

ANALYSIS OF THE QUALITY OF ACADEMIC ADMINISTRATIVE SERVICES ON STUDENT SATISFACTION OF STIE BENTARA PERSADA

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Abstract: This research examines the quality of services provided by the Sekolah Tinggi Ilmu Ekonomi Bentara Persada (STIE BP) and its influence on the level of student satisfaction with the Academic Administration Bureau services. This research was conducted to determine the influence of reliability, responsiveness, sincerity and tangibility on student satisfaction. This research includes causal-comparative research, namely research to test one variable influencing another variable. Data collection was carried out using a questionnaire distributed to all 73 active STIE BP students. The data analysis technique used is multiple regression analysis, by looking at the t-test and f-test. The results of this study conclude that there is a positive and significant influence of reliability on student satisfaction, there is no positive and significant influence of responsiveness on student satisfaction, there is no positive and significant influence of sincerity (empathy) on student satisfaction, there is a positive and Tangibility has a significant impact on student satisfaction. Simultaneously, the four variables have a positive and significant effect on student satisfaction, with a coefficient of determination (r^2) of 0.432 meaning, the four independent variables influence the student satisfaction variable by 43.2%, while the remainder (56.8%) is influenced by other variables not examined in this research.

Keywords: reliability, responsiveness, sincerity, tangibility, satisfaction

1. Introduction

Higher education is the level of education after secondary education which includes diploma programs, bachelor's programs, master's programs, doctoral programs and professional programs, as well as specialist programs organized by universities based on the culture of the Indonesian nation, as stated in Law of the Republic of Indonesia Number 12 2012 article 1 paragraph 2. Higher education can take the form of universities, institutes, high schools, polytechnics, academies and community colleges. college goals. In Law of the Republic of Indonesia Number 12 of 2012 article 5, the aim of higher education is a) to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are capable, creative, knowledgeable, independent, skilled, competent and culture for the benefit of the nation; b) produce graduates who master the branches of Science and Technology to fulfill national interests and increase the nation's competitiveness; c) produce Science and Technology through research that pays attention to and applies Humanities values so that they are beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind; and d) realizing community service based on reasoning and research work that is useful in advancing general welfare and making the nation's life more intelligent.

STIE BP is one of the private universities in Batam which has the vision " **To become a superior, open and integral university that is nationally competitive based on Catholic values**". In organizing higher education at this institution, to achieve the goals of higher education and the vision of STIE BP, good service is needed from all existing fields such as

leaders, lecturers, institutions and bureaus. The academic administration bureau is a bureau that directly provides academic and non-academic services to students. In service there are still many weaknesses. This is indicated by the existence of various student complaints which are conveyed indirectly from one student to another. The academic administration bureau officers were less friendly, less neat and left the room during working hours. This can create a bad image, so STIE BP needs to continue to strive to improve the quality of its services.

The Higher Education Internal Quality Assurance System (SPMI) is a process of establishing and fulfilling quality standards for higher education management consistently and continuously. As stated in PP 19 of 2005 concerning SNP in article 91 concerning Quality Assurance states that: every educational unit in formal and non-formal channels is obliged to carry out educational quality assurance. Education quality assurance as referred to in paragraph 1 aims to meet or exceed National Education Standards. Education quality assurance as referred to in paragraph 1 is carried out in stages, systematically and planned.

STIE BP, as a private higher education institution, must apply the concept of prioritizing student satisfaction as customers by providing the best service. The success of the Academic Administration Bureau as a work unit at STIE BP greatly determines the quality of services provided. Quality service can be identified, one way, through student satisfaction with the quality of service they receive. According to Tjiptono (2000: 54) quality has a close relationship with customer satisfaction. Quality encourages customers to establish strong ties/relationships with the company and carefully understand customer expectations and their needs.

Results of previous research conducted by previous researchers, namely: Ajis Setiawan, Nurul Qomariah, Haris Dermawan with the title The Influence of Service Quality on Consumer Satisfaction shows that responsiveness with a coefficient of 0.003, assurance with a coefficient of 0.016, tangible with a coefficient of 0.037, reliability with a coefficient of 0.040 has an effect on consumer satisfaction. Analysis of the coefficient of determination shows that 59.2% of consumer satisfaction is influenced by service quality. Meanwhile, the remaining 40.8% was influenced by other variables that were not included in the research (Onata & Mukaram, 2023). Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University concluded that there is a positive and significant influence of reliability on student satisfaction; there is a positive and significant influence of sincerity on student satisfaction; there is no guaranteed effect on student satisfaction; there is a positive and significant influence of tangibility on student satisfaction; There is a positive and significant influence of responsiveness on student satisfaction. Simultaneously, the five variables have a positive and significant effect on student satisfaction, with a coefficient of determination (r^2) of 0.814. meaning, the five independent variables influence the student satisfaction variable by 81.4%, while the remainder (18.6%) is influenced by other variables not examined in this research (Taman et al., 2013).

Sri Bulkia with the title The Influence of Service Quality on Student Satisfaction found that all hypotheses in this research have been proven significantly. Service quality has a significant effect on student satisfaction, the correlation coefficient is 0.697 and the coefficient of determination is 0.486 for the academic section, the correlation coefficient is 0.650 and the coefficient of determination is 0.423 for the student affairs section, the correlation coefficient is 0.630 and the coefficient of determination is 0.397 for the finance section, correlation coefficient of 0.744 and a coefficient of determination of 0.553 for the library section, a correlation coefficient of 0.691 and a coefficient of determination of 0.477 for new student admissions, as well as a correlation coefficient of 0.731 and a coefficient of determination of 0.534 for the faculty section. The implication of this research is that service quality has an equally important role both individually and simultaneously in increasing student satisfaction

(Bulkia, 2018).

Based on the empirical and theoretical studies in the introductory section above, the problem formulation in this research is as follows: Does reliability affect STIE BP student satisfaction? Does responsiveness influence STIE BP student satisfaction? Does empathy influence STIE BP student satisfaction? Does tangibility have an effect on STIE BP student satisfaction? Are reliability, responsiveness, empathy, tangibility on STIE BP student satisfaction?

2. Literature Review

Student Satisfaction (Y)

Consumer satisfaction is the level of a person's feelings after comparing their perceived (performance or results) compared to their expectations (Kotler, 2007). Consumer satisfaction is a consumer's positive feelings related to a product/service while using or after using the service or product (Qomariah, 2016). According to Assauri, 2003:1 Student satisfaction is a form of feeling of someone who has experienced performance (or results) that have met their expectations, including the following internal indicators: 1) Time spent waiting to be served 2) Speed and accuracy in service to students 3) The friendliness of service influences student satisfaction. In this research, the student satisfaction variable is the dependent variable (Y).

Dimensions of Higher Education Service Quality

Service quality is an effort that focuses on fulfilling needs, requirements and timeliness to meet customer expectations (Kasmir 2017: 47). According to Kotler & Fox (1995: 414) there are six main dimensions of service quality in higher education, namely: 1) quality of instruction (learning quality) related to the ability of the lecturer/instructor in mastering the material, delivering the material, friendliness, objectivity in providing grades, and so on, 2) academic advising (academic guidance) relates to lecturers who are academic supervisors in terms of continuity, patience, thoroughness, and availability of time in providing academic guidance, and so on, 3) library resources (supporting resources) including the availability of laboratories, libraries, lecture halls, and so on, 4) extracurricular activities (extra-curricular activities) include the number and attractiveness of various extra-curricular activities, university support for student activities, and so on, 5) opportunities to talk with faculty members (aspects of communication with leadership /university staff) relating to aspects of ease of contacting leaders/staff at the university, faculty, department or study program level, 6) job placement services (administrative service aspects) include the ability and speed of administrative staff at the university, faculty or department level or study program, in providing services (Taman et al., 2013).

According to Kotler & Keller, (2009) The concept of service quality related to satisfaction is determined by five elements which are commonly known as service quality "RATER" (responsiveness, assurance, tangible, empathy, reliability. In this research, 4 elements of service quality will be examined, namely reliability, responsiveness, empathy, tangibility which are independent variables (X).

a. Reliability X1.

Every service requires a reliable form of service. In providing services, each employee is expected to have the ability in knowledge, expertise, independence, mastery and high work professionalism, so that the work activities carried out produce a satisfactory form of service, without any complaints or excessive impressions of the service received by the community (Lupiyoadi, 2013). Reliability is the ability of higher education institutions to provide services in accordance with the promises offered accurately, thoroughly and

reliably, which are included in the following indicator items: 1) not complicated, 2) fast and precise, 3) neat and orderly, 4) discipline.

b. Responsiveness X2.

Each employee, when providing services, prioritizes service aspects that greatly influence the behavior of the people being served, so the responsiveness of employees is needed to serve customers. For this reason, wise, detailed explanations, guidance, direction and persuasion are needed to address all forms of procedures and work mechanisms that apply in an organization, so that the form of service receives a positive response (Lupiyoadi, 2013). According to Assauri (2003), responsiveness is the response or alertness of University employees in completing services, helping students and providing fast and responsive services, which are included in the following indicator items: 1) providing fast and good responses to complaints; 2) delivery of information is clear and easy to understand; 3) always on schedule; 4) have polite, friendly, honest and trustworthy characteristics; 5) have high ability, knowledge and skills in carrying out their duties.

c. Empathy X3.

In service activities, there is a need for understanding and comprehension of matters related to service. Services will run smoothly and with quality if every party interested in the service has a sense of empathy in completing and administering the same commitment to the service (Lupiyoadi, 2013). Assauri (2003) defines sincerity (empathy) as the methods used by service providers to show care and attention to their customers without the influence of individual or personal relationships which includes the following indicator items: 1) providing easy access to academic administration services, 2) being on duty wholeheartedly in providing services, 3) communicating well and smoothly, 4) providing fair treatment to every service user.

d. Tangibility X4.

The definition of physical evidence in service quality is a form of real physical actualization that can be seen or used by employees in accordance with its use and utilization which can be felt to help the service received by people who want the service, so that they are satisfied with the service they feel, which also shows work performance for the provision. services provided (Lupiyoadi, 2013). Tangibles (Assauri, 2003) are the physical facilities provided by universities to students to support service programs in an effort to increase student satisfaction, which are included in the following indicator items: 1) service fees and comfortable waiting rooms; 2) neat, polite appearance, appropriate to the situation and conditions; 3) the service room is arranged cleanly and neatly; 4) the information provided is reliable.

Research framework

- H1 : It is suspected that reliability has a positive and significant effect on student satisfaction.
- H2 : It is suspected that responsiveness has a positive and significant effect on student satisfaction.
- H3 : It is suspected that sincerity has a positive and significant effect on student satisfaction.
- H4 : It is suspected that tangibility has a positive and significant effect on student satisfaction.
- H5 : It is suspected that reliability, dateliness, sincerity, tangibility have a positive and significant effect on student satisfaction.

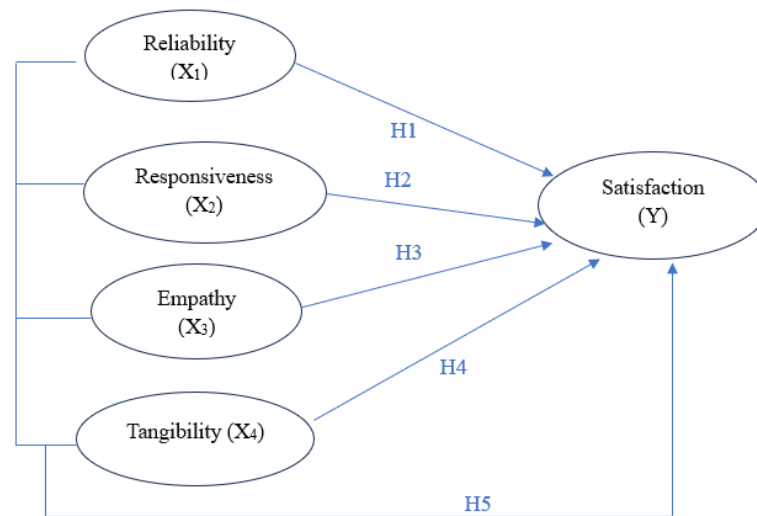


Figure 1: Research framework

3. Method

Research Methods, Population and Samples

This research method is quantitative research. According to the Indonesian Dictionary, quantitative is based on quantity or quantity. Research is the activity of collecting, processing, analyzing and presenting data carried out systematically and objectively to solve a problem or test a hypothesis and objectively to solve a problem or test a hypothesis to develop general principles (Department of National Education Language Center Development Tea, 2008). According to Duli, 2019:3, Quantitative Research is the activity of collecting, processing, analyzing and presenting data based on the amount or quantity which is carried out objectively to solve a problem or test a hypothesis to develop general principles. The population of this study was all 73 active STIE BP students. The sampling technique is a saturated sample. A saturated sample is a sampling technique when all members of the population are used as samples (Sugiyono, 2011:68). The sample in this study was 73 active STIE BP students.

Data collection technique

The data collection method used was a questionnaire. A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2009: 142). The instrument used was a questionnaire given to respondents to determine the influence of the quality of administration bureau services on STIE BP student satisfaction.

Data analysis technique

In data analysis techniques, the author uses computer assistance through the Statistical Package for Social Sciences program. This research uses a multiple regression model (Multiple Regression) to see the influence of the independent variable, namely the service quality variable, with the dependent variable, namely the student satisfaction variable.

4. Result and Discussion

Hypothesis test results

This research is intended to determine the influence of the factors of reliability, responsiveness, sincerity, tangibility on student satisfaction at the Bentara Persada College of Economics. The data used is primary data from a questionnaire distributed to all students, namely 73 students. The characteristics of the respondents were seen from gender and year of entry of the student. Characteristics of respondents based on gender consisted of 27 men and 46 women. Respondent characteristics based on year of entry consisted of 6 people (2019), 10 people (2020), 10 people (2021), 14 people (2022) and 33 people (2023). More details are explained in the following table:

Table 1. Characteristics of respondents based on gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	27	37.0	37.0	37.0
	Woman	46	63.0	63.0	100.0
	Total	73	100.0	100.0	

Table 2. Characteristics of respondents by class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2019	6	8.2	8.2	8.2
	2020	10	13.7	13.7	21.9
	2021	10	13.7	13.7	35.6
	2022	14	19.2	19.2	54.8
	2023	33	45.2	45.2	100.0
	Total	73	100.0	100.0	

According to Grenner in (Duli, 2019: 171) Multiple linear regression analysis aims to look for the relationship/influence of two or more variables, namely variable X on variable Y. which is a multiple linear regression equation in a study is: $Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$ where Y=Dependent variable (student satisfaction), X_1 =Independent variable (reliability), X_2 =Independent variable (responsiveness), X_3 = Variable Independent (sincerity), X_4 =Independent Variable (tangibility), a= constant parameter, β = direction number or regression coefficient.

In this analysis, the technique of searching for multiple regression uses the output of the SPSS (statistical package for social sciences) program in the coefficients table:

$$Y = 7.391 + 0.6513X_1 - 0.179X_2 - 0.381X_3 + 0.267X_4$$

**Table 3. Results of the R²
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,829 ^a	,688	,670	,657

a. Predictors: (Constant), Tangibility, Sincerity, Reliability, Responsiveness

**Table 3. Results of the t test
ANOVA ^a**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64,774	4	16,193	37,466	,000 ^b
	Residual	29,391	68	,432		
	Total	94,164	72			

a. Dependent Variable: Student_Satisfaction

2. Discussion

In this research, the t_{table} from the degree of freedom (df) 68 is 1.668. The following is an explanation of the answer to the research hypothesis as follows:

- 1) The influence of reliability on STIE BP student satisfaction. Based on the results of hypothesis testing, the reliability variable on student satisfaction, the calculated t value was $10.048 > t_{table} 1.668$ with a significance level of $0.000 < 0.05$, so H_a was accepted and H_o was rejected. This means that it can be concluded that reliability has a positive and significant effect on STIE BP student satisfaction. The results of this research are in line with research conducted by Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University, concluding that there is a positive and significant influence of reliability on student satisfaction.
- 2) The influence of responsiveness on STIE BP student satisfaction. Based on the results of hypothesis testing, the variable responsiveness to student satisfaction, the $t_{value} -2.947 > t_{table} 1.668$ with a significance level of $0.004 < 0.05$, so H_a was rejected and H_o was accepted. This means that it can be concluded that responsiveness does not have a positive and significant effect on student satisfaction at the Bentara Persada College of Economics. The results of this research are not in line with research conducted by Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University, concluding that there is a positive and significant influence of responsiveness on student satisfaction.
- 3) The influence of sincerity (empathy) on STIE BP student satisfaction. Based on the results of hypothesis testing, the variable sincerity on student satisfaction, obtained a $t_{value} -4.984 > t_{table} 1.668$ with a significance level of $0.000 < 0.05$, then H_a is rejected and H_o is accepted. This means that it can be concluded that sincerity (empathy) does not have a positive and significant effect on student satisfaction at the Bentara Persada College of Economics. The results of this research are not in line with research conducted by Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University, concluding that there is a positive and significant influence of sincerity on student satisfaction.
- 4) The influence of tangibility on STIE BP student satisfaction. Based on the results of hypothesis testing, the tangible variable on student satisfaction, the $t_{value} 2.970 > t_{table} 1.668$ with a significance level of $0.004 < 0.05$, then H_a is accepted and H_o is rejected. This means that it can be concluded that tangibility (tangible) has a positive and significant effect on student satisfaction at the STIE BP. The results of this research are in line with research conducted by Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University, concluding that there is a positive and significant influence of tangibility on student satisfaction.
- 5) The influence of reliability, responsiveness, sincerity (empathy), tangibility on STIE BP student satisfaction. Simultaneously, the four variables have a positive and significant effect

on student satisfaction, with a coefficient of determination (r^2) of 0.432. meaning, the four independent variables influence the student satisfaction variable by 43.2%, while the remainder (56.8%) is influenced by other variables not examined in this research. The results of this research are in line with research conducted by Abdullah Taman, et al with the title Analysis of Service Quality on Student Satisfaction at the Faculty of Economics, Yogyakarta State University, concluding that simultaneously the five variables have a positive and significant effect on student satisfaction, with a coefficient of determination (r^2) of 0.814. meaning, the five independent variables influence the student satisfaction variable by 81.4%, while the remainder (18.6%) is influenced by other variables not examined in this research

5. Conclusions

Based on testing the hypothesis of this research, it was concluded that there was a positive and significant influence of reliability on student satisfaction at Bentara Persada College of Economics, there was no positive and significant influence of responsiveness on student satisfaction at STIE BP, there was no positive influence and significant sincerity (empathy) on student satisfaction at the STIE BP. There is a positive and significant influence of tangibility on student satisfaction at the STIE BP. Simultaneously, the four variables have a positive and significant effect on student satisfaction, with a coefficient of determination (r^2) of 0.432. meaning, the four independent variables influence the student satisfaction variable by 43.2%, while the remainder (56.8%) is influenced by other variables not examined in this research.

The suggestions from the results of this research are:

- a. For the leadership of the STIE BP, it is necessary to support service quality in the form of increasing reliability, responsiveness, sincerity (empathy), tangibility by providing training and seminars on service quality for the community. service personnel from the General Administration Bureau and the Financial Administration Bureau to encourage them to provide the best service to students in order to achieve satisfaction for STIE BP students.
- b. The Academic Administration Bureau service staff STIE BP, they must be more active in improving the quality of service in order to achieve student satisfaction with the services they expect using the principle that students are kings who must be given the best service.

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