

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, statement of the problems, purposes of the study, scope and limitation, significance of the study, and the definition of key terms. Each point will be presented in detail to provide a comprehensive understanding of the research framework. The following sections elaborate on these components systematically.

1.1 Research Background

The background sets a general overview of the topic and convinces readers why it is important and worth studying. It also briefly presents theories and previous research related to the topic.

In the context of education, student satisfaction especially in junior high schools has emerged as an important indicator of school quality. Satisfaction encompasses various factors: the adequacy of physical facilities (classrooms, libraries, sports fields), cleanliness and safety of the environment, and the quality of teaching services, including clarity of instruction and feedback received. Students who feel comfortable and supported are generally more engaged and motivated in their learning journey.

SMPN 1 Hijau Berseri, a public junior high school located in East Java, is currently implementing the Kurikulum Merdeka, a curriculum reform focused on student-centered learning. As this shift progresses, it becomes essential to evaluate whether the school's infrastructure and teaching services effectively support students in this new educational paradigm. Rural schools like SMPN 1 Hijau Berseri may face unique challenges in infrastructure or instructional delivery areas that require careful evaluation to ensure equitable educational support.

Previous research underscores the importance of both facilities and teaching quality:

- Sari & Surip (2020) studied Madrasah Aliyah Annajah, Jakarta, and found that improvements in school facilities and teacher competence significantly strengthened student satisfaction. Facilities influenced aesthetic and tangible aspects, while teacher competence affected pedagogic dimensions
- Uswah, Evicasari & Sugiarti (2019) showed that even in higher education contexts, service quality factors like reliability, responsiveness, and physical evidence significantly boosted student satisfaction
- Abusamra et al. (2020) analyzed satisfaction with sports and infrastructure facilities in SMA 4 Yogyakarta and reported moderate levels of satisfaction, especially in sports classes, highlighting reliability issues even in secondary school contexts

Although these studies demonstrate clear links between facilities, teaching quality, and student satisfaction, most focus on urban settings or higher education institutions. There remains a significant research gap in exploring these relationships in rural junior high schools, particularly during curriculum transitions like the adoption of Kurikulum Merdeka.

While this study examines student satisfaction across all teaching staff and facilities services, it has a particular relevance to the English Language Education Department (ELED) at the University of Muhammadiyah Malang. The researcher was fortunate to receive guidance and support from an English teacher at SMPN 1 Hijau Berseri, which facilitated access to the school and enabled the researcher to observe English teaching practices in context. This connection reflects ELED's mission to produce educators who are responsive, context-aware, and grounded in real teaching situations.

By collecting quantitative feedback from 99 students regarding the adequacy of facilities and the effectiveness of teaching services—especially in terms of English language instruction—

this study aims to identify what supports student learning and what areas require improvement. In doing so, it contributes both to the improvement of SMPN 1 Ngantang and to the broader goal of linking ELED's academic vision with practical, evidence-based classroom realities.

1.2 Research Problems

There are several problems addressed in this research, including the following:

1. What is the level of student satisfaction with the school facilities at SMPN 1 Hijau Berseri?
2. How effective are the teachers in explaining the subject material clearly?
3. What is the level of student satisfaction with the teaching services provided by teachers at SMPN 1 Hijau Berseri?

1.3 Research Objectives

The purpose of the research carried out should be clear as well as the problems it will face, as follows:

- To determine the level of student satisfaction with the school facilities at SMPN 1 Ngantang.
- To analyze how school facilities and teaching services together reflect the overall learning experience of students

To collect feedback from students regarding their satisfaction with the overall learning environment, including the support and accessibility of teachers.

1.4 Scope and limitation

This section defines the boundaries of the study in terms of focus, time, and resources.

Scope

This research focuses on evaluating **student satisfaction with school facilities and teaching services at SMPN 1 Ngantang**. The study specifically examines two aspects:

1. The adequacy and condition of school facilities such as classrooms, libraries, laboratories, restrooms, and technology.
2. The quality of teaching services, including clarity in lesson delivery, use of teaching tools, and feedback from teachers.

The research is conducted using quantitative data collected from 99 students in grades 7 and 8 during the 2023/2024 academic year.

Limitation

The study is limited by time and resources. It does not cover other factors such as extracurricular activities, administrative management, or parental involvement. The findings are based on data gathered from a single school (SMPN 1 Ngantang) and within a limited period, so they cannot be generalized to all junior high schools. Budget and time constraints also limited the size of the respondent group to 99 students.

1.5 Research significance

This research focuses exclusively on student satisfaction with facilities and teaching services at SMPN 1 Ngantang. The study is limited to evaluating these aspects without delving into other

factors such as extracurricular activities or administrative policies. The sample is limited to 100 students to ensure manageable data collection and analysis.

By narrowing the scope, the study aims to provide detailed and focused findings that can be effectively acted upon. These limitations are necessary to maintain the research's feasibility and relevance to its primary objectives. The results will thus offer targeted recommendations for improvement within the defined parameters.

1.6 Definition of Key Terms

It is hoped that the research conducted by the researcher can provide several benefits for SMPN 1 Ngantang and other stakeholders. For the school, the study will offer insights into areas requiring improvement, such as facilities and teaching methods, to enhance student satisfaction. For teachers at SMPN 1 Ngantang, the research can serve as a reference for refining their teaching practices and service delivery.

For future researchers, this study will provide valuable data and a framework for further investigations into student satisfaction in educational settings. Additionally, the English Language Education Department and the University of Muhammadiyah Malang will benefit indirectly through the promotion of their academic contributions. The research aims to create a ripple effect of positive change, benefiting both immediate and broader educational communities.

1.6.1 Student Satisfaction

Student satisfaction refers to the extent to which students' expectations about the learning environment, teaching services, and educational experiences are met or exceeded. It is a subjective evaluation by students about their academic and facility-related experiences,

including classroom conditions, teacher performance, and overall service quality. This metric is crucial for institutions to assess and enhance their educational offerings.

1.6.2 School Facilities

School facilities refer to the physical infrastructure and resources within an educational institution that support the teaching and learning process. These include classrooms, libraries, laboratories, administrative offices, restrooms, sports fields, art and music rooms, canteens, and technological equipment such as projectors and internet connectivity. The quality, accessibility, cleanliness, and maintenance of these facilities play a critical role in shaping students' academic performance, comfort, and overall satisfaction.

1.6.3 Teaching Services

Teaching services encompass the activities, behaviors, and support provided by teachers to facilitate learning. This includes teaching methods, communication skills, availability for consultation, fairness in assessment, and responsiveness to student needs. High-quality teaching services are essential for fostering student engagement and achieving positive learning outcomes.

1.7 Research Problem Focus

This research centers on a key challenge faced by SMPN 1 Ngantang: ensuring that school facilities and teaching services truly meet students' needs in an evolving educational context. While national curricula like Kurikulum Merdeka emphasize student-centered learning, feedback from students is often underutilized in measuring how well the environment supports these goals.

Based on preliminary observations and previous studies (Tupari et al., 2023; Uswah et al., 2019), issues like cleanliness, access to technology, and instructional feedback are known to

impact student satisfaction significantly. Yet, these dimensions have not been systematically assessed in the school context of SMPN 1 Ngantang.

The research therefore focuses on measuring students' satisfaction with eight key indicators ranging from classroom conditions and toilet hygiene to teacher feedback and the accessibility of learning facilities. By identifying gaps between what students expect and what they experience, this study aims to spotlight the most urgent areas for improvement and provide evidence-based input for school development planning.

