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# THE EFFECT OF QUALITY OF ACADEMIC SERVICES AND INFRASTRUCTURE ON STUDENT SATISFACTION AT UHAMKA POSTGRADUATE SCHOOL

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**USWAH**

*Universitas Muhammadiyah A.R. Fachruddin*

uswahstfm@gmail.com

## ABSTRACT

This study aims to examine: 1) the direct effect of academic service quality on student satisfaction, 2) the direct influence of infrastructure on student satisfaction, and 3) the direct influence of academic service quality on infrastructure. This study uses quantitative research methods. The target population was 318 students and the sample of research was 178 respondents. Data collection techniques are interviews and questionnaires. The research data analysis technique used path analysis. Research results prove that: first, the quality of academic services has a direct positive effect on student satisfaction. The value of the coefficient of determination is 0.527, which means that 52.7% of student satisfaction can be explained by the quality of academic services. Second, infrastructure has a direct positive effect on student satisfaction. The coefficient of determination is 0.345, which means that 34.5% of student satisfaction can be explained by infrastructure. Third, the quality of academic service has a direct positive effect on Infrastructure. The coefficient of determination is 0.137, which means that 13.7% of infrastructure can be explained by the quality of academic services.

**Keywords:** *Quality, Academic Service, Infrastructure, Student Satisfaction*

## INTRODUCTION

The number of universities in the world today has increased exponentially, leading to higher competition (Rauschnabel et al, 2016). In order to compete effectively, the institution has adopted a marketing concept that depicts students as customers, and ensures all strategies are targeted towards increasing the number of students. Students look for institutions that are able to provide an extraordinary, unforgettable and individualized educational experience (Conefrey, 2018). Furthermore, as consumers, students seek educational platforms that will develop the capacities needed for profitable

careers. Thus, higher education institutions are reengineering their operations in such a way that they focus more on competitive educational activities centered on quality evaluation (De Jager and Gbadamosi, 2013). However, from a developing country perspective, it is argued that the quality of higher education services is still below the achievement of global standards, especially in developing countries (Olokundun et al., 2019; Rauschnabel et al, 2016). It is said, with the increase in the number of universities in the country, universities must pay attention to increasing student expectations and focus on improving the quality of providing educational services in order to remain competitive. It was further established that providing a higher level of quality reduces costs and maintains customer satisfaction, and ultimately results in a larger profit margin for any institution (Ali, 2016, Annamdevula and Bellamkonda, 2012; Lemon and Verhoef, 2016; Rita, Oliveira, and Farisa, 2019; Lu et al, 2020; Arukutty, 2018; Sultan and Wong, 2010; Mustaffa et al, 2016).

Researchers put service quality before student satisfaction, which ultimately results in customer loyalty (Borishade, 2020). Colleges are now considered an important part of the student body and he wants them to support him as they go to university. According to Tan and Kutch, the quality of education is determined by the level of interest and expectations of the students. Quality courses can also be viewed in the study package as a series of statements on how to meet expectations. Students who value higher education tend to show positive attitudes toward the institution (Gruber, 2010). Students are now more challenged than ever in terms of quality of education (Worlu et al., 2016). Therefore, it is considered important for higher education administrators to assess student satisfaction in setting strategic objectives (Ali and Raza, 2017). Some researchers argue that service quality is important for student satisfaction (Ogunnaike et al., 2018; Lu et al, 2020).

According to MarzoNavarro et al. Student satisfaction is a versatile concept. Based on many of the consequences for student satisfaction, Elliott and Shin argue that student self-esteem is positive. Student satisfaction refers to student performance. Intensifying competition in higher education has forced colleges to offer unique educational experiences to gain market share (Rutter et al., 2016). Due to the level of competition, modern higher education institutions are more interested in student satisfaction (De Jager and Gbadamosi, 2013). (Quintal and Phau, 2016) Student Loyalty An indicator of student satisfaction and service quality is indirectly related to child loyalty.

A study was conducted at a German university to find the link between quality and student loyalty, and found that teacher quality and student responsiveness were important for loyalty (Dollinger, 2018). The study was conducted among students at a Spanish university; The results show that the image of the university leads to satisfaction with a bachelor's degree (Kalkan, 2020). (Tight, 2020) The two Herzberg factors combined with the satisfaction model are to examine the factors that affect student satisfaction and academic staff efficiency and speech quality. Quality experience and satisfaction. Ajzen and Fishbein wrote that consumer intentions and actions are predictable. Based on this theory, it is assumed that students' satisfaction and loyalty affect their motivation to remain in college (Ibidunni et al. 2021). As a concept, service quality is similar to the loyalty of university students (Ogunnaike et al., 2014). Mustaffa et al. (2016) found that service quality leads to better market coverage and repeat transactions, ultimately leading to customer loyalty. However, some researchers believe that student satisfaction, rather than service quality, will have a greater impact on student achievement goals. Other scholars make similar arguments that the quality of student services increases the intention to stay at the institution.

Higher education is managed with the interests of the academic community consisting of students, teaching staff, and employees. In its implementation, universities must be equipped with various facilities and support the success of higher education programs. Service quality is seen as a tool to achieve a competitive advantage because service quality is one of the factors that determine the selection of something that can satisfy students. Student satisfaction will be achieved if the quality of services provided is by their needs (Supranto, 2017).

Students as customers in the main college should be able to get what they want. For students to get what is expected, the university must be able to synergize student expectations with the vision, mission, and goals of the organization. The need and public awareness of the importance of formal education, especially higher education, requires education providers to constantly develop and improve their quality both in terms of services and facilities offered to the community as users of the services of education itself (Aqfir & Bustam, 2020).

Several factors that affect customer satisfaction are performance, employee interaction, reliability, durability, punctuality, comfort, and aesthetics as well as brand awareness (Tjiptono & Chandra, 2016). It was further explained that several formulations in building an image to satisfy customers include appearance, service, persuasion, and satisfaction. To see the level of customer satisfaction there are several supporting factors such as product quality, service quality, emotional, price, and cost (Khuluqo, Abdullah, & Hidayat, 2020).

The results of previous studies indicate that the quality of academic services and educational facilities affect student satisfaction both simultaneously and partially (Harahap & Zulkarnain, 2019). The results of other studies also show that the results of the study show that partially and simultaneously the quality of services and facilities has a significant effect on satisfaction (Susanti, 2020).

Student satisfaction in this study is the match between expectations and the quality of academic services and infrastructure received by students. Based on observations both through observations and interviews, it is known that there are still complaints of dissatisfaction with the quality of academic services and the availability of infrastructure.

The phenomenon that occurs is that students feel that academic officers are less communicative and responsive when serving students. In addition, there are still officers who are not friendly and slow in providing services so that students are not satisfied. Another factor related to student satisfaction is the facilities and infrastructure provided during lectures. The phenomena felt by students are that the toilets are not clean, soap is not available, the place of worship is narrow, the internet is often loading, and the study room is not comfortable because the walls are only insulated with thin materials so that the voices of other classes can be heard and this causes no concentration in learning.

Based on the problems above, the researcher feels interested in conducting a study entitled The Effect of Quality of Academic Services and Infrastructure on Student Satisfaction at UHAMKA Postgraduate School. This study aims to examine: 1) the direct effect of academic service quality on student satisfaction, 2) the direct influence of infrastructure on student satisfaction, and 3) the direct influence of academic service quality on infrastructure.

## METHOD

This study uses quantitative research methods. The quantitative research method is an investigation of social or humanitarian problems based on testing a theory composed of variables, measured by numbers, and analyzed by statistical procedures. The Quantitative research relies very strongly on data collection (Trijono, 2015). In this study, the target population was active students for the 2018/2019 and 2019/2020 academic years in the educational administration study program at the UHAMKA Postgraduate School as many as 318 students. The sampling technique in this study used a random sampling technique of 178 respondents. Research data collection techniques are interviews and questionnaires. The research data analysis technique used path analysis. Data processing uses a system with SPSS version 25 software.

## FINDINGS AND DISCUSSION

### Result

### 1. Direct Effect of Academic Service Quality ( $X_1$ ) on Student Satisfaction (Y)

The results of the calculation of the path coefficient, it is found that the path of direct influence of the quality of academic services on student satisfaction with a value of t count = 14.012, while the value of t table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because t count > t table then  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that the quality of academic services ( $X_1$ ) has a direct positive effect on student satisfaction (Y). The coefficient of determination from the table shows R square = 0.527, which means that 52.7% of student satisfaction can be explained by the quality of academic services.

Table 1 The Quality of Academic Service on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_1 \rightarrow Y$	0.527	14.012	1.76	0.000

### 2. Direct Effect of Infrastructure ( $X_2$ ) on Student Satisfaction (Y)

The results of the calculation of the path coefficient, it is found that the path of direct influence of infrastructure on student satisfaction with a value of t count = 9.624, while the value of t table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because t count > t table then  $H_0$  is rejected and  $H_1$  accepted. Thus, it can be concluded that infrastructure ( $X_2$ ) has a direct positive effect on student satisfaction (Y). The coefficient of determination from the table shows R square = 0.345, which means that 34.5% of student satisfaction can be explained by infrastructure.

Table 2 The Infrastructure on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_2 \rightarrow Y$	0.345	9.624	1.76	0.000

### 3. Direct Effect of Academic Service Quality ( $X_1$ ) on Infrastructure ( $X_2$ )

The calculation of the path coefficient, it is found that the path of direct influence of the quality of academic services on infrastructure with a value of t count = 5.288, while the value of t table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because t count > t table then  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that the Quality of Academic Service ( $X_1$ ) has a direct positive effect on Infrastructure ( $X_2$ ). While the coefficient of determination from the table shows R square = 0.137, which means that 13.7% of infrastructure can be explained by the quality of academic services.

Table 3 The Infrastructure on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_1 \rightarrow X_2$	0.137	5.288	1.76	0.000

## Discussion

*Analysis of student satisfaction in the quality of academic administration services at SPs UHAMKA*

The quality of services has a function so that the service process provided runs well. To realize and maintain student satisfaction, the education administration must do four things; first, identify any

problems faced by students. Second, understand the student's level of expectation. Third, understand the service quality strategy. Fourth, understand the measurement and feedback cycle of service satisfaction provided.

The results of research by Sumianti et al (2020) regarding academic services confirm that students are satisfied with academic administrative services. Employee services can be categorized as good. Another research on academic services has been carried out Sumarni (2018) which shows that academic administration services are influenced by the ability of educational staff to provide a service needed by students. Academic administration services have a positive and significant effect on student satisfaction.

The results of the analysis of this study prove that the quality of service has a very significant effect on student satisfaction. In other words, without any attention to good service quality will result in low satisfaction. The most appropriate strategy in improving the quality of academic services at universities is to increase the variables that exist in service quality, namely Tangibles, Reliability, Responsiveness, Assurance, Empathy with proven with the existing suitability in the field of expectations and reality. Academic services are said to be of high quality if they are by the needs of their customers.

#### *Analysis of student satisfaction in Infrastructure at SPs UHAMKA.*

Infrastructure facilities at SPs UHAMKA have benefits and play an important role in supporting the smooth running of education, especially in learning activities. This is because the teaching and learning activities at SPs UHAMKA are good, but not supported by educational facilities, the results achieved will not be the maximum expected. Therefore, the availability of infrastructure on campus is a priority for student satisfaction.

The results of research by Aimah and Rohmah (2020) show that the standard of facilities and infrastructure helps in the learning process. If the educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently. Educational facilities and infrastructure are supporters in the teaching and learning process so that the teaching and learning process can run well and smoothly. The results of the research analysis test prove that the educational infrastructure variable has a positive and significant effect on student satisfaction (Bararah, 2020).

Management of educational facilities and infrastructure is the process of organizing and supervising educational facilities and infrastructure to help achieve certain goals. If educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently (Parid & Alif, 2020).

#### *Analysis of Service Quality in Infrastructure at SPs UHAMKA*

Academic service quality is something that shows the value of conformity with customer needs and has standards. The quality of academic services can be said to be good in meeting the expectations and desires of students if a higher education institution has an educational infrastructure that facilitates, facilitates, and supports the educational process for students. The ability to improve the quality of good academic services, it will have an impact on good infrastructure as well.

The results of the study show that the indicators for the fulfillment of infrastructure facilities are still very high, so it is necessary to get priority in a gradual and sustainable service development program (Boko, 2020). If the lecture facilities are better and more complete, consumer satisfaction will also be higher (Hanafi & Mansur, 2020).

The purpose of managing infrastructure, in general, is to provide facilities and services professionally in the field of facilities and infrastructure in educational institutions to carry out educational services effectively and efficiently. Educational facilities and infrastructure as some of the elements of

educational management that have an important role in the teaching and learning process. Educational facilities are things that should not be ignored because their role can facilitate students' understanding of the material presented in the learning activity program.

## CONCLUSIONS

Dharma Karya Vocational High School is one of the schools that conducts the student skill competency assessment activities for the Office Administration department. This student skill competency assessment aims to measure the level of student learning success as well as to find out how visible students are on the skills they learn. The student skill competency assessment is specifically for twelfth grade students who have completed six semesters of learning material at Vocational High Schools. If the student is declared to have passed this exam, a certificate will be issued as proof that the student has passed the skills according to the expertise being tested.

At the context level of the implementation of this assessment at the Dharma Karya Vocational High School which is related to the Government's policy on this assessment program, the school already has the existence of these rules or policies. Policy-related documents, both soft and hard copies. Regarding the understanding of educators and educators in schools about the holding of this assessment, they already understand well because the school holds this assessment workshop as a means of socializing this assessment. This assessment at the Dharma Karya Vocational High School is carried out not only to meet the environmental needs of a skilled and professional workforce but also to match the objectives of this assessment with the vision, mission and goals of the school.

At the input level in the implementation of this assessment at Dharma Karya Vocational High School, input in the form of students has been well prepared. Educators and Educators who work on the committee have also been well prepared, starting from the composition of the committee whose formation involves the Principal, Deputy Principal, and Head of Department, to the existence of internal and external examiners prepared by the committee to help the smooth implementation of this exam . For other matters, such as input in the form of financing and facilities and infrastructure in a good category according to the procedures determined by the Government as the venue for this assessment.

At the level of the process of implementing this assessment at the Dharma Karya Vocational High School, the preparation process until the implementation of the committee has tried its best in preparing for this exam, although along the way there are obstacles such as test participants who arrive late, inadequate electrical power, computers and printers that are error, some test participants did not bring test equipment, and the problem was that the number of questions was insufficient. This can be a record for the following year's assessment.

At the product level, the implementation of this assessment at the Dharma Karya Vocational High School, the objective of implementing this assessment has been achieved well, marked by student graduation in one hundred percent by achieving a score above the Minimum Completeness Criteria set by the Government. Meanwhile, the effectiveness of the implementation of this assessment has been effective because the facilities that support the implementation of this student skill competency assessment . In terms of efficiency, the implementation of assessment has been efficient, indicated by the coverage of this activity financing.

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