



Indonesian Journal of Multidisciplinary Research



Journal homepage: <http://ejournal.upi.edu/index.php/IJOMR/>

Analysis of the Relationship Between Service Quality and Student Satisfaction

Mari Maryati*, Ini Putu Dita Saraswati, Adeh Ratna Komala

Universitas Komputer Indonesia, Bandung, Indonesia

*Correspondence: E-mail: mari.mariyati@email.unikom.ac.id

ABSTRACT

This study aims to understand the relationship between service quality and student satisfaction at Universitas Komputer Indonesia. In addition, the results of this research should provide a general picture of how well students have received high-quality services, both from academic aspects, such as the quality or capabilities of academic staff and lecturers in delivering services, and from non-academic aspects, such as academic infrastructure and trust in Universitas Komputer Indonesia. The sampling approach employed in this study, which combines multiple regression analysis techniques with descriptive quantitative analysis, and a sample size of 56 students enrolled at Universitas Komputer Indonesia. The results of this study show that there is a strong relationship between service quality and student satisfaction at Universitas Komputer Indonesia. Students of Universitas Komputer Indonesia believe that the tangible and assurance aspects provided truly meet their expectations, which makes them satisfied with what they have received. In terms of tangible, they believe that strategically located and easily accessible campus, the availability of adequate parking spaces, professional appearance of administrative staff, professional appearance of lecturer, comfortable lecture rooms with supporting technology, the quality and speed of the campus Wi-Fi network, and then cleanliness and availability of toilets and public facilities contribute to their satisfaction.

© 2024 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Submitted/Received 10 Feb 2024

First Revised 19 Mar 2024

Accepted 23 May 2024

First Available online 24 May 2024

Publication Date 01 Sep 2024

Keyword:

Academic,
Higher education,
Non-Academic,
Service quality,
Student satisfaction.

1. INTRODUCTION

Higher education has a crucial role in building and maintaining a conducive learning environment for students. The quality of service in higher education institutions is one of the most important indicators to create an optimal learning experience. The quality of services provided reflects the institution's commitment to student success and satisfaction. Quality services not only cover academic aspects but also include efficient administrative services, adequate facilities, and harmonious interactions between the campus and students (Haverila et al., 2021). Along with the increasingly intense competition between universities, student satisfaction is one of the important indicators to support the success of a higher education institution (Aliaga & Moyna, 2023). Other research shows that service quality can significantly increase student satisfaction and indirectly affect student loyalty (Chandra et al., 2019; Mulyono et al., 2020). With quality services, higher education institutions can also increase competitiveness and build institutional reputation in the long run. However, many challenges affect the implementation of service quality in building student satisfaction.

Student satisfaction is influenced by service quality, which includes academic and non-academic aspects. This shows that the quality of academic services consisting of learning, academic guidance, communication, administrative services, and information systems, as well as non-academic aspects which include supporting resources, developing interests and talents, improving soft skills, extracurricular activities, and campus atmosphere, can contribute to increasing student satisfaction (Masyita, 2020). The rapid development of technology can be a supporting and inhibiting factor that affects service quality and student satisfaction. With the convenience provided, it will improve and facilitate the process of implementing services in higher education. Online learning facilitated through synchronous and asynchronous internet technology highlights the importance of interaction between students and teachers and peers mediated by technological devices, so that students' perceived learning satisfaction and engagement are closely related to their experiences in the online learning environment (Yang et al., 2023). Conversely, if universities cannot adapt to dynamic technological changes, there will be a decline in service quality and student dissatisfaction.

Previous research has shown that student satisfaction can be influenced by service quality (Borishade et al., 2021), suggesting that non-academic service quality has a more significant positive effect on student satisfaction than academic service quality (Pitaloka & Hapsoro, 2020). This is because supporting learning infrastructure is a factor that satisfies students compared to the teaching methods carried out by lecturers. Several researchers argue that teaching competence and ICT resources have a positive influence on academic performance and student engagement (Hanaysha et al., 2023). Apart from these two factors, the application of digital technology such as the quality of e-learning services, especially the quality of the e-learning system, has a positive effect on student satisfaction and loyalty (Pham et al., 2019), other factors such as culture and reputation of educational institutions also have an effect but are not significant in increasing student satisfaction (Putri et al., 2021). In this study, researchers are interested in further analyzing the relationship between technology-based service quality and student satisfaction at Universitas Komputer Indonesia. This study aims to determine the relationship between service quality to student satisfaction and image building of higher education institutions. This research is expected to provide a comprehensive understanding of the relationship between service quality and student satisfaction, and it is hoped that the results of this study can be taken into consideration for making strategies to improve service quality.

2. LITERATURE REVIEW

According to several researchers, services are actions or deeds offered by one party to another, which are intangible (not physically tangible) and do not result in ownership of something (Junaidi *et al.*, 2023). Quality measurement perspectives can be grouped into two types, namely internal and external. The internal perspective defines quality as zero defects or conformity to requirements, while the external perspective understands quality based on perceptions, expectations, satisfaction, customer attitudes, and customer delight. Services are also defined as economic activities that create benefits for customers at a certain time and place, as well as actions to realize the desired changes in service recipients. Service quality is the level of fulfillment of consumer desires from the results of the activities provided (Ali *et al.*, 2021). From this explanation, service quality is how well a service can meet or exceed customer expectations, both in terms of established standards and perceived experience. There are five dimensions of service quality in the SERVQUAL concept:

- (i) Tangible: The company's ability to show its existence to external parties.
- (ii) Reliability: The company's ability to provide services as promised accurately and reliably.
- (iii) Responsiveness: The policy is to help and provide fast and precise service to customers by conveying clear information.
- (iv) Assurance: The knowledge, politeness, and ability of company employees to foster customer trust in the company.
- (v) Empathy: Providing sincere and individualized or personal attention to customers by trying to understand consumer desires.

3. METHOD

The research is quantitative, utilizing first-hand information gathered via questionnaire distribution to 56 respondents. The sample method employed in this study is basic random sampling. The analysis of multiple linear regression is used to test hypotheses. In addition, this study also describes or depicts the quality of services provided to students at Universitas Komputer Indonesia. The quality of service provided is described through several variables, namely, tangible, reliability, responsiveness, assurance, and empathy. Student satisfaction is measured using several indicators, including satisfaction as fulfillment, satisfaction as pleasure, and satisfaction as ambivalence.

4. RESULTS and DISCUSSION

Based on the data processing of several questionnaire questions given, the following is an overview of the quality of service:

- (i) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the strategically located and easily accessible campus, the majority of them believe that the location of Universitas Komputer Indonesia is indeed easy to access and strategic.
- (ii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the availability of adequate parking spaces, the majority of them believe that the availability of parking spaces is adequate.
- (iii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the professional appearance of administrative staff, the majority of them agree that the administrative staff's appearance is indeed professional.

- (iv) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the professional appearance of the lecturer, the majority of them agree that the lecturer's appearance is indeed professional.
- (v) Based on the feedback provided by students of Universitas Komputer Indonesia regarding comfortable lecture rooms with supporting technology, the majority of them agree that the current lecture rooms are comfortable, and the supporting technology is considered good.
- (vi) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the quality and speed of the campus Wi-Fi network, the majority of them agree that the quality and speed of the campus Wi-Fi network are considered good.
- (vii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the cleanliness and availability of toilets and public facilities, the majority of them agree that these are well provided.
- (viii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the staff's ability to provide technology-based services, the majority of them agree and believe that the staff indeed possesses this capability.
- (ix) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the accuracy and ease of access to academic information digitally, the majority of them agree that academic information can be easily accessed and is also accurate.
- (x) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the lecturers' ability to teach with interactive technology, the majority of them agree that the lecturers' ability to teach using interactive technology is quite competent.
- (xi) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the punctuality of lecturers' attendance in both online and offline classes, the majority of them agree that the lecturers are disciplined in their attendance.
- (xii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the lecturers' ability to deliver material using digital media, the majority of them agree that the lecturers' ability is quite competent.
- (xiii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the responsiveness of lecturers and staff in answering questions through digital platforms, they are considered to be quite responsive.
- (xiv) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the staff's willingness to listen to and follow up on student complaints through the online service system, they are considered to handle it quite well.
- (xv) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the staff's responsiveness in addressing academic issues via email or the campus application, it is considered to be good.
- (xvi) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the responsiveness of lecturers in providing feedback on assignments and student questions, they rate the lecturers' responsiveness as quite good.
- (xvii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the quality of lecturers in using learning technology, the majority of them find it quite convincing.
- (xviii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the lecturers' experience in teaching with the blended learning method, the majority of them assess the lecturers as having sufficient experience.

- (xix) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the reputation and image of UNIKOM in the utilization of educational technology, the majority of them agree with the reputation and image of UNIKOM in this regard.
- (xx) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the ease of access to academic information online, the majority of them agree with this aspect.
- (xxi) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the staff's willingness to provide fast and responsive service through the digital system, the majority of them believe that the service is quite fast and responsive through the digital system.
- (xxii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the staff's willingness to pay attention to students' needs in using technology, the majority of them believe that the staff is quite helpful in addressing their needs.
- (xxiii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the lecturers' willingness to provide academic guidance through online platforms, the majority of them agree with this aspect.
- (xxiv) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the lecturers' willingness to pay attention to students' issues related to technology-based learning, the majority of them agree with this aspect.

Based on the data processing of several questionnaire questions given, the following is an overview of the student satisfaction:

- (i) Based on the feedback provided by students of Universitas Komputer Indonesia regarding the campus services based on technology meeting their expectations, the majority of them have a reasonable level of expectation regarding this aspect.
- (ii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding UNIKOM's credibility in utilizing technology, the majority of them trust this aspect to a considerable extent. Based on the feedback provided by students of Universitas Komputer Indonesia regarding studying at UNIKOM as the right choice for digital-based education, the majority of them agree with this and trust it.
- (iii) Based on the feedback provided by students of Universitas Komputer Indonesia regarding their satisfaction with the decision to study at UNIKOM and the technological facilities provided, the majority of them feel fairly satisfied with this aspect.

Overall, it demonstrates how, according to research findings on students at Universitas Komputer Indonesia, there appears to be a strong correlation between service quality and student satisfaction. This can be seen from the results obtained, student contentment and service quality are related. Based on the calculations using SPSS in **Table 1**, the significance value obtained is less than 0.05. This means that this model or hypothesis can be accepted, indicating that the service quality variable has an impact on student satisfaction. Based on the multiple regression analysis calculation, as shown in **Table 2**, the value of 89.1%.

Furthermore, the variables of Tangible and Assurance are assessed to have a positive influence on student satisfaction. Based on the calculations using SPSS (as shown in **Table 3**), the variables tangible and assurance have significance values less than 0.05. These variables have an impact on student satisfaction. This means that when tangible and assurance improve, student satisfaction will also increase. However, in this study, reliability, responsiveness, and empathy variables do not have a significant impact on student

contentment. The findings of this investigation are consistent with other works (Pitaloka & Hapsoro, 2020), who stated that non-academic services, such as infrastructure or visible elements, have an impact on student satisfaction. In their research, the quality of infrastructure, such as learning facilities and other visible resources, was found to be a significant factor influencing student satisfaction. This study contradicts the findings of (Dangaiso et al., 2022; Wong & Chapman, 2023), which showed that academic service quality, such as the quality of teaching, academic guidance, communication aspects, administrative services, and information systems, can enhance student satisfaction not related to student satisfaction. However, this study indicates that infrastructure and other related academic services have a significant impact on student satisfaction.

Table 1. The results from ANOVA^b.

Model		Sum Squares	dF	Mean Square	CHANGE STATISTICS	
					F	Sig.
1	Regression	953.986	5	190.797	90.983	0.001 ^b
	Residual	104.853	50	2.097		
	Total	1058.839	55			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Empathy, Assurance, Responsiveness, Tangible, Reliability

Table 2. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.949 ^a	0.901	0.891	1.44812

a. Predictors: (Constant), Empathy, Assurance, Responsiveness, Tangible, Reliability.

Table 3. The results for coefficients b.

Model		CHANGE STATISTICS			
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error		
1	(Constant)	-2.075	0.961	-2.159	0.036
	Tangible	0.197	0.078	0.283	0.015
	Reliability	0.085	0.120	0.083	0.482
	Responsiveness	0.111	0.120	0.103	0.359
	Assurance	0.535	0.132	0.495	<0.001
	Empathy	0.039	0.107	0.030	0.727

a. Dependent Variable: Student Satisfaction

5. CONCLUSION

The aspects of reliability, responsiveness, and empathy in this study are considered to have no impact on student satisfaction. Students of Universitas Komputer Indonesia believe that the tangible and assurance aspects provided truly meet their expectations, which makes them satisfied with what they have received. In terms of tangible, they believe that strategically located and easily accessible campus, the availability of adequate parking spaces, professional appearance of administrative staff, professional appearance of lecturer, comfortable lecture rooms with supporting technology, the quality and speed of the campus Wi-Fi network, and then cleanliness and availability of toilets and public facilities contribute to their satisfaction. Furthermore, the aspect of assurance, as demonstrated by the quality of lecturers in using learning technology, lecturers' experience in teaching with the blended learning method,

reputation and image of UNIKOM in the utilization of educational technology, and the ease of access to academic information online, are considered to contribute to their satisfaction. To maintain student satisfaction, Universitas Komputer Indonesia must further enhance the capacity of the facilities and infrastructure, as well as enhance students' trust in the reputation of the campus itself. For future researchers, it is important to further elaborate on several academic and non-academic aspects when formulating questions, particularly about the variables of reliability, responsiveness, and empathy. This will allow for a more detailed analysis and a better understanding of how these factors impact student satisfaction.

6. REFERENCES

- Ali, B. J., Gardi, B., Othman, B. J., Ahmed, S. A., Ismael, N. B., Hamza, P. A., and Anwar, G. (2021). Hotel service quality: The impact of service quality on customer satisfaction in hospitality. *International Journal of Engineering, Business and Management*, 5(3), 14-28.
- Aliaga, G. J. C., and Moyna, R. E. P. (2023). Calidad del servicio educativo y la satisfacción del estudiante de la IEP Rosa de la Merced. *Región Científica*, 2(2), 2023107-2023107.
- Borishade, T. T., Ogunnaike, O. O., Salau, O., Motilewa, B. D., and Dirisu, J. I. (2021). Assessing the relationship among service quality, student satisfaction and loyalty: The Nigerian higher education experience. *Heliyon*, 7(7). e07590.
- Chandra, T., Hafni, L., Chandra, S., Purwati, A. A., and Chandra, J. (2019). The influence of service quality, university image on student satisfaction and student loyalty. *Benchmarking: An International Journal*, 26(5), 1533-1549.
- Dangaiso, P., Makudza, F., and Hogo, H. (2022). Modelling perceived e-learning service quality, student satisfaction and loyalty. A higher education perspective. *Cogent Education*, 9(1), 2145805.
- Hanaysha, J. R., Shriedeh, F. B., and In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, 3(2), 100188.
- Haverila, M., Haverila, K., McLaughlin, C., and Arora, M. (2021). Towards a comprehensive student satisfaction model. *The International Journal of Management Education*, 19(3), 100558.
- Junaidi, M., GS, A. D., Dewi, R., Istanti, E., and Sanusi, R. (2023). The impact of service quality and trust on customer satisfaction. *Journal of Managerial Sciences and Studies*, 1(3), 1-20.
- Masyita, S. (2020). Pengaruh kualitas pelayanan akademik dan non akademik terhadap kepuasan mahasiswa program studi manajemen STIEM Bongaya. *Jurnal Brand*, 2(1), 89-98.
- Mulyono, H., Hadian, A., Purba, N., and Pramono, R. (2020). Effect of service quality toward student satisfaction and loyalty in higher education. *The Journal of Asian Finance, Economics and Business*, 7(10), 929-938.
- Pham, L., Limbu, Y. B., Bui, T. K., Nguyen, H. T., and Pham, H. T. (2019). Does e-learning service

- quality influence e-learning student satisfaction and loyalty? Evidence from Vietnam. *International Journal of Educational Technology in Higher Education*, 16(1), 1-26.
- Pitaloka, L. K., and Hapsoro, B. B. (2020). Analyzing university service quality to student satisfaction: Academic and non-academic analyses. *International journal of higher education*, 9(1), 126-132.
- Putri, N. T., Satria, B., Amrina, E., and Alfadhlani, A. (2021). Pengaruh kualitas layanan terhadap kepuasan mahasiswa dengan moderasi budaya organisasi dan reputasi. *Jurnal Rekayasa Sistem Industri*, 10(2), 121-130.
- Wong, W. H., and Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher Education*, 85(5), 957-978.
- Yang, G., Shen, Q., and Jiang, R. (2023). Exploring the relationship between university students' perceived English instructional quality and learner satisfaction in the online environment. *System*, 119, 103178.