

Strategy for Improving Service Quality at the Semarang Maritime Polytechnic

Ukien Sri Rejeki¹⁾ & Budhi Cahyono²⁾

¹⁾Faculty of Economy, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: ukiensrirejeki.std@unissula.ac.id

²⁾Faculty of Economy, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: budhicahyono@unissula.ac.id

Abstract. *This study aims to analyze user satisfaction levels, identify the key determinants of service quality, and formulate strategies to improve service performance at the Polytechnic of Sailing Science (PIP) Semarang. A qualitative approach was employed through in-depth interviews, observations, focus group discussions (FGDs), and document analysis, involving informants consisting of cadets, lecturers, and administrative staff engaged in service processes. The findings indicate that the overall level of user satisfaction falls into the "Excellent" category, with a Student Satisfaction Index (IKM) score of 3.58 or a converted value of 89.58. Nevertheless, several aspects still require improvement, particularly in service speed, facility maintenance, and communication effectiveness between the campus and cadets. The most influential factors affecting service quality include instructor competence, facility quality, administrative system effectiveness, and the application of information technology in both academic and non-academic processes. SWOT analysis reveals that the cadet dining facility continues to face issues related to insufficient capacity, inefficient layout, and suboptimal ventilation, which reduce user comfort. Opportunities for improvement—such as renovation, spatial reorganization, meal shift arrangements, and digital queue systems—should be utilized to prevent health risks and avoid a decline in institutional reputation. In the area of certificate distribution, the use of authorization letters has been shown to create opportunities for brokerage practices and identity misuse. Eliminating authorization letters through digital verification using QR codes, OTP, biometrics, as well as implementing online queuing systems and strengthening SOPs, becomes a crucial strategy to enhance service security and accountability. Overall, improving service quality at PIP Semarang focuses on three main strategies: strengthening academic quality, modernizing facilities and learning technologies, and digitalizing administrative services. The implementation of these strategies is expected to enhance overall service performance and strengthen the institution's competitiveness.*

Keywords: *Certificates; Quality; Satisfaction; Services; Strategies.*

1. Introduction

Service quality is a key factor in determining the success of educational institutions, including the Semarang Maritime Polytechnic (PIP Semarang). In an era of globalization and increasingly fierce competition, educational institutions are required to provide high-quality services to meet the expectations of students and other stakeholders. According to (Santi, Tomahuw, Hutagalung, & et al., 2024), good service quality can increase student satisfaction, which in turn will positively impact the institution's reputation and attract prospective students.

Statistics show that over the past five years, PIP Semarang has seen an increase in the number of applicants, but student satisfaction with services still needs to be improved. An internal survey conducted in 2023 found that 89.5% of students were satisfied with the quality of services provided. This indicates that there are still gaps that need to be addressed to achieve the expected service standards. Therefore, this research is crucial to formulate appropriate strategies to improve service quality at PIP Semarang.

The Semarang Maritime Polytechnic (PIP) is one of Indonesia's higher education institutions with a strategic role in producing professionals in the shipping and maritime sector. As the national and international shipping industry grows, the need for a competent workforce with high professional standards is increasing. As an institution focused on maritime education and training, PIP Semarang is required to continuously improve the quality of its services, both in academic learning, practical skills development, and support for student welfare.

The quality of service provided by higher education institutions plays a crucial role in producing graduates who are competitive in the workforce. Various international education standards, such as those issued by the International Maritime Organization (IMO), require maritime institutions to implement a competency-oriented education system that takes into account various aspects of safety, security, and reliability. PIP Semarang, as one of Indonesia's leading accredited maritime polytechnics, must meet and even exceed these standards to maintain its reputation and enhance the competitiveness of its graduates in the global job market.

In addition to meeting international standards, PIP Semarang also strives to maintain and improve its national accreditation established by the National Accreditation Board for Higher Education (BAN-PT) and to comply with regulations from the Ministry of Transportation. A strong institutional reputation will attract prospective students, increase parental trust, and expand collaboration opportunities within the maritime industry. Therefore, developing an effective strategy to improve service quality is crucial to support the institution's sustainability and competitiveness.

On the other hand, rapid technological developments in the shipping sector require updates to teaching methods and supporting facilities at PIP Semarang. The use of navigation

simulations, shipping automation technology, and the implementation of cutting-edge safety management systems have become integral parts of the educational process. With these technological advancements, students are expected to develop skills relevant to industry needs. However, improving service quality goes beyond academics and also encompasses improvements in administrative services, campus facilities, and career support for students and alumni.

2. Research Methods

Qualitative methods were used because this research aims to understand a phenomenon that is not yet well-structured, holistic, complex, dynamic, and meaningful. This allows for an in-depth exploration of service quality improvement strategies at the Semarang Maritime Polytechnic. This approach is more suitable for exploring participants' views, experiences, and interpretations of service quality issues. This method provides flexibility in explaining issues that cannot be answered with numbers or quantitative data alone. In qualitative methods, the primary instrument is the researcher themselves. Researchers play an active role in collecting, analyzing, and interpreting data through direct involvement in the field. Researchers must possess strong observational skills, interview skills, and a deep understanding of the social context being studied. If the research is conducted by a team, research team members also play a crucial role in the data collection process.

3. Results and Discussion

The student satisfaction survey methodology at the Semarang Maritime Polytechnic involved the use of a questionnaire designed to measure various aspects of the student experience, including the quality of teaching, facilities, and administrative services. The survey instrument included both closed-ended and open-ended questions to obtain a comprehensive picture of student perceptions. The use of a structured questionnaire provided valid and reliable data for further analysis.

Formation Training Services:

1) Good Service Quality:

- a. Many respondents stated that the service provided was excellent and satisfactory. They felt that the service complied with established procedures.
- b. Several comments emphasized that the service was very helpful in improving the cadets' skills and knowledge.

2) Expected Improvements:

- a. Although many are satisfied, there are suggestions to improve the quality and quantity of services, especially in terms of facilities and infrastructure.
- b. Respondents also requested that the cleanliness and comfort of facilities, such as

classrooms and dormitories, be given further attention.

3) Criticism of the Learning Process:

- a. Some critics have mentioned a misalignment between character building and academics, as well as the need to increase enthusiasm in the learning process.
- b. There are also suggestions for arranging a better schedule so that it does not clash with other activities, so that cadets can focus on studying.

4) Suggestions for Facilities and Amenities:

- a. There are requests to improve internet connections in classrooms, as well as repair facilities that often experience problems, such as projectors and air conditioning.
- b. Respondents also want the provision of facilities in the classroom to be well equipped.

5) Discipline and Evaluation:

- a. Several suggestions emphasize the importance of discipline in arrival times and implementation of training activities.
- b. There is an expectation that regular evaluations will be conducted to continuously improve the quality of services.

6) Hope for the Future:

- a. Many respondents hope that the Formation Training Service can continue to be improved and maintained to continue to provide the best for cadets.
- b. There is a desire to create quality human resources who are able to compete at the international level.
- c. Follow-up: It is important to follow up on the suggestions given, especially those related to facilities and learning processes.
- d. Communication: Improve communication between training managers and cadets to understand their needs and expectations.
- e. Continuous Improvement: Conducting regular evaluations of existing services to ensure that all aspects continue to develop and meet expected standards.

Thus, although the Formation Training Service is on the right track, there are several areas that need attention and improvement to achieve higher satisfaction among participants.

b. Student Satisfaction Data Analysis

Student satisfaction data was analyzed using descriptive and inferential statistical

techniques to identify trends and patterns in student responses. The analysis showed that most students were satisfied with the quality of teaching, but there were several areas that needed improvement, such as support facilities and administrative services. In-depth data analysis was conducted to identify factors influencing student satisfaction.

User satisfaction is a crucial indicator in assessing the quality of service provided by an educational institution. In the context of the Semarang Maritime Polytechnic, analyzing student satisfaction data can provide valuable insights into the effectiveness and efficiency of the services provided.

Student satisfaction data analysis typically involves collecting information through surveys or questionnaires designed to measure various aspects of service, such as:

- 1) Teaching Quality: Assessment of lecturer competence and teaching methods used.
- 2) Facilities: Evaluation of available facilities and infrastructure, including classrooms, laboratories, and internet access.
- 3) Administrative Services: Level of satisfaction with administrative services, such as registration, document management, and academic support.
- 4) Campus Environment: Student perceptions of campus atmosphere and culture.

The results of this data analysis can provide a clear picture of areas for improvement. For example, if the data shows that students are dissatisfied with the quality of teaching, the institution may consider improving faculty training or updating the curriculum.

Overall, the level of user satisfaction at the Semarang Maritime Polytechnic can be an effective tool for improving service quality. By conducting an in-depth analysis of student satisfaction data, the institution can identify strengths and weaknesses in the service provided and formulate appropriate improvement strategies.

Improving user satisfaction, particularly in the context of an educational institution like the Semarang Maritime Polytechnic, requires a systematic and planned approach. Here are some strategies that can be implemented to improve student satisfaction:

- 1) Improving the Quality of Teaching
 - a. Lecturer Training: Conducting training and professional development programs for lecturers to improve teaching methods and understanding of the material.
 - b. Student Feedback: Implement a feedback system that allows students to provide input on teaching, so that instructors can make necessary improvements.
- 2) Facility Improvement
 - a. Investing in Infrastructure: Updating and improving physical facilities, such as

classrooms, laboratories, and libraries, to create a more comfortable and supportive learning environment.

- b. Technology Access: Providing better access to information technology, including fast Wi-Fi and adequate computer equipment.

3) Improved Administrative Services

- a. Efficient Information System: Develop an information system that makes it easier for students to access administrative services, such as registration, document management, and filing complaints.
- b. Responsive Service: Increase the responsiveness of administrative staff to questions and problems faced by students.

4) Building a Positive Campus Environment

- a. Extracurricular Activities: Encourage student participation in extracurricular activities that can increase social interaction and build a solid community.
- b. Student Wellbeing: Provides counseling services and mental health support to help students cope with stress and academic challenges.

5) Periodic Measurement and Evaluation

- a. Satisfaction Surveys: Conduct regular satisfaction surveys to measure student perceptions of various aspects of the service and identify areas for improvement.
- b. Data Analysis: Using the data obtained to formulate better policies and strategies to improve student satisfaction.

By implementing the strategies above, Semarang Maritime Polytechnic can significantly improve student satisfaction. It's important to remember that user satisfaction is an ongoing process, and institutions must always be ready to adapt and make improvements based on feedback.

The following is a summary of the data presented in the table regarding the calculation of GPA values and anti-corruption perceptions at the Semarang Maritime Polytechnic:

Anti-Corruption Perception Data Summary

1. Average Value Per Element:

- 1) There are several elements assessed regarding anti-corruption perceptions, with the average values as follows:

- a. Service Procedure: 5.21

- b. Officer/Educator/Service Staff: 5.12
- c. Brokerage/Intermediary Practices: 5.22
- d. Illegal Levies: 5.23
- e. Reward Request: 5.28
- f. Reward Rejection: 5.29

2. Average Value of All Elements:

The overall mean score for all elements is 5.22.

3. Anti-Corruption Perception Index:

The Anti-Corruption Perception Index (CPI) score is 87.05, indicating excellent performance in terms of anti-corruption.

Overall, these data show that students' perceptions of anti-corruption performance at the Semarang Maritime Polytechnic are in the very good category, with an average score above 5 for each element assessed.

The Importance of GPA

- a. Evaluation Tool: The CPI serves as an evaluation tool for governments and institutions in identifying and addressing corruption problems.
- b. Increasing Transparency: With the CPI, it is hoped that there will be increased transparency and accountability in government and the public sector.
- c. Investment Attractiveness: Countries or institutions with a high CPI tend to be more attractive to investors, as they indicate a more stable and reliable environment.

GPA at Semarang Maritime Polytechnic

In the context of the Semarang Maritime Polytechnic, a GPA of 87.05 demonstrates the institution's excellent anti-corruption performance. This reflects the institution's service procedures, staff integrity, and financial management, which are considered free from corruption.

2) Factors Influencing Satisfaction

- a. Quality of Interaction with Staff and Lecturers

The quality of interactions with staff and faculty is a crucial factor influencing student satisfaction. Positive and supportive interactions can increase student motivation and engagement. Good relationships between students and faculty can improve student

satisfaction and learning outcomes.

The quality of interactions between students and staff and lecturers at the Semarang Maritime Polytechnic plays a crucial role in determining user satisfaction. Good interactions can create a positive and supportive learning environment, which in turn increases student motivation and engagement in the learning process.

1) Effective Communication

Open and clear communication between students and lecturers is crucial. When lecturers are able to explain material effectively and listen to student input, this fosters mutual respect. Students feel more comfortable asking questions and engaging in discussions, which can deepen their understanding of the material.

2) Emotional and Academic Support

Faculty and staff who show concern for student well-being, both emotionally and academically, can increase student satisfaction. For example, when faculty provide guidance and support when students are facing difficulties, students feel valued and supported. This not only increases satisfaction but also fosters better relationships between students and faculty.

3) Responsiveness and Availability

The availability of faculty and staff to provide assistance and answer questions also plays a significant role. When students feel they can easily access faculty for help, their satisfaction levels tend to be higher. Responsiveness to student questions and issues demonstrates that the institution cares about their needs.

4) Positive Learning Environment

Good interactions create a positive learning environment, where students feel safe to participate and share ideas. This supportive environment can enhance the overall learning experience, contributing to student satisfaction with the services provided.

The quality of interactions with staff and lecturers at the Semarang Maritime Polytechnic significantly impacts user satisfaction. By improving communication, support, and responsiveness, and creating a positive learning environment, the institution can increase student satisfaction and promote academic success.

Improving interaction between students, staff, and lecturers at the Semarang Maritime Polytechnic can be achieved through several effective strategies. Here are some ways you can implement them:

1) Improving Communication

a. Question and answer session: Hold regular Q&A sessions, both in person and online, to

give students the opportunity to ask questions and get clarification.

- b. Digital Platforms: Utilize digital communication platforms, such as WhatsApp groups or online forums, to make it easier for students to interact with lecturers and staff.

2) Providing Guidance and Counseling

- a. Guidance Schedule: Provide dedicated time for lecturers to provide academic guidance and counseling to students, so they feel supported in their learning process.
- b. Mentoring Program: Implement a mentoring program where senior students can mentor new students, creating closer relationships.

3) Encouraging Active Participation

- a. Class Discussion: Encourage active discussion in class by giving students the opportunity to share their opinions and experiences.
- b. Collaborative Projects: Conducting group projects involving students and lecturers, so they can work together and interact more intensively.

4) Increasing the Availability of Lecturers

- a. Consultation Hours: Establish clear and easily accessible consultation hours, so students know when they can meet with a lecturer for assistance.
- b. Accessibility: Ensuring that lecturers can be contacted via email or other platforms for questions outside of class hours.

5) Creating a Friendly Environment

- a. Social Activities: Holding social activities, such as seminars, workshops, or casual events, that allow students and lecturers to interact outside the academic context.
- b. Discussion Spaces: Provide comfortable spaces for informal discussions between students and faculty, such as a campus cafe or shared study space.

6) Providing Feedback

- a. Surveys and Questionnaires: Using surveys to get feedback from students about their experiences interacting with faculty and staff, as well as areas for improvement.
- b. Follow-up: Implement changes based on the feedback received, so students feel heard and valued.

By implementing the strategies above, Semarang Maritime Polytechnic can improve interactions between students, staff, and faculty. Improved interactions will not only increase student satisfaction but also create a more productive and supportive learning

environment.

b. Availability and Quality of Supporting Facilities

The availability and quality of supporting facilities, such as libraries, laboratories, and study rooms, also play a significant role in determining student satisfaction. Adequate and well-maintained facilities can support an effective learning process. Good facilities can enhance the learning experience and student satisfaction overall.

Overall, the availability and quality of supporting facilities at the Semarang Maritime Polytechnic and how this affects user satisfaction.

1) Availability of Facilities

The availability of adequate supporting facilities is crucial for creating an effective learning environment. Facilities such as classrooms, laboratories, libraries, and study areas must be available in sufficient numbers and easily accessible to students. When these facilities are available, students can experience a smoother and more comfortable learning process.

2) Quality of Facilities

The quality of facilities also plays a significant role in the learning experience. Modern and well-maintained facilities, such as classrooms equipped with audio-visual technology, laboratories equipped with the latest equipment, and libraries stocked with relevant books and resources, can enhance learning effectiveness. High-quality facilities enable students to learn better and be more productive.

3) Support for Practical Learning

Good supporting facilities also include spaces for practical learning, such as workshops and simulations. At the Semarang Maritime Polytechnic, facilities that support practical learning are crucial to preparing students for the challenges of the workplace. With adequate facilities, students can develop the practical skills needed in their fields.

4) Accessibility

Accessibility of facilities is also a crucial factor. Easily accessible facilities, both physical and digital, will enhance student comfort. For example, fast and stable internet access is crucial to support online learning and research.

5) Comfortable Learning Environment

Comfortable facilities, such as quiet study spaces and recreational areas, can increase student satisfaction. A supportive environment not only helps students learn but also provides a space for socializing and relaxing.

The availability and quality of supporting facilities at the Semarang Maritime Polytechnic

significantly impact user satisfaction. By ensuring that existing facilities meet quality standards and are easily accessible, the institution can create

a better learning environment, which in turn will improve student experience and satisfaction.

The following are some of the facilities that are usually available at the Semarang Maritime Polytechnic, along with an explanation of their quality:

1. Available Facilities

1) Classroom

- a. Description: The classroom is equipped with comfortable chairs and tables, as well as audio-visual facilities such as projectors and screens.
- b. Quality: Classrooms are generally of good quality, with designs that encourage interaction between faculty and students. Well-maintained and clean classrooms also contribute to a comfortable learning environment.

2) Laboratory

- a. Description: Laboratories for practice, such as engineering laboratories, computer laboratories, and sailing simulation laboratories.
- b. Quality: Laboratories are typically equipped with modern equipment and meet industry standards. Good quality equipment allows students to gain relevant practical experience.

3) Library

- a. Description: A library that provides a collection of books, journals, and digital resources to support research and learning.
- b. Quality: Libraries generally have comprehensive and up-to-date collections. Comfortable reading rooms and good internet access also enhance the quality of these facilities.

4) Discussion and Learning Room

- a. Description: Space provided for group discussions and independent study.
- b. Quality: These spaces are typically designed to provide a calm and comfortable atmosphere, with amenities such as whiteboards and access to resources.

5) Information Technology Facilities

- a. Description: Access to computers, software, and a fast internet connection.

- b. Quality: The quality of IT facilities is generally good, with regularly updated computers and stable internet connections, supporting online learning and research.

6) Recreation Area

- a. Description: An area for relaxing, such as a cafe or green open space.
- b. Quality: Comfortable and clean recreation areas provide students with a place to socialize and relax, which is important for their well-being.

7) Sports Facilities

- a. Description: Sports fields and facilities for physical activities.
- b. Quality: Good sports facilities support student health and fitness, with adequate and well-maintained equipment.

To ensure that its graduates meet internationally recognized qualifications, PIP Semarang must comply with various international standards, including:

- a. IMO (International Maritime Organization) Standards: PIP Semarang must meet the standards set by the IMO, particularly regarding education and training for seafarers. This includes compliance with the STCW (Standards of Training, Certification, and Watchkeeping for Seafarers) Convention, which regulates seafarer qualifications and training.
- b. ISO 9001: PIP Semarang needs to implement a quality management system that complies with the ISO 9001 standard. This standard focuses on improving customer satisfaction and operational efficiency, which is very important in the context of higher education.
- c. ISO 14001: In an effort to support environmental sustainability, PIP Semarang must also consider implementing the ISO 14001 standard, which relates to environmental management systems. This is important given the shipping industry's increasing emphasis on environmentally friendly practices.
- d. National and International Accreditation: PIP Semarang must strive to obtain accreditation from national and international accrediting bodies, which will enhance the credibility of its educational programs. This accreditation includes evaluations of the curriculum, facilities, and teaching quality.

By adapting to the demands of the shipping industry and meeting international standards, the Semarang Maritime Polytechnic ensures that its graduates are prepared to face the challenges of the workplace. This effort not only improves the quality of education provided but also strengthens PIP Semarang's reputation as an educational institution committed to human resource development in the shipping sector.

c. Technological Change and Innovation

Rapid technological developments in the shipping sector also impact service quality. Institutions must integrate the latest technology into the learning process. The Semarang Maritime Polytechnic (PIP Semarang) is no exception. This institution has adopted various technologies and innovations to improve the learning process and teaching methods. The following is an analysis of the implemented technologies and their impact on teaching methods at PIP Semarang.

1) Technologies that have been implemented in Learning Process

PIP Semarang has integrated several technologies in the learning process, including:

- a. Ship Simulator: One of the key technologies used is the ship simulator, which allows students to practice navigating and maneuvering a ship in a safe and controlled environment. These simulators are designed to mimic real-world conditions at sea, allowing students to gain valuable practical experience.
- b. E-Learning and Online Learning Platform: PIP Semarang has developed an e-learning platform that allows students to access learning materials online. This includes learning videos, interactive modules, and discussion forums that facilitate distance learning.
- c. Learning Management Software: Using a Learning Management System (LMS) helps instructors manage course materials, assessments, and interactions with students. LMSs allow for online assignment submission and provide quick feedback to students.
- d. Augmented Reality (AR) and Virtual Reality (VR) Technology: PIP Semarang has begun exploring the use of AR and VR to provide a more immersive learning experience. This technology can be used to simulate complex shipping situations, allowing students to learn in a more interactive way.
- e. Mobile Application: A mobile application has also been developed to facilitate access to academic information, announcements, and administrative services. This application allows students to stay connected with the institution anytime, anywhere.

2) The Impact of Technological Changes on Teaching Methods at PIP Semarang

Technological changes have had a significant impact on teaching methods at PIP Semarang, including:

- a. Project-Based Learning: With technology, lecturers can implement more effective project-based learning methods. Students can work in groups to complete projects relevant to the shipping industry, using the technology they have learned.
- b. Increased Interactivity: Technologies such as simulators and e-learning platforms allow for greater interaction between instructors and students. Instructors can provide

immediate feedback, and students can actively participate in discussions and learning activities.

- c. Personalized Learning: With technology, students can learn at their own pace and style. E-learning platforms allow students to review difficult material and access additional learning resources.
- d. Using Data for Quality Improvement: Technology allows for the collection of data on student performance, which can be used to analyze the effectiveness of teaching methods. Lecturers can adjust their approaches based on this data to improve learning outcomes.
- e. Digital Skills Enhancement: By integrating technology into learning, students not only learn academic material, but also develop digital skills that are highly sought after in today's workplace.

The implementation of technology and innovation at the Semarang Maritime Polytechnic has brought positive changes to the learning process and teaching methods. By utilizing modern technology, PIP Semarang can improve the quality of education provided, prepare students for the challenges of the shipping industry, and create a more interactive and effective learning environment.

d. Hopes and Expectations of Students and Parents

Students' and parents' hopes and expectations regarding the quality of educational services are also important factors. They want not only a quality education but also a conducive learning environment.

The quality of service at the Semarang Maritime Polytechnic (PIP Semarang) is a primary concern for both students and parents. Their hopes and expectations of the institution significantly influence their satisfaction and educational success. The following is an analysis of the primary expectations of students and parents and how the institution measures and meets these expectations.

1) The Main Hopes of Students and Parents

Students and parents have several main expectations regarding the quality of service at PIP Semarang, including:

- a. High Quality Education: Students expect a quality education, with a relevant curriculum and effective teaching. Parents also expect their children to acquire the knowledge and skills necessary to compete in the shipping industry.
- b. Adequate Facilities: The expectation of good facilities, such as comfortable classrooms, well-equipped laboratories, and access to modern technology, is important to both students and parents. Adequate facilities are considered to support a better learning

process.

- c. Efficient Administrative Services: Students and parents expect prompt, transparent, and responsive administrative services. Registration, transcript collection, and other document processing must be carried out efficiently to avoid delays that could disrupt academic activities.
- d. Career and Job Placement Support: Parents expect PIP Semarang to provide support for job placement after graduation. Students also desire internships and industry partnerships that can help them gain relevant work experience.
- e. Conducive Learning Environment: Students expect a learning environment that is safe, comfortable, and supportive of positive social interactions. This includes recreational facilities and mental health support.

2) Measuring and Fulfilling Expectations

To measure and meet the expectations of students and parents, PIP Semarang can take several strategic steps, including:

- a. Student and Parent Satisfaction Surveys: Conduct regular surveys to gather feedback from students and parents on various aspects of service, including educational quality, facilities, and administrative services. The results can be used to identify areas for improvement.
- b. Discussion Forums and Regular Meetings: Hold discussion forums or regular meetings with students and parents to hear their hopes and concerns directly. This can also be an opportunity to explain existing policies and programs at PIP Semarang.
- c. Lecturer and Staff Performance Evaluation: Conduct regular performance evaluations of lecturers and administrative staff to ensure they meet expected service standards. Training and professional development should also be provided to improve the quality of teaching and service.
- d. Facility and Infrastructure Improvements: Continuously investing in facilities and infrastructure to ensure they meet student needs. This includes upgrading classrooms, laboratories, and the technology used in the learning process.
- e. Job Placement and Internship Programs: Building strong partnerships with industry to provide internships and job placements for students. This not only meets parents' expectations but also enhances graduates' competitiveness in the job market.

Students' and parents' hopes and expectations for the quality of service at the Semarang Maritime Polytechnic are diverse and encompass various aspects of education. By accurately assessing and taking strategic steps to meet these expectations, PIP Semarang can improve student and parent satisfaction and create a better and more productive

learning environment.

2. Academic Improvement Strategy

e. Competency-Based Curriculum Development

The development of a competency-based curriculum is a crucial step in improving the quality of education at PIP Semarang. This curriculum is designed to ensure that graduates possess skills and knowledge relevant to industry needs. By focusing on competencies, institutions can adapt learning materials to be more applicable and aligned with technological and job market developments. A competency-based curriculum can increase student engagement and better prepare them for professional challenges.

The development of a competency-based curriculum (KBK) is one strategy that can be implemented to improve the quality of graduates at the Semarang Maritime Polytechnic (PIP). The following explains how this curriculum can improve graduate quality and the steps needed to develop it.

A competency-based curriculum focuses on developing skills and knowledge relevant to the needs of the workplace. Some of the benefits of implementing a competency-based curriculum include:

- a. **Relevance to Industry Needs:** The Competency-Based Curriculum (KBK) is designed to meet specific industry needs, so that graduates are better prepared to face the challenges of the workplace. This is especially important in the ever-growing shipping sector. Research shows that a competency-based curriculum can improve the alignment between education and industry needs, thus improving graduates' employability (Wikarsih, 2010).
- b. **Practical Skills Development:** This curriculum emphasizes practical skills that can be directly applied in the field, increasing graduates' employability. For example, hands-on training on ships or simulations of real-world situations in ports. This aligns with guidelines stating that a competency-based curriculum should include relevant practical elements (Boediono, 2002).
- c. **Increased Student Motivation and Engagement:** With a more interactive and project-based approach, students are more motivated to learn and actively engage in the educational process. Research shows that active learning methods can increase student motivation (Basani, 2017).
- d. **Outcome-Based Evaluation:** The KBK allows for a more objective assessment of student competencies, making it easier to measure achievement and identify needed improvements. This is crucial to ensuring that graduates possess the skills expected by industry (FSIP, 2020).

3. Steps to Develop a Competency-Based Curriculum:

Developing a competency-based curriculum requires several strategic steps, including:

- 1) Needs Analysis: Conducting an in-depth analysis of industry and job market needs to determine the competencies required for graduates. This can be done through surveys, stakeholder interviews, and case studies.
- 2) Curriculum Design: Developing a curriculum structure that includes subjects, modules, and teaching methods that align with identified competencies. This includes the integration of theory and practice.
- 3) Lecturer Training: Providing training to lecturers to ensure they understand and can effectively implement the competency-based curriculum. This training also includes the use of innovative teaching methods.
- 4) Implementation and Trial: Implementing the curriculum on a small scale to test its effectiveness. Gathering feedback from students and faculty to make necessary improvements.
- 5) Evaluation and Revision: Periodically evaluate the curriculum to ensure it remains relevant to industry developments and student needs. Revisions are made based on evaluation results and feedback.
- 6) Collaboration with Industry: Building partnerships with industry to ensure that the curriculum is always aligned with market needs and to provide internship opportunities for students.

The development of a competency-based curriculum at PIP Semarang can be a strategic step to improve graduate quality. By focusing on practical skills and industry relevance, graduates are expected to be better prepared to face the challenges of the workforce. Effective implementation requires in-depth needs analysis, appropriate curriculum design, faculty training, and ongoing evaluation and revision.

f. Improving the Qualifications and Training of Teaching Staff

Improving the qualifications and training of teaching staff is a key strategy to ensure high-quality teaching. Ongoing training and professional development for lecturers can improve their teaching methods and understanding of the material being taught. Structured and ongoing training can improve teaching effectiveness and student learning outcomes.

Improving the qualifications of teaching staff is an important aspect in improving the quality of education. The following is an explanation of effective and efficient training programs.method of evaluating the effectiveness of the training.

4. Conclusion

User Satisfaction Level towards Services Provided by Semarang Maritime Polytechnic: From

the evaluation of user satisfaction levels, it can be concluded that although there are some areas that require improvement, in general users are satisfied with the services provided. However, to achieve a higher level of satisfaction, there needs to be improvement in communication between service providers and users, as well as more responsive complaint handling. Factors Affecting Service Quality at Semarang Maritime Polytechnic: Based on the analysis of factors affecting service quality, it can be concluded that aspects such as staff competence, adequate facilities, and an efficient management system play an important role in determining service quality. These factors must be well managed to ensure that the services provided meet the standards expected by users. Strategies That Can Be Applied to Improve Service Quality at PIP Semarang: The conclusion of the strategies that can be applied shows that improving service quality can be achieved through continuous training for staff, infrastructure improvements, and the implementation of more advanced information technology. In addition, it is important to adopt a user-focused approach, where feedback from service users is used to make continuous improvements.

5. References

- Aditomo, A. (2021, Februari). *Kajian Akademik - Kurikulum untuk Pemulihan Pembelajaran*. Retrieved from Kajian Akademik - Kurikulum untuk Pemulihan Pembelajaran.
- Água, P. M. (2020). Future of maritime education and training: blending hard and soft skills. *Scientific Journal of Maritime Research* 34 (2020) 345-353 © Faculty of Maritime Studies Rijeka, 2020, 345-353, DOI:10.31217/p.34.2.15.
- Ariestya, P. N. (2023, November 28). *Kualitas Fasilitas dan Infrastruktur Pendidikan*. Retrieved from Kualitas Fasilitas dan Infrastruktur Pendidikan:
<https://www.kompasiana.com/praditanemasariestya1554/65654721de948f6708531313/kualitas-fasilitas-dan-infrastruktur-pendidikan>
- Astuti, H. J. (2007). Analisis Kepuasan Konsumen (SERVQUAL Model dan Important Performance Analysis Model). *Media Ekonomi Universitas Muhammadiyah Purwokerto*, 1-20. Retrieved from Analisis Kepuasan Konsumen (SERVQUAL Model dan Important Performance Analysis Model):
<https://media.neliti.com/media/publications/29587-ID-analisis-kepuasan-konsumen-servqual-model-dan-important-performance-analysis-mod.pdf>
- Ayusaputri, K. G. (2024). Pengelolaan Sarana Dan Prasarana dalam Meningkatkan Kualitas Pelayanan Pendidikan. *Jurnal Basicedu*, , 8(6), 4766–4776. <https://doi.org/10.31004/basicedu.v8i6.9082>.
- Basani, C. S. (2017). Kurikulum Nasional yang Berbasis Kompetensi Perguruan Tinggi dengan Mengacu pada Kerangka Kualifikasi Nasional Indonesia (KKNI) Untuk Menghasilkan

Kualitas Manusia yang Kompeten. *Dialogia Iuridica*, 7(1), 56–66.
<https://doi.org/10.28932/di.v7i1.709>.

Boediono. (2002, Juni). *Kurikulum Berbasis Kompetensi*. Retrieved from Kurikulum Berbasis Kompetensi:

<https://repositori.kemdikbud.go.id/9209/1/Kurikulum%20Berdasarkan%20Kompetensi%20Juni%202002.pdf>

Bonini A, P. C. (2024). The Relationship Between Leadership And Adaptive Performance: A Systematic Review And Meta-Analysis. *PLoS ONE*, 19(10): e0304720.
<https://doi.org/10.1371/journal.pone.0304720>.

Dzhengiz, T. (2020). A Literature Review of Inter-Organizational Sustainability Learning. .
Sustainability, 12(12), 4876. <https://doi.org/10.3390/su12124876>.

Edwards, N. S. (2017). Re-thinking Barriers to Organizational Change In Public Hospitals .

Israel Journal of Health Policy Research, <https://doi.org/10.1186/s13584-017-0133-8>. FSIP.
 (2020, November 27). *Pengembangan Kurikulum Berbasis Kompetensi: Menuju Pendidikan Berkualitas*. Retrieved from
 Pengembangan Kurikulum Berbasis

Kompetensi: Menuju Pendidikan Berkualitas: <https://fsip.teknokrat.ac.id/pengembangan-kurikulum-berbasis-kompetensi-menuju-pendidikan-berkualitas/>

Hakim, L. (2024). *Guru Profesional - Konsep, Strategi, dan Tantangan dalam Menghadapi Era Modern*. Indramayu: PT. Adab Indonesia.

Harususilo, Y. E. (2024, November 7). *Sempurnakan Silabus Kurikulum, BPSDMP Dorong PIP Semarang Fokus Penguatan Kompetensi dan "Soft Skill"*. Retrieved from Sempurnakan Silabus Kurikulum, BPSDMP Dorong PIP Semarang Fokus Penguatan Kompetensi dan "Soft Skill":
<https://www.kompas.com/edu/read/2024/11/07/114924071/sempernakan-silabus- kurikulum-bpsdmp-dorong-pip-semarang-fokus-penguatan>

Hermanto, A. W. (2023, Desember 1). *Laporan Hasil Kegiatan Rapat Tinjauan Manajemen Politeknik Ilmu Pelayaran Semarang*. Retrieved from Laporan Hasil Kegiatan Rapat Tinjauan Manajemen Politeknik Ilmu Pelayaran Semarang:
https://ppid.pip-semarang.ac.id/wp-content/uploads/2024/08/Laporan-Rapat-Tinjauan-Manajemen-II- 2023_SPM.pdf

Kotler, P. d. (2007). *Manajemen Pemasaran Jilid Edisi Kedua Belas*. Jakarta: P.T Indeks.

Kulik, J. (2024, Januari 8). *The Future Of Maritime Training*. Retrieved from The Future Of

- Maritime Training: <https://nsflow.com/blog/the-future-of-maritime-training>
- Kuswara. (2024). Evaluasi Program Pelatihan Guru terhadap Peningkatan . *Jurnal Pendidikan Indonesia* , 443-449.
- Kuswara, K. (2024). Evaluasi Program Pelatihan Guru Terhadap Peningkatan Keterampilan Mengajar Dan Prestasi Akademik Siswa. *Jurnal Pendidikan Indonesia (JAPENDI)*, 443-449, Vol. 5 No. 8 (2024), <https://doi.org/10.59141/japendi.v5i8.2714>.
- Lupiyoadi, R. (2006). *Manajemen Pemasaran Jasa Edisi Kedua*. Jakarta: Penerbit Salemba Empat.
- Manjakani, A. (2024). Efektivitas Program Pelatihan Profesional Guru SD Dalam Meningkatkan Keterampilan Mengajar. *Jurnal Ilmu Pendidikan Guru Sekolah Dasar Dan Usia Dini*, 1(1), 1-6. <https://doi.org/10.70134/pedasud.v1i1.194>.
- Meštrović, T. P. (2024). Challenges for the Education and Training of Seafarers in the Context of Autonomous Shipping: Bibliometric Analysis and Systematic Literature Review. *Applied Sciences*, 3173, <https://doi.org/10.3390/app14083173>.
- Nautic, P. (2024, March 21). *Maritime GPT: Revolutionizing Maritime Education with AI Models*. Retrieved from Maritime GPT: Revolutionizing Maritime Education with AI Models: <https://primonautic.com/blog/revolutionizing-maritime-education-with-ai/>
- Noviana, E. N. (2024). Evaluasi Efektivitas Metode Peer Teaching dalam Peningkatan Keterampilan Mengajar bagi Calon Guru. *Pengenalan Lapangan Persekolahan Pendidikan Guru Sekolah Dasar*, 1(1), 19–24. .
- Nurdiana, A., & Mere, A. (2024). Dampak Dan Tantangan Terhadap Transformasi Kurikulum Di Satuan Pendidikan. *Journal Of Education Research*, 5(2), 1071-1080.
- Paramesti, A. L. (2024, April 11). Nilai PISA Rendah, Ekonomi Susah: Hubungan Kualitas Pendidikan terhadap Pertumbuhan Ekonomi. *HIMIESPA - Himpunan Mahasiswa Ilmu Ekonomi UGM*. Retrieved from Nilai PISA Rendah, Ekonomi Susah: Hubungan Kualitas Pendidikan terhadap Pertumbuhan Ekonomi: <https://himiespa.feb.ugm.ac.id/nilai-pisa-rendah-ekonomi-susah-hubungan-kualitas-pendidikan-terhadap-pertumbuhan-ekonomi/>
- Parasuraman, A. B.–3. (1991). Perceived service quality as a customer-based performance measure: An empirical examination of organizational barriers using an extendedservice quality model. *Human Resource Management*, 30(3), 335-364 doi:10.1002/hrm.3930300304.
- Parasuraman, A., Zeithml, V., & dkk. (1998). SERVQUAL: A Multiple-Item Scale for

- Measuring Consumer Perceptions of Service Quality. In A. Parasuraman, *SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality* (pp. 12- 40). Cambridge: Marketing Science Institute.
- Parkin, A. (2024, April 2). *Addressing the Skills Gap in the Maritime Industry through Advanced Training Solutions*. Retrieved from Addressing the Skills Gap in the Maritime Industry through Advanced Training Solutions:
<https://www.kilo-solutions.com/post/addressing-the-skills-gap-in-the-maritime-industry-through-advanced-training-solutions>
- Priadi, A. A., & Wahdiana, D. (2022). Model Penyelenggaraan Berbasis Mutu Program Pascasarjana Magister Terapan Transportasi di Politeknik Ilmu Pelayaran Semarang.