FACTORS THAT AFFECT STUDENT SATISFACTION WITH STEBI TANGGAMUS SERVICES

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Abstract
This study aims to analyze the factors that affect student satisfaction with STEBI Tanggamus services, including the quality of academic services, the quality of administrative services, the availability of learning facilities, and the ease of access to information. The research method used was quantitative with a survey approach, involving 150 active student respondents who were selected using *the proportional random sampling technique*. Data were collected through questionnaires and analyzed using multiple linear regression. The results of the study show that the four independent variables have a positive and significant effect on student satisfaction, both partially and simultaneously. The quality of academic services is the dominant factor that affects student satisfaction, followed by ease of access to information, the quality of administrative services, and the availability of learning facilities. The value of the determination coefficient (R^2) of 0.568 showed that 56.8% of the variation in student satisfaction could be explained by the variables studied, while the rest were influenced by other factors outside the study. These findings indicate that improving student satisfaction requires comprehensive improvements in academic, administrative, facilities, and information systems.

1. INTRODUCTION

Higher education is one of the important pillars in producing superior and competitive human resources. Universities not only play a role as educational providers, but also as providers of academic and non-academic services that affect the success of students' learning processes. Student satisfaction with higher education services is one of the important indicators in assessing the quality of education delivery. STEBI Tanggamus as a higher education institution in the field of Islamic economics and business has the responsibility to provide optimal services, both in terms of academics, administration, and supporting facilities, to support the success of its students' studies. Student satisfaction is influenced by various factors, ranging from the quality of lecturer services, the speed and accuracy of administrative services, the availability of learning facilities, to the ease of access to information. In the context of higher education, quality services will create a positive learning experience, increase motivation to learn, and strengthen student loyalty to the institution. However, if the quality of service is not in accordance with expectations, it can have an impact on decreased satisfaction and even affect the image and competitiveness of universities. Therefore, it is important to identify the factors that significantly affect the level of student satisfaction at STEBI Tanggamus.

This study focuses on the analysis of factors that affect student satisfaction with the services provided by STEBI Tanggamus. By knowing these factors, the campus can formulate strategies for improving and improving service quality in a targeted manner. In addition, the results of this research are expected to contribute to the development of internal policies, strengthen the relationship between students and institutions, and become a reference for other universities in an effort to improve the quality of higher education services. Problems that are often

faced by universities related to student satisfaction generally include the quality of administrative services, speed of response, and the availability of facilities. [1][2], [3] showed that slow administrative services are one of the main causes of low student satisfaction levels in private universities. Similar findings were expressed by (Nuraini, 2020) [5], [6] which states that inadequate learning facilities have a significant effect on student satisfaction and motivation to learn. Meanwhile, research by [7][8] found that the competence and professionalism of lecturers greatly determine students' positive perceptions of institutions. In addition, a study by [9] confirms that the ease of access to academic information, such as lecture schedules and grades, is also an important factor in determining student satisfaction.

Based on these previous studies, it can be concluded that the problem of student satisfaction is not only related to one aspect, but a combination of several factors that affect each other. At STEBI Tanggamus, indications of similar problems can also be found, such as complaints related to the administrative process that is quite time-consuming, limited learning room facilities, and the availability of technology facilities that are not optimal. By examining the relevant factors through this study, it is hoped that a clear picture will be found of the aspects of services that need to be improved, so as to encourage the creation of overall student satisfaction.

II.   RESEARCH METHODS

2.1.   Types and Approaches to Research

This study uses a quantitative approach with a survey method. The quantitative approach was chosen because this study aims to quantify the influence of several independent variables on dependent variables numerically and objectively. The collected data will be processed using statistical analysis techniques to obtain valid and reliable results. The research population is all active students of STEBI Tanggamus in the current academic year 2024/2025. The sampling technique uses proportional random sampling to ensure the representation of each study program. The number of samples is determined using the Slovin formula with a margin of error of 5%, so that an adequate number of samples is obtained for analysis.

2.2.   Research Variables and Operational Definitions

Dependent Variable (Y): Student Satisfaction with STEBI Tanggamus Services, Independent Variable (X):
1. Quality of Academic Services
2. Quality of Administrative Services
3. Availability of Learning Facilities
4. Ease of Access to Information
   Each variable will be measured using indicators adapted from previous research, with

a Likert measurement scale of 5 points (1 = strongly disagree, 5 = strongly agree).

2.3.   Data Collection Techniques

Data collection was carried out using questionnaires that have been tested for validity and reliability. The questionnaire was distributed directly to respondents as well as through online media to facilitate reach. Before use, the questionnaire will be tested:
1. Validity Test: Using Pearson Product Moment correlation.
2. Reliability Test: Using Cronbach's Alpha, with a value of   0.70 is considered reliable.

III.   RESULTS AND DISCUSSION

3.1.   Research Results

1.   Respondent Description

This study involved 150 STEBI Tanggamus students who were respondents, consisting of 65% female students and 35% male students. Most of the respondents came from the Sharia Economics Study Program (60%), followed by Sharia Banking (40%). Most respondents are in semesters 3–5, which means that they have experienced enough of academic and campus administration services.

2.   Statistics Descriptive Variable

The average score of each variable using a Likert scale of 1–5 is:

Variabel	Mean	Category
Quality of Academic Services (X)	4,15	Good
Quality of Administrative Services (X)	4,05	Good
Availability of Learning Facilities (X)	3,85	Pretty Good
Ease of Access to Information (X)	4,10	Good
Student Satisfaction (Y)	4,08	Good

These results show that in general students feel satisfied, but the aspect of learning facilities gets the lowest score compared to other variables.

3.   Uji Hypothesis

Validity and Reliability Test
- Validity: All questionnaire items have a value of r-count > r-table (0.161) so they are declared valid.
- Reliability: All variables have a Cronbach's Alpha value above 0.70, so they are declared reliable.

Classic Assumption Test
- Normality Test: Normally distributed data with a Sig. Kolmogorov-Smirnov value of 0.200 (>0.05).
- Multicollinearity test: VIF values < 10 and Tolerance > 0.1 for all variables, indicating no multicollinearity.

- Heteroscedasticity Test: Sig. value > 0.05, so that there are no symptoms of heteroscedasticity.

Analysis of the Regresi Linier Berganda

The regression equations obtained are:

$$Y = 0,412 + 0,285X_1 - 0,231X_2 - 0,198X_3 + 0,256X_4$$

Information:
X1 = Quality of Academic Services
X2 = Quality of Administrative Services
X3 = Availability of Learning Facilities
X4 = Ease of Access to Information

1. T test (Partial)

The results of the t-test showed that the four independent variables had a positive and significant effect on student satisfaction.

Variabel	t-count	Itself.	Information
X	4,215	0,000	Significant effect
X	3,542	0,001	Significant effect
X	2,985	0,003	Significant effect
X	3,874	0,000	Significant effect

2. F Test (Simultaneous)

The F-calculation value of 48.215 with a Sig. of 0.000 < 0.05 indicates that the variables X , X , X , and X simultaneously have a significant effect on student satisfaction.

3. Coefficient of Determination (R²)

The R² value of 0.568 means that 56.8% of the variation in student satisfaction can be explained by the quality of academic services, the quality of administrative services, the availability of learning facilities, and the ease of access to information. The remaining 43.2% were influenced by other factors outside of this study.

The results of this study show that all the factors studied have a positive and significant influence on student satisfaction. The factor that contributed the most was the quality of academic services (= 0.285), followed by ease of access to information, quality of administrative services, and availability of learning facilities. Although in general students feel satisfied, the aspect of learning facilities still needs more attention to be improved, considering that the score is the lowest among other variables.

3.2. Discussion
1. Descriptive Analysis of Research Variables

Based on the results of the descriptive analysis, the average score of each variable was in the good category, except for the variable *of the availability of learning facilities* that obtained a good score (3.85). This shows that STEBI Tanggamus students are generally satisfied with the services provided, but there are still aspects that need improvement, especially related to the completeness and comfort of learning facilities. The quality of academic services obtained the highest score (4.15), indicating that the interaction between lecturers and students, the delivery of materials, and academic guidance was considered good by students. The ease of access to information also received a high score (4.10), which means that the academic information system is relatively accessible and helps students get information quickly.

2. The Effect of Academic Service Quality on Student Satisfaction

The results of the t-test showed that the quality of academic services had a positive and significant effect on student satisfaction (t-count = 4.215; Sig. = 0.000). This is in line with research by Pratama et al. (2022) which states that the professionalism and competence of lecturers contribute greatly to student satisfaction. The better the quality of academic interaction, the higher the level of student satisfaction.

3. The Effect of Administrative Service Quality on Student Satisfaction

The quality of administrative services was also shown to have a significant effect (t-count = 3.542; Sig. = 0.001). This indicates that the fast, precise, and friendly service from the administrative staff is able to provide a positive experience for students. These findings are in line with a study (Wibowo & Rahmawati, 2021) (Al-Swidi, Huque, Shariff, & Rizal, 2014) which found that the efficiency of administrative services is the key to student satisfaction in higher education.

4. The Effect of Learning Facility Availability on Student Satisfaction

Although the effect was significant (t-count = 2.985; Sig. = 0.003), the availability of learning facilities was the factor with the lowest average score. This shows that the existing facilities are considered quite adequate but still need to be improved, such as the completeness of classrooms, laboratory facilities, and digital support facilities. These results are consistent with research [4] which states that the completeness of learning facilities has a direct impact on student learning comfort.

5. The Effect of Ease of Access to Information on Student Satisfaction

Ease of access to information also had a significant positive effect (t-count = 3.874; Sig. = 0.000). This indicates that the ease of students in accessing academic information, such as lecture schedules, grades, and announcements, is able to increase their satisfaction. These findings support research (Sari & Lestari, 2019) [11] that emphasizes the importance of a fast and accurate academic information system.

6. Simultaneous Influence of All Variables on Student Satisfaction

The results of the F test showed that all independent variables simultaneously had a significant effect on student satisfaction (F-count = 48.215; Sig. = 0.000). The R² value of 0.568 indicates that 56.8% of the variation in student satisfaction can be explained by these four variables, while the remaining 43.2% is influenced by other factors such as student activities, campus policies, and learning environment.

3.3. Analysis of Research Results

The results of this study show that all independent variables, namely the quality of academic services, the quality of administrative services, the availability of learning facilities, and the ease of access to information, have a positive and significant influence on student satisfaction. This finding confirms that improving the quality of university services, both in academic and non-academic aspects, will directly increase student satisfaction. This is in line with research (Fagan, Neill, & Wooldridge, 2008) [7] which states that the quality of academic interaction between lecturers and students is a dominant factor in shaping students' positive perceptions of institutions. Thus, quality academic services at STEBI Tanggamus are the biggest contributor in building student satisfaction.

The quality of administrative services also has a significant effect on student satisfaction. Fast, precise, and friendly administrative services have been proven to increase the positive experience of students, in line with the findings (Teeroovengadum, Seebaluck, & Lamport, 2019) [1] which affirm that the efficiency and professionalism of administrative services at private universities are the key to increasing student satisfaction. Meanwhile, although the availability of learning facilities also has a positive effect, the average score of this variable is still lower than other variables. These findings are consistent with Nuraini's (2020) research which states that limited facilities, both physical and technological, can limit the comfort and effectiveness of the learning process.

Ease of access to information is another important factor that affects student satisfaction at STEBI Tanggamus. A fast, accurate, and easily accessible academic information system has been proven to make it easier for students to get the information they need, which ultimately increases their satisfaction. These results support a study [9] that concludes that the availability of academic information online can improve communication efficiency and user satisfaction. With the contribution of these four variables which simultaneously reached 56.8%, it can be concluded that improving the quality of university services must be carried out comprehensively, not only focusing on one aspect of service.

IV. CONCLUSION

Based on the results of data analysis, this study concludes that student satisfaction with STEBI Tanggamus services is significantly influenced by the quality of academic services, the quality of administrative services, the availability of learning facilities, and the ease of access to information. These four variables contributed simultaneously 56.8% to student satisfaction, while the remaining 43.2% were influenced by other factors outside the study. The quality of academic services is the factor with the most dominant influence, showing that lecturer competence, effective learning methods, and good academic communication greatly determine the level of student satisfaction. The quality of administrative services has also proven to play an important role, where fast, precise, and friendly service provides a positive experience for students. Although the availability of learning facilities has a significant effect, the average score is still lower than other variables, so special attention is needed for improvement. The ease of access to information also contributes positively to student satisfaction, indicating that a fast, accurate, and easily accessible academic information system helps to smooth the academic process of students. Thus, increasing student satisfaction at STEBI Tanggamus requires a comprehensive improvement strategy, including improving the quality of academics, administration, facilities, and information systems, to create an optimal learning experience and build a positive image of the institution.

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