STUDENT SATISFICATION TOWARDS SERVICE QUALITY IN THE DEPARTMENT OF ECONOMIC UNIVERSITAS NEGERI MEDAN

Aprinawati1), Elvi Lastriani2), Sabda Dian Nurania Siahaan3), Lenti Susanna Saragh4)

1 Entrepreneurship Study Program, Universitas Negeri Medan, Medan, North Sumatera, Indonesia.
2 Management Study Program, STIE Dharma Putra, Pekanbaru, Riau, Indonesia.
3 Entrepreneurship Study Program, Universitas Negeri Medan, Medan, North Sumatera, Indonesia.
4 Business Education Study Program, Universitas Negeri Medan, Medan, North Sumatera, Indonesia.

*E-mail: 1 aprinawati@unimed.ac.id, 2 elvilastriani@stiedharmaputra.ac.id, 3 sabda@unimed.ac.id, 4 lenti@unimed.ac.id

Abstract

Satisfaction with academic services is something that needs to be considered in order to achieve quality services that ensure student satisfaction as the main stakeholder in educational service organizations. This study aims to see the level of student satisfaction with the service quality focusing on academic aspect. This research was conducted in the Department of Economics, Faculty of Economics, Universitas Negeri Medan. There are five indicators of academic service satisfaction in this study, they are Tangible Aspects, Assurance Aspects, Empathy Aspects, Responsive Aspects, and Reliability Aspects. This research method is quantitative with questionnaire data collection techniques to 689 respondents, they are students of the Economic Study Program, Business Education Study Program, Office Administration Education Study Program, and Economics Education Study Program. The results showed that student satisfaction at the Faculty of Economics both in terms of Tangible, Assurance, Empathy, Responsiveness, and Reliability, overall dominant were in the Good and Excellent categories, but with some suggestions for improving service quality within in the Department of Economics in the future.

Keywords: Student Satisfaction, Service Quality, Department of Economic
INTRODUCTION

Satisfaction is a measure of the assessment of a service felt by an individual. Someone is said to be satisfied if they get optimal service from the service provider. Satisfaction is very important because it is an indicator of service quality. The level of satisfaction is also important because it is a determining factor for the sustainability of the service provider agency. In other words, if the service provider, whether a company, organization, provides good service, then the service recipient will feel satisfied and still believe in continuing to subscribe to the company. Service quality is the level of optimization of the quality of service of a service provider. Service quality is something that should not be ignored (Syakur, 2018). Providing the best service benefits various parties, the first is for the consumer himself. Providing the best service is a commitment that must be maintained by the service provider because it is the responsibility and obligation of the company. This reason should be the main reason for providing quality service.

Speaking of educational institutions, service quality is an important thing that must be maintained. In educational institutions, the main consumers are students as service users (Sutariah, 2017). Indeed, education is not only about giving and receiving services, but about the quality of services provided because consumers are the nation’s great assets. Students must be interpreted not as just consumers of service users at that time, but students are long-term service users because the services they receive from their educational institutions will be their provision in the future. If the services provided by educational institutions are not optimal, it will have an impact on the lack of provisions received by students, not optimal knowledge and lack of skills. In their activities, universities must be able to manage the quality system of their services and administration (Rahareng & Relawan, 2017). In addition to all these external policies, educational institutions must improve the quality of their services to achieve better education delivery and satisfy their customers, namely students. In the context of education services at higher education, stakeholder satisfaction oriented to the perception of satisfaction students as the main consumers of education services. Even the results of research found that universities are now very concerned about the importance of satisfaction because of students’ desire to get the quality of education services education services that are optimal and in accordance with their expectations as well as having an effect on student loyalty.

Especially in today's technological age, students are required to have better knowledge and skills than previous generations. Students must really be equipped with adequate knowledge and skills to be able to compete and plunge into the world of technology-based future jobs. If not, then the nation's assets (students) will turn into a burden on the nation because it will increase the number of unemployed because they are unable to enter the world of work. If unemployment increases, the level of national welfare will decrease. Therefore, the services provided by educational institutions should not be minimal because it will have a prolonged impact. Educational institutions are not the same as other profit organizations whose main goal is to make a profit, educational institutions must be service-oriented because what they serve is the next generation of the nation. The quality of education must be maintained because quality education can support the quality of human resources as a source of development of our country (Herman, 2022).

Seeing the importance of the quality of service of educational institutions, every educational institution must know the extent to which the quality of service that has been provided. It is intended that the agency knows whether the services provided are optimal or not. Therefore, it is necessary to conduct an evaluation to find out this. One of the fundamental things to improve service quality is to evaluate service quality. Universities often focus on program development but are often less effective in measuring program results (Pardiyono & Puspita, 2020).

The Faculty of Economics is one of the 7 faculties owned by Universitas Negeri Medan. This faculty consists of 3 departments, namely the Department of Economics, the Department of Accounting, and the Department of Management. The Department of Economics consists of 4 study programs, namely Economics Education, Economics, Business Education, and Office Administration Education. This study aims to determine the level of satisfaction obtained by students in the Department of
Economics, Universitas Negeri Medan. This is important so that the Department of Economics knows the level of service quality that has been provided to students. If the service provided is good then the agency needs to maintain the quality of its services, and vice versa if the service provided is not optimal then the agency must evaluate and take new policies to improve service quality. This is the reason for the importance of this research.

(Kamal et al., 2020) provides indicators of service quality measurement which lies in 5 (five) dimensions, namely Tangible, Assurance, Empathy, Reliability, and Responsiveness. The results of this research are used as evaluation to make improvements in the learning process so that the specified learning standards can be achieved. The result of this research also be a source of data towards an increasingly qualified Department of Economic so that it is able to produce qualified and competent graduates now and in the future.

LITERATURE REVIEW

Student Satisfaction

Satisfaction can be defined as a person's feelings after comparing the results of performance with his desires. Satisfaction is the level of a person's feelings after comparing the performance / results he feels with his expectations (Al Munawar & Fuadaturrrahmah, 2021). Customer satisfaction is a person's feeling of pleasure or disappointment that comes from a comparison between his impression of the performance (or results) of a product and his expectations (Gultom et al., 2020). If the performance does not meet expectations, the customer is not satisfied. If the performance meets expectations, the customer is satisfied. If performance exceeds expectations, the customer is very satisfied and happy.

(Prasetya & Harjanto, 2020) defines student satisfaction as a comparison between the expectations that students want about employee services, lecturer competence supported by infrastructure and leadership with what students feel after getting the service. Student satisfaction is a positive attitude of students towards the services of higher education institutions because there is a match between the expectations of the service compared to the reality they receive (Jaroddi et al., 2021). It can be concluded that student satisfaction means feelings of pleasure, satisfaction and relief of learners in higher education towards what they need during their studies.

Students are said to be customers because they pay for educational services to study. This is of course accompanied by the desired expectations in the education process. Such as services, facilities, lecturer quality, and leadership. Factors that Affect Student Satisfaction (Bhakti & Rahmawati, 2018), including:

a. Reliability, it is the ability of lecturers / employees / managers to provide services as promised, reliable, accurate and consistent.

b. Responsiveness, define as the willingness of lecturers / employees / managers and institution owners to help customers and provide services quickly and meaningfully as well as the willingness to hear and resolve complaints filed by consumers.

c. Assurance, define as the ability of lecturers / employees / managers to generate confidence and trust in the promises that have been made to consumers.

d. Empathy, define as the willingness of lecturers / employees / managers to care more about giving personal attention to customers.

e. Tangible, define as the level of service quality in the form of the appearance of physical facilities, equipment, and various communication materials.

Academic Services

Quality is a dynamic condition related to products, people/labor, processes and tasks, and the environment that meet or exceed customer or consumer expectations (Rohaeni & Marwa, 2018). Quality must start from customer needs and end at customer perception. This means that the image of good quality is not based on the point of view or perception of the service provider, but based on the point of view or perception of the customer. Customer perception of service quality is a comprehensive assessment of the superiority of a service. Consumer perception of service quality is comparing their expectations of a service with the reality / experience they get for that service, service quality is the level of excellence expected and control over that level of excellence to meet customer desires. Service quality is the level of excellence expected and control over that level of excellence to meet
customer desires. In other words, there are 2 main factors that affect service quality, namely: expected service (expected service) and perceived service (service received).

Based on the two main factors mentioned above, the following conclusions can be made: if the service received or felt is as expected, the service quality is perceived as good and satisfying. And if the service received exceeds consumer expectations, the service quality is perceived as ideal quality. Conversely, if the service received is lower than expected, the service quality is perceived as poor. Thus, whether or not service quality depends on the service provider's ability to consistently meet consumer expectations.

METHOD

This research was conducted at the Department of Economic, Faculty of Economics, Universitas Negeri Medan starting from February to August 2023.

Type of Research

This type of research is a quantitative descriptive study that aims to determine the level of student academic satisfaction in the Department of Economics, Universitas Negeri Medan. Quantitative descriptive analysis is a way of data processing that is done by systematically compiling in the form of numbers or percentages, regarding an object under study, to obtain general conclusions (Sulistyawati et al., 2022). Data was obtained through a quantitative approach with a survey method by distributing questionnaires to students of the Department of Economics, Faculty of Economics, Unimed.

Variables and Research Design

The variable in this study is student academic satisfaction in the Department of Economics, Universitas Negeri Medan. The design of this research uses a quantitative approach. Quantitative methods are carried out to determine the level of student satisfaction and factors that affect student satisfaction with academic services.

Research Instruments

The instrument in this search study research used a questionnaire. To compile a good questionnaire, researchers need to study student data in the Department of Economics, Universitas Negeri Medan. The question items in this research instrument are arranged based on aspects that affect student academic satisfaction.

Data Collection Technique

The data collection method in this study was obtained from data collection techniques through distributing questionnaires. This questionnaire will be distributed to students at the Department of Economics, Universitas Negeri Medan.

Data Analysis Methods and Techniques

The data obtained from filling out the questionnaire will be processed using descriptive statistics. To measure the satisfaction of academic implementation services carried out by students, all questions are framed to get responses on the 4 point scale designed using Likert scale as described by (Panglipur & Marsidi, 2021) where 1 indicates poor and 5 indicates excellent satisfaction. Therefore, the data obtained in this study are quantitative. The analytical method used is the descriptive quantitative analysis method. The method in this research can be seen in Figure 1 below.

![Data Analysis Flowchart](image)

Figure 1. Research Implementation Methods.

The population in this study were all students at the Department of Economics as many as 689 respondents and already represents about 50% of the total active students. So that the respondents or samples in this study can be concluded as follows:
RESULT AND DISCUSSION

The provision of service quality in a company or institution is very influential in providing a service to customers. This is to keep customers in the long term and customers to stay afloat with good service. The student satisfaction was the major driver of student loyalty (Kunanusorn & Puttawong, 2015) and (Marini et al., 2019). Thus the institution will be able to increase customer satisfaction and minimize the lack of customers. A university must also be able to maintain its existence and maintain public trust in it by providing good academic services.

After the questionnaires were distributed to students, data on the results of the monitoring and evaluation of student satisfaction were obtained. The following is an overview of the results of the monitoring and evaluation of student satisfaction for the Semester 2020/2021 in each study program at the Department of Economics.

**Student Satisfaction of Economics Study Program**

The bar chart above shows how the students satisfaction of the Economics Study Program.
Program students regarding the five assessment instruments. It can be seen that in the tangible aspect are 37% state that they are very good, 47% say good, 11% went to average scale. However, there are still 5% who state that the Tangible Aspect is poor, which means that the facilities and infrastructure quality is still not maximally carried out so that it is necessary to improve the quality of facilities and infrastructure. Based on the results, the matter of particular concern is the availability of laboratories for the learning implementation.

The bar chart above also shows how students evaluate the suitability of the services provided with the provisions that have passed, or Assurance Aspect. There 42% who stated that the Assurance Aspect was carried out very well, then 48% said it was good, then there were 7% said it was sufficient, but there were 3% stated that the Assurance Aspect or the services provided were not by the previously determined provisions. So broadly speaking, based on the data, it can be concluded that the Assurance Aspect has been well done.

The bar chart above also shows how students in the Economics Study Program evaluate the study program's concern for students' interests or the assessment of the Empathy Aspect. Based on an average value of 5 points, it shows that 38% of respondents in the Economics Study Program stated that the Empathy Aspect was carried out very well, then 48% said it was well done, then there were 9% said enough, but there were 5% who stated that Aspects of Empathy or the services provided are not by the previously determined provisions. So broadly speaking, based on the data, it can be concluded that the Empathy Aspect has been well done.

The bar chart above also shows how the assessment of students in the Economics Study Program of responsive aspects. Based on the data, it shows that the students in the Economics Study Program 36% stated that the Responsive Aspect was done very well, then 51% stated that it was good to do, then there were 10% stated that it was sufficient, but there were 3% who stated it is not good enough. So broadly based on the data provides the conclusion that the Responsive Aspect has been well done. In the diagram above, we can also see the assessment of students in the Economics Study Program regarding the reliability of lecturers, education staff, and managers in providing questions or assessments of Reliability Aspects.

Based on data from the average score shows that respondents in the Economic Study Program 47% stated that the Reliability Aspect was done very well, then 47% stated that it was good to do, then there were 5% stated that it was sufficient, but there was 1% who stated that the Reliability Aspect was poor. So broadly based on data, it provides a conclusion that the reliability of lecturers, education staff, and managers in providing questions (Reliability Aspects) has been done well and even very well. Demands for universities to have a healthy organization is one of the strategic points where a continuous quality improvement should become its primary concern. Only healthy educational organizations / units that can provide services which is good for the occurrence of a continuous quality improvement (Taman et al., 2013).

**Student Satisfaction of Office Administration Education Study Program**

<table>
<thead>
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<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
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<tbody>
<tr>
<td><strong>Tangible Aspect</strong></td>
<td>5%</td>
<td>11%</td>
<td>30%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Assurance Aspect</strong></td>
<td>3%</td>
<td>10%</td>
<td>34%</td>
<td>53%</td>
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</table>
The bar chart above also shows how students in the Office Administration Education Study Program evaluate the suitability of the services provided with the provisions that have passed or the assessment of the Assurance Aspect. There were 34% who stated that the Assurance Aspect was done very well. Then 53% stated that it was well done, then there was 10% said it was sufficient, but there were 3% stated that the Assurance Aspect or the services provided were not following the previously determined provisions. So broadly speaking, based on the data, it can be concluded that the Assurance Aspect has been well done.

The bar chart above shows how students in the Office Administration Education Study Program evaluate the study program's concern for student interests or the assessment of the Empathy Aspect. It shows that 28% of respondents in the Office Administration Education Study Program stated that the Empathy Aspect was carried out very well. Then 52% said it was well done, then there were 14% said enough, but there were 6% who said that the Empathy Aspect or the services provided are not following the previously determined provisions. So broadly speaking, based on the data, it can be concluded that the Empathy Aspect has been well done.

The bar chart above shows how students in the Office Administration Education Study Program evaluate their ability to perceive or assess Responsive Aspects. Based on data from the average value it shows that 27.1% of respondents in the Office Administration Education Study Program stated that the Responsive Aspect was done very well. Then 55.5% stated that it was well done, then there were 13.4% said it was enough, but there were 4.1% stated that there was a lack of Responsive Aspects or the ability of the Study Program to catch students. So broadly speaking based on the data it can be concluded that the Responsive Aspect has been well done.

The bar chart below shows how students in the Office Administration Education Study Program evaluate the reliability of lecturers, education staff, and managers in asking questions or assessing the reliability aspect. Based on data from the average value which shows that respondents in the Office Administration Education Study Program 44% stated that the Reliability Aspect was carried out

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**Figure 3. Student Satisfaction of Office Administration Education Study Program**

The bar graph above shows how students' assessment of Tangible Aspects or the quality of facilities and infrastructure in the Office Administration Education Study Program. It shows that in the tangible aspect there are 30% who state was very good, then 54% who state that the Tangible Aspect is good, and 11% who state that it is sufficient, but there are still 5% who state that the Tangible Aspect is not good. So that it is necessary to improve the quality of facilities and infrastructure in order to increase the effectiveness and efficiency of online lectures, but based on the data it also provides information that the Tangible Aspects or student assessments of the quality of facilities and infrastructure have been well done.
very well, then 48% said it was well done, then there were 6% stated enough, but there were 2% who stated that the lack of Aspects of Reliability or Prodi's grasp of students. So broadly speaking, based on the data it can be concluded that the reliability of lecturers, education staff, and managers in asking questions has been well done.

Student Satisfaction of Business Education Study Program

The bar graph above shows how the respondents’ assessment of the tangible aspects of the assessment of students in the business education study program on the quality of facilities and infrastructure in the economics faculty. In the tangible aspect, there is 41% state that the tangible aspect is very good, then 48% state that the tangible aspect is good, and 8% state that it is sufficient, but there are still 3% who state that the tangible aspect is not good, which means the quality of the facilities and infrastructure still not maximally done so that it is necessary to improve the quality of facilities and infrastructure so that it can further increase the effectiveness and efficiency of online lectures. But, based on the data it also provides information that according to respondents in the Business education study program, the tangible aspects or student assessments of the quality of facilities and infrastructure have been carried out well.

Based on data from the 5 points assessed, it shows in the assurance aspect that there is 48% state that the assurance aspect is carried out very well, then 45% say it is well done, then there are 86% say enough, but there

Figure 4. Student Satisfaction of the Business Education Study Program
are 1% who say that the assurance aspect is assurance or services provided are not following pre-determined provisions. So basically based on data, the aspect of assurance has been very well done. The bar chart above shows how students in the business education study program evaluate the study program's concern for student interests or the assessment of the empathy aspect. Based on the average value of 5 points, it shows that of respondents in the business education study program 38% stated that the empathy aspect was very well done, then 48% said it was well done, then there was 10% said it was sufficient, but there were 4% who stated that the empathy aspect or the services provided are not following the provisions that have been set previously. So, based on data suggests that the empirical aspect has been well done.

In addition, of respondents in the business education study program 37% stated that the responsive aspect was carried out very well, then 54% said it was well done, then there were 8% said it was sufficient, but there were 2% stated that the lack of responsive aspect or. It shows that the responsiveness aspect has been well done. The data also shows how students' assessments in business education regarding the reliability of teachers, educational and managerial powers give questions or assessments of reliability aspects. Respondents in the business education study program 46.3% stated that the reliability aspect was carried out very well, then 48.8% said it was well done, then there were 4.5% said it was sufficient, but there were 0.4% stated that the lack of the reliability aspect or study program's ability to a student. So broadly speaking, based on the data, it can be concluded that the reliability of lecturers, education staff, and managers in asking questions has been well done.

**Student Satisfaction of Economics Education Study Program**

**Figure 5. Student Satisfaction of Business Education Study Program**
The bar graph above shows how the respondent's assessment of the Tangible Aspects or the assessment of students in the Economics Education Study Program on the quality of facilities and infrastructure in the economics faculty. On average, the previous five points show that in the tangible aspect there are 42% say that the Tangible aspect is very good, then 45% say that the Tangible aspect is good, and 10% say enough, but there are still 3% who say that the Tangible Aspect is not good, which means that the quality of facilities and infrastructure is still not maximally carried out so that it is necessary to improve the quality of facilities and infrastructure. But based on the data it also provides information that according to respondents in the Economics Education study program that the Tangible Aspects or student assessments of the quality of facilities and infrastructure have been well done.

The bar chart above also shows how students in the Economics Education Study Program evaluate the suitability of the services provided with the provisions that have passed or the assessment of the Assurance Aspect. There were 50% who stated that the Assurance Aspect was carried out very well, then 43% said it was well done, then there were 6% said it was sufficient, but there were 2% stated that the Assurance Aspect or the services provided were not following the previously determined provisions. So broadly speaking, based on the data, it can be concluded that the Assurance Aspect has been very well done. The bar chart above shows how assessment of students in the Economics Education Study Program regarding the study program's concern for student interests or an assessment of the Empathy Aspect.

Respondents in the Economic Education Study Program 45% stated that the Empathy Aspect was very well done, then 46% said it was well done, then there were 7% said it was sufficient, but there were 2% stated that the Empathy Aspect or the services provided were not following the provisions that have been made. previously set. So broadly speaking, based on the data, it can be concluded that the Empathy Aspect has been well done. The bar chart above shows how students in the Economic Education Study Program evaluate their ability to capture or assess the Responsive Aspects. Respondents in Economics Education Study Program 38% stated that the Responsive Aspect was done very well, then 51% said it was well done, then there were 9% said it was sufficient, but there were 2% stated that the study program lacked responsiveness or grasping power of students. So broadly speaking, based on the data, it can be concluded that the Responsive Aspect has been well done.

The bar chart above also shows how students in the Economics Education Study Program evaluate the reliability of lecturers, education staff, and managers in asking questions or assessing the reliability aspect. Based on data from the average value which shows that respondents in the Economic Education Study Program 51% stated that the Reliability Aspect was carried out very well, then 43% said it was well done, then there were 5% said it was sufficient, but there was 1% who stated that the lack of Aspects The reliability or grasping power of Study Program towards the student. So broadly speaking, based on the data, it can be concluded that lecturers, education staff, and managers in asking questions very well.

### Discussion

The overall assessment on each aspect is on average in the categories of Good and Excellent. This indicates that the level of service provided by the Department of Economics Unimed has met the standards. However, the service at the Department of Economics Unimed is still not perfect so it must be continuously improved. Some of the suggestions produced through the questionnaire, include:

**Table 2. Some Suggestion to the Service Quality Improvement at Department of Economic**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Suggestions</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>The Faculty has a complete reading room</td>
<td>The library room is already comfortable, but facilities such as air conditioning need to be improved.</td>
</tr>
<tr>
<td>2</td>
<td>The availability of reference books in the library can support the learning process</td>
<td>Institutions must add the latest references so that the reading materials used are more up to date.</td>
</tr>
<tr>
<td>3</td>
<td>Reference links</td>
<td>The availability of</td>
</tr>
</tbody>
</table>
4 The laboratory owned is relevant to the learning needs of students
Institutions need to improve laboratories so that students can learn practice, not just theory.

5 In online learning, students get quota facilities from the Ministry of Education and Culture
The quota facility has been received from the Ministry of Education and Culture

6 Students can consult with academic supervisors related to taking courses and final projects
Improving online services to students, especially during the current online lesson period.

7 The study program provides time for students to consult
Improving online services to students, both academic consultations and in the collection of assignments

8 Courteous service provided by academic administrative staff in the department
Service hospitality needs to be improved

9 The study program provides academic and non-academic information to students
Study program improve information services through social media

10 The study program opens a complaint service for students who have academic problems
The study program opens a complaint service for students who have academic problems through social media

11 The study program tries to provide a positive response to every complaint in the student's
It is necessary to improve the provision of solutions to every student's academic problems.

Based on the results of the study, it has been obtained regarding services that must be improved in the Department of Economics, Universitas Negeri Medan. These recommendations need to be followed up in order to achieve effective service delivery for the common good, both stakeholders (students), lecturers, employees, and the entire university academic community.

CONCLUSION AND RECOMMENDATION

Conclusion
Based on the results of the research above, it can be concluded that the results of student satisfaction with services at the Universitas Negeri Medan in terms of Tangible, Assurance, Empathy, Responsiveness, and Reliability, overall dominant are in the Very Good and Good categories. This is a performance that deserves appreciation because it has more or less provided what students need even though there are still many shortcomings. The results of the study from this research need to be followed up by policymakers, lecturers, and administrative servants, to create a superior and quality Departement of Economics, Faculty of Economics. Services in this institution must be continuously improved to be able to produce competent and competitive graduates today and in the future.

Recommendation
The suggestions put forward are the institution should have to maintain the quality of service in order to provide consistently better academic services to students in the future. For further research, it is necessary to conduct similar research for other departments in the Faculty of Economics, Universitas Negeri
Medan, including Management and Accounting Department. Thus the quality of service felt by all students in the Faculty of Economics, Universitas Negeri Medan does not overlap.

REFERENCES


