

The Influence Of Perceived Quality Of Teaching, Student Life And Support, Social Identification And Interaction On Student Satisfaction On Intention To Stay At The Islamic University Of Indonesia

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Abstract

This research aims to analyze the influence of Perceived Quality of Teaching, Student Life and Support, Social Identification, and Interaction on Student Satisfaction and Intention to Stay at the Indonesian Islamic University (UII). Quantitative research methodology is applied. 164 respondents from the Islamic University of Indonesia's class of 2023 were included in this study. Data was gathered via a Google Form-based online survey, and SPSS and PLS-SEM with SmartPLS software were used for analysis. According to the study's findings, social interaction and identification positively and significantly affect students' levels of satisfaction. On the other hand, there was no significant positive correlation found between student satisfaction and perceived quality of teaching, student life, and student support. In addition, this study shows that intentions to stay are positively impacted by student satisfaction. Additionally, this study recommends that marketing managers concentrate on enhancing the elements that contribute to students' satisfaction with their university experience.

Keywords: perceived quality of teaching, student life and support, social identification, interaction, student satisfaction, intention to stay

INTRODUCTION

Education is a person's awareness that is planned in the learning process so that students actively increase their potential, skills, intelligence and noble character. Education is also an important factor in improving a person's welfare (Ir et al., 2023). The

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majority of universities worldwide are now dedicated to giving their students a "world-class" educational experience. Islamic Higher Education in Indonesia has followed the dynamics of change in line with changing times, such as by reforming the curriculum and revising its vision to become a modern educational institution. (Hartati Rismauli, 2022). Within this framework, the Indonesian Islamic University (UII), one of the country's biggest universities, is always working to enhance the caliber of instruction and the educational experience for its students.

According to earlier studies, students were more likely to drop out of their study program when they weren't happy with their university experience. In the United States (US), 26% of first-year students dropped out of college in 2019–2020 (NSCRC, 2021). Since most students leave higher education during their first year, it is anticipated that contentment is a requirement for students' intention to continue at university (BenGEsai and Pocock, 2021).

In terms of educational quality, teaching quality refers to a comprehensive approach that takes into account several important factors in the learning process. Educational quality does not only focus on lecturers' knowledge and expertise, but also includes aspects such as the teaching methods used, instructors' communication skills, and the ability to provide feedback. (Luoto et al., 2023).

When we discuss student life and support, we mean all the resources a university provides to aid in the intellectual, social, and personal growth of its members (Elmer et al., 2020). A student's subjective assessment of their educational experience is influenced by a variety of elements, including the classroom atmosphere, extracurricular activities, supporting materials, and student life aspects and support.

Numerous studies demonstrate the connection between different aspects of student life and assistance and student happiness. (Kim and Bastedo, 2017; Wilcox et al., 2005; Wilkins et al., 2012; Hoyt, 2021; Sutter and Paulson, 2017). According to Galloway (1998), students' opinions of the caliber and happiness of their institutions might be influenced by the assistance and services provided by administrative staff. According to Galloway (1998), students' opinions of the caliber and happiness of their institution might be influenced by the assistance and services offered by administrative staff.

According to Tajfel, Brown, and Turner (1979), social identification makes the case that belonging to a social group is a significant source of pride and self-worth. A person's sense of belonging to the social world is derived from membership to a group. Numerous research have shown that social identity is beneficial in situations when pupils like

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spending time with their peers. People who struggle to find the proper companions are more likely to be unhappy with their college experience and leave early (Wilcox et al., 2005).

Recent student satisfaction studies have emphasized the potential role of student-to-student interactions as a primary predictor of student satisfaction levels. According to the social constructionist paradigm, learning is basically a social process where interaction between humans is very important in creating knowledge and understanding (Pritchard and Woollard, 2013). The correlation between student happiness and intention to stay can be highest when it comes to the student's perception of the university. Numerous studies demonstrate that students' decisions to stick with and finish their educational program are positively impacted by contentment (Annamdevula and Bellamkonda, 2016; Hwang and Choi, 2019; Watjatrakul, 2014)

PBy analyzing the effects of variables including Perceived Quality of Teaching (PQT), Student Life and Support (SLS), Social Identification (SI), and Interaction (INT) on Student Satisfaction (SS) and Intention to Stay, this study aims to close this gap. (ITS) at the Islamic University of Indonesia. The aim of this research is to provide a more comprehensive understanding of the factors that influence student satisfaction in the UII academic environment and how these factors can be optimized to increase student retention. This study adds to our understanding of how social identity, life and support for students, teaching quality, and student engagement interact to improve student happiness and retention, as well as providing practical guidance for policy makers at UII to improve the quality of education and learning experiences student.

LITERATURE REVIEW

Theoretical Basic

Expectancy Disconfirmation Theory, also known as satisfaction theory, was developed by Richard L. Oliver in 1980 and serves as the main theory employed in this study. The EDT theory is a theoretical framework that describes how a person feels satisfied or unsatisfied with a product after making a purchase and evaluating how well the thing performs in comparison to expectations. This theory states that customers set standards for certain aspects of a product or service, such as customer expectations, perceived performance, customer experience and satisfaction comparisons.

Perceived Quality of Teaching

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Students highlighted key components of service quality in a study by Douglas et al. (2006), including lecturers' subject-matter competence, teaching skills, lecture materials, and tutorials.

Student Life and Support

Pedro et al. (2018) researched service quality by looking at student satisfaction with various services provided by an educational institution. There are two primary facets of the college student experience: academic and non-academic. Students require resources like libraries, computer labs, academic support services, and academic tutors in order to learn effectively.

Social Identification

The social identification theory explained by Turner (1979) states that the social group of which a person is a part is an important source of pride and self-esteem. Individual psychological development regarding a sense of belonging, attachment, and connection to certain social groups is called social identification (Hogg, 2016; Chen & Lin, 2019).

Interaction

Interaction is an action that can connect and influence two or more individuals who play an active role in each other (Harahap, 2020; Fahri & Qusyairi, 2019). Interaction in learning is the backbone because through interaction ideas can be exchanged and students can be helped to achieve their goals (Almaleki, Alhajaji & Alharbi, 2021; Fahri & Qusyairi, 2019).

Student Satisfaction

Satisfied individuals can support their university after graduation and also while they are students at that institution (Henning-Thuraudk., 2001; Mael and Ashforth, 1992; Wilkins et al., 2018) Satisfaction is a feeling of happiness that is obtained when someone has fulfilled their needs and desires Keaveney, Susan M, & Young, Clifford E. (1997). Student satisfaction is a multifaceted process influenced by various factors.



Intention To Stay

Students are the most important consumers and the main source of income for universities. One of the problems that arises from students is related to student retention, which is related to students' decisions to stay, continue their studies, and then graduate. Student retention and graduation rates are key indicators of success in higher education institutions (Polinsky, 2003).

RESEARCH METHOD

This research is quantitative research that uses SEM (structural Equation Modeling) to verify whether this research model is appropriate. The data collection method uses a survey method with 20 questions that provide an overview of each variable. These questions were prepared in detail and completely, so the sample size taken from the existing population was 130 UII students. According to (Sugiyono, 2019) a questionnaire is a data collection method where researchers present a list of questions or 20 written statements that must be answered by respondents. All variables were carried out on a 6-point Likert scale ranging from strongly disagree (1) to strongly agree (6).

The demographic for this study comprised all students from the Islamic University of Indonesia's class of 2023. The convenience sampling approach was used to choose samples from this population based on certain features. This research began with a pilot test using 30 respondents to ensure the questionnaire used was valid and reliable. To test the research hypothesis, 130 respondents were used.

RESULT

Validity and reliability tests are performed on the measurement model, often known as the outer model. The findings of this test will be given below.

Validity Test Results

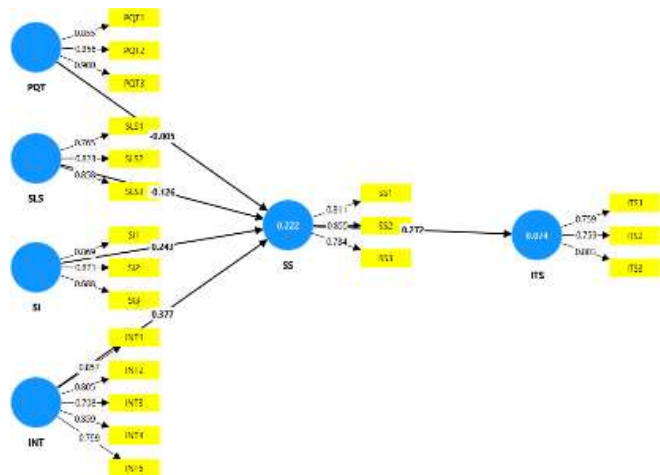
The validity of the Outer Model was tested by determining the convergent and discriminant validity of the construct measurement items. The display of the validity test results will be detailed below.

Convergent Validity Test Results

The convergent validity test findings are displayed in Figure 1 below.

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Source: Primary Data (2024)
Figure 1 Outer Measurement Model.

The data from the convergent validity test findings, which were processed as outer loading, are displayed in Table 2 below.

Table 2 Outer Loading for Convergent Validity Test.

Variable	INT	ITS	PQT	SI	SLS	SS
INT1	0.857					
INT2	0.805					
INT3	0.708					
INT4	0.859					
INT5	0.799					
ITS1		0.759				
ITS2		0.759				
ITS3		0.803				
PQT1			0.855			
PQT2			0.856			
PQT3			0.900			
SI1				0.869		
SI2				0.871		
SI3				0.688		
SLS1					0.765	



SLS2					0.823	
SLS3					0.858	
SS1						0.811
SS2						0.855
SS3						0.784

Source:Primary Data processed (2024)

Based on Table 2, the statistics demonstrate that all variable items match the requirements, with values more than 0.50 (Hair et al., 2019). Thus, the findings of this study may be termed legitimate. This may be observed in the variable items PQT, SI, SLS, and INT, which have values greater than 0.60 and 0.80. Then all SS variables have values higher than 0.70. As a result of the values shown in Table 4.17, it is possible to infer that all variables are legitimate in this study.

Next, the results of measuring the AVE (Average Variance Extraordinary) value are shown in **Table 3** the following.

Table 3 Average Variance Extracted

Variable	Average variance extracted(AVE)
PQT	0.764
SLS	0.709
SI	0.784
INT	0.645
SS	0.669
ITS	0.658

Source: Primary data processed (2024)

The AVE value measurement in Table 3 reveals that all variables in this study match the criterion with values larger than 0.50 (Hair et al., 2019). This signifies that the AVE test results indicate that all variables have been pronounced valid. This may be observed in the variables INT, SS, and ITS, which all have AVE values greater than 0.50. Apart from that, the PQT, SLS, and SI variables have AVE values greater than 0.70. As a result of the convergent validity test for measuring the AVE value, all variables in this study have been deemed convergently valid.



Discriminant Validity Test Results

The square root AVE and HTMT values serve as the basis for the discriminant validity testing parameters. The results of measuring the Fornell-Larcker Criterion values are provided in Table 4.19.

Table 4. Fornell-Larcker Criterion for Discriminant Validity Test.

	INT	ITS	PQT	SI	SLS	SS
INT	0.808					
ITS	0.452	0.774				
PQT	0.600	0.302	0.871			
SI	0.571	0.300	0.379	0.814		
SLS	0.637	0.274	0.463	0.599	0.816	
SS	0.432	0.272	0.255	0.381	0.258	0.817

Source:Primary Data Processed (2024)

Table 4. displays the square root value of AVE in the Fornell-Larcker Criterion. Each variable has a square root AVE value that exceeds the value of the variable below it. This might indicate that this study produced satisfactory findings based on Fornell and Larcker's (1981) measuring standards. For example, the Student Life and Support (SLS) variable (0.816) has a higher value than the lower-valued Student Satisfaction (SS) variable (0.258), and so on. As a result, all variables in this test were shown to be discriminantly valid. The discriminant validity test based on the Heterotrait-Monotrait ratio (HTMT) parameter is provided in Table 4.20 below.

Table 5 Heterotrait-monotrait Test Results.

	INT	ITS	PQT	SI	SLS	SS
INT						
ITS	0.503					
PQT	0.690	0.361				
SI	0.708	0.361	0.483			
SLS	0.795	0.381	0.586	0.789		
SS	0.520	0.301	0.305	0.498	0.336	

Source:Primary Data Processed (2024)

According to Table 5, the HTMT value for all variables is less than 0.85. This indicates that there is no discriminant validity issue (Henseler et al., 2015). This signifies



that the test findings are acceptable, and all variables in this study have been pronounced discriminantly valid.

Reliability Test Results

In this study, the reliability test employs Cronbach's alpha and Composite Reliability (CR) values with a minimum limit of 0.6. So, for a variable to be regarded dependable, its value must be more than 0.6 (Hair et al., 2021). The variable reliability test results in the outer model are provided in Table 4.21 below.

Table 6 Variable Reliability Test Results.

Variable	Cronbach's Alpha	Composite Reliability (CR)
<i>Perceived Quality of Teaching</i>	0.843	0.904
<i>Student Life and Support</i>	0.755	0.857
<i>Social Identification</i>	0.744	0.854
<i>Interaction</i>	0.867	0.903
<i>Student Satisfaction</i>	0.753	0.858
<i>Intention To Stay</i>	0.735	0.817

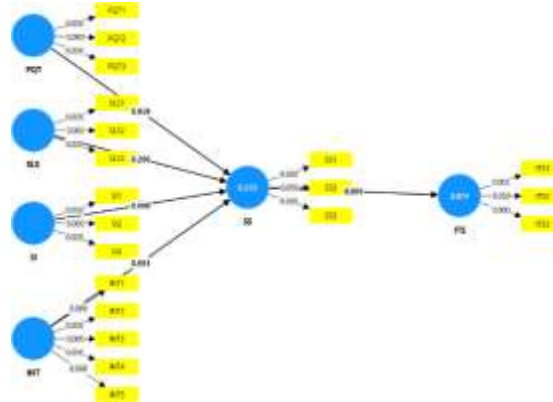
Source: Processed Primary Data (2024)

Table 6 shows that all variables have Cronbach's Alpha and Composite Reliability (CR) values more than 0.6, indicating that they match the standards utilized in this study. Thus, the test findings are accepted. The higher Cronbach's Alpha and Composite dependability ratings, the greater the level of dependability. For example, the Interaction variable has Cronbach's Alpha and Composite Reliability values that are significantly higher than 0.8. As a result, all of the variables in this study have been pronounced trustworthy.

Structural Model Testing (Inner Model)

The structural model was tested in multiple phases, including the collinearity test, coefficient of determination test, Q-square test, and route coefficient test. The structural model testing results are shown in Figure 4.2 below.





Source: Primary Data (2024)

Figure 2 Bootstrapping Structural Model Test.

Collinearity Test Results

The collinearity test is based on the variance inflation factor (VIF) value (Hair et al., 2021). The collinearity test results may be seen in Table 4.22 below.

Table 7 Collinearity Test Results

	INT	ITS	PQT	SI	SLS	SS
INT						2,273
ITS						
PQT						1,591
SI						1,722
SLS						1,981
SS		1,000				

Source: Processed Primary Data (2024)

Table 7 reveals that the results of the collinearity test in this study do not suggest any issues with critical multicollinearity. The variance inflation factor (VIF) is less than 5 for all variables, demonstrating this. In fact, all VIF values reported in Table 4.22 are far lower than number 3, indicating that the test results are free of serious multicollinearity concerns. For example, the Interaction (INT) variable (2.273) is associated with Social Identification (SI) (1.722), as is Student Satisfaction (SS) (1.000). As a result, these findings suggest that the research variables do not exhibit serious multicollinearity.

Coefficient of Determination Test Results(Coefficient Determination/R-Square)

The coefficient of determination test makes use of R-square to determine how much the independent variable may explain the dependent variable. The coefficient of determination test results are presented in Table 4.23 below.

Table 8 Coefficient of Determination Test Results (R-Square).

Variable	R- Square	R- Square Adjusted
<i>Intention To Stay</i>	0.074	0.067
<i>Student Satisfaction</i>	0.222	0.197

Source: Processed Primary Data (2024)

According to Table 8, the coefficient of determination test using R-Square reveals that all of the endogenous factors in this study are not adequately explained by the exogenous variables. The R-Square for Student Satisfaction (0.222) and Intention to Stay (0.074) does not surpass 0.330 or fall below 0.33 ($0.19 < R^2 < 0.33$), indicating a poor category.

Q-Square Test Results

Q-Square testing is used to determine the predictive relevance of endogenous constructs predicted by the constructs that influence them. The Q-Square test results can be seen at **Table 9** following.

Table 9 Test Results (Q-Square).

Variable	Q-Square (Q^2) predict
<i>Student Satisfaction</i>	0.150
<i>Intention To Stay</i>	0.102

Source: Processed Primary Data (2024)

Table 9 shows that all endogenous variables, including Student Satisfaction and Intention Stay, have values Q^2 that are greater than zero. So, all of these endogenous factors can be considered predictive. The factors Perceived Quality of Teaching, Student Life and Support, Social Identification, and Interaction predict the Student Satisfaction Variable ($Q^2 = 0.150$) by 15%. The factors Perceived Quality of Teaching, Student Life and Support, Social Identification, and Interaction predict the Intention Stay variable ($Q^2 =$

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0.102) by 10.2%. As a result, we may infer that the model is predictive and fits the data well.

Path Coefficient Test Results

The path coefficient test reveals the direction of the variable association, as evidenced by the value and hypothesis testing results. The direction of the link between variables is stated to be positive or negative based on the direction of the hypothesized variable and when compared to the route coefficient value (-1) or (+1). Meanwhile, the outcomes of hypothesis testing were analyzed using the T-statistic and P-value. The research hypothesis is approved if the T-statistic value exceeds 1.96. Furthermore, the hypothesis is considered significant if the P-value is less than 0.05. Table 4.25 shows the outcomes of this study's hypothesis testing.

Table 10 Research Hypothesis Test Results.

Hypothesis	β	T-statistic	P-value	Conclusion
PQT → SS	-0.005	0.052	0.959	H1 is rejected and not significant.
SLS → SS	-0.126	1,266	0.206	H2 is rejected and not significant.
SI → SS	0.243	2,670	0.008	H3 is accepted and significant.
INT → SS	0.377	3,385	0.001	H4 is accepted and significant.
SS → ITS	0.272	3,253	0.001	H5 accepted and significant.

Source:Primary data processed (2024).

Furthermore, the results of hypothesis testing in Table 4.25 reveal that three hypotheses are directly related to being accepted and significant, with the exception of the relationship between Perceived Quality of Teaching and Student Satisfaction (H1) and the relationship between Student Life and Support and Student Satisfaction (H2). The association between all hypotheses is two-sided negative, with a value of β smaller than zero. The findings of testing the hypothesis of variable relationships in the absence of a mediator are discussed below.



1. The first hypothesis (H1) rejects the direct association between perceived teaching quality and student satisfaction due to insufficient T-statistic and P-value (T-statistic = 0.052 < 1.96, P-Value = 0.959 > 0.05). This suggests that perceived quality of teaching has no bearing on student satisfaction.
2. The direct relationship between Student Life and Support and Student Satisfaction in the second hypothesis (H2) was rejected and was not significant because the T-statistic and P-value did not meet the standards (T-statistic = 1.266 < 1.96, P-value = 0.206 > 0.05). This means that Student Life and Support will not affect Student Satisfaction.
3. The hypothesis on the association between Social Identification and Student Satisfaction (H3) was found to be acceptable and significant (T-statistic = 2.670 > 1.96, P-value = 0.008 < 0.05). The results reported here indicate that Social Identification has a positive and significant effect on Student Satisfaction.
4. The direct hypothesis (H4) between interaction and student satisfaction was found to be acceptable and statistically significant (T-statistic = 3.385 > 1.96, P-value = 0.001 < 0.05). According to these findings, the association between interaction and student satisfaction is capable of favorable.
5. The final hypothesis, the direct association between Student Satisfaction and Intention To Stay (H5), matches the requirements with a T-statistic of 3,253 > 1.96 and a p-value of 0.001. Studies indicate that student satisfaction has a positive and substantial influence on intention to stay.

CONCLUSION

The conclusion of this research shows that Social Identification and Interaction have a significant positive influence on student satisfaction, while Perceived Quality of Teaching and Student Life and Support do not show a significant impact. In addition, student satisfaction significantly influences their intention to stay at UII. These findings emphasize the importance of social identification and interaction factors in creating positive experiences for students that contribute to their decision to continue studying at UII.

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