

INFLUENCE OF FACTORS ON EDUCATIONAL SERVICE QUALITY AT SMP NEGERI 17 KUPANG

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Abstract:

Mathematics is critical, yet Indonesian students face challenges in effectively grasping the subject, resulting in poor learning outcomes. This issue is evident at SMP Negeri 17 Kota Kupang, where average math scores for grades 7 and 8 in the even semester of 2021/2022 ranged from 70 to 77. Inadequate school facilities and infrastructure negatively impact the learning process and students' perception of service quality, particularly for mathematics teachers at SMP Negeri 17 Kota Kupang. This study aimed to analyze how perception, situational, and internal factors influence the quality of education services provided by mathematics teachers at SMP Negeri 17 Kota Kupang. The study included 126 students from 8th and 9th grades, with a sample size of 56 students selected through stratified random sampling. The study employed a 25-item questionnaire as the research tool, using an associative research design and a quantitative methodology. The data analysis demonstrated that perception factors (X1), situational factors (X2), and factors related to the learning environment (X3) all play a role in determining the quality of teacher service (Y). The result indicates that these factors collectively account for 26.6% of the observed variation in teacher service quality. This research sheds light on the factors that influence the quality of mathematics education services provided by teachers at SMP Negeri 17 Kupang. These findings underscore the need for attention and improvement in this area, enabling educators and policymakers to enhance the quality of mathematics education and, ultimately, improve students' learning outcomes.

Keywords: Perception, Quality of Service, Learning Outcomes, Situation Factors.

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INTRODUCTION

The preamble to the 1945 Constitution of the Republic of Indonesia mandates that the aim of establishing the Republic of Indonesia, among other things, is to promote public welfare and educate the nation's life. This mandate implies that the state is obliged to meet the needs of every citizen through a system of government that supports the creation of excellent public service delivery to fulfill the basic needs and civil rights of every citizen.

Law number 20 of 2003 concerning the national education system; the considering part of point c explains that the national education system must be able to ensure equal distribution of educational opportunities, improve quality and the relevance and efficiency of education management to face challenges following the changing demands of local, national and global life so that it is necessary to make educational changes in a planned, directed and sustainable manner. Educational management is carrying out educational tasks by efficiently using all resources to achieve goals (Mulyati & Komariah, 2009, p. 56). The educational resources referred to in Article 1 point 23 of Law 20/2003 are education staff, community, funds, facilities and infrastructure. Thus,

the efficiency of educational management implies the process of planning, implementing and controlling educational resources in order to achieve educational goals.

Law Number 25 of 2009 concerning Public Services defines public services as activities or series of activities in the context of meeting service needs in accordance with statutory regulations for every citizen and resident for goods, services, and administrative services provided by service providers. Education is one of the service groups in the service sector that the government must carry out.

The concept of public service contains 3 (three) essential elements, namely: 1) Service providers, 2) Public service providers 3) Public service recipients. School is a public organization that carries out public service duties. One measure of the quality of public services carried out by schools is the satisfaction of stakeholders, or the public served. Services at school include educational administration services and services to students through the learning process. This study highlights the importance of service within the learning process, which involves both teachers and students. Teachers are regarded as public servants, while students are considered stakeholders who receive public services.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, and spiritual strength, self-control, personality, intelligence, noble character and skills possessed by themselves, society, nation and state (UU No. 20 of 2003). The success of implementing educational services is inseparable from a system, namely the curriculum. A curriculum is a system because there are some components in forming a curriculum that is interrelated and bound and has a complete purpose. The components of the curriculum are objectives, content, process or delivery system and evaluation.

In Indonesia, the curriculum has two dimensions (Permendikbud No. 67 of 2013; Permendikbud No. 68 of 2013; Permendikbud No. 69 of 2013; Permendikbud No. 70 of 2013). The first dimension of the curriculum is the arrangement related to competence, substance, and teaching materials to achieve the expected learning goals. The second dimension is how learning methods are used to develop learning experiences to achieve competence and learning objectives, as in the first dimension.

The curriculum structure describes the conceptualization of curriculum content in the form of subjects, the position of content/subjects in the curriculum, distribution of content/subjects in semesters or years, study load for subjects and study load per week for each student. The curriculum structure also applies the concept of organizing content in a learning system and organizing learning loads in a learning system. Organizing the content in the learning system used is the semester system, while organizing the learning load in the learning system is based on lesson hours per semester. One of the compulsory subjects taught in the junior high school curriculum is Mathematics.

Mathematics is an essential subject. It was stated by Cockroft in Abdurrahman (2003: 253), who stated that mathematics needs to be taught to students because it is always used in all aspects of life; all fields of study require appropriate mathematical skills, strong, concise and straightforward means of communication, can be used to presents information in a variety of ways, improves logical thinking skills, accuracy, spatial awareness, and gives satisfaction to solving challenging problems.

The reality in various schools shows that students' absorption of the material does not match the importance of mathematics lessons, so the mathematics learning outcomes for most students in Indonesia are still not optimal. The non-optimal results of learning mathematics for most students in Indonesia are reflected in the results of tests and evaluations in 2015 conducted by the Program

for International Students Assessment (PISA), which reported that out of a total of 540,000 students, Indonesia was ranked 63 out of 70 countries for mathematics with a score of 386. The results of these tests and evaluations, in terms of scores, have increased since 2012, reaching a score of 375 with a rating of 64 out of 65 countries. PISA stated that Indonesia is still relatively low in the mastery of the material.

Not optimal math scores have also occurred at SMP Negeri 17 Kota Kupang; this is based on the data the author obtained for the average math scores for grades 7 and 8, namely 70 to 77. pretty good.

Table 1. Mathematics Scores for Students of SMP Negeri 17 City of Kupang Even Semester for Academic Year 2021/2022

Class	The Number of Students	Average Value			
		Basic competencies	Mid-semester	End of Semester	Report Card
7A	22	73,38	69,55	72,36	70,95
7B	22	74,84	70,68	73,82	72,25
7C	21	76,85	72,10	76,00	74,05
8A	31	77,23	79,29	76,48	77,66
8B	30	78,72	65,53	63,20	71,54

Source: Kupang City 17 Public Middle School, Processed by Researchers 2022

SMP Negeri 17 has a total of 24 teachers, where 2 teachers are math teachers who have to teach 7 study groups, and each study group consists of approximately 20 students. Many factors cause high and low scores in mathematics; one of the influencing factors is the service of the mathematics subject teacher itself. It is also related to teaching teachers who still use conventional learning models where teachers are more active in speaking, and students tend to be passive in learning mathematics. The learning process, which is still conventional at the school, is due to the lack of school facilities such as facilities and infrastructure, where there is no procurement of teaching aids. Hence, teachers still teach using the lecture method. The lack of school facilities is also the result of various leadership tenures.

The tenure of leadership is related to the policies made. Such a short term of office makes the definitive school principal or the executor of the principal's duties unable to carry out the policies he has made, so school development has not been effective; this has resulted in the school not having undergone renovation so that the facilities and infrastructure at the school are still minimal.

Limited facilities and infrastructure in schools impact the learning process and students' perceptions of the quality of service in schools, especially students' perceptions of the quality of service for mathematics teachers at SMP Negeri 17 Kota Kupang. Students' perceptions of the math teacher's service, which is still low, impact the student's math scores, which are average grades 7 and 8 for grades 7 and 8; this is because learning mathematics still uses the conventional learning model.

Ahmad & Uhbiyatu (2001:9) admit that mathematics education in Indonesia, in general, is still conventional mathematics education, which is marked by a lot of 'structuralistic' and 'mechanistic.' Mathematics learning still tends to use traditional learning models, which emphasize student's remembering or rote learning and focus less on students' reasoning, problem -solving or understanding.

The traditional learning model makes the level of student activity very low. Students only use low-order thinking skills during the learning process in class and do not allow students to think and participate fully (Sadiq, 2014, p. 47).

Mathematics learning outcomes are the results students achieve in the learning process about how students understand the material in mathematics. Mathematics learning outcomes are used as benchmarks that describe students' high and low success in learning. It is reinforced by the opinion of Purwanto (2011: 47), who says that learning outcomes are included in educational components that must be adjusted to educational goals because learning outcomes are measured to determine the achievement of educational goals through the teaching and learning process.

In public services in education, the teacher is tasked with pouring various learning materials into students' brains as their students in the learning process. The relationship between teacher and student in the learning process is dynamic and complex. Several components can support, namely components of objectives, materials, teaching and learning strategies, and evaluation to achieve success in learning activities. Each component is interrelated and influences one another.

The teacher must consider the learning component in choosing and determining what learning models will be used in learning activities. Toeti Soekamto and Winataputra (1995:78) define the 'learning model' as a conceptual framework that describes a systematic procedure for organizing learning experiences for students to achieve learning objectives and serves as a guide for learning designers and teachers in planning and implementing learning activities to teach. Learning models must be prepared based on various principles or theories as a basis for their development and are expected to be able to provide quality in the teaching and learning process for students.

In an empirical study conducted by Parasuraman, Zeithaml, and Berry (1988:14), it is known that there are five dimensions of service quality, namely: (1) Tangible (physical evidence), namely physical facilities, equipment, employees/teaching staff, and means of communication ; (2) Reliability, namely the ability to provide the promised service promptly or quickly, accurately and satisfactorily; (3) Responsiveness, namely the willingness/willingness of the staff to help students and provide responsive services; (4) Assurance, which includes knowledge, competence, politeness, respect for students, and has the character of being trustworthy, free from danger and doubt; (5) Empathy, namely ease in making relationships, communicating well, personal attention, and understanding the needs of their students (Saputra et al., 2023).

Student perceptions are among the factors that influence the quality of educational services by teachers. Students' perceptions of mathematics is a student's perspective on mathematics. Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment, but what a person receives can be different from objective reality (Robbins & Judge, 2008, p. 175)

Perception is a process that is preceded by a sensing process, which is a process of receiving a stimulus by an individual through the senses or also called a sensory process. According to Davidoff (1981) and Rogers (1965) in Walgito (2005: 100), stating that perception is individual; this means that one person's perception of another person for the same object may produce different things. Furthermore, according to Slameto (1995), perception involves entering messages or information into the human brain.

Robbins and Judge (2008: 175) state that 3 factors shape perception, namely: (1) Perceptual factors, namely personal characteristics in the perceiver that influence perception, include attitudes, personality, motives, interests, past experiences, and expectations; (2) Factors within the target, namely the characteristics of the target that are observed, can influence what is expected; these characteristics include something new, movement, sound, size, background, proximity; (3)

Situational factors, namely when a person sees an object or event, can affect attention such as location, heat rays, or any source of situational factors. Although the perceiver and the target do not change, situations may differ.

The amount of information about mathematics students own (perceptions about mathematics) will impact the mathematics learning results (Nurdin, 2006). Student perception is one factor that is quite important to note because student perceptions about mathematics vary from one to another. Students with good perceptions of mathematics learning are likely to have high or above-average learning outcomes in mathematics, and vice versa. Students with poor perceptions of mathematics learning may have low or below-average learning outcomes.

In today's increasingly competitive era, especially in education, quality must also be a significant concern. Education is essentially a conscious effort that teachers deliberately design together with the government to achieve predetermined goals; these efforts must lead to improving the quality of education in Indonesia, which will have an impact on a series of activities in the field of education, which are oriented towards on the quality or quality of education itself.

Mathematics learning should have varied methods and strategies to optimize students' potential. The teacher's efforts in managing various learning are essential to students' success in achieving the planned goals. Therefore, selecting strategic methods from approaches in designing learning models to achieve a meaningful active learning climate is a demand teacher must meet.

Public Service Quality. The government's excellent service is a service to the community based on the best service standards. If the government has done the best service to the community, then the government's excellent service has met the standards. The government's excellent service has created quality services that meet people's expectations. Quality can be applied to both goods and services because what is emphasized in its application is improving the quality system, not just improving the quality of goods and services. Thus what needs to be considered in the development and improvement is the quality system, which includes quality planning, control, and quality system improvement.

Public Service Group. Decree of the Minister of Administrative Reform (Menpan) Number 63 of 2003 classifies three types of services from government agencies and BUMN/BUMD based on the characteristics and nature of the activities and service products produced, namely (1) administrative services, (2) goods services, and (3) services. The explanation is as follows:

1. Administrative services encompass various services delivered by service units, including recording, research, decision-making, documentation, and other administrative tasks. Specific administrative services include land certificate services, Building Permit services (IMB), and population administration services (Identity Cards, Birth Certificates, and Marriage Certificates). These services collectively produce final documents, such as certificates, permits, recommendations, statements, and more.
2. Types of goods and services are services provided by service units in the form of activities in providing and processing physical, tangible materials, including their distribution and delivery to consumers directly (as units or individuals) in a system. Overall these activities produce a final product in the form of objects (physical form) or objects that provide added value directly to its users—for example, the type of electricity service, clean water service, and telephone service.
3. A type of service refers to providing facilities, infrastructure, and associated support by a service unit operating under a specific and defined system. The outcome is a service that directly benefits the recipient and is consumed within a specific timeframe. Such services include education, land, sea and air transportation, healthcare, banking, postal, and fire fighting services.

Quality of Education Services. In educational organizations or institutions, providing quality service to customers, especially students, is the key to ensuring their existence. Because educational institutions are organizations engaged in services, service is the main product offered. Besides satisfying students, quality services can also attract many students as customers of educational institutions.

The quality of educational services can be identified by comparing customer perceptions of the services they actually receive or receive with the services that are actually expected. The service quality can be said if the reality is more than expected. Conversely, if the reality is less than expected, the service can be said to be of poor quality. However, if the reality is the same as expectations, the service quality is satisfactory (Rochaeti, E. & Rahayuningsih, Pontjorini, 2005:38).

Thus, the quality of educational services can be defined as the level of perfection of the benefits or work of educational institutions expected by students, as well as the control over this perfection to consistently meet the needs and expectations of students for education, as well as the provision in its delivery to balance the work of these students.

Dimensions of Quality of Education Services. It is necessary to have supporting elements as reference material to study whether a service includes quality education services. In an empirical study conducted by Parasuraman (in Rochaeti, E. & Rahayuningsih, Pontjorini, 2005: 42) in the United States, it is known that there are five dimensions of service quality, where educational services are a form of service that involves a high level of interaction between educational service providers (educational institutions) and users of educational services. The dimensions of the quality of education are:

1. Tangible (physical evidence). These include physical facilities, equipment, employees/teaching staff, and means of communication. Examples of these facilities include buildings, laboratory facilities, library facilities, learning media, canteens, parking lots, prayer facilities, sports facilities, and administrative and teaching staff.
2. Reliability (reliability). It refers to the ability to deliver the promised service promptly, accurately, and satisfactorily. For instance, it includes subjects that align with the student's needs, well-planned learning schedules, precise learning processes, objective assessments, guidance and counseling services, and other activities to expedite the student learning process.
3. Responsiveness (responsiveness). Namely the willingness/willingness of the staff to help students and provide responsive services. For example, supervising teachers are easy to find for consultation. The interactive learning process allows students to broaden their thinking and creativity, and the administrative procedures of educational institutions become simpler.
4. Assurance (guarantee). That includes knowledge, competence, courtesy, respect for students, and the character of being trustworthy, free from danger and doubt. For example, all administrative staff, teaching staff, and structural officials must be genuinely competent in their fields so that the reputation of an educational institution is positive in the eyes of the public.
5. Empathy (empathy). Namely ease in making relationships, good communication, personal attention, and understanding the needs of students. For example, teaching staff regarding their students who take part in the learning process, teachers can play a role according to their function; genuine attention is given to students in the form of ease of getting service, friendliness, communication, and the ability to understand the needs of their students.

The characteristics of educational services, according to Rochaeti, E. & Rahayuningsih, Pontjorini (2005:44), consist of the:

1. Not materialized (intangibility). Services do not materialize like physical products. It causes users of educational services to be unable to see, smell, hear, and feel the results before they consume them (become a subsystem of educational institutions).
2. Inseparability. Educational services cannot be separated from the source, namely the educational institution that provides these services. That is, educational services are produced and consumed simultaneously (simultaneously). If students buy food services, they will be dealing directly with education service providers.
3. Variable (variability). The educational services provided often change. It will depend on who provides it and where the educational services are served.
4. Easily destroyed (perishability). Educational services cannot be stored for a particular time, or these educational services are perishable, so they cannot be sold in the future.

Based on some of the characteristics of educational services that have been stated above, it can be concluded that educational services offered by educational institutions as a product are intangible, cannot be stored, can change depending on who is serving and requires the involvement of students as customers in the delivery process.

Perception Theory. Sugihartono (2007:38) suggests that perception is the ability of the five senses to translate stimuli or processes to translate stimuli that enter into the human senses. In human perception, there are different points of view in sensing which perceives something as good or positive or negative perceptions that will affect visible or actual human actions. According to Mulyana (2000: 168), perception is the core of communication, while interpretation is the core of perception, identical to decoding in the communication process. Furthermore, Mulyana stated that perception determines the selection of a message and ignores other messages.

Rakhmat (2005:38) reveals that perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli (sensory stimuli). Meanwhile, Kimbal Young (Walgito, 1981, p. 67) says, "*Perception is something that shows the activity of feeling, interpreting and understanding objects, both physical and social.*"

According to Solomon, perception is a process in which the sensations received by a person are sorted and selected, then arranged and finally interpreted (Prasetijo & Ihallauw, 2005, p. 67). The relationship between perception and sensation is apparent. The sensation is part of perception. Even so, interpreting the meaning of sensory information involves not only sensation but also attention, expectation, motivation and memory (Rachmat, 2005, p. 57). Based on the various definitions of perception above, perception can generally be defined as the process of giving meaning and interpreting stimuli and sensations received by individuals and is strongly influenced by internal and external factors of each individual.

METHOD

This research includes the type of associative research carried out in the scope of Public Junior High School 17 Kota Kupang and will be held in October. The independent variable in this study is student perceptions. At the same time, the dependent variable is teacher service. The independent variable (student perception) and the dependent variable (teacher service quality) in this study can be described as follows:

Table 2. Research Variables

Variable	Operational definition	Indicator	Scale
Perception Factor (X_1)	Characteristics in students that shape perceptions of teachers and mathematics subjects.	1. Attitude 2. Motive 3. Interest 4. Experience and hope	Ordinal
Situation Factor (X_2)	Environmental factors around students shape perceptions of teachers and mathematics subjects.	1. Study time 2. Condition or state of the student 3. Learning environment conditions	Ordinal
Factor in objects (X_3)	Factors in the object, namely mathematics subjects, shape students' perceptions of teachers and mathematics subjects.	1. Material complexity 2. Learning methods	Ordinal
Teacher Service Quality (Y)	Educational services in mathematics subjects are provided by teachers to students.	1. Tangibles 2. Reliability 3. Responsiveness 4. Assurance 5. Empathy	Ordinal

Source: adapted from Robbins and Judge (2008:175); Parasuraman (in Pontjorini et al., 2005)

The population in this study were all grade 8 and 9 students of SMP Negeri 17 Kota Kupang, totaling 126 students.

Table 2. The population of Grade 8 and 9 Students

Class	A	B	C	Amount
8	22	22	21	65
9	31	30	-	61
Amount	53	52	21	126

Source: Kupang City 17 Public Middle School, Processed by Researchers 2022

Sample In this study, it was distinguished based on the sample class, namely grade 8 with study groups consisting of 3 classes, namely 8A, 8B and 8C and grade 9 with study groups consisting of 2 classes, namely 9A and 9B. The total population is 126 students. Grade 8 has 65 students, and Grade 9 has 61 students – samples to be taken as many as 7.

The samples were taken from 10 samples from group 8A, 10 from group 8B, 9 from group 8C, 14 from group 9A, and 13 from group 9B using simple random sampling because the population was homogeneous. Therefore, the sample frame can be seen in the table below:

Table 4. Sample Outline

No.	Class	Population	Sample
1.	8A	22 people	10 people
2.	8B	22 people	10 people
3.	8C	21 people	9 people
4.	9A	31 people	14 people
5.	9B	30 people	13 people
	Amount		56 people

Source: Processed by Researchers 2022

RESEARCH AND DISCUSSION

Based on the results of the overall statistical tests above, it can be seen that there is a relationship and influence on perceptual factors (X 1), situational factors (X 2), factors in the object (X 3) and teacher service quality (Y). Therefore, the discussion based on the results of statistical analysis is as follows:

The influence of perception factors on mathematics teachers' quality of education services at SMP Negeri 17 Kota Kupang. The $RX_1 Y$ value of 0.382 indicates a relationship between the perceived factor variable (X 1) and the quality of teacher service (Y) but at a weak level. At the same time, the results of the regression hypothesis test showed that there was a relationship with the t-value of 2.595. Perception is interactive and very complex; at this point, the perceiver (student) interprets teacher service quality in learning mathematics according to student expectations. Perception factors are related to indicators of attitudes, motives, interests, experiences and expectations which are factors from within (internal factors) of students to assess the quality of teaching services for mathematics teachers at SMP Negeri 17 Kota Kupang. This is indicated by 1) conventional mathematics learning, where the teacher lectures more than using visual aids; 2) giving math scores by teachers who are not objective; 3) motivation in the form of less praise from teachers to students.

SMP Negeri 17 Kota Kupang students consider mathematics a complicated subject, so students' interest in taking mathematics lessons also decreases. Students expect learning mathematics to be more fun and not dull. However, what happens is that learning mathematics at SMP Negeri 17 Kota Kupang is still conventional, where the teacher teaches in the form of lectures and does not use visual aids that facilitate the stimulus process in learning. The implication of this is to make students go to school but are allowed to leave when math lessons are in progress and sometimes even absent or skipping lessons. It confirms the results of research from Robbins and Parasuraman (in Rochaeti, E. & Rahayuningsih, Pontjorini (2005:44), that service quality is the expected level of excellence and control over that level of excellence to fulfill customer desires (in this study, namely the perceiver or student).

Perceivers have a positive relationship and influence on service quality. Service quality is generally good, so the perception factor is also good. Perceivers have a positive influence; when student perceptions are good, the quality of service will also be reasonable or increase. Rakhmat (2005:48) states that perception shows the activity of feeling, interpreting and understanding physical and social objects. Thus, if want to improve the quality of service at an excellent level, then the perception factor must also be increased at an excellent level, or it can be said that the higher the student's perception, the higher the service quality. Furthermore, vice versa, if the perception factor gets worse or lower, the quality of service will also get worse or lower.

The influence of situational factors on mathematics teachers' quality of education services at SMP Negeri 17 Kota Kupang. Based on the $RX_2 Y$ value of 0.306, it indicates that the situation factor variable (X 2) and teacher service quality (Y) has a relationship but at a weak level. At the same time, the results of the regression hypothesis test showed that there was a relationship with the t-value of 2.231. This relationship is positive and in the lousy classification in that the situational factor in the learning environment to assess the quality of teaching services for mathematics teachers at SMP Negeri 17 Kupang is still low. It is indicated by the condition of the facilities and infrastructure at SMP Negeri 17 Kota Kupang, which have not provided comfort in learning.

Perception is interactive and very complex regarding situational factors (students) interpreting the quality of teacher services in learning mathematics based on indicators of learning hours, conditions or circumstances, and learning environment conditions. Situational factors have

a positive and significant effect on the quality of service, where on indicators of study hours, students feel that math lessons tend to be longer than other subjects; on conditions or conditions indicators, students also tend to complain about the condition of the class they have, where school facilities are still inferior. Minimal, and the classrooms are stuffy and do not have air conditioning devices like fans or air conditioners, so students tend to be hot in class. The implication is that students cannot concentrate on following lessons and often leave class when learning is in progress. It is reinforced by previous research conducted by Anita Dyah Juniarti and Zulfa Fitri Ikatrinasari in 2014, which gave the result that ambient (consumer environmental situations or conditions) has a positive effect on consumer satisfaction because it can affect consumer feelings and direct consumers to create an appropriate consumer behavior.

Producer expectations. What distinguishes it is the situation that influences consumer satisfaction in previous research is the environmental conditions around consumers (physical environment, communication or location), while in this study are study hours, conditions or circumstances, and learning environment conditions. Service quality is generally good, so situational factors are also good. There is a positive relationship and influence on service quality. The situation has a positive influence; when the classroom situation and the teacher's way of teaching are improved, the quality of service also increases. The situation has a positive relationship and influence on service quality. Rakhmat (2005:47) states that the environment or situation is a stimulus in service quality. Thus, if want to improve the quality of service to an excellent level, then the situation factor must also be increased to an excellent level, or it can be said that the higher the condition of a study, the higher the quality of service. Furthermore, vice versa, if the situation factors get worse or lower, the quality of service will also get worse or lower.

The influence of factors in the object on the quality of education services by mathematics teachers at SMP Negeri 17 Kota Kupang Based on the $rX\ 3\ Y$ value of 0.365, it indicates that there is a relationship between the factor variables in the object ($X\ 3$) and the quality of teacher service (Y) but at a weak level. At the same time, the results of the regression hypothesis test showed that there was a relationship with the t-value of 3.340. This relationship is positive and is in a good classification, in the sense that the factor in the object, namely mathematics, is still moderate for assessing the quality of teaching service for mathematics teachers at SMP Negeri 17 Kupang. Perception is interactive and very complex regarding factors in the object (students) interpreting the quality of teacher service in learning mathematics based on learning methods and material complexity indicators. Where in the indicators of the teacher's learning method tend to be more active than students, so students are monotonous paying attention to teacher explanations, monotonous mathematics learning and lack of teaching aids in learning. An indicator of the complexity of the material where the teacher tends to give examples of questions that are not based on objects around the school so that students are still guessing about the examples of questions given, which makes students sometimes confused about the aims and objectives in learning mathematics, this is also influenced by the formula -Mathematical formulas that seem a lot and confusing.

The implication of this is that students sometimes feel bored because they do not understand, so they don't concentrate when the teacher explains a material; students are more passive in learning, so that students absorption of the material is not optimal, and students feel unenthusiastic in participating in ongoing mathematics learning. It confirms research from Suliyani (2020), which states that learning media brings and evokes feelings of joy and excitement for students and renews their enthusiasm. It is not experienced by students at SMP Negeri 17 Kota Kupang because, at that school, the use of visual aids is still minimal; the authors hope that in the

future, services at SMP Negeri 17 Kota Kupang will pay more attention, especially to the provision of facilities and infrastructure so that students can better understand learning mathematics.

The quality of service is generally good, so the factors in the object are also good. There is a positive relationship and influence on service quality. Factors in the object have a positive influence; when the teacher's teaching method is changed, the quality of service will also change or increase. The factors in the object have a positive relationship and influence the quality of service; the study results show that the factors in a suitable object have a positive relationship and influence the quality of good learning. Rakhmat (2005:48) states that the relationship between perception and sensation is clear. However, interpreting the meaning of sensory information involves not only sensations but also attention, expectation, motivation and memory. Thus, if want to improve the quality of service at an excellent level, then the factors in the object must also be increased at an excellent level, or it can be said that the better the learning methods in the classroom, the better or higher the quality of service will be. Furthermore, vice versa, if the learning method gets worse or lower, the quality of service will also get worse or lower.

The influence of perceptions consisting of perceiving, situational, and internal factors on the quality of educational services by mathematics teachers at SMP Negeri 17 Kota Kupang. The Adjusted R-value Square $X_1 X_2 X_3 Y$ 0.306 indicates that the percentage contribution of the independent variable ($X_1 X_2 X_3$) to the dependent variable (Y) is 0.306 (30.6%), which means that when the perceiver factor (X_1), the situation (X_2) and factors in the object (X_3) are improved, the quality of teacher service (Y) will also increase. Simultaneously, based on the value of R square $X_1 X_2 X_3 Y$ 0.266, it shows that the percentage of the influence of the independent variable ($X_1 X_2 X_3$) on the dependent variable (Y) is 0.266 (26.6%).

The results of this study align with the opinions of experts. Rakhmat (2005:48) states that the quality of educational services can be identified by comparing customer perceptions of the services they receive with the expected services. If the reality is more than expected, the service can be of good quality; on the contrary, if the reality is less than expected, the service can be of low quality. However, if the reality is the same as expectations, the service quality is satisfactory. Thus, if want to improve the quality of service to an excellent level, perceptions must also be improved to an excellent level, or it can be said that the better the perception, the better or higher the service quality will be. Furthermore, vice versa, if the perception is getting worse or lower, then the quality of service will also be getting worse or lower.

CONCLUSION

Based on the results of a simple correlation analysis, it was found that there was a relationship between the perceiving factor (X_1) and the quality of teacher service (Y), which was 0.382, and the results of the partial correlation analysis were 0.301. It means that there is an influence between the perceptual factor (X_1) on the quality of teacher service (Y). Based on the results of the simple correlation analysis, it was found that there was a relationship between situational factors (X_2) and teacher service quality (Y) which was 0.306, and the results of the partial correlation analysis were 0.218. It means there is an influence between the situation factor (X_2) and teacher service quality (Y). Based on the results of a simple correlation analysis, it was found that there was a relationship between the factors in the object (X_3) and the quality of teacher service (Y), which was 0.365, and the results of the partial correlation analysis were 0.389. It means that there is an influence between the factors in the object (X_3) with the quality of teacher service (Y). Based on the data analysis of the results of the research, perception factors (X_1), situation factors (X_2), and factors in the object (X_3) on the quality of teacher service (Y) indicate that the value Adjusted R² (Adjusted R Square) of 0.266 (26.6%) means that the influence of

perceptual factors (X 1), situational factors (X 2), factors in the object (X 3) on the quality of teacher service (Y), is 26.6% while 73.4% were influenced by other factors that were not taken into account in the model or that were not included in this study, namely education policies from the central and regional governments, the organization of teacher human resources by the local government and the leadership of school principals. It means that there is an influence between the perceiver (X 1), situational factors (X 2), and factors in the object (X 3) on the quality of teacher service (Y) simultaneously.

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