

The Effect of Academic Service Quality on Student Satisfaction Level Stikes Panrita Husada Bulukumba

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ABSTRACT

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Higher education is a form of service provider that involves providers and service users. The quality of a tertiary institution is largely determined by the quality of services provided, such as high achievement motivation, lecturer competence, roles, assignments, and facilities and infrastructure. Good infrastructure is expected to create institutions that are clean, beautiful, and comfortable, so they need to be managed properly. The method used was a descriptive research design with a "cross-sectional" approach. The population in this study were 80 students of the Bachelor of Nursing, D3 Health Analyst, and D3 Midwifery, with a sample size of 43 respondents. The sampling technique used is non-probability with the purposive sampling technique. Data were collected using a questionnaire sheet. Data analysis used Chi-square statistical test. In this study, it was found that the level of student satisfaction with the quality of academic services was not good, indicating that level of student satisfaction was nine respondents (42.9%) dissatisfied and eight respondents (36.4%) satisfied, while good academic service quality showed the level of satisfaction. Fourteen students were satisfied (63.6%), and 12 respondents were dissatisfied (57.1%). Based on the analysis that has been done using the Chi-Square test, there is no influence of the quality of academic services on the level of student satisfaction with a value of $p > .451$. It is hoped that this research will expand the research sample, not only for students in the VIII and VII semesters but also for other semester students.

Keywords: Service Quality; Student Satisfaction

INTRODUCTION

In the era of globalization, the role of universities is very important to create a superior generation that can bring change and compete in the job market and produce innovative and creative graduates. This condition further encourages the government, especially in the world of education, including universities, to prepare human resources which have high competence. Higher education is a form of service provider that involves providers and service users. The quality of a university is largely determined by the quality of services provided, such as high achievement motivation, lecturer competence in achieving goals, roles, tasks, and facilities and infrastructure.

Good facilities and infrastructure are expected to create an institution that is clean, beautiful, and comfortable. In pleasant conditions as a learning environment, it needs to be appropriately managed, where infrastructure facilities can prepare all need to achieve the quality of learning services properly and productively and can satisfy students.

Tarumanegara University and Gadjah Mada University are one of the best universities in Indonesia with non-vocational categories. The quality of educational services and achievements in the academic and non-academic fields make Tarumanegara University and Gadjah Mada University one of the best universities because of facilities such as location, infrastructure, environment, accreditation, achievements, and alumni; all these facilities are used to support ongoing education and alumni who are successful with their work (Timur, 2017).

The results showed that the facilities variable had a significant effect on student satisfaction, while the service quality variable had a significant effect on student satisfaction. The test results show that facilities and services have a significant effect on student satisfaction (Sarjono and Farida, 2018).

From the results of the interviews of researchers at the research site, complaints were obtained by most of the students of S1 Nursing, D3 Health Analysts and D3 Midwifery related to the low facilities and infrastructure and services that exist, some students who were satisfied with the existing facilities and services, but most students said they were still dissatisfied with academic services, as well as infrastructure that supports the learning process such as partially damaged LCDs, classrooms, and some chairs that have been damaged, so that they can interfere with the teaching and learning process and other lecture support facilities that are inadequate, as well as improper lecturer timing, this is what makes students often feel saturated. From some of the complaints above, it directly includes the quality of service, campus facilities, infrastructure, and so on. This needs attention.

Because the quality of service is one of the determining factors that can satisfy students. If the situation continues, it will have a bad impact on the campus with a decrease in the image of the campus itself on academic development, resulting in a lack of interest, and producing graduates who are less qualified and decrease in interest and passion for learning, therefore, student academic activities become disrupted and not smooth as they should. The purpose of this study was to determine the effect of

academic service quality on student satisfaction levels at Stikes Panrita Husada Bulukumba.

METHODS

The research design used in researchers is descriptive research with a Cross Sectional approach, namely data collected momentarily or data obtained at this time, this method is carried out by conducting survey results, interviews, or by distributing questionnaires to research respondents (Nursalam, 2016).

Population is a generalized area consisting of or objects / subjects that have a certain quantity and characterization set by the researcher to be studied and then drawn conclusions (Sugiyono, 2010).

The population in this study was students in semesters V, VI and VIII totaling 80 students of the S1 Nursing Study Program, D3 Health Analyst and D3 Midwifery at Stikes Panrita Husada Bulukumba. A sample is part of the number and characteristics possessed by that population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population. What is learned from that sample, the conclusions will be applicable to the population. For this reason, the sample taken from the population must be truly representative or representative (Sugiyono, 2017). *The number of samples in this study was 43 respondents obtained at the Stikes Paanrita Husada Bulukumba campus. The sampling technique in this study is the purposive sampling method.*

A research instrument is a tool used to measure natural and social phenomena that are observed (Sugiyono, 2010). The questionnaire is a collection of data on the quality of service and the level of student satisfaction (Sujarweni, 2014). The data were analyzed based on measuring scales and research objectives using computerized program software. The data are analyzed by : (1) Univariate analysis, Analysis is carried out to see the proportions. (2) Bivariate Analysis, Bivariate test is performed to find the relationship between independent variables and dependent variables with the test used is chi Square when qualified. The meaning received when $p < 0.05$.

RESULTS

Based on table 1, it can be seen that the characteristics of respondents based on sex are domiciled by the female sex as much as 53.5%. Meanwhile, the characteristics of

respondents in semester status were more commonly found in semester VII as much as 58.1%.

Table 1. Distribution of Respondents' Characteristics By Gender, and Semester at Stikes Panrita Husada Bulukumba

Characteristics of Respondents	Frequency	Percentage (%)
Gender		
Male	20	46,5%
Female	23	53,5%
Student Status		
semester VIII	18	41,9%
semester VII	25	58,1%
Total	43	100%

Based on table 2 from the results of a study of 43 respondents with the quality of academic services with the Good category, 60.5% were obtained.

Table 2. Distribution of Respondent Frequencies Based on the Quality of Academic Services of Stikes Panrita Husada Bulukumba

Academic Service Quality	Frequency	Percentage (%)
Not good	17	39,5%
Good	26	60,5%
Total	43	100

Based on table 3, most respondents had a more dominant satisfaction rate in the satisfied category of 51.2%.

Table 3. Distribution of Respondent Frequency Based on Student Satisfaction Level at Stikes Panrit Husada Bulukumba

Student satisfaction level	Frequency	Percentage (%)
Not satisfied	21	48,8%
Satisfied	22	51,2%
Total	43	100%

Based on table 4, it is known that out of 43 respondents, the level of student satisfaction with the quality of academic services is not good, it shows the level of student satisfaction, namely dissatisfied as many as 9 respondents (42.9%) and satisfied as many as 8 respondents (36.4%) while the quality of good academic services shows the level of satisfaction of satisfied students as many as 14 respondents (63.6%) and dissatisfied as many as 12 respondents (57.1%). The statistical results show that the p-

value $> .451$. It is proven that there is no influence of the quality of academic services on the level of student satisfaction.

Table 4. Analysis of respondents based on Academic Services to Student Satisfaction Levels in Stikes Panrita Husada Bulukumba

Academic Service Quality	Student satisfaction level				Total		P Value
	Not satisfied		Satisfied				
	F	%	F	%	F	%	
Not good	9	42,9%	8	36,4%	21	100	.451
good	12	57,1%	14	63,6%	22	100	
Total	21	100,0%	22	100,0%	43	100	

DISCUSSION

The results of the study found that out of 43 respondents, the level of student satisfaction with the quality of academic services was not good, it showed a level of student satisfaction, namely dissatisfied as many as 9 respondents (42.9%) and satisfied as many as 8 respondents (36.4%) while the quality of good academic services showed a level of satisfaction with satisfied students as many as 14 respondents (63.6%) and dissatisfied as many as 12 respondents (57.1%). The statistical results show that the p-value $> .451$. It is proven that there is no influence of the quality of academic services on the level of student satisfaction. So, based on these final results, it can be concluded that there is no influence on the quality of academic services on the level of student satisfaction at Stikes Panrita Husada Bulukumba in 2020.

This research is in line with the results of the study (Usada et al., 2016) shows that the quality of service has an important role in maintaining student loyalty. For students, excellent service will provide satisfaction and trust so that loyalty to a university is built.

According to the assumptions of the researcher a person will be satisfied if the comparison of what is needed with what is obtained is fair enough. Quality services can be identified through students, one of the principles that measuring student satisfaction must be done as feedback from students to the system implemented to improve services so that students are satisfied with academic services. Because the better the quality of academic services, the higher the satisfaction of Stikes Panrita Husada Bulukumba students. This research is in line with the results of the study (Sugiyanti et al, 2016) shows that the quality of academic services is the most important aspect in a university,

the better the quality of services provided, it is hoped that the better the learning process that exists in the higher education.

CONCLUSION

The conclusion of this study is that there is no influence of the quality of academic services on the level of student satisfaction in the Panrita Husada Bulukumba in 2020. From the statistical test, it showed that the results of the analysis using the chi-square test obtained a significance value of that $p\text{-value} > .451$.

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