

# User Expectations Against Management of the Education Management Masters Program Postgraduate Universitas Negeri Semarang

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**Abstract.** Education is a process to obtain competencies from curriculum objectives. The curriculum becomes a long-term business plan for an educational process, while the outcome of a goal is the relevance of graduates who are ready in the workforce. The purpose of this study is to reveal the significance of the curriculum through the perception of users of the graduate management program in postgraduate education at Semarang State University. The method used is a qualitative descriptive method with a survey approach to reveal the expectations of users of postgraduate management graduates of the Universitas Negeri Semarang. The distribution of research respondents is all the users of postgraduate management graduate education at the state university of Semarang in Central Java. The results of this study can reveal the expectations of graduate users as curriculum achievements and relevance to the world of work. This research is useful for achieving institutional objectives, especially the education management master's program and supporting Universitas Negeri Semarang programs for quality education.

**Keywords:** expectations, graduate competencies, master's program, management education

## 1. Introduction

Various surveys are carried out to reveal the expectations of students in a school (Bloom, Lemos, Sadun, & Van Reenen, 2015), this can reveal which essential parts should be managed wisely by managers. Proper unit management has a positive impact on graduate user satisfaction (Torunoğlu & Gençtanırım, 2015). The expectations of students are also taken into consideration to improve a managerial process (Liyanage, Strachan, Penlington, & Casselden, 2012) through the factors used to improve the learning process.

Education is the foundation of a policy (Cheong Cheng, 2003) with various applied paradigms and theories to achieve the most effective management. The pattern of education through excellent managerial skills can be a model to improve students' perceptions of managers.

Research on expectations is reported (de Boer, Bosker, & van der Werf, 2010) that educators get positive responses when they can apply multilevel teaching models. Other studies reveal (Lai, Li, & Wang, 2017) that students are highly valued of teacher attitudes that support learning. (James & Oplatka, 2015) revealed that the adequacy of parenting could have a positive impact on the adequacy of good school management.

From the relevant research, it can be concluded that students' expectations of management are needed for long-term improvement plans. So this research is essential to do. The purpose of this article is to uncover the expectations of students in the master of education management education from the responsiveness, empathy, tangibility, and reliability of management. The benefits of the results of this study have a positive impact on the development of a study program that is being managed.

## 2. Method

This study used a qualitative method (Creswell, 2012) with an online survey approach (Petrovic, Jeremic, Cirovic, Radojicic, & Milenkovic, 2014) and sent to students who have worked through their respective agencies. While the focus of the research room is in Central Java Province with the target of being the alumni of the management of education at the Semarang State University.

The instrument is presented by revealing

1. responsiveness: the willingness of lecturers, education staff, and managers to help students and provide services quickly.
2. Empathy (empathy): willingness/care of lecturers, education staff, and managers to pay attention to students.
3. Objective: student's assessment of adequacy, accessibility, quality of facilities, and infrastructure.
4. Reliability: the ability of lecturers, education staff, and managers to provide services.

**Table 1:** structure of responsiveness of responsiveness (responsiveness): the willingness of lecturers, education staff, and managers to help students and provide services quickly.

Good	Nine is
quite	2
very good	16
<b>Grand Total</b>	<b>27</b>

Based on table 1, it can be seen that students' expectations are excellently occupying a high percentage so that the responsiveness of the manager managed to provide a positive perception.

**Table 2.** acquisition structure Tangible: student assessment of adequacy, accessibility, quality of facilities, and infrastructure.

good	10
good	1
very good	16
<b>Grand Total</b>	<b>27</b>

Referring to table 2, Objective is a reference in the acquisition of students' expectations of management processes. From these results, it can be concluded that management will be useful when there are adequate facilities and infrastructure.

### 3. Result and discussion

Aspects revealed through online surveys have been fed in an easy-to-understand interpretation picture. The expectations of students towards the management of the education management master program are described in the following sub-chapter.

#### Participant information

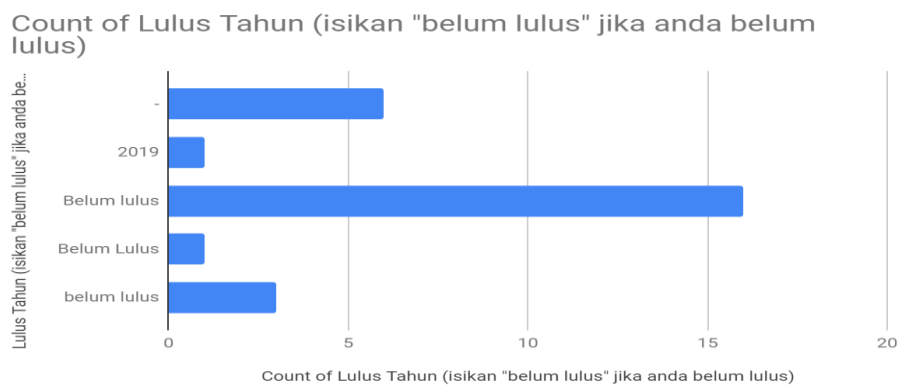


Figure 1 student status

Keandalan (reliability): kemampuan dosen, tenaga kependidikan, dan pengelola dalam memberikan pelayanan.

28 responses

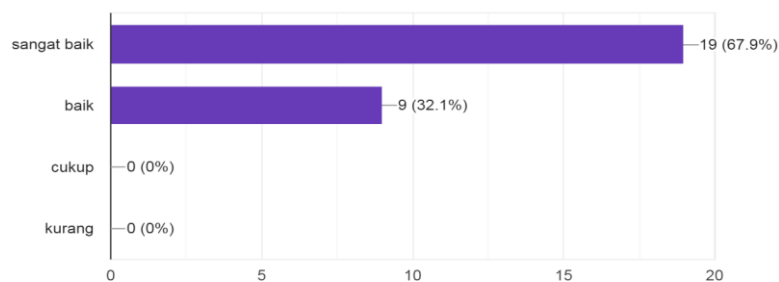
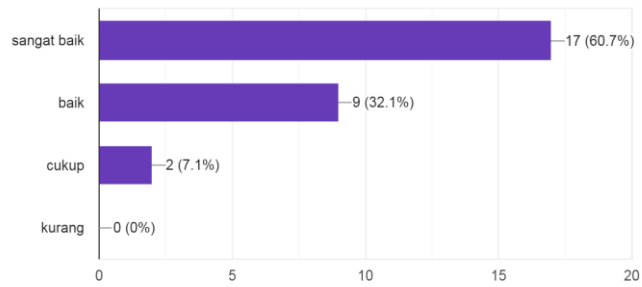


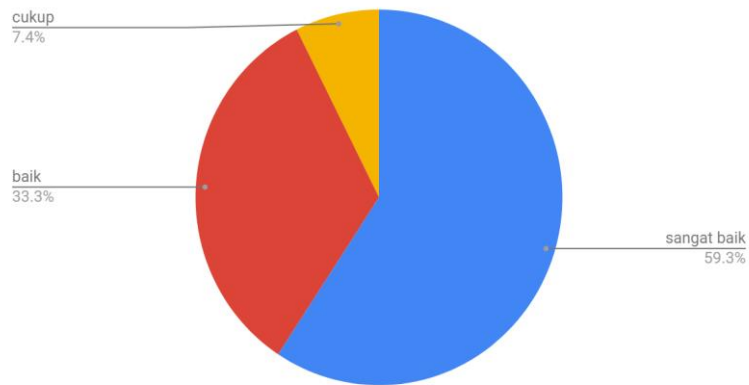
Figure 2 manager reliability

Daya tanggap (responsiveness): kemauan dari dosen, tenaga kependidikan, dan pengelola dalam membantu mahas... dan memberikan jasa dengan cepat.  
28 responses



**Figure 3** lecturer responsiveness

Count of Daya tanggap (responsiveness): kemauan dari dosen, tenaga kependidikan, dan pengelola dalam membantu mahas...



**Figure 4.** manager responsiveness

Empati (empathy): kesediaan/kepedulian dosen, tenaga kependidikan, dan pengelola untuk memberi perhatian kepada mahasiswa.

28 responses

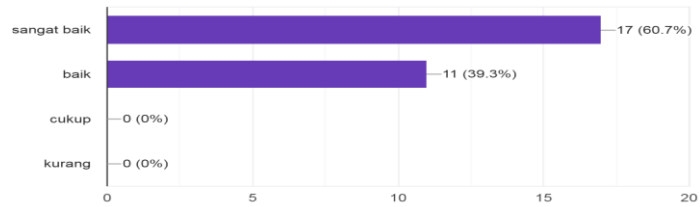


Figure 5 lecturer concern

Tangible: penilaian mahasiswa terhadap kecukupan, aksesibilitas, kualitas sarana dan prasarana.

28 responses

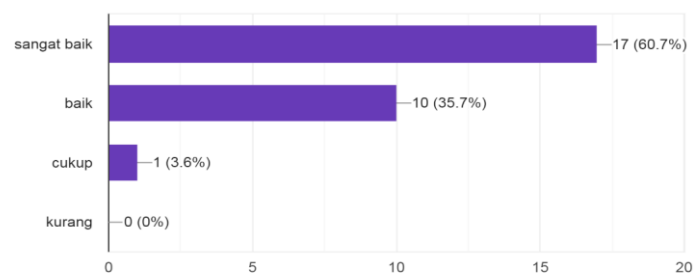


Figure 6 Infrastructure

Count of Tangible: penilaian mahasiswa terhadap kecukupan, aksesibilitas, kualitas sarana dan prasarana.

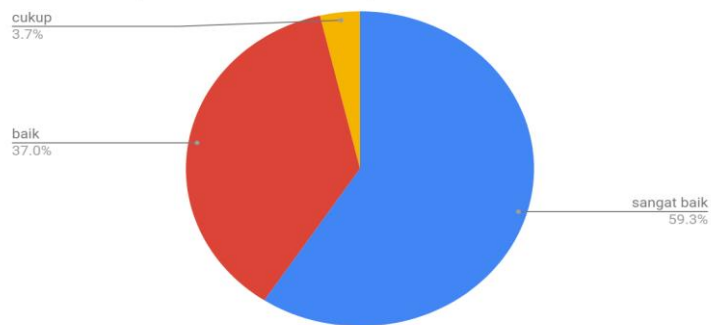


Figure 7. facility adequacy

Research (Lee, Sun, Law, & Lee, 2016) stated that the high expectations of technology adoption in education management show the high expectations of students towards the positive progress of education. Also confirmed by other studies (Liou & Rojas, 2016) that conducive conditions are students' high expectations of lecturer teaching patterns so that they are positively correlated to calmness. Other studies (Han, Resch, & Kovach, 2013) reveal that the use of MOOC facilities is the high expectations of students at a medical university.

Conditions in the master of education management study program have been relevant to the adoption of technology that is indicated by the existence of paperless assignments that also support conservative attitudes. The room used by lectures by the education management master's program has air conditioning, so it is very comfortable to study; it also has been relevant to students' expectations about a conducive learning atmosphere while the use of technology such as MOOC has been applied to learning such as the use of e-learning named Elena by lecturers in the Master of Management education program.

#### **4. Conclusion**

After observing the results of the study, it can do assumed that Responsiveness: the willingness of lecturers, education staff, and managers to help students and provide services quickly obtain high results. Empathy (empathy): willingness/concern of lecturers, education staff, and managers to pay attention to students getting high results. Tangible: students' assessments of adequacy, accessibility, quality of facilities, and infrastructure obtain high results. Reliability: the ability of lecturers, education staff, and managers in providing services to obtain high results.

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