



The Effect of Academic Service Quality on Student Satisfaction

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Abstract: This study aims to analyze the effect of academic service quality on student satisfaction at Universitas Pembangunan Panca Budi Medan. Academic service quality includes various aspects, such as information availability, lecturer interaction, educational facilities, and administrative support. The method used in this research is a survey with questionnaires distributed to 31 students from various study programs. The data obtained were analyzed using regression analysis to test the relationship between academic service quality variables and student satisfaction. The results showed that there was a positive and significant influence between the quality of academic services on student satisfaction. The most influential aspects are lecturer interaction and information availability, which shows that students feel more satisfied when they get good support from lecturers and easy access to academic information. This study provides recommendations for the university to improve the quality of academic services to increase student satisfaction, which in turn can have a positive impact on academic performance and student loyalty to the institution.

Keywords: Academic Service Quality, Student Satisfaction, Regression Analysis, Higher Education

Introduction

A difficult choice faced by private tertiary institutions as they must continue to compete with public universities and other private universities to offer more competitive more competitive education programs. This has an impact on the number of students in some private colleges. Hariyanto (2017) states that the success of higher education can be measured by measuring the level of satisfaction students' satisfaction with the education process (Mekky Briyantoro et al., 2023).

Education is one of the most important sectors and plays a crucial role in the overall development of the economy and the nation. Like education, educational institutions also have an important role in nation building. Universities contribute to economic, social, and cultural growth. Amidst the current competition in the world of education in the modern era, universities are more focused on measuring student satisfaction because universities are customer-oriented, and students are the main customers of universities. Therefore, universities are more aware of the importance of student satisfaction (Martasubrata & Suwatno,

2016). Students' trust in higher education increases when they see good academic services. This also has an impact on student retention to keep using university services in the future (Setiarini et al., 2017).

The following five elements can determine the type of educational services offered by educational institutions: 1) Accuracy-the ability to provide accurate, reliable, and precise services. 2) Responsiveness-the ability to meet all customer needs and serve them promptly. 3) Safety: This includes the knowledge and ethics of employees and the ability of employees to increase customer confidence in the company. 4) Empathy, or the desire to provide direct attention and care to all students in need of the institution's services. 5) Tangibel includes the physical performance of buildings, learning equipment and facilities, communication media, information and communication technology, and other facilities and infrastructure that students need to know (Budiarti, 2018).

Academic services are critical to the quality of university services. One of the main products of universities is called academic services. To date, no research has been conducted on the impact of academic service quality on student satisfaction at Universitas Pembangunan Panca Budi. However, in order to improve academic services and increase student satisfaction, research on this issue should be conducted (Robihim & Nanny, 2020).

Literature Riview

Quality of Academic Services

Characteristics of a product, such as performance, reliability, ease of use, and aesthetics, are examples of quality. The ability to strategically meet customer wants and needs is defined as quality in the era of globalization. Customer satisfaction determines product quality (Fahmi Kamal et al., 2020). Conversely, fulfilling the wants and needs of others is service. Service is a performance of appearance, intangible and quickly lost, more can be felt than owned, and customers are more able to actively participate in the process of using services (Mokodompit & Luneto, 2019). According to Sviokla (2002: 20), service quality is determined by how well a company meets client needs and expectations. Parasuraman, Zeithaml, and Berry (1998), cited by Avianti, argue similarly. (2005: 20). Academic quality is the value that customers give to the extent to which academic services meet their expectations. Service quality is the extent to which reality differs from customer expectations of the services they receive. (Lupiyoadi, 2006: 163). If it meets specifications, customers (in this case students) will say that academic services are of quality. The academic service quality survey shows how well academic services at the Faculty of Economics meet student expectations (Suffiyah Arrafiatus, 2011).

According to Zeithaml (2009: 7), the factors that affect service quality or what is called the SERVQUAL method are:

1. Reliability (reliability / trustworthiness)

The reliability dimension refers to the ability to deliver the promised service reliably and accurately. A service is considered reliable if the Disclosure Agreement is strictly followed.

2. Responsiveness

The responsiveness dimension refers to the readiness or willingness of employees to provide fast and accurate service to consumers. The speed and accuracy of service is accompanied by professionalism.

3. Assurance (guarantee / comfort)

The security aspect is related to knowledge and insight, politeness, courtesy, trustworthiness of service providers, and respect for consumers.

4. Empathy (empathy / special attention)

The empathy dimension concerns the willingness of employees to care and pay individual attention to consumers. This willingness is shown through relationships, communication, understanding and attention to consumer needs and complaints.

5. Tangibles (real / tangible)

Material aspects (physical evidence) can be in the form of physical facilities such as buildings, comfortable rooms, and other infrastructure. Luxury should not be expressed in the Islamic concept of service regarding appearance (Bulkia, 2018).

Student Satisfaction

Every university prioritizes student satisfaction. Satisfied students can be a source of competitive advantage, which will result in good word of mouth, retention, and student loyalty. According to the ideas developed by Tjiptono (2002), indicators of consumer satisfaction, especially students, are as follows:

1. Expectation Conformity is the degree of conformity between the product performance expected by consumers and the performance felt by consumers
2. Interest in Revisiting is the degree of conformity between the product performance expected by consumers and the performance felt by consumers willingness to repurchase.
3. Willingness to recommend the willingness of consumers to recommend a product that they have experienced to a friend or family member (Tawas et al., 2015).

Research Framework

In this study, the independent variable is the academic service quality variable, and the dependent variable is the student satisfaction variable (Bulkia, 2018).

Research Method

Universitas Pembangunan Panca Budi students are the subjects of this study. This study uses scales made by the researcher. Researchers used two service quality scales consisting of ten questions: reliability, responsiveness, security, and empathy.

There are five options: I agree completely, I agree, I am neutral, I strongly disagree, and I disagree. Each point is then determined from all the answers. The cumulative total score indicates academic service quality and student satisfaction (Supriyanto, 2024).

Multiple regression analysis was used to test the hypotheses. This was done because predictive analysis can be used to measure how much influence two or more independent variables have on a dependent variable. This statistical calculation was done through computation using the SPSS 25 program (Handayani & Pandanwangi, 2021).

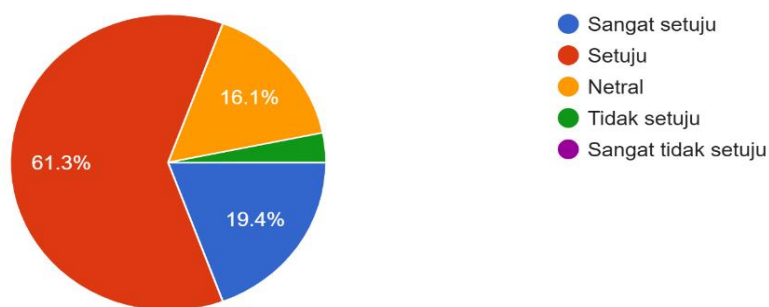
Results and Discussion

Satisfaction of Universitas Pembangunan Panca Budi students with academic services is the subject of this research. This study collected data through questionnaires distributed to all students at Universitas Pembangunan Panca Budi. After the data was collected, SPSS was used to test it. There are two ways used in the form of research results: talks and results (Tulung, 2024). First, the questionnaire diagram is used to calculate the percentage of the number of answers given by respondents. The second uses classical assumptions, such as normality test, multicollinearity, heteroscedasticity, autocorrelation, linearity, coefficient of determination, multiple linear regression equation analysis test, descriptive statistical test, t test, and f test. The following sub-sections will discuss the results and discussion of the data analysis (Oliso, 2024).

Questionnaire

1. Layanan akademik diberikan sesuai dengan jadwal yang ditentukan.

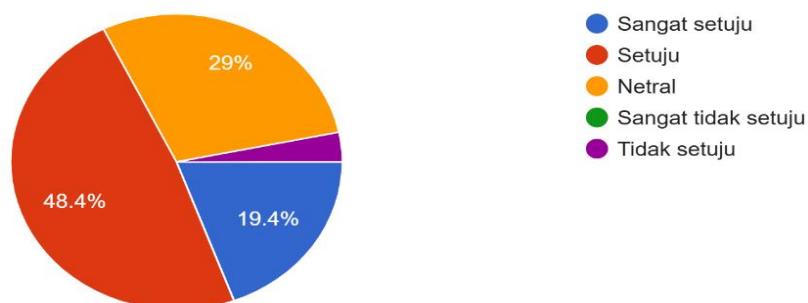
31 responses



Most respondents or students agree with the academic services provided according to the specified schedule (61.3%), strongly agree with the academic services provided according to the specified schedule (19.4%), neutral with the academic services provided according to the specified schedule (16.1%).

2. Informasi akademik yang diberikan selalu akurat dan dapat dipercaya.

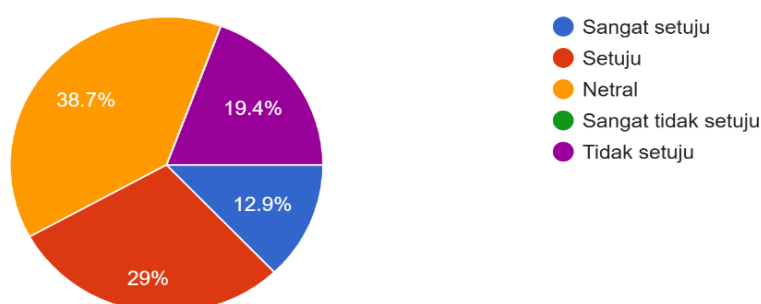
31 responses



According to the statement above, most respondents or students stated that they agree that the academic information provided is always accurate and reliable (48.4 %), disagree that the academic information provided is always accurate and reliable (29.4 %), strongly agree that the academic information provided is always accurate and reliable (19.4 %).

3. Staf akademik cepat dalam menangani masalah atau keluhan mahasiswa.

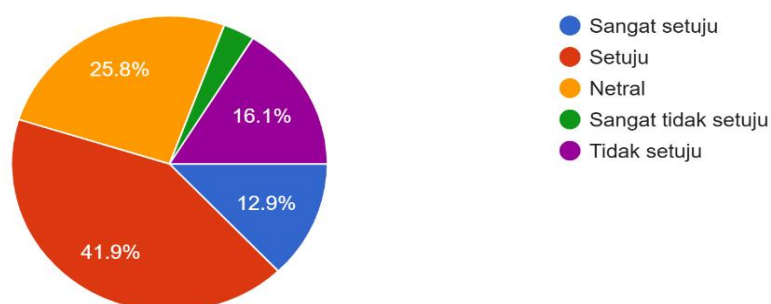
31 responses



Based on the above statement, respondents or students indicated that they: Neutral regarding school staff who quickly handle student complaints (38.7%), Agree regarding school staff who quickly handle student complaints (29%), Disagree regarding school staff who quickly handle student complaints (19.4%), and Strongly Agree regarding school staff who quickly handle student complaints (12.9%).

4. Staf akademik mudah dihubungi dan siap membantu.

31 responses

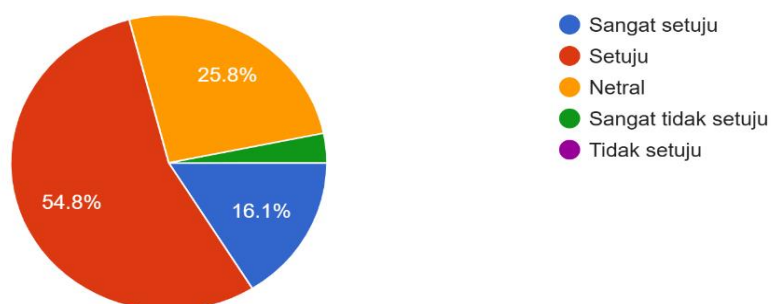


Among the respondents or students who responded to the above statement, 41.9% agreed that school employees are easy to contact and ready to help, 25.9% disagreed that school employees are easy to contact and ready to help, 16.1% strongly agreed that school

employees are easy to contact and ready to help, and 12.9% disagreed that school employees are easy to contact and ready to help.

5. Staf akademik memiliki pengetahuan yang memadai dalam memberikan layanan.

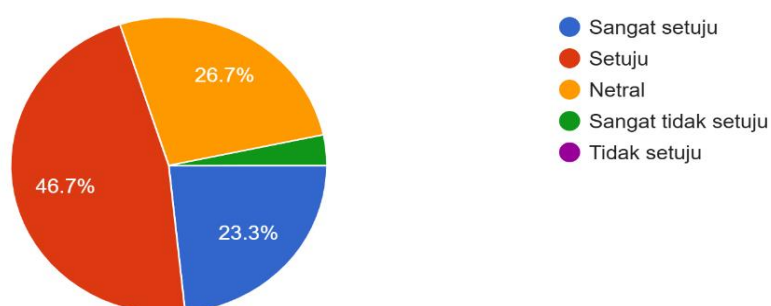
31 responses



According to the responses of respondents or students to the above statement, most agree that academic staff have adequate knowledge in providing services (54.8%), neutral that academic staff have adequate knowledge in providing services (25.8%), strongly agree that academic staff have adequate knowledge in providing services (16.1%).

6. Staf akademik bersikap sopan dan ramah.

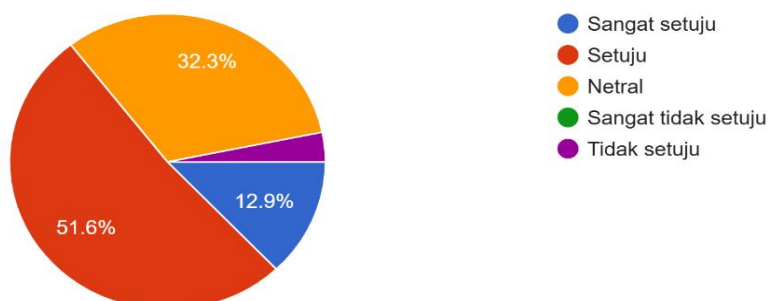
30 responses



According to the responses of respondents or students to the statement above, it is found that they agree (46.7%) with academic staff who are polite and friendly, neutral (26.7%) with academic staff who are polite and friendly and strongly agree (23.3%) with academic staff who are polite and friendly.

7. Staf akademik memahami kebutuhan dan kondisi mahasiswa.

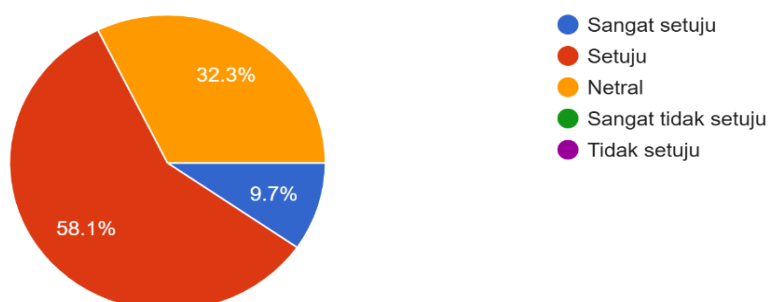
31 responses



According to the responses of respondents or students to the above statement, the points obtained agree (51.6%) that school employees understand the needs and conditions of students, neutral (32.3%) and strongly agree (12.9%).

8. Staf akademik memberikan perhatian yang cukup kepada mahasiswa.

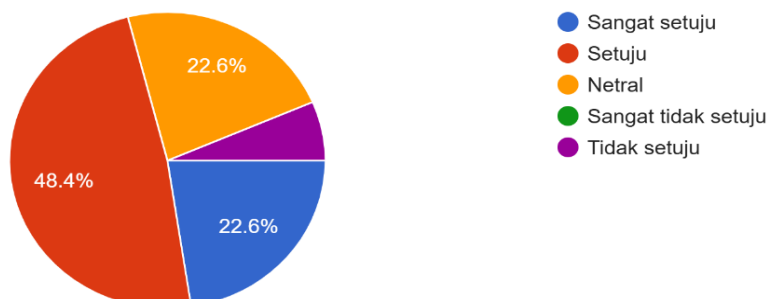
31 responses



Most of the respondents (or students) of the above statement stated that they agreed (58.1%) with the school staff giving sufficient attention to their students, neutral (32.3%), and strongly agreed (9.7%).

9. Fasilitas pendukung akademik seperti ruang belajar dan laboratorium memadai.

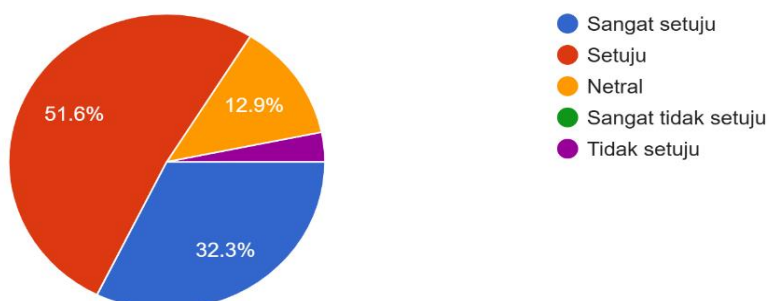
31 responses



Most of the respondents or students who answered the statement above stated that they agreed with the existence of academic support facilities such as adequate study rooms and laboratories (48.4%), strongly agreed with the existence of these facilities (22.6%), neutral with the existence of these facilities (Kuswanto, 2021).

10. Apakah portal akademik berfungsi dengan baik

31 responses



In the statement above, the answers obtained from respondents or students are that the respondents Agree on the academic portal that works well (51.6%), Strongly Agree on the academic portal that works well (32.3%), Neutral on the academic portal that works well (12.9%), and Disagree on the academic portal that works well (3.2%).

SPSS 25

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.06020381
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.102
Test Statistic		.160
Asymp. Sig. (2-tailed)		.041 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

A sig level value of more than 0.05 is considered normal, while a sig value below 0.05 is considered abnormal. In the Kolmogorov-Smirnov sample, a sig value of more than 0.05 (0.41>0.05) indicates that the data is normally distributed.

Table 2. Multikolnearity Test

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	Kualitas Layanan Akademik	1.000	1.000

a. Dependent Variable: Kepuasan Mahasiswa

There are two testing criteria:

1. There are no multicollinearity symptoms if the tolerance value is more than 0.100 and VIF is more than 10.00.
2. There are symptoms of multicollinearity if the tolerance value is more than 0.100 and VIF is more than 10.00.

The results of the multicollinearity test table show that there are no symptoms of multicollinearity, because the tolerance value of 1,000 is greater than 0.100 and VIF 1,000 is lower than 10.00.

Table 3. Autokorelation Tests

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.745 ^a	.555	.540	2.095	1.426

a. Predictors: (Constant), Kualitas Layanan Akademik
b. Dependent Variable: Kepuasan Mahasiswa

Terms do not occur symptoms of autocorrelation = $DU < DW < 4-DU$

Known $N = 31$ and K (Independent Variable) = 1

DL value = 1.373

DW value = 1.426

DU value = 1.502

4-DU value = 2.498

Conclusion = $1.502 < 1.426 < 2.498$ ($DU < DW < 4-DU$)

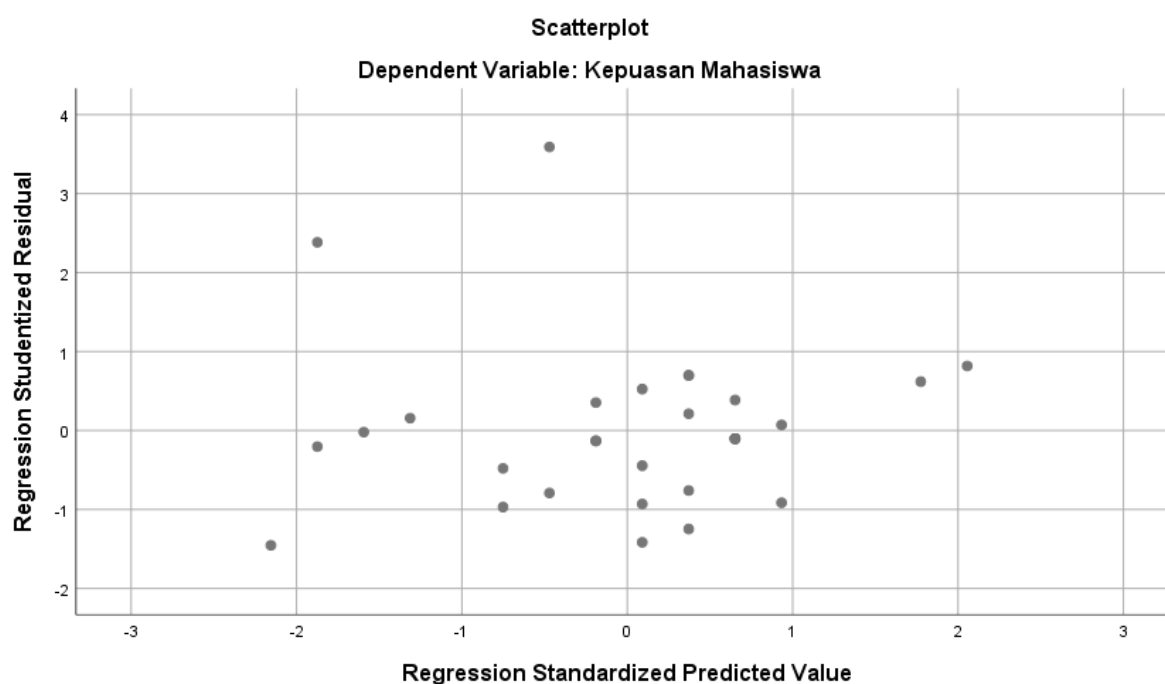
Table 4. Linearity Tests

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kepuasan Mahasiswa * Kualitas Layanan Akademik	Between Groups	(Combined)	207.437	12	17.286	3.941	.004
		Linearity	159.054	1	159.054	36.263	.000
		Deviation from Linearity	48.383	11	4.398	1.003	.480
	Within Groups		78.950	18	4.386		
	Total		286.387	30			

Conclusions can be drawn, namely:

1. Linearity sig value $0.00 < 0.05$ concludes that the linearity test has been fulfilled.
2. The sig value of Deviation From Linearity $0.480 > 0.05$ concludes that the linearity test has been fulfilled.

Table 5. Heterocedasticity Tests



In the heteroscedasticity test, the data forms a pattern that spreads from above and below point 0, so it can be said that the data is free from heteroscedasticity.

Table 6. Coefficient of Determination Tests

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.555	.540	2.095

a. Predictors: (Constant), Kualitas Layanan Akademik

Because the Adjusted R Square value is 0.540, we can know that the contribution of the independent variable to the dependent variable simultaneously is 54 percent.

Table 7. Multiple Linear Regression Equation Analysis Tests

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.285	1.935		3.764	.001
	Kualitas Layanan Akademik	.646	.107	.745	6.019	.000

a. Dependent Variable: Kepuasan Mahasiswa

Regression Equation obtained = $7.285 + 0.646$

ANALYSIS:

1. The constant value obtained is 7.285, it means that if the independent variable is 0 (constant), the dependent variable is 7.285.
2. The coefficient value of Regression Variable X1 is positive (+) of 0.646, it can be interpreted that if the variable X1 variable increases, Variable Y will also increase.

Table 8. Descriptive Statistical Tests

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kualitas Layanan Akademik	31	10	25	17.68	3.563
Kepuasan Mahasiswa	31	11	25	18.71	3.090
Valid N (listwise)	31				

Then the interpretation is:

1. Academic Service Quality Variable (X1) from the data can be described that the minimum value is 10 while the maximum value is 25 and the average Academic Service Quality is 17.68. The standard deviation is 3.563.
2. Student Satisfaction Variable (Y), from the data it can be described that the minimum value is 11 while the maximum value is 25 and the average Student Satisfaction is 18.71. The standard deviation is 3.090.

Table 9. T Test

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	7.285	1.935		3.764
	Kualitas Layanan Akademik	.646	.107	.745	6.019

a. Dependent Variable: Kepuasan Mahasiswa

With a sign value of 0.000 smaller than 0.05, it can be concluded that the quality of academic services affects student satisfaction.

The t-count > t-table value has a formula, namely:

$$t\text{-table: } t(\alpha; n-k) = t(0.05; 29) = 1.6991$$

Thus, the Academic Service Quality Variable (X) has a partial influence on Student Satisfaction (Y). Therefore, the calculated t value is greater than the t table value for the Academic Service Quality Variable.

Table 10. F Test

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	159.054	1	159.054	36.224
	Residual	127.333	29	4.391	
	Total	286.387	30		

a. Dependent Variable: Kepuasan Mahasiswa

b. Predictors: (Constant) Kualitas Layanan Akademik.

If the sign value of 0.000 is smaller than 0.05, we can say that variables X and Y have a simultaneous influence.

$$F\text{-table: } F(k-1; n-k) = F(2-1; 31-2) = F(1; 29) = 4.18$$

Thus, the Academic Service Quality Variable (X) affects the Student Satisfaction Variable (Y) simultaneously, because the calculated f value is greater than the f table value.

Conclusions

This study successfully demonstrated that students of Universitas Pembangunan Pnca Budi are satisfied with the academic services they receive. This study provides a quantitative picture of the level of student satisfaction through the application of quantitative methods. Most students are very satisfied with the academic services, according to the survey results (Mustamin, 2019).

The quality of academic services affects student satisfaction. Aspects such as reliability, responsiveness, security, and empathy towards academic performance greatly affect how students perceive their learning experience. When institutions are able to provide high-quality services, students tend to be more satisfied, which can increase learning motivation, engagement, and academic performance (Bae, 2020). Therefore, it is important for educational institutions to continuously improve the quality of academic services to meet students' expectations and create a better learning environment. The study also points to the need for regular assessment and feedback from students to identify areas where academic performance can be improved.

In terms of the quality of academic services, students indicated that they realize how important their satisfaction with their services is. They also realized that the quality of academic services focuses not only on the portal but also on the staff who manage it. In addition, this study found that there is a positive correlation between academic service quality and student satisfaction. Respondents believe that academic service quality can replicate.

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