



# The influence of academic administrative service quality on student satisfaction: Evidence from undergraduate students a Universitas Kristen Maranatha

Syaepudin<sup>1</sup>, Tengku Ine Hendriana<sup>2</sup>, Rini Ratnaningsih<sup>3</sup>, Ervie Nur Afifa Mukhlis<sup>4</sup>, Tuti Sulastris<sup>5</sup>

<sup>1,2,3,4,5</sup>Department of Business Administration, Institut Digital Ekonomi LPKIA, Bandung, Indonesia

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## ABSTRACT

The quality of academic administrative services plays a significant role in shaping students' educational experiences and satisfaction levels. As one of the key indicators of institutional performance, effective academic administration contributes to the overall quality of higher education services. Despite extensive research on service quality and student satisfaction, limited studies have specifically examined academic administrative services within creative higher education programs, where administrative support is closely linked to students' academic experiences and learning processes. This study investigates the effect of academic administrative service quality on student satisfaction in the Visual Communication Design Undergraduate Program at Universitas Kristen Maranatha, Indonesia. A quantitative approach was employed using questionnaire-based data collection. The respondents consisted of 100 active undergraduate students representing the 2020–2023 cohorts. Data were analyzed using descriptive statistic validity and reavility tests, normality testing, and simple linear regression analysis. The findings reveal a strong and statistically significant relationship between academic administrative service quality and student satisfaction. The coefficient of determination indicates that service quality explains 86.8% of the variation in student satisfaction. These findings highlight the strategic role of academic administrative services in enhancing student experiences and provide empirical evidence to support service quality improvement initiatives in higher education institutions, particularly in specialized academic programs. Therefore, the study confirms that improvements in academic administrative services contribute positively to higher levels of student satisfaction.

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## Corresponding Author:

Syaepudin,  
Department of Business Administration,  
Institut Digital Ekonomi LPKIA,  
Jl. Soekarno Hatta No. 456 Bandung, Jawa Barat, 40266, Indonesia  
Email: [syaepudin.2019@gmail.com](mailto:syaepudin.2019@gmail.com)

## 1. INTRODUCTION

Academic information systems represent a critical component of higher education institutions, serving as a key determinant of institutional quality and competitiveness. Beyond merely fulfilling administrative tasks, the quality of academic services directly influences student satisfaction, which is essential for improving overall institutional performance. This satisfaction reflects the actual experiences of students and can be measured through core dimensions: institutional credibility, responsiveness, assurance, empathy, and tangibles. In the era of globalization, universities face

mounting pressure to deliver superior services. Higher education accreditation now evaluates not only academic graduate outcomes but also the quality of services provided throughout the study period (Reza Nurul Ichsan, Ahmad Karim, 2021). Consequently, effective and efficient academic services are required to meet student needs and ensure a satisfying learning experience. As a functional academic unit, the Visual Communication Design Study Program under the Faculty of Fine Arts and Design must provide high-quality services to support broader institutional improvement. Exceptional service quality positively shapes student satisfaction, which ultimately fosters program loyalty and enhances the university's public reputation. Furthermore, student satisfaction serves as a direct reflection of service quality, heavily influenced by the interactions between teaching staff and students, alongside the service delivery process (Haryoko et al., 2020). Therefore, student evaluations are invaluable for diagnosing and enhancing academic services. As service-oriented organizations, universities are obligated to continuously refine both academic and non-academic services to align with student expectations and needs (Aditiya et al., 2022). Amid intensifying competition in the higher education sector, institutions must adapt and strive for world-class service standards to secure a sustainable competitive advantage.

Service quality is the ability to fulfill customer expectations and the extent to which the service strives to do so. On the other hand, defines administration as a set of actions that may be carried out by an organization in connection with cooperative partnerships to achieve specific goals. The performance value or service excellence in question is a measure of management service quality (Ahmad Afan Zain, 2022). The Scientific Journal of Public Administration (JIAP), in a study titled "Kualitas Pelayanan Administrasi Akademik di Perguruan Tinggi (Studi pada Fakultas Ilmu Administrasi Universitas Brawijaya)" by Tjiptono as cited in (Anggapratama & Irnawati, 2023), outlines how organizations must prioritize service quality by improving all areas and providing assistance for customer service quality, as this is the most critical component in increasing consumer trust. Furthermore, the journal MANEKSI, in a study titled "Analisis Kualitas Layanan Pada CV Singoyudho Nusantara" by Hidayat as cited in (Apriyani & Maya, 2022) along with Hardiyanti et al., argues that in order to meet the needs of students, an extraordinary level of service is required, and this level of excellence must be managed.

According to the Window of Public Health Journal Vol 4 No. 3, June 2023 (Hardiyanti Nur Arifin et al., 2023), an additional perspective from Garvin and Timpe clarifies quality as superior product performance. On the other hand, quality from the consumer's perspective has its own boundaries, which differ from quality from the producer's perspective when presenting products with an established reputation for excellence. KORIS: Journal of Economics, Management, and Industry, in a study titled "Pengaruh Kualitas Produk dan Harga Terhadap Kepuasan Pelanggan pada PT. Indo Koki Prima Medan" (Anggraini & Budiarti, 2021) Volume 01 Number 01, shows that quality is an ever-changing characteristic of a product or service that satisfies expectations. The standards of service offered to clients and the satisfaction they perceive are of paramount importance in any enterprise. According to (Sumadi et al., 2021) in the Journal Pustakawan Indonesia, Vol. 18 No. 1 (Saripudin et al., 2021) when comparing the service level that clients expect with the actual quality of service they receive, service quality can be perceived. Service quality affects customer satisfaction; all consumers expect products or services designed by the company to satisfy its customers (Philip Kotler, 2022). The Journal of Management Theory and Application Vol. 12 No. 3, in a study titled "Analisis Kualitas Pelayanan Untuk Meningkatkan Kepuasan Konsumen: Studi Kasus Gold's Gym Bandung" (Jurg et al., 2025), concludes that service quality is highly crucial for an organization or company. This is because the quality of administrative services provided can determine customer satisfaction, which will impact the success and victory of an organization.

Overall, service quality is a combination of various factors, including the nature and characteristics of the service, which must be well-managed and controlled by the organization or company. This is very important in fulfilling the desires and expectations of consumers to maintain the organization's superiority and competitiveness in an increasingly competitive industry (Syahsudarmi, 2022). Therefore, efforts are needed to improve the service quality expected by consumers, so as to maintain and enhance customer satisfaction and achieve long-term success for the organization. Kotler states in Marketing Management Volume 1 (Philip Kotler, 2022) that

two emotions can develop from comparing the perceived performance or outcome of a product with expectations: pleasure and disappointment. How well the actual results meet or exceed expectations is a key factor in determining customer happiness (Philip Kottler, 2022). According to Richard Oliver (in (Millah & Suryana, 2021) customer satisfaction is the customer's fulfillment response toward a product or service itself that has met customer needs and expectations.

Journal Productivity, in a study titled "Pengaruh Kualitas Pelayanan Terhadap Kepuasan Pelanggan Rumah Es Miangas Bahu Kota Manado" (Saripudin et al., 2021) proves that reliability, responsiveness, assurance, empathy, and tangible factors exert a positive influence on customer satisfaction (Nurhalimah & Nurhayati, 2023), which ultimately leads to customer loyalty (Agustin et al., 2021). Meanwhile, according to (Stefanelli et al., 2022), factors affecting satisfaction include: customer perception of the service, service and system support, experience using the service, situational factors, and personal factors of the customer (as cited in "Pengaruh Kualitas Layanan Terhadap Kepuasan Pelanggan Dan Loyalitas Pelanggan," *Journal Pustakawan Indonesia*, Vol. 18 No. 1; (Asti & Ayuningtyas, 2022).

Thus, it can be concluded that customer satisfaction is a highly critical factor in retaining and growing a business. Customer satisfaction is influenced by the performance of the product or service provided, the expectations held by the customer, as well as emotional and psychological factors. Therefore, companies must prioritize customer satisfaction as one of their primary focuses in operating their business. Although numerous studies have examined the relationship between service quality and student satisfaction in higher education, most have focused on general academic services or institutional service quality across universities. Limited attention has been given to academic administrative services within specialized study programs, particularly those offering practice-based and creative education. In such programs, administrative services play a critical role in supporting academic activities, including course registration, studio scheduling, internship administration, academic consultation, and graduation requirements. Consequently, understanding the effectiveness of academic administrative services remains essential to improving students' overall educational experiences.

The Visual Communication Design (DKV) Undergraduate Program at Universitas Kristen Maranatha was selected as the research setting because of its distinctive academic characteristics. Unlike many conventional study programs, DKV integrates studio-based learning, project-oriented assignments, exhibitions, internships, and intensive interactions between students and academic administration. These characteristics create a greater dependence on responsive and reliable academic administrative services. Therefore, evaluating service quality in this context provides a more comprehensive understanding of how administrative performance contributes to student satisfaction. The novelty of this study lies in three aspects. First, it specifically investigates academic administrative service quality within a creative higher education program, an area that has received relatively limited empirical attention compared with studies conducted in general higher education settings. Second, this research provides updated empirical evidence from an Indonesian private university, reflecting the current expectations of students toward academic administrative services in the post-digitalization era. Third, the findings offer practical recommendations for improving administrative service quality in specialized academic programs where administrative effectiveness directly supports students' academic experiences and institutional competitiveness.

Accordingly, this study aims to examine the influence of academic administrative service quality on student satisfaction in the Visual Communication Design Undergraduate Program at Universitas Kristen Maranatha and to provide empirical evidence that supports continuous quality improvement in higher education administration.

## 2. RESEARCH METHOD

Without disregarding other technical reference books, this research approach addresses the rules of thesis report writing. The research design, data sources, data collection methods, population and sample, instrument variables and reliability, and hypothesis testing constitute the components of this research approach. This study employed a quantitative research design using a cross-

sectional survey to examine the influence of academic administrative service quality on student satisfaction. The research was conducted at the Undergraduate Visual Communication Design (DKV) Study Program, Faculty of Fine Arts and Design, Universitas Kristen Maranatha.

According to Sugiyono (2020), a population is a "generalization area consisting of objects that possess certain characteristics or traits, determined by the researcher, from which conclusions can be drawn." As referenced in the Journal on the Influence of Work Environment and Work Motivation on Employee Job Satisfaction (Hendriana, 2023), one hundred active students from the Visual Communication Design Study Program, Faculty of Fine Arts and Design, Universitas Kristen Maranatha, serve as the population in this research. According to Nur et al. (2023) in "The General Concept of Population and Sample in Research" (JURNAL PILAR: Jurnal Kajian Islam Kontemporer Volume 14, No. 1, June 2022; (Sitepu & Marpaung, 2022), the data for this study comes from a subset of the population, which is intended to represent the whole and is referred to as a sample. The target population consisted of all active undergraduate students enrolled in the DKV Study Program during the 2020–2023 academic cohorts. A sample of 100 respondents was selected using proportionate stratified random sampling, ensuring proportional representation from each cohort.

Data collection was conducted by means of an Angket (Questionnaire). Posing written questions to respondents for them to answer is a data collection technique known as a questionnaire. Because the responses are predetermined and use a Likert scale, it can be stated that this questionnaire utilizes a closed model. Attitudes, views, and perceptions can be measured using a Likert scale. The instrument blueprint was first constructed by breaking down concepts into measurable variables and dimensions; this serves as a guide for developing questions using a five-point Likert. The data collection process lasted approximately four weeks, during which reminders were periodically sent to increase the response rate. Prior to completing the questionnaire, respondents were provided with an informed consent statement explaining the objectives of the study, the voluntary nature of participation, confidentiality of responses, and the exclusive use of the collected data for academic research. Only respondents who agreed to participate voluntarily were allowed to proceed with the questionnaire. The collected data were analyzed using IBM SPSS Statistics. Data analysis included descriptive statistics, validity testing using Pearson Product Moment correlation, reliability testing using Cronbach's Alpha, normality testing using the Kolmogorov–Smirnov test, and simple linear regression analysis. The hypothesis was tested using both the t-test and F-test at a significance level of 5%.

### 3. RESULTS AND DISCUSSIONS

This section reports the study findings by first presenting descriptive statistics related to respondent profiles, research variables, and data quality assessments. It then discusses the results of normality and classical assumption tests, followed by hypothesis testing and statistical analysis conducted using SPSS. The data consists of primary data from questionnaires distributed to active students of the 2020, 2021, 2022, and 2023 cohorts of the Visual Communication Design Bachelor Program, Faculty of Fine Arts and Design, Universitas Kristen Maranatha. The data regarding the cohort of the student respondents from the Visual Communication Design Study Program, Faculty of Fine Arts and Design, Universitas Kristen Maranatha, is as follows:

**Table 1.** Student respondent cohorts

Year	Percentage (%)
2020	22%
2021	19%
2022	28%
2023	31%

It is known that the majority of respondents in this study are active students from the Year 2020 totaling 22 individuals (22%), Year 2021 totaling 19 individuals (19%), Year 2022 totaling 28 individuals (28%), and Year 2023 totaling 31 individuals (31%). The data regarding the gender of the student respondents from the Visual Communication Design Study Program, Faculty of Fine Arts and Design, Universitas Kristen Maranatha, is as follows:

**Table 2.** Student respondents by gender

Year	Female (P)	Male (L)	Total	Percentage (%)
2020	12	10	22	22%
2021	15	4	19	19%
2022	14	14	28	28%
2023	21	10	31	31%
Total			100	

Based on Table 2, it is known that the distribution of respondents by gender shows that in 2020 there were 10 males and 12 females (22%), in 2021 there were 4 males and 15 females (19%), in 2022 there were 14 males and 14 females (28%), and in 2023 there were 10 males and 21 females (31%). The normality test is used in this study to evaluate whether the distribution of the independent and dependent variables is normal or not. In testing normality, the researcher used the Kolmogorov-Smirnov method (Haryono & Octavia, 2022).

**Table 3.** Normality test results

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	100
Normal Parameters (Mean)	.0000000
Normal Parameters (Std. Deviation)	3.34075065
Most Extreme Differences (Absolute)	.167
Most Extreme Differences (Positive / Negative)	.148 / -.167
Test Statistic	.167
Asymp. Sig. (2-tailed)	.229

The asymptotic significance value (2-tailed) in the Kolmogorov-Smirnov test is 0.229, which is greater than 0.05. This means that the data in this study is normally distributed. Hypothesis testing was carried out through the F-test and t-test as follows:

**Table 4.** F-test results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7288.659	1	7288.659	646.473	.000
Residual	1104.901	98	11.274		
Total	8393.560	99			

Dependent Variable: Student/Customer. Predictors: (Constant), Satisfaction. F-table = F (1; 98) = 3.94. After performing the F-test, it was found that the significance value is  $0.000 < 0.05$  and the calculated F-value of 646.473 is greater than the F-table value of 3.94, meaning that the independent variable (service quality) significantly influences the dependent variable (satisfaction).

**Table 5.** Model summary (t-test basis)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932	.868	.867	3.358

From the table above, it can be concluded that the R Square value is 0.868. When converted into a percentage, it is 86.8%, which indicates that the correlation between the dependent and independent variables is extremely strong.

Based on the results obtained from this test, it is proven that administrative service quality has a positive and significant influence on student satisfaction; thus, H1 is accepted, while H0, which states that 'administrative service quality has no influence on student satisfaction,' is rejected. This is aligned with (Produk et al., 2025), who state that academic administrative service quality exerts a positive influence on student satisfaction. This means that if every employee improves performance dimensions such as quality, quantity, knowledge, reliability, attendance, and cooperation, it will directly affect customer (student) satisfaction. Employees who work diligently will create good performance that impacts student satisfaction. Based on the results of this study, employee performance acts as a mediating variable between service quality and customer

satisfaction, meaning that higher employee performance leads to a higher level of student satisfaction.

Kotler (2019) describes service quality as a concept that assesses the gap between customers' expectations and their perceptions of the services received. These expectations are influenced by prior experiences, interpersonal recommendations, and marketing communications. Furthermore, service quality refers to an organization's ability to achieve and sustain a high standard of service excellence that fulfills customer expectations and enhances overall satisfaction (Stefanelli et al., 2022).

The indicators of service quality according to the framework developed by (Agung et al., 2023), are as follows: a) Tangibles, the extent to which an organization presents its physical presence through well-maintained facilities, modern equipment, technological resources, and the professional appearance of its personnel; b) Reliability, the capability of an organization to consistently deliver services accurately, dependably, and in accordance with commitments made to its customers; c) Responsiveness, the readiness and commitment of employees to assist customers promptly by providing timely services, effective solutions, and clear communication; d) Assurance, the competence, professionalism, and courteous behavior of employees that inspire confidence and build trust among customers regarding the services provided; e) Empathy, the ability of an organization to offer personalized care and attention by understanding customers' individual needs, preferences, and expectations while ensuring convenient access to services.

Regarding academic service quality, states that it is a comparison between the academic service perceived by customers or stakeholders and the academic service quality they expect. If the perceived academic service quality matches or exceeds expectations, the service is deemed high quality (Jiang et al., 2023). According to (Hajian et al., 2025), academic service quality is the value given by customers regarding the extent to which the academic service matches customer expectations. Lovelock in (Jurg et al., 2025) defines service quality as the expected level of excellence and control over that level of excellence to meet consumer expectations (Tan et al., 2025).

Meanwhile, the definition of administration according to The Liang Gie is a series of activities carried out by a group of people concerning cooperative relations to achieve a specific goal. Administrative service quality is the added value or excellence of performance/service expected by consumers regarding administrative services. Student satisfaction is the primary objective of every university. Satisfied students can become a source of competitive advantage that will generate positive word-of-mouth communication, student retention, and loyalty (Sitepu & Marpaung, 2022).

The indicators of customer (student) satisfaction according to the framework developed by (Li et al., 2023) as follows: a) Confirmation of Expectations: The degree of correspondence between the expected performance of a product/service and the actual performance perceived by the consumer; b) Interest in Re-visiting: The willingness of consumers to return or make a repeat purchase. Since this study takes place in an educational institution where students come daily, the author equates this point with a "sense of belonging" (loving) the faculty; c) Willingness to Recommend: The willingness of consumers to recommend the product or service they have experienced to friends or family.

#### **4. CONCLUSION**

This study examined the influence of academic administrative service quality on student satisfaction in the Undergraduate Visual Communication Design (DKV) Study Program at Universitas Kristen Maranatha. The findings demonstrate that academic administrative service quality has a positive and statistically significant effect on student satisfaction. The coefficient of determination ( $R^2 = 0.868$ ) indicates that 86.8% of the variation in student satisfaction is explained by the quality of academic administrative services, while the remaining 13.2% may be influenced by other factors not examined in this study.

Based on the results of the regression analysis and hypothesis testing, the research hypothesis (H1) is accepted, confirming that improvements in academic administrative service quality significantly enhance student satisfaction. Conversely, the null hypothesis (H0), which

states that academic administrative service quality has no significant effect on student satisfaction, is rejected. The findings provide practical implications for managers of the DKV Study Program. Improving the five dimensions of service quality—tangibles, reliability, responsiveness, assurance, and empathy—can strengthen students' academic experiences and increase their overall satisfaction. Specifically, study program managers are encouraged to improve the responsiveness of academic staff, streamline administrative procedures, enhance communication with students, and continuously evaluate service performance through periodic student satisfaction surveys. These initiatives are expected to strengthen institutional service quality, improve student engagement, and enhance the competitiveness and reputation of the study program.

Although this study provides empirical evidence regarding the importance of academic administrative service quality, it is limited to one study program within a single university. Future research is recommended to include multiple universities or compare different academic disciplines and incorporate additional variables, such as student engagement, perceived value, or digital service quality, to provide a more comprehensive understanding of factors influencing student satisfaction.

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