

Strategi peningkatan kemampuan pelayanan jasa teknis (PJT) untuk menjamin kepuasan pelanggan: studi kasus proses pembelajaran pada Balai Besar Kimia dan Kemasan = Strategy of technical service capacity improvement to ensure customer satisfaction: case study learning process in center of chemical and packaging

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Abstrak

Dalam menghadapi era globalisasi, peran lembaga riset seperti Balai Besar Kimia dan Kemasan (BBKK) sebagai salah satu institusi yang juga bergerak dalam bidang pelayanan jasa teknis (PTT) akan menjadi semakin penting, disebabkan berbagai produk yang dihasilkan oleh industri dituntut untuk dapat memenuhi berbagai persyaratan baik itu secara nasional maupun internasional. Tuntutan itu bukan saja berasal dari suatu negara, tetapi disebabkan oleh semakin tingginya kesadaran dari masyarakat dan tersedianya berbagai pilihan dari suatu produk, sehingga masyarakat dapat menentukan pilihan yang baik dan juga ekonomis. Dalam menghadapi era globalisasi ini, maka Balai Besar Kimia dan Kemasan dituntut dapat terus meningkatkan kemampuan pelayanan jasa teknisnya melalui proses pembelajaran, agar dapat mengantisipasi tuntutan dari industri-industri sebagai pengguna pelayanan jasa teknis. Tujuan penelitian ini adalah untuk menjelaskan persepsi pelanggan terhadap kemampuan pelayanan jasa teknis (PJT) Balai Besar Kimia dan Kemasan, menggambarkan harapan pelanggan terhadap kemampuan pelayanan jasa teknis (PJT) yang diberikan Balai Besar Kimia dan Kemasan, mengetahui persepsi karyawan terhadap proses pembelajaran yang selama ini dilakukan untuk menjamin kepuasan pelanggan, serta menjelaskan pembelajaran yang sesuai dalam menentukan strategi peningkatan kemampuan pelayanan jasa teknis untuk menjamin kepuasan pelanggan di Balai Besar Kimia dan Kemasan. Kemampuan pelayanan jasa teknis (PJT) Balai Besar Kimia dan Kemasan diukur dengan menggunakan perspektif pelanggan berdasarkan persepsi dan harapan pelanggan dengan melihat tingkat aspek kepuasan pelanggan, yaitu: tangibility, reliability, responsiveness, assurance, dan empathy. Data diolah dengan menggunakan analisa deskriptif, dengan menggunakan skala Likert. Sedangkan untuk proses pembelajaran di BBKK, adalah dengan melihat style (model) dan faktor pendorong yang memudahkan atau mempersulit terjadinya proses pembelajaran, dengan menggunakan analisa faktor dan bantuan software SPSS versi 12. Dari hasil analisa terhadap strategi peningkatan kemampuan pelayanan jasa teknis untuk menjamin kepuasan pelanggan melalui proses pembelajaran di BBKK, yang diukur dengan menggunakan persepsi dan harapan pelanggan diperoleh persepsi terendah yang terdapat pada BBKK sangat tanggap dan mampu memberikan pelayanan yang Saudara butuhkan (terdapat pada dimensi responsiveness), sedangkan harapan pelanggan yang tertinggi adalah penjelasan dari karyawan BBKK tentang informasi pelayanan jasa teknis apa saja yang bisa dilayani dan besarnya biaya layanan yang dikenakan (terdapat pada dimensi empathy). Untuk lima (5) dimensi aspek kepuasan pelanggan maka, skor persepsi rata-rata tertinggi adalah terletak pada dimensi tangibility. Sedangkan faktor yang berpengaruh terhadap terbentuknya style pembelajaran di BBKK menurut persepsi karyawan BBKK yaitu faktor Knowledge Acquisition merupakan faktor yang memberikan pengaruh tertinggi, kemudian diikuti oleh faktor Knowledge Sharing, dan yang terendah adalah Knowledge Utilization. Sedangkan faktor pendorong yang dapat memudahkan terjadinya pembelajaran di BBKK, dipengaruhi oleh System Perspective,

Continuous Education, Scanning Imperative, Involved Leadership. Proses pembelajaran yang digunakan sebagai strategi peningkatan kemampuan pelayanan jasa teknis untuk menjamin kepuasan pelanggan dalam mengatasi kesenjangan yang terjadi antara persepsi dan harapan dan para pelanggan di BBKK adalah dengan jalan terus mengembangkan model pembelajaran yang terdapat pada faktor Knowledge Acquisition, juga dengan lebih memfokuskan dan mengembangkan model pembelajaran yang ada pada faktor Knowledge Utilization dengan memperhatikan indikator value-chain focus dan skill development yaitu dengan menjaga keseimbangan terhadap penggunaan dan pemanfaatan ilmu pengetahuan yang berhubungan dengan aktifitas pelayanan maupun penjualan (value-chain focus) begitu juga terhadap pengembangan keterampilan individu maupun keterampilan kelompok (skill development) dan juga terhadap faktor Knowledge Sharing. Sementara untuk empat faktor pendorong seperti system perspective, continous education, scanning imperative, dan involved leadership agar terus dipertahankan dan dikembangkan. Namun faktor pendorong seperti performance gap dan concern for measurement perlu untuk ditingkatkan, agar kemajuan organisasi selalu dapat dipantau.

In facing the globalization era the roles of research center like the center of chemical and packaging (or known as BBKK) as one of the institutions that also played in technical service provision. BBKK would become increasingly important due to various products produced by the industry demanded to be able to meet various requirements either at national and international level. The demands did not only come from a country, but also caused by the increase in society awareness and the availability of various alternatives of certain products. Therefore the society was able to make wise choices and also economical. In facing the globalization, BBKK was continuously demanded to improve the technical services through the Learning process in order to be able to anticipate the demands of the industries as the users of the technical services provision. The purpose of the research was to elaborate the customer perception towards the ability of the technical service provision (1) BBKK portrayed the customers expectations towards the ability of technical service provision that were provided by BBKK, (2) knowing the staff perceptions towards the Learning process that had been done all this time to ensure the customers satisfaction, (3) elaborating appropriate teaming in determining the improvement strategy of the technical service provision capacity to ensure the customer satisfaction in BBKK. The capacity of technical service provision, BBKK was measured using the customers' perspectives based on the customer perceptions and expectations through looking at the following customers satisfaction: tangibility, reliability, and responsiveness, assurance, and empathy. Data were processed using descriptive analysis with Likerts scales. As for the learning process in BBKK it was done by looking at the styles or model and supporting factors that simplified or complicated the occurrence of learning process using factor analysis and SPSS version 12 software. From the results of the analysis towards the strategy of capacity improvement of providing technical services to ensure the customers satisfaction through learning process in BBKK, that was measured with the customers perceptions and expectations, obtained the lowest perceptions in BBKK i.e., very responsive and was able to provide services needed (in the responsiveness dimension), as for the highest customers expectation was the elaboration from the staff of BBKK on the information of technical service provision such as what services were provided and how much money should they pay for such service (in the empathy dimension). For five dimensions of customers' satisfaction aspects an average high score of perception was laid on the tangibility dimension. As for the factors influencing the form of the styles of learning in BBKK according to the staff perceptions i.e., knowledge acquisition factor had the highest influence, then it was followed by knowledge sharing factor, and the lowest one was knowledge utilization. As for the supporting factors that could

simplify the occurrence of learning in BBKK were influenced by the perception system, continuous education, scanning imperative, involved leadership. The learning process used as the improvement strategy of technical service provision to ensure the customer satisfaction in handling the gap between the customers perceptions and expectations in BBKK, it was done by continuously developing learning models that were existed in the knowledge acquisition factor, and also by more focused and developing learning model that existed in the knowledge utilization factor by considering the value-chains indicators and skills development, i.e., by maintaining the balance towards the use and the exploitation of knowledge that was related with the services activities as well as the sale (value-chain focus) that also applied towards the development of individual or group skills (skills development) and also towards knowledge sharing factor. As for the 4 supporting factors such as perspective system, continuous education, scanning imperative and involved leadership needed to be maintained and developed. However, the supporting factors such as performance gap and concern for measurement needed to be improved so that the organizational progress could always be monitored.</i>