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FAMILY PLANNING FIELD WORKERS' EXPECTATIONS AND PERCEPTIONS ON SERVICE QUALITY OF TRAINING AND EDUCATION AT NATIONAL POPULATION AND FAMILY PLANNING BOARD IN PROVINCE OF CENTRAL SULAWESI, INDONESIA

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ABSTRACT

Background: Training and education for employees are the important thing to develop their knowledge, skill, performance as well as career. It is important to improve the quality of training and education service in National Population and Family Planning Board (BKKBN), specially training and education for field workers. Performance achievement of family planning field workers in province of Central Sulawesi until November 2018 was low, it was only 57,8% from 95% as a target for a year even though BKKBN province of Central Sulawesi implemented 10 training and education to them for improve the performance. This study aims to compare between trainees expectations and perceptions of service quality and then set up the guidelines to improve the training and education for family planning field workers at National Population and Family Planning Board, Province of Central Sulawesi, Indonesia.

Method: This research method uses quantitative and qualitative with descriptive design. 169 respondents filled the questionnaire with 22 statements which was pertaining with five dimensions of service quality (tangible, reliable, responsive, assurance and empathy). Moreover, focus group discussion has been used as one of qualitative methods with the management of BKKBN as participants who conduct the training and education.

Conclusions: Level of expectation is in the highest level and level of perception in the highest level. Trainees expectation beyond their perceptions means that trainees did not satisfy with training and education, because perception was related with satisfaction. There was a significant differences between expectations and perceptions for tangible, reliability, responsive and assurance ($p < 0.05$). All dimension had negative gap between expectations and perceptions ($SQ = P - E$). According to this gap, organiser who conduct training and education may be able to find the problem solving to improve the quality and reduce the gap between trainees expectations and perceptions and make the guidelines.

Keywords: Service quality, Expectations, Perceptions, Family Planning Field worker

INTRODUCTION

Quality service is crucial to evaluate the service quality of training and education because service quality in training and education gives a huge impact for the quality of education itself [1]. The purpose is to assure that the training and education is effective for trainee. 'Service quality is a focusing evaluation that reflects

the customer's perception of specific dimensions of service namely reliability, responsiveness, assurance, empathy, tangibles' [2].

To measure the service quality in education, it can be seen from the expectations of trainees and their perceptions. Service quality is student's perception what they received [3]. Student perception reflection from their satisfaction [4]. Customers expectation in order to deliver quality service has big role to providing service quality [5].

Expectation is related to process. It was prediction of the person that will be associated to service and product [6]. Construct of expectation has been playing a key role in customer evaluation of service quality [7]. The students expectation on the process increases their satisfaction [8]. Students evaluate performance of education institution [9]. Experience was affected to students expectation of service quality. And culture has impact to students perception [10].

Perception is the cognitive process that used by individuals to interpret and understand the world [11]. It is the customers judgment about an overall excellence or superiority [12]. perception determined by expectations that built up in the past (past experiences), motivation, needs and the environment [13]. stated that the customers perception of the service is to assess the gap that happen between customers expectation and customers perception [14].

Training and education are both important to develop performance, knowledge, skill and career of employees. According to Masruhin (2018) found that training and education have an impact to the performance of family planning field workers in province of East Java [15]. It was consistent with the research of Jaya (2019) in Palu city, Bangsawan (2017) in Palembang city, Muslikch and Nugraha (2014) in Pemalang municipality.

In 2018, there were 10 training and education for family planning field worker from 28 training and education that conducted by National Population and Family Planning Board/ Badan Kependudukan dan Keluarga Berencana Nasional (BKKBN) in province of Central Sulawesi, to improve the performance of family planning field worker because they are the spearhead of BKKBN program. They reach of the community in the village.

But performance achievement family planning field workers in province of Central Sulawesi still low, in November 2018 it was 57,8% from 95% of the target for 12 months [16]. Performance of family planning field workers in Central Sulawesi province also decreased, it can be seen from the number of new participants and the number of active participants. In 2017, new family planning participants that used long term and short term methods was 63.389 and 392.558 for active family planning participants. While in 2018, it was 53.931 for new participant, 2.1% participant used long term contraceptive and 51.7% choosed the short term. And 372.538, for active participants, 3.1% used long term and 97.2% used short term methods [17].

Why province of Central Sulawesi? Because Central Sulawesi has 13 district/municipalities, 152 sub-district and 1,635 village [18]. Therefore, Central Sulawesi has 350 family planning field workers in 2018. Thus, 1 family planning field worker hold 4-5 villages (the ratio was 1:4), normally 1 family planning field worker hold 1 village. Additionally, province of Central Sulawesi is the largest area among all province on Sulawesi island with an area of 68.033 km² and the second largest population after South Sulawesi. The distance between municipalities is far, the access and geography is not easy because the area is ruggedly mountainous, and some municipalities has been separated from each other, with better connections by sea than by road.

In the other side, training and education centre BKKBN province of Central Sulawesi have no evaluation for building, facilities and staffs, they only have evaluation for trainer, teaching method and subject matter. There are no renovation to the building since BKKBN province Central Sulawesi existed in 1980. Start from September 2018 when earthquake happened, the building, specially the classroom to training and education was not safe to be used. Thus, there is no renovation until now because there is no budget yet from Indonesian government.

There are previous studies that conducted research of service quality in education. Luyen (2017), Dung (2017), Hellen (2014), found that service quality impact the student satisfaction. This research aim not only to find the trainees need and the problem that the organisers meet regarding service quality. In addition, it is also to set up the guidelines to improve the service quality in training and education BKKBN province of Central Sulawesi.

Training and education program works best if: 1) Manager should involved in identifying training needs and development the program, 2) It suppose to has a clear purpose, 3) Expectation should be created before training, 4) Training is simple, relevant and factual, 5) It is important to concept the teaching material and topic, 6) Understanding that training is the investment, 7) Effective training is generally following the Deming Cycle, which consist of training needs are identified, training is developed, training is delivered, training feedback and effectiveness are obtained, 8) Trainers have to well trained, enthusiastic, have passion and expert, 9) Enjoyable for trainer and trainees, 10) Training is a part of job, so when a person goes back to their activities in office after training, the work is not stack up [19].

METHODS

Quantitative

This research used a descriptive study by applying survey as it tool. Population of this research were 294 family planning field workers who participated as trainees in training and education for family planning field workers on 2018-2019. This study used Yamane formula to calculate the sample size. According to the calculation, the sample siza was 169 family planning field workers and represents 57.4% from the population. Sample selected by purposive sampling with homogeuneous type. Respondents were 21 family planning field workers who participated in training and education in 2019. As for 148 family planning field workers who participated in training and education in 2018 was selected from 1 city and 5 municipalities (Palu city, Donggala, Parigi Mountong, Poso, Tojo Una Una and Toli Toli). Those area have been choosen based on several criteria, the first reason is they have the biggest amount of their family planning field workers that had join the training and education last year. The second is their performance of echievement that were going lower in 2018 compared to 2017.

Questionnaire has been used as research instrument to collect data. There were 2 parts in questionnaire, part 1 was for general information (gender, age, place of work, how long working and last training join). The part 2 composed in structure questionnaire based on expectations and perceptions of service quality in five dimensions with 22 statements by Zeithaml, Parasuraman and Berry (1990) that pertaining to the dimension as questions: Tangible in statement 1-4, reliability in statement 5-9, responsive in statement 10-14, assurance in statement 15-18, and empathy in statements 19-22. The instrument were checked by three experts of Mahidol University and variable has IOC between 0.66-1.00 for every dimensions. There were 30 family planning field workers who were exclude the sample to find the reliability. Based on Cronbach's Alpha, the consistency value of the questionnaire for five dimension were at range 0.74 – 0.88.

For collecting the data, researcher had request to faculty of Mahidol University to obtain the letter to permit to the head officer BKKBN province of Central Sulawesi and head division of training and education centre in BKKBN province of Central Sulawesi. After receiving the letter and get approval, researcher collected the data directly from the trainees of training and education in 2019. Meantime, researcher also visit 2 municipalities to collect the data from family planning field worker who participated in training and education in 2018. For the other 4 municipalities, researcher had sent to their coordinator and had given 2 weeks period to send the questionnaire back.

Computer programme (SPSS 24) was used to analyze the data in this study. Mean and standard deviation were analyzed for trainees level of expectations and level of perceptions. While the significance between two means test by pair sample t-test to find the difference between expectations and perceptions. Then to find the gap between expectations and perceptions used servqual assesment (SQ=P-E).

Qualitative

Qualitative part collected by focus group discussion with the organiser/ management of training and education centre in province of Central Sulawesi, there are 7 key informant, they are trainers, head of subdivisions, researcher and staffs and the discussion. The questions was from the FGD guide developed by researcher. It represents the five dimensions of service quality, what the problem the organiser face and what they already do in implement the training and education in BKKBN province of Central Sulawesi. To analysis data from FGD used content analysis. The data analyzed by content analysis. To set up guidelines, researcher identified the problem, trainees and organiser need to improve the quality of service.

RESULTS

Personel information of respondents

Table 1. Personal Information of respondents

No	General Information	Frequency	Percentage
1.	Gender Male Female	74 95	43.7 56.2
2.	Age < 25 years old 26-35 years old 36-45 years old >45 years old Min= 24 years old, Max= 57 years old	1 51 65 52	.6 30.2 38.5 30.8
3.	Place of work (1 City/ 9 Municipalities) Palu Donggala Sigi Parigi Mountong Poso Tojo Una Una Toli Toli Morowali Utara/ North Morowali Morowali Buol	24 21 2 36 15 24 44 1 1 1	14.2 12.4 1.2 21.3 8.9 14.2 26.0 .6 .6 .6



No	General Information	Frequency	Percentage
4.	How long work as family planning field worker		
	<5 years	95	56.2
	6-15 years	37	21.9
	16- 25 years	16	9.4
	>25 years	21	12.4
	Min= 1 year, Max= 34 years		
5.	Last training that join in training and education for family planning field worker		
	2018	148	87.6
	2019	21	12.4

From 169 respondents, 74 respondents were male and 95 respondents were female. The age of respondent was variative, 1 person in the minimum age was 24 years old and for the maximum age was 57 years old. Respondents were came from 1 city and 9 municipalities in province of Central Sulawesi. Family planning field workers who work in Toli Toli as respondents are 26.0%, this is due to the fact that family planning field workers from Toli Toli is the most participant in training during 2018. Their working period varies from under 5 years until more than 25 years, minimum working period was 1 year and the maximum working period was 34 years, 7 respondents did not answer detail this question because they missed to fill it for the first. 87.6% respondents are join in training and education in 2018. 148 respondent are participant training and education in 2018 and 21 respondents are participant in training and education in 2019 (10 participants from Poso, 6 participants from Parigi Mountong, 2 participants from Toli-Toli, 3 participants each come from North Morowali, Morowali and Buol).

Level of expectation of service quality

Table 2. Level of expectations of service quality

Dimensions of service quality	Mean	SD	Level of expectation of service quality
1. Tangible	4.65	.51	Highest
2. Reliability	4.48	.57	Highest
3. Responsive	4.23	.74	Highest
4. Assurance	4.54	.61	Highest
5. Empathy	4.10	.84	High
Overall	4.40	.65	Highest

Notes: The rating scale was divided to 5 dimensions of expectation levels to the mean score from 1.001.80 as lowest, 1.81-2.60 as low, 2.61-3.40 as moderate, 3.41-4.20 as high and 4.21-5.00 as highest.

The overall level of expectation of service quality by fieldworkers was rate in the highest level with the average mean score of 4.40. Four dimensions of expectation of service quality were rated in the highest level. Tangible was the highest mean score of 4.65 and empathy dimension got the lowest mean score of 4.10. It means most of trainees has concern in tangible and they did not very concern in empathy.

Level of perception of service quality

Table 3. Level of Perceptions of service quality

Dimensions of service quality	Mean	SD	Level of perception of service quality
1. Tangible	3.80	1.04	High
2. Reliability	3.98	.84	High
3. Responsive	3.85	.91	High
4. Assurance	4.09	.77	High
5. Empathy	3.87	.70	High
Overall	3.92	.85	High

Notes: The rating scale was divided to 5 dimensions of expectation levels to the mean score from 1.001-1.80 as lowest, 1.81-2.60 as low, 2.61-3.40 as moderate, 3.41-4.20 as high and 4.21-5.00 as highest.

Level of perceptions of service quality by trainees was rated in high level with mean score of 3.92. All the dimensions got the high level. Assurance as the highest mean score of 4.09 and tangible with 3.80 as the lowest mean score. After perceived the service, trainees appraise that assurance was the best dimension in service quality that they get. And tangible was more worse than their expectation.

Comparison between expectation and perceptions

Table 4. Differences and gap score

Service Quality Dimensions	Expectation Mean	Perception Mean	GAP (P-E)	t-value	p-value
Tangible	4.65	3.80	-.85		
1. Building (dormitory, administrative office, dining room and classroom)	4.67	3.54	-1.13	11.12	.000*
2. Equipment in classroom (projector, LCD, laptop, whiteboard, etc)	4.70	3.87	-.83	8.65	.000*
3. Equipment/furnish in dormitory/bedroom (bed, wardrobe, air conditioner, etc)	4.75	3.66	-1.09	10.89	.000*
4. Appearance staffs and trainers	4.49	4.15	-.33	4.79	.000*
Reliability	4.48	3.98	-.50		
5. Staffs and trainers perform well service and solve the problem in the first time	4.50	4.17	-.33	4.75	.000*
6. Trainers on time in schedule (start and finish the class)	4.54	3.88	-.66	8.69	.000*
7. On time in schedule for overall activity (opening and closing the training and education, meal time, break time, etc)	4.56	3.91	-.65	7.70	.000*
8. Subject matter (suitable with curriculum)	4.43	4.13	-.30	3.97	.000*
9. Food menu (good and have quality)	4.40	3.85	-.55	7.07	.000*
Responsive	4.23	3.85	-.38		
10. Staffs quick and responsive to any complain	4.34	3.95	-.39	4.67	.000*
11. Trainers have willingness to help in classroom (related to subject matter)	4.46	3.92	-.54	7.20	.000*
12. Staffs and trainers always ready to solve problem immediately	4.27	4.09	-.18	2.33	.021*
	3.57	3.34	-.24	2.38	.018*

Service Quality Dimensions	Expectation Mean	Perception Mean	GAP (P-E)	t-value	p-value
13. Staffs and trainers never be busy (to respond and answer the question and give information)	4.51	4.01	-.51	7.40	.000*
14. Submission of information (clearly conveyed)					
Assurance	4.54	4.09	-.45		
15. Attitude of trainers and staffs (polite and friendly)	4.49	4.15	-.34	4.55	.000*
16. Competencies of trainers (have good and master in knowledge)	4.59	4.05	-.54	7.66	.000*
17. Teaching method (trainers teach clearly and easy to understood)	4.53	4.01	-.53	7.34	.000*
18. Security and safety facilities (security guard, alarm, fire extinguishers tube, CCTV)	4.56	4.15	-.40	5.04	.000*
Empathy	4.10	3.87	-.23		
19. No discrimination (staffs and trainers give individual attention)	3.82	3.62	-.20	2.21	.028*
20. Fairness in treatment	4.57	4.15	-.41	5.87	.000*
21. Care about the problem of trainees meet	4.26	4.01	-.25	3.93	.000*
22. Understand what trainees need	3.78	3.73	-.05	.55	.577*

For all sub-dimensions got significant differences between expectations and perceptions ($p < .05$) except “understand what trainees need” sub-dimension in empathy dimension. Gap was exist between service quality in all dimensions. Overall dimension got negative gap. Tangible dimension has the highest gap between expectation and perception of service quality (-.85). Then reliability (-.50), assurance (-.45), responsive (-.38) and the last empathy with the lowest gap (-.23).

Result of Focus Group Discussion

In focus group discussion, there are 7 key informants that discuss about service quality, what training and education BKKBN province of Central Sulawesi already implementation and what the problem that they face.

Dimension	Conclusion of statement and problem
Tangible	<p>1. There is no renew building since 1980 “Actually building and facilities, I consider its the important thing, without comfort of them, people will anxious” “For bedroom it still can be use right now but for classroom there was already broken, it was not safe after earthquake, so we did not use it, for study we moved to meeting room” “This building is still original from the first BKKBN exist”</p> <p>2. There is no limit age for technology equipment “Equipment specially for technology facilities is really important to support us. Time limit of each item is important for electronical goods because technology was very fast and have to be update” “Time limit for technology is important, it is the main tools of training basically in classroom. Training and education centre is the place to development the human resource.....”</p> <p>3. Evaluation for appearance only for trainers/widyaiswara, there is no evaluation of staffs appearance and performance. Also there are not evaluation for building and facilities “for appearance, we already have evaluation for appearance and performance”</p>

Dimension	Conclusion of statement and problem
Reliability	<p>“..... yes we already do that, for evaluation during the implementation and for trainers were already exist but for facilities and evaluation for staffs performance does not exist and also for overall of training we never do that, it just for implementation and for trainers”</p> <p>1. Sometimes moderator couldnot decivice in time if trainees ask many question “We already consistent for ontime on schedule.....” “But sometimes if session already finish then participant still want to ask question again, the moderator still allow them to ask question”</p>
Responsive	<p>1. Have willingness to help trainees and already try to be quick and responsive to any complain but the problem was in amount of employee (lack of employee make staff do more than 1 job) “We try our best to respon any complain as quick as we can.....” “Many complain from participant was around the facilities, like cleanliness the dormitory, air conditioner and something like that” “We just have one contract employee to clean all room in this training and education centre, only one person” (there are 2 building, each of them has second floor and the celaning service only one person) “It couldnt cover because he has to clean dormitory, he has to clean classroom and office either” “For employee, we really need to be added more, every division in BKKBN province of Central Sulawesi need it including us.....” “Not only celaning staff, we also lack administrative staff, because we were here doing multi job, even researcher also work like staff here” “one subdivision should have 2 or 3 staff except subdivision of operational procedurs subdivision because they hold cleanliness, so they have to have more, but in reality they just have one, and for subdivision of implementation and evaluation also have one staff and subdivision of program and collaboration only have one contract employee, so I also help here when there is the event of training”</p>
Assurance	<p>2. There is no information centre “We always try to answer questions but difficult to never busy, remembering the staff here is limit” “I think we need information centre with one person stand by there” “Information centre really important”</p> <p>1. Amount of widyaiswara (civil servant in BKKBN who have main job as trainer) only 2 persons “For trainer, they were not graduated from education” “We also lack of trainers here, because according to LAN, training and education should have 5 trainers and we only have 2” “It must be 5 trainers, or at least 3” “trainer also havet to master degree right now and doctoral” “these 2 trainers have also been master degre but no in educational program/ education scholar”</p> <p>2. There is no employee in training and education BKKBN province of Central Sulawesi that graduated from bachelor or master degree of education “We deficiency for employee that graduated from education scholar, we have nothing at all, and it was also an accreditation requirement” “We did not have employee here that graduated from education scholar”</p> <p>3. Not all employee have certificate Management of training (MOT) and excelent service “MOT for management that implement the training in province, it is only for head division or head of subdivision. But MOT special for staff has no been existed yet”</p> <p>4. Fire extinguishers tube and CCTC (as the equipment for the safety in training and education centre in BKKBN province of Central Sulawesi) already exist but less in the amount of security guard (only 2 for all office of BKKBN include training and education division) “We already have CCTV as safety facilities but one CCT behind dormitory was missed” “There is no security guard behind” (in dormitory gate)</p>
Empathy	<p>1. Management serve all trainee same and fairness in treatment</p>

Dimension	Conclusion of statement and problem
	<p>“We are professionals, did not discriminate the participants”</p> <p>2. Understand what trainees need</p> <p>“To meet the trainees need, we could not fulfill quickly because our staffs was few.....”</p>

What follows are the guidelines to improve service that meet trainees expectation and problem of organiser. This guideline set up based on condition of province Central Sulawesi, so it was suitable to use only in training and education centre in BKKBN province of Central Sulawesi.

Subject	Qualification	Based on
Management	<ol style="list-style-type: none"> 1. Organization Structure <ul style="list-style-type: none"> - Head of training division - Head of subdivision of implementation and evaluation with 3 staffs or more. - Head of subdivision of program and collaboration with 1 staff or more. - Head of subdivision of operation procedures with 8 staffs or more. 2. All employee in structure management have certificate of Management of Training (MOT) 3. Engage all employee to participant in training for excelent service 4. Ontime in schedule 	<ul style="list-style-type: none"> - President decree No. 62 Year 2010: National Population and Family Planning Board - Regulation of Head office BKKBN No. 72 Year 2010: Organization and work procedures of BKKBN - Regulation of head office BKKBN No. 92 Year 2011: Training and Education Centre in BKKBN - Ministerial Decree No. Kep/75/M.PAN/2004: guideline for calculating employee needs according to workload in the framework of preparing the formation of civil servants
Trainer	<ol style="list-style-type: none"> 1. Amount of widyaiswara (civil servant that have main job as trainer) minimum is 3 person. 2. Traainer/Widyaiswara graduated from master degree (but not in education program). 3. Have certificate of TOT (training of trainer) 4. It was allowed for training and education centre to invite expert as trainer 	<ul style="list-style-type: none"> - Regulation of LAN’s head office: SK LAN No. 25 Year 2015: Guideline for Accreditation of Government Training and Education institutions - Ministerial Regulation No. 22 year 2014: Funsional Positions of Widyaiswara and Credit Points
Building, Facilities and Equipment	<ol style="list-style-type: none"> 1. Classroom with facilities LCD, projector, flipcart, whiteboard, lecterns, audios, indonesian flag with flagpoles, photo of President of Indonesia and Vice of President and Garuda logo in front of the class, 2. Dormitory (comfort and clean bedroom and bathroom), 3. Library (with computer, printer and internet for trainees), 4. Discuss room, 5. Dinning room, 6. Place to pray or prayroom, , 7. Facilities for sports, 8. Safety facilities (First aid kits, CCTV, alarm, fire extinguishers tube, security guide), 9. Training kit (bag, stationary, notebook, 	<ul style="list-style-type: none"> - Regulation of head office BKKBN No. 92 Year 2011: Training and Education Centre in BKKBN - Regulation of LAN’s head office: SK LAN No. 25 Year 2015: Guideline for Accreditation of Government Training and Education institutions

Subject	Qualification	Based on
Data and Report	guidebook, modules/learning materials), 10. Technology equipment (computer, internet, printer, laptop with the age limit for use 3-5 years), 11. Others to data (register book, name table, nametag, certificate), 12. Subject matter based on curriculum, 13. Information centre.	- Training and education centre BKKBN: Standard operational procedures 2018
	<ol style="list-style-type: none"> 1. Data on participants training and education, 2. Material provided by the trainer and facilitator, 3. Inventory data of facilities and equipment, 4. Report in implementation of training and education, 5. Recapitulation of the result of assessment, 6. Data of participants and evaluation are recorded in SIDIKA/Sistem Informasi Kediklatan KKBPK (web-based training and education information system in national population and family planning board) 7. Evaluate participants, 8. Evaluate for trainer, 9. Evaluate of the management/ organiser. 	- Training and education centre BKKBN: Standard operational procedures 2018

DISCUSSION

Level of expectation

The expectation of service quality by trainees was found at the highest level with average mean score of 4.40. The highest level of customer expectation can be called the desired service, it is a blend of what customer convinced “can be” and “should be” [20]. It can be explained that trainees expectation was in the ideal expectation of desires, there are a positive relationship between level of personal need and level of desired in service [21].

Tangible dimension was the highest mean score compared with the others dimensions in trainees expectation. This finding was agreement with previous research of Chegini (2013) the highest level of expectation in tangible was indicated that trainees have very high expectation in building [22], facilities in dormitory where they lived during the training and equipment in the class and also in the bedroom. This finding also consistent with Hellen (2014) that students have the highest dimension in class and facilities [23]. The lowest mean score was empathy. 58.9% female was concern in tangible dimension. While, 24.3% male was choose reliability as they expect too much. It means trainees female has high expectation in building, facilities and appearance of staffs. And male has high expectation in on time schedule and subject matter.

Level of perception

The perception of service quality by trainees was investigated and found at the high level with average means score of 3.92. Dimension that got the highest mean score was assurance and the lowest mean score was tangible. That means after trainees perceived the service, then they can judgment and they found that tangible dimension was so far from their expectation. The finding was expectation in the highest level and

perception in the high level. It was related with research Sultana and Rana (2010), they said when expectation did not meet with perception, so it was considerably affect the satisfaction [24]. And Dung (2017) service quality as perceived that related with student perception influence student satisfaction [25]. This finding was consistent with Kontic (2014) that assurance was the highest score after perceived the service, competencies of lecture was intensely important for make students satisfied [26].

Comparison between expectation and perception

Data analysis outcome showed that tangible, reliability, responsive and assurance dimension had significant different ($p < .05$) between expectation and perception of service quality, except empathy.

The study finding also revealed overall dimension had negative gap between expectation and perception of service quality. It was indicated that trainee perception after they perceived the service in training are beyond their expectation. Because the expectation and perception did not meet, thus organiser need to know the reason why the negative gap exist to solve that gap and to improve the service quality. It related with Tears (1993) and Li, Asimiran and Suyitno (2018) found the negative gap in all of dimension show that university did not give what student expect on service quality and also did not give well perform [27].

Guidelines

The organiser also did not have the guidelines and standard of procedures (SOP) that suitable with the condition in training and education in province Central Sulawesi. Thus, they work based on RENSTRA (Rencana dan Strategi 5 tahunan/ Planning the Goals to Achieve in 5 years and the strategy to achieve the goals), implementation instructions from training and education centre in BKKBN centre (or commonly referred to PULAP), SOP 2018 from PULAP and tasks and function of training and education centre and function in every position from human resource division.

After discussed with organiser of training, the result finding some practical necessities for giving training and education centre in BKKBN province of Central Sulawesi to build service that meet trainees expectation and problem of organiser. This guideline set up based on condition of province Central Sulawesi and suitable use only in training and education centre in BKKBN province of Central Sulawesi:

Management

Management is the executor in training and education. Management has to have organisation structure (head of training and education centre division, head of 3 subdivision). Management who conduct training and education must have certificate of MOT and for all employes have to attend training for excellent service to improve their skill and make them have willingness to give the best service for trainees. Management have to be ontime in schedule.

Trainer

According to LAN (2015) training and education in government institution must have minimum 3 widyaiswara (internal trainer). LAN (2017) have qualification minimum of last education was master degree. LAN (2016) said that widyaiswara must have certificate of TOT (training of trainer). After identified the problem faced, it was possible to training and education BKKBN province of Central Sulawesi to invite trainers from outside institution who credible, expert and have certificate also in TOT to make sure that they have capability to teaching and to make trainees easy to understand the subject matter.

Building, Facilities and Equipment

It was included : 1. Classroom with LCD, projector, flipcart, whiteboard, lecterns, audios, indonesian flag, photo of President and Vice of President, Garuda logo, 2. Dormitory (comfort and clean), 3. Library (with computer, printer and internet for trainees), 4. Discuss room, 5. Dinning room, 6. Place to pray/prayer room, 7. Facilities for sports, 8. Safety facilities (first aid kits, cctv, alarm, fire extinguishers tube, security guide), 9. Training kit (bag, stationary, notebook, guidebook, modules/learning material), 10. Technology equipment (computer, internet, printer, laptop with age limit 3-5 years), 11. Other data (register book, name table, nametag, certificate), 12. Subject matter based on curriculum, 13. Information centre.

Data and Report

According to SOP (2018) it was 1. Data on participants, 2. Material provided by trainer, 3. Inventory data of facilities and equipment, 4. Report in implementation, 5. Recapitulation of the result of assessment, 6. Data of participants and evaluation are record in SIDIKA, 7. Evaluate participants, 8. Evaluate for trainers, 9. Evaluate of the organiser.

CONCLUSION AND RECOMMENDATION

Trainees expectations in service quality was lower than trainees perceptions. There were significant difference between expectations and perceptions in 4 dimensions except empathy. Negative gap was exist in all dimensions showed that training and education did not solve trainees expectations, nor did perform well and have to be improve in term of the quality of their service, especially in tangible dimensions.

For policy maker in BKKBN, there was a guidelines which suitable with the condition of BKKBN province of Central Sulawesi. It could be suggested to create a policy for an implementation and evaluation of training and education BKKBN in every province in Indonesia that fit with situation in province itself. For head office in BKKBN province of Central Sulawesi, it was found that tangible dimension was crucial for trainees. Thus, the head office should to budgeted more fund for renewing the building. As training and education centre BKKBN province of Central Sulawesi has big problem in lack of employee, it could be suggested to add more employee to improve their service. For further research suggested to study this similar topic but in another province in Indonesia then both the result can be compared.

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