



STUDENT SATISFACTION WITH TEACHING PERFORMANCE, ACADEMIC ADMINISTRATION SERVICES, AND LEARNING FACILITIES

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ABSTRACT

This journal aims to evaluate student satisfaction with the teaching performance of lecturers, academic administration services, and teaching facilities/infrastructure in a university. The method used was a survey with a questionnaire distributed to students at the university. The survey results showed that the majority of students were satisfied with the teaching performance of lecturers, academic administration services, and teaching facilities/infrastructure. However, there are still a small number of students who feel dissatisfied, especially with the teaching facilities/infrastructure. In terms of the teaching performance of lecturers, the majority of students feel satisfied and very satisfied with the willingness or concern of lecturers in helping them. While in the aspect of academic administration services, the majority of students feel satisfied and very satisfied with the willingness or concern of administrative staff in helping them. However, in the aspect of teaching facilities/infrastructure, there are still a small number of students who feel dissatisfied with the sufficiency, quality, and accessibility of the facilities and infrastructure available. From these survey results, it can be concluded that although the majority of students feel satisfied with the teaching performance of lecturers, academic administration services, and teaching facilities/infrastructure, there is still a need to improve the quality of teaching facilities/infrastructure to maximize student satisfaction.

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INTRODUCTION

In today's era, many people are aware of the importance of education. Therefore, more and more people require the services of education to improve the quality of education. Education is a product in the form of educational services (Bonner et al., 2018). The provision of these services includes physical aspects in the form of facilities and non-physical aspects in the form of various forms of educational activities packaged in a curriculum unit. In the scope of higher education, academic services become the top priority to meet the expectations and needs of students. Educational services in this

institution serve consumers, including students, and also other members of the public, called stakeholders (Aprianto et al., 2022).

Academic services are a very important aspect of an educational institution. In this context, academic services must be able to provide the best service to students in terms of academic administration (Giray, 2021; Rodriguez-Segura et al., 2020; Shehzadi et al., 2020). The quality of service provided by an educational institution reflects the overall quality of the institution (Andoh et al., 2020; Caskurlu et al., 2020; Dinh & Nguyen, 2020). If the academic services provided are good, then the institution can be said to have good

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quality. However, conversely, if the academic services provided are poor, then the institution will be considered poor in terms of academic services. Therefore, it is important for an educational institution to provide the best academic services to improve its overall quality.

According to Philip Kotler, as quoted by [Kotler, \(2004\)](#), service does not only refer to the offering of a service, but also includes every action or behaviour offered by one party to another. However, what distinguishes a service from a physical product is its intangible characteristics that do not have physical form and do not result in ownership of something. Therefore, the concept of intangibility in service focuses more on the delivery process that involves interaction between service providers and consumers ([Osman & Saputra, 2019](#); [Rahman et al., 2020](#); [Rodriguez-Segura et al., 2020](#)). This indicates that the quality of service is not only seen from the final product provided, but also how the delivery of the service is carried out effectively and efficiently to the consumers.

Academic service in higher education is one important aspect in the education process. This is in line with Philip Kotler's understanding that service is any action or behaviour offered by one party to another that is intangible and does not result in ownership of something ([Chong et al., 2020](#)). The concept of intangibility is not only limited to service offerings, but also focuses more on the delivery process. Academic service can be defined as efforts made by higher education institutions to provide ease for students in fulfilling their academic needs. The success of academic service is not only seen from national accreditation, but also from the perspective of students as service users.

According to [Xu & Du, \(2019\)](#), educational administration is an activity to coordinate human behaviour in the context of education, with the aim of effectively managing available resources so that educational goals can be achieved productively. Therefore, it is important for higher education institutions to measure student satisfaction in the five dimensions of service quality, namely tangibles, reliability, responsiveness, assurance, and empathy. By

knowing the extent to which these five dimensions can be fulfilled, the expectations and needs of students can be met well and strengthen the image of the higher education institution in terms of academic service.

Academic services are crucial in supporting students in various academic needs. Within the school environment, academic services can be divided into several parts, namely: 1) Curriculum Administration, 2) Education Personnel Administration, 3) Student Affairs Administration, 4) Education Facilities and Infrastructure Administration, 5) Special Education Services Administration, 6) Office Administration, 7) Education Supporting Unit Administration, 8) Environmental and School Security Administration, 9) Education Financial Management, and 10) Community Relations Administration ([Shehzadi et al., 2020](#); [Xu & Du, 2019](#); [Yunusa & Umar, 2021](#)). With the availability of complete and adequate academic services, students will find it easier to plan their studies and receive education services that meet their needs.

Higher education institutions need to take preventive measures to face the increasingly fierce competition and be responsible for improving all aspects of their services ([Caskurlu et al., 2020](#); [Dinh & Nguyen, 2020](#); [Giray, 2021](#)). This is related to the management of the institution, which should implement the Deming Cycle to provide a positive impact. In the ISO Quality Management System, there are eight main principles, namely: customer focus, leadership, involvement of all people in the organization, process approach, system approach, continuous improvement, fact-based decision making, and good supplier relationships ([Osman & Saputra, 2019](#); [Rahman et al., 2020](#)). From the explanation above, it can be concluded that the focus of academic services is customer or student satisfaction. Satisfaction is the result of meeting customer needs, where the level of fulfillment can be more or less ([Murillo-Zamorano et al., 2019](#); [Nasir, 2020](#); [Osman & Saputra, 2019](#); [Rahman et al., 2020](#)).

According to [Altinay et al., \(2019\)](#), satisfaction is the feeling that a customer has when their actual needs are met or even

exceeded their expectations. It is important to remember that each customer's expectations are different, so the services provided must be able to meet those expectations. In the context of education, student satisfaction can be seen in how well their needs and expectations are met (Dinh & Nguyen, 2020; Lin et al., 2020; Yunusa & Umar, 2021).

Therefore, the quality of education services needs to be improved so that student satisfaction can be achieved. Good service quality can have a positive effect on students' trust and loyalty towards the educational institution. In addition, student satisfaction can also affect the image and reputation of the university, making it an important factor in improving the competitiveness of the university in the future.

The mechanical engineering education program at Palangka Raya University plays an important role in producing skilled workers in the field of mechanical engineering in Central Kalimantan Province. However, despite being the only program of its kind in the province, the facilities available are still considered inadequate to meet the needs of students. In an initial survey conducted with 10 students, the majority expressed dissatisfaction with the available facilities, especially in relation to the classrooms and laboratories (Osman & Saputra, 2019; Rahman et al., 2020; Rodriguez-Segura et al., 2020; Savarese et al., 2020). Mechanical Engineering Education students complain about various problems such as the academic system, administration, facilities and infrastructure.

One of the complaints that often occurs is the lack of learning facilities such as inadequate practicum tools to carry out practical lectures, lack of satisfaction in academic guidance/consultation, difficulties in obtaining information related to scholarships, inadequate facilities such as fans, many damaged practice facilities or not updated, as well as other supporting facilities that are inadequate. All of these problems must be overcome while students are expected to be able to achieve better and increasing academic achievement.

Adhering to the principles of public service as stipulated in the Minister of State Apparatus Empowerment and Bureaucratic

Reform Regulation No. 63 of 2003 on General Guidelines for the Implementation of Public Services, the public satisfaction index can be measured by minimum elements such as service procedures, service requirements, clarity of service officers, service officer discipline, service officer responsibility, service officer capability, service speed, fairness in receiving service, courtesy and friendliness, reasonable service costs, service cost certainty, service schedule certainty, comfort of the environment, and service safety (Shehzadi et al., 2020). All of these elements need to be taken into consideration in the provision of public services, including academic services in higher education, in order to meet the needs of students and improve their satisfaction with the services provided.

In a previous study, Kemal et al., (2019) found that academic administration activities such as the information service system (SIKAD), student consultations, course registration, request for letters, scholarship applications, and study leave requests have a close relationship with students. Therefore, academic services are considered as one of the supporting factors in realizing quality education. Thus, innovation in service management and evaluation for service users is needed. The evaluation should be conducted to identify shortcomings in the services provided, especially in the academic administration services for students as the main users of the service.

From the above explanation of customer satisfaction theory, it is important to explain the meaning of the customer satisfaction index, which can also be used to measure the student satisfaction index. Considering that students are part of society and consumers, it is clear that students also have satisfaction with the services provided by academic institutions. Therefore, it is important to measure student satisfaction with the principles of public service that have been established. This way, academic services can improve quality and provide better services to students as the main users of the service.

LITERATURE REVIEW

Teaching performance is a key factor that influences student satisfaction in the context of education. Research indicates that the competence of instructors, the quality of teaching, and effective communication skills significantly impact student satisfaction (Wu et al., 2019). Students tend to be more satisfied when instructors are able to inspire, provide constructive feedback, and deliver course materials clearly. Good interaction between instructors and students also plays a vital role in creating a positive learning environment. Instructors who demonstrate excellent teaching performance can enhance student motivation and academic success.

Academic administration services are also an important factor that affects student satisfaction (Bafadal et al., 2018). The registration process, management of academic records, provision of information, and responsive administrative support are primary concerns in student satisfaction. Students expect efficient, easily accessible, and responsive administrative services that cater to their needs. Inadequate administrative services can lead to disappointment and frustration among students. Therefore, educational institutions need to ensure that their academic administration systems function smoothly and provide adequate support to students.

Adequate learning facilities also have a significant influence on student satisfaction. Comfortable classrooms, well-equipped laboratories, good libraries, access to information technology, and conducive learning environments all contribute to a positive learning experience for students (Atika et al., 2021). Excellent facilities not only meet students' academic needs but also provide a supportive environment for collaboration and interaction among peers. Students tend to feel more satisfied when they have easy access to and sufficient facilities to support their learning process.

The integration of teaching performance, academic administration

services, and learning facilities is crucial in achieving optimal student satisfaction. These factors are interconnected and mutually influential. Instructors with good teaching performance can provide proper guidance to students in academic administration processes and effectively utilize learning facilities. Meanwhile, responsive academic administration services can help ensure that learning facilities are available and functioning well for students' benefit. Therefore, educational institutions need to consider all these aspects holistically to enhance student satisfaction and create a conducive learning environment.

METHOD

This study used a quantitative/positivist approach with a research method that focused on several variables and was based on the assumption of causal relationships (*cause-effect*) (Sarwono, 2013). The type of research used was applied/associative research aimed at improving practices and efficiency through an understanding of the relationship between two or more variables.

The population in this study was all students who enrolled and registered in a specific study program in the academic year 2020 and 2021 in the mechanical engineering education program. The data collection technique used in this study was a questionnaire. The questionnaire was used to measure the level of student satisfaction in five dimensions of service quality: tangible, reliable, responsiveness, assurance, and empathy. In this study, the data analysis technique used was descriptive statistics.

RESULT AND DISCUSSION

The research data was obtained from 28 students from the 2020 cohort and 25 students from the 2021 cohort who filled out the questionnaire. Therefore, out of a total of 53 respondents who filled out the questionnaire, the results of the presentation of student satisfaction towards 5 aspects were obtained:

Table 1 Level of student satisfaction

Table 1. Level of student satisfaction					
No	The measured aspects.	Level of Student Satisfaction			
		Poor	Fair,	Good	Very Good
Reliability/ Administrative services					
1	The ability of lecturers to provide service	00,0%	15,2%	66,7%	18,2%
2	The ability of educational staff to provide service	00,0%	15,2%	69,7%	15,2%
3	The ability of program managers to provide service	00,0%	15,2%	57,6%	27,3%
Responsiveness (daya tanggap)/ Administrative Services					
1	Ability of lecturers to assist students and provide services quickly	00,0%	24,2%	60,6%	15,2%
2	Ability of educational staff to assist students and provide services quickly	3,00%	21,20 %	63,60 %	12,10%
3	Ability of Program Study managers to assist students and provide services quickly	3,00%	18,20 %	54,50 %	24,20%
Assurance/ Teaching performance of lecturers.					
1	The ability of lecturers to provide confidence to students that the services provided are in accordance with the regulations	0,00%	9,10%	57,60 %	33,30%
2	The ability of educational staff to provide confidence to students that the services provided are in accordance with the regulations	0,00%	12,10 %	57,60 %	30,30%
3	The ability of study program managers to provide confidence to students that the services provided are in accordance with the regulations	3,00%	12,10 %	51,50 %	33,30%
Empathy/Teaching Performance of Lecturers					
1	vailability/care from the lecturer to provide attention to students	6,10%	15,20 %	60,60 %	18,20%
2	Availability/care from educational staff to provide attention to students	3,00%	18,20 %	57,60 %	21,20%
3	Availability/care from study program managers to provide attention to students	6,10%	9,10%	66,70 %	18,20%
Tangible (Learning facilities and infrastructure)					
1	Assessment of students on the adequacy of available facilities	3,00%	33,30 %	48,50 %	15,20%
2	Assessment of students on the adequacy of available infrastructure	6,10%	27,30 %	54,50 %	12,10%
3	Assessment of students on the accessibility of available facilities	3,00%	18,20 %	69,70 %	9,10%
4	Assessment of students on the accessibility of available infrastructure	6,10%	18,20 %	69,70 %	6,10%
5	Assessment of students on the quality of available facilities	3,00%	21,20 %	60,60 %	15,20%
6	Assessment of students on the quality of available infrastructure	3,00%	24,30 %	60,60 %	12,10%

Reliability/ Administrative Services

The data on the reliability aspect can be seen in the diagram below in **Figure 1**. The data

above shows the level of student satisfaction with the reliability aspect/administrative service, which is measured through three aspects: the

ability of lecturers, the ability of educational staff, and the ability of program study managers in providing services. The data indicates that no respondents gave a "poor" rating for all three aspects. The ability of lecturers received a "fair" rating from 15.2% of respondents, "good" from 66.7% of respondents, and "very good" from 18.2% of respondents. The ability of educational staff received a "fair" rating from 15.2% of respondents,

"good" from 69.7% of respondents, and "very good" from 15.2% of respondents. The ability of program study managers received a "fair" rating from 15.2% of respondents, "good" from 57.6% of respondents, and "very good" from 27.3% of respondents.

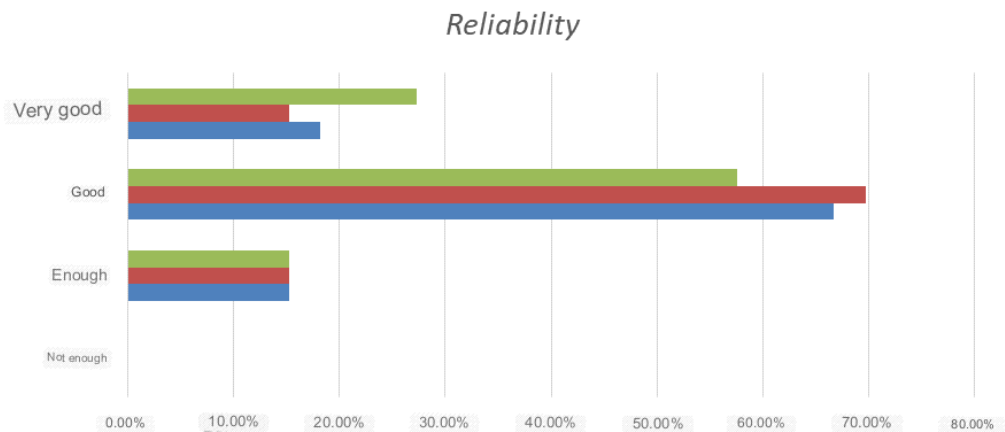


Figure 1 Student satisfaction with reliability aspect (administrative service)

Based on the data analysis, it can be seen that in the reliability aspect/administrative service, the majority of students are satisfied with the ability of lecturers to provide services, where 66.7% of respondents stated that the ability of lecturers to provide services is in the "good" and "very good" categories. Similarly, in the ability of educational staff to provide services, the majority of students are also satisfied with the services provided, where 69.7% of respondents stated that the ability of educational staff to provide services

is in the "good" and "very good" categories. However, in the ability of program study managers to provide services, 57.6% of respondents stated that the ability of program study managers to provide services is in the "good" category and 27.3% of respondents stated it is in the "very good" category.

Responsiveness/ Administration Service

The data on the aspect of responsiveness/administration service can be seen in the diagram below:

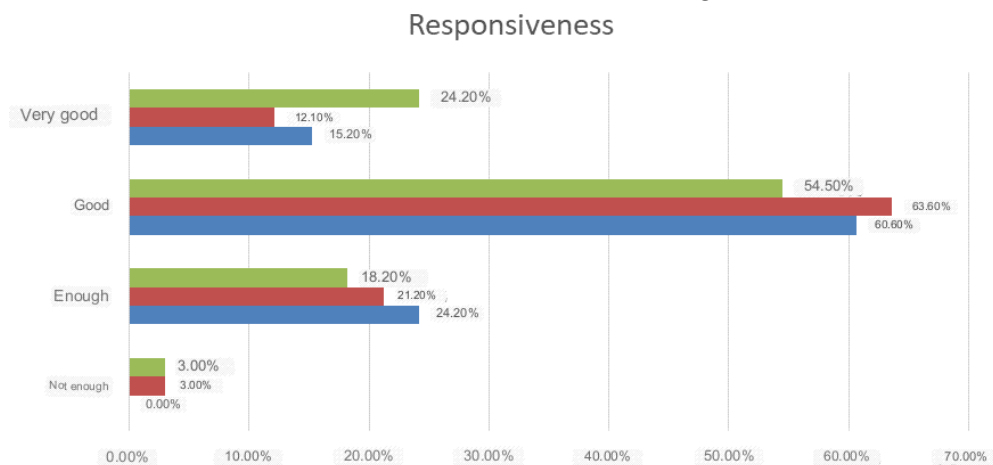


Figure 2 Student satisfaction on responsiveness aspect

The presented data shows the results of a survey on the level of student satisfaction with the reliability or administrative services provided by lecturers, education personnel, and Study Program (Prodi) managers at an educational institution. The data is divided into three aspects that are measured, namely the ability to assist students and provide services quickly.

In terms of the ability of lecturers to help students and provide services quickly, it can be seen that 24.2% of students stated that they were quite satisfied, 60.6% stated that they were satisfied, and only 15.2% stated that they were very satisfied. There were no respondents who expressed dissatisfaction. In terms of the ability of education personnel to help students and provide services quickly, 3% of students stated that they were dissatisfied, 21.2% stated that they were quite satisfied, 63.6% stated that they were satisfied, and 12.1% stated that they were very satisfied. Meanwhile, in terms of the ability of Prodi managers to help students and provide services quickly, 3% of students stated that they were dissatisfied, 18.2% stated that they were quite satisfied, 54.5% stated that they were

satisfied, and 24.2% stated that they were very satisfied.

Based on the data, it can be seen that the majority of students feel satisfied or above with the ability of the lecturers, educational staff, and program study managers in helping and providing services quickly. However, there are also a small number of students who feel less satisfied with the service.

Specifically, the percentage of students who feel very satisfied with the ability of the lecturers to provide services quickly is the lowest compared to other aspects. Meanwhile, the ability of program study managers to assist students and provide services quickly has the highest percentage of students who feel very satisfied compared to other aspects. Therefore, an evaluation and improvement of the aspects that are still unsatisfactory is necessary to improve student satisfaction with the administrative services provided by the university.

Assurance/ Lecturers' teaching performance

The data on the assurance aspect of lecturers' teaching performance that has been collected can be seen in the following diagram.

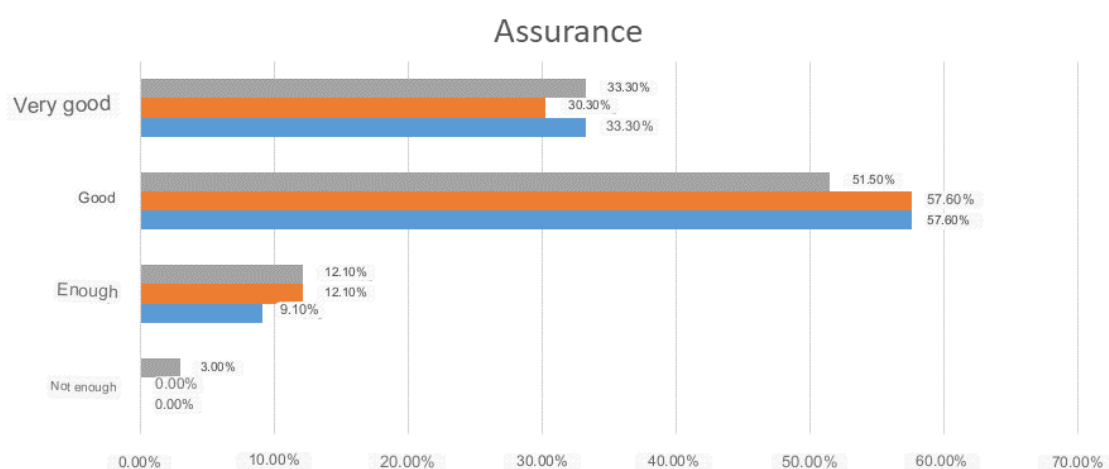


Figure 3 Student satisfaction with the assurance aspect.

Based on the data, the first measured aspect is the willingness or concern of lecturers in giving attention to students. The results show that 6.1% of respondents are dissatisfied, 15.2% are fairly satisfied, 60.6% are satisfied, and 18.2% are very satisfied with the willingness or concern of lecturers in helping them. The second measured aspect is the willingness or concern of education personnel to give attention to students. From the survey results, 3% of respondents are dissatisfied, 18.2% are fairly satisfied, 57.6% are satisfied, and

21.2% are very satisfied with the willingness or concern of education personnel in helping them. Lastly, the aspect measured is the willingness or concern of program managers to give attention to students. From the survey results, 6.1% of respondents are dissatisfied, 9.1% are fairly satisfied, 66.7% are satisfied, and 18.2% are very satisfied with the willingness or concern of program managers in helping them.

In the first data, it is apparent that the ability of lecturers to assist students and provide

services quickly receives a good level of satisfaction with a percentage of 60.6%, while the percentage of very satisfied and fairly satisfied levels are lower at 15.2% and 24.2%, respectively. In the second data, the ability of education personnel receives a satisfactory level of satisfaction with a percentage of 63.6%, followed by fairly satisfied with a percentage of 21.2%, and dissatisfied with a percentage of 3%. In the third data, it is evident that the ability of program managers receives a good level of satisfaction with a percentage of 54.5% and a very good level of satisfaction with a percentage of 24.2%, while fairly satisfied with a percentage of 18.2%, and dissatisfied with a percentage of 3%.

In addition, other percentage data shows that the concern of lecturers, educational staff, and programme managers in giving attention to

students also affects the level of student satisfaction. It can be seen that in all three sets of data, the higher the willingness and concern of the parties measured, the higher the level of student satisfaction.

From the results of the discussion, it can be concluded that reliability/administrative services and the willingness/care of campus personnel in giving attention to students are crucial in improving the level of student satisfaction. This can serve as a reference for the campus to continuously improve the quality of administrative services and attention to students in order to improve overall student satisfaction.

Empathy/Teaching Performance of Lecturers

Information on the results of the empathy aspect data that has been collected can be seen in the diagram below.

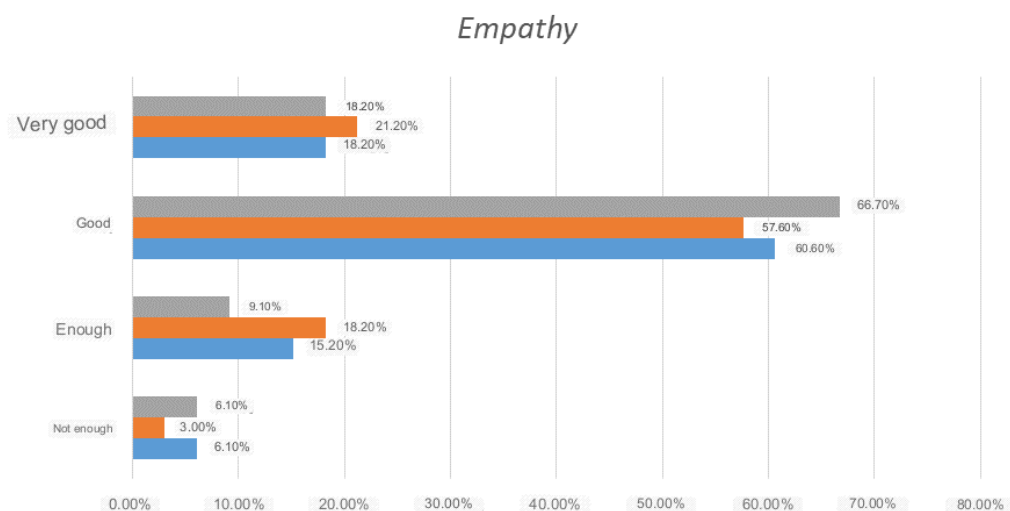


Figure 4 Student Satisfaction on Empathy Aspect

Based on the data, the first aspect measured is the willingness or concern of lecturers to provide attention to students. The results show that 6.1% of respondents feel dissatisfied, 15.2% are fairly satisfied, 60.6% are satisfied, and 18.2% are very satisfied with the willingness or concern of lecturers in helping them. The second aspect measured is the willingness or concern of educational personnel to provide attention to students. From the survey results, 3% of respondents feel dissatisfied, 18.2% are fairly satisfied, 57.6% are satisfied, and 21.2% are very satisfied with the willingness or concern of educational personnel in helping them. Finally, the aspect measured is the willingness or concern of program study managers to provide attention to students. From the survey results, 6.1% of

respondents feel dissatisfied, 9.1% are fairly satisfied, 66.7% are satisfied, and 18.2% are very satisfied with the willingness or concern of program study managers in helping them.

In the first data, it can be seen that the ability of lecturers to help students and provide services quickly gets a good level of satisfaction with a percentage of 60.6%, while the percentage of very good and fairly good levels of satisfaction is lower with 15.2% and 24.2%, respectively. Meanwhile, in the second data, the ability of educational personnel gets a good level of satisfaction with a percentage of 63.6%, followed by fairly satisfied with a percentage of 21.2%, and dissatisfied with a percentage of 3%. In the third data, it can be seen that the ability of program study managers gets a good level of satisfaction

with a percentage of 54.5% and a very good level of satisfaction with a percentage of 24.2%, while fairly satisfied with a percentage of 18.2%, and dissatisfied with a percentage of 3%.

Furthermore, other presentation data show that the concern of lecturers, educational staff, and program managers in providing attention to students also affects the level of student satisfaction. It can be seen that in all three data, the higher the willingness and concern of the measured parties, the higher the level of student satisfaction.

From the results of the discussion, it can be concluded that the reliability/administrative

service and the willingness/concern of campus parties in providing attention to students are very important in improving the level of student satisfaction. This can be a reference for the campus to continue improving the quality of administrative services and attention to students in order to improve the overall level of student satisfaction.

Tangible (Infrastructure/learning facilities)

The results of the data on the tangible aspect (infrastructure/learning facilities) that have been collected can be seen in the diagram below.

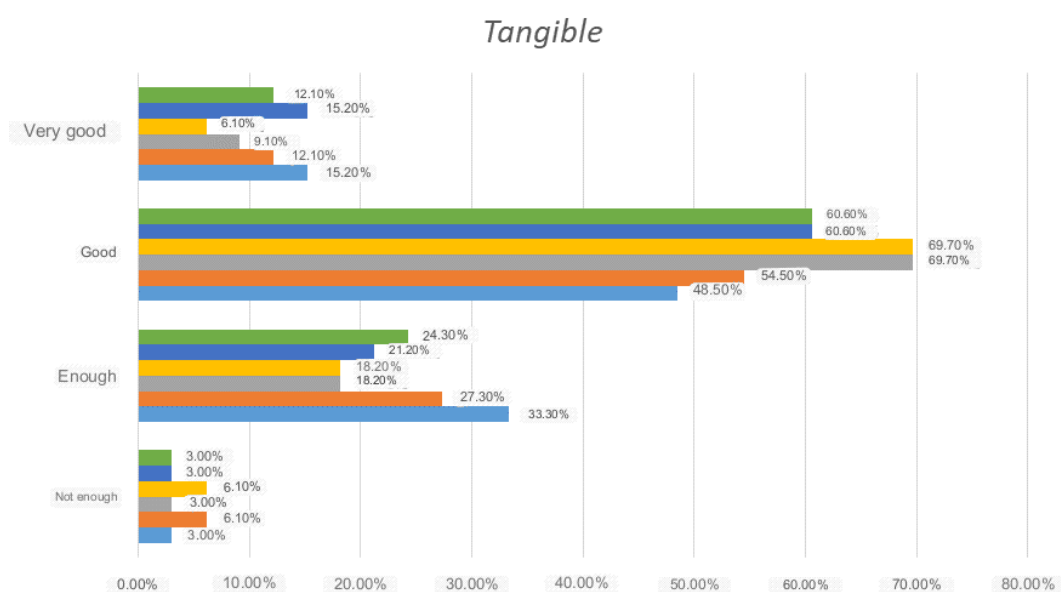


Figure 5 Student satisfaction on the Tangible aspect

Based on the presented data, it can be said that on the tangible aspect or learning infrastructure, 60.60% of respondents chose the good category, 23.75% chose the fair category, 11.63% chose the very good category, and 4.03% chose the poor category. Statements that fall into the poor category are "Student assessment of the adequacy of existing facilities", "Student assessment of the adequacy of existing infrastructure", "Student assessment of the accessibility of existing facilities", "Student assessment of the accessibility of existing infrastructure", "Student assessment of the quality of existing facilities", and "Student assessment of the quality of existing infrastructure".

Based on the given data, it can be said that the level of student satisfaction with the tangible aspect (learning infrastructure) has increased from the previous year. There was an increase in the

good and very good categories in the assessment of the adequacy of infrastructure and learning facilities, accessibility of facilities and infrastructure, as well as the quality of facilities and infrastructure. However, there was a decrease in the fair category in the assessment of the adequacy of infrastructure and learning facilities.

However, there is still a small percentage of students (4.03%) who gave a poor rating to all statements, including aspects of adequacy, accessibility, and quality of learning facilities and infrastructure. Therefore, efforts need to be made to continuously improve the quality and availability of learning facilities and infrastructure to meet the needs of students and improve their satisfaction levels.

In addition, this data can also serve as a reference for evaluating and improving the management of learning facilities and

infrastructure. This evaluation and improvement can be done by conducting periodic student satisfaction surveys and involving students in the planning, development, and evaluation of learning facilities and infrastructure. Thus, it is hoped that the quality of education and student satisfaction in learning at the university can continue to improve.

CONCLUSION

Student satisfaction with the reliability/administrative services aspect shows that the reliability/administrative services aspect of the study program is quite good and can provide satisfaction to students. Meanwhile, in terms of responsiveness/administrative services, the services provided by lecturers, educational personnel, and program managers in assisting students and providing services quickly have been quite satisfactory. However, evaluation and improvement still need to be carried out to improve student satisfaction to a more optimal level.

In terms of the assurance aspect or teaching performance of lecturers, students feel satisfied or very satisfied with the level of care and attention given by lecturers, educational staff, and program managers. As for the empathy aspect or teaching performance of lecturers, students feel satisfied to very satisfied with the willingness or concern of lecturers, educational staff, and program managers in providing attention and assistance to them.

Regarding the tangible aspect or learning infrastructure/facilities, the majority of respondents feel good (60.60%) about the available tangible or learning infrastructure/facilities. However, there are still a small number of respondents who feel not good (4.03%) about the existing infrastructure/facilities. Some factors that contribute to these statements include adequacy and accessibility of infrastructure/facilities, as well as their quality. Therefore, there is a need to improve the quality and availability of learning infrastructure/facilities to meet the needs and satisfaction of students.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

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