

Influence Academic Services and Lecturer Quality towards Satisfaction Students at Private Universities in Baturaja City

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Article Info

Article history:

Received 13/11/2025

Revised 24/11/2025

Accepted 17/12/2025

Keywords :

Interest Rate, Number of Customers, Income

ABSTRACT

The purpose of this research is to examine the influence of academic services and lecturer quality on student satisfaction at private universities in Baturaja City. The population in this study is consumer as many as 50 respondents were taken using purposive techniques from 5 (five) campuses in Baturaja City namely: Baturaja University; Mahakarya Asia University; Dwisakti College of Economics; Baturaja College of Economics and Business and Al- Ma'arif College of Health Sciences Baturaja. The analysis used is Regression multiple used for testing hypothesis. Research results show There is significant influence between service academic with satisfaction students. However quality service not yet available prove connection to satisfaction students. Implications and suggestions are explained in the article. Implications and suggestions are explained in the article.



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INTRODUCTION

Higher education institutions are formal educational institutions that provide higher education in various forms, such as academies, polytechnics, colleges, institutes, and universities. Higher education institutions have a primary obligation to implement the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education): education and teaching, research, and community service. In doing so, universities are required to produce qualified, competitive graduates who are prepared to face the demands of the workplace and advances in science and technology.

Amidst increasingly fierce competition among universities, particularly private universities, student satisfaction is a crucial factor. Students are positioned not only as learners but also as users of educational services. The level of student satisfaction reflects the extent to which a university is able to meet student expectations and needs, both academically and non-academically. Satisfied students tend to be highly loyal, achieve better, and project a positive image for the institution.

One factor influencing student satisfaction is academic services. Academic services include academic administration, lecture services, academic guidance, academic information services, and evaluation and assessment services. Fast, accurate, transparent, and friendly academic services will facilitate students' studies. Conversely, slow, unresponsive, and inconsistent academic services can lead to complaints and lower student satisfaction levels.

In addition to academic services, the quality of lecturers is also a key determinant of student satisfaction. Lecturers are the spearhead of the learning process in higher education. Lecturer quality can be seen from their pedagogical, professional, personal, and social competencies, including their ability to master material, teaching methods, communicate with students, and demonstrate discipline and responsibility in carrying out academic tasks. Qualified lecturers will be able to create a conducive, interactive, and meaningful learning environment, resulting in student satisfaction with the learning process.

In the context of private universities in Baturaja City, academic services and faculty quality are increasingly important issues. Private universities are required to improve the quality of their services and human resources to compete with other universities, both public and private. Student satisfaction is an indicator of the success of private universities in providing quality educational services. Therefore,

it is important to examine the extent to which academic services and faculty quality influence student satisfaction, so that they can serve as evaluation material and a basis for policy-making for university administrators.

There are still student complaints regarding academic services, such as delays in processing academic administration (KRS, KHS, correspondence), lack of clarity in academic information, and services that are not fully responsive to student needs. Differences in the quality of lecturers perceived by students, both in terms of learning methods, mastery of material, discipline in teaching time, and the ability of lecturers to interact and guide students academically. The level of student satisfaction varies, where some students are satisfied with the services and learning process, but others feel that they have not received academic services and teaching quality that meet expectations.

Various previous studies have discussed the factors influencing student satisfaction in higher education. Research conducted by Suryani and Hendryadi (2015) found that academic services have a positive and significant impact on student satisfaction, particularly in terms of speed of service, clarity of academic information, and administrative accuracy. Similar findings were also presented by Putri et al. (2019), who stated that the quality of academic services plays a significant role in increasing student satisfaction in private universities.

Meanwhile, other research emphasizes that lecturer quality is a dominant factor in determining student satisfaction. Slameto (2010) stated that lecturers' competence in managing learning, mastery of material, and communication skills have a significant influence on student satisfaction. Empirical research by Yulianti and Nurhadi (2018) also shows that lecturer quality significantly influences student satisfaction, particularly through teaching methods and lecturer discipline.

However, there is a research gap regarding the variables that most influence student satisfaction. Research by Hidayat (2017) found that academic services had no significant effect on student satisfaction, while lecturer quality had a stronger influence. Conversely, research by Rahmawati and Suyanto (2020) showed that academic services had a more dominant influence on student satisfaction than lecturer quality.

In addition to these differences in results, most previous research has been conducted on state universities or private universities in large cities, such as Jakarta, Bandung, and Yogyakarta (Putri et al., 2019; Rahmawati & Suyanto, 2020). Research specifically examining private universities in regional areas, particularly in Baturaja City, is still relatively limited. This is despite the differences in academic service conditions, faculty quality, and student characteristics across regional private universities that can influence student satisfaction levels.

Based on the differences in previous research findings, the limited research locations, and the lack of optimal studies integrating academic services and lecturer quality, there is a research gap that requires further study. Therefore, this study was conducted to analyze the influence of academic services and lecturer quality on student satisfaction at private universities in Baturaja City. It is hoped that this study will provide empirical contributions and serve as a basis for evaluation and policy-making for university administrators.

LITERATURE REVIEW

Academic Services

Service academic is service education that is directly related to primary students (students) from college height that includes curriculum, syllabus, design quality lectures, unit material serving, presentation materials, evaluation, practicals, and guidance. According to Tjiptono (2014) Academic services are a form of intangible service that aims to provide satisfaction to users of educational services through good service quality. Academic services are a series of service activities provided by higher education institutions to students that are directly related to the academic process, starting from study planning, the learning process, evaluation of learning outcomes, to completion of studies. This service aims to support the smoothness, comfort, and success of students in achieving their academic goals.

Quality of Lecturers

In law number 14 of 2005. Lecturers are educator professionals and scientists with duties main transform, develop and disseminate knowledge knowledge, technology, and art through education, research, and community service to society. According to Regulation of the Minister of National

Education of the Republic of Indonesia Number 16 of 2007 Concerning Standard Academic Qualifications and Competencies of Lecturers. Competencies the is competence pedagogical, competence technique information, competence management / administration, competence curriculum, competency scientific, competence personal evaluation and competency. Independent learning can realized by digging potential Lecturers and Students For innovate and improve quality learning in a way independent. This is where the quality of lecturers becomes key main. Qualified and competent lecturers can push success Study Students. Lecturers cannot be replaced by technology. Technology just tool help lecturers improve potential them and become driving force best for they can lead education at college tall.

Satisfaction Student

Satisfaction is expression from feeling happy or disappointed someone who arises from comparison results performance something organization unit education with a believed hope said. other opinions define that satisfaction is reaction somebody post usage A service or condition emotional display in the form of anger, dissatisfaction, neutrality, joy and pleasure. So can concluded that satisfaction student that is situation cognitive users who relate to the commensurability (suitability / pleasure) or incommensurability (displeasure) of results obtained by comparing sacrifices that have been made conducted. Kotler and Keller (2016) Satisfaction is a person's feeling of pleasure or disappointment that arises after comparing perceived performance with expectations. Tjiptono (2014) Customer satisfaction is a customer's emotional response to the evaluation of the consumption experience of a product or service. Permendikbud Number 3 of 2020 Student satisfaction is one indicator of the quality of higher education implementation that reflects the quality of academic services, learning processes, and lecturer performance.

Based on the previous theoretical description, the research model is presented as follows:

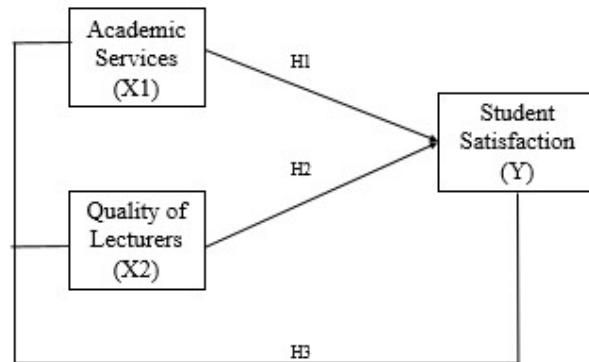


Figure 1. Conceptual Framework

The hypotheses proposed in this study include:

- H1** : The Influence of Academic Services on Student Satisfaction.
- H2** : The Influence of Lecturer Quality on Student Satisfaction.
- H3** : The Influence of Academic Services and Lecturer Quality on Student Satisfaction.

RESEARCH METHODS

This research conducted observation with population students studying in the city Baturaja Ogan Komering Ulu Regency. The sample is part from population the in the form of the number and characteristics of data (Sugiyono, 2015). In this study, there were 50 respondents who met the criteria. criteria taking sample with approach purposive sampling, there are 5 colleges tall private sector in the city Baturaja, where each campus 10 students were taken. The campus the are; Baturaja University, Mahakarya Asia University, Dwisakti College of Economics, Baturaja Islamic College and Al-Ma'arif College of Health Sciences. Data analysis method in testing with Multiple Linear Regression Analysis approach.

RESULTS AND DISCUSSION

Multiple Linear Regression Analysis

This analysis is to determine the direction of the relationship between the independent variables consisting of interest rates (X1) and number of customers (X2) and the dependent variable, namely income (Y), whether each independent variable is positively or negatively related and to predict the value of the dependent variable if the independent variable increases or decreases with the help of the SPSS 16 program. The results of the data analysis that has been carried out are as follows:

Table 1. Multiple Linear Regression Analysis

Variables	Coefficient	t-test	Sig.
Constant	35,799	3,148	0.003
Service academic	0.51	2,561	0.014
Quality lecturer	0.156	1.34	0.187
F test	0,000		
<i>Adjusted R2</i>	0.528		

Source: SPSS v.24 (2025)

From table 1 above, it shows equality for this research model is :

Satisfaction Students = 35,799 + 0.242 Academic services + 0.189 Lecturer quality. Based on equality above, shows mark for constant of 35,799 which states that if the service academic and quality lecturer its value is 0, then the decision purchase The value is 35,799. The coefficient regression for service variables academic (X1) is 0.510; this means that if the service academic experience increase of 1 unit, satisfaction student (Y) will experience an increase of 0.510, and the value coefficient worth positive between service academic with satisfaction students, then the more tall level quality lecturers who teach then satisfaction consumer will the more high. Coefficient regression variables quality lecturer (X2) is 0.156; this means that if the quality lecturer experience increase of 1 unit, then satisfaction student (Y) will experience an increase of 0.156, and the value coefficient worth positive between quality lecturers with satisfaction students, then the more tall level quality lecturers who teach then satisfaction consumer will the more tall.

Hypothesis Test

Coefficient of Determination (R2)

Table 1 shows mark from Adjusted R2 is 0.528 or 52.8%. This value explain that variation from variables satisfaction student can explained by variation from service academic and quality students amounted to 52.8%, while the rest which is 47.2% Influenced by factors others outside from the research model.

T-test (Partial Test)

In table 1 which shows results testing significance in a way partial (t-test), that variables service academic get t - value namely 2.561 with a p-value (sig.) 0.014. So that can concluded that sig. value $0.014 < 0.05$, then the variable service academic has a positive and significant influence to satisfaction students. Thus, the hypothesis first research (H1) was accepted. Meanwhile variables quality lecturer have The calculated t value is 1.34 with a p value (sig.) of 0.187, where sig. value $0.187 > 0.05$ then the variable quality lecturers have a positive and insignificant influence to satisfaction students. So, the hypothesis second in this study is reject hypothesis second (H2).

Simultaneous Testing (f-Test)

Based on results testing model fit, namely through the F test shown in table 1, the value from the p-value, which is $0.000 < 0.05$, so the regression model in this study has fulfilled the requirements. standard goodness of fit. Thus, the hypothesis third is accept H3.

Discussion

Services and Student Satisfaction

Test results statistics that use method multiple linear regression, then it can concluded that variables service academic can prove connection directly to satisfaction students. For can maintain level satisfaction students, then college height must be able to innovate and develop service academic by improving supervision quality in a way continuity. College tall private sector in the city Baturaja must continue maintain service academics that are developed so that they can maintain satisfaction student to products issued by universities high. The results of this finding state that that service academic has a positive and significant influence to satisfaction student.

Quality Student Services and Satisfaction

Results of the analysis carried out through approach statistics multiple linear regression, can concluded that quality the lecturer has not been able to prove influence to satisfaction students. Not all college tall can succeed for give quality lecturer on a knowledge transfer process certain so that student feel satisfied. In this study, the quality of lecturers who have given college tall private sector in the city Baturaja has not been successful give service optimally, so that student feel absence satisfied with the service service education provided by universities high. Although hope from student can fulfilled all facilities that have been given, but services received by students still not optimal.

CONCLUSION

There is a number of limitations in this study are the number of respondents who are still insufficient, so that the analyzed data cannot yet be obtained generalized, therefore in the research furthermore for can increase the number of samples as well as expand range object research. Variation from variables used in the research model still very limited in determining factors that influence satisfaction students. In the research that will be come, to add factor other or variable others related to policy quality education at college high. It can be concluded that there are two findings study for can made into material consideration college high in developing and maintaining service academic and quality lecturer given for increase satisfaction students. Service academic has prove relationship and significance variation from satisfaction students. Meanwhile quality the lecturer has not been able to prove attachment from satisfaction students. So in this case, the university height must be able to increase quality lecturers by re-evaluating various constraint or do improvement quality lecturer in a way sustainable so that it can give image satisfaction with the services provided given to student.

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