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## Perceptions of Education Quality, Facilities, and Teaching Staff at the Faculty of Economics, University of Klabat

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### ABSTRACT

This study evaluates the changes in perception regarding education quality, the availability of facility and faculty staff before and after student enters the UBS at Klabat University. Using t-Test Paired two sample for Means shows the results for the variable education quality do not experience changes in perceptions in all student batches which are considered good, more over considered better in creating reliable human resources and the accreditation system. For the availability of facility is considered sufficient by all batches with change in perception, which is first assessed good and then changed to be sufficient or not to experience a change in perception, namely this is considered sufficient before and after entering UBS especially for variable library/laboratory complete and modern teaching equipment. While the teaching staff do not experience a change in perception in all student batches with good assessment and even better for broad lecturer knowledge

## INTRODUCTION

Today, if people want to get a decent life, they need a job. In essence, people work aimed at maintaining the continuity of life and also to earn a decent life. (As'ad, 2002). The means to be able to get a good job is through a higher level of education

Klabat University, abbreviated as Unklab, is a private tertiary institution founded, fostered, and supervised by the Union of Eastern Seventh-day Adventist Church located in Airmadidi, North Sulawesi. Unklab is ranked 3rd among 11 universities in North Sulawesi with a total of 3,532 students according to the Top Universities in Indonesia version of uniRank in 2019 (editor of DetikManado, 2019). Unklab students come from various regions in Indonesia. Among the faculties owned by Unklab, the Unklab Business School, abbreviated as UBS, is the faculty that has the largest number of students.

Before students study at a particular university, these students usually have expectations of that university. Students have certain expectations that can be obtained when entering college. Consumer expectations are formed by considering past performance obtained through the advice of friends and colleagues, as well as information from marketers. If marketers set expectations too high and actual performance falls short of expectations, consumers will be disappointed. Conversely, if marketers set expectations too low, consumers will not be interested in buying even though performance is satisfactory. (Kotler & Keller, 2012). Comparison between student expectations and the performance obtained related to academic implementation provides a level of student satisfaction with service. (Agustika et al., 2017) Satisfaction according to Kotler (2000) is a feeling of pleasure or disappointment resulting from comparing initial impressions with expectations for the performance of a product or service. Perceptions or expectations of students can be in the form of high-quality education, facilities provided, competent teaching staff, and so on.

According to Fadila and Lestari (2013), perception is all the ways of making choices, grouping, and interpreting information that enters through impressions obtained through views, feelings, the sense of hearing, the sense of smell, and contact to create meaning. Incoming information can come through friends, already known (through family) social media, exhibitions, alumni, and others. After a perception is formed (which is good and full of hope), students will enter college at the university. Over time after experiencing lectures, perceptions can change. It can change for the better or worse than the original perception. If the reality is better than the initial perception, it can lead to positive things, for example, students can be enthusiastic about going to college and becoming achievers. If the opposite happens, it can lead to disappointment and loss of trust in the university. And this could set a bad precedent for higher education in the future.

The problem being studied is whether there has been a change in student perceptions of the quality of education, the facilities provided, and the teaching staff after entering and attending lectures at Klabat University. The aim is to find out how much and the direction of changes in perceptions at UBS Batch 2016-2019 before and after attending lectures. This research was previously conducted by Fifi Gunawan and Yuanita Dewi (alumni) together with Bambang Haryadi, Soekarno, and Richard Liewelyn (teaching staff) at the Faculty of Economics Management Department of Petra Christian University, Surabaya with the same title but carried out at Petra Christian University in Surabaya. The result is that the teaching staff in terms of teaching methods are easy to accept, respect students' opinions, and teach on time, there is a decrease in perception for both old and new batch students. The facilities provided for all components of the old batch of students experienced a change in perception in a positive direction, while the new batch of students went the other way. As well as regarding the quality of education there is no change in perception for old batch students while new batch students experience a decrease in perception (Gunawan et al., 2005: 113)

## **THEORETICAL REVIEW**

Quality according to the Ministry of National Education (2002) is a reflection and has the overall characteristics of goods or services that display their ability to provide satisfaction with the expected needs. In the context of education, the notion of quality or quality in this case refers to the educational process and educational outcomes. The factors of the educational process are various inputs. Input is everything that must be available because it is needed for the educational process to take place, such as teaching materials, methodologies, infrastructure, and other resources and the creation of a conducive atmosphere. In the context of educational outcomes, it refers to the results or achievements achieved by tertiary institutions at any given time. To find out the results can be done with an academic ability evaluation system while for school achievement with an accreditation system. The quality of education can be interpreted as an educational institution capable of empowering educational resources to improve learning abilities as much as possible (Suryadi and Tilaar, 1993). The quality of education determines the quality of reliable human resources.

Facilities are anything that makes management easy and smooth (Wahyuningrum, 2004). Educational facilities include facilities and infrastructure that must be available to facilitate educational activities in schools (universities). Facilities are all equipment, materials, and furnishings that are directly used in learning at school, including buildings, study rooms, learning tools, tables, and seating devices. Meanwhile, infrastructure is a facility that indirectly supports the course of learning, including school yards, school gardens, and roads leading to school (Sopiatin, 2010: 73). Facilities owned by educational institutions such as schools, colleges, and courses should be facilities that can support teaching and learning activities so that they can run well and achieve maximum results. Where facilities such as libraries, laboratories, and modern teaching equipment can be used by teachers to teach and used by students to learn and develop students' talents and abilities.

The meaning of the word staff according to the Big Indonesian Dictionary is a group of people who work together to help a chairman in managing something. Lecturers are teaching staff at universities. Thus the teaching staff can be interpreted as a group of lecturers who work together to assist the leadership (chancellor) in managing the tertiary institution. A lecturer is someone who does the job of teaching and educating in a quality way so that the goals set can be achieved optimally. Law of the Republic of Indonesia Number 14 of 2005 states that in carrying out professional duties, lecturers should have competence, namely a set of knowledge, skills, and behaviors that must be mastered and internalized.

According to Ramsden (1992) for effective teaching to take place, there are six principles that must be carried out by a lecturer: (1) the lecturer has an interest in and ability to explain courses (2) the lecturer has concern and respect for students (3) the lecturer provides good evaluations and assessments, easy to understand (4) lecturers have clear learning objectives and are able to bring out student creativity (5) lecturers guide students to work independently, are full of self-control, and are interested in always learning (6) lecturers are interested in learning from students

The ability to teach lecturers using methods or methods that are appropriate and easy to understand is a requirement that must be met by a lecturer. In choosing a teaching method a lecturer must pay attention to several things, namely: the suitability of the teaching method with the abilities of the students, the ability of the teacher to use the method, the suitability of the teaching method with the available facilities and the suitability of the teaching method with the educational environment.

## **METHODS**

The population in this study were all UBS students class 2016-2019 and the sample was taken using the proportionate stratified random sampling method. Data were obtained through a survey using

a questionnaire with a Likert scale which was distributed to respondents via email. After the data is collected, it is organized and processed using the excel program.

The operational definition in this study:

Variables - are changes in perceptions of the quality of education, the facilities provided, and the teaching staff individually and as a whole.

Changes in perception – there are differences in perceptions before entering college and after entering college.

Education quality variable - is the quality of education provided by Klabat University, especially UBS, with the variable components studied:

- a. Accreditation system: is there a change in student perceptions of the accreditation system before entering college and after entering college?
- b. Education according to the curriculum: is there a change in students' perceptions of education according to the curriculum before entering college and after entering college?
- c. The evaluation system stimulates enthusiasm for learning: is there a change in student perceptions of the evaluation system that stimulates enthusiasm for learning before and after entering college?
- d. Creating reliable human resources: is there a change in students' perceptions of creating reliable human resources before and after entering college

Educational facilities variables - what is provided by Unklab, especially UBS that can be used by students in the learning process, with the variable components studied:

- a. Complete library/laboratory: is there a change in student perception of the completeness of the library/laboratory before entering college and after entering college?
- b. Classes that are always clean: is there a change in students' perceptions of classes that are always clean before entering college and after entering college?
- c. Modern teaching equipment: is there a change in students' perceptions of modern teaching equipment

before entering college and after entering college?

Teaching staff variable - people who have professional skills in transferring knowledge mastered by referring to the applicable curriculum.

Consists of variable components:

- a. Extensive lecturer knowledge: is there a change in student perceptions of extensive knowledge of lecturers before college and after entering college
- b. The Acceptable way of teaching: is there a change in students' perceptions of the way of teaching that is easily accepted before college and after entering college?
- c. Respect/respond to student opinions: is there a change in student perceptions of teaching staff appreciating/responding to student opinions before and after entering college?
- d. Teaching on time: is there a change in students' perceptions of teaching on time before college and after entering college?

To analyze changes in perception, two methods are used, namely descriptive analysis and non-parametric statistical tests. Descriptive analysis by comparing the average perception of students before and after entering college in each class. For statistical tests using the t-Test Paired two samples for Means, a two-tailed test with  $\alpha = 0.05$ .

The hypotheses in this study are as follows:

H1: There is a significant change in perception of the quality of education in each batch students.

H2: There is a significant change in perception of the facilities provided in each batch of students.

H3: There is a significant change in perception of the teaching staff in each batch of students.

H4: There is a significant change in perception of the overall quality of education, the facilities provided, the teaching staff in each batch of students.

The criteria for making decisions and drawing conclusions are as follows:

1. If  $t_{count} < t_{table}$  or  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_{1,2,3}$  or 4 is accepted. With the

conclusion that there are significant differences in student perceptions before entering college and after entering college.

2. If the P value  $< \alpha$ , then H0 is rejected and H1,2,3 or 4 is accepted. With the conclusion that there are significant differences in student perceptions before entering college and after entering college.

## RESULTS

Questionnaires were distributed to students of the Faculty of Economics (UBS) who took Indonesian Economics courses, Managerial Accounting, and Accounting Theory as well as students who took courses other than those three courses in Semester I 2020/2021. The number of questionnaires collected, processed, and analyzed was 198 data consisting of respondents from 8 students from class 2016, 56 students from class 2017, 93 students from class 2018, and 41 students from class 2019, as presented in table 1.

The results of the questionnaire showed that respondents were dominated by female students as much as 66% from accounting majors as much as 64%, Protestantism as much as 56% where Unklab is

a university under the auspices of Adventist Christianity. Of all respondents, 97% are full-time students and Unklab provides opportunities for students to be able to work while studying. Of respondents who knew about Unklab as much as 42% stated that they had known it before and most likely came from their families so studying at Unklab could be said to have been passed down for generations, as evidenced by the fact that 63% of respondents entered Unklab on recommendations from their families.

Table 1. Frequency Analysis of Information Sources Before Entering College

Variable	Frequency	Percent
<b>Gender</b>		
Male	67	34
Female	131	66
<b>Jurusan Major</b>		
Management (Batch 2016-2019)	65	33
Accounting (Batch 2016 – 2019)	126	64
Entrepreneurial Management (2016 -2019)	2	1
Accounting Management (2016 -2019)	2	1
Accounting-Finance (2016 – 2019)	3	1
<b>Religion</b>		
Advent	82	41
Protestant	109	56
Catholic	4	2
Islam	3	1
<b>Studet status</b>		
Full time	192	97
Part time	6	3
<b>Sources know about Unklab</b>		
Social Media	20	8
Alumni	48	19

Friend	40	16
Exhibition	3	1
Already know before	109	42
Etc	36	14
Unklab entry recommendation		
Friend	23	10
Family	155	63
Own desire	57	23
Etc	11	4

Source: Data Processed by the Author

Hypothesis testing is done using two different tests: t-Test and Paired two samples for Means. The hypothesis was tested using the two-tailed test with a significant level ( $\alpha$ ) of 5%. Data processing uses the Excel program, namely to test the hypothesis of whether there is a change in student perceptions including the quality of education, the facilities provided, and teaching staff before and after entering Klabat University, especially at UBS

Table 2 Perceptions of Class 2016 Students, Before and After Entering College

Variable	Average Before	Average After	Value t	P-value
<b>Education Quality</b>				
Accreditation System	4.38	4.38	0	1
Education according to the curriculum	4.25	4.50	-1	0.351
The evaluation system spurs the spirit of learning	3.75	4.25	-1.87	0.104
Creating reliable human resources	4.50	4.25	1.53	0.170
<b>Facilities provided</b>				
Complete Library/Laboratory	3.75	3.63	1	0.351
Class is always clean	4.00	4.25	-0.79	0.451
Modern teaching equipment	3.75	3.75	0	1
<b>Teaching Staff</b>				
Extensive lecturer knowledge	4.50	4.50	0	1
The way of teaching is easy to accept	4.00	3.88	0.55	0.598
Appreciate/respond to student opinion.	4.13	4.00	0.55	0.598
Teaches on time	4.13	3.88	1.53	0.170
<b>Whole</b>				
Education quality	4.25	4.25	0	1
Facilities provided	3.63	4.00	-2.05	0.079
Teaching Staff	4.00	4.13	-1	0.351

Source: Data Processed by the Author

Based on table 2, the output of the "t-Test: Paired Two Sample for Means" for the t-value and P-value of the 2016 Class of 2016 students' perceptions of the quality of education did not experience a significant change between before entering college and after experiencing lectures for all variables. For the accreditation system variable, what was the perception before entering college, it happened during college. By looking at the average before and after lectures, there is an increase in two variables, namely the education variable according to the curriculum and the evaluation system that encourages enthusiasm for learning. However, the

increase was not significant so it did not result in a change in the perception.

Perception of the facilities provided also did not change significantly where the p-value of each variable component was greater than  $\alpha=0.05$ . Likewise for the teaching staff when comparing the t count of each variable with t table + 2.36 it is concluded that there is no significant change in perception before and after lectures.

Overall for the variable quality of education, the facilities provided, and teaching staff perceptions before and after lectures did not change significantly.

Table 3 Perceptions of 2017 Batch Students, Before and After Entering College

Variable	Average Before	Average After	Value t	P-value
<b>Education Quality</b>				
Accreditation System	4.39	4.25	-1.14	0.261
Education according to the curriculum	4.41	4.52	-1.52	0.135
The evaluation system spurs the spirit of learning	4.21	4.16	0.72	0.472
Creating reliable human resources	4.41	4.59	-2.32	0.024
<b>Facilities provided</b>				
Complete Library/Laboratory	3.89	3.50	0.78	0.440
Class is always clean	4.36	4.45	1.30	0.199
Modern teaching equipment	4.02	4.00	0.21	0.837
<b>Teaching Staff</b>				
Extensive lecturer knowledge	4.43	4.51	-2.63	0.011
The way of teaching is easy to accept	4.11	4.02	1.15	0.255
Appreciate/respond to student opinion.	4.13	4.23	-1.14	0.261
Teaches on time	4.48	4.45	0.50	0.621
<b>Whole</b>				
Education quality	4.52	4.54	-0.28	0.784
Facilities provided	4.18	3.91	3.10	0.003
Teaching Staff	4.18	4.25	-0.89	0.376

Source: Data Processed by the Author

By looking at the t and p-values in table 3 and comparing them with t table + 2 and  $\alpha = 0.05$ , the perception of class 2017 students towards the quality of education for all variables did not experience a significant change except for the variable creating

reliable human resources, there was a significant change in perception with positive direction. Overall, the variable quality of education did not change significantly Overall for the variable quality of education, the facilities provided, and the

perceptions of teaching staff before and after lectures did not change significantly.

For the facilities provided, if seen from the average perception before and after the lecture, the two variable components, namely a complete library/laboratory and modern teaching equipment, have decreased in value but not significantly so that it does not change the perception that the library and laboratory are considered sufficient, while teaching equipment that is modern is considered good. It was proven by statistical tests of all component variables showing a p-value greater than 0.05, meaning that the null hypothesis was accepted with the conclusion that this variable did not experience a change in perception. However, the overall assessment for the facility variable provided p-value is less than 0.05, meaning the null hypothesis is rejected with the conclusion that there has been a significant change and when viewed from the average, the direction of change is decreasing, that is, students find that when

they enter college, the facilities available are only it's enough that previously considered good.

To the teaching staff, there was a significant change in perception of the broad lecturer knowledge variable. After entering college, students of this generation are increasingly convinced that lecturers at UBS teach by equipping themselves with extensive knowledge. And also overall for the teaching staff, there was an increase in the average perception before and after entering college, even though the increase in the average perception after being tested still concluded that there was no significant change. This is also evidenced by three other variables from the teaching staff, namely the way of teaching is easily accepted, respecting/responding to student opinions, and teaching on time where each of them does not experience changes.

significant perception before and after entering college.

Table 4. Student Perceptions of Batch 2018, Before and After Entering College

Variable	Average Before	Average After	Value t	P-value
<b>Education Quality</b>				
Accreditation System	4.53	4.59	-1	0.320
Education according to the curriculum	4.38	4.49	-1.94	0.055
The evaluation system spurs the spirit of learning	4.14	4.08	0.95	0.346
Creating reliable human resources	4.45	4.45	0	1
<b>Facilities provided</b>				
Complete Library/Laboratory	4.14	3.95	2.47	0.015
Class is always clean	4.38	4.30	1.02	0.310
Modern teaching equipment	4.12	4.04	0.90	0.373
<b>Teaching Staff</b>				
Extensive lecturer knowledge	4.59	4.54	0.93	0.356
The way of teaching is easy to accept	4.02	3.89	1.44	0.153
Appreciate/respond to student opinion.	4.34	4.35	-0.15	0.885
Teaches on time	4.38	4.37	0.22	0.829
<b>Whole</b>				



Education quality	4.59	4.65	-0.96	0.339
Facilities provided	4.19	4.04	2.06	0.043
Teaching Staff	4.30	4.25	0.73	0.469

Source: Data Processed by the Author

Based on table 4 by observing the t value compared to t table + 1.99 or p-value with  $\alpha = 0.05$ , the perception of 2018 class students towards the quality of education did not experience a significant change in perception before and after entering college. The average perception of two variables, namely the accreditation system and education according to the curriculum, has increased after entering college and the other two variables have experienced an average decrease. However, the average change is categorized as insignificant so it does not change student perceptions.

The teaching staff with four variables in it after the t-test also did not experience a significant change in perception before and after entering college.

For the facilities provided, especially the complete library/laboratory variable, the perception of class 2018 students experienced a significant change in perception in a negative direction, meaning that after students entered college, the library/laboratory was not as expected. This is in line with the overall perception of the facilities provided. There was a significant change in perception, with the average before and after entering college decreasing.

Overall the variable Quality of Education with the average before and after entering college has increased but after the t-test is concluded there is no significant change in perception. For the teaching staff variable, there was an average decrease before and after entering college, but it is still concluded that there was no significant change in perception.

Table 5. Perceptions of Class 2019 Students, Before and After Entering College

Variable	Average Before	Average After	Value t	P-value
<b>Education Quality</b>				
Accreditation System	4.22	4.39	-2.21	0.033
Education according to the curriculum	4.37	4.44	-0.57	0.570
The evaluation system spurs the spirit of learning	4.05	3.98	0.62	0.538
Creating reliable human resources	4.41	4.29	1.53	0.133
<b>Facilities provided</b>				
Complete Library/Laboratory	3.90	3.66	2.36	0.023
Class is always clean	4.24	4.22	0.30	0.767
Modern teaching equipment	4.02	3.80	1.85	0.071
<b>Teaching Staff</b>				
Extensive lecturer knowledge	4.37	4.44	-0.72	0.474
The way of teaching is easy to accept	4.05	4.02	0.26	0.800
Appreciate/respond to student opinion.	4.24	4.22	0.19	0.850
Teaches on time	4.24	4.22	0.26	0.800

<b>Whole</b>				
Education quality	4.24	4.37	-1.15	0.256
Facilities provided	3.83	3.83	0	1
Teaching Staff	4.27	4.20	0.77	0.445

Source: Data Processed by the Author

The perception of students from the class of 2019 has experienced a significant change in Education Quality only in the variable component of the accreditation system with better perceptions after entering college. The overall perception of the variable Quality of Education has not changed significantly and this is in line with the other three components of the Quality of Education, namely Education under the curriculum, evaluation systems that stimulate enthusiasm for learning and creating reliable human resources who do not experience changes in perception before and after entering college.

Regarding the facilities provided, especially for the complete library/laboratory variable, there has been a significant change in perception but in an unfavorable direction, meaning that Class 2019 students are facing a reality that is not as expected for the completeness of the library and laboratory. Likewise, the average perception of the class is always clean and modern teaching equipment has decreased but it is still concluded that there is no change in perception based on the p-values of 0.767 and 0.071 respectively which are greater than  $\alpha=0.05$  (see table 4).

Perceptions of teaching staff with four variables in it, students give relatively the same perception before and after entering college. This conclusion was drawn after the p-value of each variable was found to be greater than  $\alpha=0.05$ . For the broad lecturer knowledge variable, the average perception increases, while the other three variables experience a decrease in the average perception

before and after entering college. This is in line with the overall perception of the teaching staff variable that does not experience a significant change in perception before and after entering college.

#### **CONCLUSION AND RECOMMENDATIONS**

The results of the analysis show that most students studying at UBS in the 2016-2019 period are women. The accounting major is the most popular major with tuition fully supported by parents in fees and leaving as much as 3% of the total students who study self-funded. Students who are interested in studying at Unklab, especially at UBS, are mostly influenced by their families

For the variable Quality of Education, there was no change in perception of the 2016 and 2018 class students with good ratings. In the Class of 2017, the perception remained the same, namely good, but in the variable component of creating reliable human resources, there was a change in perception and the change towards being considered better. Likewise in the Class of 2019, there was no change in perception and was considered good, but in the variable component of the accreditation system, there was a change in perception for the better. The overall assessment of the quality of education in all batches did not change in perception with a good rating.

There was no change in perception regarding the variable availability of student facilities for the 2016 and 2019 batches with a sufficient assessment of the variable component of the completeness of the library/laboratory and modern teaching equipment. While the 2017 and 2018 class students experienced a change in their overall perception of the availability of facilities with a decrease in ratings from good to sufficient.

For the teaching staff variables of 2016, 2017, 2018, and 2019 batches there was no change in

perception which was considered good in each variable component and as a whole, even in the variable component of broad lecturer knowledge in class 2017 students experienced a change in perception with a better rating.

The suggestions given are as follows:

1. The variable quality of education has been assessed as good by all batches, however, it can be improved in a better direction for the variable components of education according to the curriculum and evaluation system to encourage enthusiasm for learning. These two components are closely related if UBS provides a curriculum that is increasingly in line with the world of work and with an evaluation system that is easy to implement and clear in its assessment, thereby spurring student enthusiasm for learning.
2. UBS needs to improve the provision of complete facilities, especially for libraries/laboratories which are only considered sufficient, can be increased by getting access to the library online and the UBS laboratory equipped with improved infrastructure such as air conditioning, and a wider room. Likewise, modern teaching equipment needs to be improved because new students have not received good ratings. Comfortable classrooms, and electronic facilities that are always ready to use and in good condition are needed
3. The teaching staff needs to make improvements in the way of teaching so that students can quickly understand because the material presented is easily accepted and interesting. Develop creativity in PowerPoint and demonstration. Likewise, teaching must be started on time.

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