

The Influence of Infrastructure Facilities and Teacher Pedagogic Competence on Student Satisfaction in Public High Schools in Pekanbaru City

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ABSTRACT

This study aims to examine the impact of infrastructure and teacher pedagogic ability on student happiness at Pekanbaru State Senior High School. This research is quantitative research with the type of *ex post facto research*. The population in this study were students at Pekanbaru City Public High School. The sampling technique used in this study was a purposive sampling technique. In this case, a sample of 231 students was taken. Questionnaires was used as the data collection technique distributed using *Google Forms*. The data analysis technique used was descriptive statistical analysis and inferential statistical analysis using the SPSS (*Statistics Package for Social Science*) Version.2 2 programs. From the results, it can be seen that the calculated F value is 10.684 while the F table is 3.03. $F_{table} < F_{count}$, namely $3.03 < 10.684$, so H_0 is rejected. Then, based on the sig value of $0.001 < 0.05$, it can be concluded that there is a significant influence between infrastructure and teacher pedagogical competence on student satisfaction in Pekanbaru City Public High School. Then, It can be seen from the Coefficients Beta values of 0.100 for infrastructure and 0.542 for teacher pedagogic competence. This means that for every increase in infrastructure in one unit, student satisfaction will increase by 0.100 one team. Then, for every one-unit increase in teacher pedagogic competence, student satisfaction will increase by 0.542 one unit. So, the research results show that infrastructure and teacher pedagogic competence affect student satisfaction at Pekanbaru City Public High School.

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1. INTRODUCTION

School organisations consistently strive to establish a teaching and learning process that aims to provide students with a sense of fulfilment. Every pupil desires optimal contentment with all the

amenities provided within the school premises. The welfare of those involved will undoubtedly be enhanced by maximising student satisfaction. As per Kotler in Sopiati's (2012) study, contentment refers to the degree of emotional response an individual experiences while evaluating the achieved outcomes in relation to their initial expectations. According to Elliott and Shin (2002), student happiness is constantly influenced by a range of results and their experiences on campus. In a similar manner, Richardson (2005) employs multiple variables to assess the quality of the learning environment and the level of satisfaction among students. These factors encompass student assessment of instruction, curriculum components, judgements of educational excellence, and student contentment. Cronin and Taylor (1992) propose a relationship between satisfaction and quality. The survey revealed that schools required to ascertain the level of satisfaction among their students regarding the campus learning environment. In addition, it is advisable for them to strive for enhanced service quality in order to bolster student contentment. In Yulianto et al. (2012), Mulyadi defined learning satisfaction as an emotional state that can be either pleasant or unpleasant. It is characterised by a positive attitude towards learning activities, which are undertaken by individual students with the aim of achieving a comprehensive behavioural change. Students are regarded as clients of the institution, whose satisfaction is contingent upon the fulfilment of their expectations. Student satisfaction can be gauged by their loyalty to the school, which is shown in the positive outcomes they achieve.

In connection with several factors that influence student satisfaction, according to Sopiati (2010), student satisfaction can be influenced by intrinsic factors and extrinsic factors. Intrinsic factors are factors from within the students themselves that can lead to satisfaction, including expectations, high achievements, and talents of students, while extrinsic factors are factors from outside the students themselves, among others; teacher quality, school facilities and infrastructure, school culture, and school climate. Previous research from Simming, L argue that probe an increase in the four elements that are considered to be primary in the determination of student satisfaction, namely: Student-teacher relationship, Experiences provided to the students, on-campus student Support Services and Facilities and teacher preparedness. Sopiati (2010) mentions the indicator of student satisfaction is if the school provides services that cover five aspects, namely *Tangible* (quality of service), which is related to the physical aspects of the school that are needed to support the learning process. *Assurance*, the ability of school personnel, especially teachers, to generate trust and confidence in the school's promise to the participants in addition to other services. *Empathy*, that is, an educator in this case is a teacher who is a moral model for learners through their behavior and treatment of others. *Reliability*, which is related to schools in providing adequate service facilities and learning facilities for the smooth teaching and learning process. *Responsiveness*, which is the willingness of school personnel, especially teachers who are closest and in direct contact with students to be able to listen, respond and overcome problems faced by student. All indicators can be felt and enjoyed by students, then students will feel satisfied being in the school environment, resulting in good output.

According to Anni (2016), there are two elements that impact the effectiveness of the learning process: the student's internal factors and the external factors. The success of the learning process determines the students' pleasure. There are internal elements, such as one's physical and mental health, and external variables, such as one's family, school, and neighbourhood. In schools, learning facilities are elements that impact how students learn. The term "facilities" refers to the physical spaces and systems put in place to help students and teachers learn.

Minimum service standards require sufficient educational facilities, and good administration is necessary in practice, in order to offer quality learning and teaching services. The term "facilities" is used by Yamin (2012) to refer to all the things that are directly utilised in the classroom, such as furniture, supplies, and equipment. Factors that determine a facility's categorization include its use, mobility during use, and involvement in the educational process. Education in schools is supported indirectly by infrastructure, which includes all essential equipment. Physical spaces that are directly utilised, such as lecture halls, practice spaces, labs, and libraries.

Facilities and infrastructure are needed in the learning process to support the learning process in schools. It is hoped that adequate infrastructure facilities will provide satisfaction to students, parents, and teachers in the teaching and learning process at school. In addition to the facilities and infrastructure in the learning process at school, the one who plays the most role is a teacher, where essentially the teacher's position here is as a teacher transfer of knowledge that is providing knowledge to students, not only as a teacher also acts as an educator transfer of values for this reason educators are required to provide learning conditions for students to achieve certain abilities that must be learned by students, in this case, the competence of educators as teachers.

The degree to which students learn in a given classroom is also affected by the degree to which teachers are competent educators. According to Asmani (2013), a teacher's pedagogic competency is their skill in guiding their pupils' learning. Student learning outcomes can be enhanced when teachers possess the pedagogic competence necessary to effectively manage a classroom. This includes not only knowing how to use technology, but also having a deep understanding of student personalities and learning theories. Pedagogical competence boils down to a teacher's command of the classroom; when everything from planning lessons to assessing student progress is in its proper place, pupils are better able to absorb course material.

Naturally, most people expect their children to grow up with the information, values, and character traits necessary to succeed in life, particularly in this age of intense global competition. In order for this expectation to be fulfilled, there needs to be infrastructure and facilities that facilitate teaching and learning, efficient use of these facilities, and sufficient teacher competence to pique students' interest in learning, which in turn can lead to their satisfaction with learning, which in turn can improve their academic performance. Not related to academia. Educational institutions have not done a good enough job of meeting these expectations. Educators and school personnel have clearly failed to generate kids capable of competing in the modern global economy, as seen by the numerous public concerns about this matter. The community sees the school as an important location where children can grow into valuable members of society.

Based on the results of initial observations at a high school in Pekanbaru, it was found that around 35% of students were still not satisfied with the existing infrastructure at the school. Minimum Completeness Criteria (KKM), which is 75.00. Existing data shows that 14 students have not reached the KKM or around 31.77%. This data was taken from 2 classes of 48 students. According to the existing security and data, in general, high schools in Pekanbaru have several infrastructure facilities that support the teaching and learning process, such as libraries, science laboratories, fields, multimedia rooms, and mosques as central religious centers. In addition to facilities and infrastructure, public high schools in Pekanbaru also have extracurricular activities for students' self-development. In sports, there are table tennis, futsal, basketball, and badminton. The field of language consists of Arabic and English. However, not all extracurricular activities take place within the school environment because there are no facilities to carry out these extracurriculars such as futsal, basketball, and badminton courts. Based on the survey results in the field, there are still many deficiencies in equipment and practicum materials in the laboratory as well as books in the library which are still limited, and book data collection is inadequate.

Apart from having adequate facilities and infrastructure, the Pekanbaru City Public High School also has teachers who are competent and have expertise in their respective fields, and their abilities in teaching and learning activities are quite good. Regulations from SISDIKNAS say that at least a teacher has four main competencies, namely pedagogic competence, social competence, professional competence, and personal competence. However, the understanding and application of these competencies are still not optimal, let alone pedagogic competence, teachers generally still have not fully implemented pedagogic competence. Based on information from some students, not all teachers use communication technology in learning and others.

One of international journals discuss this issue, Matthews, JR (1991) argues that a pedagogical competent teacher communicates the objectives of the course to the students, is aware of alternative

instructional methods or strategies, and selects methods or instructions that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

The study found that the teacher's pedagogical competence which includes learning method strategies has proven to be effective in helping students to achieve learning goals. Therefore, a teacher is required to always improve his pedagogical competence. So that it can be described that student satisfaction will be achieved if there is the availability of adequate academic infrastructure, and professional teacher competence to increase interaction in the learning process between teachers and students, so that teachers can improve their quality in teaching. If student satisfaction is achieved, loyalty will arise. Student loyalty is one of the important assets owned by the school. Through this loyalty, students will provide positive recommendations and encourage friends, relatives, and other communities to enter the school in question.

Based on the background, the source of the problem that will be sought for a solution in this study is the number of complaints from students regarding the quality of infrastructure and the pedagogical competence of teachers, and the temporary guess recorded by the researcher is that there is a sense of dissatisfaction from students with the 2 components above. Based on the formulation of the research problem above, the purpose of this research can be formulated by researchers is to analyze the influence of infrastructure on student satisfaction at Pekanbaru City State High School, to analyze the effect of teacher pedagogic competence on student satisfaction at Pekanbaru City State High School. To analyze the influence of infrastructure and teacher pedagogic competence on student satisfaction at Pekanbaru City State High School.

The results of this research are expected to be useful, both directly and indirectly for various related parties. Theoretically, the results of this research are expected to be useful for the development of science, especially in the field of infrastructure and pedagogic competence of teachers, which are obtained from the dimensions that shape student satisfaction at Pekanbaru City State High School. Thus, the results of the research can enrich the treasures of knowledge in Pekanbaru City State High School. In practical terms, this research is expected to be useful and make practical contributions to various parties, including First, for the principal of Pekanbaru City State High School, it can improve the quality of infrastructure that is even better in accordance with what students expect. The deputy curriculum or internal quality assurance can measure the quality of the teacher's pedagogical competence as well as know the things that affect it, so that comprehensive knowledge is obtained as a consideration in decision making and formulating strategies based on student approach. Second, for the public relations unit, which can provide information about the condition of student satisfaction. With this information, the public relations unit can predict the tendency of students to provide input (positive or negative), so that public relations activities can be more effective in maintaining and improving the image of the school. The results of this study are expected to add to the treasury and enrich empirical information in terms of teacher quality and sarpras so that it is useful for customer satisfaction, and this will cause student satisfaction which can be used as comparative or reference data by changing or adding other variables as well as being able to perfect this research.

Based on this background, the authors are interested in analyzing the influence of factors in the form of infrastructure and teacher pedagogic competence on student satisfaction in Pekanbaru City Public High School.

2. METHODS

This study employs a quantitative research methodology of the Ex post-facto variety. Ex post facto, when translated literally, means 'from what is done afterwards'. In the realm of social and educational research, the term "ex post facto" signifies examining past events or conditions to identify potential cause-and-effect relationships. This approach involves observing an existing state of affairs and retrospectively searching for plausible causal factors. Kerlinger (1970) provides a formal definition of

ex post facto research as a type of inquiry where the independent variable(s) have already taken place, and the researcher begins by observing the dependent variable(s).

The study's research population consisted of students enrolled in public high schools located in Pekanbaru City, Riau Province. The whole population amounts to 2316 pupils. According to Suharsimi Arikunto, if the population being studied is fewer than one hundred individuals, it is preferable to include all of them. However, if the population exceeds one hundred, it is recommended to select a sample size ranging from 10% to 15% or 20% to 25%. In this study, researchers obtained a representative subset comprising 10% of the total population. The sample is obtained from the population using the following calculations:

Table 1. samples of research

| No | Name of school | Number of students | Total |
|--------------|--------------------|--------------------|------------|
| 1 | SMA N 09 Pekanbaru | 1087 | 108 |
| 2 | SMA N 13 Pekanbaru | 532 | 53 |
| 3 | SMA N 15 Pekanbaru | 697 | 70 |
| Total | | | 231 |

Then, the number of samples was 231 students using the purposive sampling technique. Data collection techniques in this study are using questionnaires and documentation. According to Sugiyono (2012), the questionnaire is a data collection technique that is done by giving a set of questions or statements to the respondents to answer. In this research, the researcher uses one instrument, the questionnaire. The questionnaire used in this research is closed-ended questionnaire that uses a Likert scale with "Strongly Agree (SA), Agree (A), Undecided (U), and Disagree (D). Then, the score of the Likert scale is typically assigned to positive statements: SA=4, A=3, U=2, D=1. The last technique of collecting data is documentation. Documentation complements data collection. Documentation that is the researcher get from process of observation, photo, field notes and file from the schools. The next step, the researcher processes the data.

All the variable instruments of student satisfaction, infrastructure, and teacher pedagogic competence before being used for data collection are first tested for the purpose of knowing their validity and reliability. The reliability test is determined by using *Cronbach's Alpha*. The data analysis technique used in this research is quantitative descriptive analysis. The hypothesis testing in this study was carried out after testing the classical assumptions using SPSS software (statistical package for social science) Version 22.0. the technique used to analyse the data is a multiple linear regression test.

3. FINDINGS AND DISCUSSION

3.1 Characteristics of Respondents

3.1.1 Characteristics by sex

Characteristics by sex will be described in the explanation in Figure 1 below:

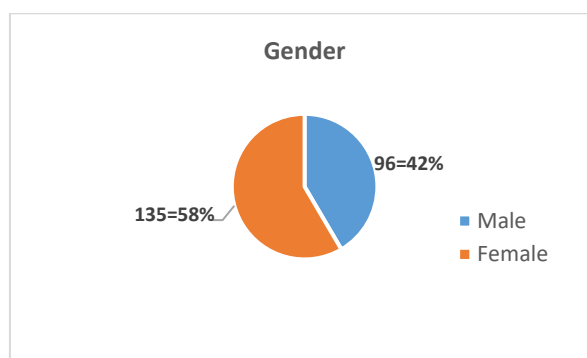


Figure 1. Characteristics by sex

From Figure 1 we can see that the largest number of samples based on gender were female students with a total of 135 students (58%). While students of the male gender number 96 students (42%).

3.1.2 Characteristics by Age

Characteristics based on sex will be described in the explanation in Figure 2 below:

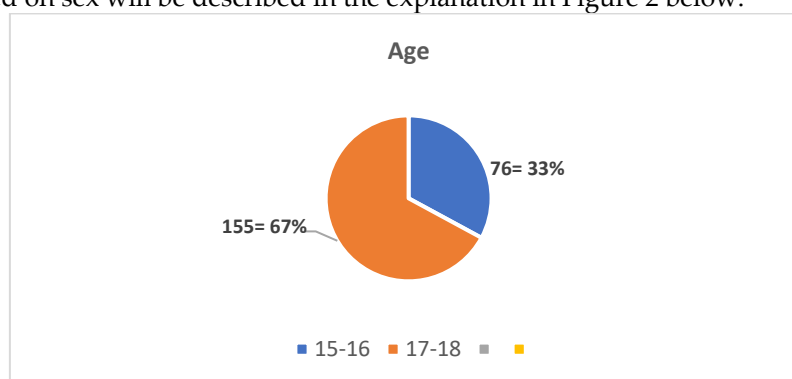


Figure 2. Characteristics by age

From Figure 2 we can see that the largest number of samples based on age are students aged 15-16 years with a total of 155 students (67%). Meanwhile, students aged 17-18 years and over were 76 students (33%).

3.1.3 Characteristics based on majors

Characteristics based on majors will be described in the explanation and illustrated in Figure 3 below:

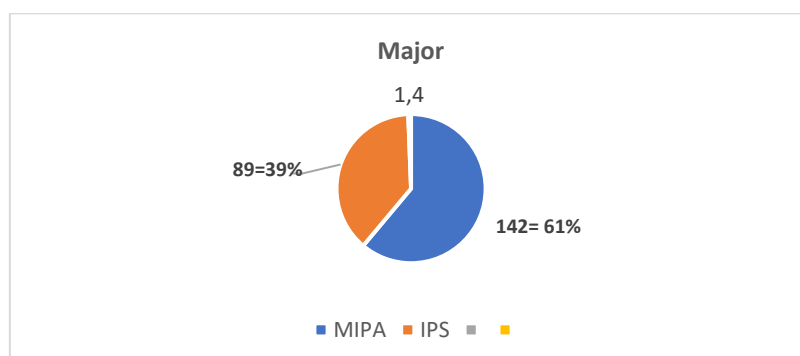


Figure 3. Characteristics by Department

From Figure 3, it can be seen that the largest number of samples based on majors are students majoring in Mathematics with a total of 142 students (61%). Meanwhile, 89 students (39%) are studying IPS majors.

3.2 Descriptive results for each variable

Table 2. Description of Student Satisfaction Frequency (Y)

| Intervals | Category | F | Percentage % |
|------------------------|-----------|------------|--------------|
| $15 \leq x < 26.25$ | Not good | 3 | 1% |
| $26.26 \leq x < 37.50$ | Not good | 26 | 11% |
| $37.51 \leq x < 48.75$ | Well | 147 | 64% |
| $48.76 \leq x < 60.00$ | Very good | 55 | 24% |
| Amount | | 231 | 100% |

Source: Processed Data 2022

Based on the table above, it can be seen that 3 respondents (1%) have a level of satisfaction classified as not good/very low category, 26 respondents (11%) have a level of satisfaction belonging to the poor/low category, then 147 respondents (64%) have a good level of satisfaction and 55 respondents (24%) have a very good/high level of satisfaction. From these data, it can be concluded that Student Satisfaction in the city of Pekanbaru is quite good.

Table 3. Table of Infrastructure Frequency Description (X₁)

| intervals | Category | F | Percentage % |
|------------------|-----------|------------|--------------|
| $20 \leq x < 35$ | Not good | 4 | 2% |
| $36 \leq x < 50$ | Not good | 58 | 25% |
| $51 \leq x < 65$ | Well | 141 | 61% |
| $66 \leq x < 80$ | Very good | 28 | 12% |
| Amount | | 231 | 100% |

Source: 2021 Processed Data

Based on Table, it can be seen that 4 respondents (2%) said that schools had a bad level of Infrastructure, 58 respondents (25%) said that schools had a bad category, 141 respondents (61%) said that schools had Infrastructure is a good category and as many as 28 respondents (12%) with very good category of Infrastructure. From these data, it can be concluded that the infrastructure is quite good, especially in terms of helping the smooth learning process of Pekanbaru City Public High School students achieve educational goals.

Table 4. Frequency Description Teacher Pedagogic Competency (X₂)

| Intervals | Category | F | Percentage % |
|-----------------------|-----------|------------|--------------|
| $25 \leq x < 43.75$ | Not good | 4 | 2% |
| $43.76 \leq x < 62.5$ | Not good | 31 | 13% |
| $62.6 \leq x < 81.25$ | Well | 153 | 66% |
| $81.26 \leq x < 100$ | Very good | 43 | 19% |
| Amount | | 231 | 100% |

Source: Processed Data 2022

Based on Table above it can be seen that 4 respondents (2%) have perceptions of Teacher Pedagogic Competence classified as not good category, as many as 31 respondents (13%) have perceptions classified as poor, as many as 153 respondents (66%) have perceptions classified as good and as many as 43 respondents (19%) have a very good perception. From these data, it can be concluded that students' perceptions of Teacher Pedagogic Competence are classified as good.

3.3 The results of the test of the effect of variable X on Y

3.3.1 Test F

Table 5. Test F variable infrastructure (X1) and teacher pedagogical competence (X2) on student satisfaction (Y)

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 11.615 | 2 | 5,807 | 10,684 | ,000 ^b |
| | residual | 1.23 | 228 | ,544 | | |
| | Total | 11,739 | 230 | | | |

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Teacher pedagogical competence, Infrastructure

Source: processed data for 2022

Based on table above, it can be seen that the calculated F value is 10.684 while the F table for 231 respondents is 3.03. From this explanation, it can be seen that F table < F count, namely 3.03 < 10.684, so H0 is rejected. Then based on the sig value of 0.001 < 0.05, it can be concluded that there is a significant influence between infrastructure and teacher pedagogical competence on student satisfaction in Pekanbaru City Public High School.

3.3.2 Test T

Table 6. Multiple Regression Tests infrastructure variables (X1) and teacher pedagogical competence (X2) on student satisfaction (Y)

| Coefficients ^a | | | | | | |
|---------------------------|------------------------------|------|------------|-------|--------|------|
| Model | | B | std. Error | Betas | t | Sig |
| 1 | (Constant) | -975 | ,317 | | -3,077 | ,002 |
| | Infrastructure | ,100 | .033 | ,125 | 2,990 | ,003 |
| | Teacher Pedagogic Competence | ,542 | .026 | ,871 | 20,837 | ,000 |

a. Dependent Variable: Student Satisfaction

Source: 2022 data processing

Based on the table above, it can be seen that there is a positive relationship between infrastructure and teacher pedagogic competence on student satisfaction in Pekanbaru State Senior High School. This can be seen from the Coefficients Beta values of 0.100 for infrastructure (X1) and 0.542 for teacher pedagogic competence (X2). This means that for every increase in infrastructure (X1) in one unit, student satisfaction (Y) will increase by 0.100 one unit. This means that there is a positive relationship between the infrastructure variable and student satisfaction, namely 0.100 one unit. Then for every one-unit increase in teacher pedagogic competence (X2), student satisfaction (Y) will increase by 0.542 one unit. This means that there is a positive relationship between the teacher's pedagogic competency variable and student satisfaction, namely 0.542 one unit. So the equation is obtained:

$$\hat{Y} = -975 + 0.100 X_1 + 0.542 X_2$$

Furthermore, it is also known that the influence of infrastructure and teacher pedagogic competence on student satisfaction in Pekanbaru City Public High School is partial. The effect of infrastructure on student satisfaction was obtained by the t value for the infrastructure variable, namely 2.990, while the t table for respondent 231 was 1.651. This means that t count > t table, namely 2.990 > 1.651. This means that H0 is rejected and Ha is accepted. Then, if seen from the significant value, it obtains a value of 0.001 < 0.05, meaning that there is a significant relationship between infrastructure

and student satisfaction. In conclusion, there is a positive and significant influence between facilities and infrastructure on student satisfaction at Pekanbaru City Public High School.

Then the effect of teacher pedagogic competence on student satisfaction in Pekanbaru City Public High School, the t value for the teacher pedagogic competency variable is 20.837, while the t table for respondent 231 is 1.651. This means that $t_{count} > t_{table}$, namely $20.837 > 1.651$. This means that there are H_0 rejected and H_a accepted. Then, if seen from the significant value, it obtains a value of $0.000 < 0.05$, meaning that there is a significant influence between the teacher's pedagogical competences on student satisfaction. In conclusion, there is a positive and significant influence between the teacher's pedagogic competences on the satisfaction of the students of Pekanbaru City Public High School.

3.3.3 Variable Determinant Test

Table 7. Determinant test between variables of infrastructure (X1) and teacher pedagogic competence (X2) on student satisfaction (Y) based on the *Summary* test

| R | R Square | Sig, FChange | Influence (%) | Interpretation |
|-------|----------|--------------|---------------|----------------|
| 0.995 | 0.989 | 0.000 | 98.90% | Tall |

a. Predictors: (Constant); Infrastructure (X1); (X2) Teacher Pedagogic Competence

b. Dependent Variable: (Y) Student Satisfaction

Based on the table, the value of R Square (r^2) = 0.989 or 98.90% is obtained, meaning that there is an influence of infrastructure (X1) and teacher pedagogic competence (X2) on student satisfaction (Y) Pekanbaru City Public High School of 98.9%, while the remaining 1.1% is influenced by other factors not included in this study. From these findings, it can be concluded that the variables of infrastructure and teacher pedagogical competence can explain changes in the variable of student satisfaction by 98.9%. Based on the research findings it is known that infrastructure (X1) and teacher pedagogical competence (X2) have a positive and significant effect on student satisfaction (Y) in Pekanbaru City Public High School with an effect of 98.90% with a perfect or very strong interpretation. This means that infrastructure determines the level of student satisfaction.

This is according to what was said by Sopiadin (2010) student satisfaction is influenced by 2 factors, namely intrinsic and extrinsic factors. The intrinsic factors are factors from within students, including high achievement, expectations, and learners' talents. Extrinsic factors are factors from outside the students themselves, including teacher quality, school culture, school facilities and infrastructure, and school climate. This means that the better the infrastructure, the better the satisfaction of students.

The findings of this study are not much different from the research conducted by Susi Wulandari, namely that there is a 55.8% contribution to student satisfaction between teacher performance, infrastructure, and administrative services. Infrastructure facilities contributed 23.82% to student satisfaction. This means that the better the infrastructure, the better the satisfaction of students. Sanjaya (2015) mentions that learning facilities are something that supports the smooth learning process. Learning facilities and infrastructure in schools are very important in the learning process to support a good learning process. With a variety of available learning facilities and infrastructure in schools and their utilization that can support the process of learning activities, of course, this will help students learn in school. Facilities and infrastructure are also very much needed in producing quality students to provide satisfaction students. Activities will run well, regularly, effectively, and efficiently if supported by adequate facilities and infrastructure. Infrastructure means everything physical or material that can facilitate the implementation of the teaching and learning process, for example by the availability of classrooms, teaching aids, textbooks, libraries, various practical equipment, and everything that supports the implementation of the teaching and learning process.

Then the results of research with the title "Factors Leading to Students' Satisfaction in the Higher Learning Institutions" by Siming L The research proved that student-teacher relationship, experiences provided to the students, on campus student support services and facilities and teacher preparedness

contribute to the satisfaction of students in higher education. So, it is recommended to focus on above discussed factors so as to achieve students' attainment in higher learning institutions.

Muchith (2018) argue that pedagogic is an educational theory that questions what and how to educate as well as possible. Meanwhile, according to the Greek understanding, pedagogy is the science of guiding children who discuss problems or issues in education and educational activities, among others, such as educational goals, educational tools, ways of carrying out education, students, educators, and so on. Therefore, pedagogy is seen as a process or activity that aims to change human behaviour.

Djamarah (2012) mention that the success of a teaching process is said to be successful if the results meet the specific instructional objectives of the material presented. This success can also be seen in the extent to which students can master the lessons delivered by the teacher. Students can master the subject matter if those who deliver the lesson have competence because providing understanding to other people (students) is not an easy thing, it is necessary to introduce the characteristics of students, and prepare the methods used, all of which are included in the teacher's pedagogic competence.

Based on the research above, we can see that the existing infrastructure in the Pekanbaru City Public High School environment and the teacher's Pedagogic Competence can have a positive influence on the satisfaction of Pekanbaru City Public High School students.

4. CONCLUSION

The level of student satisfaction can be assessed by evaluating the quality of the infrastructure and the pedagogic competency of the teachers. Student happiness can be determined by the effectiveness of the learning process, as evidenced by students' positive attitude towards their individual learning activities and their overall behavioural transformation. Students are regarded as clients of the school, and their satisfaction is contingent upon the fulfilment of their expectations. Student satisfaction can be gauged by their devotion to the institution, which is evident through positive output outcomes. The researchers acknowledge that this study has several flaws and limitations. One limitation of the study is that the questionnaire was filled out online using Google Forms. This method of data collection resulted in less effective observation, as the researcher was unable to directly observe the respondents filling out the questionnaire. Consequently, it was difficult to determine the seriousness and objectivity of the respondents in their responses. The recommendations provided in this study are intended to guide future researchers in investigating additional research variables that may impact student satisfaction. This research can serve as a valuable reference for education stakeholders in formulating new policies.

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