

Analysis of Student Satisfaction with University Management Services**Agus Suherman^{1,*}, & Hiromu Inoe²**¹Doctoral Program in Education, Syekh Yusuf Islamic University, Indonesia²Graduate School of Life Sciences, Tohoku University, Japan*Corresponding email: agus.suherman@unis.ac.id*Received: 18 June 2025**Accepted: 13 August 2025**Published: 02 September 2025***Abstract: Analysis of Student Satisfaction with University Management Services.**

Introduction: This study aimed to determine and measure student satisfaction with the quality of services at Syekh-Yusuf Islamic University, adapting a service quality model by incorporating an additional dimension, "Information Systems." Furthermore, the research compared satisfaction levels based on demographic factors such as age, gender, employment status, marital status, study program, and year of entry. **Objectives:** This study aimed to determine and measure student satisfaction with the quality of services at Syekh-Yusuf Islamic University and to compare satisfaction levels based on age, gender, employment status, marital status, study program, and year of entry. **Methods:** A descriptive quantitative research design with a cross-sectional survey approach was employed. Data were collected from 576 students at Syekh-Yusuf Islamic University using a 30-item service satisfaction instrument across six dimensions (tangibles, responsiveness, reliability, assurance, empathy, and information systems) with a Likert scale of 1-5. Instrument validity was tested using Pearson correlation and reliability with Cronbach's alpha. Data analysis involved descriptive statistics, the Kolmogorov-Smirnov test for normality, and non-parametric tests (Mann-Whitney and Kruskal-Wallis) for mean differences due to non-normal distribution in certain demographic groups. **Findings:** Overall student satisfaction with UNIS services was 3.88 out of 5 (77.63% satisfaction). Tangibles received the highest satisfaction, while responsiveness was the lowest. Significant differences were found based on age, faculty, and year of enrollment (p-value less than 0.05). However, no differences were found based on gender or parental income (p-value higher than 0.05). **Conclusion:** This study measures student satisfaction with services at Syekh-Yusuf Islamic University, adapting a service quality model by incorporating the "Information Systems" dimension. The research compares satisfaction across demographic factors such as age, gender, employment status, marital status, study program, and year of entry. Findings suggest that while student satisfaction is generally positive, improvements are needed, especially in responsiveness, to meet the university's strategic goals of providing consistent and high-quality services to all students.

Keywords: higher education, service quality, student satisfaction, university services.

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INTRODUCTION

Student satisfaction in universities has raised particular interest, and it has been subject to an increasing focus. The further expansion of the higher Education sector is possible, thanks to new megatrends like intensified competition among the

universities, internationalisation of education, spreading quality requirements, and wider-reaching student needs. Student satisfaction with the university experience is a contentious issue in higher education literature (Masserini et al., 2019; Wong & Chapman, 2023). The satisfaction of

students or customers has been referred to in marketing and business sectors as an important tool in reaching corporate objectives. Second, student satisfaction is the standard of organisational performance in relation to competitive advantage (Sohail & Hasan, 2021). Student satisfaction is the foundation of university education quality (Martínez-Roget et al., 2020).

Moreover, students, as the most fundamental input into and stakeholder of higher education, need to be paid more heed. Student satisfaction, in addition to student development and placement, is one of the main leading indicators of progress in a university. In Indonesia, Universities not only develop students' skills, increase their competence, but also are concern with the fulfillment of students' emotional experiences during their learning period. A host of primary actions while conducting wardenship, stress on the following activities at the university level: learning, examination, research, extension education, innovation, infrastructures, service quality, student and staff welfare, and all over satisfaction.

Therefore, making them happy also increases their productivity, leading to benefits for the institution or the country as a whole. University student wants a better quality as well as a broad system, in all aspects such as easy accessibility to go to a place, infrastructural facilities, Qualitative aspects of the Education, services of the institution, incremental input in the form of added value, and employment. As stated by Usman (2010), infrastructure is important as it meets the expectations of students, values them, and helps to bring out their potential, abilities in their full blooming, and shapes them into good learners. Previous studies have shown that students are generally satisfied with the services provided by the Surabaya Institute of Technology; however, there are still many areas for improvement (Adityas & Irhamah, 2020).

Universitas Islam Syekh-Yusuf (UNIS) is a prominent higher education institution located

in Tangerang, Indonesia. Having a long history of academic excellence and professionalism that started in 1966, the university has cultivated generations of decent professionals across Indonesia. Targeting students from all around Indonesia and beyond, UNIS pursued a commitment to high academic standing and student-centeredness at the same time. Throughout its existence, the university has developed a range of divisions and provided programs that will be covered in detail below. Even though it is vital to identify student satisfaction to improve the picture of the facilities, it is crucial to know it from the students' perspectives. Otherwise put, the reputation and productivity of a facilities unit will be highly impacted by a lack of student retention.

Other studies have shown that students consider academic satisfaction to be a significant factor in their overall satisfaction; however, negative perceptions can lead to dissatisfaction with the overall academic experience. Non-academic variables are often cited as contributing factors to dissatisfaction (Khairusy & Febriani, 2023). Meanwhile, Yazgan (2022) found that city satisfaction contributes to the explanation of university satisfaction. The satisfaction of students with the city increases the satisfaction of the university as well. In other words, city satisfaction accounts for 33% of the variance in university satisfaction. In addition, student satisfaction at university cannot be considered only related to pedagogical and academic aspects, or the on-campus activities.

Regarding student satisfaction, Elliott and Shin (2002) define student satisfaction was considered to be a transitory attitude reflecting an individual's perceived educational experience. It is a complex process that is influenced by multiple aspects. The most important factor affecting all student satisfaction is the grade point average (GPA) (Walker-Marshall & Hudson, 1999; Zamri et al., 2021). Dubey and Sahu (2021) state that student satisfaction can be

defined as the success and enjoyment they receive from the learning environment. Several personal and institutional aspects or factors are related to the concept of student satisfaction. Personal and institutional factors were identified by Appleton-Knapp and Krentler (2006) as two groups of influences on student satisfaction in higher Education. Individual characteristics include age, gender, occupation, preferred learning method, and student GPA. Institutional factors, however, include quality of instruction, promptness of instructor response, course expectations, and instructional methodology. Teaching effectiveness, curriculum flexibility, university status and reputation, autonomy, faculty care for students, student development and growth, student-centered college, campus climate, institutional quality, and social environment have also been identified as important factors in determining student satisfaction in higher education (Beerli Palacio et al., 2002; Douglas et al., 2006; Pedro et al., 2025).

Many studies have used students' satisfaction at universities worldwide as an outcome measure. Recent research in the literature suggests that students who are satisfied with their university studies are more prone to recommend the university to their peers, which in turn attracts them towards the university and makes it more likely for their peers to complete a degree. The literature has shown some factors that affect students' satisfaction (Appuhamilage & Torii, 2019). Satisfaction has two distinct perspectives on measuring student satisfaction (Feifei et al., 2021). First, satisfaction is a judgment of the entire process from enrolment to graduation. Another view is that student satisfaction is a post-use evaluation made following the provision of educational services, just as consumers make a post-use evaluation of the purchased product. Institutions are successful when they can point to the things that increase

student satisfaction and understand that investing early in engaging students is a part of retaining students. The identification of what makes students happy with their studies may stimulate an increased focus on educational input (Pacheco Salles et al., 2020; Temesgen et al., 2021).

Other dimensions used to measure satisfaction are reliability in service delivery, the tangibles of the institution and its infrastructure, the responsiveness of the service provider, and the assurance of empathy (Amin et al., 2020). Meanwhile, Parasuraman et al. (1985) measured student service satisfaction with "servqual," which consists of 22 items and six dimensions: Tangibles refer to the physical evidence of service, such as campus facilities, infrastructure, and the appearance of faculty and staff. Reliability assesses the ability of the university to deliver services consistently and accurately, meeting students' expectations. Responsiveness measures the speed and willingness of staff to assist students with their needs or issues. Assurance is concerned with the trust and confidence built by the staff through their knowledge, communication skills, and courteous behavior. Empathy reflects the personalized attention and care given to students, understanding their individual needs with genuine concern. Furthermore, in the context of modern universities, the Information Systems dimension becomes increasingly crucial due to the rapid advancement of technology. Today, students rely on various online platforms for academic, administrative, and other services. The integration of efficient information systems enables better management of data and communication, thus enhancing the overall service quality and student satisfaction at universities.

According to Kotler and Keller (2016) and Wulansari et al. (2023), the most common measurement of service quality involves determining service quality criteria, which include reliability, responsiveness, assurance, empathy, and direct evidence (tangibles). Based on this

literature, the measurement of student satisfaction with university services varies. Therefore, researchers collaborated on various dimensions of student efforts regarding services provided by universities, including tangibles, responsiveness, reliability, assurance, empathy, and information systems.

In previous studies, several researchers have used varying dimensions to assess service quality in higher education, often drawing from the SERVQUAL model. For instance, Amin et al. (2020) used the core SERVQUAL dimensions (Tangibles, Reliability, Responsiveness, Assurance, and Empathy) but added Satisfaction as a separate dimension. Similarly, Beerli Palacio et al. (2002) emphasized Tangibles and Reliability, while incorporating the institution's image as a critical component of student satisfaction. However, unlike these studies, the inclusion of Information Systems in this research reflects the increasing importance of technological infrastructure in modern universities. As universities shift toward digital learning environments and online services, the quality of their information systems directly impacts student satisfaction, particularly in terms of accessibility, communication, and service efficiency. This informed the decision to include Information Systems as a sixth dimension in this study, recognizing that technological integration is now essential in providing comprehensive and effective student services today higher education landscape.

This study focuses on the quality of service provided by universities, given the broad scope of quality in higher education. The service aspect was chosen because it is something directly related to and experienced by students. In addition, the change in the paradigm of higher education management, namely serving, must also be balanced with a change in the work culture of lecturers and teaching staff(staff), which is also oriented towards service. If previously the relationship between lecturers/education staff and

students was a patron-client relationship, now it must be changed to a partnership relationship. In the area of management, UNIS management is carried out by paying attention to the principles of Good Corporate Governance (Transparency, Accountability, Responsibility, Independence, and Fairness).

UNIS creates a conducive atmosphere and provides full support to the academic community to be able to develop themselves and make maximum contributions to society, industry, science, and technology. This study aims to determine and measure student satisfaction with the quality of services at Syekh- Yusuf Islamic University. Furthermore, the research formulation in this study is as follows:

1. What is the overall student satisfaction with UNIS services?
2. Which service dimension (Tangibles, Responsiveness, Reliability, Assurance, Empathy, Information Systems) most affects satisfaction?
3. How do demographic factors (age, gender, faculty, enrollment year, parental income) influence satisfaction?
4. What significant satisfaction differences exist across age, faculty, and enrollment year?
5. What improvements are needed to meet the university's strategic plan targets?

■ **METHOD**

Research Design

Within the scope of quantitative research methods, this study was designed with a descriptive design (Sugiyono, 2017). The form of the survey research was cross-sectional. In this study, the level of student satisfaction with university services potential differences in satisfaction levels according to demographic variables and specific characteristics. This study was conducted at Syekh-Yusuf Islamic University, Tangerang, which was founded in 1966 with

3,180 students during the 2022/2023 academic year. The minimum sample size representing the student population with a confidence interval of 0.95 and a margin of error of 0.05 was determined at 317, using the calculation formula for a sample with a known population (Krejcie & Morgan, 1970).

Participants

The collected data reached 576 samples, exceeding the number specified in this study. The proportional stratified sampling technique was used in this study. Data collection was conducted during the Even Semester of the 2024/2025 academic year through an online questionnaire distributed to active students at Universitas Islam Syekh-Yusuf (UNIS). The questionnaire was disseminated using Google Forms shared via students' communication channels, such as

WhatsApp class groups and official university channels. In total, 2,198 students were contacted (541 students from Even Semester 2024/2025, 561 students from Odd Semester 2024/2025, 535 students from Even Semester 2023/2024, and 561 students from Odd Semester 2023/2024). Out of these, 576 students provided valid responses, resulting in a response rate of 26.21%. A proportional stratified sampling technique was applied in this study.

The strata were determined based on the student enrollment periods (semesters). The proportionate number of samples from each stratum was calculated according to their relative sizes within the total population, ensuring that each group was represented proportionally. The distribution of the student population per stratum and the corresponding sample sizes are presented in Table 1.

Table 1. Population and sample size per stratum

Stratum	Population	Proportion	Sample Size
Even Semester 2024/2025	541	24.61	142
Odd Semester 2024/2025	561	25.52	147
Even Semester 2023/2024	535	24.34	140
Odd Semester 2023/2024	561	25.52	147
Total	2,198	100	576
Even Semester 2024/2025	541	24.61	142
Odd Semester 2024/2025	561	25.52	147

The selection process involved randomly selecting participants within each stratum by sharing the questionnaire link uniformly across all relevant student groups. This allowed students from each enrollment period an equal opportunity to participate, ensuring representativeness of the samples taken from each group.

Respondents in this study consisted of 576 students as a selected sample from Universitas Islam Syekh-Yusuf. Participants were requested to complete a Google form that included personal data (name, age, gender, study program and faculty of study, parental income, and year of

enrollment). Information on gender, age, gender, parental income, faculty, and year of entry can be found in Table 2.

Table 2 shows that the research respondents were dominated by females with a percentage of 67.36%. The majority of respondents were between 19 and 22 years old, accounting for 77.95%. Regarding parental income, the majority (95.00%) reported that their income was less than the minimum wage in Greater Tangerang (Tangerang City, Tangerang Regency, and South Tangerang City), which was Rp 10,000,000 per month. Furthermore, based

Table 2. Respondent characteristics

Characteristic	Amount	Percentage
Gender		
Female	388	67.36%
Male	179	32.64%
Age		
<= 18	59	10.24%
19-22	449	77.95%
>= 23	68	14.29%
Parental Income		
Minimum Wage	288	50.00%
Minimum Wage – Rp 10.000.000	259	45.00%
Rp 10.000.000 – Rp 15.000.000	17	2.95%
>Rp 15.000.000	12	2.05%
Year of Entry		
2018	189	32.81%
2019	117	20.31%
2020	115	19.97%
2021	155	26.91%
Faculty		
Faculty of Teacher Training and Education	74	12.85%
Faculty of Economics and Business	118	20.49%
Faculty of Law	40	6.94%
Faculty of Social and Political Sciences	86	14.93%
Faculty of Islamic Studies	158	27.26%
Faculty of Engineering	58	10.07%
Postgraduate Program	42	7.29%

on the year of enrollment at UNIS, 59.72% of respondents enrolled between 2018 and 2021. Respondents from the Faculty of Islamic Studies and the Faculty of Economics & Business accounted for more than 50%.

Instrument

The research instrument was adapted from previous works on service satisfaction (Kotler & Keller, 2016; Parasuraman et al., 1985; Wulansari et al., 2023), consisting of 30 items across six dimensions: Tangibles, Responsiveness, Reliability, Assurance, Empathy, and the newly added dimension, Information Systems. The addition of the Information Systems dimension to the SERVQUAL model is a key modification in this study. This new dimension addresses the

increasing importance of technology and digital services in modern university environments, where students heavily rely on online platforms for both academic and administrative services. The Information Systems dimension includes the following three indicators: (1) Academic Information, (2) Online and Offline Academic Services, and (3) Lecture Information System Guide. These indicators were selected based on their relevance to students' experiences with technology in their educational environment. To collect data, researchers used a service satisfaction instrument developed by (Kotler & Keller, 2016; Parasuraman et al., 1985; Wulansari et al., 2023), consisting of 30 items and six dimensions with a Likert scale of 1-5. For more details, see the following Table 3.

Table 3. Operationalization of student satisfaction service variables

Dimension	Description	Indicator	Scale	Quantity
Tangibles	Physical evidence actual signs when a university can offer its best service to students, is the buildings, building layout, room facilities, supporting technological facilities, and physical appearance of lecturers and educational staff.	<ul style="list-style-type: none"> • Cleanliness, comfort, and tidiness of lecture halls; • Availability of learning facilities; • Availability of libraries; • Laboratories; • Reference books; • Toilets; • Places of worship 	Ordinal	7
Responsiveness	Fast or responsive service delivered in a clear and easily understood manner.	<ul style="list-style-type: none"> • Concern from academic advisors; • Academic advising programs; • Adequate scholarships; • Medical or first aid assistance; • Student insurance. 	Ordinal	5
Reliability	The performance of the university in delivering services as per the expectations of the students in terms of timeliness, accuracy, completion, empathy, etc.	<ul style="list-style-type: none"> • Accuracy of lecture times • Linearity of lecturers' knowledge • Consistency of study plan and study result schedules • Ease of correspondence 	Ordinal	4
Assurance	The security and confidence that results from the courtesy of school personnel, good communication, and information gives one a feeling of trust, then.	<ul style="list-style-type: none"> • Students' understanding of their academic advisors • Students' knowledge of academic staff and their duties • Transparency of assessments • Teaching materials • Clarity of educational funding details • Dissemination of information on campus regulations/rules of conduct 	Ordinal	6
Emphaty	A genuine and personalized focus on students' attention that strives to know exactly what students want.	<ul style="list-style-type: none"> • Staff courtesy • Staff concern • Lecturers' openness and cooperation • Lecturers' concern • Higher education leadership concerns 	Ordinal	5
Information System	Utilization of information systems used in the UNIS environment	<ul style="list-style-type: none"> • Academic information • Online and offline academic services • Lecture information system guide 	Ordinal	3

Before distributing the questionnaire, the instrument's validity and reliability were tested. The validity test used Pearson correlation, and the reliability test used Cronbach's alpha test. The instrument was tested on 96 UNIS students. The

results of the validity and reliability tests are presented in the following Table 4:

Table 4 shows that the validity test using Pearson correlation for 30 questions was valid at a 5% significance level, with a correlation value

Table 4. Instrument test results: validity and reliability of student satisfaction variables

Dimension	Valid	Invalid	Cronbach-Alpha	Information
Tangibles	7	0	0.885	Acceptable reliability
Responsiveness	5	0	0.918	Acceptable reliability
Reliability	4	0	0.886	Acceptable reliability
Assurance	6	0	0.893	Acceptable reliability
Emphaty	5	0	0.881	Acceptable reliability
Information System	3	0	0.881	Acceptable reliability
Total	30			

of 0.713–0.928. Meanwhile, the reliability test using Cronbach's Alpha yielded a value of 0.881–0.918, higher than 0.60. These results indicate that the instrument's reliability is acceptable (high).

Data Analysis

Data was coded and analysed using SPSS version 26.0. To assess descriptive information, descriptive statistics were used (number and percent distributions, means, and standard deviations). The Kolmogorov-Smirnov (KS) test was performed for the normal distribution of data. Two-sample independent t-test was employed to compare two groups in normally distributed

data. Non-parametric test of mean differences was employed in inferential statistical tests. The percentage technique was employed to analyze students' satisfaction in relation to selected variables.

■ RESULT AND DISCUSSION

Student Satisfaction

In general, individual student assessments of Syekh-Yusuf Islamic University's services, consisting of six dimensions, showed an average score of 3.88 out of a maximum score of 5. The scores for each UNIS service dimension are presented in the following figure:

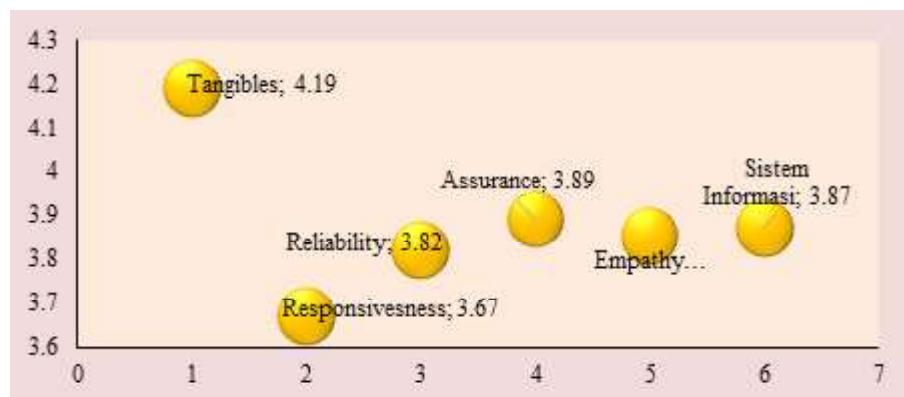


Figure 1. Individual student satisfaction scores for UNIS services, 2022

Figure 1 shows that student satisfaction with UNIS services is highest for the tangible dimension, with a satisfaction score (83.8%). This indicates that students consider the availability of learning facilities and infrastructure to be excellent, demonstrating a very high level of satisfaction. Meanwhile, the lowest level of student satisfaction is for responsiveness. The Responsiveness dimension received the lowest satisfaction score (73.40%), likely due to delays or inefficiencies in addressing student concerns, as indicated by the indicators in Table 4, of the sufficiency of academic advising facilities or medical service, or, more likely, students' insurance. The students' frustration is a likely outcome of a slow or poorly adjusted response from college workers, and to handle this, it is necessary to improve the preserving quality of service. This suggests a need for improvement in the timeliness and clarity of service delivery.

Overall Student Satisfaction with UNIS Services

This condition indicates that the responsiveness aspect of services still needs to

be improved. Regarding the UNIS student satisfaction index score, in general, it is included in the "Satisfied" category with an index score of 77.63% (see Table 4). The student satisfaction index was computed by summing all the satisfactions in dimensions with respect to the Likert scale. The satisfaction on each dimension is given as a percentage, and the overall index rating is computed by the weighted average of these dimensions. In this case, the total index score of 77.63% reflects the overall level of satisfaction, with the "Satisfied" category indicating that, while students are generally content, there is still room for improvement to meet the 80% target set in the university's strategic plan.

Students' Most Affect Satisfaction

Although the evaluation results indicate that UNIS services satisfy students, the score is still lower than the target achievement of 80 in the UNIS 2022 Strategic Plan. This means that the achievement level is 97.03% of the strategic plan target for the Customer Satisfaction program.

Table 5. Student satisfaction level

Dimension	Index	Level of Satisfaction
Tangibles	83.80	Very satisfied
Responsiveness	73.40	Satisfied
Reliability	76.40	Satisfied
Assurance	77.80	Satisfied
Emphaty	77.00	Satisfied
Information System	77.40	Satisfied
Total index score	77.63	

The results of the student satisfaction survey reflect differences in satisfaction with respect to some service dimensions at UNIS. Because the highest satisfaction rank was in Tangibles, "Very Satisfied" for facilities and infrastructure percentage of 83.80%. The remaining dimensions, Responsiveness (73.40%), Reliability

(76.40%), Assurance (77.80%), Empathy and Information Systems (both 77.00%), all fall into the "Satisfied" range, showing higher but still positive satisfaction levels. The total of the student satisfaction index is 77.63% which means it still needs improvements to be able to reach the target set by the university, which is 80%.

Significant Differences in Satisfaction by Demographic Factors

Before conducting further analysis, the collected data were statistically described, including the mean, standard deviation, maximum,

and minimum values. The data description was based on characteristics such as gender, age, parental income, faculty, and year of enrollment. For further clarity, the results of the statistical description can be seen in the following Table 6.

Table 6. Student satisfaction level

Student Satisfaction	Obs	Average	Std. Deviation	Max	Min	Sig. a
Gender						
Female	388	106.47	17.347	135	43	0.000
Male	188	105.07	14.488	136	64	0.010
Age						
<= 18	59	111.19	14.812	135	82	0.041
19-22	449	104.20	15.404	135	43	0.001
>= 23	68	109.40	14.976	135	72	0.018
Parental Income						
Minimum Wage	286	105.14	15.631	135	43	0.001
Minimum Wage- Rp 10.000.000	260	105.28	15.502	135	64	0.200
>Rp 10.000.000	30	111.37	12.859	135	88	0.074 ^b
Year of Entry						
2018	189	102.69	16.360	135	64	0.200
2019	117	104.66	15.835	135	43	0.194
2020	115	104.50	13.470	135	68	0.032
2021	155	110.40	14.472	135	82	0.020
Faculty						
Faculty of Teacher Training and Education	74	107.58	15.014	135	76	0.090
Faculty of Economics and Business	118	102.10	15.587	135	68	0.000
Faculty of Law	40	106.21	17.547	135	68	0.074 ^b
Faculty of Social and Political Sciences	86	99.92	14.701	135	43	0.003
Faculty of Islamic Studies	158	109.03	13.875	135	72	0.012
Faculty of Engineering	58	103.17	16.762	135	67	0.200
Postgraduate Program	42	111.26	13.846	135	83	0.059

Table 5 explains that the average satisfaction score of female students towards UNIS services is 106.47 (78.87%), higher than that of male students (105.07). This means that students perceive the services provided by UNIS as better

than those of female students. The average satisfaction score of students aged 23 years and above has the highest satisfaction score (109.40), corresponding to an 81.03% satisfaction rate, followed by students aged 19-22 (104.20) with

77.53% satisfaction, and those under 18 (111.19) with a satisfaction rate of 82.79%. The level of satisfaction of students whose parents earn between UMR - Rp 10,000,000 is 105.28, or more satisfied with UNIS services, compared to students who earn below or above.

The level of student satisfaction with the faculty that produces the highest average score is the Faculty of Islamic Studies at 109.03. This means that satisfaction with services at the Faculty of Islamic Studies is very high, with a score of 80.67%. In other words, the level of satisfaction of Faculty of Islamic Studies students was higher than other faculties at UNIS. There are several possible reasons for the massive differences in student satisfaction between UNIS faculties in the university. Which has the highest satisfaction score may have smaller classes and connections between students and professors. As a result, students feel more connected to those who teach them, and the community experience is stronger, boosting their overall satisfaction.

Additionally, Faculty of Islamic Studies students may experience a closer sense of community and better alignment with the faculty's academic focus, enhancing their overall satisfaction. In contrast, larger faculties like the Faculty of Social and Political Sciences are generally larger, and professors are likely overwhelmed with the workload to maintain such connections. It lies at the opposite end and has the lowest score; therefore, the connection between faculty size and satisfaction indicates these factors.

Meanwhile, the average student satisfaction score by year of enrollment showed the highest average score for students enrolled in 2021, at 110.40 (81.03%). This means that students enrolled in 2021 were more satisfied than students enrolled in the previous and subsequent years. The considerable variation is evident in student satisfaction rates among different groups of study

years and may be disamoured by the multiple interconnected factors associated with changes in university services provided and the differences in student needs and perceptions. The highest satisfaction score was recorded for students enrolled in 2021 (110.40 or 81.03%), indicating that they likely benefitted from recent university strategy that they recently benefitted from, such as better academic advising, newly introduced infrastructure, or more efficient communication channels. In contrast, students from earlier years, such as 2018 (102.69) and 2020 (104.50), may have experienced more challenges or fewer resources due to ongoing adjustments or external factors like the pandemic. Additionally, the university's response to emerging needs and the growing focus on digital services could have played a significant role in boosting satisfaction among the more recent cohorts, particularly in 2021.

Testing requirements for the difference in means or comparison analysis included normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk tests ($n < 50$), as well as a homogeneity of variance test. The results of the normality test for the sample group data indicated that student satisfaction with UNIS services was normally distributed, except for data by gender (see Table 5). Meanwhile, the results of the homogeneity of variance test indicated that student satisfaction data across two or more groups or specific characteristics were homogeneous, except for gender (see Table 6). The homogeneity of variance assumption was violated for gender based on Levene's test ($p = 0.003$), which showed that males and females had unequal variances. Such a violation is important as it might bias the results of comparison tests (e.g., t-tests) between groups formed by gender, which can easily lead to misleading interpretations if not taken into account, such as applying non-parametric testing like Mann-Whitney instead.

Table 7. Results of the homogeneity of variance test

Student Satisfaction	Levene Stat	df1	df2	Sig.	Information
Gender	8.729	1	574	0.003	Not Homogen
Age	0.294	2	573	0.745	Homogen
Parental Income	1.367	2	573	0.256	Homogen
Year of Entry	1.207	6	569	0.301	Homogen
Faculty	2.208	3	572	0.086	Homogen

After conducting the analysis requirements test, the researcher then conducted a test of the average difference or comparison of student satisfaction levels with UNIS services according to the characteristics of gender, age, parental income, and year of entry. The type of difference test is a non-parametric inference test, because the research data group shows that it does not

follow a normal distribution, which could be due to skewed responses or outliers in the data, and has met the homogeneity requirements for two or more sample groups (except for gender characteristics). Therefore, the researcher used the Mann-Whitney and Kruskal-Wallis tests. The results of these tests are presented in the following Table 8.

Table 8. Non-parametric mean difference results

Student Satisfaction	Test Type	Z-stat/Test stat	Sig.
Gender	Mann-Whitney	-1.108	0.268
Age	Kruskal-Wallis	14.741	0.001
Parental Income	Kruskal-Wallis	4.985	0.083
Year of Entry	Kruskal-Wallis	33.243	0.000
Faculty	Kruskal-Wallis	21.544	0.000

Table 7 shows significant differences in student satisfaction with UNIS services based on age, faculty, and year of enrollment, with a p-value less than 0.05. Meanwhile, the results of the test on satisfaction levels by gender and parental income showed no significant differences, with p-values higher than 0.05. This finding demonstrates that, although UNIS services are good, there is still discrimination or differences based on age, faculty, and year of enrollment. In other words, the services received by students, both academic and non-academic, depend on their age, year of enrollment, and the faculty in which they receive services. This finding also implies that the services provided by each faculty vary, depending on the leadership, lecturers, and administrative staff.

Discussion

The services provided, including comfortable and clean lecture halls, laboratories, books and reference materials, toilets, prayer rooms, and academic information systems, social media, seminars, and workshops, received very good ratings from students as users. This aligns with the previous research that stated student satisfaction reflects the success and enjoyment they receive from the learning environment (Dubey & Sahu, 2021; James, 2021). Tjiptono and Chandra (2007) even emphasized that service quality is a benchmark for determining how a service can meet customer expectations. This finding confirms previous findings that indicate that academic service quality influences student satisfaction (Appuhamilage & Torii, 2019;

Rahareng & Relawan, 2017). Service quality is also intended to ensure that all stakeholders can enjoy the service optimally (Susyanto et al., 2022). Studies by Mokodompit and Luneto (2019) and Rinala et al. (2013) show that academic service quality can be explained by factors such as tangibles, attractiveness, responsiveness, and empathy, which have a significant influence, and assurance has a weak influence. Previous study concluded that student satisfaction at university cannot be reduced solely to pedagogical and academic activities and on-campus experiences (Hwang & Mao, 2021; Yazgan, 2022).

Tangibles received the highest satisfaction score, categorized as “Very Satisfied”. This category indicates that students are highly pleased with the university’s physical aspects, such as cleanliness and comfort of lecturer’s halls and the availability of learning facilities, accommodations like libraries and laboratories. Following this, the dimensions of Assurance, Empathy, Information System, and Reliability all scored within the “Satisfied” category. These Satisfied results indicate that students feel a sense of trust from staff (Assurance), receive personalized attention (Empathy), consider the academic and lecture information systems to be adequate (Information System), and view the university’s service delivery as largely consistent and accurate (Reliability).

Despite this, the Responsiveness dimension was identified as an area requiring significant improvement, as it received the lowest satisfaction score among other dimensions. This low score indicates student perception of delays or inefficiencies in how the university addresses their needs and concerns, such as the speed of staff responses, the adequacy of academic advising programs, and medical support services. This weakness in responsiveness is a primary reason why the overall satisfaction level remains below the target set in the university’s strategic plan. Furthermore, the analysis revealed that the

perception of service is not uniform across the student body, with significant satisfaction differences found based on age, faculty, and year of enrollment.

Furthermore, these findings align with findings that show that personal and institutional factors are identified as two groups influencing student satisfaction in higher education. Personal factors include age, gender, occupation, preferred learning style, and GPA, while institutional factors include instructional quality, timely instructor feedback, clarity of expectations, and teaching style (Appleton-Knapp & Krentler, 2006; Meng, 2023). However, these findings do not align with findings showing no significant differences in student satisfaction with academic services provided by the Semarang State University Postgraduate Program based on age, employment status, and marital status. However, they are consistent with student satisfaction based on age and year of enrollment (Wulansari et al., 2023). Furthermore, these findings do not confirm that non-academic variables are often the cause of dissatisfaction (Khairusy & Febriani, 2023).

However, the differences in the results of this study regarding other studies can be explained by variations in context and the sample size, and methodological approach. Concerning the first SEM model, which was conducted by Wulansari et al. (2023) in the Semarang State University Postgraduate Program, suggests that students’ age, employment, and marriage status did not show statistically significant variables regarding student satisfaction. This can be caused by the identification of the above three aspects. Those variables may not significantly vary these constituents of the respondents, or the quality-of-service delivery factors may not vary compared to the two universities. Moreover, cultural and institutional differences, such as the difference in service provision of non-academics or the lecturer-student dynamic, can affect students’ satisfaction levels. This variation in context thus enables some variables, such as non-

academic, to emerge as relevant while in others they are not.

Improvements Needed to Meet the University's Strategic Plan Targets

Therefore, UNIS will be successful if it can improve student satisfaction. This aligns with research stating that understanding the various factors that support increased student satisfaction is crucial, as understanding the factors contributing to student satisfaction can lead to improved educational input (Pacheco Salles et al., 2020; Temesgen et al., 2021). In order to increase student satisfaction at UNIS, the organization should initiate a balanced feedback system from students; it will provide channels for submitting complaints and suggestions by students, as well as offer a timely response to actions taken thereon by the faculty of the university. This system should be reinforced with ongoing training for senior university staff, including lecturers and support workers, on how to respond sensitively and professionally when students approach them about their concerns.

UNIS should also set out key performance indicators for responsiveness, reliability, and empathy, and regularly review survey findings on user experience to determine the effectiveness of service provision. Increasing the pace and accuracy of academic advising, streamlining administration, and offering greater personalization for students may all serve to improve overall satisfaction with their institutions as well as make them more student-centric. The researcher provides recommendations to continue this research using qualitative methods to be able to explain other perspectives that cannot be explained by quantitative research.

Limitation

No research is without limitations or weaknesses, whether related to instruments, analysis models, or analytical capabilities. Although the instrument has undergone a trial

process, it still needs to be adapted to actual conditions. Furthermore, the existing instruments are incomplete; therefore, future research requires the development of more comprehensive instruments. Another weakness is the use of comparative analysis, which does not capture causal relationships between dimensions. Future researchers can add causal models to complement this comparative analysis.

CONCLUSION

Results of this study indicate that, satisfaction of the overall students with the services provided by Universitas Islam Syekh-Yusuf (UNIS) is quite good, with a satisfaction Index of 77.63%, but still below targets strategic plan of the university ie 80%. The sole dimension at 83.8% in terms of satisfaction score is the tangible dimension, implying that the physical infrastructure and campus facilities, such as classrooms, laboratories, among others, were generally satisfactory to students, in this regard. By contrast, the dimension with the lowest mean was responsiveness (73.4%), reflective of a significant area for improvement regarding providing accurate and timely advising at an institutional level about students' academic needs and health services. Moreover, equally pronounced differences in satisfaction by age, faculty, and year of study were found, implying that university services are not universally provided across these demographics.

Educational Management and Practice Implications of the findings from this research have some implications for educational management, practice. By knowing exactly what they do well and where there are issues, universities can better target resources to address and improve student experience. Specifically, the study indicates an urgent need for improved responsiveness specifically in the areas of academic advising and student health services, as well as library resources. However, as the study is limited in nature due to its cross-sectional design and

reliance on quantitative survey data, future research must be conducted using longitudinal designs and qualitative methodologies to illuminate the factors beyond those that were examined responsible for such varying levels of student satisfaction.

In conclusion, findings have provided important knowledge about the factors of student satisfaction in higher education institutions. However, there are complex issues that need to be addressed through varied service improvements. Identifying these trouble areas and assigning systematic methods to reduce service quality are important steps for UNIS if it wants to continue down the path of creating.

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