

**The Effect of Academic Service Quality on Student Satisfaction of Management  
Study Program Outside the Main Campus Tadulako University Morowali Regency  
(Case Study Class of 2019-2021)**

**Samuel Aldheony**

**Undergraduate Study Program, Department of Management, Faculty of Economics and  
Business, Tadulako University**

E-mail: [samuelaldheony@gmail.com](mailto:samuelaldheony@gmail.com)

**ABSTRACT**

This study aims to determine the effect of the quality of academic services on student satisfaction. This type of research was quantitative. The population used in this study were 2019–2021 of management students PSDKU UNTAD in Morowali Regency. The samples of this study were 73 respondents. The sampling technique used in this study was proportionate stratified random sampling. The data analysis technique used is multiple linear regression analysis. Based on the results of the F test, it shows that the quality of service consisting of physical evidence, reliability, responsiveness, assurance, and empathy has a simultaneous effect on student satisfaction Management Study Program PSDKU UNTAD Morowali Regency. The results of the T-test study find three variables that have a significant effect: physical evidence, assurance, and empathy. While the reliability and responsiveness variables have no significant effect on student satisfaction.

**Key Word: service quality, student satisfaction**

**INTRODUCTION**

Customer satisfaction is often the main topic of discussion in this marketing era, both in business-oriented organizations and non-business-oriented organizations such as educational institutions. Customer satisfaction itself is the level of satisfaction/feeling between the product and/or service desired by the consumer or customer and the reality received. Customer satisfaction and dissatisfaction with a product or service will influence customer behavior. If a customer is satisfied, he will most likely return to buy the same product/service again. On the other hand, if customers, in this case students and the wider community, have a positive perception of the quality of the institution's services, then public trust in higher education will also increase. Furthermore, this will affect the loyalty of students and the wider community to continue using the services of these universities and faculties in the future. Dissatisfaction often occurs simply because it is caused by the difference between what is offered and what the customer expects. What is considered quality by the university is not necessarily quality and satisfying for students.

According to Oliver in (Harahap et al., 2019: 119), student satisfaction is a comprehensive response that influences the difference between previous expectations and what is felt after the service is consumed or post-use evaluation of the service, where the perception of the performance of the selected service meets student expectations.

Service quality is an important factor that can determine the sustainability of an organization. This is very important considering that recently the quality of higher education services has often come under scrutiny and criticism from various parties because they are considered to have poor performance. Universities as a form of service company must not think that all the products or services they offer will definitely sell completely without paying attention to what their customers want. Universities must look at what their customers want. Factors that influence the quality of academic services are information systems, academic staff performance, namely how academic staff respond to each student's needs and the timeliness of service.

Service quality is an important factor that can determine the sustainability of an organization. Through service quality, satisfaction can be seen in

accordance with the needs of the community. Zeithaml and Bitner in (Eko, N et al., 2018: 553) say that service quality is the expected level of excellence and control over that level of excellence to fulfill customer desires.

#### **METHOD**

The type of research used is associative research in the form of causal relationships, based on the researcher's objectives. According to (Sugiyono, 2019:65), associative research is a research problem formulation that asks about the relationship between two or more variables. Meanwhile, a causal relationship is a relationship that is cause and effect. So here there are independent variables (variables that influence) and dependent (influenced). This research was conducted on PSDKU Management Students at Tadulako University Morowali class 2019-2021 and the population was PSDKU Management Students at Tadulako University Morowali class 2019-2021. The sample taken was 73 respondents. The sampling technique used in this research was proportionate stratified random sampling. In this research, there are several data collection techniques used, including 1) Observation, where the data collection method is through direct observation at the research location. In this case, researchers, guided by their research design, need to visit the research location to directly observe various conditions in the field. 2) Questionnaires where researchers distribute a list of questions (questionnaires) to respondents containing questions related to research. The results of this questionnaire were analyzed to determine the effect of service quality on the satisfaction of PSDKU UNTAD Morowali management students. 3). Documentation is where researchers collect data by collecting documents such as articles, journals or other things that are useful for this research. Using data analysis techniques including classical assumption tests (normality test, multicollinearity test and heteroscedasticity test), multiple linear regression analysis, hypothesis testing (simultaneous hypothesis test (F test), partial hypothesis test (t test), coefficient of determination (R<sup>2</sup>)).

#### **RESULT AND DISCUSSION**

##### **a) Multiple Linear Analysis**

Based on the coefficient value, the regression model equation is obtained as follows:

$$Y = -1,799 + 0,285X_1 + 0,100X_2 + 0,162X_3 + 0,299X_4 + 0,213X_5$$

- Coefficient Constanta is the condition when the dependent variable in this research, namely student satisfaction (Y), is not influenced by the independent variables, namely the variables tangible (X1), reliability (X2), responsiveness (X3), assurance (X4), and empathy (X5). If the independent variables, namely physical evidence (X1), reliability (X2), responsiveness (X3), assurance (X4), and empathy (X5), do not exist, then the dependent variable, namely student satisfaction (Y), does not change. The coefficient value is -1.799
- Tangible (X1) in this study influences student satisfaction (Y) or in other words, if the tangible variable (X1) increases, then student satisfaction (Y) with the management of PSDKU UNTAD Morowali will increase. The coefficient value is 0.285
- Reliability (X2) in this study has no significant effect on student satisfaction (Y). The coefficient value is 0.100
- Responsiveness (X3) in this study has no significant effect on student satisfaction (Y). The coefficient value is 0.162
- Assurance (X4) in this study influences student satisfaction (Y) or in other words, if the assurance variable (X4) increases, then student satisfaction (Y) with the management of PSDKU UNTAD Morowali will increase. The coefficient value is 0.299
- Empathy (X5) in this study influences student satisfaction (Y) or in other words, if the empathy variable (X5) increases, then student satisfaction (Y) with the management of PSDKU UNTAD Morowali will increase. The coefficient value is 0.213

##### **b) Hypothesis Testing**

###### **Simultaneous Hypothesis Test (F Test)**

Based on the results of the F test, the significant value can be seen from the data processing results above. It can be seen that at the real level  $\alpha = 0.05$  or  $\text{sig} < 0.05$ , the table shows that the sig value is 0.000. Based on these results, it is stated that physical evidence, reliability, responsiveness, assurance and empathy simultaneously (simultaneously) have a significant effect on the satisfaction of PSDKU UNTAD Morowali management students.

###### **Partial Hypothesis Test (t Test)**

The results of the T test research showed that there were 3 variables that had a significant effect, namely physical evidence, collateral and empathy. Meanwhile, the variables reliability and responsiveness have no significant effect on student satisfaction. It can be concluded that:

- It is known that the sig value is  $0.015 < 0.05$  and the calculated t value is  $2.486 > 1.996$ , so it can be concluded that there is a significant influence between the tangible variable (X1) on the student satisfaction variable (Y).
- It is known that the sig value is  $0.082 > 0.05$  and the calculated t value is  $0.876 < 1.996$ , so it can be concluded that there is an insignificant influence between the reliability variable (X2) on the student satisfaction variable (Y).
- It is known that the sig value is  $0.384 > 0.05$  and the calculated t value is  $1.769 < 1.996$ , so it can be concluded that there is an insignificant influence between the responsiveness variable (X3) on the student satisfaction variable (Y).
- It is known that the sig value is  $0.015 < 0.05$  and the calculated t value is  $2.510 > 1.996$ , so it can be concluded that there is a significant influence between the assurance variable (X4) on the student satisfaction variable (Y).
- It is known that the sig value is  $0.046 < 0.05$  and the calculated t value is  $2.037 > 1.996$ , so it can be concluded that there is a significant influence between the empathy variable (X5) on the student satisfaction variable (Y).

#### c) Coefficient Of Determination

The coefficient of determination test (R<sup>2</sup>) is used to measure how much the model is able to explain variations in the dependent variable. Based on the coefficient results, it can be concluded that the results of the coefficient of determination test in this study are an R square value of 0.743 (74.3%) which shows that there is a simultaneous influence between the independent variables (tangible, reliability, responsiveness, assurance and empathy) on the variables dependent (student satisfaction). Meanwhile, 25.7% was influenced by other factors that could influence student satisfaction but were not included in this research.

#### d) Discussion

##### The Influence of Service Quality on Student Satisfaction

Based on the results, service quality variables simultaneously have a significant effect on student satisfaction. There are several dimensions to

service quality, namely, physical evidence, reliability, responsiveness, assurance, empathy.

Service quality has a close relationship with student satisfaction. In educational services as a continuous quality improvement in education, it states "Regarding the educational services provided, student satisfaction as one of the main stakeholders must be considered". Efforts to provide good quality services are carried out by paying attention to student needs, so that students can feel satisfied because their hopes of using these services can be fulfilled. Purwandani in (Harahap et al., 2019:122).

These results are in accordance with previous research stated by Jennifer (2017) which states that the quality of academic services simultaneously produces a significant effect.

##### The Effect of Tangible on Student Satisfaction

In this study, tangible had a significant effect on student satisfaction. This proves that the indicators in tangible are the good appearance of staff and lecturers, equipment in the learning process, availability of facilities and infrastructure (parking space). Thus, student satisfaction will increase if students feel satisfied that there is direct evidence of service facilities that match the student's desires and needs.

Customers will use their sense of sight to assess the quality of service. Good physical evidence will influence customer perceptions. At the same time, this aspect is also one of the sources that influences customer expectations. Because with good physical evidence, consumer expectations become higher. Therefore, it is important for the campus to know to what extent the physical aspect is most appropriate, namely still giving a positive impression of the quality of service provided but not causing customer expectations to be too high so that it can meet customer needs and provide satisfaction to customers.

These results are in accordance with previous research stated by Jennifer and Relawan (2017) that the tangible variable has a partially significant effect on the satisfaction variable of Telkom University Business Administration students.

##### The Effect of Reliability on Student Satisfaction

In this study, reliability had no significant effect on student satisfaction. This proves that indicators of reliability are punctuality, meeting student needs, giving grades to lecturers, the role and skills of employees in preparing equipment. Reliability which is included in the good category is not

supported by good student satisfaction either. So reliability in service quality still needs to be improved in order to provide greater satisfaction for students.

It is important to remember that improving the ability of staff to meet student needs is a shared responsibility between educational institutions, staff and students. With commitment and joint efforts, these problems can be overcome and the student learning experience can be improved. To improve the quality dimension of service reliability, the campus should be able to continue to monitor the work of staff and lecturers and be able to communicate well with staff and lecturers so that staff and lecturers understand better what student expectations are.

These results are in accordance with previous research stated by Eko et al (2018) that the reliability variable does not have a partially significant effect on the student satisfaction variable at the Indonesian College of Economics (STIESIA) Surabaya.

#### **The Effect of Responsiveness on Student Satisfaction**

In this study, responsiveness had no significant effect on student satisfaction. This proves that the indicator of responsiveness is responding to questions from students, conveying clear information. Responsiveness which is included in the good category is not supported by good student satisfaction either. So responsiveness in service quality still needs to be improved in order to provide greater satisfaction for students.

In addressing the issue of unresponsive staff, it is important to create an environment where staff feel supported, empowered, and reminded of the importance of good service to students. This will help increase student satisfaction and improve the image of the institution or organization. To improve the service quality dimension of responsiveness, staff need to be given training to improve their knowledge, skills and attitude when interacting directly with students. With this training, it is hoped that student satisfaction can increase and it is also hoped that staff can be more alert in responding to student wishes.

These results are in accordance with previous research stated by Dian and Indro (2020) that the responsiveness variable does not have a partially significant effect on the student satisfaction variable at the Faculty of Engineering, Industrial Engineering Study Program, Unisbank Semarang.

#### **The Effect of Assurance on Student Satisfaction**

In this research, assurance has a significant effect on student satisfaction. This proves that the indicators in the assurance are the skills, politeness of the staff and the security provided when using the service. This means that staff and lecturers have the skills and courtesy to serve students. Thus, student satisfaction will increase if students are guaranteed the comfort of the services provided to students.

The staff has extensive knowledge of the services offered, and students receive friendly service with every transaction. Knowledge, politeness and ability can foster students' sense of trust.

These results are in accordance with previous research proposed by Surlianti et al (2020) that the assurance variable has a partially significant effect on the student satisfaction variable at the Lamappoleonro Soppeng College of Economics (STIE).

#### **The Influence of Empathy on Student Satisfaction**

In this research, empathy has a significant effect on student satisfaction. This proves that the indicators of empathy are ease, communication, friendliness and attention of staff and lecturers. Thus, student satisfaction will increase if students receive the convenience and friendliness provided to students.

This means that staff and lecturers have the ability to communicate well with students, students believe they will get easy service from staff and lecturers, and staff and lecturers will pay more attention to student needs. Thus, the positive influence between empathy and student satisfaction can show how important the professionalism of each staff is, staff's understanding of communication, friendliness, staff's understanding of student desires, and so on should always be improved by the campus.

These results are in accordance with previous research stated by Eko et al (2018) that the empathy variable has a partially significant effect on the student satisfaction variable at the Indonesian College of Economics (STIESIA) Surabaya.

#### **CONCLUSION**

Based on the research results from the previous discussion regarding service quality on student satisfaction, the following conclusions can be drawn:

- 1) Tangible, reliability, assurance, responsiveness, and empathy simultaneously influence management student satisfaction at the PSDKU UNTAD Morowali Regency campus.
- 2) Tangible has a significant effect on management student satisfaction at PSDKU UNTAD, Morowali Regency campus.
- 3) Reliability has no significant effect on management student satisfaction at PSDKU UNTAD, Morowali Regency campus.
- 4) Responsiveness has no significant effect on management student satisfaction at PSDKU UNTAD, Morowali Regency campus.
- 5) Assurance have a significant effect on management student satisfaction at PSDKU UNTAD, Morowali Regency campus.
- 6) Empathy has a significant effect on management student satisfaction at PSDKU UNTAD, Morowali Regency campus.

satisfaction and its implications for student loyalty (study at the College of Information and Computer Management in Bandung City). *Journal of Economics, Business & Entrepreneurship*, 10(2), 119–131

- Sugiyono. (2019). *Quantitative Qualitative Research Methods and R&D*. Alfabeta CV. Bandung
- Surianti., Mattalatta., Tamsah, H. (2020). The influence of academic service quality on student satisfaction at the Lampappapoleonro Soppeng College of Economics (STIE). *Journal of Management*, 3(2), 100-109
- Tjiptono, F. (2011). *Services Marketing*. Yogyakarta: Bayumedia Publishing

#### REFERENCES

- Dian, F.P., Indro, E.A. (2020). the influence of the quality of academic services on the level of student satisfaction (Case Study at the Faculty of Engineering, Industrial Engineering Study Program, Unisbank Semarang). *Journal of ENGINEERING DYNAMICS*, 13(1), 33-42.
- Eko, N, N., Eko, K, C., & Aditya, O, S. (2018). The influence of academic service quality on student satisfaction at Indonesian Higher School of Economics (STIESIA). *SENDI\_U Proceedings Journal*, 1(1), 552–558
- Harahap, Y., Makhdalena, & Zulkarnain. (2019). The influence of the quality of academic services and educational facilities on student satisfaction at the Faculty of Teacher Training and Education (FKIP) at the University of Riau. *JUMPED Journal (Educational Management Journal)*, 7(1), 116–128
- Jennifer, V.R., Volunteer. N (2017). The influence of academic service quality on student satisfaction (Study of Telkom University Business Administration Students. *AdBispreneur Journal*, 2(2), 125-133
- Kotler, P., & Armstrong. (2018). *Principles of Marketing*, 17th edition (United States Edition). Pearson Education.
- Kotler, P., & Keller, Kevin, L. (2016). *Marketing Management*, 15th Edition (United States). Pearson Education, Inc
- Mulyawan, A., & Rinawati. (2016). The influence of academic service quality on student