

THE EFFECT OF ACADEMIC SERVICE QUALITY ON STUDENT SATISFACTION IN GRADUATE PROGRAM AT THE FACULTY OF ECONOMICS AND BUSINESS UPN VETERAN EAST JAVA

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ABSTRACT

This research reveals that the current demands on tertiary institutions and faculties are not only limited to academic achievement, but also include other aspects such as accountability, proof of achievement, assessment, quality certification, and success of alumni in getting relevant jobs. Therefore, managers of educational institutions need to become more professional in providing educational services to their students. This study uses a quantitative descriptive method using a survey through questionnaires as a data collection tool. Correlational statistical analysis was used to examine the relationship between the variables studied. Based on the results of the Hypothesis test on the Determinant Coefficient the resulting R number is 0.539. This shows that the correlation or relationship between student attitudes towards student satisfaction (Dependent Variable) and the independent variables (Physical Evidence Variables, reliability and responsiveness) is 53.9%. The coefficient of determination or adjusted R square that is produced is 0.268 or 26.8%. But for the number of independent variables more than 2 (in this case 3) it is better to use the R value of 53.9%. This means that the magnitude of the influence of physical evidence, reliability and responsiveness on student satisfaction in the faculties of economics and business is 53.9% while the remaining is 46.1%. Test results = F get a calculated F value of 12,854 which fulfills the requirements greater than the f table value of 2.70, and a sig value of 0,000 is obtained. sig. value which is obtained $\alpha = 0.05$ which means that physical evidence, reliability and responsiveness simultaneously have a significant effect on student satisfaction in the undergraduate program at the Faculty of Economics. In the T test Significant Test Responsiveness to Student Satisfaction. In the significant test between responsiveness and student satisfaction, a sig value was obtained. $0.047 > 0.05$. Thus Responsiveness to student satisfaction can be said to have an effect. Significant test of physical evidence with student satisfaction. Significant test between Physical Evidence Variable and student satisfaction, then obtained sig. $0.015 > 0.05$. This proves the effect of the variable Physical Evidence on student satisfaction. The test is significant between reliability and student satisfaction. In a significant test between the reliability variable and student satisfaction, the sig value is obtained. $0.022 < 0, 05$ means a significant effect between reliability and student satisfaction. based on the significance value (Sig.) obtained of 0.000, which is greater than the significance level value $\alpha = 0.05$. In addition, it was also found that the calculated F value was 12,854, which was greater than the table F value of 2.70. This shows that physical evidence, reliability, and responsiveness simultaneously have a significant effect on student satisfaction. The R value obtained is 0.539 indicating that the effect of physical evidence, reliability, and responsiveness on student satisfaction in the economics and business faculties is 53.9%. The remaining 46.1% can be explained by other factors outside the model which are not included in the multiple linear regression analysis.) is obtained by 0.000, which is greater than the significance level $\alpha = 0.05$. In addition, it was also found that the calculated F value was 12,854, which was greater than the table F value of 2.70. This shows that physical evidence, reliability, and responsiveness simultaneously have a significant effect on student satisfaction. The R value obtained is 0.539 indicating that the effect of physical evidence, reliability, and responsiveness on student satisfaction in the economics and business faculties is 53.9%. The

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1. INTRODUCTION

Higher education as an institution engaged in the service sector must be able to meet the needs and satisfaction of consumers and customers. This is necessary in order to be able to win the competition with other tertiary institutions which are increasingly mushrooming everywhere. Even now, competition does not only occur between one university and another, but competition has occurred between the faculties within the scope of the college. Alone. The rapid growth of tertiary institutions coupled with the emergence of competition among faculties to meet their respective quotas has resulted in an unequal distribution of students. This condition requires commitment from universities and faculties in particular to satisfy their customers by making continuous quality improvements.

The demands on tertiary institutions and each faculty in particular today are not only limited to the ability to produce graduates who are well measured based on academic achievement alone, but that the entire educational program of tertiary institutions must be able to prove high quality as seen in accountability, proof of achievement, assessment, quality certification and the success of alumni in getting jobs that are in accordance with their field of knowledge as well as positive recognition and users of graduates of these educational institutions. Therefore, managers of educational institutions and faculties are required to be more professional in providing educational services or services to their students.

This is especially true given that recently the quality of higher education services has often received scrutiny and criticism from various parties because they are considered to have poor performance. For example, academic staff and lecturers who are often absent, unfriendly service and unsatisfactory learning facilities and even a lack of qualified teaching staff who are competent in giving courses. This situation is getting worse with discrimination from the university against certain faculties within the university. itself. It is not surprising that the trend of customer satisfaction is often the main topic of discussion in today's marketing era, both in business-oriented and non-business-oriented organizations such as educational institutions. Hermawa and Syakir (2006) themselves say "Every

business is business service; (Every business is a service business) And in providing services, it is necessary to emphasize a sympathetic, gentle, polite and affectionate attitude. Customer satisfaction itself is the degree of conformity between the desired product and/or service and the reality received, this conformity is the result the assessment is carried out by stakeholders based on their knowledge and experience.

Customer satisfaction and dissatisfaction with a product or service will influence subsequent behavior patterns (Kofler 2000). If the customer is satisfied, he will most likely buy the same product/service again, and a satisfied customer will also tend to provide word of mouth references. The good for prospects (potential customers) What he knows is the opposite, dissatisfied customers will return products, complain and finally tell other people about their bad experience with the organization, or in an extreme way will file a lawsuit against the organization which of course can result in huge losses .

Customer satisfaction is very much determined by the quality of service desired by consumers, so that universities, in this case faculties as education service providers, should emphasize providing quality services in order to gain the trust of students and the wider community. Service quality itself consists of several elements. Namely: physical evidence (tangibles), reliability (reliability), and responsiveness (responsiveness). So far, the assessment of the quality of higher education services has emphasized more on assessments carried out by other parties (eg the National Accreditation Board), even though the central point of tertiary management is students as its main customers. Therefore,

Evaluation of the quality of tertiary institutions for study programs through a national accreditation process carried out by BAN-PT with assessments and students as the central point of tertiary service users is likely to have a big difference. The big difference between the BAN-PT assessment and student assessments may be caused by various things. for example the evaluation of BAN-PT that is not thorough or even reports sent by universities/faculties to BAN-PT do not show the truth. For this reason, it is necessary to conduct research on student satisfaction as the central point.

However, within the higher education institutions themselves it is still difficult to find research that addresses this topic. This is because in general such research is mostly done internally in decision making by management. However, the concepts and results of research from previous researchers on various service organizations can be used to provide direction and an overview in understanding the level of service quality and service satisfaction felt by undergraduate students at the Faculty of Economics and Business UPN "Veteran" East Java.

2. METHOD

In this study, researchers used a type of quantitative research. According to Sugiyono (2010), the approach used in this study is descriptive quantitative and the type of research is a case study supported by a survey by collecting data by giving questionnaires to respondents. Then, in order to be able to analyze the results of the research that has been carried out, this study uses the method of correlational statistical analysis, which is a type of research to examine the relationship between variables from hypotheses that have been made before, and the hypothesis is tested for truth. While the hypothesis itself is a description of the relationship between two or more variables (Sugiyono, 2012). Correlation analysis has the goal of whether variations in one component are related to variations in other components. statistical techniques such as frequency distribution, central tendency, and dispersion (Silalahi, 2009). The population of the generalized area consists of objects/subjects that have certain quantities and characteristics that are determined by researchers to be studied and then drawn conclusions (Sugiyono, 2007) the population of this study are students of the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java, which is still in the educational period with a total of 4,221 students. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2007). It can be concluded that the sample is part of the population which is considered to have a population because it has the same characteristics or characteristics. Husein Umar (2003),

$$n = \frac{N}{(1 + e)}$$

n = Sample Size

N = Total Population

e = Percentage of Accuracy that is tolerated (10%)

So the sample size used is as follows:

$$n = \frac{4.221}{1 + 0,1} = \frac{4.221}{1,1} = 97,68$$

Based on the formula above, it is known that the number of samples is 97.68 which is rounded up to 98 respondents. The sampling technique used is purposive sampling method because the sample is selected based on certain characteristics or characteristics (Cooper and Emory, 2006) and Accidental sampling, which is a sampling method that is carried out based on coincidence (Sugiyono, 2007). Respondents were taken from several students who were still active during their undergraduate studies at the Faculty of Economics and Business.

Data Collection Methods and Sources

Method of collecting data

1. Questionnaire (Questionnaire)
The questionnaire in the form of a questionnaire is a data collection technique that is carried out starting from giving questions in writing to respondents to answer. The questionnaire questions in this study were closed.
2. Literature review
Literature study is a data collection technique that is carried out by reading and recording various references such as books, journals, magazines, articles, and others (internet) related to the research being carried out.

Data Types and Sources

The type of data used in this research is as follows:

1. Qualitative Data, namely data in the form of information, explanations from the results of analysis, interviews, or observations in the field that are not in the form of numbers and processed to support explanations in the analysis of this type of data obtained from primary sources.
2. Quantitative data, namely data in the form of numbers obtained from secondary data sources, both documents, scientific reports, or periodicals that are relevant to the issues discussed. Meanwhile, to complete the data used in this study, the authors obtained data sourced from:
 1. Primary data, namely data which is information collected by researchers directly from the source (Hadi Sutrisno, 2001) in this study, primary data was obtained through questionnaire given to respondents, namely students of the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java. The data obtained is in the form of identity and perception or opinion of respondents about responsiveness, physical evidence, and reliability of student satisfaction
 2. Secondary data, namely data obtained indirectly, both in the form of information and literature that has something to do with research whose attitude complements or supports primary data

Data Analysis Techniques

In processing, the first step is to test the validity and reliability of the questionnaire. This test is carried out so that the questionnaire used is accurate and feasible to distribute to respondents.

1. Test validity
Instrument valid means that the instrument can be used to measure what you want to measure, while valid research results are shown by the similarity between the data collected and the data that actually occurs in the object under study. The validity test in this study uses the Pearson Moment product correlation. Product Moment correlation is used to look for relationships and prove the hypothesis that the relationship between two or more variables is the same. Then r_{xy} is compared with r -table (with a certain error level / $DF = N-2$ and Probability of 0.05), if the r -count value is greater than the r -table value, it means that the item is declared valid. The minimum requirement to be declared valid in this study is 0.195.
2. Reliability Test
After conducting the validity test, the reliability of the questionnaire used needs to be tested to show the consistency of the measuring instruments used in the study. A reliable questionnaire is a questionnaire which, if tried repeatedly on the same group, will produce the same data. Reliability testing in this study used the Alpha Cronbach technique, the minimum requirement to be declared reliable was 0.60. The analysis model used by the author is: Multiple linear regression analysis is used to determine whether there is an influence of tangibles, reliability, and responsiveness on consumer satisfaction. The customer value relationship model with these variables can be arranged in a function or equation as follows (Gbozali, 2005).

$$Y=b_0+b_1x_1+b_2x_2+b_3x_3+e$$

Where:

| | |
|--|--------------------------------------|
| Y | = Student Satisfaction |
| b ₀ | =Constant |
| b ₁ ,b ₂ ,b ₃ | = Regression coefficient |
| X ₁ | = Physical Evidence |
| X ₂ | = Reliability |
| X ₃ | = Responsiveness |
| e | = Stabdard error/Disturbing variable |

Hypothesis Testing Techniques Testing the Determinant Coefficient (R²) The determinant is used to see how much influence the independent variables have on the related behavior, in other words the determinant coefficient is used to measure the influence of the independent variables studied (X₁, X₂, X₃), namely the responsiveness variable , physical evidence, and reliability of consumer decisions (Y) which is the dependent variable. The coefficient of determination (R²) ranges from zero to one (0 ≤ R² ≤ 1) This means that R² = 0 indicates that there is no effect of the independent variables on the variable bound.

3. t test

The t test basically shows how far the influence or independent variables individually explain the variation of the independent variables (Ghozali: 2001) Hypothesis Test Steps for the regression coefficients are the Zero Housing Hypothesis (H₀) and the Alternative Hypothesis (H₁).

$$H_0 : \beta_1 = 0$$

There is no effect of each independent variable (X₁,X₂,X₃) on the dependent variable (Y).

$$H_a : \beta_1 > 0$$

There is an influence of each independent variable (X₁,X₂,X₃) on the dependent variable (Y).

Determination of t-table prices based on the significant level and the degree of freedom level.

$$\text{Significant level} = 5\%(0.05)$$

$$\text{Degrees of Freedom} = (n-1-k)$$

3. RESULTS AND DISCUSSION

The East Java 'Veteran' National Development University, abbreviated as East Java 'Veteran' UPN is one of the State Universities in Surabaya. The East Java 'Veteran' UPN is currently led by the Chancellor Prof. Dr. Ir. Akhmad Fauzi, MMT. Founded on July 5, 1959, the East Java UPN 'Veteran' campus is located on Jl. Raya Rungkut Madya, Gunung Anyar, Surabaya.

UPN 'Veteran' East Java was founded by veterans of the war for independence as a living monument in developing education in Indonesia. In its development, UPN 'Veteran' East Java has undergone several name and status changes. UPN 'Veteran' East Java was founded by veterans fighters for the war of independence as living monuments in developing education in Indonesia, especially higher education. In its development UPN 'Veteran' East Java has undergone several name and status changes. The period from 1959 to 1965 was named the Surabaya Branch of the Veterans Company Administration Academy. In 1968 it changed its name to the East Java Branch of the Veterans National Development College (PTPN). The 1976-1994 period saw a change in the status of the East Java Branch of PTPN Veterans as an Service College under the guidance of the Indonesian Ministry of Defense and Security. In 1977 it changed its name to Development University. National Veterans Branch of East Java.

Research data

Description of Respondent Characteristics is an explanation of the whereabouts of students who receive services at the Faculty of Economics and Business, Unismuh Makassar, which is needed as information to determine identity as Respondents in this study. Respondents as research objects provide interpretations of respondent characteristics to analyze the effect of service quality on student satisfaction in the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java. In this study, 98 students became Representative Respondents. For more details, it is explained as follows:

Major

Department is a study program taken by each undergraduate program student at the Faculty of Economics and Business UPN "Veteran" East Java who is a respondent in this study. The departments in the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java itself

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consist of 4 majors, namely the Management Department, the Accounting Department, the Economics Study Development Department, and the Entrepreneurship Department. Each department gets its own quota as shown in the following table:

Table 1. Frequency and Percentage of Respondents by Department

| Major | Frequency | Percentage(%) |
|----------------------|-----------|---------------|
| Management | 38 | 38.8% |
| Accountancy | 25 | 25.5% |
| Entrepreneurship | 20 | 20.4% |
| Economic development | 15 | 15.3% |
| Amount | 98 | 100% |

From the table above it can be seen that the respondents or students who were sampled were 38 people or 38.8% from the Management major, while from the Accounting major there were 25 people or 25.5% from the economics major and development studies as many as 20 people or 20.4% from the major entrepreneurship as many as 15 people or 15.3%.

Gender

Another identity of the respondent that is considered appropriate to present is gender. The number of respondents based on gender can be seen in Table 2 below.:

Table 2 Frequency and Percentage of Respondents by Gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Man | 29 | 29.6% |
| Woman | 69 | 70.4% |
| Amount | 98 | 100% |

Age

Age Represents the age of the respondent's age is important in an assessment of satisfaction. For respondents, the more mature a person's age, the better the assessment of satisfactory service quality. more details can be seen in Table 3 below:

Table 3 Frequency and Percentage of Respondents by Age

| Age (Years) | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| <20 | 27 | 27.6% |
| 20-25 | 71 | 72.4% |
| >25 | - | - |
| Amount | 98 | 100% |

Table 3 Determining Characteristics based on the Age of Respondents shows that Respondents aged between 20-25 are 71 people or 72.4% are the majority age of all respondents. as many as 27 people or 27.6% aged, < 21 and no respondents aged > 25 years. Seeing the age of the respondent shows that the respondent has been able to assess which service is satisfactory and which service is unsatisfactory provided by the faculty of economics and business to them.

Force

Batch is the year students entered to enroll in the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. The majority of respondents in this study were Batch 2019. For more details, see Table 4 below:

Table 4 Frequency and Percentage of Respondents by Force

| Force | Frequency | Percentage |
|-------|-----------|------------|
| 2019 | 36 | 36.7% |
| 2020 | 25 | 25.5% |
| 2021 | 14 | 14.3% |
| 2022 | 23 | 23.5% |

| | | |
|--------|----|------|
| Amount | 98 | 100% |
|--------|----|------|

From the table above it can be seen that there were 36 respondents who entered in 2019 or 36.7% of the total respondents. This is because the majority of students from that year have almost completed their education. While the respondents who entered in 2020 were 25 people or 25.5% while the respondents who entered between 2021 were 14 people or 14.3% and for the 2022 class there were 23 people or 23.5%.

Analysis of Research Results

The description of the research variables is an explanation of the dimensions of academic service quality on the effect on student satisfaction in the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java. The variable assessment is based on student responses as respondents who provide information according to the questions asked in the questionnaire. More details will be described as follows:

Responsiveness

Responsiveness is the ability to meet student requests quickly and precisely. Responsiveness in this case includes among others: responsiveness and speed of response from lecturers and staff to student problems, readiness and willingness of lecturers and staff to help students in need (there is time to help students), willingness of lecturers and staff to listen to suggestions and complaints from students (eg providing a suggestion box), clarity of service delivery information (clarity of pathways for taking care of KRS, scholarships and other important documents).

Table 5. Frequency and Percentage of Quality Based on Responsiveness

| Category | Question yea 1 | Question please 2 | Question please 3 | Question please 4 | Question yea 5 | Question please 6 | Respondents Frequen cy (F) | percentage (%) |
|-------------------|-------------------|----------------------|----------------------|----------------------|-------------------|----------------------|----------------------------------|-------------------|
| Strongly agree | 2 | 6 | 1 | 6 | 5 | 4 | 24 | 4.1 |
| Agree | 34 | 30 | 31 | 38 | 36 | 29 | 198 | 33.7 |
| I agree | 17 | 25 | 27 | 21 | 20 | 22 | 132 | 22.4 |
| Don't agree | 44 | 34 | 32 | 30 | 32 | 41 | 213 | 36.2 |
| Strongly Disagree | 1 | 3 | 7 | 3 | 5 | 2 | 21 | 3.6 |
| | 98 | 98 | 98 | 98 | 98 | 98 | 588 | 100 |

Table 5. shows that the level of responsiveness in the Unismuh Faculty of Economics and Business is that 33.7% of respondents stated that they agreed, 4.1% stated that they strongly agreed and 22.4% stated that they did not agree, while those who disagreed were 36.2%. and stated strongly disagree 3.6%.

Physical Evidence

Physical evidence or tangibles is the quality of service that is assessed based on physical evidence that is visible in services such as the availability of facilities and staff expertise that is actually applied to students as customers. The physical evidence in question is in the form of cleanliness and comfort of the environment, completeness of equipment in the learning process, completeness of student facilities and tidiness of building arrangements. More details are shown in Table 6 below:

Table 6 Frequency and Percentage of Quality Based on Physical Evidence

| Category | Questio n yea 1 | Questio n please 2 | Questio n please 3 | Questio n please 4 | Questio n yea 5 | Questio n please 6 | Freque ncy | Respondents Ase percentage (%) |
|-------------------|--------------------|--------------------------|--------------------------|--------------------------|--------------------|--------------------------|---------------|--------------------------------------|
| Strongly agree | 4 | 4 | 3 | 4 | 5 | 7 | 27 | 4.6 |
| Agree | 24 | 21 | 19 | 20 | 19 | 14 | 117 | 19.9 |
| I agree | 27 | 30 | 29 | 28 | 35 | 30 | 179 | 30.4 |
| Don't agree | 41 | 42 | 45 | 46 | 34 | 41 | 249 | 42.3 |
| Strongly Disagree | 2 | 1 | 2 | 0 | 5 | 6 | 16 | 2.7 |
| Amount | 98 | 98 | 98 | 98 | 98 | 98 | 588 | 100 |

Source: processed data, 2023

Table 6 shows that the physical evidence or tangibles provided by the Unismuh Faculty of Economics and Business is still imperfect. It can be seen that the majority of respondents, namely disagreeing, were 249 respondents or 42.3%, and 179 respondents stated that they did not agree or 30.4%, and Another 2.7% stated that they strongly disagree. While those who agreed were 117 respondents or 19.9%, and those who stated strongly agreed were only 27 respondents or 4.6%.

Reliability (X3)

Reliability or Reability, namely how far the Faculty of Economics and Business Unismuh Makassar can fulfill what is promised or offered immediately, accurately, reliably and satisfactorily for students. Reliability in this study includes the accuracy of the lecturers in giving grades, Unismuh is very accurate in providing information, timeliness (no lecturers are absent or late for teaching), cool lecture rooms that are comfortable and satisfying, roles and provide facilities and security for students. Table 7. The following shows the level of reliability felt by students in the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java.

Table 7. Frequency and Percentage of Quality Based on Reliability

| Category | Question year 1 | Question please 2 | Question please 3 | Question please 4 | Question year 5 | Question please 6 | Respondents | |
|-----------------|-----------------|-------------------|-------------------|-------------------|-----------------|-------------------|-------------|----------------|
| | | | | | | | Frequency | Percentage (%) |
| Strongly agree | 16 | 6 | 6 | 5 | 9 | 6 | 48 | 8.2 |
| Agree | 36 | 31 | 36 | 28 | 37 | 32 | 200 | 34.0 |
| I agree | 13 | 31 | 28 | 34 | 19 | 28 | 153 | 26.0 |
| Don't agree | 33 | 27 | 26 | 28 | 30 | 29 | 173 | 29.4 |
| VeryDon't agree | 0 | 3 | 2 | 3 | 3 | 3 | 14 | 2.4 |
| Amount | 98 | 98 | 98 | 98 | 98 | 98 | 588 | 100 |

Table 7 shows that the reliability provided by the Unismuh Faculty of Economics and Business is quite good, where it can be seen that 200 respondents agreed or 34.0%, and 48 respondents said they strongly agreed or 8.2%. However, there were still 26% of respondents who still disagreed, 29.4% said they did not agree, and 2.4% said they strongly disagreed.

Student Satisfaction(Y)

Satisfaction is determined by the fulfillment of the expectations, desires and needs of consumers. Student satisfaction is the result of the respondent's overall assessment of the quality level of lecturers, employee services, completeness of general and academic administration and the availability of physical or material facilities provided by the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. Show more details. in the following table:

Table 8. Frequency and Percentage of Student Satisfaction

| Category | Question year 1 | Question please 2 | Question please 3 | Question please 4 | Question year 5 | Question please 6 | Respondents | |
|-------------------|-----------------|-------------------|-------------------|-------------------|-----------------|-------------------|-------------|----------------|
| | | | | | | | Frequency | Percentage (%) |
| Strongly agree | 15 | 14 | 7 | 15 | 6 | 11 | 68 | 11.6 |
| Agree | 32 | 28 | 34 | 39 | 38 | 34 | 205 | 34.9 |
| I agree | 21 | 25 | 20 | 16 | 19 | 14 | 115 | 19.6 |
| Don't agree | 25 | 25 | 31 | 25 | 32 | 35 | 173 | 29.4 |
| Strongly Disagree | 5 | 6 | 6 | 3 | 3 | 4 | 27 | 4.6 |
| Amount | 98 | 98 | 98 | 98 | 98 | 98 | 588 | 100 |

Table 5.8 shows that 205 respondents feel satisfied with the academic services provided. This can be seen from the responses of respondents who agreed that 34.9% and 11.6% of respondents stated that they strongly agreed with the academic services from the Faculty of Economics and Business, Unismuh Makassar. Although there were 19.6% of respondents who disagreed, 29.4% of respondents said they disagreed and 4.6% of respondents said they strongly disagreed. This means that the implementation of

academic service quality by the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. to students still need to be improved so that all can experience satisfying service.

The gap between satisfied students and students who feel unsatisfied can only be caused by the implementation of services that are not optimal for all students, therefore the faculty must make more efforts to improve its services to all students equally.

Validity and Reliability Analysis

Analysis of the validity and reliability tests aims to test the validity and reliability of the research variables using the SPSS 21.0 program for each questionnaire instrument to ensure and guarantee that the research instruments used are accurate and can be trusted and can be relied upon when used as a tool in data collection. data. For details, the two tests can be explained as follows:

Validity test

The validity used in this research is construct validity. Testing the validity of the construct is prioritized in the development and evaluation of a concept and theory. Validity is used to test the validity or accuracy of measuring instruments, whether the information obtained is as expected. From the table of validity of Responsiveness, Physical Evidence, Reliability, and Student Satisfaction it can be explained that the questions in these variables are stated as Valid and no one is dropped (R table value is 0.1986, r table value < r count) and can be used for further analysis.

Table 9. Responsiveness Validity (X1)

| No | Question | RCount | RTable | Conclusion |
|----|---|--------|--------|------------|
| 1 | UPN quickly helps students when they face academic problems | 0.564 | 0.1986 | Valid |
| 2 | UPN Fast provides medical assistance for sick students | 0.689 | 0.1986 | Valid |
| 3 | The Unismuh service process is fast and precise | 0.644 | 0.1986 | Valid |
| 4 | UPN provides fast, accurate and good responses to student complaints | 0.715 | 0.1986 | Valid |
| 5 | UPN is very efficient in providing counseling guidance for students. | 0.644 | 0.1986 | Valid |
| 6 | UPN is very efficient in providing scholarships for underprivileged students. | 0.695 | 0.1986 | Valid |

Table 10. Validity of Physical Evidence (X2)

| No | question | R Count | RTable | Conclusion |
|----|--|---------|--------|------------|
| 1 | Complete Lecture Room, Clean and Tidy. | 0.690 | 0.1986 | Valid |
| 2 | UPN has a complete library. | 0.824 | 0.1986 | Valid |
| 3 | UPN provides facilities according to the needs of employees | 0.848 | 0.1986 | Valid |
| 4 | Employees show high work discipline | 0.801 | 0.1986 | Valid |
| 5 | Means of Communication for Lecturers Delivering Teaching Materials is very Good. | 0.694 | 0.1986 | Valid |
| 6 | Means of Lecturer Ability to Respond to Students' Questions/Opinions. | 0.668 | 0.1986 | Valid |

Table 11. Reliability Validity (X3)

| No | Question | R Count | R Table | Conclusion |
|----|---|---------|---------|------------|
| 1 | UPN is very accurate in providing both academic and non-academic information and services | 0.585 | 0.1986 | Valid |
| 2 | UPN is very Accurate in Giving a Positive Response to every Student Complaint. | 0.611 | 0.1986 | Valid |
| 3 | Trusted supplemental teaching materials (Hondout, Modules, etc.) are given to students to complement the course material. | 0.686 | 0.1986 | Valid |
| 4 | UPN is highly trusted in monitoring student progress through Academic Advisors or Counseling Guidance | 0.631 | 0.1986 | Valid |

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| | | | | |
|------------|--|-------|--------|-------|
| Lecturers. | | | | |
| 5 | Satisfying cool and comfortable Lecture Room | 0.727 | 0.1986 | Valid |
| 6 | UPN provides facilities and security for students. | 0.730 | 0.1986 | Valid |

Table 12 Validity of Student Satisfaction (Y)

| No | Question | R Count | R Table | Conclusion |
|----|---|---------|---------|------------|
| 1 | UPN provides Satisfying Services according to Student Needs. | 0.633 | 0.1986 | Valid |
| 2 | UPN provides Insurance Services/Assistance for Sick Students. | 0.606 | 0.1986 | Valid |
| 3 | Availability of room facilities small enough and Clean. | 0.605 | 0.1986 | Valid |
| 4 | Worship facilities that can be used by UPN students | 0.674 | 0.1986 | Valid |
| 5 | Student and Lecturer Interaction in the Teaching and Learning process at Unismuh is Good. | 0.611 | 0.1986 | Valid |
| 6 | Student and Lecturer Interaction Both Formally and Non-Formally | 0.609 | 0.1986 | Valid |

Reliability Test

The reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if the measurement is repeated. Meanwhile, according to Ghazali's faith, a research instrument can be reliable or reliable if the value of Cronbach's alpha is above 0.60. In relation to the above description, the results of the reliability test are presented.

Table 13. Reliability Results

| Variable | Cronbach's Alpha | >< | Standard Reliability | Information |
|----------------------|------------------|----|----------------------|-------------|
| responsiveness | 0.739 | > | 0.60 | Reliable |
| Physical Evidence | 0.845 | > | 0.60 | Reliable |
| reliability | 0.741 | > | 0.60 | Reliable |
| Student Satisfaction | 0.684 | > | 0.60 | Reliable |

The results of the Cronbach's alpha variable physical evidence, reliability, responsiveness and student satisfaction > 0.60 so that the indicators or questionnaires of the four variables are reliable or worthy of being trusted as variables measuring tools.

Multiple Linear Regression Analysis

Multiple regression analysis is used to determine the effect of the independent variables on the dependent variable, as well as to see the results of testing the proposed hypothesis. The results of the regression between service quality which includes physical evidence, reliability and responsiveness to the quality of academic services in the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java. The results can be seen as follows.

Table 14 Multiple Regression Results

| Model | Coefficientsa | | | t | Sig. |
|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| | Unstandardized Coefficients | | standardized Coefficients | | |
| | B | std. Error | Betas | | |
| (Constant) | 6,558 | 2,092 | | 3,134 | ,002 |
| Power_Response 1 | ,220 | ,109 | ,209 | 2,011 | ,047 |
| Physical_Proof reliability | ,249 | ,100 | ,252 | 2,478 | ,015 |
| | ,236 | ,101 | ,227 | 2,324 | ,022 |

Based on the results of the regression analysis obtained, a linear equation is created as follows:

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$$Y = 6.558 + 0.220 X_1 + 0.249 X_2 + 0.236 X_3$$

The above regression equation shows that:

1. Regression Coefficient (b1) = 0.220 The positive value which can show any increase in responsiveness (X1), will be able to increase student satisfaction (Y), assuming other variables are constant.
2. Regression Coefficient (b2) = 0.249 positive value which can be shown any increase in physical evidence (X2), will be able to increase student satisfaction (Y), assuming other variables are constant.
3. Regression Coefficient (b3) = 0.236 positive value which can show any increase in reliability (X3), will be able to increase student satisfaction (Y), assuming other variables are constant.

Hypothesis test

1. Determinant Coefficient Test (R²)

The coefficient of determination is used to find out how much effect Physical Evidence (X1), Reliability (X2), and Responsiveness (X3) have on student satisfaction (Y) Undergraduate Program in the Faculty of Economics and Business UPN "Veteran" East Java. The determination can be seen in the adjusted R square which is multiplied by 100% and the results can be seen as follows:

Table 15. Coefficient of Determination

| Summary models | | | | |
|----------------|-------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | std. Error of the Estimate |
| 1 | ,539a | ,291 | ,268 | 3,576 |

From table 15 it can be seen that the resulting R number is 0.539. This shows that the correlation or relationship between student attitudes towards student satisfaction (Dependent Variable) and the independent variables (Physical Evidence Variables, reliability and responsiveness) is 53.9%. The coefficient of determination or adjusted R square that is produced is 0.268 or 26.8 %. But for the number of independent variables more than 2 (in this case 3) it is better to use the R value of 53.9%. This means that the magnitude of the effect of physical evidence, reliability and responsiveness on student satisfaction in the faculties of economics and business is 53.9%, while the remaining 46.1% is explained by other reasons outside the model.

F test

The F-test is used to prove the effect of physical evidence (X1), Reliability (X2) and Responsiveness (X3) on Student Satisfaction (Y) Faculty of economics and business together, the conditions for accepting the hypothesis simultaneously are:

Table 16. Test Results - F

| ANOVAa | | | | | |
|------------|----------------|----|------------|--------|-------|
| Model | Sum of Squares | Df | MeanSquare | F | Sig. |
| Regression | 493,176 | 3 | 164,392 | 12,854 | ,000b |
| residual | 1202,212 | 94 | 12,789 | | |
| Total | 1695,388 | 97 | | | |

Test results = F get a calculated F value of 12,854 which fulfills the requirements greater than the f table value of 2.70, and a sig value of 0,000 is obtained. sig. value which is obtained < α = 0.05, which means that physical evidence, reliability and responsiveness simultaneously have a significant effect on student satisfaction in the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java.

Test - t

This t-test is used to prove and measure how far the influence of physical evidence, reliability (X2) and Responsiveness (X3) on Student Satisfaction (Y) of the Faculty of Economics and Business partially.

Based on Table 16, the analysis of the results from the calculation of the t test is as follows:

1. Significant Test of Responsiveness with Student Satisfaction. In the significant test between responsiveness and student satisfaction, a sig value was obtained. 0.047 > 0.05. Thus

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- Responsiveness to student satisfaction can be said to have an effect.
2. Significant test of physical evidence with student satisfaction. Significant test between Physical Evidence Variable and student satisfaction, then obtained sig.0.015. >0.05. This proves that there is an effect between the Physical Evidence variable and student satisfaction.
 3. Significant test between reliability and student satisfaction. In a significant test between the reliability variable and student satisfaction, the sig value is obtained. 0.022 <0.05 means a significant effect between reliability and student satisfaction.

Discussion

Physical Evidence of Student Satisfaction

Undergraduate Program In the Faculty of Economics and Business UPN "Veteran" East Java, in providing services, you must present services in the form of physical evidence or tangibles properly according to what is expected by students. Forms of providing quality service in physical evidence provided by the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. Operationally reflected in the completeness of student facilities (lifts, toilets, and security), cleanliness and comfortable environment (no there is trash scattered everywhere, complete equipment in the teaching and learning process (LCD, AC, chairs, tables, markers, wares, etc.), and the tidiness of the building arrangement, as well as the faculty parking lot. From the research it was found that physical evidence was provided not as expected. It can be seen that the majority of respondents (30.4%) stated that the quality of service is in the form of physical evidence which does not agree with the elements of physical evidence that should be provided. In relation to and its influence on customer satisfaction, it provides a level of satisfaction for students so that physical evidence in service quality is very important in increasing student satisfaction with services provided. a service marketing, is determined by physical evidence in the form of the use of tools, the availability of equipment that is fulfilled and individual abilities from the aspect of a quality of service that can satisfy students. In the significant test between physical evidence and student satisfaction, a sig. 0.015 > 0.05.

Reliability on Student Satisfaction

So that reliability in service quality still needs to be improved again in order to provide greater satisfaction for consumers. In relation to customer satisfaction, service quality in the form of reliability can have an influence on student satisfaction such as the concept and theory put forward by Hamzenah (2003) which suggests that to win a competition in service marketing, the focus of each service must focus on the reliability that owned in competing according to service eligibility standards. The aspect of reliability that must be considered is the fast service process, the main service attitude and instilling trust. Significant test between reliability variables and student satisfaction, then obtained sig. 0.022 > 0.05.

Responsiveness to Student Satisfaction

Undergraduate Program Students at the UPN "Veteran" East Java Faculty of Economics and Business, of course, expect responsiveness to the quality of services provided Responsiveness shown to students is seen in, among other things, the responsiveness and speed of response from lecturers and staff to student problems, readiness and the willingness of lecturers and staff to help students in need (providing fast, appropriate and good responses to student complaints), the willingness of lecturers and staff to listen to suggestions and complaints from students, clarity of service delivery information (Clarity of Paths taking care of KRS, scholarships and letters) other important documents). Responsiveness shown in the academic services of the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. shows that the level of responsiveness in the Faculty of Economics and Business where there are 33.7% of respondents stated that responsiveness agreed, 4.1% stated strongly agreed. Meanwhile, only 22.4% said they disagreed and only 36.2% said they disagreed. Responsiveness and service quality in this field need to be further improved. In relation to customer satisfaction, responsiveness is very important in influencing the level of customer satisfaction. This is supported by the concepts and theories put forward by Yazid (1999) that a service marketing involves a lot of responsiveness in providing a satisfactory service to consumers.

In a significant test between the responsiveness variable and student satisfaction, the sig. 0.047 <0.05 means a significant effect between responsiveness and student satisfaction.

4. CONCLUSION

From the results of the discussion using multiple linear regression equations between the variables of academic service quality, service quality consisting of responsiveness, tangibles, and reliability are simultaneously stated to have an effect on student satisfaction, this is because Sig. 0.000 which is greater than the value $\alpha = 0.05$. As well as obtained a calculated F value of 12,854 which is greater than the F table value of 2.70. which means that physical evidence, reliability and responsiveness simultaneously have a significant effect on student satisfaction in the Bachelor Program at the Faculty of Economics and Business UPN "Veteran" East Java. with a large R value of 0.539. This means the magnitude of the influence of physical evidence, reliability and responsiveness to student satisfaction in the economics and business faculties was 53.9% while the remaining 46.1% was explained by other reasons outside the model. Based on the conclusions above, it is recommended that the following be implemented: v It is suggested that in the future, the application of the dimensions of service quality by the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java be considered in providing services to students. It is suggested to the faculties of economics and business to further improve service quality activities, this aims to increase student satisfaction. Some other additions, namely additional facilities or services according to students include: security, departmental laboratories, libraries that are easy to reach and collections of reading books that need to be added, Online submission of any information in real time, tightening security for the faculty, and providing a place for submitting suggestion boxes. This research was carried out only limited to the scope of the Undergraduate Program at the Faculty of Economics and Business UPN "Veteran" East Java. so it is difficult to use as a basis for measuring the quality of UPN Veterans services in East Java as a whole. Research on student satisfaction at the educational level does not seem to be very on target because it can happen where actually the university or faculty has provided what an educational institution should have given,

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