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SATISFACTION OF ISLAMIC
EDUCATION MANAGEMENT
DEPARTMENT IN IAIN

Submission date: 09-Jan-2022 09:36PM (UTC+0800)

Submission ID: 1739080917

File name: ISLAMIC_EDUCATION_MANAGEMENT_DEPARTMENT_IN_IAIN_PURWOKERTO.docx (37.56K)

Word count: 3667

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Character count: 20737

PURWOKERTO

THE RELATIONSHIP OF QUALITY OF ACADEMIC SERVICE AND QUALITY OF ACADEMIC ADMINISTRATION TO STUDENT SATISFACTION OF ISLAMIC EDUCATION MANAGEMENT DEPARTMENT IN IAIN PURWOKERTO

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ABSTRACTION

The purpose of this study is to (1). Describe the quality of academic services, especially lectures received by students of the MPI Department - IAIN Purwokerto (2). Describe the quality of academic administrative services provided by IAIN Purwokerto employees (3). Describe the condition of satisfaction of students majoring in MPI IAIN Purwokerto for lecture services and academic administration services (4). Describing the effect of service quality and academic administration services on the level of student satisfaction. The research method uses descriptive quantitative. Data collection techniques used in collecting information are: (1). Questionnaire in the form of giving questions to respondents (2). In-depth interviews with key volunteers to obtain valid data (3). Planned observations as an inventory on a rating scale and a regular measure. Conclusion: (1). Academic services have a significant positive correlation with administrative services (2). administrative services have a significant positive correlation with lecture services, (3). Academic services and administrative services have a significant effect on student satisfaction. With the value of the correlation coefficient $> r$ -table and the value of Sig. < 0.05 , then the relationship between the variables is significant

INTRODUCTION

The quality of education services in higher education is an expected advantage, as a form of control over the level of excellence of higher education services in order to meet student satisfaction as customers. (Alfiani, A., 2016). The quality of service starts from the qualifications and types of student needs and ends with the emergence of student perceptions of service quality for the expected needs. Students' perceptions of service quality are a total assessment of the superiority of something given to students. Where administrative services and quality academic services play a very important role in growing student satisfaction and institutional informative functions.

Satisfaction with what new students need and want will be achieved marked by the quality of service they receive. Therefore, the ability and reliability of lecturers and employees in providing student rights is one of the main problems in realizing student satisfaction. (Baharuddin, A., et. Al., 2016). If students are satisfied, then in turn it will also have an impact on the high enthusiasm in completing the studies that are being undertaken. On the other hand, if students feel dissatisfied, it will not only make students less or less enthusiastic in their studies, but will also create an unfavorable image of the quality of the institution's services.

Good service quality is a very important thing to gain public recognition and assessment, because this will lead to the emergence of student satisfaction and dissatisfaction. (Fuji Santoso, H. R. A., et. Al., 2017). Student satisfaction itself can be defined as a student's evaluative feelings and attitudes towards the results that are felt or received with expectations. Meanwhile, the results of the study indicate that student reactions to the services provided by universities with a level of satisfaction related to these services are very relevant and needed by universities that are oriented towards improving the quality of the institution.

It is widely understood that higher education is one of the organizations engaged in educational services. In its current development, competition between higher education institutions is also getting tougher, of course this requires increased services to students. (Azan, K., 2015). Feedback from students directly or from focus groups or from student complaints is a tool to measure customer satisfaction.

Regarding faculty services at a university, measuring student satisfaction and dissatisfaction is the impact of the comparison between student expectations and the performance they have received, both in terms of lectures and in terms of administrative services in general.

Of the various components in the implementation of education in tertiary institutions, the student component is very important for the dynamics of higher education, and it will be even more important if these are actualized in the social life of the community. (Notoatmodjo, S., 2014). Socioecologically, the position of students occupies an honorable place as an opener for renewal in various aspects of life, at least in the perception of the wider community. The consequence of all of this is the need for students to make appropriate and anticipatory positioning, considering that social changes are so very fast and the impact is almost unpredictable, so there are many alternatives that might be done to keep universities interested in the community.

Universities that have many students are a very large capital for improving the quality of higher education, and so that this quality can be maintained, then providing services that can satisfy students is a must. (Bhakti, Y. B., Rahmawati, E. Y., 2018). In general, the services needed by students are academic services or lectures by lecturers and academic administration services by employees. When students need administrative services; For example, making a student ID card (KTM) or requiring a grade transcript and other needs, then whether the student has got it well, quickly, precisely and easily, or vice versa. In the field of academic services, students have the right to obtain informative certainty about the topics to be studied and or references to be studied, whether they have been obtained or not.

In short, there are a lot of expectations from students for excellent faculty services, and that is a relative expectation. (Darmawan, I. P. A., et. Al., 2017). Higher expectations from students can be accepted in the future, for example job opportunities, career development, and the satisfaction, pleasure, and pride as a student at the college. The sacrifices incurred by students during their studies are not light (because at least they have to take 4 years) so that the money used to pay for all education costs, the time spent which can be calculated as opportunity cost, and their hard work in attending lectures, must be balanced with the existence of services from good and excellent universities, so that the rights that belong to them can be fulfilled. All value chains that exist in an educational organization must be able to create added value for students. All personnel, as well as the educational process as the main value chain must be able to provide satisfaction in service to students

METHOD

The research method uses descriptive quantitative Analytical

Types of research

Research on the relationship between the quality of academic services and academic administration with student satisfaction in the Department of MPI - IAIN Purwokerto uses quantitative descriptive research. (Sumantri., 2015). The variables in this study are the quality of academic services in the form of lectures and academic administrative services concerning the service of letters, blanks for the study needs of MPI major students from services provided by employees of the Faculty of Tarbiyah and Teacher Training IAIN Purwokerto

Population and Research Sample

The population in this study were students of the MPI Department, Faculty of Tarbiyah and Teacher Training, IAIN Purwokerto, who were studying in the even semester of the 2015/2016 academic year, with a total of 357 students. (Moleong, L. J., 2017). Due to the relatively large number of population, for the sake of efficiency and effectiveness of the research, a sample will be taken (the sample required is 71 students). The sampling technique used is purposive random sampling. Thus, every student at all levels/semesters will be given the same opportunity to become a member of the sample.

Types of Data and Data Collection Methods

The primary data needed in this study are numbers obtained from the respondents of MPI Department students for lecture services and academic administration services as well as evaluative attitudes towards the services received, which are reflected in whether or not they are satisfied with the intended service. (Sugiyono., 2018). To obtain data on the quality of lecture services, academic administration services and MPI student satisfaction, all of which will be captured using a questionnaire method with a Likert scale.

To get really valid data, the questionnaire items will first be tested for construct validity, which begins with processing and analyzing concepts and theories related to variables: lecture services (X1), academic administration service variables (X2) and MPI student satisfaction variable (Y). Meanwhile, to ensure that the questionnaire instrument items are truly valid, validity and reliability tests will also be carried out with the help of the SPSS program.

5

Data analysis method

The data analysis method used in this study is factor analysis, aiming to find the relationship between variables that are not mutually dependent so that one or several sets of variables can be made which are less than the number of initial variables. The grouping is based on the correlation of each predictor variable. The main component factor analysis method (component analysis) is a statistical technique used to extract (reduce) a number of variables, where the variables or units of observation under study can be combined into several basic factors (main components) whose number is smaller than a set of variables. the original variable, but still has information that is close to the value of the required information.

In this study, the factor analysis used is Exploratory Factor Analysis, where the researcher makes a set of items that measure the quality of academic administration services in providing satisfaction to customers, namely students of the MPI Department - IAIN Purwokerto. Indicators of service quality received from lecturers and/or staff of the Faculty of Tarbiyah and Teacher Training IAIN Purwokerto.

RESULTS AND DISCUSSION

Table 1. Description of Data Statistics

	Descriptive Statistics		
	Facility	Administration Service	Layanan Proses Perkuliahan
N	64	64	64
Range	66	84	83
Minimum	30	31	30
Maximum	96	115	113
Sum	3990	4321	4502
Mean	62.34375	67.515625	70.34375
Std. Deviation	17.14107547	19.10122757	17.18823772
Variance	293.8164683	364.8568948	295.4355159

(Source: data processed 2016)

Respondent's Answer Frequency

1. Facilities

Based on the respondent's answer data, the majority of respondents (33.13%) felt that the lecture facilities were in line with their expectations, while 31.38% felt that the campus facilities were not in line with their expectations.

2. Administration Service

Based on the respondent's answer data, the majority of respondents (38.13%) felt that administrative services were in line with their expectations, while 28.38% felt that administrative services were still not in line with their expectations, and 13.69% felt that administrative services were not appropriate.

3. Lecture Process Service

Based on data from respondents' answers, the majority of respondents (35.31%) felt that administrative services were in line with what they expected, while 20.25% felt that administrative services were not appropriate.

Data Processing

1

Case Processing Summary

		N	%
Cases	Valid	64	100.0
	Excluded ^a	0	.0
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.957	25

12

The results of the validity test are seen based on the value of the correlation coefficient on the total score. The correlation coefficient value of each question item to the total score is greater than 0.3809 (r table with $df = 25 - 2$) and the significance value is < 0.05 , then all items are valid.

The results of the reliability test showed that the Cronbach's Alpha value was higher than 0.7, so the questionnaire used was reliable.

1

Case Processing Summary

		N	%
Cases	Valid	64	100.0
	Excluded ^a	0	.0
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.967	25

The results of the validity test are seen based on the value of the correlation coefficient on the total score. The correlation coefficient value of each question item to the total score is greater than 0.3809 (r table with $df = 25 - 2$) and the significance value is < 0.05 , then all items are valid.

The results of the reliability test showed that the Cronbach's Alpha value was higher than 0.7, so the questionnaire used was reliable.

Case Processing Summary

		N	%
Cases	Valid	64	100.0
	Excluded ^a	0	.0
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.952	25

The results of the validity test are seen based on the value of the correlation coefficient on the total score. The correlation coefficient value of each question item to the total score is greater than 0.3809 (r table with $df = 25 - 2$) and the significance value is < 0.05 , then all items are valid.

The results of the reliability test showed that the Cronbach's Alpha value was higher than 0.7, so the questionnaire used was reliable.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
A. Fasilitas	.093	64	.200*	.962	64	.046
B. Layanan Administrasi	.053	64	.200*	.988	64	.784
C. Layanan Proses Perkuliahan	.097	64	.200*	.982	64	.478

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The normality of the data is known based on the statistical value of Kolmogorov-Smirnov which is not significant (> 0.05), meaning that the data of all variables are normally distributed.

4

Test of Homogeneity of Variances

SKOR

Levene Statistic	df1	df2	Sig.
.751	2	189	.473

ANOVA

SKOR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2106.594	2	1053.297	3.312	.039
Within Groups	60108.859	189	318.036		
Total	62215.453	191			

The normality of the data is known based on the statistical value of Kolmogorov-Smirnov which is not significant (> 0.05), meaning that the data of all variables are normally distributed.

3

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
C. Layanan Proses Perkuliahan * B. Layanan Administrasi	15795.937	41	385.267	3.009	.004
Linearity	8695.443	1	8695.443	67.921	.000
Deviation from Linearity	7100.494	40	177.512	1.387	.208
Within Groups	2816.500	22	128.023		
Total	18612.438	63			

Administration Service

3

Measures of Association

	R	R Squared	Eta	Eta Squared
C. Layanan Proses Perkuliahan * B. Layanan Administrasi	.684	.467	.921	.849

Lecture Process Service

3
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
C. Layanan Proses Perkuliahan * A. Fasilitas	13451.271	37	363.548	1.831	.055
(Combined)					
Linearity	4107.336	1	4107.336	20.691	.000
Deviation from Linearity	9343.935	36	259.554	1.308	.240
Within Groups	5161.167	26	198.506		
Total	18612.438	63			

Facility Service

3
Measures of Association

	R	R Squared	Eta	Eta Squared
C. Layanan Proses Perkuliahan * A. Fasilitas	.470	.221	.850	.723

Correlation Test

The correlation of the three variables is seen based on the Pearson correlation coefficient value, which is if the correlation coefficient value > r table and the value of Sig. <0.05, then the relationship between the two variables is significant. The direction of the correlation is seen from the sign on the correlation coefficient, if it is positive, then the relationship between the two variables is positive, an increase in the value of the first variable will be followed by an increase in the value of the second variable. Based on this, it can be concluded that facilities have a significant positive correlation with administrative services, administrative services have a significant positive correlation with lecture process services, and facilities have a significant positive correlation with lecture process services.

The better the facilities will be followed by better administrative services and lecture process services, the better administrative services will be followed by better lecture processing services.

Correlations

		A. Fasilitas	B. Layanan Administrasi	C. Layanan Proses Perkuliahan
A. Fasilitas	Pearson Correlation	1	.731**	.470**
	Sig. (2-tailed)		.000	.000
	N	64	64	64
B. Layanan Administrasi	Pearson Correlation	.731**	1	.684**
	Sig. (2-tailed)	.000		.000
	N	64	64	64
C. Layanan Proses Perkuliahan	Pearson Correlation	.470**	.684**	1
	Sig. (2-tailed)	.000	.000	
	N	64	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

3 Variable Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.452	12.727

a. Predictors: (Constant), B. Administrative Services, A. Facilities

The test results show that administrative facilities and services are simultaneously significantly related to the lecture process service with a correlation coefficient of 0.685. The influence of facilities and administrative services simultaneously on the lecture process service is 46.9% seen from the value of the coefficient of determination (R-Square).

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8731.918	2	4365.959	26.954	.000 ^a
	Residual	9880.519	61	161.976		
	Total	18612.437	63			

a. Predictors: (Constant), B. Administrative Services, A. Facilities

b. Dependent Variable: C. Lecture Process Service

The significance of the simultaneous effect is seen from the F-count value (26.954) which is compared with the F-table (3.14779). The F-count of the research results is higher than the F-table and Sig. smaller than 0.05, then the influence of these two variables is significant on the service of the lecture process.

8
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.991	6.385		4.697	.000
	A. Fasilitas	-.065	.137	-.065	-.475	.637
	B. Layanan Administrasi	.658	.123	.731	5.343	.000

a. Dependent Variable: C. Lecture Process Service

5
The partial effect of the independent variable on the lecture process is seen from the t count and its significance value. The facility has no significant effect on the lecture process service because it has a t value (-0.475) < t table (1.998972) and a significance > 0.05. Meanwhile, administrative services have a significant effect on the lecture process service because it has a t-count value (5.343) > t table (1.998972) and a significance < 0.05.

2 Variable Regression (X1 and X2)

18
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731 ^a	.535	.528	13.130

a. Predictors: (Constant), A. Facility

The test results show that the facilities simultaneously have a significant relationship with administrative services with a correlation coefficient of 0.731. The influence of facilities simultaneously on administrative services is 53.5% seen from the value of the coefficient of determination (R-Square).

9
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12297.784	1	12297.784	71.337	.000 ^a
	Residual	10688.200	62	172.390		
	Total	22985.984	63			

a. Predictors: (Constant), A. Fasilitas

b. Dependent Variable: B. Administration Service

36
The significance of the effect is seen from the F-count value (71.337) which is compared with the F table (3.995887). F count of research results is higher than F table and Sig. smaller than 0.05, then the effect of the facility variable is significant on administrative services.

8
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.700	6.236		2.678	.009
	A. Fasilitas	.815	.097	.731	8.446	.000

a. Dependent Variable: B. Administration Service

5
The partial effect of the independent variable on administrative services is seen from the t count and its significance value. Facilities have a significant effect on the lecture process service because they have a t value (8.446) > t table (1.998341) and a significance < 0.05.

5
CONCLUSION

Based on the discussion above, several conclusions can be drawn as follows:

1. Gives a significant effect simultaneously seen from the f-count value (26.954) which is compared with the f-table (3.14779).
2. Partially influence the independent variable on the lecture process seen from the t-count and its significant value. The facility has no significant effect on the lecture process service because it has a t-count value (-0.475) < t table (1.998972) and a significance > 0.05.
3. It gives a significant influence of administrative services on the lecture process service and has a t-count value (5.343) > t-table (1.998972) and a significance < 0.05.
4. It has a significant effect on service facilities because the F-count value (71.337) is compared to the F-table (3.995887). The F-count of the research results is higher than the F-table and Sig is less than 0.05,

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