

Analysis of the Community Satisfaction Survey of Training Participants and Students regarding Services at the North Sulawesi Maritime Polytechnic

Haryadi Wijaya

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

haryadi.wijaya.hw@gmail.com

Stevian GA Rakka

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

stevian@poltekpelsulut.ac.id

Azhar A. Ansar

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

azharariansyahansar@gmail.com

Hadi Setiawan

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

hdsetiawan15@gmail.com

Aris Jamaan

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

aris@poltekpelsulut.ac.id

Ferdinand

North Sulawesi Maritime Polytechnic, North Sulawesi, Indonesia

ferdi.60op@gmail.com

Abstract

Referring to Minister of Transportation Regulation Number PM 116 of 2021, the North Sulawesi Maritime Polytechnic has officially transformed into a vocational education institution under the auspices of the Ministry of Transportation, after previously operating as the North Sulawesi Maritime Education and Training Center. This institutional transformation requires strengthening the institution's capacity in providing education and training services, as well as developing human resource competencies in the maritime transportation sector, including through research and community service activities. This study aims to examine the perceptions of training participants and students' satisfaction with the quality of services provided by the North Sulawesi Maritime Polytechnic. The study employed a descriptive approach with a quantitative basis. Data were collected using an online questionnaire distributed to respondents using a simple random sampling technique. The research output is expected to map service dimensions that require further strengthening as a basis for formulating service improvement policies. Specifically, this study evaluated 24 service indicators as a representation of service quality. Thus, the research results are expected to serve as a strategic reference in optimizing service quality and encouraging continuous improvement in service governance at the North Sulawesi Maritime Polytechnic.

Keywords: North Sulawesi Maritime Polytechnic, Public Satisfaction, Service, Marine Transportation, Satisfaction Survey

A. INTRODUCTION

The institutional transformation of the North Sulawesi Maritime Polytechnic is a legal implication of the issuance of Minister of Transportation Regulation Number PM 116 of 2021 concerning the Organization and Work Procedures of the Institution. This regulation marks the change in status from the Maritime Education and Training Center to a vocational college under the Ministry of Transportation, which is not only administrative but also strategic. The expanded mandate includes the authority to organize vocational education, applied research, and community service in the shipping sector. This new status provides space for the development of Diploma III-equivalent programs and demands improvements in governance and service quality. Continuous adjustments are necessary to ensure the institution aligns with regulatory mandates. Thus, institutional change has direct implications for institutional performance expectations. This shift underscores the urgency of organizational adaptation to demands for quality and accountability.

As a vocational higher education institution with a Public Service Agency Financial Management (PK-BLU) model, the North Sulawesi Maritime Polytechnic has different management characteristics than conventional government work units. This flexibility in financial management is accompanied by demands for high accountability and a focus on user satisfaction. Maritime education is a strategic sector due to its direct link to the needs of the maritime industry and the job opportunities available to lower-middle class communities. The PK-BLU model should be utilized to strengthen the quality of education and training services. The institution is required to provide services that are sustainable, effective, and relevant to the dynamics of the maritime sector. This condition emphasizes the Polytechnic's role as an adaptive and responsive provider of vocational education. Therefore, resource management and academic processes must align with the institution's strategic mission.

The Polytechnic's development direction is reflected in its vision as an internationally recognized vocational college, emphasizing competency, character building, and strengthening technological insight. The institution's mission includes providing vocational education in accordance with the Tri Dharma of Higher Education, developing applied research, and fostering humanistic and religious values. Collaboration with stakeholders, the business world, and the maritime industry is a focus of development. This vision and mission necessitate the provision of a professional, quality-oriented, and globally competitive service system. Strengthening service quality is a strategic instrument for realizing the institution's vision. Therefore, all policies and programs are directed towards consistency between standards, implementation, and user expectations. This emphasizes the importance of integrating education, research, and community service.

In the context of public services, evaluating public satisfaction serves as a benchmark for institutional success. The Public Satisfaction Survey (SKM) serves as an instrument to measure training participants' and students' perceptions of service quality. Survey results enable the identification of strengths, weaknesses, and areas for improvement. With continuous monitoring, institutions can adjust policies and procedures to improve service quality. This research focuses on assessing SKM results to obtain a comprehensive overview of service user satisfaction levels. The research findings are expected to serve as a strategic reference for improving effectiveness, efficiency, and user satisfaction. Thus, the North Sulawesi Maritime Polytechnic can continue to develop adaptive, high-quality, and community-oriented services.

B. LITERATURE REVIEW

Influence

Influence can be understood as the power that arises from the presence of a person, group, or object that can shape an individual's thought patterns, attitudes, and behavior. In the Great Dictionary of the Indonesian Language, influence is defined as the power that exists or arises from something that helps shape a person's character, beliefs, or actions. (Department of Education and Culture, 2015) This definition emphasizes that influence is not only physical but also psychological and social. Influence operates through a continuous process of interaction between individuals and their environment. In the context of educational organizations, influence can arise from policies, systems, and institutional culture. Positive influence will foster acceptance and trust in the services provided. Conversely, negative influence has the potential to generate resistance and dissatisfaction. Therefore, influence is a crucial variable in understanding the responses of training participants and students to institutional services.

Public Satisfaction Survey

A Public Satisfaction Survey is a systematic method for measuring public perceptions of the quality of services they receive. This survey is used to obtain an objective picture of the level of satisfaction with the products, services, and policies implemented by an organization. Aspects measured generally include service quality, ease of access, suitability to needs, and satisfaction with service outcomes. Through surveys, institutions can identify service strengths and weaknesses in a more structured manner. The data generated from the surveys serves as the basis for evaluation and decision-making processes. Furthermore, public satisfaction surveys serve as a means for public participation in improving service quality. Conducting regular surveys allows institutions to monitor the development of service performance over time. Thus, public satisfaction surveys play a strategic role in driving continuous improvement.

Training Participants

Training participants are individuals who participate in educational and training programs to improve their competency, skills, and knowledge in a specific field. Training participants can come from various backgrounds, including active workers, prospective workers, and individuals seeking to enhance their capacity. In the context of maritime education, training participants are prepared to meet maritime industry competency standards. The training process is designed to ensure a balance between theory and practice. The success of training is greatly influenced by the quality of service received by participants during the program. Good service creates a positive learning experience. Conversely, suboptimal service can hinder the learning process. Therefore, training participants' perceptions of service are an important indicator in assessing institutional performance.

Maritime Students

Maritime students are individuals pursuing formal education in the maritime or shipping field at vocational colleges. They are prepared to become competent, work-ready professionals in the shipping industry. The educational process for maritime students includes classroom learning, laboratory practice, and field training. Maritime students play a strategic role as potential key players in the national maritime sector. Therefore, the quality of education and services they receive significantly determines their readiness to enter the workforce. Academic services, administration, and supporting facilities are crucial factors in supporting successful studies. Students also have specific expectations regarding the quality of institutional services. Student satisfaction reflects the extent to which the institution is able to meet these expectations.

Quality of Service

Quality represents the essential value that consumers perceive of a product or service based on the provider's ability to meet needs and solve user problems and is dynamic and follows the evolution of organizational expectations and standards.(Joewono, 2003). Quality includes the totality of product or service characteristics, both explicit and implicit, which are intertwined with human resources, processes, and the environment (Goetsch & Davis inTjiptono, 2012;Tjiptono, 2019). Each element contributes to shaping the perception of excellence, while consistency between standards and actual performance fosters trust.(Tjiptono, 2016). Service is a performance offered by one party to another party to create value and benefits, which are intangible, but crucial in shaping the user experience.(Lovelock & Wright, 2002). Services can stand alone or complement physical products, with their success determined by the content and delivery process. Service quality reflects the provider's ability to consistently meet customer needs according to established procedures.(Martin, 2001). The alignment between expectations and actual performance determines the perceived level of quality.(Kotler & Keller, 2006). Thus, service quality becomes a strategic foundation for increasing organizational satisfaction, loyalty, and sustainability.

Satisfaction

Satisfaction is a subjective condition formed from a comparison between perceived service results and initial expectations.(Hutasoit, 2011). Satisfaction arises when the results obtained match or exceed expectations, while dissatisfaction occurs when they are below the expected standard (Engel et al. inTjiptono, 2005). In the context of training institutions, participant and student satisfaction is defined as an emotional state when a service is deemed capable of meeting user expectations and needs. Satisfaction serves as a benchmark for a service provider's success in providing added value. A high level of satisfaction has the potential to encourage loyalty and positive recommendations. Conversely, a low level of satisfaction can reduce the user's tendency to maintain a relationship with the institution. Satisfaction is influenced not only by the final outcome but also by the entire service process experienced. Therefore, satisfaction management needs to be carried out systematically and continuously.

Customer Satisfaction Theory

Customer Satisfaction Theory explains that satisfaction is a person's feeling of pleasure or disappointment that arises after comparing their perception of a product or service's performance with their expectations. If the perceived performance meets or exceeds expectations, the individual will feel satisfied; if it falls below expectations, it will lead to dissatisfaction.(Kotler & Keller, 2009) This theory is relevant for measuring the level of satisfaction of students and training participants with the education and training services provided by an institution.

Public Satisfaction Index (IKM)

The Public Satisfaction Index (PSI) is an instrument used to measure the level of public satisfaction with public services provided by government agencies. The PSI measurement refers to the Decree of the Minister of Administrative and Bureaucratic Reform No. 25/KEP/M.PAN/2/2004, which contains 14 service elements, such as service procedures, service time, cost, comfort, and security.(Ministry of Administrative and Bureaucratic Reform), 2004). IKM is used as a basis for evaluating service performance and as a reference in improving service quality, including in education and training services.

C. RESEARCH METHODOLOGY

This study adopted a quantitative descriptive approach with a survey method as the primary instrument for extracting empirical data on the level of public satisfaction, particularly training participants and students, with public services at the North Sulawesi Maritime Polytechnic. Data were collected in numerical format to allow for systematic and measurable statistical processing. The study population included all users of education and training services, while the sample was drawn using a simple random sampling technique to ensure the representativeness of respondents. The research instrument was implemented in the form of an online Google Form-based questionnaire compiled based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 14 of 2017 concerning Guidelines for Compiling Public Satisfaction Surveys. Each response received via the digital link underwent a verification process to ensure data integrity and consistency. Questionnaires that did not meet the criteria were eliminated before processing. Thus, this survey method is able to represent the condition of service factually.

The measurement variables center on twenty-four service elements that reflect the spectrum of public service quality, including information availability, ease of procedures, compliance with requirements, service clarity, fairness, speed, and timeliness. Other elements include reasonableness of costs, quality of infrastructure, environmental comfort, officer discipline and competence, politeness, complaint handling, and service security aspects. Each element is scored based on respondent perceptions and calculated using a weighted average value with uniform weighting. The Public Satisfaction Survey (SKM) score is obtained by accumulating the score for each element divided by the number of completed elements, then multiplied by the weighting factor and converted to a scale of 25–100. The converted results are classified into categories of excellent, good, poor, and poor service quality. This classification serves as a basis for evaluating the performance of service units. Thus, these findings can form the basis for formulating recommendations for continuous quality improvement.

D. RESULTS AND DISCUSSION

Results

Based on demographic characteristics, the 16–25 age group dominated with 96 respondents, followed by 26–35 age group with 31 respondents and 36–45 age group with 27 respondents. The 46–55 age group had 15 respondents, while those aged ≥ 56 years were the smallest group with 5 respondents. In terms of education, the majority of respondents were high school graduates with a total of 139 people. Diploma education (D1–D4) was recorded at 19 respondents, while junior high school graduates, elementary school graduates and below, and bachelor's degree graduates were 7, 5, and 2 respondents, respectively. There were no respondents with master's or doctoral education backgrounds. Based on gender, male respondents dominated with 159 people, while female respondents were only 13 people. In terms of occupation, students or university students were the largest group with 79 respondents. The type of service most frequently attended was Improvement Training with 74 respondents. The Nautical, Ship Engineering, and Marine Transportation Management study programs were attended by 37, 19, and 15 respondents, respectively. Overall, these findings demonstrate the diversity of respondent characteristics and service preferences at the North Sulawesi Maritime Polytechnic.

Table 1. Recapitulation of Respondents from Service Elements

Respondent's Choice of Rating Level	Worth 1	Worth 2	Worth 3	Worth 4
U1	2	3	59	108
U2	2	3	62	105

U3	3	1	65	103
U4	3	2	73	94
U5	3	4	63	102
U6	3	4	66	99
U7	3	8	66	95
U8	3	3	69	97
U9	4	6	64	98
U10	3	6	65	98
U11	4	1	62	105
U12	2	1	60	109
U13	2	2	60	108
U14	2	3	62	105
U15	2	1	65	104
U16	2	3	56	111
U17	3	3	71	95
U18	2	0	65	105
U19	1	4	16	151
U20	2	6	9	155
U21	1	2	4	165
U22	2	3	7	160
U23	1	1	5	165
U24	17	21	2	132

Source: Data processed by researchers, 2025

Table 2. Average Score of Each Service Element

No	Service Elements	Average value
1	Availability and Completeness of Service Information	3.59
2	Ease of Service Procedures	3.57
3	Compliance Requirements	3.56
4	Product Service Conformity	3.50
5	Clarity and Certainty of Service	3.53
6	Fairness in Service Delivery	3.52
7	Speed of Service Time	3.47
8	Punctuality of Service Implementation	3.51
9	Cost Compliance	3.49
10	Reasonableness of Costs	3.50
11	Quality of Facilities and Infrastructure	3.56
12	Environmental Comfort	3.60
13	Officer Discipline	3.59
14	Responsibilities of Service Officers	3.57
15	Officer Competence/Ability	3.58
16	Courtesy and Friendliness of Staff	3.60
17	Handling Service Complaints	3.50
18	Service Security	3.59
19	Discrimination	3.84
20	Services Outside Procedure/Fraud	3.84
21	Gratification	3.94
22	Extortion	3.89
23	Brokerage/Unofficial Intermediaries	3.94
24	Directions from Service Officials/Employees	3.45

Source: Data processed by researchers, 2025

Figure 1. Availability and Completeness of Service Information

KETERSEDIAAN DAN KELENGKAPAN

INFORMASI PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

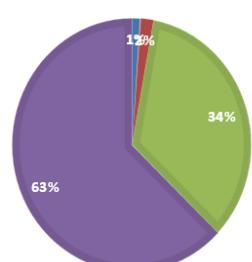


Figure 2. Ease of Service Procedures
KEMUDAHAN PROSEDUR PELAYANAN

KESESUAIAN PRODUK PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

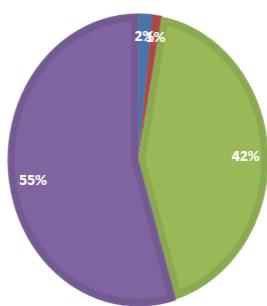


Figure 5. Clarity and Certainty of Service
KEJELASAN DAN KEPASTIAN PELAYANAN

KEMUDAHAN PROSEDUR PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

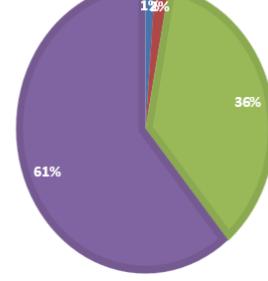


Figure 3. Compliance with Requirements
KESESUAIAN PERSYARATAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

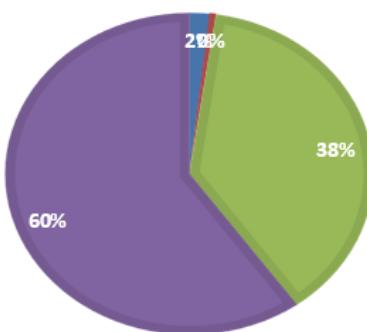


Figure 4. Conformity of Service Products with Service Standards

KESUAIAN PRODUK PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

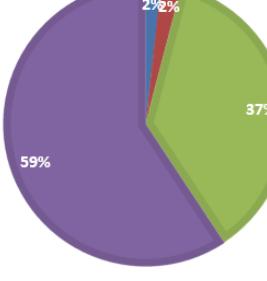


Figure 6. Fairness in Service Delivery
KEADILAN PEMBERIAN PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

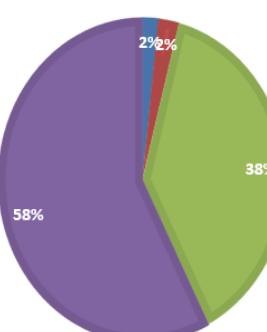


Figure 7. Service Time Speed

KECEPATAN WAKTU PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

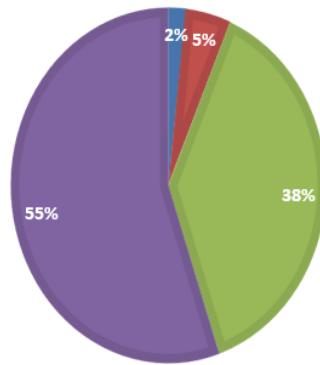


Figure 8. Accuracy of Service Time Implementation

KETEPATAN PELAKSANAAN WAKTU PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

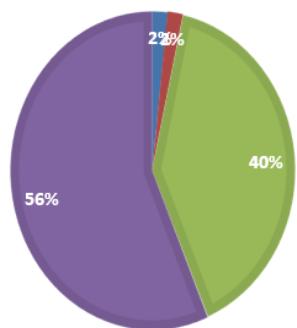


Figure 9. Cost Suitability
KESESUAIAN BIAYA

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

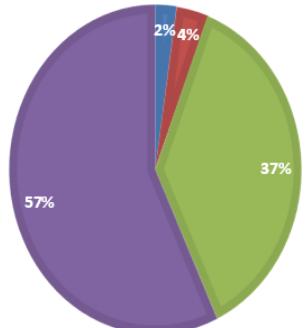


Figure 10. Reasonableness of Costs

KEWAJARAN BIAYA

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

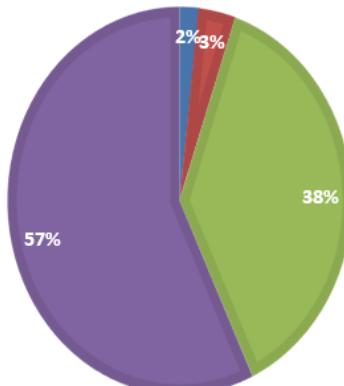


Figure 11. Quality of Facilities and Infrastructure

KUALITAS SARANA DAN PRASARANA

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

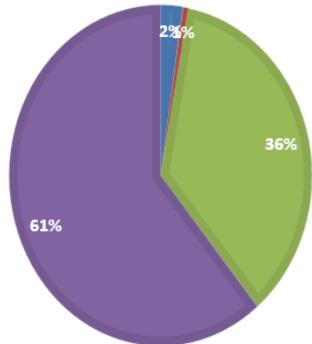


Figure 12. Environmental Comfort
KENYAMANAN LINGKUNGAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

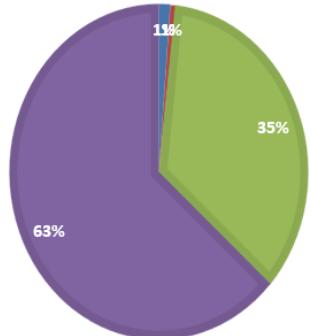


Figure 13. Officer Discipline

KEDISIPLINAN PETUGAS

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

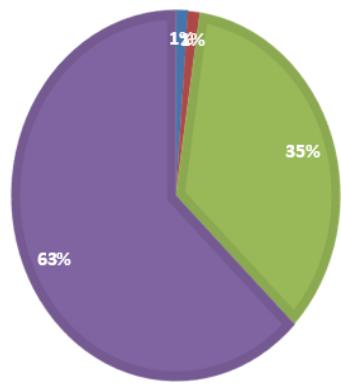


Figure 14. Officer Responsibilities
TANGGUNG JAWAB PETUGAS PELAYANAN
PETUGAS

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

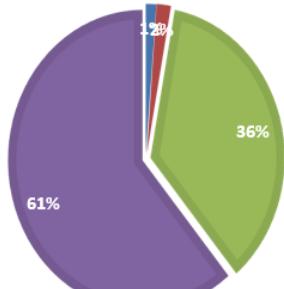


Figure 15. Competence or Ability of Officers
KOMPETENSI/ KEMAMPUAN PETUGAS

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

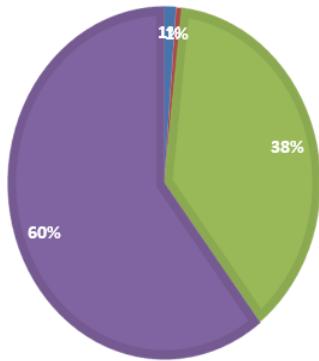


Figure 16. Politeness and Friendliness of Officers

KESOPANAN DAN KERAMAHAN PETUGAS

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

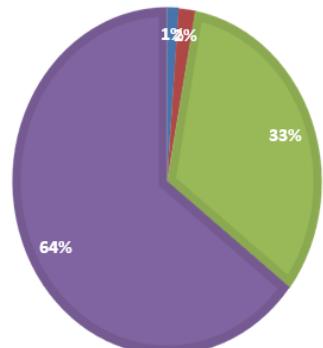


Figure 17. Handling of Service Complaints
PENANGANAN PENGADUAN PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

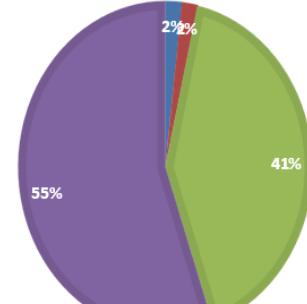


Figure 18. Service Security
KEAMANAN PELAYANAN

■ Tidak Baik ■ Kurang Baik ■ Baik ■ Sangat Baik

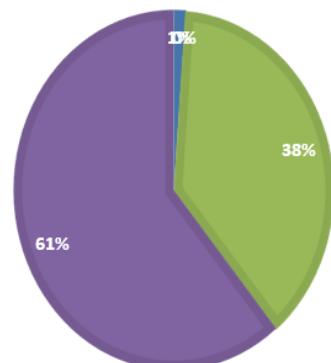


Figure 19. Discrimination

DISKRIMINASI PELAYANAN

■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah

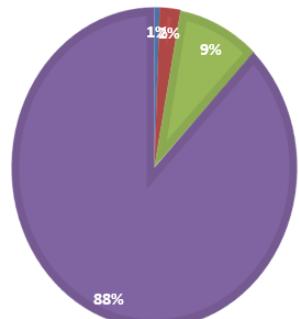


Figure 20. Services Outside Procedure/Fraud

**PELAYANAN DILUAR PROSEDUR/
KECURANGAN PELAYANAN**

■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah

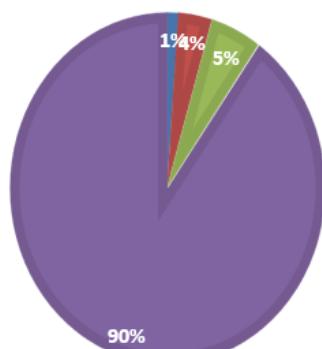


Figure 21. Gratification

**PENERIMAAN IMBALAN UANG/ BARANG/
FASILITAS DILUAR KETENTUAN YANG BERLAKU**

■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah

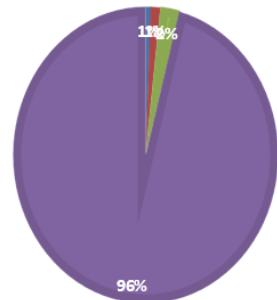
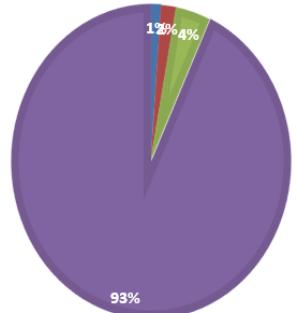


Figure 22. Illegal Levies/Extortion

Figure 25. Assessments that Need Improvement in Service Units

PUNGUTAN LIAR (PUNGLI)

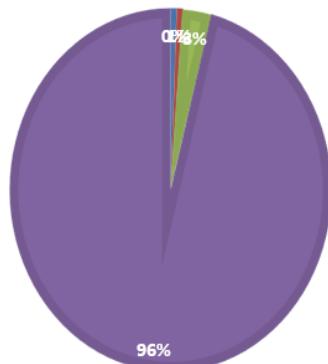
■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah



**Figure 23. Brokers/Unofficial
Intermediaries**

PERCALOAN/ PERANTARA TIDAK RESMI

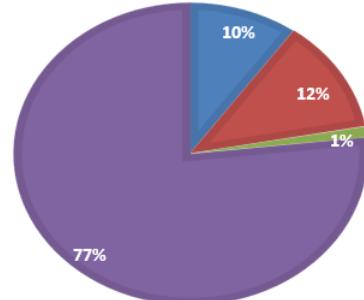
■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah

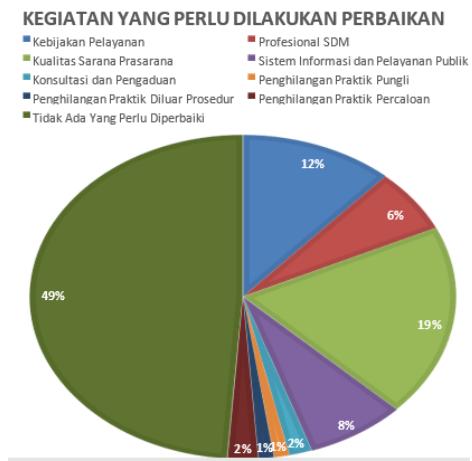


**Figure 24. Directions from Service
Officials/Employees**

**APAKAH ADA PEJABAT/ PEGAWAI PADA UNIT
LAYANAN INI YANG MENGARAHKAN BAPAK/
IBU UNTUK MEMBERIKAN JAWABAN YANG
BAGUS -BAGUS/ BAIK -BAIK SAJA?**

■ Sering ■ Pernah ■ Jarang ■ Tidak Pernah





Discussion

Based on the results of the public satisfaction survey data processing, it can be interpreted that the general quality of public services at the North Sulawesi Maritime Polytechnic is at a very satisfactory level. This is reflected in the dominant assessment of respondents who placed most service elements in the "Very Good" category. The availability and completeness of service information, both presented through electronic and non-electronic media, received very positive appreciation. Similarly, the ease of service procedures and the suitability of requirements to the type of service provided were deemed to have met service user expectations. Clarity and certainty in service delivery also demonstrated optimal performance, thereby minimizing ambiguity that often becomes a source of dissatisfaction. In addition, the quality of facilities and infrastructure and the comfort of the service unit environment also received an "Very Good" rating, indicating that the physical aspects and atmosphere of the service have been adequately managed. This condition demonstrates the institution's commitment to creating a conducive and user-oriented service ecosystem.

On the other hand, several service elements were in the "Good" category, which, although not yet reaching the very superior level, still reflects relatively satisfactory performance. These elements include the conformity of service products between established standards and the results received, fairness in obtaining services, speed of service delivery, and accuracy of implementation according to the predetermined schedule. The conformity of fees paid with applicable provisions and the reasonableness of fees were also in the "Good" category, indicating that the service financing mechanism was deemed sufficiently transparent and rational. Handling of service complaints and guidance from service officials or employees also received ratings in the same category. These findings suggest that although the service system has been running well, there is still room for improvement to improve its quality towards a more optimal category.

Meanwhile, dimensions related to service integrity and ethics showed very encouraging achievements. Officer discipline, responsibility in carrying out duties, competence or ability of officers, as well as politeness and friendliness in interacting with service users all ranked in the "Very Good" category. Service security also received a very high rating, indicating that service users felt protected throughout the service process. Furthermore, aspects of discrimination, service outside procedures or fraud, gratuities, extortion, and the practice of brokers or unofficial intermediaries all ranked in the "Very Good" category. This indicates that the principles of clean and integrity-based governance have been well internalized within the service unit environment. Overall, the results of this discussion confirm that the North Sulawesi Maritime Polytechnic has demonstrated quality public service performance, while also providing a strong foundation for continuous improvement in the future.

E. CONCLUSION

Based on the results of the analytical review that has been carried out, it can be concluded that the implementation of the Public Satisfaction Survey (Training Participants and Students) on Services in 2025 at the North Sulawesi Maritime Polytechnic shows very satisfactory achievements, which are reflected in the acquisition of an Average Service Index Value of 3.56 and a conversion value of 89, so that the quality of service is classified as A with the performance of the service unit being on the spectrum of "Very Good", which implicitly emphasizes that the orchestration of public service delivery within the institution has been managed reliably, accountably, and in line with the expectations of the majority of service users.

BIBLIOGRAPHY

Hutasoit, A. (2011). Consumer Satisfaction: Theory and Application in Marketing. University of North Sumatra Press.

Joewono, H. (2003). Service Quality Management: Theory and Practice. Gramedia Widiasarana.

Department of Education and Culture (2015). Big Indonesian Dictionary (KBBI) (5th ed.). Department of Education and Culture.

Kotler, P., & Keller, K. L. (2006). Marketing Management (12th ed.). Pearson Prentice Hall.

Kotler, P., & Keller, K. L. (2009). Marketing Management. Pearson Education.

Lovelock, C., & Wright, L. (2002). Service Marketing. Prentice Hall.

Martin, D. (2001). Service Quality Management: Strategies for Improving Customer Satisfaction. McGraw-Hill.

Ministry of Administrative and Bureaucratic Reform (KemenPAN) (2004). Decree of the Minister of Administrative and Bureaucratic Reform No. 25/KEP/M.PAN/2/2004.

Tjiptono, H. (2005). Service Marketing Management. Andi.

Tjiptono, H. (2012). Quality Management in Service: Theory and Practice. Andi.

Tjiptono, H. (2016). Dimensions of Service Quality and Strategies for Increasing Competitiveness. Andi.

Tjiptono, H. (2019). Quality Measurement in Services: Theoretical and Applied Approaches. Graha Edukasi.