

## **The Relationship Between the Quality of Academic Services and Learning Facilities and Students' Satisfaction**

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**Abstract:** Higher education as one of the service providers in the field of education must be able to provide and create student satisfaction. Student satisfaction can be generated from the quality of services provided and the learning facilities provided which are directly related to the student teaching and learning process. This study applies a non-parametric statistical method through the analysis of the relationship with the spearman rank and the multivariate spearman rank which aims to examine whether the quality of academic services and learning facilities has a significant relationship either partially or jointly with student satisfaction at the Institute of Health Sciences and Technology Muhammadiyah Palembang. The population in this study is active students in the 2023/2024 academic year with a total of 1,530 people, and the number of samples taken is 153 students. Tools to collect data information using questionnaires that utilize the Likert scale. The results of the study showed that (1) the quality of academic services has a significant relationship with learning facilities and vice versa, (2) the quality of academic services has a significant relationship with student satisfaction, (3) learning facilities have a significant relationship with student satisfaction, (4) the quality of academic services and learning facilities together have a significant relationship with student satisfaction with a value of  $R^2=0.868$  with percent of 86.8%.

**Keywords:** Learning Facilities, Quality of Academic Services, Students' Satisfaction

### **A. Introduction**

The development of higher education and the improvement of the quality of higher education in the era of globalization as it is today is increasingly becoming a concern of the public. This is shown by the fierce competition of many universities in terms of service quality, promotions and prices. In situations and conditions of very tight and difficult competition, universities must pay attention to the satisfaction of their students in order to survive and continue to compete in the world of education and the job market.

In the business world, all manufacturers, both goods and services, create a real

difference for consumers to distinguish their products from their competitors' products, so that each product has unique features that can be superior from that product that distinguishes it from other products. Broadly speaking, quality has a meaning, namely the level of excellence of a product, both goods and services, both tangible and intangible (Ahyani et al., 2021). In the context of quality education, it refers to the educational process starting from input (teaching materials, teaching methods, infrastructure, HR administration and others).

Product differences in the business world can also be seen in institutions engaged in education, one of which is Higher Education which can be compared to its competitors. Higher education is an institution engaged in educational services that are expected to have good and quality service quality (Reza, 2020). Good and quality service results in the satisfaction of its customers.

Universities, be it academies, institutes or universities as institutions providing services in the field of education must be consistent to maintain the quality of academic services as one of the efforts to maintain student satisfaction as consumers is to always maintain the quality of academic services and learning facilities (Hanafi et al., 2019). Universities must be able to provide quality services to gain a competitive advantage. These advantages include student satisfaction in getting academic administration services and satisfaction in using university facilities during the lecture period (Muflihin, 2023). Each university, both public and private, is currently competing to accept as many students as possible. Therefore, every university must improve the quality and professionalism as well as the competence to have the competitiveness to accept a large number of students (Malikhah, 2019).

In a university, students are consumers who directly experience educational services, because students are involved in the educational process in higher education. Each student has their own expectations regarding their needs and desires in obtaining academic administration services and educational facilities received from the university. Every higher education institution needs to design an effective, most appropriate and relevant marketing plan to be able to survive and continue to advance in the world of education (Hanifa et al., 2019). The existence and participation of students is very important for the continuity of a higher education institution. Students play a key role in determining the success of a university. The institution needs to be able to meet the expectations of all students so that they feel satisfied and can perform well. Student satisfaction can be realized if the quality of the services provided is in accordance with their needs and desires.

Student satisfaction is a crucial aspect that needs to be prioritized by both State and Private Universities, because students are subjects that have a major role in the sustainability of an institution in carrying out education. In this discussion, the problem is focused on how to find out whether students are satisfied and what factors can cause their satisfaction with the academic services provided and

infrastructure facilities in a university. Student satisfaction is a goal that must be achieved if a university wants to be accepted by the community and can continue to function and grow with support from the community. Universities as a service industry are required to be accountable and have good quality in service quality and as a service industry must think about how important excellent service is to customers which is a vital aspect in order to survive in business and win competition.

Service quality is a demand faced by universities in carrying out the educational process. Not only related to the ability to produce qualified graduates in the academic field, but also all programs and institutions involved must be able to demonstrate high standards in terms of accountability (Syakur, 2018). The quality of service in a university is an important factor for the development of the university itself. A positive relationship between the university and its students can be one of the reasons why students feel satisfied with the services they receive (Al-Zasiah et al., 2024). Student satisfaction is often one of the benchmarks for assessing the quality of universities in providing excellent service.

The Institute of Health Sciences and Technology Muhammadiyah Palembang is one of the Muhammadiyah Universities in the city of Palembang which is engaged in health education and technology. In this study, the quality of service in question includes academic services provided by administrative staff and the availability of facilities at Institute of Health Sciences and Technology Muhammadiyah Palembang. The services of administrative employees include all activities related to the administrative tasks carried out, including the General Administration and Personnel Section which handles general correspondence and personnel matters, the Financial Administration Section which is responsible for the payment of tuition fees and other transactions, the Student Academic Administration Section which takes care of all matters related to academic administration for students, The Laboratory Unit focuses on providing the equipment needed for laboratory practice, as well as the Library Unit which serves the making of library cards and book borrowing.

Apart from some of the academic service factors above, the learning facility factor is also very influential and is not necessarily ruled out. Learning facilities include all elements related to physical infrastructure that support the learning process, both academic and non-academic. These learning facilities include lecture buildings, lecture classrooms, libraries, laboratories, internet and other infrastructure. Facilities owned by an educational institution should be able to support teaching and learning activities and function properly in order to achieve maximum results (Kurbani, 2017).

Furthermore, Higher Education Quality Assurance as an institution that guarantees the quality of higher education in Indonesia is now facing quite significant challenges. The existing problems are related to competition between public and

private universities to international educational institutions. This competition can be a driver for the manager of a university to develop the community by improving quality in all aspects (Bahrani, 2022). Related to this, quality improvement in an institution is indicated by the level of customer satisfaction with the services or services provided.

### **Students' Satisfaction**

According to (Hanifa et al., 2019), student satisfaction is a statement of students' attitudes towards the services that have been provided by universities, both academic and non-academic services that are in accordance with the expectations and desires of the student. Furthermore, according to Arikunto in (Dunggio, 2023) stated that student satisfaction is an expression of the feeling of happiness that students feel when undergoing the lecture process at a university, including aspects of teaching quality, learning facilities, quality of administrative services, learning environment and comfortable academic atmosphere. So student satisfaction is a feeling of joy, satisfaction and security that can be felt by the student during the learning process. The importance of student satisfaction will have an impact on the student's learning outcomes, students will have high motivation to learn when they feel comfortable and satisfied during the lecture process. Student Satisfaction Indicators in the form of positive reactions (Harahap et al., 2019) which includes:

1. No Complain, which is the level of suitability of products, services that consumers have expected to be in accordance with what consumers feel, including with supporting facilities obtained in accordance with higher than what is expected.
2. Voice, That is, every student voices and recommends to their families, friends and friends to use educational services because the student is satisfied.
3. Share Possitive Information, namely disseminating information related to the services that they have received and felt during the educational process.
4. Emocional, that is, students gain confidence that others will feel happy and impressed by their experience studying at a high institution that usually has a high level of satisfaction.

### **Quality of Academic Services**

According to Lupiyoadi in (Amin, 2017) Academic service is a value that students provide to universities to measure the extent to which academic services are provided. Students will say that their academic services are of high quality if they meet their expectations. Academic service is a service that exists in an educational institution, namely a university. Academic services are services that are provided directly to students in higher education such as services in the lecture process starting from lecturers, study programs, academic administration, guidance, practicum and evaluation (Amin, 2017). Higher education is said to be an industry that provides services in the field of education, including educational services,

research services, contributions to the community, administrative services, and extracurricular activities. Academic service standards are a very crucial element in universities. Academic services can be considered quality if they have met the needs of their students.

According to Kotler dan Keller in (Nduru & Ringo, 2021) Academic services are all activities and actions provided by universities to students. Academic service is a systematic effort from universities in facilitating students to master the curriculum and learning outcomes so that they can achieve the competency standards that have been set.

Indicators of Academic Service Quality were stated in Parasuraman (Harahap et al., 2019) known as SERVQUAL (Service of Quality) including the following:

1. Tangible, which refers to the ability to provide quality services to students and be able to show their existence to parents or guardians of students.
2. Reliability, namely the ability and skills of officers to provide services appropriately and reliably in accordance with the set time and in accordance with student expectations.
3. Responsiveness, namely the ability to answer student needs or the ability to provide academic services quickly and accurately, as well as convey information clearly.
4. Assurance, which includes knowledge, behavior, politeness, and friendliness from staff to build students' trust in educational institutions.
5. *Empathy*, that is a real, personal attitude of care and attention given to students in an effort to understand all their desires.

### **Learning Facilities**

Learning facilities have a very important role and influence in supporting the learning process and increasing student satisfaction rates. Facilities in a university are important things that must always be considered in order to support the teaching and learning process, academic and non-academic activities and for the sake of creating a conducive atmosphere in the teaching and learning process (Utami, 2021). Furthermore, facilities can also be called infrastructure facilities that include everything needed in teaching activities, both dynamic and static, so that the achievement of educational goals can take place properly, efficiently, and effectively.

This was also said by Daryanto in (Haetami, 2023), Etymologically, means refers to direct tools used to achieve an educational goal, such as classrooms, books, libraries, laboratories, and the like. On the other hand, infrastructure means indirect tools used to achieve learning objectives, such as locations or places, buildings, sports fields, modes of transportation, and others. Furthermore, infrastructure facilities are also defined as all objects, both moving and non-moving.

Means were also disclosed (Harahap et al., 2019) are learning facilities, teaching tools, educational equipment, and everything that is directly related to students to support the smooth and effective learning process. On the other hand, infrastructure refers to everything that is not directly related to students but can support the smooth and successful teaching and learning activities, such as lighting, toilet facilities, and others.

Educational infrastructure facilities have a function to support teaching and learning activities in higher education. With the absence of adequate facilities in learning is very important, if there is none, then the goals or expected results in learning will not be achieved (Harahap et al., 2019).

## **B. Methods**

This research is a quantitative descriptive research. Quantitative research is a research approach based on the philosophy of positivism, which is used to explore a specific population or sample (Hanifa et al., 2019). The population in this study is all active students from Institute of Health Sciences and Technology Muhammadiyah Palembang for the 2023/2024 academic year with a predetermined sample of 153 people. The data collection technique was carried out by means of a questionnaire and compiled using a likert scale.

The hypothesis test in this study applies non-parametric statistics, because the results of the normality test of distributed data are abnormal and the classical assumption test cannot be continued. The non-parametric statistical data analysis technique used in this study is a correlation analysis method with spearman rank. According to (Sugiyono, 2019) spearman rank correlation analysis is a non-parametric statistical analysis technique with numerical data that is used to understand the relationship or impact between variables that have a level, namely between dependent variables and independent variables.

## **C. Results and Discussion**

This study aims to explain the relationship or relationship between 2 independent variables, namely Academic Service Quality ( $X_1$ ) and Learning Facilities ( $X_2$ ) with the bound variable, namely Student Satisfaction ( $Y$ ) at Institute of Health Sciences and Technology Muhammadiyah Palembang. From the data processing, the following results were obtained:

**Table 1. Results of the Spearman Rank Correlation Nonparametric Test**

		Correlations			
			Quality of Academic Services	Learning Facilities	Students' Satisfaction
Spearman's rho	Quality of Academic Services	Correlation Coefficient	1.000	.897**	.890**
		Sig. (2-tailed)	.	.000	.000
		N	153	153	153
	Learning Facilities	Correlation Coefficient	.897**	1.000	.920**
		Sig. (2-tailed)	.000	.	.000
		N	153	153	153
	Students' Satisfaction	Correlation Coefficient	.890**	.920**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	153	153	153

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS version 26 processed in 2024

### Hypothesis Testing 1

From table 1 above, the significance value of P-value is  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, then it can be concluded that the quality of academic services has a significant relationship with learning facilities, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the correlation coefficient  $\rho/\text{rho} = 0.897$  with a significance value at the level of 0.01 can be concluded that the level of relationship is very strong and shows a close relationship between the two and has a positive relationship direction, where if the value of the correlation coefficient of academic service quality ( $X_1$ ) increases, the value of the correlation coefficient of learning facilities ( $X_2$ ) also increases, Likewise, if the value of the learning facility correlation coefficient ( $X_2$ ) increases, the value of the academic service quality correlation coefficient ( $X_1$ ) also increases.

### Hypothesis Testing 2

From table 1 above, the significance value of the P-value is  $0.00 < 0.01$ , meaning that the significance value of the P-value of 0.00 is less than 0.01, then it can be concluded that the quality of academic services has a significant relationship with student satisfaction, meaning that  $H_a$  is accepted. Then for the level of relationship strength, a correlation coefficient value of  $\rho/\text{rho} = 0.890$  with a significance value at the level of 0.01 can be concluded that the level of relationship is very strong and shows a close relationship between the two and has a positive relationship direction, where if the value of the correlation coefficient of academic service quality ( $X_1$ ) increases, the value of the correlation coefficient of student satisfaction ( $Y$ ) also increases, Likewise, if the value of the student satisfaction correlation coefficient ( $Y$ ) increases,

the value of the academic service quality correlation coefficient ( $X_1$ ) also increases.

### Hypothesis Testing 3

From table 1 above, the significance value of the P-value is  $0.00 < 0.01$ , meaning that the significance value of the P-value of 0.00 is less than 0.01, then it can be concluded that the learning facility has a close/significant relationship with student satisfaction, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the correlation coefficient  $\rho/\text{rho} = 0.920$  with a significance value at the level of 0.01 can be concluded that the level of relationship is very strong and shows a close relationship between the two and has a positive relationship direction, where if the value of  $X_2$  increases, Y also increases, and vice versa if Y increases,  $X_2$  also increases.

### Hypothesis Testing 4

This fourth hypothesis uses a multivariate spearman rank correlation which aims to determine the relationship between the quality of academic services and learning facilities and student satisfaction together, then the level of relationship closeness and the direction of the relationship. The results of the test can be seen in the table below:

**Table 2. Results of the Multivariate Spearman Rank Correlation Test**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.932 <sup>a</sup>	.868	.866	7.395	.868	493.454	2	150	.000

a. Predictors: (Constant), Learning Facilities, Quality of Academic Services

b. Dependent Variable: Students' Satisfaction

Source: SPSS version 26 processed in 2024

From table 2 above, the significance value of P-value is  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, then it can be concluded that the quality of academic services and learning facilities has a close/significant relationship with student satisfaction together, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the multiple correlation coefficient  $R = 0.932$  can be obtained, it can be concluded that the level of relationship is very strong and shows a close relationship between the three together and has a positive relationship direction, where if the values of  $X_1$  and  $X_2$  increase, Y also increases, and vice versa if Y increases,  $X_1$  and  $X_2$  also increase. Then the RSquare value of the determination coefficient was obtained with a value of  $R_2 = 0.868$ , showing that 86.8% of student satisfaction was caused by the quality of academic services and learning facilities, then the remaining 13.4% was caused by other factors.

Student's satisfaction is like an expression of joy, happiness and satisfaction felt by

students when undergoing the lecture process at a university. Student satisfaction can be generated from the quality of service he gets and the learning facilities he gets and feels during the lecture process. In line with the opinion expressed by (Dunggio, 2023) That student satisfaction is an expression of the feeling of happiness that students feel when undergoing the lecture process at a university, including aspects of teaching quality, learning facilities, quality of administrative services, learning environment and comfortable academic atmosphere.

Basically, student satisfaction can be realized optimally if all aspects and the academic community in the university play a comprehensive and maximum role in achieving the goals that have been set by the university itself. Whether student satisfaction is optimal or not is certainly very related to various factors, one of which is the quality of academic services and learning facilities. The quality of academic services is one of the important factors that relate to and affect student satisfaction, because the quality of academic services is a series of concrete activities carried out by higher education institutions to support the achievement of student needs in academic affairs during the lecture process in a good and quality manner in accordance with what has been determined and in accordance with the will and expectations of students so that they can create a feeling of satisfaction for students (Nduru & Ringo, 2021). In addition, learning facilities/educational infrastructure facilities are also one of the important factors in student satisfaction, to increase student satisfaction, learning facilities also need to be improved, updated and improved in achieving maximum student satisfaction.

There are many other factors that are related and can affect student satisfaction which of course can improve the quality of the university itself. The following is a discussion of the results of the research on the relationship between the quality of academic services and learning facilities and student satisfaction at the Institute of Health Sciences and Technology Muhammadiyah Palembang.

### **The Relationship Between the Quality of Academic Services and Learning Facilities**

Based on the results of research that has been conducted related to the relationship between the quality of academic services and learning facilities at the Institute of Health Sciences and Technology Muhammadiyah Palembang, it is known that there is a significant relationship between the dependent variable of academic service quality and the dependent variable of learning facilities. From the results of the calculation carried out by the researcher using spearman rank correlation analysis using the help of SPSS Version 26, the results of the P-value significance test were  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, it can be concluded that the quality of academic services has a significant relationship with learning facilities, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the correlation coefficient  $\rho/\rho = 0.897$  can be obtained, then

it can be concluded that the level of relationship is very strong and shows a close relationship between the two and has a positive relationship direction, where if the value of the correlation coefficient of academic service quality ( $X_1$ ) increases, the value of the correlation coefficient of learning facilities ( $X_2$ ) also increases, and vice versa if the value of the correlation coefficient of learning facilities ( $X_2$ ) increases, then the value of the coefficient The correlation of the quality of academic services ( $X_1$ ) also increased. The positive relationship between the quality of academic services and learning facilities indicates that the better the quality of academic services provided, the more learning facilities will be felt. Then the better the learning facilities provided, the better the quality of academic services will be felt.

### **The Relationship Between the Quality of Academic Services and Student Satisfaction**

Based on the results of research that has been conducted on the relationship between the quality of academic services and learning facilities at the Institute of Health Sciences and Technology Muhammadiyah Palembang, it is known that there is a significant relationship between the dependent variable of academic service quality and the independent variable of student satisfaction. From the results of the calculations carried out by the researcher using spearman rank correlation analysis using the help of SPSS Version 26, the results of the P-value significance test were obtained of  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, it can be concluded that the quality of academic services has a significant relationship with student satisfaction, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the correlation coefficient  $\rho/\rho=0.890$  was obtained which stated that the level of relationship was very strong and showed a close relationship between the two and had a positive relationship direction.

The results of the study show that the quality of academic services has a significant relationship with student satisfaction and has a very strong and positive category. This means that if the value of the correlation coefficient of academic service quality ( $X_1$ ) increases, the value of the correlation coefficient of student satisfaction ( $Y$ ) also increases, and vice versa, if the value of the correlation coefficient of student satisfaction ( $Y$ ) increases, the value of the correlation coefficient of academic service quality ( $X_1$ ) also increases. The positive relationship between the quality of academic services and student satisfaction indicates that the better the quality of academic services provided, the higher the satisfaction felt by students. Then on the contrary, the higher the student satisfaction score, the better the quality of academic services provided.

The results of this study are in accordance with previous research conducted by (Dunggio, 2023) Where the results of the study showed that there was a significant relationship between the quality of academic services had a positive and significant effect on student satisfaction with an influential contribution of 29.01%. Good service

quality in academic, non-academic and administrative aspects can increase student satisfaction.

### **The Relationship Between Learning Facilities and Student Satisfaction**

Based on the results of research that has been conducted on the relationship between the quality of academic services and learning facilities at the Institute of Health Sciences and Technology (IKesT) Muhammadiyah Palembang, it is known that there is a significant relationship between the dependent variable of learning facilities and the independent variable of student satisfaction. From the results of the calculations carried out by the researcher using spearman rank correlation analysis using the help of SPSS Version 26, the results of the P-value significance test were obtained of  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, then it can be concluded that the learning facility has a significant relationship with student satisfaction, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the correlation coefficient  $\rho/\rho = 0.920$  can be obtained, it can be concluded that the level of relationship is very strong and shows relationship between the two and has a positive relationship direction.

The results of the study show that learning facilities have a significant relationship with student satisfaction and have a very strong and positive category. This means that if the value of the correlation coefficient of learning facilities ( $X_2$ ) increases, the value of the correlation coefficient of student satisfaction ( $Y$ ) also increases, and vice versa, if the value of the correlation coefficient of student satisfaction ( $Y$ ) increases, the value of the correlation coefficient of learning facilities ( $X_2$ ) also increases. The positive relationship between learning facilities and student satisfaction indicates that the better the learning facilities provided, the higher the satisfaction felt by students. Then on the contrary, the higher the student satisfaction score, the better the learning facilities provided.

The results of this study are in accordance with previous research conducted by (Harahap et al., 2019) which states that educational infrastructure facilities have a partial influence on student satisfaction by 5.38%. Educational infrastructure in higher education must have complete and adequate learning facilities in accordance with existing guidelines, in order to achieve student satisfaction. Without complete and adequate learning facilities, it will cause problems and obstacles in the lecture process, the teaching and learning process is less optimal and has an impact on student satisfaction.

### **The Relationship Between the Quality of Academic Services and Learning Facilities and Student Satisfaction Together**

Based on the results of research that has been conducted on the relationship between the quality of academic services and learning facilities at the Institute of Health

Sciences and Technology Muhammadiyah Palembang, it is known that there is a significant relationship between the dependent variable of learning facilities and the independent variable of student satisfaction. From the results of the calculation carried out by the researcher using the multivariate spearman rank correlation analysis using the help of SPSS Version 26, the results of the P-value significance test were obtained of  $0.00 < 0.01$ , meaning that the significance value of P-value 0.00 is less than 0.01, it can be concluded that the quality of academic services and learning facilities has a close/significant relationship with student satisfaction, meaning that  $H_a$  is accepted. Then for the level of relationship strength, the value of the multiple correlation coefficient  $R = 0.932$  can be obtained, then it can be concluded that the level of relationship is very strong and shows a close relationship between the three together and has a positive relationship direction.

The results of the study show that the quality of academic services and learning facilities together has a significant relationship with very strong and positive categories. This means that if the value of the quality of academic services ( $X_1$ ) and learning facilities ( $X_2$ ) increases, student satisfaction ( $Y$ ) also increases, and vice versa, if student satisfaction ( $Y$ ) increases, the quality of academic services ( $X_1$ ) and learning facilities ( $X_2$ ) also increases. The positive relationship between the three indicates that the better the quality of academic services and learning facilities provided, the higher the satisfaction felt by students. Then on the contrary, the higher the student satisfaction score, the better the quality of academic services and learning facilities provided. Furthermore, the R-Square value of the determination coefficient obtained  $R^2 = 0.868$  shows that 86.8% of student satisfaction is caused by the quality of academic services and learning facilities, then the remaining 13.4% is caused by other factors.

The results of this study are in line with the research that has been carried out by (Kurbani, 2017) related to the influence of the quality of academic services and learning facilities on student satisfaction together, where the results obtained are that there is an influence on the quality of academic services and educational facilities with overall student satisfaction and is included in the category of quite satisfactory. The role of the quality of academic services and educational facilities must be optimized in order to facilitate all students in the lecture process. Students really hope for the quality they receive during the lecture process, including adequate lecture infrastructure, discipline in the lecture process, reliable and expert lecturers who behave well, and friendly and fast service of administrative officers.

#### **D. Conclusion**

From the above discussion, the researcher draws the following conclusions: 1) The results of the spearman rank correlation test with a significance value of P-value of 0.00 were much smaller than 0.01 and the correlation coefficient value  $\rho/\rho = 0.890$ . Therefore, it can be concluded that the quality of academic services has a significant

relationship with student satisfaction and has a very strong and positive category. This means that if the value of the correlation coefficient X1 increases, Y also increases, and vice versa; 2) The results of the spearman rank correlation test with a significance value of P-value of 0.00 were much smaller than 0.01 and the value of the correlation coefficient  $\rho/\rho = 0.920$ . Therefore, it can be concluded that the quality of academic services has a significant relationship with student satisfaction and has a very strong and positive category. Therefore, it can be concluded that learning facilities have a significant relationship with student satisfaction and have a very strong and positive category. This means that if the value of the correlation coefficient X2 increases, the value of Y also increases, and vice versa; and 3) The results of the multivariate spearman rank correlation test with a significance value of P-value of 0.00 were much smaller than 0.01 and the value of the multiple correlation coefficient  $R=0.932$ . Therefore, it can be concluded that the quality of academic services and learning facilities together has a significant relationship with very strong and positive categories. This means that if the X1 and X2 values increase, the Y value also increases. Furthermore, the R-Square value of the determination coefficient was obtained with a value of  $R^2 = 0.868$ , indicating that 86.8% of student satisfaction was caused by the quality of academic services and learning facilities, then the remaining 13.4% was caused by other factors.

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