

Analysis Of Student Satisfaction Level With Academic Administration Services Agribusiness Study Program Department Of Agricultural Social Economics Faculty Of Agriculture Bengkulu University

Ilmayati¹, Koldi Sudiansyah^{1,2}, Irvan Diahya³

^{1,3} Academic Staff of the Agribusiness Study Program, Bengkulu University, Bengkulu, Indonesia

² Academic Staff, Faculty of Agriculture, Bengkulu University, Bengkulu, Indonesia

Corresponding Author: ilmayati_ilmah@yahoo.co.id

Abstract

Satisfaction with academic services is important and needs to be considered in order to achieve quality service standards in improving performance. Every semester, students will be in contact with academic and administrative departments regarding lectures, seminars, exams, practicums and others. This research aims to determine the level of satisfaction of agribusiness students with the academic administration services of the Bengkulu University agribusiness study program. Respondents in this study were agribusiness study program students in the classes of 2017, 2018, 2019, 2020, and 2021. Analysis of student satisfaction with administrative services was measured through student perceptions (perceived service) of 5 indicators of academic service quality which include tangibles, reliability (reliability), responsiveness, assurance and empathy. Next, validity and reliability tests were carried out using the SPSS 22 program. Measurement of satisfaction indicators was analyzed using a Likert scale and analysis using the CSI (customer satisfaction index) method. The research results show that the data validity test for each variable can be said to be valid. Meanwhile, the data reliability test has a Cronbach's Alpha value of 0.980, which means that the data has very strong reliability. The tangible dimension has the highest score which indicates the level of student satisfaction in the very satisfied category. Meanwhile, the dimensions of reliability, responsiveness, assurance and empathy indicate the level of student satisfaction in the satisfied category. Overall the level of satisfaction from the 5 dimensions of tangible, reliability, responsiveness, assurance, and empathy has a score of 4.25, meaning that the level of student satisfaction with academic services in the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University is



classified as satisfied.

Keyword: Satisfaction Level, Academic Administration, Agribusiness, CSI.

INTRODUCTION

As the development of information and communication technology increases in meeting student demands in terms of service, it requires education delivery units to be able to provide excellent service to meet student expectations. Excellent service is an important aspect that needs to be considered in achieving an institutional goal. As a service provider, universities are obliged to provide the best possible service so that students achieve optimal success.

Higher education institutions must be able to manage their service and administration quality systems. A scope like this will produce a service system that is transparent, on time, in the right quantity and right quality. If aspects like these are implemented well, it will create an image of trustworthiness and assurance, which includes: trustworthiness in the administration, timeliness of education, and guaranteed success of education (Sipahutar (2022); and Asmawati et al (2022) ; and Arimawati (2013)). To be able to increase competitiveness, it is important to be able to provide the best service to students by measuring tangible quality, reliability, responsiveness, assurance, and empathy (Fikri (2016) and Yusa (2021)).

Bengkulu University is one of the superior universities in Bengkulu Province which consists of 8 faculties, one of which is the agriculture faculty which has 8 undergraduate study programs. Bengkulu University aims to produce quality graduates who can adapt to developments in science and technology and are able to compete at the international level. The agribusiness study program is one of the study programs at the agricultural faculty which has quite a lot of students in each academic year. With the large number of students, the agribusiness study program is required to continue to improve the best services so that students who are academics do not feel disappointed with services related to academic administration. Every semester, students will be in contact with academic and administrative departments regarding lectures, seminars, exams, practicums and others. In terms of service, universities are obliged to provide the best possible service so that students achieve optimal success (Hanifa et al., (2019) and Yuliawan (2017)).

One of the factors that influences the quality of graduates is the service provided within the study program environment to students as customers. Satisfaction with academic services is important and needs to be considered in order to achieve quality service standards. This aims to ensure student satisfaction as the main stakeholders in educational service organizations.





Sipahatur (2022), said that the excellent service provided to students will increase their sense of satisfaction. Martasubrata & Suwatno (2016), said that students will receive satisfaction if the service they receive meets or exceeds expectations.

Research on the level of student satisfaction with academic administration services is very important to carry out in the context of higher education to achieve education with quality services. This research aims to determine the level of student satisfaction with the academic administration services of the Bengkulu University agribusiness study program.

METHOD

Research Location and Time Method

This research is quantitative research using a survey research model. This research was carried out at the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University. Therefore, managers of study program educational institutions are required to be more professional in providing educational services to their students.

Method of Determining Respondents

Respondents in this study were active students in the odd semester of the 2023/2024 academic year of the agribusiness study program in the classes of 2017, 2018, 2019, 2020 and 2021 with a population of 458 students. The sample size was determined randomly, namely by taking a 15% sample for each group. According to Djafri et al., (2023) if the research population is less than 100 then taken by census and if the population is more than 100 then the total taken is between 10% - 15% of the total population. So the number of samples obtained in this study was 69 people.

Data Collection Method

Data was collected in the form of primary data and secondary data. The instrument used in this research was a student satisfaction level questionnaire which was prepared in the form of a Likert scale. Data collection from students was carried out using the Google Form application.

Data Analysis Methods

Analysis of student satisfaction with administrative services is measured through student perceptions (perceived service) of 5 indicators of academic service quality which include tangible , reliability , responsiveness , assurance and empathy . Measurement of





satisfaction indicators was analyzed using a Likert scale. Then a validity and reliability test was carried out using the SPSS 22 program. The validity test was carried out using the product moment correlation technique formula while the reliability test was carried out by looking at the Cronbach's alpha value. CSI (customer satisfaction index) method by looking for the average level of student satisfaction with each indicator which is represented at intervals (Sipahutar, 2022).

RESULTS AND DISCUSSION

This research focuses on analyzing the level of satisfaction of agribusiness students with academic services at the Agribusiness Study Program, Bengkulu University by applying 5 research dimensions to measure service quality, namely:

- a. Tangibles (Direct Evidence), where this measurement will focus on physical academic services that can be seen and felt received by students, namely the completeness of building facilities (desks, chairs, etc.), cleanliness and the appearance of staff in the service.
- b. Reliability is all service activities provided by academic staff appropriately, accurately and consistently, such as providing trust, accuracy in completing tasks according to SOPs and the ability to minimize errors.
- c. Responsiveness (capacity), is the ability of academic staff to respond and provide services quickly and responsively to all student needs and requests, such as ease of access, alertness and speed of service.
- d. Assurance (guarantee), is the ability of academic staff to provide trust, a sense of security, confidence to customers appropriately in every service activity provided to students, such as suitability of procedures, accuracy of service according to schedule, ease of service procedures and accuracy in completing tasks.
- e. Empathy, namely the ability of academic staff to focus on providing treatment, understanding and feeling students' needs and desires, such as politeness and friendliness in every service activity.

Respondent Characteristics

Based on the characteristics of the respondents, with a total of 69 respondents, the dominant gender was 64% female or 44 people, while for male gender it was 36% or 25 people. This is also based on the fact that each class from 2017 to 2022 has more female students than the total number of male students. The difference in the number of female and male students



is 9.9%.

The characteristics of respondents based on age in Figure 6, explains that the dominant age of Agribusiness Study Program students is 19 - 21 years old, namely 57% or 39 people, while the lowest age ranges from 24 - 25 years old, namely 14% of the total respondents. Where each class has a different number of students, either because they have graduated/graduated or are on leave status, with the highest number of active students being in the class of 2020 with 101 students while the lowest number of students is in the class of 2017 with 54 students.

Data Validity and Reliability Test

Pearson product moment correlation test criteria by comparing the calculated *r* value against the *r* table. Meanwhile, the *reliability test* was carried out by looking at the *Cronbach's alpha value*.

Table 1. Data Validity and Reliability Test

Dimensions	Variable	Pearson Correlation	Cronbach's Alpha
Tangibles	T1	0.713	0.980
	T2	0.828	0.979
	T3	0.753	0.980
Reliability	R1	0.903	0.978
	R2	0.868	0.978
	R3	0.890	0.978
	R4	0.879	0.978
	R5	0.772	0.980
Responsiveness	S1	0.865	0.978
	S2	0.927	0.977
	S3	0.927	0.977
Assurance	A1	0.916	0.978
	A2	0.954	0.977
	A3	0.956	0.977
	A4	0.941	0.977
Empathy	E1	0.877	0.978
	E2	0.897	0.978

Source: Processed Primary Data, 2023.

Based on table 1, the results show that each variable in each of the 5 dimensions, namely

tangible , reliability , responsiveness , assurance *and* empathy , has a calculated *r* value or *Pearson correlation value* greater than The *r* table value is (0.2369) which means that each variable can be said to be valid. In line with Yusa *et all* (2021) and Wijaya (2017), if the calculated *r* value is greater than *r* table then it can mean that the data is valid and suitable for use for research data and if there are invalid variables they must be deleted to be able to continue with the next analysis. .

In the overall *reliability test*, each *satisfaction aspect variable* has a *Cronbach's Alpha value* greater than 0.80, which can be interpreted as good data reliability. Meanwhile, in total, all aspects of satisfaction variables have value *Cronbach's Alpha* of 0.980 means that the data has very strong reliability. In line with research by Sipahutar (2022) and Wijaya (2017), if the alpha value is > 0.7, it means sufficient reliability, while if alpha is > 0.80, this suggests strong reliability.

Analysis of Student Satisfaction Levels with Academic Services

The level of student satisfaction with the academic services of the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University is measured using 5 dimensions, namely *tangible, reliability, responsiveness, assurance, and empathy*. Each question is asked with 5 choice categories, namely very satisfied, satisfied, quite satisfied, not satisfied, very dissatisfied. Where from each dimension it will be seen how high the level of student satisfaction is with academic services with score criteria, namely a score range of 1 - 1.89 which means that service satisfaction is very dissatisfied, less satisfied service is between 1.90 - 2.79, quite satisfied service is around 2.80 – 3.59, service satisfaction ranges from 3.60 – 4.39 and service satisfaction in the very fast category ranges from 4.40 – 5.00.

Tangible Dimension Satisfaction Level

To measure the satisfaction level of the *Tangible dimension*, three aspects of satisfaction are used, namely the cleanliness of the waiting room/building (T1), completeness of building facilities (T2) and tidiness of academic staff (T3). Following are the scores for each aspect of *Tangible dimension satisfaction*.

Table 2. *Tangible Dimension Satisfaction Aspect Scores*

Aspect of Satisfaction	Score
T1	4.54
T2	4.22

T3	4.48
Total	13.23
Mean	4.41

Source: Processed Primary Data, 2023.

Based on table 2, it explains that for each aspect of student satisfaction, the score is above 3.60 in the T2 aspect, while T1 and T2 have scores above 4.40, which means that student satisfaction with the academic services of the agribusiness study program is dominant in the very satisfied category. Meanwhile, overall the *tangible dimension* has a score of 4.41 which ranges between a score of 4.40 – 5.00. This means that students are very satisfied with academic services both in terms of room cleanliness, completeness of facilities and neatness of academic staff. According to Widiarto and Soerjanto (2023) and Wijaya (2017) the *tangible dimension* has a significant influence on student satisfaction, and provides a level of comfort for students in interacting and carrying out activities within the academic services of the Agribusiness Study Program.

Reliability Dimension Satisfaction Level

In measuring the dimensions of *reliability*, there are 5 aspects of satisfaction, namely the ability of staff to perform services appropriately according to request (R1), the ability of staff to maintain the trust given (R2), the ability of staff to complete tasks on time (R3), the ability of staff to complete tasks in accordance with SOP (R4), and the ability of staff to minimize work errors (R5). Below are the score values for each aspect of satisfaction in the *reliability dimension*.

Table 3. Reliability Dimension Satisfaction Aspect Scores

Aspect of Satisfaction	Score
R1	4.28
R2	4.33
R3	4.28
R4	4.25
R5	4.03
Total	21.16
Mean	4.23

Source: Processed Primary Data, 2023.

Student satisfaction with the academic services of the agribusiness study program in each aspect of *the reliability dimension* has the lowest score, namely 4.03 in the R5 satisfaction

aspect, while the highest is in the R2 satisfaction aspect. Meanwhile, the overall level of student satisfaction seen in the *reliability dimension* has a score of 4.23 in the range 3.60 – 4.39, which means student satisfaction with academic services in the category of satisfaction, both in terms of service accuracy, providing trust, completing assignments on time and according to SOP. , minimizing errors, the work provided is considered good. According to Widiarto and Soerjanto (2023), Yusa *et all* (2021) and Shabri *et all* (2020), the *reliability dimension* has a significant influence on student satisfaction.

Responsiveness Dimension Satisfaction Level

the *responsiveness dimension* is measured by three aspects of satisfaction, namely ease of getting the services needed (S1), staff's alertness in providing services (S2), and staff's speed in providing services (S3), which can be seen in the following table.

Table 4. Satisfaction Aspect Scores for the Responsiveness Dimension

Aspect of Satisfaction	Score
S1	4.26
S2	4.17
S3	4.13
Total	12.57
Mean	4.19

Source: Processed Primary Data, 2023.

The aspect of student satisfaction with academic services in the *responsiveness dimension* has the lowest score, namely in the S3 satisfaction aspect with a score of 4.13 and the highest in the S1 satisfaction aspect of 4.26. Meanwhile, overall the *responsiveness dimension* has a score of 4.19 which ranges from 3.60 – 4.39. This means that the level of student satisfaction with the academic services of the agribusiness study program in the *responsiveness dimension* is classified as satisfied, both in terms of ease, alertness and speed of staff in providing services to students. According to Wijaya (2017) and Yusa *et all* (2021), the *responsiveness dimension* has a significant and positive influence on student satisfaction.

Assurance Dimension Satisfaction Level

assurance dimension is measured by four aspects of satisfaction including suitability between procedures and implementation (A1), accuracy in implementing service schedules (A2), ease of service procedures (A3), and accuracy in completing tasks (A4). The following is

more clear about the satisfaction level of *the assurance dimension*.

Table 5. Assurance Dimension Satisfaction Aspect Scores

Aspect of Satisfaction	Score
A1	4.10
A2	4.25
A3	4.22
A4	4.17
Total	16.74
Mean	4.18

Source: Processed Primary Data, 2023.

Based on table 5, it explains that each aspect of satisfaction in the *assurance dimension* has the lowest score, namely in the A1 satisfaction aspect of 4.10 and the highest in the A2 satisfaction aspect with a score of 4.25. Meanwhile, the overall score for student satisfaction with the academic services of the agribusiness study program is in the range of 3.60 – 4.39, namely 4.18. This means that the level of student satisfaction with academic services is in the satisfied category regarding the suitability and convenience of procedures and implementation, accuracy of service schedules and accuracy of task completion. According to Wijaya (2017) and Yusa *et al* (2021), *the assurance dimension* has a significant and positive influence on student satisfaction.

Level of Satisfaction of the *Empathy Dimension*

Student satisfaction with the *empathy dimension* is measured by two aspects of satisfaction, namely staff politeness (E1) and staff friendliness (E2). These two aspects will see the level of student satisfaction in the *empathy dimension* towards academic services in the agribusiness study program, which can be seen more clearly in table 6.

Table 6. Satisfaction Aspect Scores for the Empathy Dimension

Aspect of Satisfaction	Score
E1	4.28
E2	4.23
Total	8.51
Mean	4.25

Source: Processed Primary Data, 2023.

The aspect of student satisfaction with academic services in the *empathy dimension* has the smallest score in the E2 satisfaction aspect of 4.23 and the E1 satisfaction aspect has a score of 4.28. Meanwhile, the overall level of satisfaction *with the empathy dimension* has a score of 4.25, which is in the range 3.60 – 4.39. This dimension means that the level of student satisfaction with the academic services of the agribusiness study program is in the satisfied category, both in terms of politeness and friendliness provided by the staff during the service. According to Widiarto and Soerjanto (2023) and Yusa *et al* (2021), the *empathy dimension* has a significant influence on student satisfaction.

Analysis of Student Satisfaction Levels

Student satisfaction with academic services is measured using 5 dimensions of *tangible*, *reliability*, *responsiveness*, *assurance*, and *empathy*. Where, these 5 dimensions will be added up and then averaged to see how high the level of student satisfaction is with academic services in the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University.

Table 7. Student Satisfaction Level Scores with Academic Services

No	Satisfaction Variable	Score
1	<i>Tangible</i>	4.41
2	<i>Realibility</i>	4.23
	<i>Responsiveness</i>	4.19
3	<i>Assurance</i>	4.18
4	<i>Empathy</i>	4.25
Total		21.26
Mean		4.2 5

Source: Processed Primary Data, 2023.

Based on table 7, it explains the level of student satisfaction with the academic services of the Agribusiness Study Program. This level of satisfaction is very important to see how much and how well students are satisfied with the academic services provided by the staff of the Agribusiness Study Program. On 5 dimensions (*tangible*, *reliability*, *responsiveness*, *assurance*, and *empathy*) will see how high the level of academic service performance is and create measurable suggestions and improvements (Sulaeman *et al*, (2021), Winarsih *et ali.*, (2019), Suroto *et all.*, (2017) and Qomariah (2014)). The measurement dimension that has the lowest score is the *assurance dimension* of 4.18 and the highest score in the *tangible dimension* was 4.41. Where, for each of the 5 dimensions, there are 4 dimensions that have scores in the range

of 3.60 – 4.39, namely the *reliability dimension* (4.23), *responsiveness* (4.19), *assurance* (4.18), and *empathy* (4.25) which indicates the level of student satisfaction with academic services is in the satisfied category. This category will provide important strategies to improve services so that satisfaction levels continue to increase (Abidin, 2020). Meanwhile, in the *tangible dimension* has a score in the range of 4.40 - 5.00 which indicates the level of student satisfaction with academic services is in the very satisfied category.

Overall this level of satisfaction has a total score of 21.26 with an average score of 4.25 which is in the range 3.60 – 4.39. This score means that the level of student satisfaction is good in this dimension *tangible* , *reliability* , *responsiveness* , *assurance* , and *empathy* regarding the academic services of the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University, it is categorized as satisfied, which means that the services carried out by the staff of the Agribusiness Study Program are good in their implementation. So it can be said that the academic services of the Agribusiness Study Program have a positive and significant effect on student satisfaction (Widawati and Siswohadi (2021), Irsutamia and Aprib (2017).

The services provided by the academic staff of the Agribusiness Study Program to students are not only face-to-face, but also implement online services to be able to provide optimal service. This is done because some students have activities outside campus, be it organizations, internships, research and so on which are carried out far from campus which requires staff to provide services online. According to Ameylda and Djamaludin (2022), and Rofi *et all.*, (2021), to improve learning, both lecturers and staff can provide services online or face to face. According to Adji and Suciati (2019), improving distance learning can be done by providing academic services by providing tutorials.

Satisfaction with academic services is one part of making it easier for students to increase their will and potential in the study process. Improving the quality of service will be able to provide a positive and competitive environment and will improve the quality of prospective new students as the next generation (Cinkir *et all.* , (2022) and Permana *et all.*, (2020). A good level of academic service will be able to increase motivation and loyalty from students (Subandi and Hamid, 2021). Good academic services must also be able to adapt according to current developments and user needs, especially in the Agribusiness Study Program (Wulansari, 2023).

CONCLUSION

The data validity test has a Pearson correlation calculated r value that is greater than the table r value (0.2369), which means that each variable can be said to be valid. Meanwhile, the



reliability test data has value Cronbach's Alpha of 0.980 means that the data has very strong reliability.

Tangible dimension has the highest score, namely 4.41, which indicates that the level of student satisfaction with academic services is in the very satisfied category. Meanwhile, the reliability dimension (4.23), responsiveness (4.19), assurance (4.18), and empathy (4.25) is in the range 3.60 – 4.39 which indicates the level of student satisfaction with academic services is in the satisfied category. The average satisfaction level score from the 5 dimensions is 4.25 meaning that the level of student satisfaction is good in the dimensions tangible, reliability, responsiveness, assurance, and empathy regarding the academic services of the Agribusiness Study Program, Faculty of Agriculture, Bengkulu University, it is classified as satisfied

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