Evaluation of Student Satisfaction with Aspects of Learning, Facilities, and Administration in the Pre-Service Teacher Professional Education Program

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Abstract
The pre-service teacher professional education program is organized with the support of academic systems, administration, and learning facilities designed to optimally meet the needs of students. This study aims to evaluate the level of student satisfaction with the learning process, academic administration services, and supporting facilities in the implementation of pre-service teacher professional education program. The method used was a quantitative descriptive survey involving 402 respondents. The instrument in the form of an online questionnaire was developed in an internal information system that contained 10 questions and one comment column. Data analysis was carried out in a qualitative and thematic manner. The results showed that the learning aspect obtained a very high level of satisfaction, especially in the ability of lecturers to convey material and guide practice. Administrative services are considered efficient, but students propose improvements in the clarity of schedules and coordination between parties. Learning facilities including classrooms and technology access were considered adequate, although some records suggested technical improvements and the addition of supporting facilities. These findings underline that the quality of learning, service effectiveness, and availability of facilities need to be seen as a complementary unit in supporting the quality of pre-service teacher professional education program implementation. Students' perceptions of these three aspects provide a valuable reflective foundation in the process of evaluating and formulating program management policies in a sustainable manner. This study recommends the development of advanced information systems that are relevant to quality assurance mechanisms in a structured and sustainable manner.

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1. Introduction

Pre-service teacher professional education program is part of the national strategy in preparing prospective teachers who have complete competencies, covering pedagogic, professional, personality, and social dimensions (Indrawati & Subeno, 2021). This program is an important stage that must be passed by undergraduate graduates to obtain an educator certificate before serving in a formal education unit. State University of Malang (UM) as one of the pre-service teacher professional education programs organizing institutions has the responsibility to carry out pre-service teacher professional education program in a structured manner in accordance with national standards. As an institution that has a strong tradition in the field of education and teacher training, UM runs the pre-service teacher professional education program under the coordination of the Graduate School by involving various supporting elements. Lecturers, teachers, instructors, and education staff work in an integrated manner to ensure that the educational process runs in accordance with pre-service teacher professional education program national standards. This systematic implementation reflects UM's commitment to supporting the achievement of national education quality through the provision of superior teacher candidates.

The implementation of the pre-service teacher professional education program at UM combines face-to-face and online learning modes by utilizing *the* Learning Management System (LMS) platform. The learning strategy is designed to answer the challenge of flexibility while maintaining the effectiveness of the teaching and learning process. In the face-to-face mode, students attend lectures, discussions, and direct guidance with lecturers in the classrooms that have been prepared. Meanwhile, in the online mode, students can access materials, participate in interactive forums, and complete assignments through an LMS that is integrated with the academic system (Maulany & Simon, 2023). Various supporting facilities such as comfortable classrooms,

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laboratories, stable internet connections, and information technology devices are provided to ensure smooth learning. Apart from the infrastructure side, UM also prepares a structured program curriculum with reference to national competency standards and educational field needs. The preparation of the curriculum aims to equip students not only in theoretical aspects, but also in practical teaching skills, problem solving in the classroom, and pedagogical reflection as characteristics of today's professional teachers (Abbas et al., 2023).

Although the implementation of the program has been carried out according to procedures, the tracking of student experiences while participating in pre-service teacher professional education program at UM has not been handled thoroughly. The collection of feedback from students, especially related to satisfaction with learning, facilities, and administrative services, has not been facilitated in an integrated system. The existing survey mechanism is still manual and has not produced data that can be directly used for decision-making. The absence of an information system specifically designed to accommodate student voices means that strategic information is often not well documented. This makes it difficult for the study program to map issues and formulate appropriate improvement steps. Unstructured evaluation management has the potential to reduce program effectiveness and reduce student participation in the quality improvement process (Azahari et al., 2022).

Students as recipients of higher education services have a strategic position in providing feedback on the quality of academic program implementation. Student participation in conveying perceptions of the services they receive reflects an essential evaluative dimension in institutional quality management. According to Rahmawati (2013), satisfaction is formed when there is a match between the expectations and the actual experience obtained during the interaction process with the service. Especially in the realm of education, students' perception of academic and administrative services is an important indicator that reflects the effectiveness of the implementation of the program as a whole. When these perceptions are not collected systematically, institutions will experience difficulties in mapping the needs, expectations, and potential problems faced by students. Therefore, student satisfaction surveys are a relevant step to strengthen data-based internal evaluation mechanisms. Thus, stakeholders have a solid foundation in formulating quality improvement policies and strategies in a sustainable manner.

A number of scientific studies affirm the urgency of using information systems in supporting the improvement of the quality of higher education services, especially in the context of program evaluation. Research conducted by Yuniawatika et al. (2022) showed that the implementation of e-learning-based pre-service teacher professional education program received a positive response from participants, although various challenges related to the technical aspects of implementation were still found. These findings indicate the importance of strengthening digital-based systems to support the smooth implementation of programs. Next, Hasan (2019) emphasizing that the student satisfaction survey can function as a strategic evaluative instrument in measuring the success of academic and administrative services as a whole. A similar view was also conveyed by Nuraini (2022) which emphasizes the need to provide an evaluation space for students so that the institution can make sustainable improvements in a targeted manner. Meanwhile, Sun et al. (2008) In his research, it was stated that the effectiveness of digital learning systems is greatly influenced by the ease of access, clarity of information display, and responsiveness to user needs. However, studies that specifically evaluate student satisfaction with various aspects of pre-service teacher professional education program services comprehensively, such as the learning process, administrative services, and supporting facilities in the context of implementing institutions such as the State University of Malang, are still not widely found. Therefore, this study is important to provide a complete picture of the student experience while participating in the program and to support efforts to improve the quality of the implementation of pre-service teacher professional education program as a whole.

The evaluation of student satisfaction is an important component of the higher education quality assurance system that is oriented towards continuous improvement. UM as the organizer of the pre-service teacher professional education program seeks to optimize the quality of service by referring to input sourced from students' experiences as direct users. This evaluation includes three main dimensions, namely the learning process, administrative services, and supporting facilities provided during the program. These three dimensions form a unity that determines students' perception of the effectiveness and comfort of participating in the program. Therefore, measuring the level of student satisfaction with various aspects of implementation is a strategic step to obtain an objective picture of the strengths and weaknesses of existing services. The evaluation data not only serves as material for institutional reflection, but also serves as a basis for consideration in formulating comprehensive quality improvement policies. With a systematic and data-based evaluative approach, UM can take more targeted improvement steps and strengthen institutional capacity in organizing teacher professional education that is adaptive to the needs of program participants.

2. Method

This study uses a descriptive quantitative approach with the aim of evaluating the level of student satisfaction with the implementation of pre-service teacher professional education program at UM. The research

subjects totaled 402 students who were registered as participants in the pre-service teacher professional education program Batch 2 of 2024. Respondents were selected purposively because they represented various fields of study for pre-service teacher professional education program, such as elementary school teacher education, Indonesian language education, mathematics education, and several other educational fields, so that the data obtained represented the cross-disciplinary student experience. The selection of this sample was based on considerations of the representation of the field of study and the availability of active respondents in the online survey system.

The research instrument was in the form of an online questionnaire that was structured using a five-level Likert scale, ranging from very dissatisfied to very satisfied (Creswell, 2012). The questionnaire covers three main aspects, namely the learning process, learning facilities, and administrative services. In the aspect of the learning process, the indicators measured include the quality of material delivery, the clarity of lecturer instructions, and student involvement in class discussions. In terms of learning facilities, indicators include ease of access to the LMS, completeness of learning media, classroom comfort, and availability of academic support facilities. In the aspect of administrative services, indicators include the speed of service, the disclosure of academic information, and the responsiveness of program managers. The instrument grid is compiled based on the indicators of higher education services and the context of the implementation of the pre-service teacher professional education program at UM in order to be in accordance with the quality standards of educational services.

The validity test of the instrument was carried out using content validity through expert review consisting of pre-service teacher professional education program lecturers and educational evaluation experts. The results of the study stated that all questionnaire items were suitable for use with minor improvements in the wording of the statement. The reliability test of the instrument was carried out using Cronbach's Alpha coefficient, with a result of 0.89 which indicates a very high level of reliability (Sugiyono, 2019). In addition to quantitative data, the questionnaire also provides an open-ended comment column that allows students to provide qualitative input related to their experiences.

Quantitative data analysis was carried out descriptively by calculating the distribution of the percentage of student satisfaction levels in each aspect. Qualitative analysis of student comments was carried out using thematic analysis techniques through three stages, namely data reduction, data presentation, and conclusion drawing (Miles et al., 2014). The integration of the results of this quantitative and qualitative analysis provides a more complete picture, as well as enriching students' perception of the quality of the implementation of pre-service teacher professional education program at UM.

3. Results and Discussion

The results of the pre-service teacher professional education program student satisfaction survey of the UM reveal various perspectives on three main aspects, namely the learning process, learning facilities, and administrative services. These three aspects play a key role in supporting the successful implementation of the pre-service teacher professional education program that is oriented towards teacher professionalism. Overall, the survey showed a high level of satisfaction, although there were some important notes for future improvements.

3.1. Student Satisfaction with the Learning Process

The quality of the learning process in the pre-service teacher professional education program is one of the main pillars in ensuring that the competencies of prospective teachers are formed holistically. Based on the results of a survey involving 402 respondents, the level of student satisfaction with the implementation of the learning process is relatively high (see Table 1). In general, the combined proportions of "very satisfied" and "satisfied" on most indicators are above 85% (see Table 2). This reflects that overall, the implementation of learning has met the expectations of students as students in professional programs. The indicator with the highest level of satisfaction is the ability of lecturers to deliver lecture material which reaches 94.8%. This shows that the majority of lecturers are able to convey the substance of the material communicatively and systematically. The pedagogical support of lecturers in designing and presenting materials seems to have succeeded in accommodating the learning needs of students who have diverse academic backgrounds and work experiences. This achievement affirms the importance of academic and pedagogical skills in teacher professional education (Budiana, 2021).

Table 1. Percentage of Satisfaction of the Learning Process

No.	Statement Item	Very dissatisfied (%)	Dissatisfied (%)	Fairly satisfied (%)	Satisfied (%)	Very Satisfied (%)
1	Work discipline of lecturers and education staff	0.0	1.0	8.0	50.5	40.5
2	Consistency of assignments with the lecture plan	0.2	0.7	8.5	50.5	40.0

No.	Statement Item	Very dissatisfied (%)	Dissatisfied (%)	Fairly satisfied (%)	Satisfied (%)	Very Satisfied (%)
3	Lecturer's ability to deliver lecture materials	0.0	0.5	4.7	42.3	52.5
4	Lecturers' ability to conduct assessments	1.7	0.7	9.0	48.8	39.8
5	Lecturers' ability to accompany practices in the field	0.7	1.2	9.7	40.0	48.3
6	Suitability of lecture methods	0.0	0.5	8.0	51.2	40.3
7	Varietion of lecture methods	0.5	2.0	13.4	48.0	36.1
8	Lecturers' openness to complaints about student problems	1.2	1.5	9.0	46.8	41.5
9	A Student's Ability to Deal with Problems	1.0	1.0	10.4	50.7	36.8
10	Proximity of lecturers and education staff to students	1.5	0.7	11.9	46.5	39.3

Table 2. High Satisfaction Percentage in Learning Process Indicators

No	Statement Item	Very satisfied + Satisfied (%)
1	Work discipline of lecturers and education staff	91.0
2	Consistency of assignments with the lecture plan	90.5
3	Lecturer's ability to deliver lecture materials	94.8
4	Lecturers' ability to conduct assessments	88.6
5	Lecturers' ability to accompany practices in the field	88.3
6	Suitability of lecture methods	91.5
7	Varietion of lecture methods	84.1
8	Lecturers' openness to complaints about student problems	88.3
9	A Student's Ability to Deal with Problems	87.5
10	Proximity of lecturers and education staff to students	85.8

In the indicator of work discipline of lecturers and education staff, the achievement of satisfaction of 91.0% reflects the consistency of time and academic work ethic appreciated by students. The presence of lecturers who are on time, available when needed, and active in learning, contribute to the creation of a stable and productive learning rhythm. Likewise, the suitability of lecture methods (91.5%) shows that the learning approach applied is in line with the characteristics of the material and the needs of the learning context of pre-service teacher professional education program students. The indicator of assignment consistency with the lecture plan achieved 90.5%, indicating that the assignment preparation has been sufficiently integrated with the semester learning plan. However, in the open comment section, it was found that some students hoped that the execution of the assignment would remain focused on the LMS platform and not too burdensome outside of the system that had been designed. This indicates the importance of internal coordination of lecturers in maintaining harmony between learning design and its implementation in the field.

Furthermore, the indicators of lecturers' ability to conduct assessments (88.6%) and lecturers' ability to accompany practices in the field (88.3%) showed that the role of lecturers in providing feedback and field coaching was considered quite optimal. Nevertheless, students still expect that the field supervisors can be more directly and consistently present in field experience practice activities, as reflected in the input that mentions limited experience in interaction during practice. This situation is an important reflection for strengthening the DPL involvement monitoring system so that practice coaching can take place more structured and optimally. Meanwhile, the indicators of lecturers' openness to student complaints (88.3%) and the accuracy of handling student problems (87.5%) reflect a relatively supportive academic climate. However, it was found that there were aspirations from students who hoped that communication, especially in the delivery of assignment information and schedule adjustments, could be more organized and not done suddenly. This expectation is in line with the spirit of higher education services that place students as active subjects in the teaching-learning process (Wahyuningsih et al., 2018).

The indicator of the proximity of lecturers and education staff to students obtained a satisfaction rate of 85.8%. Although the numbers are still in the good category, this achievement is relatively lower than other indicators. Students expressed their hope that interpersonal interaction between lecturers and students would not only be formal and administrative, but also able to build an open and reflective academic dialogue. This kind of academic closeness is considered important in encouraging the growth of professionalism and strengthening the character of prospective teachers. On the other hand, the indicator of variation in lecture methods occupies the lowest position, which is 84.1%. This achievement shows that there is still room for development in terms of creativity and diversification of learning methods. Student comments emphasized the importance of using learning media that is more interesting, interactive, and relevant to the actual needs in the classroom. In the

context of digital era learning, the diversity of learning strategies is not just a complement, but an essential need so that the learning process is able to accommodate different learning styles.

In general, students' comments on the learning process are appreciative and constructive. Some of them admitted that the learning process had gone well in the hope that this quality could continue to be maintained and improved. There is also a suggestion that the management of group tasks be followed by concrete feedback through joint discussions. Other comments highlight the importance of synchronization between LMS and classroom learning practices. The insynchronization of lecturer instructions with the LMS system sometimes creates ambiguity for students in completing assignments, thus affecting the effectiveness of learning. Based on all these findings, it can be concluded that the implementation of the learning process in the pre-service teacher professional education program UM program has been running effectively and professionally, although some aspects still need strengthening. The success that has been achieved should be maintained through a consistent quality policy. Meanwhile, critical notes from students are important reflection material in continuous quality improvement (Suhaylide, 2014). A humanistic, system-based, and responsive approach to learning management in the field is believed to be able to be a middle ground between pedagogic idealism and the practical reality of teacher professional education.

3.2. Student Satisfaction with Academic Administration Services

Academic administrative services are an important component in supporting the pre-service teacher professional education program. This aspect not only includes the accuracy of information and timeliness, but also concerns the sensitivity of the service to the academic and non-academic needs of students. The results of the survey of 402 pre-service teacher professional education program students showed that the level of satisfaction with academic administrative services in general was in the high category (see Table 3). Almost all indicators show an accumulation of "very satisfied" and "satisfied" scores above 80% reflecting the reliability of academic administrative systems and resources (see Table 4). The indicator with the highest level of satisfaction is the politeness of lecturers and other education personnel which reached 93.8%. This gives a positive impression that the aspect of service ethics has become a major concern in academic governance. The high level of satisfaction is also seen in the friendliness in serving students (93.2%) and the fairness of serving academic and non-academic needs (91.8%). These findings indicate that the interaction between students and administrative managers takes place in a supportive and inclusive atmosphere and reflects the principle of non-discriminatory service.

Table 3. Academic Administration Service Satisfaction Percentage

No	Statement Item	Very Satisfied (%)	Satisfied (%)	Fairly satisfied (%)	Dissatisfied (%)	Very dissatisfied (%)
1	Clarity of scheduling lecture activities	44.8	43.0	10.2	2.0	0.0
2	Clarity of the practical agenda in the field	50.0	39.6	8.7	1.5	0.2
3	Sensitivity of lecturers and staff to overcome student problems	48.5	35.1	14.2	1.5	0.7
4	The willingness of lecturers and staff to help solve student problems	49.0	37.6	11.2	1.5	0.7
5	Ease of access to academic services	48.8	41.8	8.5	0.5	0.5
6	Accuracy in handling students' academic and non-academic needs	51.5	37.6	9.2	1.2	0.5
7	Speed of response to feedback/criticism/suggestions	47.5	34.1	15.2	1.7	1.5
8	Courtesy of lecturers and other education staff	54.0	39.8	5.7	0.0	0.5
9	Friendliness of lecturers and education staff in serving students	51.2	42.0	6.2	0.2	0.2
10	Equity in the service of academic and non-academic needs of students	47.5	44.3	7.0	1.0	0.2

Table 4. High Percentage of Satisfaction on Academic Administration Service Indicators

No	Statement Item	Very satisfied + satisfied (%)
1	Clarity of scheduling lecture activities	87.8
2	Clarity of the practical agenda in the field	89.6
3	Sensitivity of lecturers and staff to overcome student problems	83.6
4	The willingness of lecturers and staff to help solve student problems	86.6
5	Ease of access to academic services	90.6

No	Statement Item	Very satisfied + satisfied (%)
6	Accuracy in handling students' academic and non-academic needs	89.1
7	Speed of response to feedback/criticism/suggestions	81.6
8	Courtesy of lecturers and other education staff	93.8
9	Friendliness of lecturers and education staff in serving students	93.2
10	Equity in the service of academic and non-academic needs of students	91.8

The level of satisfaction was also significant in the indicators of ease of access to academic services (90.6%) and the accuracy of handling academic and non-academic needs (89.1%). Both show that the service system has been designed efficiently and adaptively to the academic needs of students. The institution's ability to provide information, respond to requests, and facilitate administrative processes is considered to be running quite well. The assessment of the clarity of the practical agenda in the field (89.6%) and the clarity of the scheduling of lecture activities (87.8%) also indicated that the preparation of the academic agenda had been neatly arranged, although there was still room for improvement in terms of technical details of implementation time. However, some indicators obtained relatively lower achievements, such as the speed of response to input, criticism, and suggestions (81.6%) and the sensitivity of lecturers and education staff in overcoming student problems (83.6%). This percentage does not indicate poor conditions, but it remains an important record in the context of excellent service. Several respondents in the comment column expressed hope that the responsiveness aspect and solutions to field obstacles can be improved. For example, there is input on the need for detailed clarification in the licensing process, especially for students from outside UM. This situation emphasizes the importance of administrative communication that is proactive, informative, and adaptive to diverse academic backgrounds.

On the other hand, the aspect of coordinating information between classes is also a concern for students. In some cases, inconsistencies in the distribution of information were found that resulted in delays in delivery and potential losses for certain parties. The comments suggest that the preparation of internal communication systems needs to pay attention to information equality standards and ensure that each class has equal access to policies and schedule changes. In addition, some inputs touched on issues related to administrative tasks that were considered less structured and delivered suddenly. This causes confusion and has an impact on students' readiness to respond appropriately to instructions. The need for systematic, planned, and clear information delivery is important to consider.

There was one comment that highlighted the role of administrators who were felt to be less responsive in answering student questions. Although this case is casuistic and does not reflect a general trend, it is still a reminder that professionalism in public service in an academic environment requires the presence of human resources who are not only competent, but also have empathy and dedication to the task of service. Overall, the survey results represent that academic administration services in the implementation of pre-service teacher professional education program have been running effectively and accountably. A high level of satisfaction indicates the existence of administrative services that are oriented towards service quality, as well as reflecting the existence of a work culture that supports fairness and learning comfort. However, some aspects such as speed of response to problems, consistency of information delivery, and procedural rigor still need improvement. In this regard, the continuous improvement approach is the key in strengthening the academic administration system. Adaptive and communicative administrative services will directly contribute to student satisfaction and success in professional education programs (Suhaylide, 2014).

3.3. Student Satisfaction with Learning Support Facilities

Learning facilities play a vital role in supporting the teaching and learning process, especially in the context of professional education that demands integration between theoretical knowledge and field practice. Based on the results of a survey involving 402 pre-service teacher professional education program students, satisfaction with learning facilities in general shows a very positive trend (see Table 5). All indicators assessed had an accumulation of "very satisfied" and "satisfied" categories above 85% with most being above 90% (see Table 6). This achievement reflects that learning facilities and infrastructure have been designed and managed functionally to support the effectiveness of academic activities.

Table 5. Satisfaction Percentage of Learning Support Facilities

No	Statement Item	Very Satisfied (%)	Satisfied (%)	Fairly satisfied (%)	Dissatisfied (%)	Very dissatisfied (%)
1	Ease of access to the LMS	61.2	33.8	5.0	0.0	0.0
2	Readability of LMS operating instructions	52.5	40.5	6.2	0.7	0.0
3	Ease of downloading and uploading files on the LMS	60.7	35.6	3.7	0.0	0.0
4	Accessibility of features on the LMS	54.5	38.3	6.7	0.5	0.0
5	The attractiveness of the lecture hall	43.3	41.8	13.7	0.7	0.5

No	Statement Item	Very Satisfied (%)	Satisfied (%)	Fairly satisfied (%)	Dissatisfied (%)	Very dissatisfied (%)
6	Availability of lecture halls compared to the number of students	54.5	39.3	5.7	0.5	0.0
7	Completeness of supporting learning media	46.5	45.5	7.7	0.2	0.0
8	Completeness of supporting facilities (lab, library, etc.)	46.8	42.5	9.0	0.5	1.2
9	Condition of the lecture building	62.4	31.8	4.5	0.7	0.5
10	Lecture hall conditions	56.2	33.6	8.0	1.7	0.5
11	Condition of lecture support facilities	48.8	41.3	7.7	1.5	0.7

Table 6. High Satisfaction Rate Percentage in Learning Support Facility Indicators

No	Statement Item	Very Satisfied + Satisfied (%)
1	Ease of access to the LMS	95.0
2	Readability of LMS operating instructions	93.0
3	Ease of downloading and uploading files on the LMS	96.3
4	Accessibility of features on the LMS	92.8
5	The attractiveness of the lecture hall	85.1
6	Availability of lecture halls compared to the number of students	93.8
7	Completeness of supporting learning media	92.0
8	Completeness of supporting facilities (lab, library, etc.)	89.3
9	Condition of the lecture building	94.2
10	Lecture hall conditions	89.8
11	Condition of lecture support facilities	90.1

The indicator with the highest satisfaction rate is the ease of downloading and uploading files on the LMS which reaches 96.3%. This is followed by the ease of access to LMS (95.0%), the condition of the lecture building (94.2%), and the availability of lecture rooms compared to the number of students (93.8%). These findings show that the digital learning management system and physical infrastructure aspects have been implemented adequately and in accordance with the needs of students. The performance of the LMS system as one of the main media of online learning is considered quite stable, accessible, and supports the flexibility of students in managing learning activities independently. Optimal LMS integration contributes significantly to improved learning efficiency and accessibility in higher education (Nasrum et al., 2024). In addition, online-based learning is also able to increase student participation and learning independence (Harasim, 2017). Seeing this potential, there are many opportunities that can be maximized to create a quality learning experience through online learning, as long as it is accompanied by readiness to utilize pedagogical approaches that are in accordance with the demands of the technological era and other digital developments (Amalia & Rezania, 2025).

Although it generally shows high satisfaction rates, some indicators of physical facilities reflect the need for further attention in terms of comfort and completeness. For example, the attractiveness of the lecture hall obtained a satisfaction rate of 85.1%, which is relatively lower than other indicators. The students' comments underlined the importance of improving the physical comfort of the study room, especially related to air circulation and room temperature. Some classes are reported to be hot at certain hours due to the limitations of optimal air conditioning. Another indicator of concern is the cleanliness of public facilities such as bathrooms. Although this aspect is not explicitly listed in the quantitative survey indicators, the qualitative comments convey concerns regarding hygiene conditions and water quality.

These inputs are important to consider in the context of holistic facility management, because learning comfort is not only determined by the quality of the classroom, but also by the cleanliness and completeness of the surrounding supporting facilities. This is reinforced by the findings of Fadillahsyah and Hasanuddin (2025) research which states that students' perception of the cleanliness of the learning environment has a positive correlation with academic engagement. Regarding the completeness of learning equipment, indicators of the completeness of supporting learning media (92.0%) and the completeness of supporting facilities such as laboratories and libraries (89.3%) show that the majority of learning needs have been met. However, some students have suggested paying more attention to the availability of small but essential tools, such as markers and whiteboard erasers that are sometimes not available when needed.

On the digital side, although indicators related to the accessibility of LMS features (92.8%) and the readability of LMS operating instructions (93.0%) show high satisfaction rates, students still expect improvements in the aspect of display and accuracy of information in LMS. Some writing errors and lack of content, such as incomplete task support tables, have the potential to cause confusion in the execution of tasks. Improving the digital information system through periodic evaluations and user trials is a step that can be

considered to improve the accuracy and clarity of content in the LMS. The learning facilities in the pre-service teacher professional education program have met adequate quality standards and received positive appreciation from students. However, the notes of improvement that emerge from the student voice reflect an aspiration for learning that is not only pedagogically effective, but also comfortable and psychologically supportive. Good practices that have been implemented can be a foothold for developing adaptive and sustainable learning facility development strategies (Nuraini, 2022).

4. Conclusion

The findings in this study underscore the importance of integration between the learning process, administrative services, and facility support as three strategic nodes in the implementation of pre-service teacher professional education program at UM. Student responses show that the implementation of learning takes place functionally. Academic interaction in lectures is active and builds a constructive dialogue space. However, there are notes on the need for a variety of teaching methods as well as the strengthening of the presence and role of field supervisors in practical activities. In terms of administrative services, information systems, service flows, and officer responsiveness are considered adequate, but the alignment of schedules and the speed of administrative services is still room for improvement that can be optimized. Meanwhile, learning facilities that include classrooms, digital media, and online connectivity have supported the learning process in general, although students have identified a number of technical constraints that need to be followed up in a structured manner. These three dimensions show that evaluations based on student perception are important as a tool for institutional reflection. This evaluation encourages continuous system improvement in the management of the pre-service teacher professional education program. Further research is suggested to explore the relationship between student satisfaction levels and graduate competency achievement longitudinally in order to gain a more comprehensive understanding of the effectiveness of program implementation as a whole. The next research is suggested to be focused on the development of other information system products that support the quality assurance of the teacher professional education program, especially in the aspects of monitoring the performance of field supervisors, the effectiveness of project-based tasks, or tracking the achievement of graduate competencies in an integrated manner.

Author Contributions

Yuniawatika: Conceptualization, GForm Planning, Writing supervision, Preparation of discussions 2 and 3. Yusuf Hanafi: Instrument validation, Literature review, Background writing. Muhammad Alfan: Data Collection, Analysis, Writing Research Methods. Natalia Nofitasari: Writing results and discussion 1, Compiling conclusions, Writing – initial draft. Nanda Ayu Kartika Sari: Qualitative and quantitative data processing, Abstract writing, Language review. Fernanda Olivia Febrianti: Initial background writing, Reference review, Final technical editing.

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