THE INFLUENCE OF ACADEMIC SERVICE QUALITY, CAMPUS FACILITIES, AND UNIVERSITY IMAGE ON STUDENT SATISFACTION FACULTY OF ECONOMICS AND BUSINESS UNIVERSITAS SWADAYA GUNUNG JATI CIREBON

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ABSTRACT

This study aims to analyze the impact of academic service quality, campus facilities, and university image on student satisfaction at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon. The population consists of all active students enrolled in the Faculty of Economics and Business, totaling 4,166 students. The sampling method used is non-probability sampling with a convenience sampling technique, resulting in a sample of 390 students. Descriptive analysis shows that the quality of academic services at FEB UGJ is categorized as good, with an average score of 3.62, although there are several aspects that need improvement, such as the consistency of leadership policies. The assessment of campus facilities is also good, with an average of 3.78; however, the availability of computer facilities is still inadequate. The university's image received positive ratings in brand and social aspects, but its academic image needs enhancement. The average satisfaction score of students indicates a good result, but there is a need to increase student participation in extracurricular activities. Verificative analysis using multiple linear regression indicates that academic service quality, campus facilities, and university image have a significant influence on student satisfaction. The obtained regression model is Y = 0.250 + 0.603X1 + 0.270X2 + 0.442X3, where X1, X2, and X3 represent academic service quality, campus facilities, and university image, respectively. The t-test shows that all independent variables positively contribute significantly to the dependent variable.

Keywords: *Academic Service Quality, Campus Facilities, University Image, Student Satisfaction.*

INTRODUCTION

This study examines how the quality of academic services, campus facilities, and institutional image affect student satisfaction within the Faculty of Economics and Business (FEB) at Universitas Swadaya Gunung Jati (UGJ) Cirebon. With the rapid growth of higher education in Indonesia—largely dominated by private universities (PTS)—FEB UGJ strives to maintain its position as a leading faculty that produces qualified graduates in economics and business, embracing local values with a global outlook.

Data reveals fluctuations in FEB UGJ's student enrollment from the 2019/2020 to the 2023/2024 academic years. The Accounting Program has seen a gradual decline in student numbers, while the Management Program experienced growth before declining over the past two years. To sustain student numbers and increase their satisfaction, FEB UGJ must continue to improve the quality of academic services, enhance available facilities, and strengthen the institution's image.

Survey results show that most students are fairly satisfied with the education and facilities provided, although there are areas that need improvement to further elevate satisfaction levels. In terms of study loyalty, 40% of students reported being satisfied and expressed a desire to complete their studies at FEB UGJ due to satisfactory services. However, around 15% of students reported feeling less satisfied, suggesting room for improvement in academic service quality.

The learning experience at FEB UGJ is generally considered adequate, with 35% of students strongly agreeing to continue their studies there. Nonetheless, around 20% of students are contemplating transferring, indicating a need for further efforts to retain students. On the other hand, interest in continuing to a master's program at FEB UGJ is relatively low, with an average score of 3.15, suggesting that FEB UGJ may need to design a more effective promotional strategy to attract students to its graduate programs.

Extracurricular activities demonstrate a fairly high satisfaction level, with an average score of 4.10, though some students remain uninterested, potentially due to limited program variety or a lack of information regarding available activities. Additionally, the use of campus facilities such as the library, career center, and student activity center was rated positively, with an average score of 3.95. However, accessibility or promotion of these facilities could be improved to encourage optimal use.

When asked if they would recommend the campus, only 15% of students strongly agreed, while 30% were less certain. This poses a challenge for the campus in improving its image and student satisfaction. Student pride in FEB UGJ is relatively high, with an average score of 4.00,

although some students are not yet fully proud, potentially influenced by varied study experiences.

Overall, the findings of this survey align with other studies that state academic service quality and campus facilities play a significant role in improving student satisfaction. Research by Adiputra, Azhari, and Budiasih (2023), as well as by Amalia, Mulyati, and Nurlaili (2023), emphasizes the importance of adequate service quality as a key determinant of satisfaction. Meanwhile, studies by Ardana et al. (2023) and Brayson, Ciamas, and Nugroho (2024) indicate that campus facilities, including electronic and digital services, significantly impact student satisfaction levels. Furthermore, research by Dharsono, Nursati, and Hutabarat (2022) highlights that a positive institutional image contributes to student satisfaction and loyalty.

Thus, FEB UGJ is encouraged to improve academic services, expand extracurricular activity options, and enhance campus facilities to be more attractive to students. Survey findings indicate that most students appreciate academic services and campus facilities, though some areas require attention, such as the low interest in pursuing graduate studies at FEB UGJ. This may signal a need for strengthening promotions and developing the graduate programs. It is hoped that this study can provide input for FEB UGJ management to conduct comprehensive evaluations in various areas to increase student satisfaction, enabling FEB UGJ to continue competing in the dynamic world of higher education.

THEORETICAL FRAMEWORK AND CONCEPTUAL MODEL
Marketing

According to Kotler and Keller (2009), marketing encompasses activities of planning, pricing, promoting, and distributing products to create exchanges that fulfill the needs of individuals and groups (Ekasari, Sidjabat, et al., 2022). MAANZ describes marketing as a series of activities that support mutually beneficial relationships through the creation and distribution of products (Baker, Graham, Harker, 1998). Armstrong and Kotler (2008) view marketing as a social process that facilitates the exchange of value between products (Ekasari, Sidjabat, et al., 2022). Alimin Erina considers marketing the key to achieving profit for companies, while Hadion and Sunarsih describe marketing as a primary activity to sustain business operations.

Service Marketing

Service marketing requires a different approach from product marketing due to the intangible, perishable, and concurrent nature of services and their production (Lahtinen et al., 2020, as cited by Halim Fitria et al., 2021). Grönroos (2020) notes that the traditional marketing paradigm often hampers service companies from achieving customer satisfaction (in Halim Fitria et al., 2021). In addition to benefiting producers, marketing offers advantages to consumers by providing a range of choices that enhance satisfaction (Andika & Susanti, 2018).

In the global era, increasingly intense competition pushes companies to improve service quality to remain competitive (Solimun & Fernandes, 2018, in Halim Fitria et al., 2021).

Service Marketing Mix

According to Tjiptono (2017), the service marketing mix consists of various tools that help marketers define the characteristics of the services they provide (Manap Abdul, Sani Indra, et al., 2023). Key components of the marketing mix include product, price, distribution, and promotion, designed to elicit the desired market response (Kotler & Armstrong, 2015 in Manap Abdul, Sani Indra, et al., 2023). In the context of service marketing, the 7P concept also includes additional elements such as people, physical facilities, and processes, which are crucial in supporting the quality of service delivery and the overall customer interaction experience.

Student Satisfaction

Student satisfaction in higher education reflects the comparison between expectations and experiences throughout their educational journey. According to Philip Kotler (2012), satisfaction is an emotional state that arises when the performance of a product meets expectations. Indicators of student satisfaction include re-enrollment in the same institution and student retention rates. Satisfied students are more likely to re-enroll each semester, showing loyalty to the institution. Additionally, various dimensions of satisfaction, such as academic quality, facility support, and interaction with faculty, influence their learning experience, making it important to maintain and improve educational service quality.

Academic Service Quality

Academic service quality is a concept that assesses how well services received by students meet their expectations. According to Parasuraman, Zeithaml, and Berry (1988), this quality is evaluated using the SERVQUAL model, which consists of five dimensions: reliability, responsiveness, assurance, empathy, and tangible evidence. Indicators affecting this quality, such as reliability, relate to faculty competency and policies implemented by leadership. Factors contributing to academic service quality include faculty competence, campus facilities, administrative system efficiency, and positive faculty-student interaction, enriching the learning experience.

Campus Facilities

Campus facilities are essential in supporting academic and non-academic activities. According to Davis and Darling (1996), campus facilities include various buildings, spaces, and necessary resources, such as classrooms, laboratories, and libraries. The quality of these facilities has a direct impact on student productivity (Robbins, 2016) and overall learning experience. Main dimensions of campus facilities include cleanliness, availability, accessibility, security, and comfort (Sirgy et al., 2007). Additionally, factors like investment in maintenance, friendly environmental design, and student participation in management play a role in the effectiveness of campus facilities (Sallis et al., 2008).

Institutional Image

The institutional image is influenced by various elements, as explained by Schiffman and Kanuk (2010) in Indrasari Meithiana (2022:100). The first element is Quality and Standard, which reflects the educational standards offered. Next, Trustworthiness is related to the public perception of the institution. Utility or Benefits refer to the perceived value by students. Service covers the institution's commitment to providing support to students. Additionally, Risk relates to potential advantages or disadvantages, while Price affects consumer perception. Lastly, Brand Image reflects the perception formed regarding the institution.

Conceptual Model

This study aims to explore the impact of academic service quality, campus facilities, and institutional image on student satisfaction in the Faculty of Economics and Business at Universitas Swadaya Gunung Jati Cirebon. Academic service quality, including aspects such as reliability and responsiveness, plays a significant role in influencing student satisfaction. In addition, campus facilities, including cleanliness and accessibility, also significantly contribute to satisfaction levels. A positive institutional image, encompassing reputation and learning experience, also influences students' perceptions. By understanding these relationships, the faculty can formulate strategies to improve satisfaction, loyalty, and institutional reputation.

Hypotheses

The hypotheses of this study are as follows:
1. Academic service quality has a positive effect on student satisfaction in the Faculty of Economics and Business at Universitas Swadaya Gunung Jati Cirebon.
2. Campus facilities have a positive effect on student satisfaction in the Faculty of Economics and Business at Universitas Swadaya Gunung Jati Cirebon.
3. Institutional image has a positive effect on student satisfaction in the Faculty of Economics and Business at Universitas Swadaya Gunung Jati Cirebon.

Research Methodology

This study employs a quantitative research method focused on the collection and analysis of numerical data to test theories and determine cause-and-effect relationships. This method is well-suited for gathering data to explain issues, collect information from large populations, and test existing hypotheses. The study is descriptive-verificative, aiming to describe phenomena related to academic service quality, campus facilities, and university image, as well as to test hypotheses regarding the influence of these variables on student satisfaction. Primary data is collected through questionnaires distributed to students, with data collection techniques

including observation, documentation, and questionnaires using a Likert scale.

Population and Sample

The population of this study includes all active students in Cirebon, specifically those enrolled in the Faculty of Economics and Business at Universitas Swadaya Gunung Jati Cirebon, totaling 4,166 students. Proper identification of the population is essential to ensure the relevance of the research results. The sample is drawn from the population using non-probability sampling with a convenience sampling technique, where 390 students are selected as respondents to achieve the desired level of statistical confidence. The sample size is determined using Slovin's formula, taking into account the proportion of active students in each study program.

Multiple Regression Analysis

Regression analysis is a statistical technique used to assess the relationship between one or more independent variables and a dependent variable. The objective of this method is to understand how changes in independent variables affect the dependent variable, as well as to identify if there is a linear relationship between the two. In this study, multiple regression analysis is applied to assess the simultaneous influence of several independent variables, including Academic Service Quality, Campus Facilities, and University Image, on Student Satisfaction. This analysis allows the researcher to evaluate the strength and patterns of relationships among the variables being studied.

Coefficient of Determination

The simultaneous coefficient of determination is used to determine how much influence the independent variables have on the dependent variable. The extent to which the independent variables affect the dependent variable is usually expressed as a percentage (Ghozali, 2018). The R^2 value ranges from 0 to 1. An $R^2=1$ indicates that the independent variables can explain 100% of the variance in the dependent variable. Conversely, if $R^2=0$, it indicates that the independent variables cannot explain any variance in the dependent variable.

RESEARCH FINDINGS AND DISCUSSION
Descriptive Analysis

Respondent Feedback on Academic Service Quality Variable The research findings indicate that the academic service quality at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati (FEB UGJ) is generally good, with an average score of 3.6190477. Although the reliability indicator reached 3.748096, there are two areas requiring attention: consistency in leadership policies and accuracy in administrative services. The responsiveness and empathy indicators also showed positive results, but improvement is needed in terms of the promptness of academic staff responses and attentiveness to individual student needs. Additionally, the assurance indicator scored 3.464127, suggesting that students are somewhat uncertain about the competence of faculty members. Improvements in these aspects are necessary to enhance the

academic experience for students at FEB UGJ.

Respondent Feedback on Campus Facilities VariableThe study results regarding campus facilities at FEB UGJ show that, overall, the quality of facilities is considered good, with an average score of 3.77556594. However, some areas need improvement. The physical condition of buildings and availability of learning spaces were rated positively, while the availability of equipment and technology, particularly computer facilities, was seen as inadequate. The average scores for each indicator suggest that certain classrooms and meeting spaces cannot accommodate the student population optimally. Thus, enhancing facilities and addressing areas that are lacking are essential to support a better learning experience.

Respondent Feedback on University Image VariableBased on the study on the university image of Universitas Swadaya Gunung Jati (UGJ), findings reveal that the average scores for brand image, social image, and perceived quality of services fall into the good category. However, the academic image was noted as less favorable. Aspects related to UGJ's reputation and logo recognition received positive responses, but the organization of seminars and teaching quality require improvement. To enhance its academic image, UGJ should focus on improving the quality of academic programs and activities. Overall, these findings indicate that UGJ has good potential, although there is still a need for improvements, particularly in academic aspects.

Respondent Feedback on Student Satisfaction VariableThe research findings on student satisfaction at FEB UGJ show an overall average score in the good category. Indicators such as "Makes Regular Repeat Purchases" and "Demonstrates an Immunity to The Pull of The Competition" yielded positive results, while "Purchases Across Product and Service Lines" and "Refers Others" were rated lower. This indicates that students feel satisfied with the services and quality of education provided, but there is a need to increase participation in extracurricular activities and encourage referrals to others. Consequently, improvements in these areas are necessary to enhance the academic image and overall satisfaction at FEB UGJ.

Verificative Analysis
Multiple Linear Regression Analysis

Table 1
Multiple Linear Regression Analysis

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0,250	0,817		0,306	0,760
Academic Service Quality	0,603	0,039	0,721	15,314	0,000
Campus Facilities	0,270	0,083	0,206	3,268	0,001
University Image	0,442	0,047	0,453	9,389	0,000

a.   Dependent Variable: Student Satisfaction

Based on the table above, the following equation can be derived:

Y = 0.250 + 0.603 Academic Service Quality + 0.270 Campus Facilities + 0.442 University Image

The equation being analyzed has several significant meanings. First, the constant value of 0.250 indicates that in the absence of any influence from the variables of academic service quality, campus facilities, and university image, the purchase decision would remain at 0.250. Second, the academic service quality variable **t-test**

records a value of 0.603, which indicates that each 1% increase in service quality will increase student satisfaction by 0.603. Third, the campus facilities variable contributes 0.270, meaning that a 1% improvement in campus facilities will positively affect student satisfaction. Finally, the value of 0.442 for the university image indicates that each 1% increase in image can contribute to an increase in student satisfaction.

Table 2
t-test

Coefficients[a]

Model	t	Sig.
1 (Constant)	0,306	0,760
Academic Service Quality	15,314	0,000
Campus Facilities	3,268	0,001
University Image	9,389	0,000

a.   Dependent Variable: Student Satisfaction

From the results of the t-test analysis in the table above, the following conclusions can be drawn: Based on data analysis using IBM SPSS Statistics 21, the hypothesis testing results indicate that academic service quality (X1) has a positive effect on student satisfaction (Y) with a t-value of 15.314, which is greater than 1.966557, and a probability of 0.000, **Coefficient of Determination**

which is less than 0.05. Furthermore, campus facilities (X2) also show a positive impact on student satisfaction, with a t-value of 3.268 exceeding 1.966557 and a probability of 0.001. Finally, the university image (X3) also positively contributes to student satisfaction, as indicated by a t-value of 9.389, which is greater than 1.966557 and a probability of 0.000.

Table 3
Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,942ᵃ	0,887	0,886	2,08252

a. Predictors: (Constant), University Image, Academic Service Quality, Campus Facilities
b. Dependent Variable: Student Satisfaction

Based on the table above, it can be explained that academic service quality, campus facilities, and university image can influence student satisfaction by 88.7%, while the remaining 21.3% is influenced by other factors not examined in this study.

DISCUSSION

1. **Condition of Academic Service Quality, Campus Facilities, University Image, and Student Satisfaction at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon** Data analysis indicates that respondents evaluated various service aspects at the Faculty of Economics and Business,

Universitas Swadaya Gunung Jati Cirebon. The quality of academic services scored highest on the reliability (3.748) and tangible (3.699) indicators, while the empathy (3.518) and assurance (3.464) aspects show a need for improvement. Overall, campus facilities received a good rating (3.776), but the availability of equipment and technology (3.699) is still considered inadequate. The university image recorded an average score of 3.566, indicating a positive perception, although the academic image (3.398) requires enhancement. The average student satisfaction reached 3.559, indicating a high level of loyalty, but there is still potential for improvement.

2. **The Impact of Academic Service Quality on Student Satisfaction** Data analysis using IBM SPSS Statistics 21 showed a t-value of 15.314, which exceeds 1.966557, with a probability of 0.000, less than 0.05. This indicates that academic service quality (X1) positively influences student satisfaction (Y). In other words, improvements in academic service quality at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon can enhance student satisfaction. Students, as customers, are entitled to quality education and adequate services (Brayson et al., 2024). Student satisfaction depends on their perceptions of service quality, making the enhancement of service quality a priority for the institution (Assyahri & Mardaus, 2023).

3. **The Impact of Campus Facilities on Student Satisfaction** Analysis results with IBM SPSS Statistics 21 indicated a t-value of 3.268, which is higher than 1.966557, with a probability of 0.001, less than 0.05. This demonstrates that campus facilities (X2) have a positive influence on student satisfaction (Y), suggesting that improvements in campus facilities at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon can boost student satisfaction. Therefore, investment in facilities should be a priority in the institution's development strategy. Good facilities not only meet academic needs but also support the development of students' interests and talents, which in turn enhances their learning experience (Brayson et al., 2024).

4. **The Impact of University Image on Student Satisfaction** Analysis using IBM SPSS Statistics 21 indicated a t-value of 9.389, which is greater than 1.966557, with a probability of 0.000, less than 0.05. This shows that university image (X3) positively impacts student satisfaction (Y). Therefore, enhancing the image at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon has the potential to improve student satisfaction, making institutional image management a strategic focus. Student satisfaction is crucial for building the institution's reputation and increasing loyalty, while a positive image can strengthen the competitiveness of higher education institutions in an increasingly competitive market (Brayson et al., 2024; Dirgantari, 2012).

CONCLUSION

The findings of this study indicate that the quality of academic services at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon, is rated as quite good, although there are some weaknesses related to the aspects of assurance and empathy. Campus facilities also received positive evaluations, but there are shortcomings

in terms of the provision of equipment and technology. The university image is generally positive, although perceptions regarding academic quality still require improvement. Overall, student satisfaction is considered good, but there is an opportunity to enhance their experience in utilizing services and recommending the university to others. Furthermore, academic service quality, campus facilities, and university image have been shown to positively influence student satisfaction.

RECOMMENDATIONS

Several recommendations for improving the quality of academic services, campus facilities, and university image at the Faculty of Economics and Business, Universitas Swadaya Gunung Jati Cirebon include enhancing training for lecturers and academic staff to create a sense of security and provide assurance to students, as well as improving communication and attention to their needs. Additionally, mentoring programs should be established to provide extra support for students. It is also important to assess the existing equipment and technology and invest in the latest technology. Promoting academic achievements and establishing collaborations with other institutions can further enhance students' positive perceptions of the university.

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