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Increasing Student Satisfaction Through Improving Service Quality at Tourism Colleges in East Jakarta

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ABSTRACT

This study aims to analyze the effect of five service quality dimensions on student satisfaction at private universities in East Jakarta. The research instrument consists of 28 questions arranged and structured based on variables, dimensions and indicators using the Likert scale. Data collection using questionnaires distributed via Google form to 30 people for validity and reliability testing and 300 people as research samples. The multiple linear regression method is used for data analysis with the help of SPSS software. The study's results partially show that three dimensions of service quality, namely Reliability, Empathy and tangibles, significantly affect student satisfaction. Still, the dimensions of responsiveness and assurance do not affect student satisfaction. Simultaneously, five dimensions of service quality have a significant effect on student satisfaction.

1. Introduction

Higher education in tourism as an educational institution strives to produce superior human resources that can compete globally. The profitability of tourism and hospitality businesses depends on how effectively they manage their people resources (Zhong et al., 2022). To produce qualified graduates, tourism education and training are crucial. However, majors in tourism in higher education continue to encounter significant obstacles, and low employment rates are still an issue (Zhong et al., 2022). For this reason, applying a quality management system (QMS) in education management aims to achieve student satisfaction, in this case, as customers. High competition in the higher education sector, especially private universities, has brought great attention to the quality of services that can increase student satisfaction and retention rate (Leonnard, 2021). Private universities must pay attention to the quality of their education and service around real products. Service quality evaluation is based on customer satisfaction or expectations, which consider how well the level of service delivered is appropriate (Saadoon et al., 2022).

Customer satisfaction refers to a person's happiness or dissatisfaction with a product after comparing the product's performance (results) to what was anticipated (Kotler & Keller, 2016). Student happiness has proven to be an accurate indicator of how well the quality of service initiatives are performing in institutions (Keržič et al., 2021). Students' perceptions of their academic success and their level of satisfaction with the calibre of college services have been linked in studies (Keržič et al., 2021).

Education management should be balanced with the provision of good services by following established academic regulations as a basis for guidelines for implementing activities by the academic community, including leaders, lecturers, staff and students. Currently, in the higher education sector, measuring the quality of education-related services is important in supporting focused and targeted improvement activities that are highly centred on the needs/needs of students (Lupo & Buscarino, 2021). In order to synchronize academic regulations, commitment from all relevant parties is needed

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to implement and evaluate their activities so that the goals can be achieved in accordance with the vision and mission of the university. The priority in the field of service provided to students is the field of academic service. At this time, quality of service has become very important for all organizations as it drives their marketing and financial performance. It has changed as an essential element of competitiveness and acts as a source to achieve competitive advantage using service differentiation (Ramzi et al., 2022). Students who receive high-quality academic services should be able to satisfy their needs, and they can evaluate the services they receive. To achieve the same level of enjoyment, both partners have a reciprocal relationship.

Many studies have addressed higher education service quality and student satisfaction (Leonnard, 2021; Li & Lee, 2023; Saadoon et al., 2022; X. Wang et al., 2022). Several dimensions have been collected under questionnaires by students and used in various areas of service. In addition, the author has not found any research that discusses service quality and student satisfaction at tourism universities in East Jakarta. Previous research has stated that the quality of service affects student satisfaction (Leonnard, 2021; Li & Lee, 2023; Saadoon et al., 2022; Sitanggang et al., 2021; Torabi & Bélanger, 2021; X. Wang et al., 2022). However, research also shows that service quality does not affect student satisfaction (Alzahrani & Seth, 2021). Knowing how their students perceive the service is very important for service organizations such as Educational Institutions. Student satisfaction is associated with human activities to satisfy customer needs and desires through products and services (Twum & Peprah, 2020). In an educational environment, the quality of qualifications is identified with student satisfaction.

Concerning the satisfaction aspect, evaluating all academic services in the internal and external environment is necessary. One of the internal environments of universities is that students as service users require special consideration since they will impact the exterior environment, specifically the general public, who will evaluate the effectiveness of education delivery.

2. Theoretical background

2.1. Student Satisfaction.

In psychology, satisfaction is a feeling brought on by fulfilling particular objectives; There are two definitions of satisfaction in education. One is that contentment is a feeling or state; The second is that fulfillment of a need or desire is referred to as contentment (Z. Wang & Gao, 2022). College students' psychological states of happiness or dissatisfaction with their effectiveness after receiving educational services are known as educational customer satisfaction (Z. Wang & Gao, 2022).

When a person compares their perceived performance or achievements to their expectations, they are said to be satisfied to a certain extent (Oliver, 1980). The discrepancy between actual performance and expected performance determines the degree of satisfaction. Customers will be disappointed if the performance falls short of expectations. Customers will be happy if the performance meets their expectations. Customers will be very happy if the performance meets or surpasses expectations. The perception of a good or service meeting one's expectations is another definition of satisfaction (Irawan, 2002). According to Tjiptono (2019), customer satisfaction is a person's sensation of happiness or dissatisfaction that develops after comparing the impression of a product's performance (results) with its expectations. When a product or service meets a customer's requirements and expectations, the consumer feels emotionally satisfied with the product or service. Al-Sheeb et al. (2018) demonstrate how the four aspects of education determining student happiness are lecturer expertise, programs offered, setting, and classroom amenities. The Xie dan Guo (2010) satisfaction evaluation methodology Determines the impact on student satisfaction of five perceived value constructs: perceived overall value, student expectations, student complaints, and student loyalty.

Based on the expert opinion above, the researcher concludes that satisfaction is a feeling of individual satisfaction because expectations and reality in using and providing services are fulfilled. When described, consumer satisfaction is the difference between what consumers expect (expected value) and the realization given by the company to meet consumer expectations (perceived value) if:

a. Expected value = perceived value of satisfied customers
b. Value expectancy < value perception customer is very satisfied
c. Expected value > perceived value of dissatisfied customers

For this reason, the indicators to measure student satisfaction the author uses customer satisfaction according to Tjiptono (2019), namely:

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1. Performance
2. Hope

2.2. Service Quality

The success of any business is thought to depend on the quality of its services. Market competition pushes businesses to evaluate their market positions and consider customer-centric practices to gain a competitive edge (Scott & Guan, 2022). The higher education sector is today driven by the need to meet intense competition-related pressures on student recruitment, retention, and loyalty by improving the environment for learning and offering high-quality education-related services (Lupo & Buscarino, 2021). The uniqueness of the education sector necessitates additional specialized measurements to uncover determinants and give tools for education reform, even though numerous genetic service quality assessment tools (SERVQUAL, SERVPERF) are already employed in educational research. (Scott & Guan, 2022).

Quality of service arises as the difference between what customers expect and find concerning the service they receive (Yılmaz & Temizkan, 2022). According to the American Society for Quality, quality is the totality of features and characteristics of a product or service that support its ability to satisfy, satisfy express, and expressed needs (Kotler & Keller, 2012). Any action or performance that one party can provide to another that is fundamentally intangible and does not lead to ownership is referred to as a service (Kotler & Keller, 2012). Service quality can be defined as: "How far the difference between reality and consumer expectations of the service they receive or obtain" (Parasuraman et al., 1985). Service quality is an entity that is closely related to customer satisfaction (Lupo & Buscarino, 2021). Service quality can meet and exceed established service standards, assuming accountability and providing services that will enrich the customer experience and satisfaction (Amzat et al., 2023).

According to Parasuraman, Zeithaml, dan Berry (1985), Competence, courtesy, credibility, and security are united into assurance. Meanwhile, access, communication, and the ability to understand customers are integrated into Empathy. As a result, five main aspects are listed in the following order of relative importance:

1. Reliability relates to a company's ability to deliver promised services accurately from the first time.
2. Responsiveness relates to the service provider's willingness and ability to assist customers and respond promptly to their requests.
3. Assurance, relating to the knowledge and courtesy of employees and their ability to foster trust and customer confidence.
4. Empathy means that the company understands its customers' problems and acts in their interests, as well as providing personal attention to customers and having comfortable operating hours.
5. Physical evidence (tangibles) relating to the physical appearance of service facilities, equipment, human resources, and corporate communication materials.

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Research Concept Framework

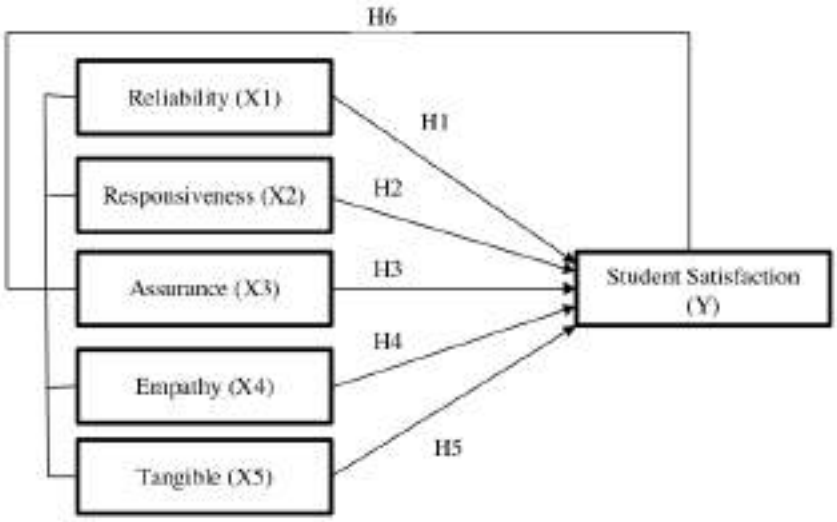

Fig. 1. Research Theory Framework

Hypothesis

The study's hypotheses are:
H1: There is an effect of Reliability on student satisfaction
H2: There is an effect of responsiveness on student satisfaction
H3: There is an effect of assurance on student satisfaction
H4: There is an effect of Empathy on student satisfaction
H5: There is a tangible influence on student satisfaction
H6: There is an influence of service quality which includes Reliability, responsiveness, assurance, empathy, tangible on student satisfaction

3. Method

The method used in this study is quantitative with explanatory research. In quantitative research, data analysis activities include data processing and presentation, performing calculations to describe data, and testing hypotheses using statistical tests (Siregar, 2013).

3.1. Population and sample

The population in this study was active students totaling 1191 people. Sampling using the Slovin formula with a margin of error of 5%.

$$n = \frac{N}{1+Ne^2}$$

where : n = sample size N = population size e = percentage of intolerable inaccuracy allowance

$$n = \frac{1191}{1+(1191)(0,05)^2}$$

$$n = \frac{1191}{3,97} = 300$$

So that the sample to be used in this study is as many as 300 respondents. The sampling technique uses proportional sampling with the following sampling proportions:

Table 1. Number and Proportion of Research Samples

Courses	Number of Students	Percent	Sample
Bachelor's degree program (S1)	800	67%	201
Diploma three program (D3)	391	33%	99
Sum	1191		300

Source: Academic Administration in Processing, 2023

3.2. Data Collection Techniques

Data collection using questionnaires or questionnaires distributed through google forms. The scale used is the Likert scale with an interval of 1 – 5, i.e., 1 - very unsatisfactory; 2 - unsatisfactory; 3 - quite satisfactory; 4 – satisfactory; and five is very satisfying.

Table 2. Instrument grille

Variable	Dimensions	Number of Items
Service Quality	*Reliability*	5
	Responsiveness	5
	Assurance	5
	Empathy	5
	Tangibles	5
Student Satisfaction	Performance	1
	Hope	2
Sum		28

Source: Author, 2023

3.3. Data Processing Techniques

The questionnaire distributed must pass the reliability data quality test so that the instruments used are valid and reliable so that the research results are valid and reliable. The quality test of the data used is:

Validity Test

The validity test is carried out by calculating the correlation between each item score statement (X) with the total score (Y) using the Pearson Product Moment correlation technique formala which formulas as follows:

$$r = \frac{(n(\sum x^2)-(\sum X)(\sum Y))}{\sqrt{(n\sum x^2-(\sum X)^2)(n\sum Y^2-(\sum Y)^2}}$$

Where:

r: correlation coefficient

X: grain score

Y: Total grain score

n: Number of samples (respondents)

Furthermore, the r-value is compared with the value of the r-table using free degrees (n-2). If the value calculated> r-table at a certain alpha, then it is significant to conclude that the question item is valid (Sugiyono, 2016a).

Reliability Test

Reliability tests are carried out to determine the consistency or regularity of the measurement results of an instrument if the instrument is used again for an object or respondent. The Reliability of measuring instruments in the form of scales can be found using the following alpha Cronbach technique:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

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Where:

r_{11} : Instrument Reliability
k : Many Question Points
$\sum \sigma_b^2$: Number of grain variants
σ_g^2 : Total Variance

Variant formulas used:

$$\sigma = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

Where:

n : Number of respondents
x : selected score value

Furthermore, the Cronbach alpha value is compared with the r-table value using free degrees (n-2). If the Cronbach alpha value > r-table at a given alpha, the reliability test is significant or reliable (Sugiyono, 2016b).

Classical Assumption Test

In multiple linear regression analysis so that the certainty of the resulting regression model has accurate estimates, consistent and unbiased, it is necessary to test classical assumptions, namely:

Data Normality

The data normality test evaluates how normal the data are and determines whether they are normally distributed. (Sekaran, U., & Bougie, 2016). Because regularly distributed data are seen as representative of the population, the degree of normalcy of the data is crucial. Because the data to be analyzed parametrically must be regularly distributed, data normality tests are the primary precondition in Pearson correlation parametric analysis, mean comparison tests, variance analysis, etc. Using SPSS and the Kolmogorov-Smirnov One Sample technique; the Test was conducted using the following test criteria:

If the significance value (Asym Sig 2 tailed) > 0.05, then it is normally distributed.
If the significance value (Asym Sig 2 tailed) < 0.05, then the data is not normally distributed.

Heteroskedasticity

Test heteroscedasticity: an important assumption of population regression models is homoscedastic, i.e. all disorders have the same variance. Heteroscedasticity is one of the violations of the classical linear assumption that the variance of the disorder is no longer constant (Sekaran, U., & Bougie, 2016).

Multicollinearity

The Multicollinearity Test tests whether the regression model found tolerances between independent variables. A good regression model should have no tolerance between independent variables. The test method commonly used is looking at the Inflation Factor (VIF) and Tolerance value in the regression model. If the VIF value is less than ten and the Tolerance is more than 0.1, then the regression model is free of multicollinearity (Sekaran, U., & Bougie, 2016).

3.4. Data Analysis Methods

Multiple Linear Regression Model

Multiple linear regression analysis is a study that analyzes the effect/relationship between one or more independent variables/predictors with one non-free / fixed variable (dependent) / response, with the form:

$$\gamma = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

Information:

γ = Student satisfaction
a = Constant
b_1 = Reliability regression coefficient
b_3 = Regression coefficient
x_2 = assurance
b_4 = Koefisien regresi empathy

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X_1 = Reliability
b_2= Regression coefficient of responsiveness
X_2= responsiveness
X_4= Empathy
b_5= Regression coefficient tangibles
X_5= Tangibles

Partial Test with t-Test

With the other independent constant taken into account, this Test seeks to ascertain the importance of the independent variable's influence on the dependent variable separately or partially. By contrasting the t-table value with the computed value, it is possible to determine the significance of this influence. Assume that the t-count is higher than the t-table in terms of value. In that case, the independent variable directly impacts the dependent variable. In contrast, if the value of t-count is less than t-table, the independent variable has no direct impact on the dependent variable. Alternatively, by examining the significant value of t 0.05, it can be inferred that the independent variable partially impacts the dependent variable (Sekaran, U., & Bougie, 2016).

Steps used:

Merumuskan hipotesa

H_o: $bi = 0$, i.e., there is no significant effect on the independent variable partially on the non-free variable.

H_1: $bi \neq 0$, i.e., there is a significant influence on the independent variable partially on the non-free variable.

Determining the real level

α = 5% atau 0,05

df = n – k

Find t count

$$t_{hitung} = \frac{b_i}{s(b)_i}$$

Test criteria

$t_{count} > t_{table}$ This means H_0 rejected and accepted H_1.

$t_{count} < t_{table}$ This means H_0 accepted and rejected H_1

Simultaneous Test with F test (ANOVA)

The real rate ∝=5% (0.05) will be compared with the value of Fcalculate with Ftable(df numerator, df denominator). If Fcalculate > Ftable, then Ho is rejected and H1 is accepted, meaning that together all free variables have a real relationship or influence on non-free variables; on the other hand, if F-calculate < F-table means Ho is accepted and H1 is rejected, it means that together all free variables have no real meaning or influence on the independent variable, or by looking at the significant value of F < 0.05 then it can be concluded that the independent variables together give influence on dependent variables or vice versa (Ghozali, 2016).

Correlation Coefficient (R) and Determination Coefficient

The Correlation Coefficient (R) is a value that indicates whether there is a linear relationship between the independent variable and the non-free variable. The correlation coefficient value shows the following category: If a positive R-value means that the relationship between X and Y is straight, it means that the greater the X, the greater Y. If the value of R negative means that the relationship between X and Y is reversed, then if X is greater, Y is smaller. According to Sugiyono (2016b), Guidelines for interpreting the results of the correlation coefficient are as follows:

- 0,00 – 0,199 = very weak
- 0,20 – 0,399 = weak
- 0,40 – 0,599 = keep
- 0,60 – 0,799 = strong
- 0,80 – 1,000 = very strong

The Coefficient of Determination is a value that shows the ability of variable X to explain the diversity of Y, where the value of the Coefficient of Determination (KD) is formulated by:

$KD = R^2 x100\%$

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4. Results and Discussion

4.1. Result

Validity Test

The validity test was carried out on 30 respondents to test 28 statement items which are a development of 2 research variables with seven indicators; the results of the validity test stated that all statement items obtained a calculated r value greater than the r table of 0.361 with a significance level of 0.05% so that it can be concluded that validity is fulfilled.

Reliability Test

Table 3. Reliability Test

Variable	Indikator	Alpha	Hasil
Service Quality	*Reliability*	.889	Reliable
	Responsiveness	.868	Reliable
	Assurance	.641	Reliable
	Empathy	.835	Reliable
	Tangibles	.777	Reliable
Student Satisfaction	Student Satisfaction	.838	Reliable

Source: Data processing results, 2023

Classical Assumption Test Results

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		300
Normal Parameters[a]	Mean	0E-7
	Std. Deviation	1,41906963
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.060
Kolmogorov-Smirnov Z		1.341
Asymp. Sig. (2-tailed)		.055

a. Test distribution is Normal.
b. Calculated from data.

Fig. 2. Normality Test
Source: Data processing results, 2023

Based on the Kolmogorov-Smirnov normality test, a significance value of 0.055 is greater than 0.050, so it can be concluded that the data is normally distributed.

Uji Multikolinearitas

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF	Criteria
X1Rea	.411	2.432	No Multicollinearity
X2Res	.347	2.884	No Multicollinearity
X3Asu	.250	4.005	No Multicollinearity
X4Emp	.290	3.442	No Multicollinearity
X5Tan	.450	2.223	No Multicollinearity

Source: Data processing results, 2023

Based on the multicollinearity test, the tolerance value is more than 0.10 or VIF less than 10, so it can be concluded that multicollinearity does not occur.

Heteroskedasticity Test

Table 5. Heteroskedasticity Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.806	.342		2.353	.019
	X1Rea	.016	.026	.055	.612	.541
	X2Res	.008	.026	.029	.296	.767
	X3Ass	.027	.033	.095	.819	.413
	X4Emp	-.009	.028	-.034	-.320	.749
	X5Tan	-.033	.021	-.135	-1.561	.119

a. Dependent Variable: ABS_RES

Source: Data processing results, 2023

Based on the results of the heteroskedasticity test using the Glejser test by looking at a significance value greater than 0.05, it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Model Regresi Linier Berganda

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

$$Y = 0.397 + 0.124\ X1 + 0.055\ X2 + 0.011\ X3 + 0.186\ X4 + 0.187\ X5$$

The multiple linear regression equation obtained explains that the value of constant (a) of 0.397 indicates a positive value so that it gives the meaning of a unidirectional influence between the independent variable and the dependent variable, meaning that if all independent variables (Reliability, Responsiveness, Assurance, Empathy and Tangibles) are 0 or do not change, the value of aggressiveness of satisfaction is 0.397.

Test t

Table 6. Test Results t

Variable	t	Sig	Criteria
Reliability	3.274	.001	Significant effect
Responsiveness	1.466	.144	No significant effect
Assurance	.222	.824	No significant effect
Empathy	4.658	.000	Significant effect
Tangibles	6.151	.000	Significant effect

Source: Data processing results, 2023

The Effect of Reability on Student Satisfaction

Based on Table 6, the calculated t value = 3.274 with a significance value = 0.001, using the real level of alpha = 5% and the degree of freedom df = n – k (300-6) = 294, obtained the table t value is = 1.968, so the comparison is calculated t value > t table = 3.274 > 1.968; significance value 0.001 < 0.05, the meaning of which the first hypothesis is accepted. Reliability has a significant effect on student satisfaction.

The Effect of Responsiveness on Student Satisfaction

Based on Table 6, the calculated t value = 1.466 with the significance value = 0.144, so the comparison of the calculated t value is 1.466 < 1.968 table t values; significance values of 0.144 > 0.05, the meaning of which the second hypothesis is rejected. Responsiveness does not have a significant effect on student satisfaction.

The Effect of Assurance on Student Satisfaction

Based on Table 6, the calculated t value = 0.222 with the significance value = 0.824, so the ratio is the calculated t value of 0.222 < 1.968 table t value; significance value 0.824 > 0.05, meaning the third hypothesis is rejected. Assurance does not have a significant effect on student satisfaction.

The Effect of Empathy on Student Satisfaction

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Based on Table 6, the calculated t value = 4.658 with significance value = 0.000, so the comparison is calculated t value 4.658 > 1.968 table t value; Significance values of 0.000 < 0.05, the meaning of which the fourth hypothesis is accepted. Empathy has a significant effect on student satisfaction.

The Effect of Tangibles on Student Satisfaction

Based on Table 6, the calculated t value = 6.151 with the significance value = 0.000, so the comparison is the calculated t value of 6.151 > 1.968 table t values; The significance value is 0.000 < 0.05, the meaning of which the fifth hypothesis is accepted. Tangibles have a significant effect on student satisfaction.

Test F

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1048.886	5	209.777	102.430	.000[b]
	Residual	602.114	294	2.048		
	Total	1651.000	299			

a. Dependent Variable: YKp
b. Predictors: (Constant), X5Tan, X1Rea, X2Res, X4Emp, X3Asu

Fig. 3. F Test Results
Source: Data processing results, 2023

Based on Figure 3., the F value is calculated = 102.430 with significance value = 0.000, using the real level alpha = 5% and DF1 = k - 1 (6 - 1) = 5 and DF2 = n-k (300-6) = 294 obtained the F value of the table is = 2.245, so the comparison of F values is calculated > F table = 102.430 > 2.245; significance values of 0.000 < 0.05, the meaning of which the sixth hypothesis is accepted. Quality of Service, including Reliability, responsiveness, assurance, Empathy, and tangible, affects student satisfaction.

Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.797[a]	.635	.629	1.43109

a. Predictors: (Constant), X5Tan, X1Rea, X2Res, X4Emp, X3Asu
b. Dependent Variable: YKp

Fig. 4. Coefficient of Determination
Source: Data processing results, 2023

Based on Figure 4., the value of the correlation coefficient = 0.797 and the coefficient of determination or R Square = 0.635 so that it can be interpreted simultaneously that there is a positive relationship with a strong category in the independent variable to student satisfaction. Simultaneously contributed 63.5% to student satisfaction, while the rest was influenced by other variables that were not studied.

4.2. Discussion

Academic service is a factor that needs to be considered by management because the results of the study show that the quality of service has a positive and significant effect on guest satisfaction; the results of this study support previous research, which states that service quality has a positive effect on student satisfaction (Leonnard, 2021; Li & Lee, 2023; Saadoon et al., 2022; Sitanggang et al., 2021; Tonabi & Bélanger, 2021; X. Wang et al., 2022). By improving the quality of service, student satisfaction with academic services can be achieved (Elahinia & Karami, 2019). Student satisfaction is one of the highest obligations for organizers. Hope forces universities to perform better and develop strategies for quality teaching, academic research, leadership, and management (Amzat et al., 2023).

This study resulted that five dimensions of service quality had a positive relationship with strong categories of student satisfaction; the results of regression analysis showed that the dimensions of Reliability, Empathy and tangibles were predictor variables that had a significant effect on satisfaction, while the dimensions of responsiveness and assurance did not affect student satisfaction. This study's results align with previous research that the Reliability and tangibles dimensions are

independent variables that have a significant effect on student satisfaction, and the assurance dimension does not affect student satisfaction. Still, the empathy and responsiveness variables provide different regression results (Ojo & Ifeoma, 2018). This shows that the five dimensions of service quality deserve to be improved because they simultaneously positively influence satisfaction. Total quality management is reported to lead university leadership and management to achieve the desired goals related to continuous quality improvement in higher education, the essence of which is student satisfaction (Amzat et al., 2023).

5. Conclusion

Based on the results of the research exposure, the researcher can conclude that partially the quality of service, namely in the reliability dimension, has a significant effect on student satisfaction. Empathy has a significant effect on student satisfaction, tangibles have a significant effect on student satisfaction, but on the responsiveness, dimension does not affect student satisfaction and assurance does not affect student satisfaction. While simultaneously, five dimensions of service quality have a significant effect on Student Satisfaction.

Based on the results of research, student satisfaction with the quality of academic services generally gets an assessment in the good category; even so, university management should be able to maintain and even improve on service indicators that have met student expectations, including lecturer competence (Reliability), lecturer concern for students (Empathy), comfortable lecture rooms (tangibles), academic guidance (responsiveness), assignment information (assurance). While the service indicator that needs attention is the availability of canteens (tangibles); although this is not directly related to student academic activities, by the theory of the hierarchy of needs, food is a physiological need so that it is felt to be one of the factors that support the smooth running of student academic activities because students who are healthy and fulfilled nutrition are expected to be motivated in learning. For this reason, it is recommended that management improve canteen services by providing a variety of main foods and snacks that are nutritious, healthy and safe so that students can choose and consume food according to their tastes.

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