	12,93
7	H4	5,29	1,84	6,18	11,35
8	D1	5,40	1,75	6,31	11,04
9	D2	5,43	1,88	6,34	11,89
10	D3	5,41	2,04	6,32	12,87
11	J1	5,38	2,16	6,29	13,61
12	J2	5,32	2,05	6,21	12,73
13	J3	5,28	2,04	6,17	12,57
14	E1	5,23	1,95	6,11	11,91
15	E2	5,35	2,06	6,25	12,89
16	E3	5,09	2,14	5,94	12,71

Based on the CSI data processing in Table 5, the Mean Importance Score (MIS) was obtained using Equation (2.7), the Weight Factor (WF) was calculated using Equation (2.8), the Mean Satisfaction Score (MSS) was derived using Equation (2.9), and the Weight Score (WSk) was determined using Equation (2.10).

Discussion

Based on the results of the Importance-Gap Analysis (IGA), an analysis will be conducted to determine recommendations for improving service quality at the Mojolaban Community Health Center. The final output of the IGA is a Cartesian diagram divided into four quadrants. Quadrant I consists of attributes with high Importance-Gap (IG) values and high dissatisfaction scores in the dysfunctional questions (AESDQ). According to the Cartesian diagram, three attributes fall into Quadrant I: F1, H1, and H3.

Attribute F1 indicates that the examination room does not appear clean and tidy, as evidenced by slightly dusty floors and messy tables. In healthcare settings, maintaining cleanliness is crucial. As explained by Hung et al. (2020), inadequate hospital cleaning can contribute to the cross-transmission of pathogens. Implementing effective cleaning practices is essential for ensuring a safe hospital environment for patients.

Next, attribute H1 falls into Quadrant I, stating that healthcare workers perform examinations less accurately. According to Al-Mahrei et al. (2024), accurate diagnosis is vital for effective treatment and resource management in healthcare. This depends on the ability of healthcare workers to conduct proper clinical examinations and adhere to diagnostic guidelines. Attribute H1 is related to attribute H3, which states that healthcare workers provide medication that does not fully match the patient's complaints. Richardson (2014) emphasizes that accurate clinical examinations are crucial in reducing overdiagnosis and overtreatment. Precise examinations can enhance patient trust and foster good relationships, thereby minimizing unnecessary referrals and investigations.

Quadrant II contains three attributes: F2, F3, and E3. Attributes in this quadrant have high AESDQ scores but low IG values. These attributes are considered to have good performance and do not require immediate improvement. However, the Mojolaban Community Health Center must remain cautious to prevent any decline in performance. Maintaining performance is essential for enhancing the Community Health Center's reputation. As noted by Madiniah et al. (2022), a positive image and reputation serve as key factors in influencing public trust and participation in health programs. Although performance is satisfactory, improvements can still be made if necessary.

Among the attributes in Quadrant II, F2 states that healthcare workers' appearance does not look neat. According to Dekker et al. (2017), a tidy appearance emphasizes adherence to dress codes, which can enhance professionalism, patient trust, and overall healthcare quality. Attribute F3 indicates that the equipment used is incomplete. Battini et al. (2022) highlight the importance of providing high-quality care, which supports healthcare professionals in effectively managing patient needs and improving overall health services. Additionally, attribute E3 states that healthcare workers are unwilling to explain the patient's condition. Although Quadrant II attributes generally perform well, attribute F3 needs optimization, particularly regarding the use of more complete equipment, as explained by (Battini et al., 2022).

Quadrant III includes five attributes: D3, J1, J2, J3, and E2. Attributes in this quadrant have low IG values and low dissatisfaction scores in AESDQ questions. The presence or absence of these attributes does not significantly affect patient satisfaction or dissatisfaction. However, improvements can still be made if necessary. According to respondents, attributes D3, J1, J2, J3, and E3 represent standard expectations, such as healthcare workers being readily available to address patient complaints (D3), communicating effectively (E3), displaying friendly attitudes (J1), demonstrating competence (J3), and providing services confidently (J2). Wijayanti & Angelita (2024) emphasize that friendly attitudes and effective communication from healthcare workers are essential as they foster openness and patient trust in sharing personal health information. Patients naturally prefer examinations conducted by competent healthcare professionals, ensuring accuracy and alignment with their complaints.

Quadrant IV consists of five attributes: H2, H4, D1, D2, and E1. These attributes have high IG values but low dissatisfaction scores. Quadrant IV is considered the "excitement" quadrant, meaning that while the absence of these attributes does not cause dissatisfaction, their presence enhances patient satisfaction. Among these attributes, H2 states that healthcare workers provide convoluted and unclear information. Effective communication is crucial for building patient trust (Wijayanti & Devi, 2024). Attribute H4 indicates that healthcare workers are slow in making quick and precise decisions. Effective communication and strong interpersonal relationships can improve the accuracy of health examinations, enabling faster and more accurate decision-making. Similarly, attribute D1 highlights that healthcare workers respond slowly to complaints, D2 indicates an inability to prioritize urgent actions, and E1 states that healthcare workers do not allow patients to ask questions. Improvements in Quadrant IV attributes can be made by enhancing effective communication with patients.

The Customer Satisfaction Index (CSI) calculation results provide an overall measure of customer satisfaction by assessing the importance of each attribute in a product or service. With a CSI score of 33.77, customer satisfaction falls into the "Dissatisfied" category based on the interpretation in Table 1. This is supported by findings from the Public Satisfaction Survey, which recorded complaints such as: "the blood pressure room is hot," "health workers should be more patient with impatient patients," "please provide syrup medicine for children who struggle with powdered medication," "please add more toilet facilities," and "too frequent queue calls." These complaints indicate low service quality. According to Roro et al. (2024), maintaining patient satisfaction is critical as it enhances healthcare service quality, fosters trust and commitment, and improves overall patient experience. Satisfied patients are more engaged with services, leading to better health outcomes and operational efficiency.

Service improvement is a top priority for the Mojolaban Community Health Center. Enhancing service quality is essential for sustaining operations. Based on the Public Satisfaction Survey (SKM) Report for the First Semester of 2023 in Sukoharjo Regency (Sekretariat, 2023), key areas for improvement include: service time, service products, and service requirements. Each aspect will be addressed with specific action plans.

For service time, planned measures include evaluating service completion timelines, monitoring healthcare workers' performance from start to finish, and increasing online registration socialization. This aligns with the findings of Findari & Nugroho (2019), who suggest that optimizing service wait times at Community Health Center can be achieved through simulations, with the best scenario being the addition of operators across all units.

For service products, the Mojolaban Community Health Center will review available services to ensure compliance with applicable standards. Additionally, service products will be promoted to the public through various media, such as the Public Service Information System (SIPP), leaflets, brochures, and posters. Papadopoulos (2024) emphasizes that service product reviews are crucial for maintaining quality standards, ultimately impacting customer satisfaction and loyalty.

Regarding service requirements, a review of service standards will be conducted, particularly concerning requirements for each service unit. This ensures compliance with regulations for Primary Healthcare Facilities (FKTP). Furthermore, service requirements will be widely disseminated through available information channels. Continuous evaluation of these aspects is vital for comprehensive service quality improvement, thereby enhancing the reputation and success of the Mojolaban Community Health Center (Papadopoulos et al., 2024).

Conclusion

Based on the data analysis results in this study regarding Service Quality toward Customer Satisfaction, it can be concluded that there are still several aspects of service that need improvement. The results of the Improvement Gap Analysis (IGA) indicate that the attributes requiring improvement are Reliability, specifically H1, which states that officers are less accurate in conducting examinations, and H3, where officers provide medication that does not fully match the patient's complaints. Additionally, under the Tangible or physical evidence attribute, F1 indicates that the examination room does not appear clean and tidy. Meanwhile, the results of the Customer Satisfaction Index (CSI) analysis show a score of 33.77, categorized as Dissatisfied. This value was obtained from calculations using the CSI formula by comparing the level of importance and the level of patient satisfaction with the service. Furthermore, the Mojolaban Community Health Center has designed improvement plans for three priority service elements: service time, service products, and service requirements. The efforts include evaluating service completion time, monitoring officers, promoting online registration, reviewing service products in accordance with service standards, disseminating service information through various media, as well as reevaluating and resocializing service requirement standards to the public. These steps are expected to improve service quality and overall customer satisfaction.

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Organizational experience, social media utilization, and interpersonal communication among members of Student Press Institute at UNS

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Abstrak

Komunikasi dalam organisasi membutuhkan pemahaman dari setiap individu dengan tujuan yang jelas dan pemilihan kosa kata yang benar dari pemberi pesan kepada penerima pesan agar tidak terjadi kesalahpahaman. Penelitian ini bertujuan untuk mengetahui (1) pengaruh pengalaman organisasi terhadap komunikasi interpersonal, (2) pengaruh penggunaan media sosial WhatsApp terhadap terhadap komunikasi interpersonal, dan (3) pengaruh pengalaman organisasi dan penggunaan media sosial secara bersama-sama terhadap komunikasi interpersonal. Penelitian ini menggunakan pendekatan kuantitatif dengan survey explanatory. Sampel yang digunakan yaitu 98 anggota aktif organisasi Lembaga Pers Mahasiswa (LPM) UNS tahun 2024 dengan metode simple random sampling dan menggunakan teknik analisis data regresi linier berganda. Pengumpulan data dilakukan dengan kuesioner penelitian. Hasil penelitian menunjukkan: (1) terdapat pengaruh positif signifikan antara pengalaman organisasi terhadap komunikasi interpersonal (t_{hitung} 9,93 > 1,66 t_{tabel}); (2) terdapat pengaruh positif signifikan antara penggunaan media sosial WhatsApp terhadap komunikasi interpersonal (t_{hitung} 3,89 > 1,66 t_{tabel}); (3) terdapat pengaruh positif signifikan antara pengalaman organisasi dan penggunaan media sosial secara bersama-sama terhadap komunikasi interpersonal (f_{hitung} 73,95 > 3,94 f_{tabel}). Hal ini menunjukkan bahwa mahasiswa yang aktif mengikuti organisasi akan memiliki pengalaman berorganisasi dan pengalaman penggunaan media sosial dalam organisasi yang kemudian membantu meningkatkan kemampuan komunikasi interpersonal mahasiswa.

Kata kunci : aktivitas organisasi; interaksi sosial; komunikasi mahasiswa, sosial media

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Abstract

Communication within organizations requires each individual to have a clear understanding of the objectives, along with the use of appropriate vocabulary by the message sender to avoid misunderstandings with the recipient. This study aims to examine (1) the influence of organizational experience on interpersonal communication, (2) the effect of WhatsApp social media utilization on interpersonal communication, and (3) the combined effect of organizational experience and the social media utilization on interpersonal communication.This research employs a quantitative approach with an explanatory survey method. The sample consists of 98 active members of the Student Press Institute at Universitas Sebelas Maret in 2024, selected using simple random sampling. Data were collected through a research questionnaire and analyzed using multiple linear regression techniques. The results showed that: (1) there is a significant positive influence between organizational experience on interpersonal communication (t_{count} 9,93> 1,66 t_{table}); (2) WhatsApp social media utilization had a significant positive influence on interpersonal communication (t_{count} 3,89> 1,66 t_{table}); (3) organizational experience and social media utilization jointly had a significant positive influence on interpersonal communication (F_{count} 73.95> 3.94 F_{table}). These results suggest that students who are actively involved in organizations tend to gain both organizational and social media experience, which in turn enhances their interpersonal communication skills.

Keywords : organizational involvement; social interaction; social media; student communication

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Introduction

Communication is the delivery of information or ideas directly or indirectly from the message giver to the message receiver (Yuliana & Rahadi, 2021). In the communication process, it requires an understanding from each individual whose content is adjusted to a clear purpose and the correct selection of vocabulary from the messenger or communicator. In every activity that occurs in society, it always uses a variety of communication. One of the most frequently used is interpersonal communication. Interpersonal communication is a communication process involving at least two people directly characterized by a reaction or response to each other (Rashuan et al., 2020). In interpersonal communication, message delivery is not only done through words, but also involves body language, facial expressions, voice intonation, and other nonverbal communication elements (Kartini et al., 2024). Components in interpersonal communication include the messenger or communicator, the recipient of the message or communicant, the message conveyed, the media or channel, and the effects that occur to the communicant after receiving the message (Harahap & Kurniawati, 2018). In the research of Wicaksana et al. (2023) there are findings of the main indicators in interpersonal communication, namely openness between communicants and communicators, empathy, mutual support, giving a positive feeling, and applying equality in communication.

In higher education institutions, student organizations are one of the suggestions that have an important role in developing student's soft skills and interpersonal competencies, especially in terms of communication. Student participation in student organizations not only provides opportunities to expand networks, but also develops critical thinking skills, learn leadership, and interpersonal communication. One of the student organizations is campus journalism under the auspices of the Student Press Institute. The Student Press Institute (LPM) is a press organization whose role is to disseminate information to the public and specifically focuses on providing information related to the campus and all activities that take place on campus (Prasetya, 2021). The student press is a student-run press, despite the intervention of the campus bureaucracy. The requirements and functions of the student press lie in the student nature which is reflected in the editorial field. By becoming a member of a student organization, it provides organizational experience to students. Organizational experience can foster improvement in communication skills, teamwork, leadership, adding relationships, and conflict management (Praja et al., 2023). The Kentingan UNS Student Press Institute (LPM) holds a new member registration every year and once accepted as a member of the organization can last up to three years after the year. Every year there is always miscommunication from new members and members who have only joined for one year during the preparation of the organization's work program. For example, obstacles such as not daring to express opinions during forums, not daring to conduct interviews during coverage, not understanding how to contact other parties to work together, and so on. If left unchecked, this can interfere with the continuity of other organizational work programs.

In the continuity of communication, there are various types of media or channels used. One of them is social media. According to Yulvia et al. (2021) social media is a platform on the internet that allows users to present themselves online, interact, collaborate, share, and communicate with other users virtually. In today's digital era, social media is an important part of everyday life, including in the student organization environment. Social media utilization among students has become a significant trend, where platforms such as WhatsApp and Instagram are used not only as a means of communication, but also to build branding, disseminate information, and coordinate between members. The advantages of social media compared to conventional media are simplicity in use, easy to build relationships, global reach, and measurability (Rahman, 2017). The presence of social media has changed the way of interacting and communicating in organizations, where communication is not only in face-to-face meetings, but has expanded to digital spaces that allow faster and more efficient interaction. Research conducted by Rakhmaniar (2024) proves that frequent social media utilization can improve interpersonal communication skills and have a positive effect.

One example of poor communication in the organization is when there is a miscommunication, it is not immediately discussed with the party responsible for handling in the organization. This poor communication often results in the preparation of activities that are not in accordance with the plan and even delays the implementation of activities. It is not uncommon for activities to change their implementation from the original plan due to poor communication. This often happens when LPM Kentingan goes through the preparation period of the work program. For example, the preparation of the annual magazine publication which consists of two large teams, namely the contributor or writer team and the launching committee team. The results of research conducted by Laviyona & Yuliana (2023) show that online communication via WhatsApp carried out in organizations is considered less effective for coordinating between members. Because when something is written wrong, it will cause misunderstanding or misinterpretation which in turn causes miscommunication. According to Manurung & Yuliana (2024) miscommunication in organizations can lead to a series of adverse events such as misunderstandings, affecting relationships between individuals as well as team performance and overall organizational efficiency to major conflicts that affect productivity and damage to organizational reputation.

Based on the description above, the researcher wants to conduct research with the aim of knowing (1) the effect of organizational experience on interpersonal communication, (2) the effect of social media utilization on interpersonal communication, and (3) the effect of organizational experience and social media utilization together on interpersonal communication among member of Student Press Institute (LPM) Kentingan at the UNS.

Research Metodhs

This study uses an explanatory survey research method. An explanatory survey is a technique used to determine or predict the cause-and-effect relationship between variables (Sari et al., 2022). The analysis of explanatory survey research methods uses a quantitative approach through a cause-and-effect causal relationship with simple correlation analysis techniques to test the magnitude of the correlation effect between variables (Sari et al., 2022). This method is used with the aim of explaining the reciprocal relationship and testing the influence of the independent variable on the dependent variable. This research was conducted on members of the Kentingan Student Press Institute (LPM) organization, Sebelas Maret University, active period 2024, which became the research population of 134 people based on the Decree of the UNS Rector Decree in 2024. The number of samples was determined using the Slovin formula with an error rate of 5% resulting in N = 98 people. The sampling technique used in this study was simple random sampling and the data collection technique used a closed questionnaire with a Likert scale of 4, namely "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree"

The research instrument used is a new development instrument based on the theory of several previous researchers. Examples of questionnaire items for the interpersonal communication variable (Y) include "I am able to convey my ideas at LPM Kentingan." And "I am able to listen to other people's opinions when discussing with members of LPM Kentingan". And "I am able to listen to other people's opinions when discussing with LPM Kentingan members". Examples of questionnaire items for the organizational experience variable (X_1) are "I am often involved in journalistic activities at LPM Kentingan." An example of a questionnaire item for the WhatsApp social media usage variable (X_2) is "I feel comfortable communicating using the WhatsApp application". The total instrument items amounted to 20 statements distributed using Google forms.

Researchers conducted a trial of the research instrument on 31 respondents who were then tested for validity and reliability. The validity test is seen from Correlations with the results of Sig. (2-tailed) less than 0.05. While the reliability test uses the Cronbach's Alpha formula and is said to be reliable if the results are more than 0.60. The research instrument was then distributed to 98 respondents. The data that has been collected is tested prerequisite analysis using normality test, linearity test, and multicollinearity test. Meanwhile, to test the hypothesis, multiple linear regression analysis of the equation model $Y = b_0 + b_1x_1 + b_2x_2$, t test, f test, and coefficient of determination test with the help of SPSS. The variables in this study are Organizational Experience (X_1) and Social Media Utilization (X_2) as independent variables and Interpersonal Communication (Y) as the dependent variable.

Data collection was carried out using Google Forms containing statements according to the research variables. Respondents will be asked to fill in their identity and fill out the questionnaire in accordance with the instructions listed. The identity of the respondent and the answers that have been given will be kept confidential and will only be used in this study. The length of time for collecting this data is one week until it meets the required sample size.

Result and Discussion

Research results

The instrument validity test resulted in 9 valid statements of interpersonal communication variables, 5 valid statements of organizational experience variables, and 6 valid statements of WhatsApp social media usage variables. Reliability tests using Cronbach's Alpha with the help of SPSS for 5% significance get the following results in the Table 1:

Table1
Instrument Reliability Test Results

Variables	Significance
Interpersonal Communication (Y)	0,80
Organizational Experience (X_1)	0,75
Social Media Utilization (X_2)	0,76

The reliability test results show that all statements on each variable are reliable or can be research measuring tool. The normality test conducted using the Kolmogorov Smirnov Test shows a Sig value. (2 tailed) of 0.200. These results indicate that the significance value is> 0.05 so that the data is normally distributed. Linearity test using Test for Linearity by looking at the Linearity significance value <0.05 and the Deviation from Linearity significance value> 0.05. Linearity test gets the following results in the Table 2:

Table 2
Linearity Test Results

Variables	Linearity	Deviation from Linearity
Interpersonal Communication (Y) * Organizational Experience (X_1)	0,00	0,152
Interpersonal Communication (Y) * Social Media Utilization (X_2)	0,00	0,494

The linearity test results show that the Linearity and Deviation from Linearity values for each variable have met the test requirements. So, it can be concluded that there is a significant linear relationship between the independent variable and the dependent variable. Multicollinearity testing on the research data shows the VIF value for the relationship between the independent variables is <10 (X_1= 1.08 X_2= 1.08) with a tolerance value of more than 0.1 (X_1= 0.919 X_2= 0.919). Therefore, this indicates that there is no multicollinearity in the regression model.

The results of the multicollinearity test that have been carried out show the tolerance value of each independent variable is 0.919 and the VIF value of each independent variable is 1.08. From these results it can be said that there is no multicollinearity between the independent variables in the regression model. The t test results by looking at the coefficients table show the following results in the Table 3:

Table 3
Result of the t-test

Variables	t	Sig
Organizational Experience (X_1)	9,93	0,000
Social Media Utilization (X_2)	3,89	0,000

The $t_{(table)}$ value for N = 98 with a significance level of 0.05 is 1.66. Based on the table of t test results that have been carried out, it can be concluded that all independent variables have a significant effect on the dependent variable. Then to determine the effect of all independent variables together on the dependent variable, an f test was conducted with the results of F = 73.95 with a significance of 0.000. The $f_{(table)}$ value for N = 98 with a significance of 0.05 is 3.94. Based on the results of the f test that has been carried out, it can be concluded that the independent variables together have a significant positive effect on the dependent variable. The amount of influence can be measured using the determination test or r square, which is 60%.

Multiple linear regression test is performed to determine how much influence the independent variable has on the dependent variable through the formula $Y = b_0 + b_1x_1 + b_2x_2$, namely $Y= 3.58 + 1.08x_1+ 0.42x_2$. Based on this formula, it can be said that there is an increase or decrease of 1.08 for the variable (X_1) and 0.42 for the variable (X_2).

Discussion

Based on the results of the t test for the Organizational Experience variable (X_1) on the Interpersonal Communication variable with a significance level of 5%, it is obtained $t_{(count)}$ (9.93)> $t_{(table)}$ (1.66) with a significance result <0.05, namely 0.00, indicating a significant positive effect of the effect of organizational experience on interpersonal communication. The statement "I was given free space to express my opinion at LPM Kentingan." shows that when members of the organization are given free space to express their opinions, it can be one way to train the interpersonal communication of each individual. This is in line with research conducted by Suranto & Rusdianti (2018) who concluded in their research that organizational experience can shape students' soft skills, one of which helps improve interpersonal communication skills. The more often organizational members are given space to express their opinions, the more interpersonal communication skills they will have. Meanwhile, the statement "I feel that the journalistic training provided has an impact on my abilities." shows that the training provided by the organization to its members. Indicates that the training provided by the organization to its members has proven to help increase the accountability of each member. Accountability reflects the extent to which a person's performance is in accordance with the external measures of the organization (Azizah et al., 2019). Organizational experience can improve communication skills, teamwork, leadership, adding relationships, and conflict management (Praja et al., 2023). This is also in accordance with research conducted by Sumantika & Susanti (2021) that the training provided by the organization, in addition to increasing abilities, also increases understanding of the importance of developing soft skills and hard skills for each individual.

The results of the t test for the variable and the variable Social Media Utilization (X_2) on the Interpersonal Communication variable (Y) with a significance level of 5% obtained $t_{(count)}$ (3.89) > $t_{(table)}$ (1.66) with a significance result <0.05, namely 0.00, indicating a significant positive effect of the effect of using WhatsApp social media on interpersonal communication. In the statement "Communication using WhatsApp helps facilitate coordination between members of LPM Kentingan". This is in accordance with the theoretical findings of Kartini et al. (2024) on the relationship between social media and interpersonal communication, namely media adaptation theory and social exchange theory. In media adaptation theory, individuals and communities adapt to the presence of new media that changes the way of communicating faster. Meanwhile, in social exchange theory, it explains that individuals exchange information and interact through social media, in this case, WhatsApp. Then in the statement "The use of WhatsApp as a communication media at LPM Kentingan helps in delivering information effectively." shows that the existence of WhatsApp can help deliver information and communicate between members of the organization effectively. This is in line with research conducted by Hidayat & Lubis (2019) that the use of WhatsApp has a significant effect on the delivery of information in an agency or organization, especially when there are no communication barriers in the physical environment and time dimension.

The results of the f test that have been carried out on the independent variables on the dependent variable with a significance value of 5% and the number of independent variables as many as two obtained $f_{(table)}$ of 3.94 obtained a result of 73.95 with a significance of 0.00 which means that $f_{(count)} > f_{(table)}$, it can be said that there is an influence between the organizational experience variable (X_1)and the variable social media utilization (X_2) together on the interpersonal communication variable (Y). Based on the results of the coefficient of determination (r square) test that has been carried out by researchers, the R square value is 0.609 and the Adjusted R Square value is 0.601. This means that organizational experience and social media utilization together contribute to interpersonal communication by 60%, while the other 40% is influenced by other variables not examined in this study. The statement "I am able to listen to other people's opinions when discussing with members of LPM Kentingan" indicates that joining and becoming a member of the organization can train the ability to hear other people's opinions when discussing, whether they agree or disagree. In line with research conducted by Manurung & Yuliana (2024) concluded that to be able to build and maintain strong relationships with others, must have good listening skills in interpersonal communication to avoid miscommunication. Then this is reinforced by the statement "I feel more confident communicating with LPM Kentingan members after joining as a member for one year" which shows that the length of time that has been passed when becoming a member of the organization affects members' confidence in communicating. This is in accordance with the results of research by Aulia et al. (2023) which states that the most improvement experienced by respondents after joining the organization is in the form of increased communication in the form of openness that encourages students to communicate. In the statement "Communication using WhatsApp helps facilitate coordination between members of LPM Kentingan." shows the great benefits of WhatsApp which is used to facilitate coordination between members when carrying out activities or work programs in the organization. In line with Erlinawati & Sinduwiatmo (2024) 's research which concluded that WhatsApp as a communication medium can help interpersonal communication get more reciprocity quickly and make a person connect with one another, build solidarity through good interpersonal interactions, and fulfill any activity so that social needs are met even though it is virtual.

Based on the results of the multiple linear regression equation using the formula $Y = b_0 + b_1x_1 + b_2x_2$, the formula $Y= 3.58+ 1.08x_1+ 0.42x_2$ is obtained. The constant value of 3.58 means that if the Organizational Experience (X_1) and Social Media Utilization (X_2) are at 0, then Interpersonal Communication (Y) will be at 3.58. Based on this formula, it can be said that there is an increase or decrease of 1.08 for (X_1) and 0.42 for (X_2). The regression coefficient value is positive, meaning that the effect of organizational experience and social media use is positive on interpersonal communication, so that if the organizational experience variable and social media utilization are increased, the interpersonal communication variable will also increase. This shows that the higher the organizational experience and social media utilization, the higher the interpersonal communication skills.

Conclusion

Based on the research and test results that have been carried out, it can be concluded that there is a positive and significant influence between organizational experience and interpersonal communication skills of members of the LPM Kentingan UNS student organization for the active period of 2024. This is evidenced by the results of the t test with a significance level of 0.05, namely obtained $t_{(count)}$ (9.93)> $t_{(table)}$ (1.66). This shows that the more often members participate in organizational activities, the better their interpersonal communication skills. There is a positive and significant influence between social media utilization, namely the WhatsApp utilization on interpersonal communication of members of the LPM Kentingan UNS student organization for the active period of 2024. This is evidenced by the results of the t test with a significance level of 0.05, namely obtained $t_{(count)}$ (3.89) > $t_{(table)}$ (1.66). There is a positive and significant influence between organizational experience and WhatsApp social media utilization together on interpersonal communication of members of the LPM Kentingan UNS student organization for the active period of 2024. This is based on the f test that has been carried out by researchers for N = 98 with a significance value of 5% and the number of independent variables as many as two obtained f (table) of 3.94 obtained a result of 73.95 which means $f_{(count)} > f_{(table)}$. The magnitude of the influence of the independent variable on the dependent variable is 60% obtained from the determination test. The regression equation of the influence of the independent variables on the dependent variable is $Y= 3.58 + 1.08x_1+ 0.42x_2$. This shows that, the more organizational experience and social media utilization in this case WhatsApp a person has, the higher the interpersonal communication skills that are mastered. The more frequent participation in organizational activities and the more frequent use of WhatsApp social media for organizational activities can improve interpersonal communication skills.

The theoretical implications of the findings of this study require mutual trust and respect between communicants and communicators so that interpersonal communication can run smoothly. This strengthens the theory of interpersonal communication indicators Wicaksana et al. (2023) about the main indicators of interpersonal communication, it is necessary to have openness between communicants and communicators, empathy, mutual support, giving a positive feeling, and applying equality in communication. In addition, this study also strengthens the results of research conducted by Manurung & Yuliana (2024) which concluded that to be able to build and maintain strong relationships with others, good listening skills are needed. The practical implications of this research can be a reference in the development of communication training programs for student organizations, especially student organizations located at Sebelas Maret University.

For future research, further research is needed in determining more specific indicators of organizational experience. The results of this study can be developed by future researchers to improve or refine this research as well as examine and examine other variables that may be related to interpersonal communication of student organization members.

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Analysis of office layout at the Mojolaban Subdistrict Office

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Abstrak

Penelitian ini bertujuan untuk (1) mengetahui penataan tata ruang kantor Kecamatan Mojolaban, (2) mengetahui persepsi pegawai terhadap penataan ruang kantor Kecamatan Mojolaban, (3) mengetahui hal-hal yang diperlukan untuk memperbaiki tata ruang kantor di kantor Kecamatan Mojolaban. Jenis penelitian ini merupakan deskripsi kualitatif dengan pendekatan studi kasus. Sumber data penelitian ini meliputi camat mojolaban, Kasubag Umum dan Kepegawaian, Kasubag Keuangan, pegawai dukcapil, serta mengambil data dari arsip atau dokumen. Teknik pengambilan informan yang digunakan adalah purposive sampling. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Teknik uji validitas data yang digunakan adalah triangulasi sumber dan triangulasi metode. Teknik analisis data yang digunakan adalah model analisis interaktif. Hasil penelitian ini diperoleh kesimpulan bahwa (1) Penataan ruang kantor di Kecamatan Mojolaban secara keseluruhan kurang optimal karena terbatasnya lahan sehingga terdapat beberapa ruang yang luasnya kurang sesuai dengan jumlah karyawan. Kondisi ruang kerja kantor berdasarkan asas mengenai jarak terpendek terpenuhi karena setiap ruangan saling berdekatan dan ruang camat berada di tengah kantor; (2) Persepsi karyawan mengenai penataan ruangan mengeluh mengenai luas kantor yang sempit, kurangnya peralatan, dan dekorasi yang minim (3) Hal yang diperlukan untuk mendukung penataan ruang kantor adalah penambahan peralatan untuk menunjang aktivitas karyawan, meningkatkan utilitas kantor dan memperluas sirkulasi gerak.

Kata kunci : kantor; kecamatan mojolaban; perspektif karyawan; tata ruang

Abstract

This study aims to (1) determine the layout of the Mojolaban sub-district office, (2) knowing perceptions of the layout of the Mojolaban sub-district office, (3) determine the support needed to implement office layout in the Mojolaban sub-district office. This type of research is a qualitative with a case study approach.

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The data sources for this study include informants, places and events, and archives or documents. The informant selection technique used was purposive sampling. The data collection techniques used were interviews, observations, and documentation. The data validity test techniques used were source triangulation and method triangulation. The data analysis technique used was an interactive analysis model. From the results of this study, it was concluded that (1) The layout of the office space in Mojolaban Sub-district as a whole is not good because the land is limited so that there are several rooms whose size does not match the number of employees. The condition of the office workspace is based on the principle of the shortest distance, each room is close to each other and the sub-district room is in the middle of the office; (2) Employee perceptions regarding the layout of the room complain about the narrow office space, lack of equipment, and minimal decoration (3) Things needed to support the layout of the office space are the addition of equipment to support employee activities, increase office utilities, and expand circulation.

Keywords: office; mojolaban district; employee perspective; spatial planning

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Introduction

Office space planning is an art of arranging rooms in a way that creates a comfortable working environment, ultimately enhancing employees' productivity and work efficiency (Hanafi, 2020). Office layout, as it is commonly referred to, is one of the key supporting elements of the work system that needs careful attention in office environments. In Indonesia, numerous offices—ranging from large-scale to medium and small-sized—employ various spatial arrangements, each interconnected to optimize operational processes. Within any organization, achieving objectives fundamentally depends on performing tasks effectively. Therefore, in order for employees to perform optimally, a well-organized office layout is essential. A good office layout means utilizing space efficiently, particularly in arranging office equipment and furniture, so that employees can carry out their duties comfortably (Elisa & Pahlevi, 2021).

Office space planning must be carefully designed to support efficient and effective office operations. This involves creating a neat, comfortable, and orderly office environment that adheres to established regulations, ensuring structured workflow and neatly arranged furniture. According to research findings (Rilla, 2020), office layout significantly influences work effectiveness. Consequently, employee performance effectiveness shows substantial improvement, leading to satisfactory outcomes for both employees and the organization. The design of office furniture should also be planned meticulously to create harmonious office space and ensure employee comfort during work. Factors such as the width, depth, and height of furniture must be considered accordingly (Zulkarnain, 2018). Supporting this idea, full effort is required to establish an organized, comfortable, and pleasant office layout for employees, which will enable them to fulfill their responsibilities smoothly (Ramadhan & Jannah, 2022: 33–38). A good office layout effectively utilizes available space, provides a comfortable working environment for employees, creates a positive impression for visitors, ensures efficient workflow, and thus enhances employee productivity (Sayuti, 2018).

Spatial arrangement issues are also evident at the Mojolaban Subdistrict Office, a government office responsible for delivering administrative services to the community in the Mojolaban Subdistrict area. Rizky (2020) states that problems related to office layout and furniture still exist, such as disorganized placement of staff desks and chairs, unused furniture within rooms, and unorganized document storage despite the availability of filing cabinets. Musdalifah & Harpeni

Dewantara (2022) indicate that some common problems related to inadequate office layout in schools include employees feeling uncomfortable due to overcrowded spaces filled with objects, making the room feel cramped and limiting available workspace. The current office layout has not fully supported work implementation. At first glance, the existing spaces appear narrow and cluttered with excessive furniture and documents, resulting in limited movement space. Some employees struggle to concentrate due to being seated too closely together. Based on preliminary observations conducted by the researcher, it was found that the office layout does not yet fully support work activities. The spaces appear cramped and overloaded with furniture and documents, limiting mobility. Employees experience difficulties concentrating due to proximity between workstations.

The role of proper office layout is crucial in promoting employee effectiveness and efficiency within government agencies. An appropriate and well-planned office layout contributes to improved quality of office activities aligned with the main objectives of the office. Therefore, as knowledge and technology continue to evolve, organizations and companies are increasingly adopting office layouts that align with procedural requirements. Based on the discussion of the aforementioned issues, the research questions to be addressed are: What is the current office layout of the Mojolaban Subdistrict Office? How do employees perceive the current office layout? And finally, what improvements are needed to enhance the office space arrangement?

Research Methods

Research methodology is a scientific method to obtain data with specific purposes and uses (Ramdhan, 2021). The research approach used is a case study. Case study is defined as research that focuses on a particular case analyzed in detail to obtain accurate data according to field conditions. The case study approach focuses on the environment, conditions, and room arrangement at the Mojolaban Subdistrict Office because it aligns with the focus of the problem to be studied. This research was conducted at the Mojolaban Subdistrict Office located at Jalan Veteran Perang Kemerdekaan No. 4 Mojolaban Sukoharjo. The data used include primary and secondary data. To obtain data and information related to the problems and research objectives, data sources are obtained from informants or sources, activities, research locations, and documents. Informants are people who are considered to understand the issues to be studied and are willing to provide relevant information. Informants in this study were the Subdistrict Head, Head of General Affairs and Personnel, Head of Finance, and Civil Registration officers. Researchers use secondary data to strengthen findings and complete information obtained through interviews and observations. Archives needed in this study are photos, office layout plans, reports, notes regarding ownership of equipment and offices.

This study used qualitative research methods with data collection techniques using observation of office space, interviews with informants, inventory books of the Mojolaban Subdistrict Office, the official website of the Mojolaban Subdistrict Office, and building blueprints of the Mojolaban Subdistrict Office. Sampling used purposive sampling method, which is a sampling technique that considers decisions based on the selection of informants, certain criteria, and specific strategies so as to find critical and representative data for the research. Data validity used source and method triangulation which means a data verification technique by comparing data obtained from one source with another through different approaches and times so as to develop theoretical, methodological, and interpretive strength. The data analysis technique used in this research is the qualitative data analysis technique sourced from Miles and Huberman which consists of data collection, data presentation, and concluding. These three components are interrelated in the analysis process and cannot be separated from the previous process, then can determine the final result of data analysis.

Results and Discussion

Research Results

Office Layout Arrangement of Mojolaban Subdistrict Office

An office is a place where organizational work is carried out. In English, office layout is referred to as "office layout." Office space arrangement means the effort to manage and organize all office furniture and equipment in their proper places so that employees can perform their tasks effectively and comfortably, thereby achieving work effectiveness and efficiency (Anggraeni, 2022).

Based on observations conducted, the researcher obtained information regarding the type of office layout used at the Mojolaban Subdistrict Office, which is a closed plan office. A closed office layout refers to an arrangement where each section occupies its own separate room, isolated from other sections. The office spaces at the Mojolaban Subdistrict Office are divided into several rooms separated by walls, so that each room is not connected with others.

The Mojolaban Subdistrict Office has a total of six workrooms, four service rooms, and six supporting rooms, separated by two corridors. All rooms are walled, giving each room its own privacy and soundproofing, thus helping employees concentrate better while working within their respective units without being disturbed by activities in other rooms. The layout can be adjusted according to the needs of each work unit in the Mojolaban Subdistrict Office. Overall, the office rooms have an area of approximately 12m², with some rooms having windows that allow outside air circulation. The furniture inside the rooms includes desks, shelves, and document cabinets. The interior color scheme is dominated by white, while air circulation in all workrooms uses air conditioning (AC). Placement of office tools or supplies must be arranged according to staff needs and consider the room's size. One particular room, the planning and finance section, has an L-shaped layout but is too narrow for the number of employees working inside. There is an excessive amount of furniture crammed together in this room, and even access in and out can only accommodate one person at a time.

Implementation of Office Layout Principles at Mojolaban Subdistrict Office

Principle of shortest distance. This office has prioritized its function as a public service institution by placing rooms in relatively close proximity. The design of each room in Mojolaban is arranged closely together, centered in the middle, followed by secondary sub-divisions and so on. Principle of full utilization of space. Based on research conducted in Mojolaban, it was found that seating arrangements within rooms were not entirely suitable for priority needs. In the general meeting room (Ruang PBB), there are three seats and three work desks directly facing where citizens request services. However, during service delivery, the distance between the officer and the citizen is quite far and uncomfortable. Principle of flexibility in work arrangements. The Mojolaban Subdistrict Office, viewed from the perspective of office layout principles, applies the principle of flexibility, meaning that the office rooms can be rearranged and positioned easily according to employee needs. As stated by informants,

Employees' Perception of Office Space Arrangement at Mojolaban Subdistrict Office

According to Walgito (2020), perception is an active process involving not only stimuli received but also the individual as a whole, including relevant experiences, motivations, and attitudes. Below are the perceptions of employees at the Mojolaban Subdistrict Office regarding office space arrangement. From several interview results with informants regarding their perception of office layout, it was found that the Mojolaban Subdistrict Office building is quite old. The office space is arranged as-is, based on experience from the employees themselves. Therefore, the current room arrangement is done merely to meet basic needs, with many rooms feeling cramped due to being used beyond their intended capacity. Regarding workroom circulation, the arrangement in the Head of Division (Kasubbag) office should be analyzed and reviewed again. Similar findings were observed in the office layout: good layout must consider mobility movement. Employee mobility should follow efficient workflow patterns, arranging employees and equipment in straight-line patterns to avoid backtracking or crossing among employees.

Regarding office furniture, adequate work equipment in terms of availability and functional suitability is an important factor influencing employee performance. Some problems related to office equipment at the Mojolaban Subdistrict Office include insufficient availability of printers, forcing employees to move between rooms to print necessary documents, which certainly reduces work effectiveness. Apart from printer availability issues, other informants reported that the work desk sizes are too small, especially considering the presence of computer monitors taking up significant space, making data entry tasks inconvenient.

Utilities at the Mojolaban Subdistrict Office include efforts to address hot and humid conditions by regulating indoor temperatures using AC, ensuring sufficient air circulation, managing window usage to allow fresh air exchange, and preparing contingency plans during power outages to ensure the office remains functional without AC. Regarding decoration, it was found that the selection of interior colors and accessories affects employee working conditions. According to Gie (2009), the use of yellow, green, and blue colors in office interiors reflects less than 100% light, preventing glare. Based on this information, it can be concluded that the white wall paint currently used in the office rooms may reflect light that causes eye fatigue more quickly. Meanwhile, a modern-style office with dimmer lighting can enhance visual comfort, both in terms of illumination and aesthetics. A non-monotonous and non-monochrome office environment creates a unique appeal for employees, potentially improving service delivery.

Improvements Needed for Office Layout at Mojolaban Subdistrict Office

To improve the office layout, several suggestions have been made, including renovating the building to add a second floor, allowing additional space to be built according to the number of employees who will work in it. Another suggestion provided by informants through interviews is relocating the subdistrict office to a new location with a larger area, rebuilding all rooms to be more representative. To improve comfort and cleanliness at the Mojolaban Subdistrict Office, particularly concerning food and drink areas, and the repurposing of the Kasubbag room into a pantry, there is a need for serious efforts to make the kitchen cleaner, avoiding employees creating pantries within the Kasubbag room. Additionally, clutter accumulating on both sides of the Kasubbag entrance door diminishes aesthetic value and creates unpleasant odors in the workspace. Hygiene issues in the prayer room can be addressed by providing thick mats before entering, so that water from ablution does not immediately seep into the prayer room carpet.

For office equipment such as chairs, tables, cabinets, printers, etc., these should be adequately provided in terms of both specifications and utility. Computer usage should be reconsidered by switching to laptops, which are more compact and save table space.

Additionally, storage facilities for administrative documents should be promptly provided, given the importance of protecting sensitive documents in the village office from damage due to humidity, water, or pests like termites and mice. Requests for procurement have already been submitted in the district budget (RAB) for both document storage and printers—ideally, each room should have at least one printer to prevent disruption of work and reduce inefficiency caused by employees moving between rooms.

Discussion

The office rooms of the Mojolaban Subdistrict Office are divided into several rooms separated by walls, so that each room is not connected with others. According to Zulkarnain in Ayu (2021), closed office layout arrangements aim to ensure better employee concentration on work, maintain job confidentiality, enhance the authority of employees—especially those holding positions—so that officials' status is always maintained, and to guarantee successful performance while fostering a sense of ownership.

The first factor encountered was improper room arrangement. George in Nurdelima (2022) stated that office space planning involves determining space requirements and detailed usage related to layout and needs within a room, which was not properly implemented in several rooms at the Mojolaban Subdistrict Office, including the prayer room (mushola), kitchen, and storage room. Regarding the prayer room, access from the ablution area to the prayer area is too close and unclean. The equipment arrangement also does not suit the room; the carpet used is thin and does not absorb water effectively, and the lighting condition in the room is poor, leading to dampness and unpleasant odors.

Another issue found is the misuse or repurposing of office rooms, such as the Head of Division (Kasubbag) room, which has been converted into a dining area. Upon entering the Kasubbag room, one will find a dining table along with stacks of dishes and eating utensils left after use. This situation inevitably causes food smells inside the room, and over time, these odors become unpleasant, making employees feel uncomfortable working there.

In addition to the above issues, work equipment has emerged as a key finding from interviewed informants regarding the office layout of the Mojolaban Subdistrict Office. Work equipment represents a form of service provided by the organization to its employees to support their performance and fulfill their needs, thereby increasing employee productivity. According to Sugiri (2021), the provision of work equipment significantly supports employees in carrying out their duties. Such equipment serves as tools, facilities, and infrastructure to assist employees in completing tasks more easily and efficiently. When adequate equipment is available, employees feel comfortable and motivated to achieve the desired results for the organization. In delivering services, physical facilities are needed to provide convenience for service users. Physical facilities in subdistrict offices are essential for citizens accessing administrative services. These facilities are crucial in providing public services. Insufficient physical facilities can disrupt the service process and cause discomfort for citizens at the service location. Therefore, the government must pay serious attention to service-related physical facilities.

Several steps have been identified, including re-evaluating existing equipment by reviewing actual equipment needs, so that the root of the problem does not recur or repeat. Procurement of equipment that does not match the required quantity or function has become an emerging issue. Equipment procurement that does not account for future needs—such as document storage space—can lead to document accumulation due to lack of storage facilities, resulting in piles of documents on desk sides or even requiring additional room usage, which makes spaces cramped. Poor planning of equipment procurement according to employees’ work needs leads to dissatisfaction in performing tasks, which ultimately affects employees' ability to work optimally.

Based on the problems identified, it is necessary to focus on effective and well-organized office layout planning, particularly considering several components of the physical work environment that influence employee productivity and creativity. Furthermore, Gie (2018) suggests that four important factors influence work layout: sufficient lighting to improve employee concentration, good air circulation to create a cool office atmosphere, noise-free acoustic conditions, and appropriate color selection that directly impacts the work environment and psychologically affects employees.

Conclusion

The Mojolaban Subdistrict Office has a total of 6 workrooms, 4 service rooms and 6 supporting rooms separated by two corridors. The placement of the Subdistrict Head’s room in the middle of the entire subdistrict office building makes coordination among divisions within the subdistrict office easier. Office layout principles at the Mojolaban Subdistrict Office based on research findings show that the office rooms follow the principle of shortest distance, with each room located close to one another and the Subdistrict Head's room placed in the center of the office. Employee perception regarding the office layout of the Mojolaban Subdistrict Office in Sukoharjo still has several shortcomings including the room arrangement which makes movement space narrow. Another perception is that office cleanliness is not well maintained, along with insufficient equipment, both due to missing required items and inappropriate tools used for employees’ daily tasks at the Mojolaban Subdistrict Office. To improve the office layout, several suggestions have been proposed, including conducting renovations to add a second floor to the building, allowing additional rooms to be built according to the number of employees who will work inside them. Another suggestion provided by informants through interviews is relocating the subdistrict office to a new location with a larger area, rebuilding all rooms to make them more representative. There needs to be serious effort to clean up the kitchen so that employees do not create pantry areas inside the Kasubbag room, especially considering the clutter accumulating on both sides of the Kasubbag entrance door, which reduces aesthetic value and creates unpleasant odors in the workspace. Hygiene issues in the prayer room can be addressed by providing thick mats before entering the prayer room so that water from ablution does not immediately seep into the prayer room carpet. Procurement requests for these improvements have already been submitted in the district budget (RAB) for both document storage facilities and printers—ideally, each room should have at least one printer, so that it will not interfere with employee performance and reduce inefficiency in their work. More attention should also be given to office layout planning by considering the number of employees in one room and paying more attention to the concept of utility for each room according to its function. Limitations in the implementation of this study include the large amount of data collected, which made analysis and interpretation time-consuming. The presence of the researcher during data collection, which could not always be avoided in qualitative research, may have influenced subject responses. In the process of conducting this research, there were several limitations that might affect the obtained results. First, limited time, energy, and capability of the researcher became factors influencing the course of the research. Second, informants' lack of understanding of the statements in the questionnaire as well as the level of honesty of informants in providing data could also cause the research results not to reach the optimal level.

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Needs assessment for the development of OBE-based assessment instruments for the business correspondence course

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Abstrak

Penerapan kurikulum OBE merupakan respons terhadap tuntutan dunia kerja dengan menekankan pada proses pembelajaran dan teknik penilaian yang berorientasi pada capaian kompetensi mahasiswa. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan teknik penilaian berbasis OBE. Jenis penelitian ini adalah studi kasus dengan pendekatan kualitatif. Penelitian dilaksanakan pada mata kuliah Business Correspondence di Program Studi Pendidikan Administrasi Perkantoran, UNNES. Sumber data dalam penelitian ini adalah seorang dosen pengampu, 12 mahasiswa sebagai sampel yang dipilih secara random dari 124 mahasiswa. Data diperoleh melalui wawancara, observasi, dan dokumentasi. Untuk menentukan kriteria penilaian berbasis OBE, dilakukan studi dokumentasi SKKNI pada kompetensi menulis surat bisnis berbahasa Inggris. Hasil penelitian menunjukkan bahwa indikator pengetahuan dan keterampilan dasar mahasiswa yang mengikuti mata kuliah Business Correspondence masih belum mencapai tingkat kemampuan optimal. Selama ini dosen pengampu telah melaksanakan penilaian yang terdiri atas penilaian partisipasi mahasiswa, pretest, kuis individu, tugas proyek kelompok, UTS, dan UAS. Namun, diperlukan konstruksi teknik penilaian yang lebih sistematis dan selaras dengan prinsip OBE. Implikasinya, perlunya pengembangan panduan dan instrumen penilaian berbasis OBE yang aplikatif untuk mendukung proses evaluasi capaian pembelajaran di perguruan tinggi yang telah disesuaikan dengan kriteria penilaian pada SKKNI.

Kata kunci : evaluasi pembelajaran; capaian kompetensi; SKKNI; kurikulum OBE

Abstract

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The implementation of the Outcome-Based Education (OBE) curriculum serves as a response to the demands of the labor market by emphasizing learning processes and assessment techniques that focus on students' competency achievement. This study aims to analyze the need for developing OBE-based assessment techniques. Employing a qualitative case study approach, the research was conducted in the Business Correspondence course within the Office Administration Education program at Universitas Negeri Semarang (UNNES). The data sources included one course lecturer and 12 students who were randomly selected from a total of 124 enrolled students. Data were collected through interviews, observations, and documentation. To determine the criteria for OBE-based assessment, a document analysis of SKKNI was carried out, focusing on competencies related to writing business letters in English. The findings indicate that students' knowledge and basic skills in the Business Correspondence course have not yet reached an optimal level. Although the lecturer has implemented various forms of assessment—including participation, pre-tests, individual quizzes, group project tasks, midterm, and final exams—there remains a need for a more systematic and OBE-aligned assessment approach. The implication of this study highlights the importance of developing practical OBE-based assessment guidelines and instruments to support the evaluation of learning outcomes in higher education, aligned with the competency assessment criteria outlined in the SKKNI.

Keyword : learning evaluation; competency achievement; SKKNI; OBE curriculum.

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Introduction

The Fourth Industrial Revolution has transformed the way people live, work, and interact. Driven by advancements in digital technology, automation, artificial intelligence, and the Internet of Things (IoT), this revolution differs significantly from its predecessors. While past industrial revolutions took decades to reshape human habits and societal structures, Industry 4.0 has brought about substantial changes in less than a decade. This indicates that the current transformation is progressing at a much faster pace than previous industrial revolutions. Unlike earlier shifts that required extended periods to alter workplace norms and societal frameworks, the present one evolves exponentially due to the principles of automation and digitalization (Adha, 2020). This rapid change has created both opportunities and challenges—particularly in the realm of employment.

An academic concern arising from these developments is the growing mismatch between labor market demands and graduate qualifications. The high unemployment rate among graduates is influenced by several factors, including a lack of technical competencies, inadequate soft skills, limited access to labor market information, and an education system that has yet to adapt effectively to the changing needs of industry (Agustina et al., 2023). This misalignment has widespread implications, affecting not only individuals but also national economic productivity, social stability, and long-term competitiveness.

To address these challenges, higher education must undergo a paradigm shift—one that reorients pedagogy from mere knowledge dissemination toward the development of practical and transferable competencies. This shift has led many institutions to adopt Outcome-Based Education (OBE). OBE is a student-centered approach that emphasizes measurable outcomes, such as skills, attitudes, and knowledge, which are directly linked to professional competencies (Dahdi & Iksan, 2018; Hasanah et al., 2025). By focusing on what students can actually do with what they have learned, OBE aims to bridge the gap between education and employment.

OBE is particularly relevant in the Indonesian context, where aligning academic learning outcomes with national competency standards—such as KKNI (Indonesian National Qualification Framework) and SKKNI (Indonesian National Work Competency Standards)—is critical for producing job-ready graduates. Higher education institutions are expected to design curricula that reflect industry expectations and implement assessment strategies capable of accurately measuring relevant competencies (Handayani, 2020; Cahyadi, 2017).

However, a critical challenge remains: while curricula and instructional methods increasingly align with OBE principles, the development of assessment techniques often lags behind pedagogical innovation. Research indicates a disconnect between intended learning outcomes and the tools used to evaluate them (Wahyudi & DHeksaputra, 2023). Assessment practices remain predominantly summative, grade-oriented, and frequently fail to measure actual workplace competencies such as communication, collaboration, and critical thinking. This undermines the core objective of OBE.

Although OBE has gained wide acceptance, studies examining the implementation of OBE-based assessment techniques within specific disciplines remain limited—particularly in vocational and applied language courses such as business correspondence. While such courses play a key role in fostering students' practical communication abilities for professional contexts, there is limited research addressing the adequacy and design of their assessment approaches.

Previous studies have highlighted the potential of OBE in enhancing educational quality. For instance, Dahdi and Iksan (2018) described how OBE improves students' engagement and learning effectiveness when aligned with well-designed assessment tools. Similarly, Gea and Koto (2024) provided empirical evidence that OBE-based methods improve practical and soft skills in vocational education, especially in hands-on fields such as culinary arts. Hasanah et al. (2025) emphasized the need for competency-based approaches to replace traditional content-heavy models, particularly in developing 21st-century skills. However, limited research has explored the implementation of OBE-aligned assessments in communication-based or language-oriented courses, despite their importance in preparing graduates for a globalized, service-oriented job market. Manggali et al. (2024) revealed that implementing OBE in Islamic Religious Education (PAI) offers opportunities to enhance curriculum relevance, practical skills, and graduate quality. However, it also faces challenges such as difficulty in measuring spiritual competencies, adapting to institutional culture, limited resources, and alignment with Islamic education traditions.

Despite the recognition of OBE's value, there is a noticeable lack of research on how assessment techniques in business correspondence courses can be aligned with OBE principles and national competency standards (SKKNI). Assessment strategies in these courses often rely on outdated models, such as rote memorization or grammar accuracy tests, rather than evaluating real-world communication skills.

The urgency of this research is highlighted by several factors: the changing nature of work in the digital economy, where effective communication is a key transferable skill; the misalignment between graduate competencies and employer expectations, particularly in soft skills areas; and the policy direction of the Indonesian government, which emphasizes the integration of higher education outcomes with national competency frameworks (KKNI and SKKNI). This is consistent with the findings of Vitchenko et al. (2022), who highlight the need for empirical, discipline-specific studies to guide effective assessment redesign—from generic methods to contextually appropriate, outcome-oriented assessments.

Although the Outcome-Based Education (OBE) approach has been widely adopted in higher education as a response to the demands of the labor market, its implementation in the area of learning assessment still faces several challenges. A key issue is the alignment between assessment techniques and the intended learning outcomes. In the context of the business correspondence course, research exploring how assessment techniques can be designed to align with OBE principles and SKKNI is limited. Based on this gap, the present study seeks to answer the following research questions: What are the current competency levels of students taking the business correspondence course? What assessment methods are currently used to evaluate student competencies in the course?

And what are the expectations of lecturers and students regarding the development of OBE-based assessment techniques?

Accordingly, the aim of this study is to conduct a needs assessment for the development of OBE-based assessment techniques in the business correspondence learning process. Several aspects will be discussed, including the current competency levels of students, the methods currently used to assess student competencies, and the expectations of lecturers and students toward the development of OBE-aligned assessment methods. Ultimately, this study seeks to contribute to the improvement of educational assessment practices by providing evidence-based recommendations for designing effective, fair, and industry-relevant evaluation systems in applied correspondence education.

Research methodology

Research Design

This research adopts a qualitative case study approach. As a case study, the objective of this research is to conduct an in-depth examination of the urgency of developing OBE-based assessment techniques within a Business Correspondence class over a two-month period. The goal is to obtain a comprehensive and detailed understanding of the reasons underlying the importance of developing such assessment techniques, which will then be analyzed to formulate evidence-based arguments supporting their necessity (Zuchri Abdussamad, 2021).

According to Fiantika (2022), a case study aims to answer "how" or "why" questions by focusing on real-life contexts or phenomena occurring within specific settings. A case study documents a particular phenomenon in written form, typically bounded by time and context. Some scholars argue that due to its contextual and descriptive nature, case study research is not intended for predicting future behavior but rather for providing deep insights into particular events or practices. In this study, the specificity lies in conducting a needs analysis for the development of OBE-based assessment techniques in the Business Correspondence course within the Office Administration Education program at Universitas Negeri Semarang, carried out from February to March 2025.

Research Setting and Subjects

This research was conducted in the Business Correspondence course under the Office Administration Education Study Program, Faculty of Economics and Business, Universitas Negeri Semarang. The study was carried out over a two-month period, from February to March 2025. The subjects of this study included one lecturer responsible for teaching the Business Correspondence course, Ms. Tusyanah, S.Pd., M.Pd., as well as all 124 students enrolled in the course. According to Zuchri Abdussamad (2021), these individuals are referred to as the research population—that is, the group of people directly related to the research topic and meeting the required criteria within the defined research unit.

The sampling technique employed in this study was purposive sampling, selected based on the following considerations (Rulam, 2014): first, the nature of the research is informative and requires the researcher to gather as much relevant information as possible from the participants; second, the researcher selected subjects who were not easily accessible to minimize the risk of collecting subjective or biased data; third, specific stages of the study required in-depth investigation, with the aim of generalizing findings to a broader context. Therefore, the final sample consisted of one lecturer and four students from each class section, totaling one lecturer and 12 students who served as the research participants.

Data Collection Method

The data collection method refers to the techniques used by the researcher to gather research data. In this study, two types of data are used, there are primary data and secondary data. According to (Widoyoko, 2012), primary data are obtained directly from the first source or collected by the researcher, such as through interviews and observations. In contrast, secondary data are obtained from second hand sources, which are further processed and acquired from others, such as through documentation. There are the method that used by researcher in collecting research data:

In-depth interview are commonly used data collection technique in qualitative research. In this study, in-depth interviews were conducted with the course lecturer as the main data source or research subject. The interviews were unstructured, allowing the lecturer, as the subject of the study, the freedom to answer the researcher's questions openly. While the researcher prepared a set of research questions, no predetermined answers were provided. Multiple interviews were conducted with the lecturer for the purpose of confirming the collected information (Afrizal, 2014).

The researcher prepared an interview guide to serve as a boundary for the information that must be obtained during the interview process. The interview guide, as presented in Table 1, was aimed at gathering information regarding:

The types of assessment previously conducted. There is four questions to explore the kinds of assessments used in the learning process, particularly in the business correspondence course. The questions are what types of assessments have been used in the learning process? Seek to identify whether assessments include tests, quizzes, assignments, or the other methods. And then, what is the proportion between formative and summative assessments? Aims to understand the balance between ongoing assessments for learning (formative) and final evaluations (summative). Have project-based assessments, case studies, or lab practices been implemented? To assesses whether practical or experience-based assessment methods are used. To what extent are students involved in the assessment process (e.g., self assessment or peer assessment)? To explores student participation in evaluating themselves or their peers.

The assessment blueprints and indicators used to explore the planning and structure of assessments. There is five question in this interview: is there an assessment blue print prepared before conducting assessments? To checks whether assessments are strategically planned in advance. What indicators are used to assess students knowledge aspects? Its question focuses on how theoretical understanding is measured. How are students skills measured in the business correspondence course? To looks at how practical or communication skills are assessed. Have the assessment indicators been aligned with the course learning outcomes (CLOs)? To evaluate the alignment between assessment indicators an intended learning outcomes. What is the process for determining the weight of each assessment indicators? To explores the rationale behind assigning value or percentage to each indicator.

Expectations regarding the development of OBE-based assessment techniques. There is four question to gather insights and opinions regarding outcome based education. There are, are you familiar with the concept of outcome based education (OBE)? If so, to what extent has it been implemented in assessment? To measures the respondent's understanding and application of OBE principles. In your opinion, what challenges are faced in implementing OBE-based assessment? To identify obstacles and difficulties in practicing OBE-based assessment. What type of assessment technique do you think would be more effective in measuring learning outcomes? To explores preferences or suggestions for more effective assessment methods. Do you have any expectations or suggestions regarding the development of an OBE based assessment system? To opens the floor for input or recommendations for improving the current assessment system.

Although an interview guide is already provided, it still needs to be confirmed and validated using other data collection methods. This is in line with the research (Alwasilah, 2002), interview data should be confirmed and validated using other data collection methods such as observation and documentation to neutralize researcher subjectivity.

Table 1
Interview Guideline

No.	Interview Questions
Types of assessments that have been carried out	
1.	What types of assessment have been used in the learning process?
2.	

3.	What is the proportion between formative and summative assessment in the business correspondence course?
4.	Have project-based assessment, case studies, or laboratory practices been used?
	What extent are students involved in the assessment process, for example through self assessment or peer assessment?
Assessment blue print and indicators	
5.	Is there an assessment blueprint prepared before conducting the assessment?
6.	What indicators are used to assess students knowledge aspects?
7.	How are students skills measured in the business correspondence course?
8.	Have the assessment indicators been aligned with the course learning outcome (CLOs)
9.	What is the process for determining the weight of each assessment indicator?
Expectations for the development of OBE-based assessment techniques	
10.	Are you familiar with the concept of OBE (outcome based education)? If so, to what extent has it been implemented in assessment?
11.	In your opinion, what challenges are faced in implementing OBE-based assessment?
12.	What type pf assessment technique do you think would be more effective in measuring learning outcome?
13.	Do you have any expectations or suggestions regarding the development of an OBE based assessment system?

In-depth interviews were also conducted with students in a structured manner, in which the researcher developed a framework of questions to obtain information (Rulam, 2014). Structured interviews were conducted with 12 students as a sample. The purpose of these interviews was to obtain data such as the types of assessment used in the Business Correspondence course and students' opinions regarding their expectations at the end of the course.

Observation, According to (Zuchri Abdussamad, 2021),data collection through observation is conducted systematically and intentionally. This observation involves observing and recording the phenomena being investigated. The researcher was directly involved in the lecture activities, making this a participatory observation. The observation guide is presented in Table 2 as a means of confirming and validating the interview results, such as the types of assessment that have been used so far. By attending and participating in the classroom, the researcher was able to ensure that the interview findings regarding the types of assessment align with the actual activities conducted. In addition, the observation also confirmed the existence of assessment blueprints and indicators used to measure students' knowledge and skills.

The observation guide, structured into three main areas of focus, to assessment document the guideline is availability of assessment blueprint to examines whether a formal assessment blueprint exists and the extent of its completeness and clarity of assessment indicators to focuses on the clarity and specificity of indicators used to assess student learning. To alignment with assessment activities to assesses how well the actual assessment activities match the blueprint. Its consists of alignment blue print with assessment and assessment activities. Measurement of student skills to assesses whether and how student skills are evaluated.

This observation guideline is designed to evaluated the quality and alignment of assessment documents, focusing on planning, clarity of indicators, implementation consistency, variety of assessment methods, and skill measurement. It ensures that assessments are well documented, outcome oriented, and comprehensice.

Table 2
Observation guideline

No.	Observation focus
Assessment Documents	
1.	Availability of assessment blueprint ● Available and complete ● Available but incomplete ● Not available

2.	Clarity of assessment indicators ● Knowledge indicators are clearly defined ● Skill indicators are clearly defined ● Indicators are not defined or still general
Alignment with assessment activities	
3.	Alignment blueprint with assessment ● Question or tasks align with the blueprint ● Some misalignment between blueprint and instruments ● No clear connection Types of instruments use ● Objective test ● Essay test ● Project based assignment ● Practical/simulation
Measurement of student skills	
4.	Measurement of student skills ● Skill indicators are included in rubric/assessment ● Measurement is conducted through practice, presentation, or demonstration ● No specific skill measurement

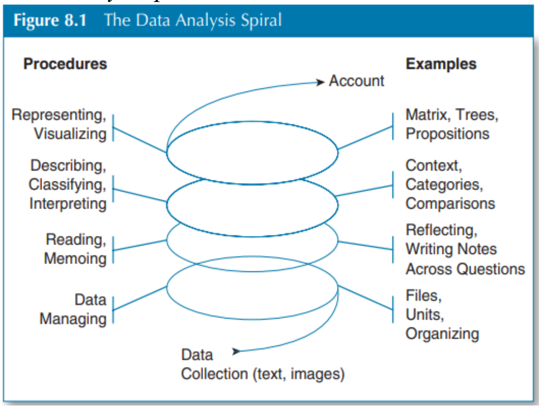
According to (Widoyoko, 2012), an observer who acts as a participant in classroom observation activities gains access to a wide range of information, including confidential information. In this participatory observation, the researcher is granted maximum freedom to gather information relevant to the research objectives.

Documentation, This method is also called document analysis, which is a data collection technique that involves analysing the content of documents related to the research objectives (Widoyoko, 2012). The forms of documents in this research include the RPS (Rencana Pembelajaran Semester), SKKNI (Standar Kompetensi Kerja Nasional Indonesia), and student grade lists. The SKKNI document, which outlines the professional administrative competencies, is used to identify the skills required for the workforce in creating business letters using English. The review of the RPS aims to obtain data on CPL (Capaian Pembelajaran Lulusan) and CPMK (Capaian Pembelajaran Mata Kuliah) to align with the KKNI (Kerangka Kualifikasi Nasional Indonesia). The grade list is used to gather physical evidence of the implementation of student competency assessments in the Business Correspondence course, which have been carried out through assignments or quizzes during the course.

Data analysis

The process of constructing the case study in this research follows the stages proposed by (Cresswell, 2013), as shown in Figure 1. The research construction process uses spiral analysis, which consists of four main stages: data managing, reading & memoing, describing, classifying & interpreting, and representing & visualizing.

Figure 1
Data analysis process



Source: (Cresswell, 2013)

As shown in figure 1. the data analysis process was carried out in four structured and practical stages. **The first** stage is data managing. In this stage, all collected data by interview recording, observations notes and document reviews were compiled and organized systematically. Each source was labelled with identifiers (e.g. interview codes such as “L1” for lecturer or “S1” for student) and sorted into folders based on data type. Files were then categorized thematically using matrix tables to facilitate thematic grouping, such as “psychomotor skills”, “ assessments techniques”, and “lecturer perceptions”

The second stage is reading and memoing. Once organized, the researcher conducted repeated readings of the grouped data. During this phase, **memos** were written in the margins or in a digital log to capture key ideas, reflections, or emerging patterns from each participants statement. Each relevant statement or segment of data was the **assigned a code**. For example, “C1” for comments on assessment challenges or “C2” for descriptions of practical skills demonstrated. These code served as the foundation for theme development.

The third stage involves describing, classifying, and interpreting the data. In this analytical stage, the researcher began by writing detailed **descriptions** of observed psychomotor competencies and the learning context, drawing on classroom observations and document analysis. Data were **classified into meaning units** by grouping similar codes into subthemes (e.g. skill demonstration, feedback process, evaluation criteria). Then, an **interpretive process** was applied to explore deeper meanings behind the patterns for example, analysing how lecturer want the type of assessments guides, or how students respond to certain evaluation methods. Tables summarizing finding from document analysis (e.g. RPS or assessment rubrics) were included to support and illustrate the narrative.

The fourth stage is representing and visualizing. The final stage involved presenting the analysed data in a coherent and reader friendly format. Themes and subthemes were narrated descriptively and supported with direct quotes from participants. In addition, visual representations such as summary tables, thematic charts, and coding matrices were included to enhance clarity and allow readers to trace the findings batch to the raw data. This ensured that the presentation of results was both accessible and evidence based.

Validity and Credibility Data

The data validity in this research is not measured using statistical validity and reliability, but rather through the four criteria of trustworthiness proposed by Lincoln & Guba (1985) in the book by (Miles & Jozefowicz-Simbeni, 2010),which consist of:

Credibility refers to the extent to which the data and research findings can be trusted by participants and readers. To ensure data credibility, several steps were taken. **Triangulation of sources and techniques** was used by combining various data collection methods, including interviews, observations, and document analysis. In-depth interviews were carried out with one lecturer who teach the course and 12 students enrolled in it. Observation were conducted during classroom sessions, where the researcher was physically present and acted as a passive participant to closely examine teaching strategies, student engagement, and classroom interactions. Document analysis involved reviewing the course syllabus (RPS), teaching materials, and students learning outcomes. To enhance data validity, member checking was applied by confirming the initial interpretations of the data with the research participants namely, the lecturer and students. This process was conducted after preliminary analysis through open discussions to ensure that the interpreted meanings accurately reflected the participants actual experiences and perspective. Additionally, **prolonged engagement** was established by researchers continuous involvement in the learning environment throughout two months. A professional and consistent relationship was built with both the lecturer and the students, allowing the researcher to gain a comprehensive and in-depth understanding of the research context through sustained and immersive observation.

Transferability aims to ensure by **presenting a comprehensive and detailed description** of the research setting, including the institutional context, the nature of the course under study, and the structure of the teaching and learning process. Specific information was provided regarding the participants, such as their academic background, year of study, and level of engagement in the course. During data collection, contextual elements such as the classroom environment, learning methods used by the lecturer, and the dynamics of student participation were thoroughly documented. The interview and observation protocols were also described in detail, including time, location, and the situational context in which the data gathered. There rich descriptions were intentionally included to enable readers to determine the extent to which findings may be relevant or applicable to similar educational settings and contexts. By clearly outlining the boundaries and conditions of the research, the study allows other to make informed judgements about the potential for transferability to other the situations.

Dependability was ensured by implementing clear and systematic procedures that allow the research process to be consistently followed and transparently audited. An **audit trail** was developed to document every stage of the research, including detailed records of data collection procedures (it use interview guides, observation notes, and documentation analysis), data organization methods (it use coding schemes and category development), and the rationale behind each analytical decision made during the study. In addition, **peer debriefing** was carried out by engaging a fellow researcher who was not directly involved in the study. This peer acted as a critical reviewer, providing independent feedback through regular discussions focused on the research process, the credibility of interpretations, and the consistency of the finding with the data. There discussions helped to identify potential biases and ensured that the research remained aligned with the principles of qualitative case study methodology. Through there measures, the study maintained a dependable structure that can be reviewed and if necessary, replicated in similar contexts.

Confirmability was established to ensure that the research findings were grounded in the data and not influenced by the researcher's personal biases or assumptions. To achieve that, the researcher maintained a **reflective journal** throughout the research process. Its journal contained regular entries that documented the researcher's thoughts, assumptions, and decision during data collection and analysis. There reflections were kept separate from the field notes to clearly distinguish between raw data and the researcher's interpretations or reactions. In addition, **supporting documentation** such as complete interview transcripts, observation logs, and annotated documents were systematically organized and stored. These materials serve as a **data trial** that allows external reviewers or other researchers to trace the origin of specific finding back to the original sources. This process increases transparency and allows others to evaluate the objectivity and neutrality of the conclusions drawn. By implementing there strategies, the study ensured that the findings emerged from participants perspective and the actual field data, rather than the researcher's personal viewpoints.

Research scope

Based on the descriptions above, the researcher sets the scope of this study, which is limited to the assessment of learning conducted by the lecturers of the Business Correspondence course in the Office Administration Education program at the Faculty of Economics and Business, State University of Semarang in 2025. The study does not include an evaluation of student learning outcomes directly, but instead focuses on the assessment instruments and practices used by the lecturers. The main focus of this research is on the availability and quality of the assessment blueprints and indicators, rather than on the content or substance of the course material. The assessment techniques reviewed in this study are limited to the context of implementing the Outcome-Based Education (OBE) curriculum, with an emphasis on assessments that support achieving learning outcomes. The primary data was collected through interviews and observations, making the gathered information qualitative and exploratory, rather than quantitative.

Results and Discussion

Research Result

The Current Competency Levels Of Students In Business Correspondence Course

Based on interviews and documentations, the several general condition have been identified regarding students competencies in the Business Correspondence course. These condition are aligned with the Indonesian National Work Competency Standards (SKKNI, 2024), specifically the unit tittle "Writing Business Letters in English". According to the information obtained from the lecturer, there are competency related issues among students that have become the main focus in the Business Correspondence Course, as they significantly impact both student learning outcomes and the overall quality of graduates in the office administration program. Through document analysis, data presented in table 3 were obtained, which represent the current knowledge and skill score of students.

Table 3
Students Competency Conditions

Aspect	Assessment Indicators	Students Competency Condition
Knowledge	Basic sentence structure and paragraph writing	Average assignment score : 7.5
	Organizing information	Average assignment score : 7.5
	Use of formal letter format: formal opening, statement of purpose, request, confirmation, information, clarification, intended action, and formal closing	Average assignment score : 7.0
Skills	Use of appropriate English letter sentences	Average assignment score : 7.5
	Use of complex grammatical constructions to convey accurate meaning and intent	Average assignment score : 7.5
	Ability to identify the purpose of letter	Average assignment score : 8.5

Based on the table 3, the student competencies divided into two main aspects there are knowledge and skills. **Knowledge aspect**, to describe understanding and application of concepts related to business correspondence. The indicator consists of basic sentence structure and paragraph writing shows students demonstrate moderate competency with average score of 7.5. For the organizing information competence, students show a similar level of competency, also scoring 7.5 on average. Its indicate they are fairly able to present ideas in a structured manner. The competence of use formal letter format (including formal opening, statement of purpose, request, confirmation, information, clarification, intended action, and formal closing) students perform slightly lower in this area, the average score is 7.5. Its need to improvement in adhering to formal structure conventions.

In the **skills aspect** to measures students practical ability to apply language skills in writing formal business letter. The indicator consists of use of appropriate English letter sentences, its show good practical command, with 7.5 average score. For the use of complex grammatical constructions to convey accurate meaning and intent with 7.5 average score, students demonstrate an adequate ability to use advanced grammar structures effectively. The competence of ability to identify the purpose of the letter is the strongest area, with an average score 8.5. Its indicate that students are highly competent in understanding and defining the objective of their correspondence.

Overall, students demonstrate moderate to strong competence both knowledge and skill aspects of business correspondence. The highest performance is seen in their ability to identify the purpose of letters, while the area needing improvement is the proper use of formal letter formatting.

The Current Method That Used To Assess Student Competencies

Based on observation, interview and documentation, the current methods that used to assess student competencies are participation assessment (weight: 10%), pretest assessment/initial student ability (weight: 5%), individual quiz assessment (weight: 12%), group assignment (weight 40%), midterm exam UTS (weight : 15%), and final exam UAS (weight: 18%). This is consistent with findings of previous studies (Rasyid et al., 2022) describes the course being evaluated in technical drawing. The data evaluated includes course grade, covering participation, assignments, midterm exam (UTS), and final exam (UAS). The weighting in participation, assignments, midterm, and final exam toward the final grade is determined by the course instructor. The grade weighting also depends on the category of the course whether it is theoretical, practical, or a combination of both.

Participation Assessment (Weight: 10%)

Participation assessment is a crucial component for evaluating active student engagement during the learning process. It includes attendance, contribution to class discussions, initiative in answering or asking questions, and involvement in various academic activities organized by the lecturer. This assessment aims to encourage students to be more proactive, critical, and confident in expressing their ideas verbally in a constructive academic environment, particularly in English. As support by (Sudipa et al., 2022) that student learning participation is reflected through assessments conducted by lecturers during the teaching and learning process. Student participation is evaluated based on each individuals abilities and every lecturer applies their own criteria when determining participation grades for students in each course. There criteria play a significant role in decision making, particularly in assigning participation grades to students.

Moreover, student participation reflects attitudes and learning ethics such as discipline, responsibility, and communication skills. The participatory assessment serves as an indicator of the students' interest and attention to the Business Correspondence subject. Student interest and attention can improve the learning outcomes, its in line with the research (Rahamawanto & Indrawati, 2019) that conclude reading interest and learning engagement are important factors that significantly influence students learning outcomes in any subject. Students with a high interest in reading tend to have broader knowledge and access to more information this greatly supports the learning process. Therefore, participation not only contributes to the final grade but also plays a significant role in the development of soft skills, which will be crucial for the students' future careers and social interactions.

Pretest Assessment/Initial Student Ability (Weight: 5%)

The pretest is conducted at the beginning of the course to assess students' foundational knowledge before starting the Business Correspondence class. This initial step helps identify the students' readiness level, allowing the lecturer to prepare more tailored teaching strategies. The pretest also serves as a tool to differentiate students' knowledge levels, making it easier to classify them accordingly. The pretest is administered using Google Forms, which enables students to immediately see their results.

In addition to being an initial measurement tool, the pretest aims to motivate students to focus more on the course. It also helps students become more aware of their understanding of foundational material and areas that need improvement. The goal is for students to be more active and engaged in class discussions and activities. According to the research (Adri, 2020), Pre test can increasing student outcome, motivate students to prepare the course and participation.

Individual Quiz Assessment (Weight: 12%)

The quiz is a form of formative assessment conducted periodically to evaluate students' understanding of the material taught. This assessment is done individually, reflecting each student's mastery of the subject without external interference. The quizzes are administered through the Quizizz platform, allowing students to immediately see their results. Additionally, the lecturer can set a time limit for the quizzes.

The quiz results serve as a basis for evaluating the teaching methods used and providing direct feedback to students. It also helps foster students' independence and discipline in their learning. Quizzes are announced a week in advance, with six quizzes scheduled throughout the course, each focusing on a specific type of letter. Currently, three quizzes have been conducted: Quiz 1 on the concept of business letters, Quiz 2 on inquiry letters, and Quiz 3 on sales letters. This individual quiz assessment contributes 12% to the final grade, encouraging students to prepare consistently for each session. The quiz serves as a link between the learning process and the results achieved, while also enhancing students' sense of responsibility for their learning progress.

Group Assignment (Weight: 40%)

The group assignment is designed to assess students' ability to collaborate in solving a problem or project collectively. Technically, students are divided into small groups of three to complete case-based tasks, projects, or discuss specific topics. The assessment evaluates not only the final result but also the teamwork process and individual participation within the group.

By completing group assignments, students can develop interpersonal skills such as communication, negotiation, and leadership. The experience of working in teams will help students navigate group dynamics, resolve conflicts, and appreciate diverse opinions. Group assignments are highly relevant to preparing students for the challenges of the workforce, where collaboration across disciplines is a common expectation.

Midterm Exam (UTS) (Weight: 15%)

The Midterm Exam (UTS) is a summative assessment conducted at the mid-point of the semester to measure students' mastery over half of the material covered. Similar to quizzes, the UTS also serves as a tool to evaluate the effectiveness of teaching and provides a basis for improvements in the second half of the semester. The UTS score gives an initial overview of students' academic achievements. The exam was held on April 10, 2025.

In addition to serving as an evaluation tool, the UTS is expected to motivate students to review the material thoroughly and deeply. It is often seen as a critical opportunity for students to assess their progress, adjust their study strategies, and better prepare for the final exam (UAS). The UTS is strategically important, accounting for 15% of the final grade.

Final Exam (UAS) (Weight: 18%)

The Final Exam (UAS) is the concluding assessment that evaluates students' overall learning throughout the semester. The exam consists of various types of questions, including multiple-choice, short-answer, essay, analytical essay, and project-based simulation questions. The UAS is an individual assessment that requires students to demonstrate critical thinking, logical reasoning, and the ability to integrate concepts learned throughout the course.

The UAS holds significant weight in the final grade, contributing 18%. It serves as a key indicator of success in the Business Correspondence course. The final exam provides an opportunity for students to demonstrate consistency in their learning over the semester. The score obtained in the UAS can be seen as a reflection of students' efforts in both independent study and class activities. It is a determining factor in students' graduation and their overall competence in the course.

The Expectation Toward Assessment Techniques Based on OBE To Be Developed.

Based on this research, several recommendations are provided regarding the development of competency assessment instruments for students based on Outcome Based Education (OBE), specifically in the Business Correspondence course. Based on observations, interviews, and document studies, there are several components that need to be emphasized in the OBE-based assessment to enhance the quality of higher education graduates.

The lecturer hopes the OBE assessment framework can be developed comprehensively to reflect the achievement of all Graduate Learning Outcomes (CPL), covering aspects of knowledge, skills, and attitudes. The OBE assessment should not only focus on cognitive abilities but also measure students' applied and psychomotor skills in completing tasks or projects in Business Correspondence. Its in line with (Negara et al., 2024) research that OBE can improve the students character and quality of education. OBE is eligible to be a curriculum.

The lecturer hopes OBE-based assessment can improve the quality of the learning process by creating more effective and directed teaching strategies. This will encourage students to learn more actively, independently, and responsibly for their learning outcomes, as every learning activity is directly linked to the defined learning achievements. (Muzakir, 2023) The lecturer provide support and resources for the student to achieve the best outcome, which the learning process focuses in constructive and alignment.

The lecturer hopes the development of the OBE assessment framework can contribute to building an objective, transparent, and accountable evaluation system. With measurable indicators and rubrics, the evaluation can reflect students' overall competencies. This will strengthen the recognition of graduate quality both nationally and internationally and help address the demands of an increasingly competitive and dynamic workforce. This is in line with the study by (Wahyudi & Heksaputra, 2023), which states that the application of OBE based assessment can display final grades based on course and graduate learning outcomes. Learning outcomes derived from final grades can serve as an aspect for academic programs to formulate better learning guidelines in the future.

Discussion

Based on interviews, observations, and document reviews, it was found that students' competencies in the Business Correspondence course need improvement, especially in sentence structure, paragraph organization, and formal letter formatting in English. Students struggle to construct effective sentences and paragraphs that meet professional communication standards and are not fully familiar with the formal structure of business letters. Additionally, students face challenges with complex grammatical structures, though some can identify the purpose of a letter. These findings emphasize the need for more intensive, structured teaching to help students master professional business letter writing skills, as supported by (Noor & Mulyani, 2016) who suggest a process skills approach in business correspondence course can improve learning outcomes because it involves students in critical thinking and problem solving stages in a practical context.

The gap in students competencies in writing formal business letters highlights the urgent need for a more contextualized and structured instructional approach. A process based pedagogy, which emphasizes drafting, revising, and reflective practices, has proven effective in improving professional writing skills, as it moves beyond product focused teaching and fosters deeper cognitive engagement (Noor & Mulyani, 2016). Such an approach allows students to develop writing proficiency that aligns with reals world communication demands.

The development of Outcome-Based Education (OBE) assessments received positive feedback from instructors, as it helps focus student learning on measurable outcomes relevant to the workforce. Instructors appreciate that OBE evaluates cognitive skills as well as critical thinking, collaboration, and professional attitudes. While initial challenges like adapting to the new format may arise, instructors believe OBE will support the transformation of education to better meet job market demands, in line with(Gea & Koto, 2024) who found that OBE enhances understanding and critical thinking. However, as noted by (Ludvik, 2019), the success of OBE heavily relies on clear learning outcomes, valid assessment design, and the readiness of instructors to make pedagogical adjustments.

The implementation of Outcome Based Education (OBE) offers a promising framework for aligning academic instruction with workplace expectations. By focusing on measurable learning outcomes, OBE encourage the development of essential competencies such as professional communication, collaboration, and problem solving (Harden, 2007). However, the success of OBE relies heavily on valid assessment design and faculty readiness. Without these, OBE risks reducing learning into more achievement of indicators, rather than fostering meaningful understanding and critical thinking (Biggs et al., 2022).

Student assessment is carried out through various methods, including participation, pretests, quizzes, group assignments, midterms, and finals. These assessments help develop responsibility, teamwork, and practical skills while encouraging active learning. Instructors hope the development of a comprehensive OBE assessment system will better reflect all aspects of graduate learning outcomes, improve learning quality, and provide more objective evaluations. This approach is expected to prepare students for the competitive job market, as also highlighted by (Wahyudi et al., 2023), who developed an OBE-based assessment application in a technical program. However, as criticized by (Biggs et al., 2022), the main challenge of OBE is the risk of simplifying learning to simply fulfilling indicators, rather than developing deep understanding and reflective skills.

Moreover, the integration of process oriented instruction and OBE aligned assessment is seen as a powerful strategy for cultivating higher order thinking skills and graduate employability (Boud & Falchikov, 2006). In todays competitive and global job market, adaptive, objective, and technology supported assessment systems such as the OBE based application developed by (Wahyudi et al., 2023) are essential for driving meaningful education transformation.

Therefore, educational reform must go beyond changes in assessment practices. It requires a comprehensive shift in teaching methodology, active student engagement, and faculty development. The key to success lies in the integrated implementation of process based pedagogy, outcome-oriented evaluation, and supportive digital technologies.

Conclusion

This study concludes that the highlighting the mismatch between current assessment methods and the principles of OBE, particularly in higher education contexts. It emphasize the need for assessment systems that are competency orientated, especially those aligned with the SKKNI. By focusing on the business correspondence course within the office administration education program, this research offers empirical evidence of students ongoing difficulties in mastering practical business correspondence skills. The study lays the groundwork for developing a technology based assessment framework, offering a concrete direction for future innovations in instructional design. It contributes to academic discourse on digital transformation in education, specifically by proposing an OBE assessment application that can support educators in aligning assessments with measurable competencies. The study strengthens the academic argument for aligning learning outcomes with real world job market requirements. It provides a practical lens through which researchers and educators can view the constructive alignment of teaching, learning and assessment with national and industry standards. The recommendation for the future research should focus on the design, development, and usability testing of an OBE based assessment application and developing an application based OBE assessment framework invites interdisciplinary collaboration between fields such as education technology, instructional design, vocational education, and software engineering. This create space for new academic investigations that blend pedagogy with system development an usability studies.

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Computer facilities, self-efficacy and computational thinking skills of MPLB students at SMKN 1 Boyolali

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Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Fasilitas Komputer dan Self Efficacy terhadap Computational Thinking Skill siswa. Penelitian ini menggunakan pendekatan kuantitatif korelasional, dengan teknik pengambilan sampel yang digunakan yaitu proportional stratified random sampling. Sampel yang digunakan dalam penelitian ini adalah 105 siswa dari kelas X dan XI jurusan Manajemen Perkantoran dan Layanan Bisnis SMK Negeri 1 Boyolali. Teknik pengumpulan data menggunakan kuesioner yang diadaptasi dari penelitian terdahulu. Teknik analisis data yang digunakan adalah PLS-SEM yang dianalisis dengan bantuan Smart-PLS versi 3.0. Temuan penelitian ini menunjukkan bahwa fasilitas komputer berpengaruh positif yang signifikan dalam meningkatkan computational thinking skill siswa sebesar 0,644. Sedangkan untuk Fasilitas komputer juga berpengaruh positif yang signifikan untuk meningkatkan self efficacy siswa sebesar 0,702. Temuan ini juga menunjukkan self efficacy memiliki pengaruh positif yang signifikan dalam meningkatkan computational thinking skill siswa sebesar 0,227. Temuan terakhir dalam penelitian ini juga menunjukkan self efficacy memiliki pengaruh positif yang signifikan dalam memediasi hubungan tidak langsung fasilitas komputer dalam meningkatkan computational thinking skill siswa sebesar 0,159. Hasil-hasil ini menunjukkan bahwa fasilitas komputer dan self efficacy sangat penting dalam meningkatkan computational thinking skill siswa, karena keseluruhan hasil analisis ini mendukung hipotesis yang diajukan.

Kata kunci : kemampuan kognitif; kondisi psikologi; PLS-SEM; teknologi komputer

Abstract

This study aims to examine the influence of computer facilities and self-efficacy on students' computational thinking skills. This research employed a quantitative correlational approach, using proportional stratified random sampling as the sampling technique. The sample consisted of 105 students from grades 10 and 11

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majoring in Office Management and Business Services at SMK Negeri 1 Boyolali. Data collection was conducted using a questionnaire adapted from previous studies. The data were analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM) with the assistance of Smart-PLS version 3.0. The findings indicated that computer facilities had a significant positive effect on improving students' computational thinking skills, with a coefficient of 0.644. Furthermore, computer facilities also had a significant positive effect on students' self-efficacy, with a coefficient of 0.702. The results also showed that self-efficacy had a significant positive influence on improving students' computational thinking skills, with a coefficient of 0.227. Lastly, the study revealed that self-efficacy significantly mediated the indirect relationship between computer facilities and students' computational thinking skills, with a coefficient of 0.159. These results demonstrate that computer facilities and self-efficacy are crucial factors in enhancing students' computational thinking skills, as the overall analysis supports the proposed hypotheses.

Keywords : cognitive ability; computer technology; PLS-SEM; psychological condition

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Introduction

In the 21st century, technological advancement is inevitable as science and technology continue to progress. Therefore, every individual must be able to adapt to the rapid development of information technology today. Technological progress has transformed the field of education and the learning process. In the current era of globalization, the use of information and communication technology in learning has become commonplace. With the internet, learning can take place under any circumstances and on a wide scale through tools such as email, chat, e-books, and e-libraries. Information can also be exchanged without having to meet the source directly (Akbar & Noviani, 2019).

Rapid global growth has led to changes in the education sector, where the modern education system today focuses on skills based on the need to prepare the younger generation to face complex and dynamic future challenges (Farid, 2024). One of the essential skills needed today is computational thinking skill (Mukhibin et al., 2024). Computational thinking skill promotes a systematic problem-solving approach, enabling students to break down complex problems into manageable parts. (Mendrofa, 2024). Computational thinking skills help students think more critically and creatively, communicate effectively, and collaborate to solve problems. It not only teaches logical, mathematical, and technical knowledge but also provides understanding of current technology, digitalization, and computerization, thereby fostering characteristics such as confidence, open-mindedness, tolerance, and environmental awareness (Ansori, 2020). Computational thinking does not mean thinking like a computer; rather, it refers to the way a person thinks when faced with a problem by constructing the problem into a computational form and then solving it with computational solutions, while also providing reasoning for why those solutions are chosen (Setyautami, 2020).

This highlights the importance of computational thinking skills for vocational high school students. Computational thinking skills are crucial for vocational students because they can improve their quality as skilled workers, thereby helping to enhance their hard skills through practical experience. (Yahya & Vitalocca, 2022). As shown in the study by (Aydeniz, 2018) computational thinking skills help students analyze data, make decisions, and solve complex problems.

Furthermore, research by (Agbo et al., 2023) also demonstrated that computational thinking skills in secondary education have a positive impact on students' academic achievement. The study found that computational thinking-based learning helps students attain higher scores on standardized tests and develop better problem-solving abilities.

Problems related to computational thinking skills occur at SMK Negeri 1 Boyolali, especially among students majoring in Office Management and Business Services. Based on the results of a preliminary survey, more than 35% of students answered incorrectly on computational thinking skill questions, particularly in the aspects of pattern recognition, abstraction, and problem-solving. In addition, 40% of students involved in the preliminary study answered questions incorrectly in the decomposition aspect. These preliminary survey results indicate that students' computational thinking skills are still not optimal.

One important factor influencing computational thinking skills is the use of technology. According to research conducted by (Fikriyah, 2022), several aspects show how technology usage affects students' computational thinking skills. Issues with the quality of computer facilities also occur at SMK Negeri 1 Boyolali, where the condition of computers used by students for practical learning activities is inadequate. Some computers are inoperable and cannot access the available internet network, causing students to take turns during practical sessions. This situation is considered less effective and efficient during the learning process.

Besides inadequate computer facilities, another factor influencing students' computational thinking skills is self-efficacy. Students majoring in Office Management and Business Services at SMK Negeri 1 Boyolali also face self-efficacy issues, particularly in using computer technology. In the learning process, self-efficacy plays an important role because it affects students' academic goals, performance, and self-regulation. However, the condition of students at SMK Negeri 1 Boyolali is different; these students lack confidence in operating computers, especially in using Microsoft Office software. This is mainly because most students have never operated a computer before, due to the absence of ICT subjects during their junior high school education or not owning personal computers. Nevertheless, some students do have their own laptops or computers at home.

This study is very important because computational thinking skills are one of the key skills needed in everyday life today. This research presents a novel contribution by exploring the relationship between computer facilities and self-efficacy, an area that has rarely been studied before. This study focuses on the direct relationships between computer facilities, self-efficacy, and their mediating effects on students' computational thinking skills. The findings are expected to provide new insights for developing more effective learning strategies to enhance students' self-efficacy and computational thinking skills

This study aims to: 1) determine whether computer facilities have an effect on the computational thinking skills of MPLB students at SMKN 1 Boyolali, 2) determine whether computer facilities have an effect on the self-efficacy of MPLB students at SMKN 1 Boyolali, 3) determine whether self-efficacy affects the computational thinking skills of MPLB students at SMKN 1 Boyolali, 4) determine whether computer facilities influence computational thinking skills through the mediation of self-efficacy among MPLB students at SMKN 1 Boyolali.

Research Methods

This study was conducted at SMK Negeri 1 Boyolali, located at Jalan Perintis Kemerdekaan No. 17, Dawungan Lor, Pulisen, Boyolali District, Central Java 57316. SMK Negeri 1 Boyolali was chosen as the research site because it has the specific problems to be studied, possesses the necessary information and data sources for the researcher, and has not previously been the subject of research involving similar variables. This study used a correlational research design with a quantitative approach because the researcher aimed to describe results in the form of factual and actual numerical data, processed using statistics, with the purpose of testing hypotheses regarding the influence between exogenous and endogenous variables.

The population in this study consisted of X and XI grade students majoring in Office Management and Business Services at SMK Negeri 1 Boyolali for the 2024/2025 academic year who took computer laboratory practice classes, excluding 12th grade students who were undergoing

Field Work Practice. Data processing and analysis were conducted using Smart-PLS version 3.0 software. The sampling technique used was proportional stratified random sampling, with a total sample of 105 respondents calculated based on Slovin's formula. The researcher employed this technique to ensure that samples from each class were proportionally represented according to the number of students, in order to obtain an accurate representation of the population studied and to ensure that the research results could be generalized. The results showed that all respondents completed all 16 statements submitted via Google Forms.

Data collection was conducted using a closed-ended instrument with a Likert scale ranging from 1 to 5, with response options from Strongly Agree to Strongly Disagree. In this case, respondents chose answers according to their actual conditions. The instrument used was adapted from previous research, utilizing all statement items that had been validated, with adjustments made to fit the conditions at the research location. Before distributing the instrument, a preliminary survey was conducted with 20 respondents who were not part of the research sample. The instrument for the computational thinking skill variable fully adapted statement items from the indicators by (Lemay et al., 2021), the computer facilities variable fully adapted statement items from the indicators by (Saadon & Liong, 2012), and the self-efficacy variable adapted statement items from the indicators by (Prasetiyo et al., 2021).

There are three tests conducted, namely the measurement model test (outer model), which includes convergent validity, discriminant validity, and reliability tests. In this study, the researcher used validity tests to measure the validity of the research instruments according to the research objectives, while still considering the evaluation results of the outer model tests. Next, the structural model test (inner model) was performed, which includes R-square (R^2), predictive relevance (Q^2), and the Variance Inflation Factor (VIF) test to report multicollinearity and determine whether each exogenous variable has a correlation relationship. After the data met the prerequisite tests, hypothesis testing was conducted using the Bootstrapping method to obtain the t-statistic and p-value.

Result and Discussion

Research Result

Outer Model Test

1. **Convergent Validity and Reliability Test**

Table 1

Result of Convergent Validity and Reliability Test

Variable	Item	Loading	Cronbach's Alpha	Composite Reliability	AVE
Computational Thinking skill (CTS)	CTS1	0.812	0.796	0.861	0.554
	CTS2	0.750			
	CTS3	0.652			
	CTS4	0.713			
	CTS5	0.784			
Computer Facilities (FK)	FK1	0.738	0.824	0.872	0.533
	FK2	0.711			
	FK3	0.675			
	FK4	0.676			
	FK5	0.799			
	FK6	0.775			
Self Efficacy (SE)	SE1	0.724	0.759	0.835	0.503
	SE2	0.703			
	SE3	0.633			
	SE4	0.744			
	SE5	0.737			

Data analysis using PLS-SEM was conducted in three stages: (1) measurement model testing (outer model), (2) structural model testing (inner model), and (3) hypothesis testing.

Based on the findings in Table 1, the highest loading factor value was found for the CTS1 indicator at 0.812, which exceeds the threshold of 0.500. All indicator loadings (in bold) for each construct were also higher than their cross-loadings on other constructs. The Average Variance Extracted (AVE) score in a model must be greater than 0.50 to be considered valid (Hair et al., 2019). The AVE scores in this study were 0.554 for computational thinking skills, 0.533 for computer facilities, and 0.503 for self-efficacy. All AVE scores exceeded 0.50, thus meeting the confirmatory validity criteria and confirming the validity of the indicators. Discriminant validity can also be evaluated using the Fornell-Larcker Criterion, where the square root of the AVE for each construct must be greater than its correlations with other constructs.

Internal consistency reliability was assessed using Cronbach's alpha (α) and Composite Reliability (CR), with thresholds of $\alpha > 0.700$ and $CR > 0.708$ (Hair et al., 2019). The results show Composite Reliability values ranging from 0.835 to 0.872, indicating that approximately 80% of each latent variable's variance is true score variance, while the remainder is error variance. This indicates that all latent variables in this study have relatively low measurement bias. Additionally, the Cronbach's alpha (α) values for computational thinking skills, computer facilities, and self-efficacy were all above 0.7. These findings demonstrate strong internal consistency among the indicators, supporting the conclusion that the measurement instruments used in this study are both valid and reliable.

The results for item loadings, AVE, Composite Reliability, and Cronbach's alpha indicate that the measurement model meets the required reliability and validity criteria. Each construct CTS (Computational Thinking Skills), FK (Computer Facilities), and SE (Self-Efficacy) demonstrates strong internal consistency and convergent validity, providing a solid foundation for further structural analysis.

2. **Discriminant Validity Test**

Discriminant validity can be evaluated by examining cross-loadings; when the cross-loading of an indicator on its own construct is greater than all cross-loadings on other constructs, discriminant validity is established. Discriminant validity was also assessed using the Fornell-Larcker Criterion, which requires that the square root of the AVE for each construct be greater than its correlations with other constructs.

Table 2

Fornell-Larcker Criterion

	CTS	FK	SE
CTS	0.744		
FK	0.806	0.730	
SE	0.681	0.702	0.709

Note:
CTS : Computational Thinking Skill
FK : Computer Facilities
SE : Self Efficacy

Table 2 shows the results of the Fornell-Larcker Criterion, confirming that discriminant validity is acceptable for this measurement model and supports discriminant validity between constructs (Hamid et al., 2017).

Inner Model Test

The structural model is used to predict causal relationships between the variables involved. This test examines the R^2 score, or the coefficient of determination, for the constructs. The R^2 value indicates how much the exogenous variables explain the variation in the endogenous variable, with values ranging between 0 and 1. The higher the R^2 value of the exogenous variables in the model, the better the model explains the endogenous variable.

Table 3
R^2 dan Q^2

Variabel endogen	R^2	R^2 Adjusted	Q^2
CTS	0.676	0.669	0.355
SE	0.492	0.487	0.228

In Table 3, the R^2 values for computational thinking skill and self-efficacy are 0.676 and 0.492, respectively. This indicates that 67.6% of the variability in computational thinking skill can be explained by computer facilities and self-efficacy, while the remaining 32.4% is explained by other variables outside the research model. Meanwhile, for the self-efficacy variable, 49.2% of its variability is explained by the variability of the computer facilities variable, with the remaining 50.8% explained by other variables outside the research model.

The predictive model test was conducted by calculating the Q^2 value. The predictive model value describes how well the exogenous variables predict the endogenous variables within the structural model. A Q^2 value greater than 0 indicates predictive relevance of the model. Specifically, a Q^2 value of 0.02 indicates small predictive relevance, 0.15 indicates medium predictive relevance, and 0.35 indicates large predictive relevance (Hair et al., 2019). In this study, the Q^2 value for computational thinking skill is 0.355, which indicates a large predictive relevance for the model since the Q^2 score is greater than 0. Meanwhile, the Q^2 value for self-efficacy is 0.228, indicating a medium predictive relevance, also because the Q^2 score is above 0.

After analyzing the predictive model values in this study, the next step is to report collinearity based on the VIF scores. The VIF test is conducted to determine whether each exogenous variable has a correlation relationship.

Table 4
VIF Values

	CTS	FK	SE
CTS			
FK	1.970		1.000
SE	1.970		

Collinearity becomes a concern if the VIF value exceeds 3.000 (Hair et al., 2019). In Table 4, computer facilities as a predictor of computational thinking skill has a VIF of 1.970. Computer facilities as a predictor of self-efficacy has a VIF of 1.000. Self-efficacy as a predictor of computational thinking skill has a VIF of 1.970. Based on these findings, collinearity is not an issue in this study because all VIF values are below 3.000, indicating that the indicators do not experience multicollinearity problems.

Hypothesis Testing

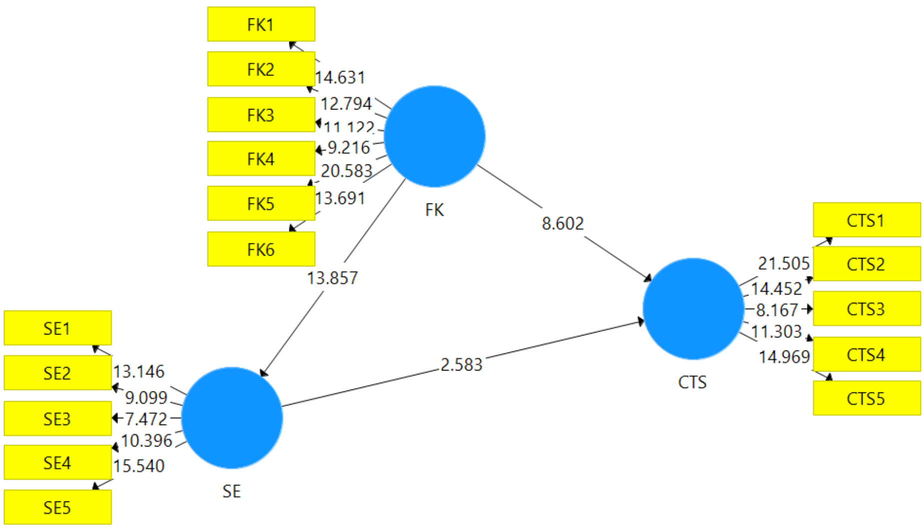
The hypothesis testing results were obtained through the Path Coefficient using the Bootstrapping technique in the Smart-PLS software. The significance level applied for the p-value must be below 5% or < 0.05 for all hypotheses in the study to be accepted. Meanwhile, the significance between constructs is determined by the t-statistic value, with a rejection and acceptance threshold of 1.96. If the t-statistic value is less than 1.96, the hypothesis is rejected.

Table 5
Hypothesis Testing

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
FK -> CTS	0,647	0,644	0.075	8.602	0.000
FK -> SE	0,702	0,709	0.051	13.857	0.000
SE -> CTS	0,227	0,231	0.088	2.583	0.010
FK -> SE -> CTS	0,159	0,164	0.064	2.507	0.012

Based on the findings in Table 5, all hypotheses are accepted, namely: H1: Computer facilities have a significant positive effect on computational thinking skill (t-statistic = 8.602; p-value = 0.000). H2: Computer facilities have a significant positive effect on self-efficacy (t-statistic = 13.857; p-value = 0.000). H3: Self-efficacy has a significant positive effect on computational thinking skill (t-statistic = 2.583; p-value = 0.010). H4: Computer facilities have a significant positive effect on computational thinking skill through mediation by self-efficacy (t-statistic = 2.507; p-value = 0.012)

Figure 1
Final Mode



Based on the hypothesis testing results, there is a significant positive effect of computer facilities on students' computational thinking skills, as shown in Figure 1. This hypothesis is accepted, as evidenced by a t-statistic value of 8.602, which is greater than 1.96, and a p-value of 0.000, which is less than 0.05. The regression coefficient obtained is 0.647, indicating that computer facilities and computational thinking skills have a positive or direct relationship. This means that if computer facilities increase by one unit, computational thinking skills will also increase by 64.7%, and vice versa. These findings demonstrate that computer facilities play an important role in enhancing students' computational thinking skills. Adequate computer facilities, when optimally utilized, assist students in mastering computer operation, which impacts their ability to think critically, creatively, cooperatively, and solve problems all of which are essential components of computational thinking skill indicators. In this digital era, the ability to operate computers is becoming increasingly relevant and important across various activities and objectives. This finding aligns with previous studies conducted by Mukhibin (2024) and Juškevičiene & Dagiene (2018), which found that access to technology and programming activities significantly promote the improvement of computational thinking skills, especially through the use of computer-based software that helps students practice and develop their computational thinking skills more effectively.

The second hypothesis in this study states that there is a significant positive effect of computer facilities on self-efficacy. This hypothesis is accepted, as evidenced by a t-statistic value of 13.857, which is greater than 1.96, and a p-value of 0.000, which is less than 0.05. The regression coefficient obtained is 0.702, indicating that computer facilities and self-efficacy have a positive or direct relationship. This means that if computer facilities increase by one unit, self-efficacy will also increase by 70.2%, and vice versa. This implies that the better the computer facilities used, the higher the level of confidence or self-efficacy possessed. Thus, these findings indicate that computer facilities play an important role in enhancing an individual's self-efficacy. Individuals with good computer facilities tend to have better mastery in operating computer technology, which results in higher self-efficacy compared to those who do not have adequate computer facilities. These results align with the findings of Qureshi (2016), which show that individuals with high self-efficacy tend to adapt more easily to the use of computer technology.

The third hypothesis in this study states that there is a significant positive effect of self-efficacy on students' computational thinking skills. This hypothesis is accepted, as evidenced by a t-statistic value of 2.583, which is greater than 1.96, and a p-value of 0.010, which is less than 0.05. The regression coefficient obtained is 0.227, indicating that self-efficacy has a positive or direct effect on computational thinking skills. This means that if self-efficacy increases by one unit, computational thinking skills will also increase by 22.7%, and vice versa. This implies that the higher the self-efficacy possessed, the more optimal the computational thinking skills will be. Thus, these findings indicate that self-efficacy plays an important role in an individual's computational thinking skills. Individuals with high self-efficacy tend to have strong confidence in solving complex problems, mastery of critical and creative thinking skills, and high persistence in seeking solutions. These characteristics strongly support the enhancement of computational thinking skills, which require systematic problem-solving abilities. This finding aligns with studies conducted by Başaran & İlter (2023) and Mukhibin (2024), which show that individuals with high levels of self-efficacy usually possess superior computational thinking skills, as these skills are an essential component of problem-solving abilities in today's modern era.

The fourth hypothesis in this study states that there is a significant positive indirect effect of computer facilities on computational thinking skills through self-efficacy. This hypothesis is accepted, as evidenced by a t-statistic value of 2.507, which is greater than 1.96, and a p-value of 0.012, which is less than 0.05. The regression coefficient obtained is 0.159, indicating that computer facilities have a positive or direct effect on computational thinking skills mediated by self-efficacy. An increase of one unit in computer facilities will increase computational thinking skills through self-efficacy by 15.9%. This implies that self-efficacy has an indirect influence in the relationship between computer facilities and computational thinking skills. Individuals with high self-efficacy in operating computer technology tend to be more creative, critical, cooperative, and structured in problem-solving, which are essential components of computational thinking skills. These findings align with Qureshi (2016), who found that good computer facilities support students in practicing and mastering technology, thereby boosting their confidence in completing tasks. Additionally, Mukhibin (2024) found that high levels of self-efficacy motivate students to be more optimistic, persistent, and systematic in solving problems based on computational thinking skills.

Conclusion

Based on the results of this study, the following conclusions can be drawn (1) There is a significant positive effect of computer facilities on the computational thinking skills of MPLB students at SMK Negeri 1 Boyolali. The better the quality of computer facilities used and the more proficient individuals are in operating computer technology, the higher the students' level of computational thinking skills. (2) There is a significant positive effect of computer facilities on the self-efficacy of MPLB students at SMK Negeri 1 Boyolali. The better the computer facilities used, the higher the self-efficacy in mastering computer technology (3) There is a significant positive effect of self-efficacy on the computational thinking skills of MPLB students at SMK Negeri 1 Boyolali. The higher the self-efficacy possessed, the higher the level of computational thinking skills in each student (4) There is a significant positive indirect effect of computer facilities on computational thinking skills through self-efficacy among MPLB students at SMK Negeri 1 Boyolali. Self-efficacy in using computer technology helps improve students' computational thinking skills. This study has limitations that can be used as evaluation material for future research to produce better results. Suggestions for the school principal include providing better facilities to support teaching and learning activities, especially for computer practice in the computer laboratory, regularly monitoring the maintenance of computer equipment through reporting, and improving the performance of the school's internet network. For MPLB teachers, it is recommended to design learning strategies that encourage soft skills and the development of self-efficacy, stimulate creative skills, and provide constructive feedback to enhance computational thinking skills. Teachers should vary teaching methods to avoid monotony and boredom among students. Additionally, teachers need to pay more attention to students who have difficulty understanding the material during the learning process to provide more intensive guidance. For future research, it is expected to analyze other variables that potentially influence computational thinking skills. Discussions and studies should be expanded to explore other factors that can enrich this phenomenon, such as critical thinking or social and cultural factors affecting computational thinking skills. Furthermore, it is also recommended to broaden the research population and sample to obtain more representative results.

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Customer service procedures through the MPP digital application at DPMPTSP Surakarta City

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Abstrak

Prosedur pelayanan pelanggan melalui aplikasi MPP Digital pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (DPMPTSP) Kota Surakarta merupakan inovasi yang bertujuan untuk meningkatkan efisiensi, transparansi, dan aksesibilitas dalam proses pelayanan publik, khususnya di bidang perizinan. Penelitian ini bertujuan untuk menganalisis prosedur pelayanan pelanggan yang diterapkan melalui aplikasi Mal Pelayanan Publik (MPP) Digital dalam pengajuan Surat Izin Praktik (SIP) bagi tenaga kesehatan di Kota Surakarta. Metode yang digunakan adalah deskriptif kualitatif dengan pendekatan observasi partisipatif dan wawancara kepada petugas DPMPTSP.Teknik analisis data yang digunakan yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa aplikasi MPP Digital telah mempercepat proses pengajuan SIP yang sebelumnya memakan waktu lama melalui interaksi tatap muka, kini dapat dilakukan secara online. Data tahun 2024 menunjukkan dari total 2.330 permohonan yang diajukan, sebanyak 1.402 permohonan berhasil diterbitkan, dengan waktu yang relatif singkat menunjukkan keberhasilan aplikasi MPP Digital dalam proses pelayanan. Meskipun demikian, terdapat beberapa kendala teknis yang dihadapi seperti kelengkapan data dan masalah sinkronisasi sistem dengan pusat yang menghambat kelancaran pelayanan. Oleh karena itu, diperlukan perbaikan dalam aspek teknis dan peningkatan sosialisasi kepada pengguna untuk memaksimalkan manfaat aplikasi ini dalam meningkatkan pelayanan publik.

Kata kunci : digitalisasi; pelayanan publik; surat izin praktik

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Abstract

The customer service procedures implemented through the MPP Digital application at the Investment and One-Stop Integrated Service Office (DPMPTSP) of Surakarta City represent a significant innovation designed to enhance efficiency, transparency, and accessibility in public service delivery, particularly within the licensing sector. This study analyzed the customer service procedures implemented through the Public Service Mall (MPP) Digital application for Practice License (SIP) submissions by healthcare professionals in Surakarta City. A qualitative descriptive approach was employed, incorporating participatory observation and semi-structured interviews with DPMPTSP officers. Data analysis utilized the Miles and Huberman model, encompassing data reduction, data presentation, and conclusion drawing. Results demonstrated that the MPP Digital application significantly accelerated the SIP submission process, transforming a previously time-intensive face-to-face procedure into an efficient online system. Data from 2024 revealed that among 2,330 submitted applications, 1,402 permits were successfully issued within relatively short processing times, demonstrating the application's effectiveness in service delivery. However, several technical challenges emerged, including data completeness issues and system synchronization problems with central databases, which hindered smooth service provision. Therefore, technical improvements and enhanced user socialization are necessary to maximize the application's benefits in public service enhancement.

Keywords : digitalization; public service; practice license

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Introduction

Indonesia's conventional public service processes have historically imposed significant administrative burdens on citizens, creating complex procedural challenges (Supratman et al., 2023). These complications typically manifest as prolonged processing times, extensive verification procedures, and substantial documentation requirements that necessitate direct physical interaction, resulting in highly complex situations for service users (Sani, 2017). Public service encompasses a series of activities implemented by government institutions or related agencies to fulfill society's basic needs through the provision of goods, services, or administrative assistance (Dewi & Suparno, 2022). The public service process includes the provision of goods such as electricity or clean water, health and education services, and administrative services including identity card issuance and business permits (Rohman et al., 2021).

According to the Republic of Indonesia Ombudsman (2023), which oversees public services in accordance with Article 35 of Law Number 25 of 2009, assessments of government administration at the ministry/agency level, provincial governments, and district/city governments nationwide were conducted. The evaluation of 586 institutions in 2022 revealed that 52.96% of institutions operated within the green zone, with 272 institutions (46.62%) in the green zone, 250 institutions (42.66%) in the yellow zone, and 64 institutions (10.92%) in the red zone.

Based on public service provider institution data across these three zones, the green zone demonstrated the highest percentage. This indicates that digital technology development has become a significant driving factor in public service transformation (Bangsawan, 2023). Digitalization through application usage in service processes aims to enhance efficiency, transparency, and accessibility for business communities (Supriadi et al., 2023). Previously time-consuming digital application processes can be simplified, enabling online permit or service submissions.

One implementation of licensing service digitalization in Surakarta City involves the MPP Digital application developed by the Investment and One-Stop Integrated Service Office (DPMPTSP). The MPP Digital Application offers several services, including Practice License Applications, Pension Services (Taspen), and Complaints. However, pension services and complaints within the MPP Digital Application remain under development, making Practice License applications for healthcare professionals the primary accessible service. This system enables healthcare professionals to submit permits easily and quickly through a digital platform (Meranggi, 2024), addressing digital era challenges that demand speed, efficiency, and transparency in public service delivery (Idris, 2020). The following tables provide an overview of Practice License applications submitted through the MPP Digital application in 2024.

Table 1 presents applicant numbers for Practice Licenses through the MPP Digital application from March to September 2024. May recorded the highest number of applicants with 680 registrants, while March showed the lowest with 73 applicants. The total applicant counts during this period reached 2,330 individuals, reflecting public enthusiasm for utilizing digital services in licensing processes.

Table 1
Practice License Applications Through MPP Digital Application at DPMPTSP in 2024

Month	Number of Applicants
March	73
April	124
May	680
June	550
July	420
August	300
September	183
Total	**2330**

Source: MPP Digital Staff Admin Website, Investment and One-Stop Integrated Service Office, Surakarta City, 2024

Table 2
Practice License Application Status Through MPP Digital Application at DPMPTSP in 2024

Status	Number
Applications	2330
In Process	29
Rejected	612
Cancelled	286
Issued	1402

Source: MPP Digital Staff Admin Website, Investment and One-Stop Integrated Service Office, Surakarta City, 2024

Table 2 provides detailed information regarding Practice License application statuses submitted through the MPP Digital application. Among 2,330 total applications, 1,402 applications were successfully issued, while 612 applications were rejected and 286 were cancelled. With only 29 applications remaining in process, this demonstrates that the MPP Digital application can accelerate submission processes and enhance public satisfaction with public services. The MPP

Digital application offers innovative solutions for expediting licensing service processes. Through user-friendly features, citizens can access required services anytime and anywhere without visiting offices (Aristeus, 2017). Based on this exposition, to further understand the practice license application process through the MPP Digital application as a subsystem of government institutional accountability, this research was conducted entitled "Customer Service Procedures Using the MPP Digital Application at the Investment and One-Stop Integrated Service Office of Surakarta City."

Methodology

This research was conducted at the Investment and One-Stop Integrated Service Office of Surakarta City over three months. The study employed a qualitative descriptive approach. Qualitative descriptive research involves analyzing data in the form of words, images, or other objects to understand meaning and deepen understanding of researchers' experiences regarding investigated phenomena (Gunawan, 2022). Observations were conducted from October to December 2024, lasting 2-3 hours daily from Monday through Friday. Through direct involvement, researchers gained deeper situational understanding by directly experiencing subject activities. Participant observation represents an observational method involving engagement with daily activities of observed individuals who serve as data sources (Sejati, 2019). Participant observation at the Investment and One-Stop Integrated Service Office of Surakarta City, focusing on MPP Digital application standard operating procedures, yielded important research data.

Data collection techniques constitute stages in obtaining necessary data through various collection methods (Ardiansyah et al., 2023). Data collection techniques were implemented through observations accompanied by recording conditions or behaviors of observed objects (Hasibuan et al., 2023). Involved subjects were selected based on interaction intensity with research-related objects or data. Data collection employed interview techniques. Interviews, as interpersonal communication forms, involve two individuals in question-and-answer conversations, where interview success depends on the extent to which desired information can be obtained (Widiastuti et al., 2018).

Semi-structured interviews were conducted with three informants: one verifier from personnel and organizational sub-coordinator staff and two employees from the MPP Digital service section of Surakarta City. These positions' duties and functions relate directly to MPP Digital application standard operating procedures at the Investment and One-Stop Integrated Service Office of Surakarta City. Semi-structured interviews aim to identify problems more openly by requesting informants to express opinions and ideas (Sugiyono, as cited in Kusuma & Sutanto, 2019). Key questions addressed procedures in MPP Digital customer service, particularly for Practice Licenses, service-related policies and procedures, and roles of related positions.

According to Nurfajriani et al. (2024), researchers use triangulation to test data credibility by checking data obtained from identical sources using different collection techniques. For example, observational data results are verified through interviews. Authors employed source triangulation in data collection to verify data and information validity from various perspectives. Researchers minimized ambiguity and multiple meanings during data collection and analysis (Alfansyur, 2020). Researchers presented several different data sources: interviews, observations, and documentation. Collecting different data sources can enhance research result generalization and reduce potential errors in single data collection.

In this research (Rijali, 2019), obtained data were analyzed using qualitative data analysis techniques with the Miles and Huberman model, including: (1) Data Reduction, involving selecting and summarizing relevant data from interview results, observations, and documentation. Data not directly related to research focus were eliminated or simplified for easier comprehension. (2) Data Presentation, where reduced data were presented in narrative, tabular, or schematic forms to facilitate analysis. This presentation provided systematic overviews of customer service procedure implementation, challenges faced by MPP Digital Surakarta City, and implemented policy effectiveness. (3) Conclusion Drawing, where after data presentation, the next step involved interpreting findings to draw conclusions. Conclusions were based on patterns, relationships, and tendencies discovered in data, subsequently connected to applicable theories and regulations.

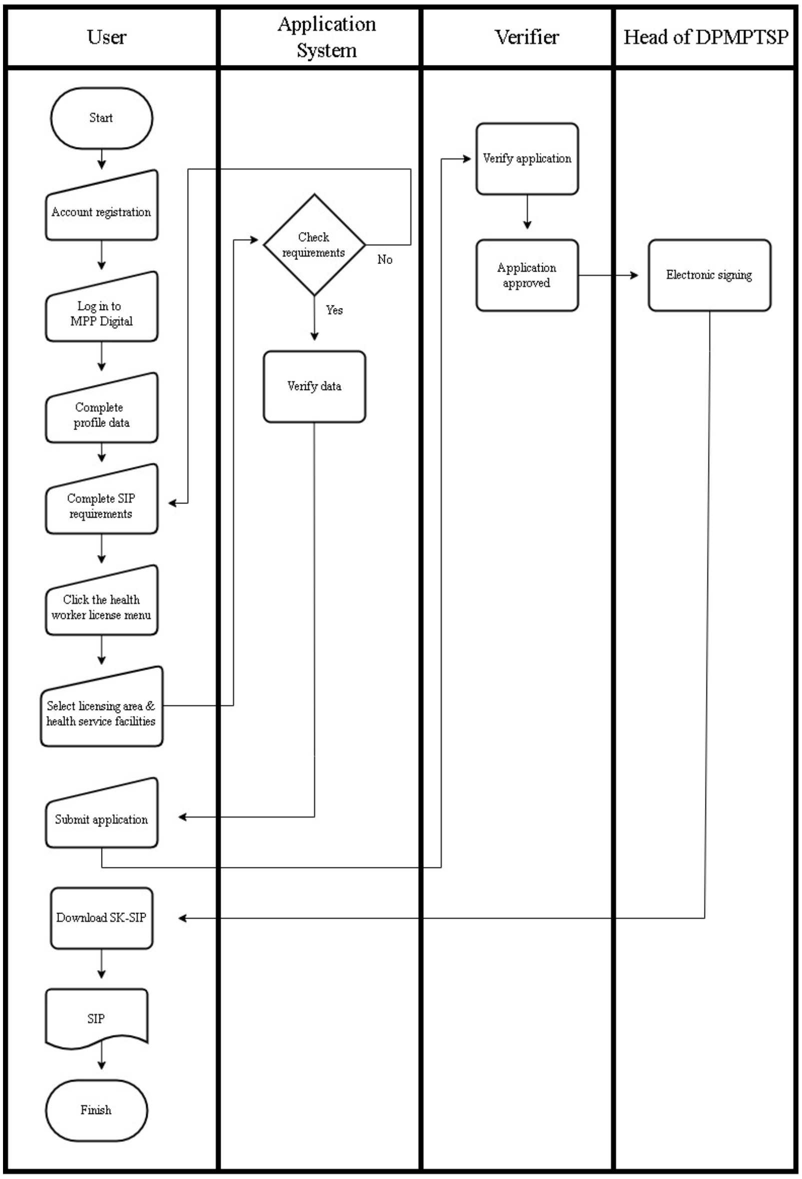
Results and Discussion

This research found that throughout 2024, a total of 2,330 Practice License (SIP) applications were submitted through the MPP Digital application at DPMPTSP Surakarta City. Among these applications, 1,402 applications were successfully issued, 612 applications were rejected, 286 applications were cancelled, and 29 applications remained in process. The SIP application process through this application demonstrated significant acceleration compared to conventional mechanisms requiring face-to-face interaction.

The Practice License (SIP) application process for healthcare professionals is conducted digitally through the Public Service Mall (MPP) Digital application. Each stage in the application flow is designed to ensure data and document authenticity submitted by applicants. Detailed explanations of each stage are depicted on figure 1.

Figure 1

Flowchart of SIP Application Procedure to SIP Issuance



Source: MPPD Manual Book - General Public (2024)

Process Initiation

Users begin the SIP application process officially through the MPP Digital system as the initial account registration step. The Practice License (SIP) application process for healthcare professionals begins with account registration, where users create accounts by completing basic data including name, email, telephone number, and password for system identification purposes. After registration, users proceed to authentication (login) using created credentials. Subsequently, users must complete profile data, including personal and professional information serving as the basis for application eligibility verification.

The next stage involves uploading required documents, where users upload various mandated documents such as recommendation letters and competency certificates according to applicable regulations. After data and documents are declared complete, users can access the "Healthcare Professional License" menu to proceed to the SIP application form. Users then determine practice areas and healthcare facilities as official practice implementation locations.

During the application submission stage, users submit SIP applications through the "submit" button after ensuring all data and documents are complete. The system automatically performs requirement checks, and if deficiencies are found, users are requested to make corrections. The system also conducts initial data verification, checking information accuracy filled by users before forwarding to manual verification stages by verification officers. Verifiers ensure document authenticity submitted according to applicable provisions before approving applications.

If applications are deemed appropriate, applications enter the approval stage, where SIP documents are validated through electronic signatures by the Head of Investment and One-Stop Integrated Service Office (DPMPTSP). After signing, users can download SIP Decision Letters (SK-SIP) as official proof that practice licenses have been granted. With valid SK-SIP, users obtain SIP ownership rights and can conduct practice according to determined professions and areas. This process concludes when all stages have been completed, and users now possess official licenses to practice at designated healthcare facilities.

Application success does not always depend on offered technological innovations but also on supporting operational ecosystems. Technical factors, data management, and policy communication become important elements that must be optimally managed to ensure positive user experiences. In practice, various situations demonstrate that although this application provides convenience for society, certain aspects require continuous improvement to achieve more effective services. The following are several constraints of the MPP Digital application at DPMPTSP Surakarta City:

1. Central System Influence

Data validation processes such as healthcare service facilities, Professional Credit Units (SKP), and competency certificates (serkom) heavily depend on synchronization with the SATUSEHAT system managed centrally. This dependency frequently becomes a constraint, particularly when policy changes occur or central system instability is slowly disseminated. This can hinder MPP Digital services, including technical problems such as users experiencing difficulties receiving OTP for login or password recovery.

2. Inadequate SKP

Users frequently face Practice License (SIP) application rejections due to insufficient SKP points. User SKP data are retrieved from central data sources such as SATUSEHAT and SISDNK accessed through Ministry of Health applications. This dependence on central systems forces users to await data updates that can only be performed by central authorities, creating unfairness for users who must wait extended periods to complete applications.

3. Insufficient Socialization and Information

Limited guidance within the MPP Digital application represents a frequently complained constraint by users. Unclear guidance causes many users confusion in accessing required information. Additionally, minimal policy socialization and helpdesk responses cause users to prefer direct inquiries rather than seeking independent information.

Conclusion

The MPP Digital application at DPMPTSP Surakarta City has introduced innovation in public service by prioritizing efficiency, transparency, and accountability, evidenced by permit application process speed, cost-free services, and implementer competency aligned with Law No. 25 of 2009. This research found that the application successfully enhanced access convenience, transparency, and accountability but still possesses limitations including technical infrastructure requiring improvement, suboptimal supporting regulations, and limited human resource capacity. To achieve more optimal services, technical infrastructure improvements, regulations, and human resource competency enhancement are essential for MPP Digital to become an effective public service digital transformation model. This research limitation focuses more heavily on application technical aspects, policies, regulations, and internal management, while customer or public user experiences have not been discussed.

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BPKP RI public communication through instagram social media utilization

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Abstrak

Media sosial saat ini menjadi sarana strategis dalam membangun komunikasi publik instansi pemerintahan, salah satunya Badan Pengawasan Keuangan dan Pembangunan Republik Indonesia (BPKP RI). Penelitian ini bertujuan untuk menganalisis pemanfaatan media sosial instagram dalam menjalankan komunikasi publik di BPKP RI menggunakan teori 4C. Teori 4C yang digunakan adalah teori dari Chris Heuer dengan menggunakan metode kualitatif deskriptif. Penelitian ini menggunakan teknik pengambilan wawancara, observasi serta studi literatur. Hasil penelitian ini menunjukkan bahwa pemanfaatan media sosial instagram dalam menjalankan komunikasi publik di BPKP RI telah mengimplementasikan teori 4C oleh Chris Heuer. Terdapat 4 aspek yaitu Context ditunjukkan dari isi konten yang relevan dengan fungsi lembaga. Communication dilihat dari cara menyampaikan informasi menggunakan format foto, video, serta interaksi di kolom komentar menggunakan bahasa yang komunikatif. Collaboration ditunjukkan melalui hubungan antarlembaga yang informasinya diunggah menggunakan fitur collab instagram. Connection dapat dilihat melalui penggunaan sapaan dan keaktifan dalam menjawab komentar terhadap pengikutnya. Temuan ini menunjukkan bahwa strategi komunikasi publik BPKP RI melalui instagram telah memanfaatkan media sosial secara efektif untuk membangun hubungan yang lebih dekat dan partisipastif dengan masyarakat

Kata kunci : kolaborasi; komunikasi; koneksi; konteks; konten

Abstract

Social media has become a strategic tool for building public communication within government institutions, including the Financial and Development Supervisory Agency of the Republic of Indonesia (BPKP RI). This study analyzes the utilization of Instagram social media in implementing public communication at BPKP RI using Chris Heuer's 4C theory. This research employs a descriptive qualitative method with data collection conducted through interviews,

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observation, and literature review. The findings demonstrate that BPKP RI has successfully implemented the four aspects of Chris Heuer's 4C theory in its Instagram-based public communication strategy. Context is reflected through content that aligns with the institution's functions. Communication is evident in information delivery methods using photos, videos, and interactive comment section engagement with communicative language. Collaboration is demonstrated through inter-agency relationships displayed via Instagram's collaboration feature. Connection is manifested through greetings and active responses to followers' comments. These findings indicate that BPKP RI's public communication strategy via Instagram has effectively utilized social media to foster closer and more participatory relationships with the public.

Keywords : collabration; communcation; connection; content; context

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Introduction

The digital era has driven transformative changes in communication patterns, extending beyond individual interactions to institutional contexts, including government agencies. Government institutions are required to manage communication effectively to build transparency, accountability, and public trust. The Financial and Development Supervisory Agency of the Republic of Indonesia (BPKP RI) is a Non-Ministerial Government Institution under the President, responsible for overseeing governmental governance to enhance transparency, accountability, and effectiveness in government administration. Consequently, BPKP RI faces challenges in delivering strategic information to the public accurately, promptly, and comprehensibly. Optimizing public communication becomes crucial to ensure that messages are not only well-distributed but also easily understood and accepted by society.

Public communication represents a message exchange process designed to deliver information to the broader community. Public communication constitutes a specific form of communication involving the transmission of messages such as ideas, information, invitations, and similar content to large audiences (Djaffar & Syarifuddin, 2022). Within government institution contexts, public communication serves as an essential instrument for building government-society relationships through accurate information delivery. Therefore, effective management and utilization in information packaging and distribution are necessary. Public communication management must fulfill public information needs, aiming to build public trust toward an agency or institution, which influences the institution's positive image. Additionally, creating a positive public image can be achieved by establishing good relationships with the public through available communication media to provide or instill pleasant impressions. This approach may generate favorable public opinion toward an agency. Public communication encompasses several areas, including public affairs, public information, public relations, crisis communication, and risk communication. Information delivery in public communication can be conducted by various parties, including professional public communicators such as Public Relations Managers, journalists, radio broadcasters, and presenters (Lupianto Ezzah Nariswari, 2024).

With rapidly advancing technological developments, social media has become a communication channel supporting public communication development in information transparency. Instagram stands as one of the dominant platforms used by government institutions, capable of delivering information rapidly, extensively, and interactively. Instagram derives from two words: "insta" from "instant," meaning the application's use for instantaneous photo and video sharing, and "gram" from "telegram," indicating an application that can share photos and videos quickly (Feroza & Misnawati, 2024). Currently, Instagram serves not only as digital communication media for individuals but also as digital communication platforms for individuals, organizations, agencies, and institutions. Instagram utilization focuses on information dissemination. Every public agency maintains digital information services, as these services can encourage public participation in government apparatus oversight (Handoko, 2025).

In digital public communication contexts, Instagram utilization can be analyzed using the 4C theory developed by Chris Heuer (Solis, 2010), encompassing Context, Communication, Collaboration, and Connection. This theory stems from understanding that digital communication is not merely unidirectional but represents a dynamic process involving active audience engagement. The Context aspect explains how messages are framed and presented according to their contexts. The Communication aspect examines how communicators share stories or interactive activities, including listening, responding, and developing relationships with communicants. The Collaboration aspect explains how communicators facilitate and aggregate collective action results through interactions, conversations, creation, cooperation, and collective action. The Connection aspect involves how communicators maintain continuously cultivated relationships to make media users feel closer. The relevance of 4C theory in digital public communication lies in its ability to explain how institutions can build participatory, transparent, and long-term relationship-oriented communication with society through Instagram social media.

Purnama (2022) explained that through Instagram social media, the government can more easily provide messages or information to society regarding governmental activities. Based on data from We Are Social Media and Melwater (2024), Indonesia ranks fourth globally in Instagram usage, reaching 1.68 billion users as of July 2024. Instagram social media usage represents a potential platform for building interactive public communication. Information uploaded to Instagram can be attractively packaged using appealing features such as reels, feeds, and stories. Additionally, Instagram social media can provide feedback through likes and comments on posts.

The @bpkp_id Instagram account serves as the official account of the Financial and Development Supervisory Agency of the Republic of Indonesia, currently maintaining 112,000 followers as of May 2025. This account functions as a digital public communication medium for delivering information regarding BPKP's activities, functions, and roles in supporting good governance. Additionally, this account serves as an educational platform through uploaded content and institutional activity documentation.

Currently, numerous studies examine Instagram social media utilization in government institutions, such as research by Hanifah and Dzuhrina (2024), which highlights social media utilization by Disdukcapil Sidoarjo in public service contexts using 4C theory (Context, Communication, Collaboration, and Connection). However, research specifically addressing how BPKP RI utilizes Instagram as public communication media remains limited. Therefore, researchers aim to analyze how BPKP RI builds public communication by utilizing Instagram social media to provide information regarding policy programs, performance achievements, oversight, and education in more attractive, accessible, and socially acceptable ways.

Method

This study employed a descriptive qualitative method. Qualitative research investigates relationship quality, activities, situations, or various materials. Qualitative research emphasizes holistic descriptions that can explain activities or ongoing situations in detail (Fadli, 2021). This research aimed to describe Instagram social media utilization in BPKP RI public communication. Data collection was conducted from January to April 2025 through three methods: observation, interviews, and literature review. The primary research focus involved analyzing content uploaded to @bpkp_id Instagram social media, reflecting the implementation of Chris Heuer's 4C theory (Context, Communication, Collaboration, and Connection) in digital public communication strategies.

Qualitative research positions humans as research subjects within phenomena or events under investigation (Sari et al., 2022). Therefore, researchers conducted interviews with one key informant and one informant. The selected key informant was the BPKP RI Public Communication Sub-Coordinator, and the chosen informant was the First Expert Public Relations Analyst. Both were selected due to their strategic roles in planning and implementing public communication at BPKP, particularly in Instagram social media management. Interview purposes included obtaining detailed information supporting field observation results. Additionally, literature review was conducted to collect data or theories related to research topics through books, internet sources, scientific journals, articles, and similar materials.

After data collection, data were analyzed through four stages: data collection, data reduction, data presentation, and conclusion drawing. Observation and interview data results and literature review analysis results were collected. Subsequently, collected data were sorted to obtain necessary research-related information. Next, data were organized and presented in narrative text form. Data presentation aimed to combine organized information in unified and easily accessible forms (Rijali, 2018). The final stage in data analysis involved conclusion drawing, where researchers obtained answers to research problem formulations.

After data analysis, data validity testing was conducted. Data validity examination techniques can be outlined as research representing scientific activities that must be conducted correctly and appropriately, according to accountable scientific characteristics (Susanto et al., 2023). Data validity was performed to prove whether conducted research truly represents scientific research while testing obtained data. Data validity testing (Mekarisce, 2020). In this research, data validity techniques used source triangulation conducted with one follower of the @bpkp_id Instagram account. Source triangulation selection aimed to obtain different objective perspectives regarding BPKP RI public communication through Instagram social media utilization.

Results and Discussion

Current communication developments drive rapid movements, particularly for government institutions in delivering information to society. Every institution must implement public information transparency principles as good governance realization. Public communication plays an important role for BPKP RI in realizing information transparency to society. One responsibility carried out by the public communication division at BPKP RI involves managing BPKP RI social media to communicate and deliver messages to the public. Currently, BPKP RI manages four social media platforms: Instagram, X, YouTube, and Facebook. However, this research focuses on BPKP RI Instagram social media usage.

Instagram social media represents one potential channel for BPKP RI in information dissemination to society. Instagram was selected as an information dissemination channel because social media is currently widely used by various societal segments, particularly millennials and Gen Z. Social media user characteristics include: (1) preference for visual and audiovisual content; (2) quick adaptation to technology and latest trends; (3) dislike for excessively long written content; (4) enjoyment in social media sharing (Direktorat Jendral Informasi dan Komunikasi Publik, 2018). Through Instagram social media, BPKP RI can provide information in various attractive formats, not only text but also through images and videos.

BPKP RI Instagram social media utilization as a public communication channel can be analyzed using the 4C theory developed by Chris Heuer (Solis, 2010). The Context aspect in this theory explains how users form and frame messages or stories, including message content and language usage in messages. The Context aspect contains three sub-indicators: interesting information, beneficial and communicative language information, and complete information. BPKP RI frames messages or information through daily content created in systematic content planning. Several daily content types uploaded include #SeninSemangat content containing motivation from inspirational figures combined with attractive visuals from activity photo archives. #SelasaBercerita content presents audiovisual content from BPKP oversight results packaged narratively using semi-formal language. Meanwhile, #RabuSeru content offers educational content in audiovisual format uploaded through Instagram reels format. #RabuSeru content creation is adapted to trending videos or follows ongoing social media algorithms, aiming to increase broader societal reach. Furthermore, #KamisKuis content is designed to increase follower interaction through participatory approaches. This content invites followers to interact through comment sections in answering quizzes, questions, and puzzles related to BPKP RI. Follower involvement in this content can build emotional closeness and increase public understanding of institutional roles. Light and informative questions accompanied by attractive visual designs make this content more interactive and create effective two-way communication in social media channels. As a commitment to transparency and accountability, BPKP RI presents #InfoPengawasan content. This content contains oversight information conducted by BPKP on government projects, including achievements, recommendations, and evaluations. This content presentation uses reels format with formal language.

Besides established content planning, BPKP RI also uploads various content variations such as internal activity content including work meetings, performance visits, student visits, expos, and others. Furthermore, external activity content involves activities conducted outside BPKP RI environment, such as establishing inter-agency relationships, for example, routine visits to DPR RI. Beyond internal and external activities, the @bpkp_id Instagram account also uploads greetings content, which contains greetings for major holidays, whether national, religious, or other important moments. On the @bpkp_id Instagram account, this content uses simple and formal graphic design, formal language style, and includes the BPKP logo at the top.

The Context aspect can also be observed through the @bpkp_id Instagram display, which is currently well-organized. This can be seen through consistent color palette application using red and blue colors in uploaded posts. Additionally, BPKP RI maintains frame templates in every uploaded post, whether in photo or video reels format. Language style usage in content and captions is adjusted to content needs. Formal content such as #InfoPengawasan uses formal language style, while #SelasaBercerita content tends to use semi-formal language style like individuals telling stories.

Based on Context aspect research, BPKP RI has fulfilled three Context sub-indicators: interesting information, beneficial and communicative language information, and complete information. Through content uploaded to the @bpkp_id Instagram account, BPKP daily creates content with complete information using communicative language and attractive packaging in various formats. Each created content is presented not only through video or photo visualization but also includes text provision so information can be consumed visually and textually. Text provision in content becomes important for message reception by audiences. This is supported by explanations from Dimas et al. (Tutik & Rivai Yazid, 2020) that language functions as communication tools used to express ideas, concepts, and messages to human individuals.

The Communication aspect explains how to share interactive activities including listening, responding, and developing. The Communication aspect contains four sub-indicators: information that can be responded to by followers, responsive and active administrators, easily understood message content, and good interaction between administrators and followers. BPKP RI strives for two-way public communication. Communication forms are packaged in photo, video, and narrative content formats adapted to message needs such as #SeninSemangat, #SelasaBercerita, #RabuSeru, #KamisKuis, and #InfoPengawasan content. Through these approaches, BPKP not only provides information but also builds awareness among followers by sharing content containing motivation, education, and entertainment consistently daily. As frontline representatives, BPKP Public Relations also responds to followers who send comments. Thus, built communication focuses not only on message delivery but also creates constructive dialogue spaces adaptive to social media dynamics.

Based on Communication aspect research, BPKP RI has fulfilled four sub-indicators: (1) Information can be responded to by followers, as shown through likes and comments on every post. (2) Responsive and active administrators, demonstrated through the @bpkp_id Instagram account responding to follower comments on every post. (3) Easily understood message content, observable through every content post designed for easy public understanding of provided topics. This is shown through clear language usage, focus on core information, light narrative usage, and inclusion of call-to-action (CTA) or invitations. (4) Good interaction between administrators and followers; the @bpkp_id Instagram account addresses followers as "Sobwas" (Sobat Pengawasan/Oversight Friends). This address shows that @bpkp_id strives to build emotional closeness with followers. The @bpkp_id Instagram account responds to comments using "Sobwas" address followed by communicative language. Beyond formal comment responses, @bpkp_id also replies to comments to provide appreciation to followers in several content types such as #KamisKuis content. In this content, when followers answer questions correctly, @bpkp_id responds to comments with appreciation sentences accompanied by supporting emoticons while maintaining appropriate language style to remain professional. This can build emotional closeness and increase engagement.

The Collaboration aspect involves facilitating and aggregating collective action results through interactions, conversations, creation, cooperation, and collaborative actions. This aspect discusses how social media managers can establish cooperation with various parties to conduct collaboration for more effective, efficient, and synergistic outcomes, particularly in delivering messages or information (Hanifah & Dzuhrina, 2024).

In practice, BPKP RI conducts collaboration with Instagram accounts from other institutions based on ongoing inter-agency relationships. BPKP RI actively displays institutional activities such as memorandum of understanding signings. As observable on the @bpkp_id Instagram account in several posts, @bpkp_id collaborates with @kementrans.ri, @amalia.adininggar (Official Account of the Head of Central Statistics Agency), and collaborations with BPKP representative Instagram accounts. This demonstrates inter-agency synergy in effectively disseminating information to the public.

The Connection aspect explains how to maintain continuously cultivated relationships to make media users feel closer. BPKP RI, through created content and light communication style usage, can create emotional closeness with followers. Information delivery following popular trends can create emotional relationships with the public through social media. BPKP RI also actively responds to comments on every post. Through these approaches, BPKP RI maintains interaction consistency by presenting relevant content to build long-term connections and conducting communication through comment sections that can strengthen public trust in the institution. Relevant content presentation is crucial because according to research by Febiansah et al. (2020), if content displays do not align with creator personalities in virtual worlds, emotional bonds between creators and audiences may not develop.

Conclusion

Based on research results regarding Instagram social media utilization in BPKP RI public communication using 4C theory, findings show that BPKP RI implements 4C theory in utilizing Instagram social media to effectively disseminate information to the public. Through the Context aspect, BPKP RI presents content relevant to BPKP RI functions. The Communication aspect shows BPKP RI uses communicative language styles in content and responses through comment sections, demonstrating BPKP RI's efforts to create two-way communication with followers. Furthermore, the Collaboration aspect shows BPKP RI utilizes Instagram's collaboration feature to provide public information related to other institutions. The Connection aspect demonstrates BPKP RI building emotional relationships with followers through greetings and comment section responses to maintain long-term interaction consistency with followers through the @bpkp_id Instagram account.

This research reveals BPKP RI's main strengths in conducting public communication through Instagram social media: content format, publication consistency, and active public engagement. This research also demonstrates that in state institution digital communication implementation contexts, 4C theory functions not only for information delivery but also for building participation, connections, and inter-agency cooperation. Fulfilling these four aspects indicates that BPKP RI utilizes Instagram social media as both an information dissemination tool and a strategic step in building transparent public communication with society.

To maximize effectiveness, BPKP RI should conduct audience segmentation and utilize Instagram features more extensively while conducting regular content performance evaluations. Additionally, this research's limitations lie in analysis focus covering only the @bpkp_id Instagram account. Future similar research should examine other social media platforms owned by BPKP RI, such as TikTok, X, and YouTube.

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Factors influencing miscommunication among employees: a case study at PT X

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Abstrak

Penelitian ini bertujuan untuk menganalisis faktor-faktor utama yang menyebabkan terjadinya miskomunikasi antar rekan kerja di PT X. Peneliti menggunakan pendekatan deskriptif kualitatif dan studi kasus. Teknik pengumpulan data melalui observasi, dokumentasi, serta wawancara mendalam dengan karyawan di PT X. Tujuan dari penelitian ini adalah untuk mengetahui penyebab miskomunikasi, dampak miskomunikasi, serta pola komunikasi yang berkaitan dengan terjadinya miskomunikasi antar rekan kerja di perusahaan. Berdasarkan hasil penelitian, ditemukan bahwa penyebab utama miskomunikasi adalah perbedaan gaya komunikasi, kurangnya kejelasan dalam penyampaian pesan, serta terbatasnya media komunikasi yang digunakan. Dampak dari miskomunikasi ini yaitu penurunan produktivitas kerja, kesalahpahaman, hingga munculnya konflik antarpribadi. Penelitian ini juga mengidentifikasi beberapa hambatan komunikasi seperti ambiguitas bahasa dan pola komunikasi yang pasif. Rekomendasi yang disarankan meliputi peningkatan sistem komunikasi internal, pelatihan komunikasi bagi karyawan, dan mendorong adanya umpan balik terbuka antarpegawai.

Kata kunci: indonesia; instansi x; karyawan; komunikasi kerja

Abstract

This research aims to analyze the main factors that cause miscommunication between coworkers at PT X. The researcher used a descriptive qualitative approach and case study, namely through observation, documentation, and in-depth interviews with employees at PT X. The purpose of this research is to find out the causes of miscommunication, the impact of miscommunication, and communication patterns related to the occurrence of miscommunication between coworkers in the company. Based on the results of the research, it was found that the main causes of miscommunication are differences in communication styles, lack of clarity in delivering messages, and limited communication media used. The

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impact of this miscommunication is a decrease in work productivity, misunderstanding, and the emergence of interpersonal conflict. This study also identified several communication barriers such as language ambiguity and passive communication patterns. Recommendations include improving the internal communication system, communication training for employees, and encouraging open feedback between employees.

Keywords : agency x; employee; indonesia; work communication

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Introduction

Communication plays a vital role in maintaining the continuity of interpersonal interactions, particularly within workplace environments. Just as health is a crucial aspect of human life, the sustainability of organizational activities is supported by effective communication. Without healthy and smooth communication, coordination, teamwork, and decision-making processes can be disrupted. In today's professional landscape, organizational success is not solely determined by technical competencies but also by individuals' ability to convey information clearly, accurately, and effectively. In an increasingly complex work environment, good communication among colleagues is key to building strong and productive teamwork.

In practice, however, not all communication proceeds as intended. Miscommunication frequently occurs, potentially leading to various negative consequences for workplace dynamics. Miscommunication represents one of the most common challenges in the workplace, often resulting in misunderstandings between employees, internal conflicts, and decreased work effectiveness. It arises from multiple factors, including differences in perception, inconsistent language use, and inappropriate utilization of digital communication tools. Therefore, it is essential for organizations to understand the root causes and impacts of miscommunication in order to develop more effective communication strategies.

This study was conducted at PT X, a state-owned enterprise (SOE) based in Jakarta that operates in fisheries and construction consultancy. Based on observations and interviews conducted, while communication within this company generally functions adequately, several obstacles indicate instances of miscommunication occurring in real work situations. One such example is when work instructions from superiors are not conveyed through clear and structured communication channels, leaving subordinates feeling excluded or confused about task assignments. These issues include discrepancies in understanding between message senders and receivers, limitations in the use of communication media such as email and WhatsApp work groups, and psychological barriers such as hesitation or fear to clarify unclear information. These findings suggest that although miscommunication does not occur continuously, it still disrupts coordination and operational efficiency within the company.

Several previous studies have explored similar issues. Research by Kanda and Yunita (2024) identified that miscommunication among employees stems from a lack of openness, differing perceptions, and psychological communication disturbances. Meanwhile, Anggraini et al. (2024) demonstrated that interpersonal miscommunication can be triggered by unstable emotions and ineffective use of communication media. However, few studies have examined miscommunication from two perspectives simultaneously namely, from both the message receiver (employee) and the message sender (supervisor or colleague) particularly within the context of consulting firms. Unlike earlier studies conducted by Kanda and Yunita (2024) and Anggraini et al. (2024), this research offers a novel approach by focusing on internal communication dynamics within the working environment of PT X. It not only explores the primary causes of miscommunication but also investigates actual communication patterns among employees based on direct observation and in-depth interviews with four participants.

Given this background, this study focuses on analyzing the factors contributing to miscommunication among colleagues at PT X. The research aims to identify the main causes of miscommunication, analyze its impact on the work environment, and explore the communication patterns and barriers experienced by employees in daily interactions. Using a descriptive qualitative approach, this study is expected to provide strategic recommendations for improving internal communication effectiveness within the company. The urgency of this research lies in the importance of establishing effective workplace communication in modern organizations, especially within SOEs characterized by complex bureaucratic structures. Recurrent miscommunications, even if minor, can lead to reduced productivity, employee conflict, and delays in achieving team objectives. Thus, a deep understanding of the forms, causes, and patterns of miscommunication is essential for formulating appropriate communication strategies that enhance team performance and foster a harmonious, productive work environment.

Research Methodology

This study employed a descriptive qualitative approach to gain an in-depth understanding of miscommunication among colleagues at PT X. The sampling technique used was purposive sampling, in which participants were selected based on specific criteria deemed relevant to the research focus. The criteria included being a permanent employee with at least one year of work experience at PT X, having direct or indirect experience in encountering miscommunication in the workplace, willingness to provide information openly, and representing different divisions or departments to reflect the diversity of communication contexts within the company. This selection aimed to ensure the representativeness and relevance of the collected data. As presented in Table 1, several rules of thumb have been formulated by experts to determine sample size in qualitative research:

Table 1
Rules of Thumb for Qualitative Sample Size

Basic Study Type	Rule of Thumb
Ethography	30-50 interviews
Case Study	At least one, but can be more
Phenomenology	Six participans
Grounded Theory	30-50 interviews
Focus Group	Seven to ten per group per each strata of interest

Source: (Njie & Asimiran, 2014)

The data analysis process was conducted thematically through several systematic stages. First, the interview recordings were transcribed verbatim. Second, the researcher thoroughly read through the transcripts to understand the communication context that occurred. Next, the data were coded based on initial emerging themes and then grouped into sub-themes and main themes. Following this, the identified themes were analyzed in-depth by connecting the field findings with relevant communication theories. Finally, the researcher compiled a narrative report to describe the factors causing miscommunication, its impacts, as well as the communication patterns present in the workplace.

To enhance the validity and credibility of the data, this study applied technique triangulation and time triangulation (Alfansyur & Mariyani, 2020). Technique triangulation was carried out by cross-checking data from interviews, direct observations, and documentation such as internal company communication transcripts. Meanwhile, time triangulation involved collecting data at different moments and situations, such as before and after meetings or specific work activities, to assess the consistency of information provided by participants. These steps were taken to ensure that the research findings were highly valid and capable of portraying the actual reality more objectively.

Results and Discussion

Research Findings

The researcher described field findings to address the research questions, which include the factors causing miscommunication, its resulting impacts, as well as the communication patterns and barriers among colleagues at PT X. Based on interviews and observations conducted with four employees from the HR and IT divisions, it was found that miscommunication frequently occurs due to several key factors. These include the absence of a structured communication channel, unclear delivery of instructions, differences in perception between message senders and receivers, and the habitual use of informal language or abbreviations that are not universally understood. Additionally, the use of communication media such as WhatsApp or email was considered ineffective, as messages were sometimes unread or misinterpreted.

The impact of miscommunication is clearly felt within the workplace environment. Among the consequences identified are task execution errors, delays in completing assignments, the emergence of minor conflicts between teams, and a decline in work motivation due to feelings of being undervalued or excluded from the communication process. This also affects coordination effectiveness across departments, particularly in situations requiring rapid and accurate collaboration.

Regarding communication patterns, most employees at PT X rely heavily on direct verbal communication, especially for daily coordination. Although this method is perceived as fast, without documentation or written records, information is easily lost or misinterpreted. Communication barriers faced by employees also include reluctance to ask clarifying questions when receiving unclear information, assumptions that everyone shares the same understanding, and limited practice in providing feedback on received messages. Some participants also acknowledged that overly passive communication styles hinder productive and open work interactions.

Discussion

Workplace miscommunication is a critical factor that can hinder team effectiveness, reduce productivity, and create a disharmonious work environment. Miscommunication refers to the inability or failure to communicate effectively between two or more parties, where the message sent by the communicator is not properly understood by the recipient, or the received message deviates from the original intent of the sender (Dewi et al., 2024). Based on interviews and observations conducted at PT X, it was found that miscommunication occurs due to several factors, including unclear communication channels, the use of informal language or abbreviations not understood by all parties, and insufficient clarity in conveying work instructions. Additionally, differences in perception among employees also serve as a primary trigger for miscommunication.

Main Causes of Miscommunication Among Colleagues

The miscommunication occurring at PT X is largely driven by internal factors related to employee behavior and communication practices. Interview results indicate that information is often incomplete or inadequately detailed, leading to divergent interpretations of tasks or job instructions. This aligns with findings from Bahrain et al. (2023), who argue that ineffective communication—such as ambiguous or unclear messaging—can lead to misunderstandings that affect coordination and task execution within organizational settings.

Moreover, variations in individual communication styles also contribute significantly to miscommunication. Within team contexts, some employees tend to communicate directly and straightforwardly, while others prefer a more cautious and reserved approach when expressing opinions. These mismatches in communication styles influence how messages are interpreted, especially when there is no mutual adjustment or shared understanding of the communication patterns being used. This finding supports the study by Fiset et al. (2024), which identifies differences in personal backgrounds, including communication style, as barriers to establishing effective workplace communication.

Impact of Miscommunication on the Work Environment

Miscommunication in the workplace can have significant consequences, affecting both individual performance and the overall work atmosphere. Interview results revealed that miscommunication frequently leads to misunderstandings, delays in task completion, and even interpersonal conflicts among colleagues. One informant noted that miscommunication caused delays in finishing assignments because the received information did not align with initial expectations or instructions, resulting in rework and inefficiencies in time management.

In addition, miscommunication negatively affects interpersonal relationships among employees. Several informants reported that miscommunication often causes hurt feelings, misunderstanding, and a decline in work motivation. Such situations illustrate how miscommunication can generate tension, ultimately contributing to an unproductive and stressful work environment. When communication fails to function as a tool for building connections and facilitating collaboration, it instead becomes a source of conflict and stress. Research by Ray et al. (2025) reinforces this point, emphasizing that ineffective communication can spark interpersonal conflict, disrupt teamwork, and lower workplace productivity. Their findings show that miscommunication among team members often results in unclear task distribution, errors in work execution, and project delays, which collectively hinder overall team productivity and cohesion.

Communication Patterns and Barriers Faced by Employees

The communication patterns established among colleagues are heavily influenced by organizational culture, work structure, and individual personalities. Interview data reveal that most employees at PT X rely on direct verbal communication, particularly for urgent coordination tasks. However, in practice, communication does not always proceed smoothly. Barriers include the use of ambiguous language, perceptual differences, and incorrect assumptions.

Unclear communication leads to disorganized work processes, as poorly conveyed information disrupts task execution and decision-making. Aishatu et al. (2025) highlight the importance of clear and concise communication in task delegation, which directly impacts employee understanding, engagement, and motivation. They found that ineffective communication during task assignment can result in confusion, reduced motivation, and errors in task implementation, further hampering productivity and team collaboration.

Additionally, barriers emerge due to differences in personal background and communication styles. For example, some employees are accustomed to direct and blunt communication, while others prefer a softer and more indirect approach. These differences sometimes lead to varied interpretations of the intended message. Another barrier involves the inappropriate use of communication media—for instance, relying on text messages for important matters that should be discussed face-to-face. Employees noted that the use of internal chat applications sometimes causes misunderstandings, as not all messages are fully read or correctly interpreted within their proper context.

Conclusion

The research findings indicate that miscommunication among colleagues at PT X is caused by several factors, including unclear communication channels, differences in individual perception, the use of informal language not always understood by all parties, and mismatches in the use of digital communication media. The consequences of this miscommunication include task execution errors, work duplication, decreased team work effectiveness, and potential conflicts among employees that disrupt workplace harmony. These findings underscore the importance of regular evaluation of internal communication patterns, the reinforcement of an open communication culture, and the provision of interpersonal communication training for employees as strategies to minimize the risk of miscommunication. Theoretically, this study contributes to the field of organizational communication by offering insights into the dynamics of workplace miscommunication within a state-owned enterprise. Practically, it provides actionable recommendations for PT X to enhance coordination and teamwork through more adaptive communication approaches. A limitation of this research lies in the small number of participants and its focus on a single case study, which restricts the generalizability of the findings to other organizations with different structures and organizational cultures. Nonetheless, this study is expected to serve as a reference for companies aiming to identify and address communication issues in the workplace, as well as a foundation for future research exploring effective communication strategies within organizational contexts.

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Public relations strategies of BPKP RI in public information dissemination through instagram social media

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Abstrak

Media sosial menjadi alat strategis dalam mendukung transparansi dan keterbukaan informasi publik. Humas instansi pemerintahan dituntut untuk adaptif dalam menyampaikan informasi yang relevan, cepat, dan menarik kepada masyarakat. Penelitian ini bertujuan untuk menganalisis strategi komunikasi yang digunakan oleh Humas Badan Pengawasan Keuangan dan Pembangunan Republik Indonesia (BPKP RI) dalam mempublikasikan informasi publik melalui media sosial Instagram. Penelitian ini menggunakan teori model komunikasi SMCR (Source, Message, Channel, Receiver) dari David K. Berlo menggunakan pendekatan kualitatif deskriptif dengan metode observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa Humas BPKP RI bertindak sebagai sumber komunikasi yang kredibel dengan perencanaan konten yang matang dan didukung oleh tim komunikasi yang terstruktur. Pesan yang disampaikan bersifat informatif dan edukatif dengan gaya visual yang menarik serta bahasa yang komunikatif. Kanal yang digunakan, yaitu Instagram, dinilai efektif dalam menjangkau publik, terutama generasi muda. Penerima pesan (audiens) menunjukkan respons positif melalui interaksi di kolom komentar dan jumlah impresi yang tinggi. Penelitian ini menyimpulkan bahwa strategi komunikasi Humas BPKP RI melalui Instagram telah sesuai dengan prinsip komunikasi efektif dan mampu meningkatkan transparansi serta keterlibatan publik terhadap program kerja pemerintah.

Kata kunci : humas digital; komunikasi digital; komunikasi pemerintah; konten; model SMCR

Abstract

Social media has become a strategic tool in supporting transparency and the openness of public information. Public relations departments in government institutions are required to be adaptive in delivering relevant, timely, and engaging information to the public. This study aims to analyze the communication strategy used by the Public Relations Division of the Financial and Development

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Supervisory Agency of the Republic of Indonesia (BPKP RI) in disseminating public information through the social media platform Instagram. This research employs the SMCR communication model theory (Source, Message, Channel, Receiver) developed by David K. Berlo, using a qualitative descriptive approach with methods including observation, interviews, and documentation studies. The results show that BPKP RI's Public Relations acts as a credible source of communication, supported by well-planned content and a structured communication team. The messages conveyed are informative and educational, presented with engaging visuals and communicative language. The chosen channel, Instagram, is considered effective in reaching the public, particularly the younger generation. The audience (receivers) has shown a positive response, as evidenced by active interactions in the comments section and a high number of impressions. This study concludes that the communication strategy of BPKP RI's Public Relations through Instagram aligns with the principles of effective communication and has succeeded in enhancing transparency and public engagement with government programs.

Keywords : content; digital communication; digital public relations; government communication; SMCR model

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Introduction

Public Relations (PR), commonly referred to as *hubungan masyarakat* (humas), is a specific function required by every organization, whether commercial (business entities) or non-commercial (Alfiani, 2022). The role of PR within an institution serves as a vital bridge for information dissemination. PR is responsible for organizing public-related activities and carrying out public service duties, including providing the public with various pieces of information regarding policies or internal institutional matters (Lestari et al., 2023). Public Relations plays a crucial role in any agency, especially in delivering information to the public. In performing its duties, PR utilizes media as a channel between the institution and the public, and ensures that messages are received accurately without causing misunderstandings. PR focuses on both internal and external audiences and is tasked with building good relationships and preventing psychological conflicts between the organization and its publics (Nugraha et al., 2022). Based on this theory, PR also plays a role in maintaining good relations between the institution and relevant stakeholders.

The presence of PR in government agencies is essential for establishing effective communication with the public. PR is responsible for maintaining a positive image of the agency and fostering mutual understanding between the institution and society. The role of government PR has become increasingly important since the reform era (Sani et al., 2020). The main tasks of government PR include monitoring public opinion, providing advice and guidance to the institution, fostering satisfactory relationships between the public and the government, and disseminating information about government activities (Giffari et al., 2024). Therefore, PR does not merely spread information but must also listen to public responses to foster more effective communication.

One government institution that has a PR function is the Badan Pengawasan Keuangan dan Pembangunan Republik Indonesia (BPKP RI). As a Non-Ministerial Government Agency, BPKP RI is tasked with overseeing the accountability and effectiveness of governance. Within its organizational structure, BPKP has the Legal and Communication Bureau, which includes the Public Communication and Public Information Division. This division is responsible for building strong communication with the public and increasing public trust in BPKP.

Transparency and openness of public information are key aspects of accountable governance. The government has an obligation to ensure that all members of society can easily access the information they need. This allows citizens to participate in decision-making, understand implemented policies, and enhance trust in government institutions.

According to Law No. 14 of 2008 concerning Public Information Disclosure, every public agency is required to provide accurate, complete, and accessible information to the public. The required information includes institutional identity, performance reports, financial statements, and other information relevant to the public interest. Furthermore, such information must be presented in an easy-to-understand language and made available through various media, including social media, which has become increasingly popular.

In today's digital era, social media has become a highly effective tool for spreading information to the public. Social media offers a simpler, broader, more detailed, faster, and more effective communication model (Nadhila et al., 2024). It enables governments to communicate quickly and directly with the public. One platform widely used by government agencies to convey information is Instagram. Through features such as photo uploads, videos, and live broadcasts, the government can deliver messages in a more engaging and accessible way to the public.

Instagram has proven to be an effective platform for public information dissemination. Through its official Instagram account @bpkp_id, BPKP’s PR team manages information to make it easier for the public to understand and more engaging. With the right communication strategy, BPKP’s PR can increase public engagement and build public trust. Therefore, it is important to analyze the communication strategies used in managing this Instagram account.

This research refers to David K. Berlo’s SMCR (Source, Message, Channel, Receiver) communication theory. According to this theory, communication consists of four key elements: the source (the message sender), the message (the content being communicated), the channel (the medium used to transmit the message), and the receiver (the intended audience). This theory is used to understand how the communication process takes place and what factors influence the success of message delivery.

A relevant previous study was conducted by Hanafi and Kholil (2024), titled "Implementation of the SMCR Model in Public Service Communication Strategies at the Medan City Communication and Informatics Office," which analyzed the effectiveness of public communication using the SMCR model in government services.

Consistent with Pemadi and Habibullah’s (2022) research, which explained that government communication strategies, as analyzed through the SMCR (Source-Message-Channel-Receiver) theory, involve the Indonesian National Narcotics Agency (BNN) utilizing various media channels—print, online, and visual—to deliver messages. The Head of Public Relations, as the communicator, ensures effective messaging by considering factors such as expertise, attitude, knowledge, social systems, and culture. This approach enables BNN to uniformly disseminate information to the public, regardless of the individual’s status involved in narcotics cases.

Based on the above background, this study focuses on the communication strategies used by BPKP RI’s PR in publishing public information via the Instagram social media platform, using the SMCR theory. This research is expected to contribute to the development of effective communication strategies within government institutions, particularly in the digital era.

Research Methodology

This study employs a descriptive qualitative method aimed at understanding and in-depth describing the communication strategies used by BPKP RI’s Public Relations (PR) in publishing public information through the Instagram social media platform. This method was chosen because it allows researchers to capture social realities holistically within their natural contexts, enabling an in-depth exploration of the meanings behind the observed phenomena (Alaslan et al., 2023). The research utilized three data collection techniques: observation, in-depth interviews, and literature review.

Observation was conducted through direct monitoring of the research site from January to April 2025. This method serves as a powerful tool for gathering accurate and detailed information, particularly when analyzing complex systems (Prayogo, 2023). To strengthen the findings from observation, in-depth interviews were conducted with two internal informants—namely, the Head of Public Communication and a social media officer from BPKP RI—as well as one external informant who is an active follower of the @bpkp_id Instagram account. The external informant was selected using purposive sampling based on their engagement and active interaction with each Instagram post.

In addition, a literature review was carried out to support and complement the field data by referring to relevant theories and previous research findings through various sources such as books, scientific journals, articles, and similar materials.

The collected data were analyzed using three stages of analysis: data reduction, data presentation, and conclusion drawing. During the data reduction phase, important information was filtered from the results of interviews, observations, and literature. The data were then presented in descriptive narrative form, resulting in several key themes such as communication strategies, social media utilization, message formats, and public interaction. After the data were organized, conclusions were drawn by linking the findings to the SMCR theory as the main analytical framework.

To ensure data validity, this study employed method triangulation by comparing data obtained from interviews, observations, and literature reviews. Method triangulation was conducted to strengthen data validity by examining the consistency of information across different data collection techniques. This technique helps researchers ensure that the findings are not derived from a single source but are verified through multiple perspectives. Data collection also involved external sources, specifically active followers of the @bpkp_id Instagram account. By doing so, the researcher was able to compare responses from both internal and external informants, cross-reference them with observational findings, and ultimately obtain more objective, accurate, and in-depth data as a basis for addressing the research questions.

Results

Publication is an activity aimed at conveying or disseminating information to the general public through various communication channels. Publishing information has become one of the key strategies implemented by the Public Relations (Humas) unit of BPKP RI in carrying out its role as a public communication manager. In this context, publication is not merely understood as the process of spreading information, but also as an active involvement of public relations in shaping positive public perception toward BPKP. Publications are carried out by considering content types, messages to be conveyed, and the media used.

The Public Relations Unit of BPKP RI classifies publications into several categories based on the type of information and communication objectives, such as internal event publications, official information, public education, and institutional image campaigns. Publication content is not created arbitrarily, but goes through various processes such as planning, brainstorming, evaluation, and public sensitivity testing. This strategy also takes into account public response and sentiment, given that BPKP is a government institution closely related to state oversight and finance.

In accordance with Law Number 14 of 2008 regarding the principle of public information openness, every public body has an obligation to provide, disseminate, and ensure open access to information for the public in a fast, accurate, and easily understandable manner. In fulfilling this responsibility, BPKP RI actively utilizes various communication media to deliver information to the public, ranging from social media platforms such as Instagram, YouTube, X (formerly Twitter), and TikTok, to print media like magazines, and online media in the form of the official BPKP RI website.

The information disseminated by the Public Relations Unit of BPKP RI is not only one-way communication, but is designed with strategies that consider digital trends and algorithms, as well as audience characteristics. Furthermore, the information covers various topics such as internal events, educational programs, campaigns and branding, and other important announcements. These messages are not only delivered in textual or lengthy narrative formats, but are packaged in more communicative forms such as infographics, short videos (reels), and event documentation. The purpose of this approach is to make information easier to understand and to reach broader layers of society.

Thus, BPKP RI does not merely fulfill its obligation regarding public information transparency, but also applies principles of visual-based, interactive, and audience-responsive public communication. The use of multiple media platforms serves as an effective step in reaching wider segments of society. By packaging public information in engaging and accessible formats, BPKP RI aims to build and strengthen its institutional image as a transparent, communicative, and accountable government agency.

In the current digital era, social media has become one of the most effective communication channels for delivering information widely, quickly, and interactively. Like many other institutions, BPKP RI chooses social media as one of its primary tools for publishing public information due to its relevance to today's audience characteristics. One of the chosen platforms is Instagram.

Instagram was selected based on its wide audience reach and its strong visual features that support the delivery of messages in an engaging and interactive manner. The official Instagram account @bpkp_id serves as a social media platform for BPKP RI to share various informative and educational content related to oversight activities, development, and values of transparency and accountability, especially since it has a total of 112,000 followers. Through this account, the Public Relations Unit of BPKP RI manages daily content planned around weekly themes such as #SeninSemangat (Motivational Monday), #SelasaBercerita (Storytelling Tuesday), #KamisKuis (Quiz Thursday), and #InfoPengawasan (Oversight Info). The content formats include reels (short videos), infographics, event photos, and narrative captions, which serve as a key approach to capturing public attention and simplifying complex technical information.

In addition to serving as an information channel, Instagram is also used as a medium for two-way interaction, allowing the public to comment, ask questions, or even express their aspirations directly. These interactions serve as important indicators in assessing the effectiveness of the messages conveyed and provide feedback on public perception of BPKP RI. Although no specific engagement targets have been set, the Public Relations Unit emphasizes that the main goal of using Instagram is to increase information visibility and build emotional closeness with the public. Thus, Instagram has become one of the most effective social media platforms used by BPKP RI in disseminating information. Based on research findings, the application of the SMCR theory by the Public Relations Unit of BPKP RI can be explained as follows:

1. Source

In public information dissemination, the source refers to the party sending the message. In this case, the source of the information comes from the Public Relations (Humas) team of BPKP RI, which operates under the Legal and Communication Bureau. Humas BPKP RI consists of two subdivisions: Public Communication and Public Information, each with its own respective roles and responsibilities.

The Public Relations unit serves as the main executor in managing various forms of communication. Based on interview results, particularly within the Public Communication Subdivision, this division is responsible for managing inter-institutional relations, covering both internal and external activities, managing public relations services, and handling public complaints and services. Thus, public communication focuses on what occurs in the field.

Furthermore, the public communication team has the authority to convey messages to society, explain various issues, and actively contribute to building the institution's reputation, while the Public Information Subdivision acts as the "kitchen" responsible for managing internal data. In other words, the public relations unit plays a key role in shaping public perception of BPKP RI's performance and image.

2. Message

Message, in the context of communication, refers to the substance or core content conveyed to the public. Based on observations and interviews, the messages delivered through BPKP RI's Instagram account are informative, educational, and persuasive in nature. The content is designed to build public understanding of BPKP RI's performance and functions, reinforce transparency and accountability values, and enhance public trust in the institution.

Messages are packaged in various formats such as infographics, short videos (reels), event photos, and positive narratives tailored to predetermined themes and concepts. For example,

#SeninSemangat features motivational quotes from inspirational figures presented with visually appealing visuals drawn from BPKP's activity archives. #SelasaBercerita presents engaging audiovisual content combined with storytelling based on BPKP's oversight findings. Then there's #RabuSeru, which includes trending and entertaining content aligned with social media algorithms. Additionally, there is #KamisKuis, which features quizzes, questions, and puzzles aimed at encouraging participatory engagement and increasing interaction with BPKP followers. Finally, #InfoPengawasan contains audiovisual content about various BPKP oversight activities, presented narratively and informatively using formal language.

Each message published by Humas BPKP RI is developed through a collaborative brainstorming process. Various aspects are considered, such as public sentiment, visual effectiveness, and relevance to current issues. The team ensures that every message remains consistent with institutional values and established communication ethics. Moreover, the messages are not only informative and educational but also include creative elements to make them more engaging for the audience without compromising the institution's professional image.

3. Channel

Channel or communication channels play an important role in bridging messages from the source to the receiver. BPKP RI uses multiple channels for public communication. Among these platforms, Instagram holds a strategic position as a medium for public information dissemination. The selection of Instagram as a social media platform is based on its wide reach, high audience engagement levels, and user characteristics largely consisting of productive age groups such as millennials and Gen Z. This aligns with the majority of BPKP's audience, who fall within the active Instagram user demographic.

The Humas BPKP RI team does not merely use Instagram as a one-way information channel but also as a medium that enables two-way interaction with the public. The applied strategy includes professionally managed, scheduled, and structured content. The most frequently used upload formats are short videos (reels), infographics, and event photographs, which are considered effective in simplifying technical information for broader public understanding. These visual contents also have greater potential to go viral through trending algorithms, thereby expanding the organic reach of the messages.

In addition to Instagram, BPKP also disseminates information through other social media platforms such as YouTube, Facebook, and Twitter (X). However, Instagram remains the most impactful channel in terms of visual appeal and engagement compared to other platforms. Therefore, the channel element in the SMCR model within BPKP RI's communication strategy has been appropriately, effectively, and adaptively implemented.

4. Receiver

The success of the BPKP RI Public Relations communication strategy through social media is highly dependent on their ability to understand the characteristics of the audience as message recipients. In this context, the message recipient is not viewed merely as a passive receiver of information, but as an active actor capable of responding to, evaluating, and even influencing the quality of ongoing communication. Therefore, communication management depends not only on the content and medium of the message but also on how well the institution understands its audience's needs and information consumption patterns.

Humas BPKP RI recognizes that social media, especially Instagram, is used by diverse segments of society, but is predominantly accessed by younger audiences, including students, civil servants (ASN), and digital-savvy users accustomed to accessing information quickly and visually. Therefore, the communication approach is adapted to the style and habits of the target audience. Content formats such as short videos, infographics, and light narrative uploads are chosen so that the messages are easy to understand, engaging, and likely to be commented on or shared by followers.

Public responses to uploaded content serve as an important indicator for assessing communication effectiveness. Through comment features and direct messages, the public provides feedback in the form of questions, criticism, or support regarding the information shared. These responses are not only monitored but also managed by the PR team as a form of public engagement that deserves appreciation. This demonstrates reciprocal communication, where the public has space to express aspirations and receive immediate responses from the institution, ultimately building trust and strengthening institutional relationships.

Moreover, the openness of the PR team in responding to public input is part of efforts to foster healthy communication relations. The public that feels heard tends to be more trusting and engaged with institutional activities, even if only through social media. In this context, the audience is not merely a target for information dissemination but an important partner in creating transparency, accountability, and a positive institutional image.

Discussion

The communication strategy carried out by the Public Relations (Humas) of BPKP RI through the Instagram social media platform reflects a digital communication approach that has become increasingly important in the era of information openness. This study confirms the findings of Hanafi and Kholil (2024), which state that the main elements in the SMCR model have a strategic role in determining communication effectiveness when managed in a directed and consistent manner to achieve optimal communication results. The use of digital media has proven to efficiently reach a broader audience. However, the use of digital media must also be accompanied by an understanding of audience segmentation to avoid digital gaps that could potentially reduce the reach of messages.

Based on the SMCR communication model, the role of the communicator (source) in delivering messages is a key aspect in shaping public perception. Previous research by Pemadi and Habibullah (2022) shows that the Public Relations unit of Indonesia’s National Narcotics Agency (BNN) conveys information verbally through mass media and social media, paying attention to message clarity, narrative structure, and the use of neutral and polite language. Information is delivered regularly to maintain consistency. This is in line with the findings of this study, which indicate that the process of delivering information by Humas BPKP RI also takes into account message values, visual aspects, language guidelines, and public sensitivity testing. All these elements are packaged creatively through content such as #SeninSemangat, #SelasaBercerita, #RabuSeru, #KamisKuis, and #InfoPengawasan as a form of communication consistency.

Nevertheless, challenges remain in maintaining the sustainability of digital communication strategies. One of the main challenges is maintaining message consistency without losing institutional identity and values. This study shows that the success of digital communication strategies does not only depend on visual quality, but also on the ability of public relations officers to respond adaptively and quickly to current issues and public input. In this regard, public relations play a dual role as information managers and image and credibility guardians of the institution.

Therefore, the SMCR-based communication strategy applied by Humas BPKP RI is not only functional, but also plays a role in building social legitimacy. In line with the research of Yuliana & Hartanto (2024), public institutions in the digital era need to integrate their content strategies with the principles of participation, transparency, and public accountability in order to meet societal expectations and increase trust in government institutions.

Overall, BPKP RI's communication strategy through the Instagram social media platform has reflected the integration of the SMCR communication model. The source of the information comes from a professional team that understands the substance and communication techniques, the messages are packaged attractively and tailored to the audience, the channels are selected based on reach effectiveness, and the receivers are actively responded to. Although there are no specific engagement rate targets yet, the main focus of BPKP RI's public relations remains on information dissemination (output) and overall institutional image. This study shows that the public communication strategy conducted by BPKP RI does not only rely on its presence on social media, but also on systematic, collaborative, and responsive content management that addresses public needs.

Conclusion

This study shows that BPKP RI has utilized Instagram as a strategic channel in carrying out its public communication function, not only to disseminate information but also to build two-way interaction with the public. The use of social media is carried out systematically through content planning, message management, and the selection of visual formats suited to the characteristics and habits of digital audiences, particularly young people and active social media users. Based on the SMCR (Source, Message, Channel, Receiver) communication model, the Public Relations unit of BPKP RI has demonstrated alignment and integration between the source of the message, the message content, the communication channel, and an understanding of the characteristics of message recipients. The messages published use visual, interactive, and adaptive approaches, which help increase institutional visibility while strengthening the image of BPKP RI as a transparent, accountable, and communicative institution. In addition to serving as an information medium, Instagram also functions as a channel for public aspirations, where the public can submit comments, criticism, or questions directly. This public engagement serves as an important indicator in measuring message effectiveness and reflects the existence of healthy two-way communication between the institution and society. Thus, it can be concluded that the use of Instagram by BPKP RI has successfully become part of a public communication strategy that is not only informative, but also participatory and capable of building emotional connections with the public. This success reinforces the role of public relations as the front line in shaping public perception and bridging communication between government institutions and society in the digital era. These findings imply that social media, when managed appropriately and strategically, can serve as an effective tool for establishing two-way communication and strengthening the relationship between government and the public. However, this study has several limitations that need to be considered. The focus of the research being limited solely to the Instagram platform represents one of the main constraints, considering that BPKP RI also utilizes other platforms such as YouTube, TikTok, X (Twitter), and its official website for information dissemination activities. Additionally, the limited scope of observation to just one platform means that this study's findings cannot yet provide a comprehensive picture of the overall communication strategy. Therefore, further research with broader coverage is needed, encompassing other social media platforms used by BPKP RI. This would aim to obtain a more comprehensive understanding of the effectiveness of the SMCR model implementation in the digital communication strategies employed by BPKP RI.

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The influence of professional internships and learning processes on soft skills development in PAP FKIP UNS students

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Abstrak

Penelitian ini bertujuan untuk (1) mengetahui pengaruh magang profesi terhadap pengembangan soft skill, (2) mengetahui pengaruh proses pembelajaran terhadap pengembangan soft skill, (3) mengetahui pengaruh magang profesi dan proses pembelajaran terhadap pengembangan soft skill pada mahasiswa PAP FKIP UNS Angkatan 2021. Penelitian ini merupakan penelitian kuantitatif korelasional. Populasi dan sampel dalam penelitian ini ditentukan dengan menggunakan teknik sampling jenuh dengan jumlah 81 mahasiswa. Pengumpulan data penelitian dilakukan dengan penyebaran kuisioner dan analisis data menggunakan regresi linear berganda yang dilakukan menggunakan IBM SPSS. Hasil Penelitian menunjukkan bahwa (1) terdapat pengaruh yang positif dan signifikan magang profesi terhadap pengembangan soft skill dengan nilai signifikansi 0,001 < 0,05 dan nilai nilai t-hitung 3,609 > t-tabel 1,665; (2) terdapat pengaruh yang positif dan signifikan proses pembelajaran terhadap pengembangan soft skill dengan nilai signifikansi 0,046 < 0,05 dan nilai t-hitung 2,025 > t-tabel 1,665; (3) terdapat pengaruh yang positif dan signifikan magang profesi dan proses pembelajaran secara simultan terhadap pengembangan soft skill pada mahasiswa PAP FKIP UNS angkatan 2021 dengan nilai signifikansi 0,000 < 0,05 dan nilai F-hitung 16,131 > F-tabel 3,11. Demikian pengembangan soft skill dapat dilakukan dengan memaksimalkan kegiatan magang profesi dan proses pembelajaran.

Kata kunci : kuantitatif; keterampilan profesional; pembelajaran; kemampuan non teknis

Abstract

This study aims to (1) determine the influence of professional internship on the development of soft skill, (2) determine the influence of the learning process on development of soft skill, (3) determine the influence of professional internship and the learning process on development of soft skill in students of PAP FKIP

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UNS class of 2021. This study is a correlational quantitative research. The population and sample in this study was determined using a saturated sampling technique with a total of 81 students. The data collection was carried out by distributing questionnaires and data analysis using multiple linear regression conducted using IBM SPSS. The results show that (1) there is a positive and significant influence of the professional internship on the development of soft skill as evidenced by the significance value of 0.001 <0.05 and the t-count value of 3.609> t-table of 1.665; (2) there is a positive and significant influence of the learning process on the development of soft skill as evidenced by the significance value of 0.046 <0.05 and the t-count value of 2.025> t-table of 1.665; (3) there is a positive and significant influence of the professional internship and the learning process simultanously the development of soft skill in students of PAP FKIP UNS class of 2021 as evidenced by the significance value of 0.000 < 0.05 and the F-count value of 16.131 > F-table 3.11. Thus, soft skill development can be done by maximizing professional internship activities and the learning process..

Keywords : quantitative; professional skills; learning; skill

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Introduction

The development of soft skills is an essential endeavor in the professional world, as it plays a critical role in shaping individuals' careers and future aspirations. According to Lahope et al. (2020), soft skills are crucial for organizational performance success; the absence of these skills among employees can lead to numerous operational and interpersonal challenges. Similarly, Bhati (2022) emphasizes that soft skills are universally valued across industries and are considered key criteria in recruitment processes. This is further supported by Kumar et al. (2022), who argue that the development of soft skills significantly influences work quality, which is essential for achieving organizational objectives.

According to Qizi (2020), soft skills encompass personal, social, and methodological competencies such as self-awareness, commitment, learning skills, creativity, cultural adaptability, communication, teamwork, leadership, analytical thinking, change adaptability, management abilities, and more. As stated by Kumar et al. (2022), soft skills enable individuals to communicate effectively, collaborate within teams, and solve problems efficiently. While some soft skills may be naturally inherent traits, Mattajang (2023) concludes that they can also be learned and developed through practical actions and interpersonal interactions. Ngang et al. (2015) highlight that for students, soft skills serve as vital tools to prepare them for competitive work environments and elevate their overall competence. These findings underscore the importance and benefits of soft skill development, particularly for students preparing to enter the workforce.

However, field observations indicate that many students do not yet fully recognize or prioritize the development of soft skills. Ngo (2024) notes that many students remain unaware of the significance of soft skills in both academic and career success, which hinders their ability to cultivate these competencies. Faizah (2018) found that only 8% of students demonstrated high-level soft skill profiles, while the majority fell into medium, low, or very low categories. Similar findings were observed among the 2021 cohort of PAP FKIP UNS students during preliminary studies, which revealed deficiencies in soft skills necessary for daily tasks involving collaboration with others or independent work. Notably, areas requiring improvement include communication, leadership, teamwork, and time management.

Soft skill development refers to efforts aimed at enhancing individual capabilities used to complete specific tasks and interact effectively within social environments (Kumar et al., 2022;

Nitonde & Nandapurkar, 2014; Rosi, 2023; Tegeh in Saputra et al., 2022). Fundamentally, this development focuses on improving the functionality, utility, and application of non-technical skills possessed by individuals. The process is influenced by both internal and external factors. Internally, Syah (as cited in Metan & Handayani, 2023) identifies intelligence, talent, interest, motivation, and attitude as key influencers of soft skill acquisition. Externally, elements such as formal education, social motivation, environmental context, and opportunities such as internships and training programs also play significant roles. Yoke and Ngang (2017) add that soft skill development can occur through structured campus life experiences, teaching activities, and learning processes. Audrys et al. (2024) further note that internship experiences aligned with students' fields of study provide real-world contexts for developing these skills. Therefore, effective soft skill development must align these influencing factors with the targeted skill outcomes. Nitonde and Nandapurkar (2014) emphasize that the ultimate goal of soft skill development is the holistic growth of personality and enhanced social competence. Chavan and Carter (as cited in Mattajang, 2023) suggest that developing these skills also enhances leadership performance and contributes significantly to various aspects of professional life.

One of the primary factors influencing soft skill development is professional internship experience. A professional internship represents the practical implementation of theoretical knowledge gained in academic settings, applied directly in real-world work environments aligned with students' expertise and field of study (Bender, 2021; Nurhadi, 2017; Ramadhana et al., 2024; Syafira & Umam, 2024). Successful internship programs are shaped by student perceptions, institutional support, contextual program design, and the guidance provided by mentors or supervisors (Maertz Jr. et al., 2014; Siregar et al., 2024). Characteristics of professional internships include: (1) focusing on skill development to gain professional experience; (2) connecting students with industry professionals under expert supervision; (3) implementing rigorous monitoring and periodic evaluations by field supervisors or mentors; (4) maintaining extended durations, typically ranging from three to six months depending on program requirements; and (5) expanding professional networks and employment opportunities through experiential learning and relationship-building (Chan et al., 2020; Gomez et al., 2023; Odio & Kerwin, 2016; Thompson et al., 2021). Lalangyame and Daik (2024) emphasize that the purpose of internships is to enhance students' knowledge and experience in real working environments by applying classroom theories, ultimately producing skilled, professional graduates with strong work ethics. Saleh et al. (2023) and Praja et al. (2023) confirm that internship experiences significantly contribute to soft skill development. However, Papp et al. (2023) report that, in practice, internship programs do not always consistently fulfill their intended purpose of providing direct exposure to company operations or effectively testing and developing students' hard and soft skills acquired during their academic journey.

Another factor that influences soft skill development is the learning process. The learning process is an activity or action carried out between teacher and student to learn or master something in line with the intended learning objectives (Junaedi, 2019; Suharyanti et al., 2014). The learning process has several components: learning objectives, learning resources, strategies, media, evaluation, methods, approaches, techniques, and tactics of learning (Adisel et al., 2022; Sajadi, 2022). In addition, the learning process is influenced by environment, students/learners, teaching, academic counseling, higher education institutions, ICT, educators, classroom and its interactions, as well as facilities and infrastructure (Mohammed, 2020; Junaedi, 2019). The purpose of the learning process according to Yamin and Syahrir (2020) is to facilitate the growth and development of students' reasoning ability, character, independence, innovation, comfort, and expertise by building an ecosystem that supports these aspects. Meanwhile, the benefit of the learning process according to Setiani and Rasto (2016) is that it serves as an effective medium for improving students' soft skills. Research conducted by Sugraini and Cerya (2023), as well as Suharyanti et al. (2014), states that the learning process significantly affects the development of students' soft skills. Kocsis & Pusztai (2024) show that higher education that overly focuses on theoretical aspects has limited influence on soft skill development, hence the need for more applicable and contextual learning approaches to maximize the development of students' non-technical abilities.

Thus, soft skill development is very necessary for the younger generation in carrying out daily life activities and preparing themselves for future careers. All activities carried out in life certainly require soft skills. At this time, many individuals still do not pay enough attention to the fact that the quality of soft skills will greatly affect the activities individuals carry out in achieving desired success. Based on previous research, there are discrepancies in findings differences between researchers' results, or in other words, fluctuating inconsistencies regarding the influence of professional internships and learning processes on soft skill development. In addition, the population and sample of this study have different characteristics compared to previous studies. These conditions represent a research gap that underlies the need for further research focusing on the context and characteristics of the 2021 cohort of PAP FKIP UNS students regarding: 1) Is there an influence of professional internships on the development of soft skills among the 2021 cohort of PAP FKIP UNS students? 2) Is there an influence of the learning process on the development of soft skills among the 2021 cohort of PAP FKIP UNS students? 3) Is there an influence of both professional internships and the learning process together on the development of soft skills among the 2021 cohort of PAP FKIP UNS students?

Research Methodology

This research employs a correlational quantitative approach, chosen to obtain data that can test and verify the existing hypotheses regarding the presence or absence of influence. The study involves two independent variables professional internship and learning process—and one dependent variable—soft skill development.

The research was conducted in four stages: preparation, data collection, data processing, and report writing. The implementation period spanned from September 2024 to April 2025. The population consisted of all students from the 2021 cohort of the Teacher Profession Education Program (PAP) at the Faculty of Teacher Training and Education (FKIP), Sebelas Maret University (UNS). The sample was selected using saturated sampling technique, comprising a total of 81 respondents.

Data collection was carried out through the distribution of closed-ended questionnaires modified with a 1– 4 Likert scale. The research instruments were developed by the researcher based on indicators derived from each variable. These instruments underwent validity and reliability testing using pilot data collected from respondents with similar characteristics to the research sample.

The indicators for the soft skill development variable include leadership, time management, teamwork, adaptability, and interpersonal communication. For the professional internship variable, the indicators are professional knowledge, professional skills, and building networks with professionals. Meanwhile, the indicators for the learning process variable are learning materials, teaching methods, learning media, interaction, and assignments.

Data analysis was performed using multiple linear regression with the help of IBM SPSS Statistics version 26. The process began with the tabulation of research data, followed by prerequisite tests including normality, linearity, multicollinearity, and heteroscedasticity tests. Subsequently, hypothesis testing was conducted through t-tests (partial effect), F-tests (simultaneous effect), and determination coefficient analysis (R^2). Additionally, the relative and effective contribution of X_1 (professional internship) and X_2 (learning process) toward Y (soft skill development) was calculated. These statistical tests were carried out to examine and validate the existing hypotheses and to produce measurable, statistically significant results.

Results and Discussion

Research Results

The instruments used in this study have been tested for validity and reliability, consisting of 37 instrument items. These were distributed through a closed-ended questionnaire to 81 respondents who served as the research sample. Data were collected and subsequently processed and analyzed using IBM SPSS Statistics version 26. The results include descriptive data analysis of the independent variables—professional internship (X_1) and learning process (X_2)—and the dependent variable—soft skill development (Y). The findings are presented in Table 1 below:

Table 1
Data Description

	Internship Profession	Learning Process	Soft Skill Development
N	81	81	81
Mean	28,493	41,296	41,604
Std. Error of Mean	0,389	0,480 42	0,534
Median	28	42	41
Mode	27	4,328	41
Std. Deviation	3,507	18,736	4,808
Variance	12,303	22	23,117
Range	19	33	25
Minimum	17	55	31
Maximum	36	3345	56
Sum	2308		3370

The data description results obtained for the soft skill development variable have a minimum score of 31, maximum score of 56, an average of 41.604, and a standard deviation of 4.808. The total score in the soft skill development variable is 3,370. The soft skill development variable consists of 14 statement items with measurement scores using a modified 1–4 Likert scale.

Meanwhile, the data description results obtained for the professional internship variable have a minimum score of 17, maximum score of 36, an average of 28.493, and a standard deviation of 3.507. The total score in the professional internship variable is 2,308. The professional internship variable consists of 9 statement items with measurement scores using a modified 1–4 Likert scale.

As for the data description results obtained for the learning process variable, it has a minimum score of 33, maximum score of 55, an average of 41.296, and a standard deviation of 4.328. The total score in the learning process variable is 3,345. The learning process variable consists of 14 statement items with measurement scores using a modified 1–4 Likert scale.

The prerequisite tests in this study include normality test, linearity test, multicollinearity test, and heteroscedasticity test. Based on the normality test results, the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05, indicating that the data in this study are normally distributed. Regarding the linearity test, the significance value in the deviation from linearity row is 0.402, which is also greater than 0.05, meaning that the professional internship variable and soft skill development variable have a linear relationship. Meanwhile, for the learning process variable, the significance value in the deviation from linearity row is 0.597, which is greater than 0.05, indicating that the learning process variable and soft skill development variable also have a linear relationship.

The multicollinearity test in this study shows that the professional internship variable has a Tolerance value of 0.755 and a VIF value of 1.324. Meanwhile, the learning process variable has a Tolerance value of 0.755 and a VIF value of 1.324. Both independent variables have Tolerance values greater than 0.1 and VIF values less than 10, so it can be concluded that both independent variables do not show symptoms of multicollinearity. In addition, the heteroscedasticity test in this study using Glejser's test resulted in a significance value for the professional internship variable (X_1) of 0.781 and a significance value for the learning process variable (X_2) of 0.085. Furthermore, based on the scatterplot test, the distribution of points appears random and does not form any particular pattern. The spread of points also lies above or below the value of 0. Thus, it means that both independent variables have significance values greater than 0.05, so it can be stated that the regression model in this study does not experience heteroscedasticity.

Furthermore, the hypothesis testing results in this study using t-tests, F-tests, determination coefficient test (R^2), and effective and relative contribution of X_1 and X_2 to Y are presented in the following table 2.

Table 2
Multiple Linear Regression Analysis Results

	B	Std. Error	Beta
(Constant)	15,975	4,744	
Professional Internship	0,542	0,150	0,395
Learning Process	0,247	0,122	0,222

Based on Table 2, the regression equation obtained in this study is as follows:
$Y = 15.975 + 0.542X_1 + 0.247X$
Where: Y: Soft Skill Development , X_1: Professional Internship, X_2: Learning Process

Based on the above regression equation, the interpretation is as follows: 1) The constant value of 15.975 mathematically indicates that if the values of the professional internship variable (X_1) and learning process variable (X_2) are zero, then the value of the soft skill development variable (Y) would be15.975; 2) The regression coefficient of the professional internship variable (X_1) is 0.542, which mathematically indicates that if X_1 is increased by one unit and the learning process variable (X_2) is assumed to be zero, it will result in an increase in the soft skill development variable (Y) by 0.542; 3) The regression coefficient of the learning process variable (X_2) is 0.247, which mathematically indicates that if X_2 is increased by one unit and the professional internship variable (X_1) is assumed to be zero, it will result in an increase in the soft skill development variable (Y) by 0.247.

Table 3
t Test Results

	T_{value}	Sig.
(Constant)	3,368	0,001
Professional Internship	3,609	0,001
Learning Process	2,025	0,046

Based on Table 3 above, it can be concluded that the test results show the significance value of professional internship (X_1) is 0.001, which is < 0.05. The t_{value} is greater than t_{table}, specifically 3.609 > 1.665. The t_{table} value was determined at $\alpha = 0.05$ with df = 78 (n – k – 1, which is 81 – 2 – 1). Based on the result of a significance value < 0.05 and $t_{value} > t_{table}$, there is a significant partial influence between the professional internship variable (X_1) and the soft skill development variable (Y). Meanwhile, the test results also show that the significance value of the learning process (X_2) is 0.046, which is also < 0.05. The t_{value} is greater than t_{table}, specifically 2.025 > 1.665. The t_{table} value was determined at $\alpha = 0.05$ with df = 78 (n – k – 1, which is 81 – 2 – 1). Based on the result of a significance value < 0.05 and $t_{value} > t_{table}$, there is a significant partial influence between the learning process variable (X_2) and the soft skill development variable (Y).

Table 4
F Test Result

	Sum of Squares	df	Mean Square	F	Sig.
Regression	541,104	2	270,552	16,131	0,000
Residual	1308,254	78	16,772		
Total	1849,358	80			

Based on Table 4, the probability value in the Sig. column is 0.000, which is < 0.05. Furthermore, the F_{value} is greater than F_{table}, specifically 16.131 > 3.11. The F_{table} value was determined at $\alpha = 0.05$ with df1 = 2 and df2 = 78. Based on these results, it can be concluded that there is a significant simultaneous influence of the professional internship variable (X_1) and the learning process variable (X_2) together on the soft skill development variable (Y).

Tabel 5
Results of the Determination Coefficient (R^2) Test

Variabel	Koefisien Regresi (Beta)	Koefisien Korelasi	R Square
Professional Internship	0,395	0,505	0,293
Learning Process	0,222	0,418	0,293

Based on Table 5 above, it is known that the obtained determination coefficient (R Square) value is 0.293, which means that the professional internship variable (X_1) and learning process variable (X_2) together influence soft skill development (Y) by 29.3%. The remaining 70.7% is influenced by other factors or variables not examined in this study. Furthermore, the effective contribution (Beta x Correlation Coefficient x 100%) of professional internship (X_1) to soft skill development (Y) is 20%, and the effective contribution of learning process (X_2) to soft skill development (Y) is 9.3%, which is equal to the previously calculated R Square value. Meanwhile, the relative contribution (SE(X)% / R^2) of professional internship (X_1) to soft skill development (Y) is 70%, and the relative contribution of learning process (X_2) to soft skill development (Y) is 30%. The total relative contribution from both independent variables amounts to 100%, or equal to 1.

Discussion

The data analysis conducted for the professional internship variable shows that professional internship experience has a positive and significant effect on the development of students' soft skills, with a significance value of $0.001 < 0.05$ and a t_{value} of $3.609 > t_{table}$ value of 1.665. These results are also in line with the research conducted by Saleh et al. (2023) and Praja et al. (2023), which state that the better and more intensive the professional internship activities are, the higher the level of soft skill development. A professional internship becomes both a medium and an influencing factor in soft skill development because during the internship, students use their soft skills to complete assigned tasks, and through this usage, these skills develop and improve over time.

Data collected in this study through questionnaires completed by respondents showed that the statement item with the highest score was item number 5, with a total score of 280, indicating that respondents agree that professional internships help improve relevant technical skills aligned with the student's field of study. Thus, the findings of this study are supported by the research of Saleh et al. (2023) and Praja et al. (2023), which state that professional internships significantly influence the development of students' soft skills.

The data analysis for the learning process variable also shows that it has a positive and significant impact on soft skill development, with a significance value of $0.046 < 0.05$ and a t_{value} of $2.025 > t_{table}$ value of 1.665. This result is consistent with the findings of Sugraini and Cerya (2023) and Suharyanti et al. (2014), which indicate that the better the learning process, the better the development of students' soft skills. An effective and well-conducted learning process not only imparts theoretical knowledge but also involves teamwork or group work, leadership, and other interactive elements that support the development of students' soft skills.

In this study, questionnaire responses indicated that the statement item with the highest score was item number 7, with a total score of 278, showing that respondents agreed that the use of technology in learning media helps them follow the learning process more easily. This outcome aligns with the findings of Sugraini and Cerya (2023) and Suharyanti et al. (2014), which show that good aspects of the learning process support effective and optimal learning, thereby promoting the development of students' soft skills.

Both variables professional internship (X_1) and learning process (X_2) also have a jointly significant effect on soft skill development, with a significance value of $0.000 < 0.05$ and an F_{value} of $16.131 > F_{table}$ value of 3.11. Through professional internships, students gain valuable experience and opportunities to apply and develop their existing soft skills. Meanwhile, the learning process does not only provide theoretical knowledge; during the process, students must use their soft skills to participate in and benefit from learning, further developing those skills.

This finding is supported by Sugraini and Cerya (2023) and Suharyanti et al. (2014), who prove that professional internships and the learning process together influence the development of students' soft skills. Therefore, soft skill development does not occur only during theoretical instruction but also during practical application. Both independent variables in this study cover the same aspects theory and practice hence they can be said to jointly influence the dependent variable, explaining 29.3% of the variation in soft skill development.

Furthermore, the results of effective and relative contribution analysis show that the professional internship (X_1) has a greater influence than the learning process (X_2) on soft skill development. This indicates that professional internships contribute more significantly and effectively than classroom-based learning in fostering soft skills among PAP FKIP UNS students.

Conclusion

The results of this study indicate that professional internships and the learning process have a positive and significant influence on soft skill development among students. It can be observed that the better and more intensive the professional internship and learning process experiences are, the higher the level of soft skill development. When students participate in professional internships or engage in the learning process, they are required to use soft skills to carry out tasks and activities, and as these skills are applied, they continue to develop and improve in quality. These soft skills include communication, teamwork, time management, and adaptability skills that develop through participation in internships and classroom-based learning. Additionally, there may be other influencing factors that contribute even more significantly to soft skill development. Therefore, future research should consider examining these additional factors in greater depth to provide a more comprehensive understanding of soft skill development among students.

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Family social support, self-efficacy and academic resilience among MPLB students of SMKN 1 Karanganyar

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh (1) dukungan sosial keluarga terhadap resiliensi akademik (2) self-efficacy terhadap resiliensi akademik (3) dukungan sosial keluarga dan self-efficacy terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar. Metode penelitian ini menggunakan pendekatan kuantitatif korelasi. Sampel penelitian sebanyak 105 dari jumlah populasi sebanyak 142 yang diperoleh dengan menggunakan teknik proportionate stratified random sampling. Teknik pengumpulan data yang digunakan oleh peneliti yaitu observasi, wawancara dan angket/kuesioner. Hasil dari penelitian ini menunjukkan bahwa: 1) Terdapat pengaruh positif dan signifikan antara dukungan sosial keluarga terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai signifikansi sebesar 0,000 < 0,05 dan hasil nilai t_{hitung} *sebesar 3,862 > 1,986; 2) Terdapat pengaruh positif dan signifikan antara self-efficacy terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai signifikansi sebesar 0,000 < 0,05 dan hasil nilai* t_{hitung} *sebesar 5,824 > 1,986; 3) Terdapat pengaruh positif dan signifikan antara dukungan sosial keluarga dan self-efficacy secara bersama-sama berpengaruh terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai nilai signifikansi 0,000 < 0,05 dan hasil* F_{hitung} *yaitu 35,969 > 3,09.*

Kata kunci : psikologi pendidikan; sekolah vokasi; strategi koping edukatif

Abstract

This study aims to determine the effect of (1) family social support on academic resilience (2) self-efficacy on academic resilience (3) family social support and self-efficacy on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar. This research method uses a quantitative correlation approach. The research sample was 105 from a population of 142 obtained using the proportionate stratified random sampling technique. Data collection techniques used by the researcher were observation, interviews and questionnaires. The

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results of this study indicate that: 1) There is a positive and significant effect between family social support on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the t-test result of 3.862> 1.986; 2) There is a positive and significant influence between self-efficacy on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the calculated t value of 5.824> 1.986; 3) There is a positive and significant influence between family social support and self-efficacy together influencing academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the calculated F result of 35.969> 3.09.

Keywords : educational coping strategies; educational psychology; vocational schools

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Introduction

Education is the main pillar for the progress and development of society. Referring to the National Education System Law No. 20 of 2003, says that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society. Education has undergone transformations from time to time such as methods, curriculum, and educational goals. Today, we are faced with more complex and diverse challenges than in the past (Jaya et al., 2023). One of these challenges is to ensure students not only have the academic ability, but also the resilience to deal with the various pressures and obstacles in education. This resilience is known as academic resilience, which is an important part of supporting educational success.

Academic resilience is an ability that individuals have to increase success in the academic field despite being in a difficult situation (Cassidy, 2016). In the context of education, resilience is one of the important factors that influence students' academic success. Students with good levels of resilience are not only able to cope with learning pressures, but also demonstrate the ability to deal with failure in a constructive manner and remain motivated to achieve their academic goals (Kodir, 2025). Academic resilience is very important for all students, because having high resilience is expected to be able to overcome academic problems and can continue to develop despite experiencing difficulties. In learning activities, students are expected to be able to carry out all forms of academic demands both assignments, exams and other demands given to students with the hope that they can be completed properly and on time. Students who have low resilience will be more vulnerable to stress and pressure faced at school (Rosana et al., 2023).

Vocational High School (SMK) is an educational institution that focuses on providing skills to prepare students to enter the workforce (Sari, 2023). Referring to the National Education System Law No. 20 of 2003 Article 15 which states that vocational education is a sescondary education that prepares students primarily to work in certain fields. Students who attend SMK have more complex academic challenges, not only in the form of assignments, reports, conducting exams and not only having to master theoretical material, but there are also competency certification tests and practical skills that need to be prepared to face the world of work. Likewise at SMK Negeri 1 Karanganyar, students are expected to have work readiness and entrepreneurial skills after completing their education. Better work readiness and psychological maturity are key so that they can adapt to the world of work after graduation (Akmal et al., 2024). With this academic burden and pressure, students need an element of resilience in themselves, so that academic performance remains stable and can get through it well (Irawan et al., 2022).

In the context of the research location, from the results of observations and interviews conducted by researchers, several problems were found related to students' academic resilience, namely students feeling overwhelmed regarding the many tasks and dependents that exist, students have difficulty working on assignments given at the same time and continuously. So that students feel stressed and lead to delays in working on assignments. This results in late submission of assignments given. In addition, students often feel anxious if they are going to face an exam which results in students lacking focus in carrying out other activities. Another problem is that students are less enthusiastic in participating in learning, especially during class hours after dzuhur. There are some students who are less active in learning, such as not daring to ask questions if there is material that they do not understand. From these problems, researchers are interested in knowing about academic resilience problems, so they conducted a questionnaire survey of 32 students in grades XI and XII majoring in Office Management and Business Services at SMK Negeri 1 Karanganyar to explore the level of student academic resilience. Based on the survey results, it appears that 56.3% of students experience problems related to resilience and 43.7% of students do not experience problems related to academic resilience. The survey results can be concluded that there are problems related to academic resilience in students including some students in grades XI and XII Office Management and Business Services at SMK Negeri 1 Karanganyar.

Resilience cannot be formed automatically, but is formed by various factors that make individuals have the capacity to survive in difficult conditions, adapt to these conditions, and also move forward for the future. Resilience is formed from internal and external factors. Internal factors such as spirituality, self-efficacy, optimism, self-esteem. While external factors are social support (Missasi & Indah Dwi Cahya Izzati, 2019). Social support can increase positive influence in achieving emotional balance. Social support comes from people who are nearby such as family, teachers or friends (Muthmainah, 2022). Social support is one of the external factors that play an important role in increasing students' academic resilience.

Family social support is a child-centered, holistic and needs-based, strengths-based and partnership-based style of practice that requires a careful critical understanding of social secology, resilience, social support and social capital (Zegarac et al., 2024). Family social support refers to various forms of assistance provided by family members in the form of informational support, instrumental support, appreciation support and emotional support (Virgiana et al., 2024). Family social support can have a positive influence on individual psychological well-being, where family social support, especially from parents, has an important influence on children's growth and development (Yumika & Marheni, 2023). Not all students, however, have equal access to family social support. There are some students who have less supportive backgrounds. This can affect students' academic resilience, especially when they face stressful situations. Low family social support can cause students to feel constrained and have nowhere to turn for help when facing problems that negatively impact psychological, behavioral, academic and social-emotional well-being (Ibda, 2023).

In additional to family social support, self-efficacy which is an internal factor of resilience has an important role in shaping resilience, especially student academic resilience. According to Bandura in (Qudsyi & Putri, 2016), says that Self-Efficacy is an individual's belief in the extent to which he estimates his ability to carry out a task or action required to achieve a goal. In the realm of education, Self-Efficacy is often described in terms of Academic Self-Efficacy (ASE), which defines a learner's assessed ability to successfully achieve educational goals (Honicke & Broadbent, 2016). Self-Efficacy is a person's belief in his or her own ability to achieve despite academic challenges (Zander et al., 2018). The higher the self-efficacy, the more optimistic the student is in completing his learning, on the contrary, students who have a low level of self-efficacy are more pessimistic in completing learning at school (Ferdyansyah et al., 2020).

Based on the introduction above, the hypothesis of this study: (1) There is an influence of family social support on academic resilience; (2) There is an influence of self-efficacy on academic resilience; (3) There is an influence of family social support and self-efficacy together on the academic resilience of students in grades XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar.

Research Method

This research was conducted in classes XI and XII of the MPLB department of SMK Negeri 1 Karanganyar, which is located at Jalan Monginsidi Number 1, Manggeh, Tegalgede, Karanganyar District, Karanganyar Regency, Central Java. The research time was from September 2024 to May 2025. The method used is quantitative with a correlation approach, because it is to determine whether there is a relationship between the independent variable and the dependent variable. The independent variables in this study are family social support and self-efficacy, while the dependent variable is academic resilience.

Population in this study were students in grades XI and XII MPLB SMK N 1 Karanganyar with a total number of 142 students, with a research sample of 105 which was calculated using the slovin formula. The sampling technique in this study used proportionate stratified random sampling because the population in this study was stratified, namely classes XI and XII, which were selected using spinn well. While the data collection technique in this study used a closed questionnaire with a Likert scale of 5, namely “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”.

The analysis of data in this study used the help of Statistical Package Social Science (SPSS) software version 26. The process begins with tabulating the data by entering the data into a table to facilitate the calculation. Furthermore, prerequisite tests were carried out, namely normality test, linearity test, multicollinearity test and heteroscedasticity test. Followed by hypothesis testing, namely t test, F test, multiple linear regression analysis, coefficient of determination analysis, and looking for effective contribution and relative contribution.

Before collecting research data, the questionnaire that will be used is first tested on research instruments, because data plays an important role in determining research results. The research instrument used must meet the eligibility criteria, namely the validity and reliability tests carried out on 30 respondents outside the research sample.

Results and Discussion

Research results

Based on descriptive data analysis, the academic resilience variable shows the highest score of 73 and the lowest score of 39 with an average of 54.63 and a standard deviation of 5.67. The total number of values of the academic resilience variable based on the data collected is 5736. Furthermore, the family social support variable shows the highest score of 75 and the lowest score of 38 with an average of 57.29 and a standard deviation of 8.72. The total number of values of the family social support variable based on the data collected is 6015. While the self-efficacy variable shows the highest score of 64 and the lowest score of 39 with an average of 49.10 and a standard deviation of 5.19. The total number of values of the self-efficacy variable based on the data collected is 5156.

The normality test in the study was carried out using the Kolmogorov Smirnov method, with the results of the Asymp. Sig. (2-tailed) value of 0.200. This shows that the significance value obtained is> 0.05 so that the data used in this study is normally distributed. The linearity test in this study is seen from the output results in the ANOVA table from the IBM SPSS 26 tool, on the basis of making decisions from the significance value in the deviation from linearity line. Based on the results of the linearity test of family social support on academic resilience, the significance value found in the deviation from linearity line is 0.179. The significance value is > 0.05, which indicates that the family social support variable (X1) and academic resilience (Y) have a linear relationship. While the results of the self-efficacy linearity test on academic resilience obtained a significance value found in the deviation from linearity line which is 0.267. The significance value is > 0.05 which indicates that the self-efficacy variable (X2) and academic resilience (Y) have a linear relationship. Multicollinearity test can be seen from the Tolerance value (tolerance) and Variance Inflation Factor (VIF). The multicollinearity test results show that the family social support and self-efficacy variables have a Tolerance value of 0.888 which means they have a value greater than 0.10

and a VIF value of 1.126 which means they have a value smaller than 10. So it can be concluded that the two independent variables, namely family social support (X1) and self-efficacy (X2), do not have multicollinearity symptoms. The heteroscedasticity test conducted using the Spearman Rank Test shows the results of the significance value of the family social support variable of 0.947 and the significance value of the self-efficacy variable of 0.714. The results of each variable> 0.05 so it can be concluded that in this study there are no symptoms of heteroscedasticity.

Table 1
t-test Result

	t	Sig.
(Constant)	4.092	.000
Family Social Support	3.862	.000
Self-Efficacy	5.824	.000

The t test in this study is used to determine the effect of the independent variable on the dependent variable individually or partially. Based on Table 1 above, the results of the family social support test, show a significance value of 0.000 <0.05 and the t_{count} value of 3.862 > 1.986 which means that H_0 is rejected and H_a is accepted. So that the family social support variable has a positive and significant influence on the academic resilience variable. While the results of the self-efficacy test, show a significance value of 0.000 < 0.05 and the result of the t_{count} value of 5.824 > 1.986 which means that H_0 is rejected and H_a is accepted. So that the self-efficacy variable has a positive and significant influence on the academic resilience variable.

Tabel 2
F-test Result

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1384.895	2	692.448	35.969	.000[b]
Residual	1963.619	102	19.251		
Total	3348.514	104			

The F test in this study is to determine whether there is an influence of the independent variables on the dependent variable together or simultaneously. Based on Table 2 above, the significance value is 0.000 < 0.05 and the F_{count} result is 35.969 > 3.09. From the results of significance and F_{count}, it can be concluded that H_0 is rejected and H_a is accepted. So that there is a positive and significant influence, namely family social support and self-efficacy together affect variable Y, namely academic resilience..

Tabel 3
Results of Multiple Linear Regression Analysis

	Unstandardized Coefficients
	B
(Constant)	17.905
Family Social Support	.202
Self-Efficacy	.512

Based on Table 3, the multiple linear regression equation obtained in this study is as follows:

$$\hat{Y} = 17,905 + 0,202X_1 + 0,512X_2$$

Based on the equation obtained, it can be interpreted as follows: (1) The constant value of 17.905 is positive, which means it shows that if the value of the independent variables, namely family social support (X_1) and self-efficacy (X_2) is equal to zero, the value of Y is 17.905. (2) The X_1 coefficient value of 0.202 is positive, indicating that the family social support variable has a positive influence on the academic resilience of MPLB students in Class XI and XII of SMK N 1 Karanganyar and if the increase in points of the family social support variable (X_1) increases academic resilience by 0.202 assuming other variables remain. (3) The X_2 coefficient value of 0.512 is positive, indicating that the self-efficacy variable has a positive influence on the academic resilience of MPLB Class XI and XII students of SMK N 1 Karanganyar and if the increase in points of the self-efficacy variable (X_2) increases academic resilience by 0.512 assuming other variables remain.

Tabel 4
Results of the Determination Coeficient Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.643[a]	.414	.402	4.38762	1.982

The coefficient of determination analysis is used to determine how much influence each independent variable has on the dependent variable. Based on Table 4, it has results that show the R Square (R^2) value of 0.414, which means that the influence given from the family social support variable (X_1) and self-efficacy (X_2) on the academic resilience variable (Y) is 41.4%. While the remaining (100% - 41.4% = 58.6%) of 58.6% is influenced by other variables outside of this study.

Discussion

Based on the results of data analysis using multiple linear regression methods, it was found that there was a positive and significant effect of family social support variables (X_1) and self-efficacy (X_2) on academic resilience variables (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar with the following discussion:

The influence of family social support (X_1) on academic resilience (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar

First hypothesis in this study, states that it is suspected that there is an influence of family social support on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar. To test this hypothesis, testing was carried out using the t test to determine whether there is an effect of the independent variable on the dependent variable individually or partially, which then obtained the results of the t_{count} value for the family social support variable of 3.862 with a significance value showing a result of 0.000. Based on the test criteria, t_{count} (3.862) > t_{table} (1.986) and a significance value of 0.000 <0.05, then H_0 is rejected and H_a is accepted. So that the family social support variable has a positive and significant influence on the academic resilience variable of class XI and XII MPLB students at SMK Negeri 1 Karanganyar partially or individually.

Family social support refers to various forms of assistance provided by family members in the form of informational support, instrumental support, appreciation support and emotional support (Virgiana et al., 2024). Family social support can have a positive influence on individual psychological well-being, where family social support, especially from parents, has an important influence on children's growth and development (Yumika & Marheni, 2023). Not all students, however, have equal access to family social support. There are some students who have less supportive backgrounds. This can affect students' academic resilience, especially when they face stressful situations. Low family social support can cause students to feel constrained and have nowhere to turn for help when facing problems that negatively impact psychological, behavioral, academic and social-emotional well-being (Ibda, 2023).

The results of this study are in line with research conducted by (Putri et al., 2023) showed that family social support has an influence on academic resilience with the correlation coefficient of rx2y 0.333 with p <0.05. Similar research results were also found in research conducted by (Septianmar et al., 2022) showing that there is a positive and significant effect of the correlation coefficient r = 0.821 (positive sign) with a significance of p = 0.000 <0.050. This is also supported by research conducted by (Permatasari et al., 2021) showing that social support makes a significant contribution to academic resilience of 71.8% (R2 = 0.718; Sig <0.01) with the largest contribution from family support, namely 42.4%.

The influence of self-efficacy (X_2) on academic resilience (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar

The Second hypothesis in this study states that there is a suspected influence of self-efficacy on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar. To test this hypothesis, testing was carried out using the t test to determine whether there is an effect of the independent variable on the dependent variable individually or partially, which then obtained the results of the t_{count} value for the self-efficacy variable of 5.824 with a significance value showing a result of 0.000. Based on the test criteria, t_{count} (5.824) > t_{table} (1.986) and a significance value of 0.000 <0.05, then H_0 is rejected and H_a is accepted. So that the self-efficacy variable has a positive and significant influence on the academic resilience variable.

According to Baron and Byrne in (Fauziana, 2022), Self-Efficacy is a person's self-belief that he is able to perform a given task and can know his level of ability. In the realm of education, Self-Efficacy is often explained in terms of Academic Self-Efficacy (ASE), which defines the learner's assessment ability to successfully achieve educational goals (Honicke & Broadbent, 2016). The higher the self-efficacy, the more optimistic the student is in completing his learning, on the contrary, students who have a low level of self-efficacy are more pessimistic about completing learning at school (Ferdyansyah et al., 2020).

The results of this study are in line with research conducted by (Prawitasari & Antika, 2022) showing that the coefficient of determination (R^2) value of 0.549 means that the self-efficacy variable affects the dependent variable (academic resilience) by 54.9%. Similar research results were also found in research conducted by (Afifah et al., 2022) showing that the coefficient of determination was 0.602, which means that academic self-efficacy has a significant influence on academic resilience by 60.2%. This is also supported by research conducted by (Azizah & Ifdil, 2023) showing that there is a significant positive effect with a significance value of 0.000 < 0.05 and a correlation coefficient of 0.423.

The influence of family social support (X_1) and self-efficacy (X_2) on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar.

Third hypothesis in this study suspected that there is an influence between family social support and self-efficacy together on academic resilience as evidenced by doing the F test. Based on the results of the F test that has been carried out, it can be seen that the probability value in the significant column is 0.000 where the result is < 0.05. In addition, the F_{count} result shows a value of 35.969 where the value is > F_{table} of 3.09. From the results of significance and F_{count}, it can be concluded that H_0 is rejected and H_a is accepted. So that there is a positive and significant influence or variable X, namely family social support and self-efficacy together affect variable Y, namely academic resilience.

Social support, which is an external factor of academic resilience, plays a role in encouraging individuals to remain enthusiastic in facing challenges. As with family involvement in providing emotional, instrumental, and informational support from family members. Family circumstances can influence as a motivation or even an obstacle in the academic process because families have an important role in shaping individual mindsets and habits from an early age.

In addition, self-efficacy as an internal factor has an important role in influencing academic resilience. Self-efficacy helps individuals to believe in their own ability to face challenges, control emotions and encourage individuals to remain persistent in all situations. Self-efficacy encourages individuals to remain calm in facing challenges or pressures and find solutions to solve problems. So that individuals with high self-efficacy tend to be able to bounce back and continue to strive to achieve their goals.

Conclusion

Based on the data collected and analysis conducted using multiple linear regression analysis methods in research on the influence of family social support and self-efficacy on the academic resilience of students in Grades XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, the following conclusions can be obtained: (1) There is a positive and significant effect of family social support on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by t_{count} 3.862> t_{table} 1.986. (2) There is a positive and significant effect of self-efficacy on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by t_{count} 5.824> t_{table} 1.986. (3) There is a positive and significant effect of family social support and self-efficacy simultaneously on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by F_{count} 35.969> F_{table} 3.09. The regression equation model in this study is $\mathbf{\hat{Y} = 17.905 + 0.202X_1 + 0.512X_2}$. The calculation of the coefficient of determination shows the R Square value of 0.414. This means that the contribution of the two independent variables, namely family social support and self-efficacy together (simultaneously) to the dependent variable, namely academic resilience, is 0.414 or 41.4%, while the remaining 58.6% is influenced by other factors not examined in this study. This study has limitations that need to be considered in order to produce better research. Data collection in this study was conducted only through a survey method in one school, so the findings cannot be generalized to a wider population of students. In addition, the use of self-report instruments allows for subjectivity bias from the respondents. This study also has not examined other factors outside of family social support and self-efficacy that might influence students' academic resilience, such as school environment, friends or other individual characteristics. Thus, further research can be conducted with a wider scope and more diverse methods to obtain a more comprehensive understanding.

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Impact of moving class, AI technology, and infrastructure on students' mental well-being at SMK 6 Surakarta

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh moving class, teknologi pembelajaran AI, dan sarpras terhadap mental well-being siswa SMK 6 Surakarta baik secara simultan maupun parsial. Penelitian ini menggunakan pendekatan penelitian kuantitatif. Sampel berjumlah 85 dengan teknik sampel stratified random sampling. Teknik pengumpulan data menggunakan angket. Teknik analisis data menggunakan teknik analisis linear berganda dengan bantuan IBM SPSS versi 26. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh yang positif dan signifikan moving class terhadap mental well-being siswa SMK Negeri 6 Surakarta dengan nilai t_{hitung} > tt_{abel} (1,86 > 1,66) dan nilai signifikasi pada moving class sebesar 0,06 < 0,1; (2) tidak terdapat pengaruh yang positif dan signifikan teknologi pembelajaran AI terhadap mental well-being siswa SMK Negeri 6 Surakarta dengan nilai $t_{hi}t_{ung}$ < tt_{abel} (1,52 < 1,66) dan nilai signifikansi 0,13 > 0,05; (3) terdapat pengaruh yang positif dan signifikan sarpras terhadap mental well-being siswa SMK Negeri 6 Surakarta dengan nilai $t_{hi}t_{ung}$ > tt_{abel} (4,46 > 1,66) dengan nilai signifikansi 0,00 < 0,05; (4) Terdapat pengaruh yang positif dan signifikan secara bersama-sama moving class, teknologi pembelajaran AI, dan sarpras terhadap mental well-being siswa SMK Negeri 6 Surakarta dengan nilai $F_{hi}t_{ung}$ > Ft_{abel} (17,39 > 4,14) dengan nilai signifikansi 0,00 <0,05.

Keywords : kesehatan mental; sarana pembelajaran; sistem pembelajaran; teknologi pembelajaran

Abstract

This study aims to determine the effect of moving class, AI learning technology, and infrastructure on the mental well-being of students of SMK 6 Surakarta both simultaneously and partially. This study uses a quantitative research approach. The sample amounted to 85 with stratified random sampling technique. The data collection technique used a questionnaire. Data analysis techniques using multiple linear analysis techniques with the help of IBM SPSS version 26. The results showed that: (1) there is a positive and significant effect of moving class on mental

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well-being of students of SMK Negeri 6 Surakarta with a $t_{value} > t_{table}$ (1.86> 1.66) and a significance value on moving class of 0.06 < 0.1; (2) there is no positive and significant effect of AI learning technology on mental well-being of students of SMK Negeri 6 Surakarta with a $t_{value} < t_{table}$ (1.52 < 1.66) and a significance value of 0.13 > 0.05; (3) there is a positive and significant influence of infrastructure on mental well-being of students of SMK Negeri 6 Surakarta with the value of $t_{value} > t_{table}$ (4.46 > 1.66) with a significance value of 0.00 < 0.05; (4) there is a positive and significant influence together moving class, AI learning technology, and infrastructure on mental well-being of students of SMK Negeri 6 Surakarta with the value of $F_{value} > F_{table}$ (17.39 > 4.14) with a significance value of 0.00 < 0.05.

Keywords : learning facilities; learning system; learning technology; mental health

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Introduction

Mental well-being refers to a condition in which an individual can accept themselves as they are, build healthy relationships with both themselves and others, resist social pressures, adapt effectively to their environment, and find meaning and purpose in life. It plays a crucial role in helping adolescents develop positive emotions, enjoy a happier life, reduce tendencies toward negative behaviors, and manage their emotions more effectively (Fadhillah, 2016). Mental well-being is a vital factor in personal and social development. When individuals utilize good mental health and well-being, they become capable of addressing potential problems and selecting appropriate solutions (Emadpoor et al., 2016).

Mental health is a state of emotional well-being that enables individuals to cope with life's stresses, realize their abilities, learn and work productively, and contribute meaningfully to their communities. The term mental well-being describes an individual's psychological health based on the fulfillment of criteria for positive psychological functioning. It is a condition in which individuals can achieve and fully realize their potential. In this state, individuals are able to accept both their strengths and weaknesses, act independently, establish harmonious relationships with others, and adapt to their surroundings in alignment with their psychological condition. Furthermore, individuals with strong mental well-being possess a clear sense of life purpose and continuously strive for self-improvement (Ryff, 1989).

Students in vocational high schools (SMK) often experience challenges related to mental well-being during this developmental stage. This period involves a complex process of identity formation. Consequently, depression is among the most common mental health issues experienced by students. Mental health problems can also significantly affect academic performance. When students struggle to adjust or face difficulties, they often experience anxiety, fear, and challenges in interacting socially with peers (Mukarom & Daeli, 2023).

The digital era has transformed the ways in which people live, learn, and socialize. The emergence of social media, online gaming, and the internet has introduced both conveniences and serious challenges particularly for students' mental health. In this digital age, numerous challenges have arisen that impact students' mental well-being. Among these are cyberbullying, which can lead to anxiety and suicidal thoughts; FOMO (Fear of Missing Out), which stems from the desire to remain constantly connected and can cause stress and anxiety; and the tendency to compare oneself with others whose seemingly perfect lives are displayed on social media, potentially triggering feelings of inadequacy and unhappiness.

Mental well-being issues also occur among students in Class XI of the Multimedia and Printing Learning Cluster (MPLB) at SMK Negeri 6 Surakarta. Based on preliminary data collected prior to the study, 96% of these students frequently feel anxious or worried about their future, while

93% often experience pressure due to school assignments and academic demands. These figures indicate that the majority of students have encountered stress during the learning process, suggesting a significant issue concerning their mental well-being.

Several previous studies have identified factors influencing students' mental well-being. Campbell et al. (2022) emphasized that a strong social support network is crucial for maintaining good mental health. Students who experience a sense of belonging and maintain supportive relationships tend to report better mental health outcomes. According to Slimmen et al. (2022), academic pressures and stressors significantly contribute to the levels of stress experienced by students. This pressure can lead to elevated stress levels and negatively impact mental well-being. A lack of engagement in learning activities has also been associated with poorer mental health outcomes. Ismail and Shujaat (2018) found that family-related demands, particularly among female students, are linked to increased depression scores. Students from lower socioeconomic backgrounds or those enrolled in non-mainstream educational fields such as social sciences tend to report higher levels of stress and depressive symptoms.

The teacher-student relationship plays a critical role in shaping student mental well-being. Aulia (2018) stated that positive interactions between teachers and students can enhance feelings of safety and belonging within the school environment. Schools that foster supportive environments through comprehensive approaches engaging teachers, parents, staff, and community members positively influence student well-being.

One factor that can affect students' mental well-being is the learning system implemented in schools. The moving class system refers to an instructional model where teaching is organized based on subject matter. In this system, students move between classrooms depending on the subject being taught, allowing the learning environment to be adjusted according to the characteristics of each course (Saputro, 2019). Pedine (2021) explains that moving class is a learner-centered approach that emphasizes contextual learning by aligning the physical environment with the material being studied. This method allows for greater flexibility and can help reduce monotony in the learning process.

Another influential factor is AI-based learning technology. The advancement of Artificial Intelligence (AI) in education has transformed traditional classroom instruction. AI integration in education is reflected in blended learning models, which help minimize risks associated with conventional teaching methods and represent a novel approach to managing MOOC platforms (Wogu et al., 2019). Furthermore, blended learning supports the theory of AI and Marxian Alienation, highlighting the role of AI as an innovation in the learning process. Supriadi et al. (2022) argue that AI serves as a tool to facilitate the learning process and promote student independence. While the role of teachers may become less dominant, they remain essential in providing key explanations and maintaining the moral and ethical foundations of education.

A third factor that influences students' mental well-being during the learning process is the availability and quality of school infrastructure. Sarana refers to tools and equipment directly used to support the teaching and learning process, whereas prasarana includes facilities that indirectly support educational activities (Lintar, 2023). Every educational institution must provide adequate facilities such as buildings, classrooms, desks, chairs, and instructional media. Essential infrastructure includes land, classrooms, teacher rooms, administrative offices, libraries, laboratories, canteens, sports halls, worship rooms, and other spaces necessary for effective and sustainable learning. School infrastructure plays a crucial role in education as a primary supporting element, facilitating both direct and indirect aspects of the teaching-learning process toward achieving desired educational goals.

Based on the background outlined above, this study aims to address the following research questions: (1) Does the moving class system influence the mental well-being of Class XI MPLB students at SMK Negeri 6 Surakarta? (2) Does AI-based learning technology influence the mental well-being of these students? (3) Does school infrastructure influence their mental well-being? (4) Do the moving class system, AI-based learning technology, and school infrastructure collectively influence the mental well-being of Class XI MPLB students at SMK Negeri 6 Surakarta? By answering these questions, this study is expected to provide deeper insights for schools, educators, students, and future researchers regarding the importance of student mental well-being in educational settings.

Research Methodology

This study employed a quantitative approach with a survey method to examine the influence of the moving class system, AI-based learning technology, and school infrastructure on the mental well-being of Class XI MPLB students at SMK Negeri 6 Surakarta. The research was conducted in seven stages: research preparation, proposal development, instrument determination and construction, data collection, data processing and analysis, conclusion drawing, and report writing. The research period spanned from September 2024 to March 2025. The population consisted of 107 students, and a sample of 85 students was selected using stratified random sampling. The entire population was sampled based on Slovin's formula. Data were collected offline (in-person), utilizing Google Forms for questionnaire distribution.

Data collection was conducted using a closed-ended questionnaire based on a 5-point Likert scale, where respondents selected the answer most aligned with their personal circumstances. No validity and reliability tests were performed, as the instruments used were adapted from previous studies by Gautam et al. (2024), Wicono (2015), and Siswanto and Hidayati (2020). Data analysis involved several steps: data tabulation, classical assumption tests (normality test, linearity test, multicollinearity test, and heteroscedasticity test), hypothesis testing (multiple linear regression analysis, t-test, F-test, and coefficient of determination), and calculation of relative and effective contributions. All analyses were supported by IBM SPSS Statistics version 26.

Results and Discussion

Research results

Descriptive data analysis showed that the mental well-being variable had a minimum score of 24, maximum score of 62, an average score of 38, and a standard deviation of 6.07. The total accumulated value for the mental well-being variable based on collected data was 4198. This variable consisted of 14 statements measured using a 5-point Likert scale. The moving class system variable had a minimum score of 11, maximum score of 35, an average of 24, and a standard deviation of 3.72. The total accumulated score from collected data was 2101. This variable included 7 statements. The AI-based learning technology variable had a minimum score of 11, maximum score of 39, an average of 28, and a standard deviation of 5.51. The total accumulated score based on collected data was 2345. This variable also consisted of 8 statements. The school infrastructure variable had a minimum score of 12, maximum score of 40, an average of 28, and a standard deviation of 5.40. The total accumulated score from collected data was 2804. This variable contained 8 statements.

The prerequisite tests conducted in this study included normality, linearity, multicollinearity, and heteroscedasticity tests. The results of the normality test indicated that the Asymp. Sig. (2-tailed) value was 0.20, which is greater than 0.05. Therefore, it can be concluded that the data are normally distributed. Linearity test results between the moving class system (X_1) and mental well-being (Y) showed a significance value in the linearity row of 0.00, which is less than 0.05. Thus, it can be concluded that there is a linear relationship between these two variables. For the AI-based learning technology (X_2) and mental well-being (Y), the linearity test also yielded a significance value of 0.01, which is less than 0.05. Hence, a linear relationship exists between these variables. Similarly, the linearity test between school infrastructure (X_3) and mental well-being (Y) resulted in a significance value of 0.00, which is less than 0.05. Therefore, a significant linear relationship exists between these variables as well. Multicollinearity test results indicated that the moving class system variable had a tolerance value of 0.75 and VIF value of 1.32. The AI-based learning technology variable had a tolerance value of 0.92 and VIF value of 1.08. The school infrastructure variable had a tolerance value of 0.70 and VIF value of 1.41. All three variables had tolerance values above 0.10 and VIF values below 10. Therefore, it can be concluded that no multicollinearity issues exist among the independent variables. Heteroscedasticity testing using the Spearman-Rho method showed a significance value of 0.17 for the moving class system, indicating no heteroscedasticity since the value is greater than 0.05. For the AI-based learning technology variable, the significance value was 0.04, which is less than 0.05, suggesting the presence of heteroscedasticity. Lastly, the school infrastructure variable had a significance value of 0.23, which is greater than 0.05, indicating no heteroscedasticity.

Table 1
t-test result

	T_{value}	Significance
(Constant)	4,74	0,00
Moving Class System	1,86	0,06
AI-based Learning Technology	1,52	0,13
School Facilities and Infrastructure	4,46	0,00

(Source: Data processed by researchers, 2025)

Based on Table 1 above, the results of the hypothesis testing show that the significance value for the moving class system (X_1) is 0.06. This value is greater than 0.05 but less than 0.1, with a $t_{value}$of 1.86, which exceeds the t_{table} value of 1.66. The t_{table} was determined at α = 0.05 with degrees of freedom (df) = 81 (n – k – 1 or 85 – 3 – 1). Given that the significance value is less than 0.1 and the calculated t_{value} is higher than the table value, H_0 is rejected. This indicates a statistically significant partial effect of the moving class system variable (X_1) on students' mental well-being (Y). The significance value for AI-based learning technology (X_2) is 0.13, which is greater than 0.05. In addition, the calculated t_{value}(1.52) is lower than the t_{table} value (1.66). The t_{table} was also determined at α = 0.05 with df = 81. Based on these findings, H_0 is accepted, indicating no statistically significant partial effect of the AI-based learning technology variable (X_2) on mental well-being (Y). Finally, the hypothesis testing results show that the school infrastructure variable (X_3) has a significance value of 0.00, which is less than 0.05. The calculated t_{value}(4.46) is also higher than the t_{table} value (1.66), based on the same degree of freedom. Therefore, H_0 is rejected, indicating a statistically significant partial effect of the school infrastructure variable (X_3) on students' mental well-being (Y).

Table 2
F-test result

	Sum of Squares	df	Mean Square	F	Significance
Regression	1214,69	3	404,89	17,39	0,00
Residual	1885,49	81	23,27		
Total	3100,18	84			

(Source: Data processed by researchers, 2025)

Based on Table 2, it can be observed that the probability value in the Sig. column is 0.00, which is less than 0.05. The calculated F_{value} is 17.39, which exceeds the critical F_{table} of 3.10 at α = 0.05 with degrees of freedom df1 = 3 and df2 = 81. Based on these results, the null hypothesis (H_0) is rejected. This indicates that there is a statistically significant joint effect of the moving class system (X_1), AI-based learning technology (X_2), and school infrastructure (X_3) on the mental well-being (Y) of Class XI MPLB students at SMK Negeri 6 Surakarta.

Table 3
Multiple Linear Regression Analysis Results

	B	Std. Error	Beta
(Constant)	20,60	4,34	
Moving Class System	0,30	0,16	0,18
AI-based Learning Technology	0,15	0,09	0,13
School Facilities and Infrastructure	0,51	0,11	0,46

(Source: Data processed by researchers, 2025)

Based on Table 3 above, the regression equation obtained in this study is as follows:

$$\mathbf{Y = 20.60 + 0.30\ X_1 + 0.15\ X_2 + 0.51\ X_3 + e}$$

This equation can be interpreted as follows: (1) The constant value of 20.60 indicates that if the values of all independent variables—moving class system (X_1), AI-based learning technology (X_2), and school infrastructure (X_3)—are zero, the predicted value of the dependent variable, mental well-being (Y), would be 20.60; (2) The regression coefficient for the moving class system variable (X_1) is positive 0.30. This means that, mathematically, if X_1 increases by one unit while X_2 and X_3 are held constant at zero, the predicted value of students' mental well-being (Y) increases to 20.90; (3) The regression coefficient for AI-based learning technology (X_2) is positive 0.15. This implies that if X_2 increases by one unit while X_1 and X_3 are held constant at zero, the predicted value of students' mental well-being (Y) rises to 20.75; (4) The regression coefficient for school infrastructure (X_3) is positive 0.51. This suggests that if X_3 increases by one unit while X_1 and X_2 are held constant at zero, the predicted value of students' mental well-being (Y) increases to 21.11.

Table 4

Results of Determination Coefficient Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,62	0,39	0,36	4,82

(Source: Data processed by researchers, 2025)

Based on Table 4, the coefficient of determination (R^2) is 0.39. This indicates that 39% of the variation in students' mental well-being among Class XI MPLB students at SMK Negeri 6 Surakarta can be explained by the combined influence of the moving class system, AI-based learning technology, and school infrastructure. The remaining 61% is attributed to other factors or variables not included in this study.

Discussion

The Influence of the Moving Class System on the Mental Well-Being of Students in Class XI MPLB at SMK Negeri 6 Surakarta

The moving class system has a positive and statistically significant effect on the mental well-being of students in Class XI MPLB at SMK Negeri 6 Surakarta. As the implementation level of the moving class system increases, so does the students' mental well-being. Conversely, when the system is poorly implemented or inconsistently applied, students' mental well-being tends to decline.

The t-test results showed that the significance value for the moving class system was 0.06, which is less than 0.1 but greater than 0.05. In addition, the calculated t_{value}(1.86) exceeded the table t_{value}(1.66). Based on these findings, the null hypothesis (H_0) is rejected, indicating a statistically significant partial effect of the moving class system on students' mental well-being. The effective contribution of the moving class system to mental well-being was found to be 8%, which is higher than the effective contribution of AI-based learning technology. Therefore, improving the implementation of the moving class system should be prioritized to further enhance students' mental well-being.

The moving class system is an instructional model commonly adopted by international-standard schools. This system creates a more dynamic and flexible learning environment, encourages student participation, and fosters creativity. When properly implemented, it enhances the overall quality of the teaching and learning process at SMK Negeri 6 Surakarta. These findings align with previous research conducted by Suri et al. (2020), which also reported a positive influence of the moving class system on students' mental well-being.

The Influence of AI-Based Learning Technology on the Mental Well-Being of Students in Class XI MPLB at SMK Negeri 6 Surakarta

This study found no statistically significant relationship between AI-based learning technology and the mental well-being of students in Class XI MPLB at SMK Negeri 6 Surakarta. This result contradicts earlier findings by Abdillah et al. (2023), who concluded through comprehensive literature review that AI tools such as ChatGPT can improve student well-being in smart university environments.

The lack of a significant effect may be attributed to teachers' limited readiness to integrate AI-based technologies into their teaching practices. This lack of preparedness may have led to confusion among students regarding how to effectively use AI-based learning tools. Thus, this study concludes that AI-based learning technology did not significantly contribute to students' mental well-being. This suggests that other factors such as academic performance, social relationships, family environment, or economic conditions may play a more dominant role in influencing the mental well-being of students in this context.

The Influence of School Infrastructure on the Mental Well-Being of Students in Class XI MPLB at SMK Negeri 6 Surakarta

School infrastructure has a positive and statistically significant effect on the mental well-being of students in Class XI MPLB at SMK Negeri 6 Surakarta. When school facilities are well-maintained and adequately provided, students experience improved mental well-being. Conversely, if the condition of school infrastructure deteriorates or is insufficient, students' mental well-being declines.

The t-test results for school infrastructure yielded a significance value of 0.00, which is below the threshold of 0.05, and a calculated t_{value} (4.46) that exceeded the critical t_{value}(1.66). Therefore, H_0 is rejected, indicating a statistically significant individual effect of school infrastructure on students' mental well-being.

School infrastructure includes both movable and immovable assets necessary for supporting teaching and learning processes in educational institutions, either directly or indirectly. When school infrastructure is properly maintained and aligned with the actual needs of the institution, it contributes to a more comfortable and supportive learning environment, which in turn positively affects students' mental well-being.

These findings are consistent with those of Lintar (2023), who found that teachers can create a pleasant learning atmosphere by arranging classrooms neatly, keeping them clean, and ensuring they are conducive to learning. By doing so, teachers motivate students and foster a positive learning climate that supports mental well-being.

The Combined Influence of the moving class System, AI-Based Learning Technology, and School Infrastructure on the Mental Well-Being of Students in Class XI MPLB at SMK Negeri 6 Surakarta

Collectively, the moving class system, AI-based learning technology, and school infrastructure have a positive and statistically significant combined effect on the mental well-being of students in Class XI MPLB at SMK Negeri 6 Surakarta. As the levels of these three factors increase, so does the students' mental well-being.

Based on the F-test results, the probability value (Sig.) was 0.00, which is below the 0.05 significance level. Additionally, the calculated F_{value} was 17.39, which exceeds the critical F_{value} of 3.10. Therefore, H_0 is rejected, indicating a statistically significant joint effect of all three variables on students' mental well-being.

Further analysis of effective and relative contributions revealed that: (1) The moving class system (X_1) contributed 8% effectively and 20.52% relatively to students' mental well-being; (2) AI-based learning technology (X_2) contributed 4% effectively and 10.25% relatively; (3) School infrastructure (X_3) contributed 27% effectively and 69.23% relatively.

Conclusion

Based on the data analysis and hypothesis testing conducted in this study on the influence of the moving class system, AI-based learning technology, and school infrastructure on the mental well-being of Class XI MPLB students at SMK Negeri 6 Surakarta, several key conclusions can be drawn. First, the moving class system demonstrates a positive and statistically significant effect on students' mental well-being, as evidenced by a calculated t_{value} of 1.86, which exceeds the table value of 1.66. Second, AI-based learning technology does not show a statistically significant influence on students' mental well-being, with a calculated t_{value} of 1.52, which falls below the critical value of 1.66. Third, school infrastructure has a strong positive and statistically significant impact on students' mental well-being, supported by a calculated t_{value} of 4.46, which is significantly higher than the table value of 1.66. Finally, when considered collectively, the moving class system, AI-based learning technology, and school infrastructure demonstrate a jointly significant and positive influence on students' mental well-being, as shown by an F_{value} of 17.39 that surpasses the critical F_{value} of 4.14.

The coefficient of determination (R^2), derived from the Model Summary table, indicates a value of 0.39. This suggests that 39% of the variation in students' mental well-being can be explained by the combined influence of the three independent variables namely, the moving class system, AI-based learning technology, and school infrastructure. The remaining 61% is attributed to other external factors not included in this study.

Individually, the moving class system contributes 8% effectively to mental well-being, while AI-based learning technology contributes 4%. School infrastructure, however, shows the highest effective contribution at 27%, indicating its dominant role compared to the other two variables. In terms of relative contribution, the moving class system accounts for 20.52%, AI-based learning technology contributes 10.25%, and school infrastructure has the largest share at 69.23%. These findings suggest that among the three independent variables, school infrastructure exerts the strongest influence on the mental well-being of Class XI MPLB students at SMK Negeri 6 Surakarta.

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The impact of service quality and employee discipline on customer satisfaction at the Karanganyar Regency Public Service Mall

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Abstrak

Tujuan dari penelitian ini adalah untuk (1) mengetahui pengaruh kualitas pelayanan terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar, (2) mengetahui pengaruh disiplin kerja terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar, (3) mengetahui pengaruh kualitas pelayanan dan disiplin kerja secara simultan terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar. Penelitian ini merupakan penelitian kuantitatif. Adapun untuk penentuan sampel dilakukan dengan menggunakan teknik pengambilan sampel yaitu accidental samplimg dengan jumlah sampel sebanyak 80 orang pelanggan yang diperoleh berdasarkan perhitungan menggunakan rumus Slovin. Hasil penelitian membuktikan bahwa: (1) terdapat pengaruh positif dan signifikan kualitas pelayanan terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar. Hal ini dibuktikan dengan hasil perhitungan nilai t_{hitung} (8,398) > t_{tabel} (1,991) dan nilai signifikansi 0,000 < 0,05; (2) terdapat pengaruh positif dan signifikan disiplin kerja terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar. Hal ini dibuktikan dengan hasil perhitungan nilai t_{hitung} (3,456) > t_{tabel} (1,991) dan nilai signifikansi 0,001 < 0,05; (3) terdapat pengaruh positif dan signifikan kualitas pelayanan dan disiplin kerja secara simultan terhadap kepuasan pelanggan di Mal Pelayanan Publik Kabupaten Karanganyar. Hal ini dibuktikan dengan nilai F_{hitung} (121,839) > F_{tabel} (3,114) dengan nilai signifikansi 0,000 < 0,05.

Kata kunci : kuantitatif; kesesuaian harapan; ketepatan waktu; mutu pelayanan

Abstract

The aim of study is to (1) determine the effect of service quality on customer satisfaction at Public Service Malls in Karanganyar Regency, (2) determine the effect of work discipline on customer satisfaction at Public Service Malls in Karanganyar Regency, (3) determine the effect of service quality and work

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discipline simultaneously on customer satisfaction at Public Service Malls in Karanganyar Regency. This study is a quantitative study. Meanwhile, the sample determination was carried out using a sampling technique, namely accidental sampling with a sample size of 80 customers obtained based on calculations using the Slovin formula. The results of the study proved that: (1) there is a positive and significant influence of service quality on customer satisfaction at the Karanganyar Regency Public Service Mall. This is evidenced by the results of the calculation of the t_{value} (8.398) > t_{table} (1.991) and a significance value of 0.000 < 0.05; (2) there is a positive and significant influence of work discipline on customer satisfaction at the Karanganyar Regency Public Service Mall. This is evidenced by the results of the calculation of the t_{value} (3.456) > t_{table} (1.991) and a significance value of 0.001 < 0.05; (3) there is a positive and significant influence of service quality and work discipline simultaneously on customer satisfaction at the Karanganyar Regency Public Service Mall. This is proven by the F_{value} value (121.839) > F_{table} (3.114) with a significance value of 0.000 < 0.05. The results of this study indicate a joint effective contribution value of 0.760 or 76%, while the remaining 24% is influenced by other factors not examined in this study.

Keywords : conformity to expectations; punctuality; quality of service; quantitative

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Introduction

High-quality service delivery plays a crucial role in retaining customers and fostering public trust. Effective public service provision contributes significantly to societal satisfaction, as superior service attracts greater public engagement (Rachman, 2021). When implemented effectively, public service is expected to meet community expectations, since the public holds a central position in evaluating service quality and satisfaction levels. Customer satisfaction is achieved when individuals perceive that a product or service meets or exceeds their expectations. To attain this outcome, high service quality is essential, as various performance indicators—such as response speed, accuracy, and staff courtesy play a critical role in shaping positive user experiences. When all elements of the service process are optimized, customers tend to report higher satisfaction and are more likely to return for future services.

However, empirical evidence indicates that many customers remain dissatisfied with the level of service provided, particularly within governmental institutions. Research conducted by Manis et al. (2023) reveals several persistent issues affecting customer satisfaction. These include inadequate service delivery that fails to meet consumer expectations, primarily due to unprofessional interactions by service officers, inconsistent reliability, and insufficient service capacity. Similar challenges have been observed at the Mal Pelayanan Publik (MPP) in Karanganyar Regency.

The Mal Pelayanan Publik refers to an integrated initiative aimed at providing comprehensive public services including goods, services, and administrative procedures by consolidating various government functions into a single physical location. It represents an expansion of one-stop integrated services offered by both central and local governments, combining public service activities with complementary economic initiatives (Umam & Adianto, 2020).

Preliminary research conducted through a survey of 20 respondents and direct field observations revealed that as many as 75% of users expressed dissatisfaction with the services provided at the MPP Karanganyar. Specifically, 25% of respondents indicated that the service experience did not meet their expectations. Issues such as lengthy procedural delays and inadequate responsiveness to customer complaints were frequently cited. Additionally, 30% of respondents reported disappointment upon arriving at the facility only to find the intended service counter closed. Moreover, they lacked clear information regarding the operating hours of each service desk. This lack of transparency in communication contributed directly to declining satisfaction levels.

Furthermore, 20% of respondents raised concerns about the discipline of service officers. Common issues included delayed arrival times and unexplained absences before official service hours concluded. Such behavior disrupted service continuity and negatively affected overall customer satisfaction, as clients were often required to wait unnecessarily long periods for services to commence.

These findings underscore the urgent need for improvements in service delivery mechanisms, operational transparency, and personnel accountability at the Mal Pelayanan Publik in Karanganyar Regency. Addressing these challenges is vital to enhancing public confidence and ensuring the effective realization of integrated public service objectives.

Customer satisfaction is influenced by a variety of interrelated factors. According to Fahrurrazi et al. (2019), key determinants of customer satisfaction include product quality, pricing, service quality, emotional factors, and cost considerations. Additionally, Rawi et al. (2023) highlight work ethic and work discipline as significant contributors to customer satisfaction. Among these, service quality plays a particularly critical role, exerting a positive and significant influence on customer satisfaction. When the quality of service exceeds or at least meets customer expectations, it becomes essential to maintain this standard to sustain high levels of satisfaction (Irwan et al., 2022).

Work discipline also demonstrates a strong correlation with customer satisfaction. Research by Karlina et al. (2019) indicates that higher levels of work discipline are associated with increased customer satisfaction. Similarly, Wijayanti et al. (2020) found that work discipline significantly impacts customer satisfaction, suggesting that disciplined employee behavior contributes directly to improved service outcomes.

Rafiah (2019) defines satisfaction as the emotional response either pleasure or disappointment that individuals experience when comparing actual performance or results with their expectations. This sense of satisfaction arises when the outcome aligns with or surpasses what was anticipated, creating a feeling of comfort and fulfillment. Conversely, dissatisfaction occurs when performance falls short of expectations. As explained by Supertini et al. (2020), satisfaction or dissatisfaction emerges from an individual's emotional response positive, negative, or neutral following their use of a product or service, combined with an evaluative comparison between expected and actual outcomes. Therefore, customer satisfaction can be understood as an emotional evaluation formed after consuming a product or service, where alignment with expectations leads to contentment, while discrepancies lead to disappointment.

Service quality, as defined by Tjiptono and Chandra (2016), refers to the efforts made by organizations to fulfill customer needs and desires through timely and appropriate delivery that matches expectations. Siswadi et al. (2019) further elaborate that service quality is shaped by both internal factors—such as personal needs and past experiences and external influences like word-of-mouth communication regarding prior service encounters. Synthesizing these perspectives, service quality can be conceptualized as the degree to which delivered services meet or exceed customer expectations, thereby generating satisfaction through the alignment of expectation and reality. Given its direct impact on user perception, service quality serves as a crucial determinant of organizational success. An institution can be considered effective if it consistently delivers high-quality service that satisfies its clientele.

Work discipline, according to Farhan and Hidayati (2023), is the adherence and loyalty demonstrated by individuals or groups toward institutional rules, which manifests in behaviors aimed at achieving organizational goals. It involves employees carrying out their duties conscientiously, punctually, and responsibly, without coercion, and in compliance with both written and unwritten company policies. Siahaya et al. (2023) emphasize that discipline is vital for institutional development, as it fosters motivation and cultivates a culture of self-regulation among employees, ultimately enhancing job performance. Integrating these definitions, work discipline can be described as the behavioral and attitudinal manifestation of willingness to comply with established norms, rules, and procedures within an organization. It is grounded in individual volition, awareness, and responsibility, and is consistently practiced to achieve predefined objectives. Strong work discipline contributes to optimal service delivery, enhances service quality, and helps meet customer expectations, thereby fostering greater satisfaction.

Given the theoretical and empirical evidence linking service quality and work discipline to customer satisfaction, this study proposes the following hypotheses: There is a significant influence of service quality on customer satisfaction at the Mal Pelayanan Publik (MPP) in Karanganyar Regency; There is a significant influence of work discipline on customer satisfaction at the MPP in Karanganyar Regency; There is a simultaneous significant influence of both service quality and work discipline on customer satisfaction at the MPP in Karanganyar Regency.

Customer satisfaction serves as a critical indicator of institutional effectiveness. Beyond reflecting operational success, it also shapes public trust in government services. Considering the importance of this construct, the researcher is motivated to conduct an in-depth investigation into the factors influencing customer satisfaction specifically service quality and work discipline at the MPP in Karanganyar Regency. The research aims to provide valuable insights into how these variables contribute to public service excellence and overall citizen satisfaction.

Research Methodology

This research was conducted at the Karanganyar Regency Public Service Mall (Mal Pelayanan Publik) office, located at Jalan Slamet Riyadi, Ngaliyan, Lalung, Karanganyar Regency, Central Java Province, postal code 57716. The location was selected based on the presence of persistent service-related issues that warranted investigation particularly customer perceptions that the services received did not meet expectations. Additionally, no prior studies of a similar nature had been conducted at this particular public service facility.

The study employed a quantitative causal research method , aiming to test hypotheses regarding the influence of independent variables service quality (X_1) and work discipline (X_2) on customer satisfaction (Y), which served as the dependent variable. This approach is appropriate for examining cause-and-effect relationships between variables within a structured analytical framework.

The population of the study consisted of customers utilizing services at the Karanganyar Regency Public Service Mall specifically, residents of Karanganyar Regency who accessed administrative or public services through this facility. Since the total population size was known, the sample size was determined using Slovin’s formula , as recommended by Sugiyono (2022):

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{403}{1 + 403\ (0,1)^2}$$

$$n = \frac{403}{1 + 4,03}$$

n = 80,11

based on the calculation results, a minimum sample size of 80 respondents was determined to ensure the accuracy and reliability of the research findings. The sampling technique used in this study was accidental sampling, as respondents visiting the Karanganyar Regency Public Service Mall could not be identified in advance. Therefore, respondents were selected based on their availability and willingness to participate in completing the questionnaire at the time of data collection. These respondents consisted of Karanganyar Regency residents who had previously or were currently receiving services at the Mal Pelayanan Publik office.

The primary data collection technique employed was a closed-ended questionnaire using a modified four-point Likert scale: “Sangat Setuju” (Strongly Agree), “Setuju” (Agree), “Tidak Setuju” (Disagree), and “Sangat Tidak Setuju” (Strongly Disagree). This modification aimed to avoid neutral response bias commonly found in five-point scales, allowing for clearer identification of respondents' agreement or disagreement tendencies toward each statement.

Prior to data collection, instrument testing was conducted through validity and reliability tests. A total of 30 respondents outside the main sample participated in the pilot test. Validity was assessed by comparing the calculated correlation coefficient (r hitung) with the critical value (r tabel) at a 5% significance level. The results showed that out of 11 statements for customer satisfaction, 9 were valid; all 15 statements for service quality were valid; and out of 12 statements for work discipline, 11 were valid. Reliability was evaluated using Cronbach's Alpha, with a threshold of 0.60. The reliability coefficients obtained were 0.779 for customer satisfaction, 0.899 for service quality, and 0.899 for work discipline, indicating that all instruments were reliable.

To ensure the regression model met parametric assumptions, classical assumption tests were carried out. Normality was tested using the Kolmogorov–Smirnov test, where a significance value greater than 0.05 indicated normal distribution. Linearity was assessed using the Test of Linearity, with a significance value of deviation from linearity greater than 0.05 confirming linear relationships between variables. Multicollinearity was examined using Tolerance and Variance Inflation Factor (VIF) values, with thresholds of Tolerance > 0.10 and VIF < 10 indicating no multicollinearity issues. Heteroskedasticity was tested using Spearman's rho correlation, where a significance value greater than 0.05 indicated homoscedasticity.

Hypothesis testing was conducted using multiple linear regression analysis, t-tests, F-tests, and the coefficient of determination. The t-test compared t hitung with t tabel and used a significance level of 0.05 to determine whether each independent variable significantly influenced customer satisfaction individually. The F-test assessed the combined effect of service quality and work discipline on customer satisfaction by comparing F_{value} with F_{table} . The coefficient of determination (R^2) was used to measure how much variation in customer satisfaction was explained by the independent variables. Additionally, effective contribution and relative contribution analyses were performed to identify the proportional influence of each independent variable. These analytical methods provided a comprehensive understanding of the relationships being studied and supported the formulation of statistically valid conclusions.

Results and Discussion

Research Results

Normality testing was conducted using the Kolmogorov-Smirnov method by examining the significance value. The test results showed an Asymp. Sig. (2-tailed) value of 0.862, which is greater than the alpha level of 0.05. This indicates that the data used in this study comprising the service quality variable (X_1), work discipline variable (X_2), and customer satisfaction variable (Y) are normally distributed.

Linearity testing was based on the deviation from linearity values obtained from the ANOVA table in SPSS output. The results indicated that the significance value for the relationship between service quality and customer satisfaction was 0.066, while for work discipline and customer satisfaction, it was 0.169. Since both values are greater than 0.05, it can be concluded that there is a linear relationship between service quality and customer satisfaction, as well as between work discipline and customer satisfaction.

Multicollinearity testing was performed by examining the Tolerance and Variance Inflation Factor (VIF) values. The results showed that both variables service quality and work discipline had a Tolerance value of 0.506 and a VIF value of 1.977. Given that all Tolerance values were above 0.10 and all VIF values were below 10, it can be concluded that no multicollinearity issues exist among the independent variables.

Heteroscedasticity testing was conducted using Spearman's rho correlation method. The results showed significance values of 0.502 for the service quality variable and 0.373 for the work discipline variable, both of which are greater than 0.05. These findings indicate that there is no heteroscedasticity in the regression model.

The t-test was conducted to determine the partial effect of each independent variable on the dependent variable. The results, presented in Table 1, show the significance levels and direction of influence for each variable. A detailed presentation of these results will follow in the subsequent discussion section, where their implications for customer satisfaction at the Karanganyar Regency Public Service Mall will be analyzed in depth.

Table 1
t-test result

	t_{value}	Sig.
(Constant)	5,068	0,000
Quality of Service	8,398	0,000
Work Discipline	3,456	0,001

(Source: Data processed by researchers, 2025)

The t-test results indicate that both independent variables service quality and work discipline have a statistically significant influence on customer satisfaction. For the service quality variable (X_1), the significance value was found to be 0.000, which is less than the alpha level of 0.05. Additionally, the calculated t_{value} was 8.398, which exceeds the critical t_{table} of 1.991 at $\alpha = 0.05$ with degrees of freedom (df) = 77 (calculated as n–k–1 = 80–2–1). Based on this comparison, it can be concluded that there is a statistically significant partial effect of service quality (X_1) on customer satisfaction (Y). Similarly, for the work discipline variable (X_2), the significance value was found to be 0.001, also below 0.05. The calculated t_{value} was 3.456, which is greater than the critical t_{table} of 1.991 under the same significance level and degrees of freedom. This result indicates that there is also a statistically significant partial effect of work discipline (X_2) on customer satisfaction (Y).

The F-test was conducted to determine whether the independent variables (service quality and work discipline) collectively have a significant impact on the dependent variable (customer satisfaction). The results, presented in Table 2, will be discussed further in the following section to interpret the simultaneous influence of these variables on overall customer satisfaction at the Karanganyar Regency Public Service Mall

Table 2
F-test result

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1391,157	2	695,579	121,839	0.000
Residual	439,593	77	5,709		
Total	1830,750	79			

(Source: Data processed by researchers, 2025)

The F-test results show that the calculated F_{value} is 121.839, which exceeds the critical F_{table} of 3.114 at a significance level (α) of 0.05 with degrees of freedom (df) = 78 (calculated as n–k = 80–2). Based on this comparison, it can be concluded that there is a statistically significant simultaneous effect of the independent variables service quality (X_1) and work discipline (X_2) on customer satisfaction (Y). This indicates that both variables together significantly influence the level of customer satisfaction at the Karanganyar Regency Public Service Mall.

Furthermore, the coefficient of determination (R^2) was analyzed to determine the extent to which variations in customer satisfaction (Y) can be explained by the combined influence of service quality (X_1) and work discipline (X_2). The results of the determination test, presented in Table 3, provide insight into the magnitude of this influence and will be further discussed in the following section to better understand the relative and collective contributions of the independent variables in shaping customer satisfaction.

Table 3
Results of the determination coefficient test

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,872	0,760	0,754	2,389

(Source: Data processed by researchers, 2025)

Based on the results of the coefficient of determination test, the R Square (R^2) value was found to be 0.760. This indicates that 76% of the variation in customer satisfaction at the Karanganyar Regency Public Service Mall can be explained by the combined influence of service quality (X_1) and work discipline (X_2). The remaining 24% is likely influenced by other external factors or variables not included in this study, such as infrastructure conditions, waiting time, or individual customer characteristics.

These findings highlight the substantial contribution of service quality and employee discipline in shaping overall customer satisfaction. However, they also suggest the importance of considering additional variables in future research to provide a more comprehensive understanding of the determinants of customer satisfaction in public service settings.

Table 4
Results of multiple linear regression analysis

	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	7,340	1,448	
Quality of Service	0,334	0,040	0,659
Work Discipline	0,243	0,070	0,271

(Source: Data processed by researchers, 2025)

The multiple linear regression analysis presented in Table 4 produced the following regression equation:

$$\mathbf{Y = 7.340 + 0.334X_1 + 0.243X_2}$$

This equation can be interpreted as follows: the constant value of 7.340 indicates that when both independent variables service quality (X_1) and work discipline (X_2) are at zero, customer satisfaction (Y) is expected to have a baseline value of 7.340. The regression coefficient for the service quality variable (X_1) is 0.334. This means that for every 1% improvement in service quality, customer satisfaction is expected to increase by 33.4%, holding all other factors constant. Similarly, the regression coefficient for the work discipline variable (X_2) is 0.243. This implies that for every 1% improvement in work discipline, customer satisfaction is expected to increase by 24.3%, assuming no changes in other variables. These results confirm that both service quality and work discipline positively influence customer satisfaction, with service quality having a relatively stronger impact compared to work discipline.

Discussion

The first hypothesis of this study posits that service quality has a significant effect on customer satisfaction at the Karanganyar Regency Public Service Mall. To test this hypothesis, a t-test was conducted to examine the individual or partial influence of the independent variable on the dependent variable. The results showed a calculated t_{value} of 8.398 and a significance value of 0.000. Based on the testing criteria where t_{value} (8.398) is greater than t_{table} (1.991), and the significance value (0.000) is less than 0.05 the null hypothesis (H_0) is rejected. This indicates that there is a statistically significant and positive relationship between service quality (X_1) and customer satisfaction (Y). These findings are consistent with previous research by Ayuningtyas and Siregar (2021), which also found a significant influence of service quality on customer satisfaction, as evidenced by a t_{value} of 13.673 and a significance level of 0.000. Additionally, Oktamala and Zuraidah (2021) concluded that improving service quality leads to higher levels of customer satisfaction, suggesting that institutions must deliver optimal service performance to achieve their objectives and foster development.

Service quality refers to the extent to which a service meets or exceeds customer expectations, thereby generating satisfaction through the alignment of expectations with actual experiences. An institution is considered successful if it provides high-quality services that satisfy its customers. Therefore, higher service quality contributes to increased customer trust in the organization. This perspective is supported by Fahrurrazi et al. (2019), who identified service quality as one of the key factors influencing customer satisfaction. According to service quality theory, dimensions such as tangibility, reliability, responsiveness, assurance, and empathy play a crucial role in shaping customer perceptions. Siswadi et al. (2019) further confirmed that service quality has a positive and significant impact on customer satisfaction. Their findings suggest that applying these five dimensions effectively in service delivery can significantly enhance customer satisfaction. When customers perceive that the service provided meets or surpasses their expectations, their satisfaction increases. Conversely, inadequate service may lead to dissatisfaction and a decline in customer loyalty. In the context of this study, service quality was measured to assess its overall impact on customer satisfaction within the Public Service Mall framework. The empirical evidence supports the theoretical foundation, demonstrating that improvements in service quality are likely to yield tangible benefits in terms of enhanced customer experience and repeat engagement.

The second hypothesis states that work discipline has a significant effect on customer satisfaction at the Karanganyar Regency Public Service Mall. To test this hypothesis, an individual or partial analysis was conducted, yielding a t_{value} of 3.456 and a significance level of 0.001. Based on the testing criteria where t_{value} (3.456) is greater than t_{table} (1.991), and the significance value (0.001) is less than 0.05 the null hypothesis (H_0) is rejected. This confirms that work discipline (X_2) has a statistically significant and positive effect on customer satisfaction (Y). These results align with prior studies, including Manoppo et al. (2023), who found that employee work discipline significantly influences customer satisfaction, as indicated by a t_{value} of 7.645 and a significance level of 0.000. Darmayadi et al. (2023) similarly reported that work discipline has a positive and significant impact on customer satisfaction, emphasizing the importance of clear rules and firm enforcement of disciplinary standards in service delivery.

Work discipline refers to the attitudes and behaviors of employees that reflect willingness to comply with institutional rules, norms, and procedures, driven by personal motivation, awareness, and responsibility, consistently performed to achieve organizational goals. Good work discipline can lead to maximum service delivery and high-quality performance, ultimately fulfilling customer expectations and generating satisfaction. This perspective aligns with theoretical studies identifying work discipline as one of the factors affecting customer satisfaction. Work discipline is an important aspect of human resource management, reflecting the extent to which employees adhere to company policies, procedures, and performance standards. It encompasses punctuality, responsibility, work ethics, and output quality. Disciplined employees perform consistently and deliver better service, ensuring smooth operational processes. Employee discipline plays a key role in creating positive customer experiences. For instance, punctual and consistent service delivery enhances customer confidence in the organization. In service management theory, work discipline is significantly related to customer satisfaction. Wijayanto and Pradana (2021) reinforced this finding, stating that work discipline has a significant effect on customer satisfaction. High levels of work discipline create consistency in service provision, which ultimately improves customer perception of the organization.

The third hypothesis in this study posits that there is a significant combined effect of service quality and work discipline on customer satisfaction, as tested through an F-test. The results of the F-test indicate that the significance value (Sig.) is 0.000, which is less than the alpha level of 0.05. Additionally, the calculated F_{value} is 121.839, which exceeds the critical F_{table} of 3.114. Based on these findings, the null hypothesis (H_0) is rejected, indicating that there is a statistically significant and positive simultaneous influence of service quality and work discipline on customer satisfaction at the Karanganyar Regency Public Service Mall. This result aligns with the findings of Karlina et al. (2019), who concluded that both service quality and work discipline collectively have a positive impact on customer satisfaction. These findings reinforce the idea that improving public service outcomes requires a comprehensive approach that addresses both procedural excellence and employee behavior.

Service quality and work discipline are two interrelated factors that significantly affect customer satisfaction. High-quality service enhances the customer experience and contributes to greater satisfaction. Meanwhile, strong work discipline ensures consistency in service delivery when employees demonstrate punctuality, reliability, and professionalism, customers perceive the service more positively. When both elements are effectively integrated, customers feel valued, their needs are met more efficiently, and overall satisfaction increases.

Despite the meaningful insights provided by this study, several limitations should be acknowledged. First, the research was conducted exclusively at the Karanganyar Regency Public Service Mall, which limits the generalizability of the findings to other locations. Second, the variables examined as determinants of customer satisfaction were limited to service quality and work discipline. There may be other influential factors such as facility conditions, waiting time, or communication effectiveness that were not included in this study and could be explored in future research. To enhance the scope and applicability of future studies, researchers are encouraged to include additional variables and expand the sample to multiple public service centers. This would provide a broader understanding of the drivers of customer satisfaction in public administration and support the development of more effective service improvement strategies.

Conclusion

Based on the data analysis and hypothesis testing conducted using multiple linear regression analysis, this study concludes that both service quality and work discipline have a positive and significant influence on customer satisfaction at the Karanganyar Regency Public Service Mall. Firstly, there is a statistically significant partial effect of service quality on customer satisfaction, as evidenced by a calculated t_{value} of 8.398, which exceeds the critical t_{table} of 1.991. Secondly, work discipline also demonstrates a positive and significant partial effect on customer satisfaction, with a t_{value} of 3.456, which is greater than the critical t_{table} of 1.991. Thirdly, the F-test results confirm a significant simultaneous effect of both service quality and work discipline on customer satisfaction, with an F_{value} of 121.839 surpassing the critical F_{table} of 3.114. The coefficient of determination (R^2), as presented in the Model Summary table, is 0.760. This indicates that 76% of the variation in customer satisfaction can be explained by the combined influence of service quality and work discipline. The remaining 24% is likely influenced by other external factors not included in this study, such as infrastructure conditions, waiting time, or individual customer characteristics. Furthermore, based on the effective contribution of each independent variable, service quality accounts for approximately 56.02% of the variance in customer satisfaction, while work discipline contributes approximately 19.98%. These findings suggest that service quality has a more dominant influence on customer satisfaction compared to work discipline. In conclusion, improving both service quality and employee discipline is essential for enhancing customer satisfaction in public service settings. Policymakers and administrators are encouraged to prioritize training programs, performance monitoring systems, and customer feedback mechanisms to ensure continuous improvement in service delivery and workforce behavior.

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