THE INFLUENCE OF ACADEMIC SERVICE QUALITY ON STUDENT SATISFACTION AT PUSMANU PEKALONGAN POLYTECHNIC

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Abstract: This study aims to examine the effect of Physical Evidence (X1), Reliability (X2), Responsiveness (X3), Assurance (X4) and Empathy (X5), on Student Satisfaction (Y). To test these variables, the researcher chose the campus as the research object. The research was conducted by distributing questionnaires to 100 students of the Pusmanu Pekalongan Polytechnic. The research sample was taken using the Stratified Random Sampling technique. The results showed that Physical Evidence (X1), Reliability (X2), Responsiveness (X3), Assurance (X4) and Empathy (X5) had a significant positive effect on Student Satisfaction (Y) at the Polytechnic Pusmanu Pekalongan. But Assurance (X4) and Empathy (X5) are variables that have a strong influence on Student Satisfaction (Y) at Pusmanu Pekalongan Polytechnic
Keywords : Physical Evidence, Reliability, Responsiveness, Assurance, Empathy, Student Satisfaction

INTRODUCTION

Universities are currently facing challenges and needs to increase satisfaction and loyalty. This is a phenomenon in the socio-demographics of students that is most relevant to Nugroho, et al (2018). Improving service quality is indicated to be urgently needed to increase satisfaction and loyalty to students as stakeholders which results in the magnitude of the challenges and needs in preparing and equipping graduates to be able to compete in the job market and produce graduates who have soft skills and hard skills. The world of education is increasingly competitive with the existence of a global market that opens opportunities for resources from abroad to enter the country easily. Because of this, competition for Institutions is getting tougher. This is indicated by efforts to improve the quality of teaching, research, provision of facilities and experienced HR (Human Resources) to build relationships both within and outside the country. Apart from that, in the process, institutions, in this case, are universities, need sources of information that are up-to-date and always up-to-date.

Efforts to fulfill needsof academic services to students which is the main key to win the competition. As a strategy to identify market needs that need to be carried out by higher education institutions by using feedback media from students to make organizational changes through distributing questionnaires. Through the questionnaire, it can be seen that the suitability between the wishes and perceptions of students and the wishes of the management organization in Higher Education is an important condition for the success of the service process by Higher Education and each student will be able to improve the welfare of those concerned. Nugroho, et al (2018)

According to Petruzzellis& Romanazzi, (2010) in the International Journal of Educational Management found that tertiary institutions would be more effective in achieving their goals by increasing the quality of services provided to students. The quality of service in question is the quality of academic services based on the performance of various groups, including teaching staff, education staff, academic department, finance and even cleaning

staff. According to Zeithml and Bitner, (2002) "Quality of service (service) is the level of excellence expected and control over that level of excellence to fulfill customer desires. Thus there are 2 (two) main factors that influence service quality (services), namely expected service and perceived service where the service received or perceived is in accordance with what is expected.

Based on data on the number of students who registered in 2019, it showed a decrease in regular students compared to bidikmisi scholarships compared to previous years.

Table1
Student Recapitulation
Pekalongan Pusmanu Polytechnic 2017-2019

Study program	Force					
	2019		2018		2017	
	Regular	Bidikmisi	Regular	Bidikmisi	Regular	Bidikmisi
DIII Accounting	7	45	8	13	18	-
DIII Office Administration	20	56	14	13	15	-
DIII Batik Engineering	2	22	-	7	3	-
Total	29	123	22	33	36	0

Source: Pusmanu Pekalongan Polytechnic Student Affairs Section (2020)

Based on the table above, the number of regular students from year to year has decreased. As seen in the DIII Accounting study program in 2017 the number of regular students was 18 students then decreased in 2018 by 8 students and in 2019 there was a decrease of 7 students. The DIII Office Administration study program also experienced a decrease from 2017 to 2018, while in 2019 there was an increase, namely from 15 students to 14 students and then to 20 students. Whereas in the DIII Batik Engineering Study Program from 2017 there were 3 regular students, in 2018 there were no regular students, all of them were bidikmisi and in 2019 there were 2 regular students. The total number of students in 2019 at the Pusmanu Polytechnic is 243 students. From the table above it can be proven that there are still students who have not received service satisfaction. Improving the quality of service is an urgent need. Based on the description above, the writer is interested in conducting research with the title "The Effect of Academic Service Quality on Student Satisfaction of Pusmanu Pekalongan Polytechnic"

LITERATURE REVIEW
Service quality

According to Barata (2013) service is an activity or sequence of activities that occurs in direct interaction between a person and a personanother or a physical machine, and provide customer satisfaction. According to Zeithml and Bitner, (2002) "Quality of service (service) is the level of excellence expected and control over that level of excellence to fulfill customer desires. Thus there are 2 (two) main factors that affect service quality (services), namely expected service and perceived service where the service received or perceived is in accordance with what is expected, then the quality of service is perceived as good and satisfying. In research conducted by Parasuraman (1998) in Nugroho (2018) there are five dimensions of SERVQUAL, namely as follows:

1. Physical Evidence (Tangible), namely the ability of a company to demonstrate its existence to external parties. The reliable appearance and capability of the company's physical facilities and infrastructure and the condition of the surrounding environment

are clear evidence of the services provided by service providers. This includes physical facilities (buildings, warehouses, etc.), equipment and tools used and employees. In higher education, it means that students want evidence that can be shown by employees that can satisfy students, such as matters relating to punctuality, convenience, friendliness, and interaction with students.

2. Reliability, namely the company's ability to provide services as promised accurately and reliably. This means that in tertiary institutions the services are carried out by employees or employees who are reliable in carrying out tasks that are the rights of students.

3. Responsiveness, namely a policy to help and provide fast (responsive) and appropriate services to customers, by conveying clear information. This means that employees at tertiary institutions must have responsiveness to complaints and needs of students both those related to administration and other matters concerning all their needs.

4. Assurance, namely knowledge, courtesy and the ability of company employees to foster a sense of trust in the company's customers including communication, credibility, security, competence and courtesy.

5. Empathy, namely giving sincere and individual or personal attention given to customers by trying to understand consumer desires. Where a company is expected to have understanding and knowledge about customers, understand customer needs specifically and have a comfortable operating time for customers.

To analyze the quality of services can be done by qualifying the dimensions of quality by using a Likert scale on the questionnaire distributed to respondents. Zeithml and Bitner, (2002) measure service quality by knowing the difference/gap between customer expectations and perceptions. This is in accordance with the definition of service quality, namely the degree of difference between customer expectations and customer perceptions of the performance of the services they receive.

Satisfaction

In the context of higher education, the main customers are students. Students are said to be customers because they pay for educational services to study. This is of course accompanied by the desired expectations in the education process. The expectations of students as the main customers are expectations regarding hardware (non-human elements), software (human elements), hardware quality and software quality and added value from the learning process (Sopiatin, 2010:37). Referring to the expectations of each student has a different perception from one another. Some have perceptions with high standards so that institutions cannot fulfill them and some are moderate and some are low, according to Irwan, (2002:37) students can understand one of the levels of satisfaction, namely:

1. Performance below expectations, students will be dissatisfied
2. Performance is in line with expectations, students will be satisfied
3. Performance exceeds expectations, students will feel very satisfied.

This feeling of dissatisfaction, satisfaction and very satisfaction conveys positively about the services he uses. Dissatisfied students will react differently. Dissatisfied students may try to reduce dissatisfaction by leaving or moving to another college or they may try to reduce dissatisfaction by seeking information that can reinforce the high value of the service (avoiding information that might reinforce the low value.)
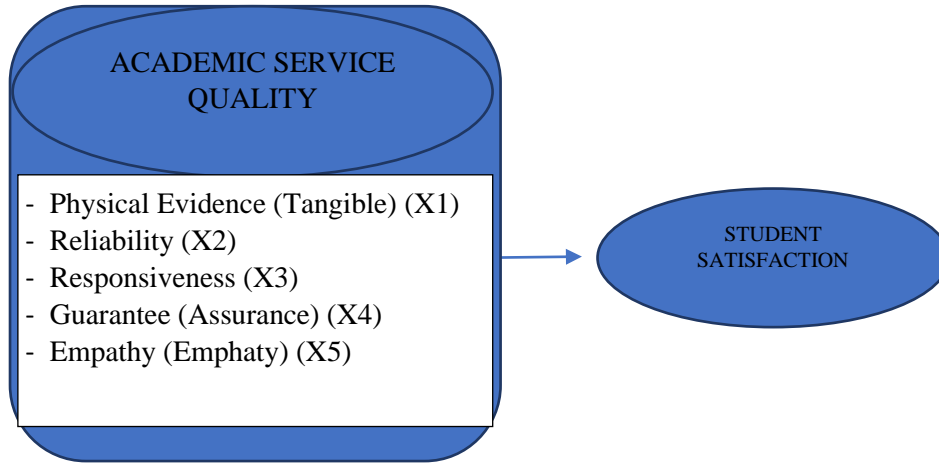
According to Garvin and Rowland in Tjiptono (2000) states factors that are often used in evaluating satisfaction with a product include:

1. performance,
2. Product diversity (Features),
3. Reliability
4. Conformance

5. Endurance / endurance (Durabilty)
6. Service Ability
7. Aesthetics (Aesthetics)
8. Perceived Quality

Picture 1.
Conceptual Framework

Research Hypothesis

Based on the formulation of the problem and the conceptual framework, the hypothesis in this study is

1. H1 = Academic Service Quality from the aspect of Physical Evidence (Tangible) influences Student Satisfaction
2. H2 = Academic Service Quality from the Reliability aspect influences Student Satisfaction
3. H3 = Academic Service Quality from the Responsiveness aspect influences Student Satisfaction
4. H4 = Academic Service Quality from the Assurance aspect affects Student Satisfaction
5. H5 = Academic Service Quality from the Empathy aspect influences Student Satisfaction
6. H6 = Academic Service Quality from the aspects of Tangible (X1), Reliability (X2), Responsiveness (X3), Assurance (X4) and Empathy (X5) together -same positive effect on student satisfaction

RESEARCH METHODS

This study uses a causal research design. Causal research is a type of conclusive research which has the main goal of knowing and allowing evidence about causal relationships (Malhotra, 2004). the purpose of this research is to find the relationship between the independent variable and the dependent variable. Cause and effect in this study is to reveal the effect of academic service quality on Pusmanu Polytechnic student satisfaction.

This research approach with quantitative research methods. The quantitative method is a research method with research data in the form of numbers and the analysis uses statistics (Sugiyono, 2013). Quantitative research methods emphasize analysis on numerical data (numbers) which are processed by statistical methods which are usually carried out in inferential research and draw conclusions from hypothesis testing.

The population in this study were all Pusmanu Polytechnic students in 2017, 2018 and 2019. The sampling technique was random sampling. According to Green (1991) to find out

the number of regression research samples, you can use the formula 50 + 8n where n is the number of variables. In this study there are 6 variables that are calculating

Number of samples = 50+8n
= 50+8(6)
= 98, rounded up to 100 students

In this study there is an operational definition of the variable used to measure academic quality variables consisting of Tangible (X1), Reliability (X2), Responsiveness (X3), Assurance (X4). and Empathy (X5), Student Satisfaction Variable (Y).

RESULTS AND ANALYSIS

Table. 2
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Student Satisfaction (Y)	85	6	30	21.91	5,063
Tangibles Aspect	85	11	40	28,52	5,789
Reliability Aspect	85	18	65	48,40	9,229
Responsiveness Aspect	85	9	30	21,22	4,885
Assurance Aspect	85	6	25	18,11	3,879
Empathy Aspect	85	8	30	21.86	4,882
Valid N (listwise)	85				

Source: Primary data processed (2022)

Based on the table above, it can be seen that the average AT is 28.52. That is, the data from the AT variable is centered or generally lies at. 28,52. The standard deviation is equal to5,789means that if there is an average deviation, the deviation is not more than5,789or -5,789.

Based on the table above, it can be seen that the average AR is equal to48,40That is, the data from the AR variable is centered or generally lies at.48,40. The standard deviation is equal to9,229means that if there is an average deviation, the deviation is not more than9,229or -9,229.

Based on the table above, it can be seen that the average ARP is equal to21,22That is, the data of the ARP variable is centered or generally located at.21,22. The standard deviation is equal to4,885means that if there is an average deviation, the deviation is not more than4,885or -4,885.

Based on the table above, it can be seen that the US average is18,11That is, data from AS variables are centered or generally located at.18,11. The standard deviation is equal to3,879means that if there is an average deviation, the deviation is not more than3,879or -3,879.

Based on the table above, it can be seen that the average AE is equal to21.86That is, the data from the AE variable is centered or generally located at.21.86. The standard deviation is equal to4,882means that if there is an average deviation, the deviation is not more than4,882or -4,882.

Based on the table above it can be seen that the average satisfaction is equal to21.91That is, the data from the Satisfaction variable are concentrated or generally lie in.21.91. The standard deviation is equal to5,063means that if there is an average deviation, the deviation is not more than5,063or -5,063

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Table 3.
Hypothesis Test
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	1,729	1,561		1.108	,271
Tangibles Aspect	,092	,097	,105	,954	,343
Reliability Aspect	-.081	,070	-,148	-1.154	,252
Responsiveness Aspect	,013	, 121	,013	,110	,912
Assurance Aspect	,365	, 181	,279	2.014	.047
Empathy Aspect	,667	,126	,643	5.304	,000

a. Dependent Variable: Student Satisfaction (Y)
Source: Primary data processed (2022)

Based on the table, the multiple linear regression equation in this study is as follows:
Student Satisfaction = 1.729 + 0.092 AT + -0.081 AR+ 0.013 ARP+ 0.355 AS + 0.667 AE
The regression equation above can be explained as follows:
a. A constant of 1.729 means that if there is no influence of AT and on satisfaction, then the value of satisfaction is 1.729.
b. The Tangibles Aspect Variable (AT)) has a value of 0.092 meaning that every time there is an increase in AT by 1%, satisfaction will increase by 9.2%. Assuming other variables remain.
c. The Reliability Aspect Variable (AR) has a value of -0.081 meaning that every time there is an increase in AR of 1%, satisfaction will increase by 8.1%. Assuming other variables remain
d. The Responsive Aspect variable (ARP) has a value of 0.013 meaning that every time there is an increase in ARP by 1%, satisfaction will increase by 1.3%. Assuming other variables remain
e. The Assurance Aspect variable (AS) has a value of 0.365 meaning that every time there is an increase in AS by 1%, satisfaction will increase by 36.5%. Assuming other variables remain
f. The Empathy Aspect Variable (AE) has a value of 0.667 meaning that every time AE increases by 1%, satisfaction will increase by 66.7%. Assuming other variables remain

CONCLUSION
*Tangibles Aspect*effect on student satisfaction is indicated by a significant P-value so that the tangibles aspect has a significant positive effect on student satisfactionat Pusmanu Pekalongan Polytechnic.
*Reliability Aspect*effect on student satisfaction is indicated by a significant P-value so that the Reliability Aspect has a significant positive effect on student satisfactionat Pusmanu Pekalongan Polytechnic.
*Responsiveness Aspect*effect on student satisfaction is indicated by a significant P-value so that the responsiveness aspect has a significant positive effect on student satisfactionat Pusmanu Pekalongan Polytechnic.
*Assurance aspect*effect on student satisfaction is indicated by a significant P-value so that the assurance aspect has a significant positive effect on student satisfactionat Pusmanu Pekalongan Polytechnic.

*Empathy Aspect*effect on student satisfaction is indicated by a significant P-value so that the Empathy Aspect has a significant positive effect on student satisfactionat Pusmanu Pekalongan Polytechnic

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