

CHAPTER I

INTRODUCTION

A. Background

Satisfaction is a well researched topic in both academic and non-academic (workplace) settings. In academic settings, students' satisfaction data helps both schools, colleges and universities make their education more responsive to the needs of a changing marketplace. Students' satisfaction surveys are important in ascertaining whether school, colleges and universities are fulfilling their mission. Satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals (Bryant, 2006; Özgüngör, 2010). Thus, satisfied students (with the curriculum) are likely to exert more effort in their educational studies by taking actions such as regularly attending their classes and becoming more involved in their coursework and institution. Satisfied students are more likely to be committed and continue their studies (as measured by a higher retention rate) than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies.

Schools or institutions are no longer merely focused on societal values in relation to the skills and abilities of their graduates but are also seeking to assess students' feelings about their educational experience. This switch of focus call for the management of schools or institutions to incorporate student satisfaction as an integral component of their management or administration process in addition to their traditional areas of academic standards, accreditation, teaching and research (Abdullah, 2006).

In relation to this development, students are not viewed merely as participants in the process but as customers of the process. Given the current situation, student satisfaction in the process of knowledge acquisition and delivery has gained interest within the research community. There is a link or influence of

student engagement, teachers' performance and Students' satisfaction. The more students are engaged in their school work (and the more teachers perform) the more they will be satisfied.

While student engagement has enjoyed considerable attention in the literature since the mid-1990s, its beginnings can substantively be seen a decade previously, seminaly in Alexander Astin's work on student involvement (Kelly, S., & Price, H. 2014). Following on from the student experience and research-led teaching before it, student engagement has become the latest focus of attention among those aiming to enhance learning and teaching in higher education, headlining meeting agendas and theming conferences in campuses around the world.

It is not difficult to understand why: a sound body of literature has established robust correlations between student engagement or involvement in a subset of educationally purposive activities, and positive outcomes of student success and development, including satisfaction, persistence, academic achievement and social engagement (Pascarella and Terenzini, 2005).

Student engagement is increasingly seen as an indicator of successful classroom instruction, and is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work. Student engagement also refers to a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process.

Student engagement is primarily and historically about increasing achievement, positive behaviors, and a sense of belonging in all students. However, student engagement is primarily focused at students in middle school and high school, where disengagement typically becomes a concern (Willms, Friesen and Milton, 2009).

There are many theories and approaches in education and in most cases educational administrators, including teachers, who use comprehensive approach

seem to be the most successful in the field of education. Education is a process which has stages like: input, process of the input, output and outcome. Educational goals change according to new social needs, and so do strategies for engaging students into teaching and learning. The world is in need of well modeled output which has the most necessary skills needed in the market. The world is in need of quality not quantity as such. We are living in the world of information and technology and we can learn from the advertisements (Recruitment) of many companies that competency in ICT (Information and Communication Technology) is now a prerequisite for almost every job. Therefore, teachers are expected to be skillful in the use of ICT in the process of learning. This is now considered as one of the aspects in teachers' performance.

Several studies argue that the use of new technologies in education is essential for providing opportunities for students to learn to operate in an information age (era). Nowadays integrating ICT in learning is one of the indicators and part of teacher's performance which will lead to student satisfaction. It is evident as Yelland (2007) argued that traditional educational environment do not seem to be suitable for preparing students to function or be productive in today's society workplaces. She claims that organizations or schools that do not incorporate the use of new technologies cannot seriously claim to prepare their students for life in the twenty-first century. This argument is supported by many authors who hold that by teaching ICT skills at primary schools the pupils are prepared to face the future developments based on proper understanding.

This thesis is aimed at presenting the conceptualization and the influence of student engagement and teachers' performance to student satisfaction. On the part of student satisfaction the conceptualization is based on the culmination of concentration, interest, collaboration and enjoyment. This will be done through investigating how Grade X students spend their time in Public senior high schools across the city of Bandung in Indonesia.

There is a growing importance for ICT within the process of learning. Not only it is used to support teaching and learning within other curriculum subjects,

but it is also a subject in its own right as a separate discipline. The major objective is that developing skills, knowledge, and understanding in the use of ICT prepares pupils to use such technologies in their everyday lives. ICT tools enable pupils to access, share, analyze, and present information gained from a variety of sources and in many different ways. The use of ICT provides opportunities for pupils to work both collaboratively and independently. As such, the role of ICT within the learning process is not only to enhance the learning experiences of pupils but also to help them develop the skills essential to participate effectively in the world of affairs. It generates avenues for working in groups, developing team spirit, cohesion, and social values.

This is a challenge to our education system and many developed countries have managed to master integration of ICT in students' learning to the satisfaction of students in order to be equal to the needs of the market out there. Indonesia started to have a plan of integration of ICT in education around 2001. This research paper (Thesis) intends to see relationship between student engagement and teachers' performance for students' satisfaction in the process of learning.

Engaging students in their own learning has challenged educators for decades. There is general agreement that engagement in learning is as important for success in school as it is elusive in the vast majority of traditional, bureaucratic school structures. As a result, researchers have studied and measured the construct of engagement in many different ways. It is evident that student engagement and teachers' performance have influence on student satisfaction. Without these variables students are likely to be disengaged and easily drop out of school more especially at senior high school.

Moreover, student engagement has become synonymous with the measurement of teaching and learning quality at schools. We are now living in the world of technology and our education, as a matter of fact, should produce outputs that are needed by today's world. Therefore, technology is part and parcel of teachers' performance. Rapid technological change and global communication are facts of life in the 21st century. In the sector of teaching, ICT has brought many opportunities to improve student learning. Internet, which hosts billions of

documents, allows students to have wider source of information for their learning. Students' hovering over books in the library has given way to reading e-texts on a tablet PC or listening to them on an MP3 player (Daniels & Pethel, 2005). Teachers are no more the only source of knowledge for students. As a result of this technological impact, the role of teachers has become a facilitator in networked classroom. The teachers suggest and guide students to access relevant sources of information in their learning process.

Many Indonesian public senior high schools have installed computers, projectors and internet and sometimes some teachers do not use them in the process of learning of students for various reasons. Some public senior high schools have got proportionally enough computers for their students but the challenge is that some teachers do not integrate ICT in their classes.

Indonesia's plans to integrate ICT in education are directed towards ingraining students with the ability to harness new technologies for accessing and disseminating information and knowledge, and to harness these as tools for decision-making. The Curriculum Centre believes that this is an important competency in the era of knowledge and information technology. (<http://www.unescobkk.org/education/>)

It is intended that students will learn to understand when and what kind of knowledge is needed; to find and access information from various sources; and to evaluate, use and share information with others. The Centre defined ICT in relation to students as ...in ICT students learn to get information, process and use it to communicate effectively through various media.

ICT is introduced to students in primary school. However, schools introduce ICT according to student needs. A school may add a subject according to the specific needs of students. Schools are likewise encouraged to upload their ICT curriculum on the Internet. ICT is also used for school management. In the non-formal education sector, private computer courses are offered or sometimes, ICT is offered as an extra-curricular subject.

The government set the following goals and objectives for the integration of ICT in education:

Information and Communication Technology in Society: The student understands the benefits and disadvantages, as well as the challenges in information technology;

Information and Communication: Students put their knowledge, skills and attitudes into practice relating to Information Technology in getting, processing, arranging, distributing, and keeping information.

System and Design: Students apply their knowledge, skills and attitudes in designing information technology systems, solving problems relating to ICT.

B. Problem Identification and Formulation

1. Problem Identification

An emerging consensus exists in the school reform literature about what conditions contribute to student satisfaction. This among many variables includes student engagement and teachers' performance. Satisfied students are more likely to be committed and continue their studies (as measured by a higher retention rate) than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies. However, some students report that they are not satisfied at school and they do not find schooling enjoyable and interesting at senior high schools. In response to this problem I intend or propose to carry out a research to investigate on the most important independent variables namely, student engagement and teachers' performance for students' satisfaction. Teachers' performance will include the use of ICT in the process of learning.

According to Fisseh Mikre (2011), ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Information Communication Technologies (ICTs) as part and parcel of teacher's performance provide both students and teachers with more opportunities in adapting learning and teaching to individual needs and society is forcing schools aptly respond to this technical innovation. However some teachers are still not able to integrate ICT in the process of learning. The Republic of Indonesia through ministry of education and culture has a policy of

ICT which is aimed at improving the quality of education and making education to be contextual as we are now living in the world of technology. We cannot benefit anything important from this policy without the teachers' performance (or confidence) and availability of the necessary equipment (Computer labs, computers, internet, etc.).

Here, a teacher plays a pivotal role in the process of teaching and learning. Without teachers' competency or confidence in integrating ICT in the process of learning students cannot be satisfied. Teachers are gatekeepers of students' satisfaction in integration of ICT in the process of learning. Hence, knowledge of ICT and skills to use ICT in teaching/learning has gained enormous importance for today's teachers. Teachers are expected to know to successfully integrate ICT into their subject areas to make learning more meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing student-teachers' willingness to integrate technology with classroom teaching. Teachers are expected to know how to integrate ICT in learning but there are many teachers who still have problems of integrating ICT in learning because they lack skill. Teachers' performance on integration of ICT in the process of learning is very important. In some schools some teachers still face problems of using ITC's equipment or tools and this affects student satisfaction as teachers play a pivotal role in students' satisfaction.

2. Problem Formulation

According to Creswell (2012), Research questions are questions in quantitative or qualitative research that narrows the purpose statement to specific questions that researchers seek to answer. Therefore, the following are the research questions for this study:

- 1) How is student engagement in the city of Bandung at senior public high schools in Grade X?
- 2) How is teachers' performance in the city of Bandung at senior public high schools in Grade X?

- 3) How is Students' satisfaction in public senior high schools in the city of Bandung in Grade X?
- 4) How much is the influence of student engagement in the process of learning to student satisfaction?
- 5) How much is the influence of teachers' performance in the process of learning to student satisfaction?
- 6) How much is the influence of student engagement and teachers' performance to student satisfaction?

C. Research Objectives

The general objective of this study is to explore and check the influence of student engagement and teachers' performance to students' satisfaction in Public Senior High Schools in the city of Bandung in Indonesia.

The specific objectives among others include:

1. To obtain overview of student engagement in public senior High schools in Bandung
2. To obtain overview of teachers' performance in Public senior High schools in Bandung
3. To obtain overview of Students' satisfaction in Public senior High schools in Bandung
4. To analyze the effects of the influence of student engagement to student satisfaction
5. To analyze the effects of the influence of teachers' performance to student satisfaction
6. To analyze the effects of the influence of student engagement and teachers' performance to student satisfaction

D. Significance of the study

The findings of this study will be useful for educational administrators and teachers in designing educational approaches for development of quality

education in Indonesia. They will also help to identify the problems that lead to dissatisfaction of students in the process of learning. Secondly, the results will help in clarifying the importance of student satisfaction, student engagement and teachers' performance in education.

E. Organising Research

According to Creswell (2012), the purpose statement is a statement that advances the overall direction or focus for the study. Researchers describe the purpose of a study in one or more succinctly formed sentences. It is used both in quantitative and qualitative research and is typically found in the "statement of the problem" section. This paper aims to bring together the findings and key points from a review of a significant part of the available literature associated with the influence of student engagement and teachers performance to student satisfaction. Studying the obstacles of this important element in education is crucial because this knowledge will provide guidance for ways to enhance student engagement and teachers' performance. Identifying the fundamental barriers may assist teachers and educators to overcome these barriers and become successful instructors.