



The relationship of academic service quality with student satisfaction of level 3 nursing study program at STIKes Santa Elisabeth Medan 2022

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ABSTRACT

Quality of service is everything that focuses on services that are the needs and desires of student's while satisfaction is a feeling of pleasure or disappointment that arises after a comparison process between student's perceptions of performance or services provided to students, with the hope that students will be satisfied with the service the. services provided. Factors that influence student satisfaction are reliability, responsiveness, assurance, empathy and the last is tangible. Meanwhile, service quality is influenced by expected service and perceived service. This type of research is correlation using a cross sectional approach. Sampling using total sampling technique amounted to 85 respondents. The results showed that 56 respondents (65.9%) were satisfied with student satisfaction, while the quality of service they received was good with the results of 63 respondents (74.1%). The results of the Rank Spearman statistical test showed a value of $p = 0.254$, based on the research results obtained with a sample of 85 respondents, as many as (74.1%) of respondents got good quality academic services, while student satisfaction was obtained as many as (65.9%) of respondents and there is no significant relationship between service quality. It is recommended for future researchers to conduct research by looking for other factors that influence student satisfaction variables. factors such as physical evidence, reliability, responsiveness, empathy, and assurance

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1. INTRODUCTION

Satisfaction is a person's feeling of pleasure or disappointment that arises after conducting a comparison process between students' perceptions of the services provided to students, with the hope that students feel satisfied, so that universities provided by universities are not in accordance with student expectations, dissatisfaction will occur (Setiawan, 2021).

The results of a survey conducted by Indrajit in Minahasa in 2020 with a total of 370 respondents stated that student satisfaction in terms of tangibility (real evidence) obtained an average

value of 3.85 where the factors that really need attention from the management are books in the library and supporting facilities. such as internet networks, sports fields, learning parks and so on and in terms of responsiveness (agility) the lecturers are still not fully good with an average value of 3.8, there needs to be an increase in aspects of service speed and time provision for students (Klabat, 2020). That affect student satisfaction according to the journal (Widawati, 2021), namely, reliability related to leadership policies, there is also responsiveness related to student complaints, besides the certainty of school institutions providing guarantees, and empathy related to the understanding of institutional personnel towards student needs, and the last one is tangible (Vika, 2021), then in the research conducted (Budiarti, 2018), those that affect student satisfaction are environmental factors, which will have an indirect influence on giving good (positive) or bad (negative) recommendations between fellow students (Budiarti, 2018).

Quality of service is everything that focuses on services that meet the needs and desires of students accompanied by accuracy in delivering so as to create a balanced suitability with the wishes of these students (Tulak, 2018). Academic services at a university in the field of services and facilities provided to students may be able to meet the criteria and not all universities and campuses can meet needs such as academic facilities and services (Lubis, 2020). Academic services are said to be of high quality if they match the needs of their customers. The demands of universities in improving services are very important in dealing with students who need high attention and service (Mokodompit, 2019). As for academic services, namely, academic regulations, tuition, curriculum, academic guidance/consultation, practicum, final project, evaluation, including learning aids such as libraries, OHP, laboratories and others, therefore this academic service is directly related to students (Masyita, 2020).

The results of a survey conducted (Tulak, 2018) in Palopo they stated that the prevalence of student satisfaction would be achieved if there was a match between the services provided to students, it was found that students who assessed the quality of service were good with a satisfied response of 13 people (32.5%) and 27 people were dissatisfied (67.5%), while those who assessed the quality of service were not good with a satisfied response as many as 18 people (45.0%) and 22 people who were not satisfied (55.0%). Then the results of a survey conducted by Syaiful in 2016 at usu (university of North Sumatra) that the results of the prevalence of the research that were obtained were that most of the 3rd semester students had a good perception of student activity services as many as 14 respondents (53.8%), 5th semester students had 23 respondents (88.5%), and the 7th semester had bad perceptions as many as 20 respondents (71.4%) towards the service activities of undergraduate nursing students at the nursing faculty of the North Sumatra university (Syaiful, 2016 (Empathy).

The causes of student satisfaction are reduced because the academic service received is not in accordance with student expectations such as tangibles, namely educational facilities, lecture tools, media in teaching and educational infrastructure, reliability, namely the reliability of lecturers and academic staff, responsiveness) namely the responsiveness of academic staff to help and provide student scholarships, assurance, namely the treatment or polite attitude of academic staff to students in providing services, and empathy, namely understanding of student interests (Tulak, 2018).

Based on the description above, the researchers are interested in conducting research on "the relationship between the quality of academic services and the satisfaction of undergraduate nursing students at level 3 STIKes Santa Elisabeth Medan in 2022" which aims to analyze the relationship between academic service quality and satisfaction. mahasiswa prodi S1 keperawatan tingkat 3 di STIKes Santa Elisabeth Medan Tahun 2022.

2. RESEARCH METHOD

The research design is the end result of a decision stage made by researchers related to how a research can be applied. The research design is a strategy to achieve the goal research that has been set and acts as a guide or guide research in the entire research process (Nursalam, 2020). The research design used by researchers is type research quantitative with cross sectional design. The cross sectional design is one of a kind research that is time pressure measurement of independent variable observation data

and the dependent variable only once at a time (Nursalam, 2020). The design in this research thesis aims to find out relationship between academic service quality and undergraduate student satisfaction level 3 war in Elisabeth Medan in 2022.

The population is the entire collection of cases in which a researcher interested in conducting this research (Polit & Beck, 2012). Population in this study, there were 85 undergraduate students in nursing at level 3 students. The sample is a subset of the population elements, the sample is selected by using the total sampling where the number of samples is equal to the total population, namely 85 people.

Variables that affect or affect other variables. Something Stimulus activity manipulated by researchers has an impact on the dependent variable. Independent variables are usually manipulated, observed, and considered to know or influence other variables (Nursalam, 2013). In this study, two variables were used, namely the independent variable, namely the quality of academic services, and the second variable, namely student satisfaction. Operational definition is a definition based on observed characteristics of something that is defined. Characteristics that can be measured (observed). which is the operational definition. Observable means possible researchers to make careful observations or measurements of something 29 STIKes Santa Elisabeth Medan object or phenomenon which can then be reproduced again by another person. There are two kinds of definitions, nominal definitions apply the meaning of the word; essence, characteristics, purpose, and usability and origin (cause) while the real definition applies the object that is in its limit consists of two elements, elements that equate with other things and elements that differentiate it from the others (Nursalam, 2020).

3. RESULTS AND DISCUSSIONS

This research is located in the Stikes Santa Elisabeth Medan environment and this research was started from April 23 to May 8 2022. The respondents in this study were students of undergraduate nursing program Level 3 Number of respondents in this study amounted to 85 respondents.

Table 1. Distribution of Respondents Based on Quality of Service Academics for Level 3 Bachelor of Nursing Study Program Students at STIKes Santa Elisabeth Medan 2022 (n=85)

No	kualitas pelayanan akademik	f	%
1	Baik	63	74,1
2	Cukup	18	21,2
3	Kurang	4	4,7
	Total	85	100

Based on the results of research conducted in the STIKes Santa environment Elisabeth Medan in 2022, obtaining academic service quality results in 3rd level students of the Fellowship Undergraduate Program are in the good category of 63 respondents (74.1%), service quality is in the sufficient category with results 18 respondents (21.2%), the quality of service is in the less category with the results of 4 respondents (4.7%). This shows that all respondents argues that the quality of academic services that are obtained from lecturers nor the majority either. The factors that affect quality academic service is student satisfaction where the respondents on In this study, the majority were satisfied as many as 56 respondents, therefore Student satisfaction must be considered so that the academic services provided are of good value, if the services received exceed student expectations then service quality is good (Sumarni, 2019).

This is also in line with the research conducted (Hermawan, 2018) which The score states the lowest average, which is 2.92 which states that the system the existing information is worked out reliably, it has a fairly good criterion assess students. While the highest average score is 3.48 states that staff are neat, polite in accordance with the situation and condition, it has good criteria from student assessment. Average score overall is 3.11 which means that students respond and give good rating of service. This means that all aspects of service are given well and received a positive response from students.

Researchers assess if the quality of academic services that are obtained students in accordance with the expectations and desires of students then the quality the service is considered good, this illustrates that the lecturer is always caring, lecturers dress neatly, listen to natural problems students, providing fast service and providing solutions to student if the student is in trouble.

Supported by research (Girsang & Saragih, 2018) states a Quality is called good if the service provider provides services that exceed customer expectations, if customers (students) get more service lower than expectations, the quality of the service is considered bad. If service If the service received is in accordance with expectations, the quality of the service is good and satisfying, and if the service received exceeds expectations, then the quality of the service is ideal.

Table 2. Distribution of Respondents Based on Student Satisfaction At S1Degree of Nursing Study Program at STIKes Santa Elisabeth Medan in 2022 (n=85)

No	kepuasan	f	%
1	Puas	56	65,9
2	Sangat puas	29	34,1
	Total	85	100

Based on the results of research conducted in the STIKes Santa environment Elisabeth Medan Year 2022. Regarding student satisfaction, get the data are in the very satisfied category as many as 29 respondents (34.1%), satisfaction students who are in the satisfied category get as many as 56 respondents (65.9%). This shows that all respondents think that The majority of student satisfaction obtained from lecturers and campuses are satisfied for the academic services provided. The influencing factors Student satisfaction is the quality of academic services, in which the services provided properly give satisfaction to students, besides that there is also the quality of the product where the services or services that students get in accordance with the quality expected of students so that student satisfaction achieved (setiawan, 2021).

In line with the results of research conducted by (Akhmal et al.,2018) states student satisfaction with tertiary services private students in the city of Medan have got very good servants. (2.19%) said they were satisfied with safety and comfort as well as the learning process good teaching given by lecturers and the campus. (2.10%) and also said they were satisfied with the library services on the campus.

The researcher believes that most of the students are satisfied with the quality of academic services provided by lecturers, staff and institutions. the services provided by lecturers in academic services have an influence a big impact on student satisfaction. The research results obtained that Respondents were satisfied with various services provided by lecturers and students institutions, such as learning materials provided in accordance with RPS, attitudes friendly and polite staff, conveying a clear lesson plan, handling problems during guidance and counseling, the presence of appropriate lecturers time and also the lecturer is able to become a counselor.

Supported by research conducted by (Hermawan, 2018), that student satisfaction is obtained Satisfied and very satisfied because it provides clean rooms, as well as friendly and comfortable service so that students feel satisfied with the service provided.

Table 3. Distribution of Frequency and Percentage Quality Relations Academic Services With Level 3 Student Satisfaction S1 Nursing Study Program at STIKes Santa Elisabeth Medan 2022 (n=85)

	KUALITAS	KEPUASAN
Spearman's rho	Correlation Coefficient	1.000
	Sig. (2-tailed)	.125
	N	85
	Correlation Coefficient	.125
		1.000

Sig. (2-tailed)	.254	.
N	85	85

Based on the results of the Spearman Rank statistical test, the value of $r = 0.125$ and value of $p = 0.254$ ($p < 0.05$), thus H_a is rejected and H_o is accepted Which means there is no relationship between the quality of academic services with satisfaction students in level 3 undergraduate study programs are included in STIKes Santa Elisabeth Medan in 2022. Then get the correlation coefficient value, namely (0.254) between the quality of academic services and student satisfaction in Level 3 students of the Si study program are included in STIKes Santa Elisabeth Medan Year 2022. Student satisfaction at the Santa Elisabeth Medan stikes the majority are satisfied and the quality of service has been obtained both in parts the lecturer is always neatly dressed, the lecturer's friendly and polite attitude makes students feel satisfied, besides that the comfort of the classroom makes students feel satisfied, after that there is also learning that makes students feel comfortable.

In library services it also makes students feel satisfied, such as a comfortable, clean library reading room, books which is up to date, then there are also services in the laboratory section make students feel satisfied, namely comfortable practice, provide complete tools in accordance with the appeal of learning, attitudes Friendly lecturers during practice and make it easier for students to practice returns and borrows tools. And there are also administrative services what makes students feel satisfied is that the cashier provides information clear, friendly, polite and facilitate students in the payment process.

The results of the explanation above show that the level of correlation is included very weak correlation category, where if students feel satisfied then the quality the service provided is good, and vice versa if the quality of service is given is not in accordance with student expectations, the quality of service is assessed bad. Therefore quality is called good if the service provider provides it services that exceed student expectations, if you get students service is lower than expectations, the quality of the service is considered bad, Student organizations require a balance between needs and desire with what is given (Saragih, 2018).

Not in line with the research conducted (Masyita, 2020), which said the results of research on the quality and quality of academic services non-academic services partially provide a positive influence and significant to student satisfaction, as well as to the results of hypothesis testing simultaneously or the F test in this study obtained F count $>$ F table, namely ($96.984 > 3.903$) which means the quality of academic services and quality non-academic services simultaneously provide a positive influence and significantly to student satisfaction in the STIEM Management Study Program Bongaya Makassar.

Researchers select that the quality of academic services with satisfaction students obtain results that have no relationship, where are the results obtained researchers from each of the majority of respondents stated that they were satisfied with the service where lecturers always provide solutions to academic students if students have problems, the room is clean, and the lecturer is always there neat appearance. Students as consumers are right get good academic service, thus the hope students are achieved or feel satisfied with the services provided by the campus. Thus students can 9 to the community about the quality of academic services provided by the campus, which is of good value provide academic services to students.

Supported by research conducted by (Nugroho et al., 2018) which state the results of hypothesis testing partially physical evidence variables, vice versa and assurance has no significant effect on student satisfaction meaning physical evidence, hatred, and guarantees don't matter in influence student satisfaction. Besides that, based on the results of responsiveness and empathy, dominant influence significantly on student satisfaction.

After processing the data using SPSS, it is obtained the result is no relationship between the quality of academic services with satisfaction students, thus making researchers observe or analyze back about the quality of academic services with student satisfaction with different respondents but in the same institution and using the statement the same, after re-observing again and processing the

data using SPSS also got the result that there is no relationship between quality service and student academic satisfaction.

Not in line with research conducted by (Susianti, 2019) which states that tangible/physical evidence has no significant effect on student satisfaction shows that the better the physical evidence that exists, it can be guaranteed that the greater student satisfaction. So got it can be concluded that the tangible/physical evidence variable is owned by STIE Lamappapoleonro Soppeng is already good but there are still deficiencies in terms of it complete facilities such as canteen, garden and a large parking area so that it is said that the variable tangible/physical evidence has a positive effect but not significant but tangible/physical evidence is also fair in giving satisfaction to students, the same thing with responsiveness / responsiveness to satisfaction students partially have a positive but not significant effect on STIE Lamappapoleonro Soppeng. This research shows that reliability positive and significant effect on student satisfaction so reliability / reliability is very important in improving student satisfaction. In addition, guarantees / guarantees for student satisfaction partially positive and significant effect on student satisfaction shows that the better the guarantee given, the more great student satisfaction. Likewise with empathy / empathy partially positive and significant effect on student satisfaction.

The researcher compiled that after re-observing it turned out there is no relationship between the quality of academic services with satisfaction students, where the quality of service they get is good where the lecturers and the staff always wear neat clothes, providing a clean lecture hall tidy, lecturers and staff enter the office on time, supervising lecturers academic help to find solutions to solve academic problems experienced by students, besides that there are also services in the administrative section that provide friendly, patient, uncomplicated and fast service, besides that there is also the service procedures in the library are clear, students are confident about work which can provide jobs for alumni, as well as laboratory services that provide friendly, polite, clean and comfortable. In addition, there are also students who are satisfied with the quality of academic services in the library service section which is stated as space comfortable and clean reading library, service in the laboratory section stated that the practice room was clean, comfortable, friendly and polite, as well services in the administration section which states that cashiers are friendly and polite, and lecturers provide motivation to improve academic achievement.

Also supported by research conducted by (Syakur, 2018) which stated that the quality of academic services to the majority of students felt already good with lecture halls that are clean, tidy, and comfortable. Besides the procedure academic services that are easy, clear and uncomplicated. Lecturer ability and staff to be responsive in serving student needs (KTI consulting, KHS, KRS, and freshman registration), the lecturer conveys the material and answers to questions in class, the lecturer gives lectures on time and the lecturer also holding additional lectures if they have not covered what is felt by respondents, besides that lecturers and staff pay attention to students who are lacking in academics, PA lecturers provide academic and directions for each student.

Data collection begins with submitting a thesis title first then carry out the research permit procedure, then determine In response, the researcher then contacted one of the Level 3 undergraduate nursing study program students to provide information regarding the research to be carried out by the researcher. The researcher then created a whatsapp group, then Level 3 fellowship undergraduate program students joined via the group link shared by the researcher, after all Level 3 fellowship undergraduate study program students had joined the WhatsApp group then the researcher introduced identity, research objectives in the WhatsApp group that had been made by the author and provide informed consent (letter approval) via the google form link. After the respondent filled Informed Approval, the authors thank the respondents who have agreed and not willing, then the researcher asked the respondent's willingness to fill out questionnaire of academic service quality and student satisfaction that has been made researcher by using the google form link. After that the researchers collected data that could and processed the data in SPSS.

After processing the data using SPSS, the results showed that there was no relationship between the quality of academic services and student satisfaction, so the researchers made

observations or re-analyzed the quality of academic services with student satisfaction with different respondents but in the same institution and using the same statement, after re-observed again and processed the data using SPSS also got the results that there was no relationship between the quality of academic services and student satisfaction.

Not in line with the research conducted (Masyita, 2020), which said the results of research on the quality of academic services and quality non-academic services partially provide a positive influence and significantly to student satisfaction, as well as to the results of hypothesis testing simultaneously or the F test in this study obtained F count > F table namely ($96.984 > 3.903$) means the quality of academic services and quality non-academic services simultaneously provide a positive influence and significantly to student satisfaction in the STIEM Management Study Program Bongaya Makassar. And researchers consider that the quality of academic services with student satisfaction results do not have a relationship, where the results obtained by researchers from each respondent the majority state that they are satisfied with academic services where lecturers always provide solutions to students if students have problems, clean rooms, and lecturers always neat appearance. Students as consumers are right get good academic service, thus the hope students are achieved or feel satisfied with the services provided by the campus. Thus students can go to the community about the quality of academic services provided by the campus, which is of good value provide academic services to students.

4. CONCLUSION

It is known from 85 respondents who stated that the quality of service was in the good category as many as 63 respondents (74.1%), who had sufficient academic service quality as many as 18 respondents (21.2%), and those who stated that the service quality was good. less academic services as many as 4 respondents (4.7%). And student satisfaction obtained is in the satisfied category as many as 56 respondents (65.9%) and those who have student satisfaction are in the very

satisfied category as many as 29 respondents (34.1%). Data from 85 research respondents using the Spearman rank statistical test also obtained a value of $r = 0.125$ and a value of $p = 0.254$ ($p < 0.05$), where the relationship between academic service quality and student satisfaction shows a very weak relationship and has a very weak relationship. . positive pattern, meaning that the better the quality of academic services, the higher the level of student satisfaction at Stikes Santa Elisabeth Medan. Thus H_a is rejected and H_o is accepted, which means that there is no relationship between the quality of academic services and student satisfaction for level 3 nursing study programs at STIKes Santa Elisabeth Medan in 2022. As for the limitations of the researcher, namely in collecting data in the form of a questionnaire which was distributed to students and The quality of academic services and student satisfaction at STIKes Santa Elisabeth Medan has been assessed as good and recommended for further researchers to conduct research by looking for other factors that affect student satisfaction variables.

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