Satisfaction of Indonesian Health Promotion and Academic Services in Higher Education

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ABSTRACT

Aims Global challenges affect universities in Indonesia to improve academic services and health promotion. This study aimed at how universities consider student satisfaction with academic services and health promotion.

Instrument & Methods This research uses a descriptive method. This research was conducted in six state Islamic universities in Indonesia and involved 315 students. Research data collection using a questionnaire. The variables in the study include lectures, counseling, health issues, additional services, hidden services, explicit services, and social atmosphere. This study uses Rasch analysis to measure variables with the help of WINSTEPS 3.73 in determining validity and reliability. The RASH model is used in this study to verify the measurement of service quality variables. Rash's model only focuses on student perceptions and gains satisfaction with the dimensions of academic service and health promotion.

Findings The results showed student satisfaction based on demographic characteristics that state Islamic universities were more dissatisfied than university-type Islamic colleges.

Conclusion Academic services to students need to be considered to increase student satisfaction.

Keywords Academic Satisfaction; Health Promotion; RASCH Model; Service Quality

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CITATION LINKS

[1] Measuring the service quality of urban rail transit based on interval-valued ... [2] Service quality assessment and student satisfaction in ... [3] Conceptualization and assessment of E-service quality ... [4] Analyzing universities service quality to student ... [5] Modeling business student satisfaction : utilitarian value and hedonic ... [6] Students' expectations and students' satisfaction ... [7] Populists, gender, and national ... [8] Emotional engagement and student ... [9] CSR, co-creation and green consumer loyalty: are green banking ... [10] Construct validation for academic application in higher ... [11] Validation of an instrument for measuring integrated ... [12] Interrelationships among service quality factors ... [13] On a combined theory of pay level ... [14] Exploring different airport users' service quality ... [15] The effect of service quality on customer satisfaction ... [16] Social integration and subjective ... [17] Science of the Total Environment Indoor air problems ... [18] Looking after teacher wellbeing: does teacher ... [19] Children and youth services review ... [20] Perceptions of social climate and aggressive ... [21] Strategic integration of battery energy ... [22] Development of grid-responsive buildings ... [23] Manufacturing & service operations management ... [24] Improving curriculum alignment and achieving ... [25] Computers & Education A framework for cooperative ... [26] Moderating effect of perceived trust on service ... [27] Let's make it better: An updated model ... [28] Hope, harmony and humanity: creating a positive ... [29] Adapting measures of social climate for use with individuals ... [30] Gender equality and gender norms ... [31] Gender equality and UN sustainable ... [32] Gender equality and gender gaps in ... [33] The behavior of household finance ...

Introduction

Customer service is a commitment to customer satisfaction that leads to a positive customer perception of the organization. Organizational service quality has a strong influence on customer satisfaction [1]. Customers are the organization's main asset for the sustainability of the Institution. Organizations should facilitate good service and evaluation of the services provided. The skills of the teacher influence student satisfaction in giving lessons. Student satisfaction is one of the important factors influencing student interest in higher education.

Today's global challenges require universities in Indonesia to improve service quality to compete. The quality of university services will affect student satisfaction [2]. Universities need to consider resources to maintain and improve the quality of services provided. The quality of higher education services is one of the strategies in improving higher education academic services to students [3]. Universities have prepared graduates to meet the needs of the business world and industry to positively impact the image of universities [4]. The development of higher education growth affects the competition in obtaining students. If they cannot provide and manage resources properly, universities will hinder the development of higher education institutions. Higher education has a paradigm that tends to be business-oriented. Colleges place students as customers. Therefore, student satisfaction provides several positive benefits for universities. The process to achieve student satisfaction is one of the important factors in the development of higher education [5]. So that student satisfaction with academic services is needed by universities to be used as proof of the process [6].

Higher education competition creates global challenges for institutional managers to improve service quality. Global challenges are changes that universities cannot avoid [7]. Higher Education Institutions (HEI) must pay attention to and benefit from the competition. The Middle East and Southeast Asia countries experience much competition between universities. University rankings in several countries use student satisfaction as an indicator of assessment. Student satisfaction is important to be answered by higher education institutions to improve the quality of academic services [8]. Colleges with top rankings will have a greater chance of attracting prospective students. The competitive climate requires Islamic universities to move towards globalization of education.

Islamic Higher Education Institutions (IHEIs) require significant funds to improve higher education institutions' academic services, responsibility, and accountability. Student satisfaction with academic services needs to benchmark IHEIs in Indonesia's global competition for higher education. Student satisfaction is an evaluation tool as an indicator of learning. The management of IHEIs, which is oriented to service quality, is the key to the success of universities in facing global competition. Service quality is a strong indicator for shaping marketing and sustainability strategies [1]. Higher education services are a weakness in the higher education environment. So that people's expectations have not been fulfilled, such as social integration and support for low-income communities. The lack of consideration of the quality of infrastructure and the academic atmosphere affects higher education quality assurance implementation.

Higher education requires the right measurement of service quality in improving the quality of academic services. Determining the right method to improve the quality and competitiveness of higher education is needed in competing in modern education. The right method will affect the loyalty of consumers (students) to invite people to join universities. Consumer loyalty is a source of long-term college profits [9]. The organization's success is a demand to achieve service quality, and the right measurement method generates the strength of universities to compete. The construction of higher education service quality creates problems in implementing the strategy. The implementation of the strategy leads to difficulties in defining and measuring service quality. This study designed methods and measuring tools to analyze student satisfaction with academic services. Student academic satisfaction is latent to measure variables that cannot be observed directly. This study also assessed student satisfaction based on demographic characteristics such as gender, major, level of study and type of Institution.

Instrument and Methods

This research uses a descriptive method. This research was conducted in six state Islamic universities in Indonesia and involved 315 students. Research data collection using a questionnaire. The variables in the study include lectures, counseling, comfort, additional services, hidden services, explicit services, and social atmosphere. The students involved consisted of six state Islamic universities, five on the island of Java and one on the island of Sumatra. The data was obtained by using a questionnaire distributed via a google form. The consent sheet as a respondent is available in a questionnaire distributed using a google form. The data obtained were processed using the RASH model with WINSTEPS 3.73 verification and data cleaning (Table 1).

Table 1) Characteristics of respondents

Parameters		Frequency	Percentage
Gender	Male	61	19.4
	Female	254	80.6
Majoring	Religious studies	90	28.6
	Social sciences	196	62.2
	Sciences	29	9.2
Education level	Undergraduate	273	86.7
	Postgraduate	42	13.3
Type of Higher Institution	Institute	124	39.4
	University	191	60.6

Instrumentation

This research is conducted in two steps. The first stage is based on a theoretical review of student perceptions of academic services, and the second stage is based on the opinion of experts. The first stage consists of 86 questions in six dimensions. The first dimension of lectures consists of 10 indicator items. The second dimension contains college facilities consisting of 12 items. The third dimension contains additional services consisting of 12 items. The fourth dimension of explicit service consists of 23 items. The fifth dimension of implicit service consists of 19 items. The sixth dimension of universities' social climate and demographics consists of 12 items. The first dimension has three sub-dimensions: curriculum, materials, and learning environment in the classroom. The second dimension consists of student support facilities, general support facilities, laboratories, and maintenance. The fourth dimension supports facilities that indirectly support the learning process, such as canteens, health clinics, etc. Finally, the sixth dimension of implicit and explicit services is categorized as intangible services provided by universities.

In the second stage, psychometricians analyzed the suitability of constructs, dimensions, sub-dimensions, and item substance). The opinion of the experts changed the results of sub-dimensions in research such as lectures and tutorials into ten items, physical goods and facilities into ten items, additional services into eight items, explicit services into 15 items, and implicit services into 17 social climates into 11 items.

RASCH Measurement Model

The RASH model is used in this study to verify the measurement of service quality variables. Rash's model only focuses on student perceptions and gains satisfaction with the dimensions of academic service. In addition, the RASCH model can develop and validate research instruments [10]. The following procedure is the educational leadership process, affecting academic services [11]. Finally, the RASCH model can determine and evaluate comprehensive education. The data obtained are raw scores with intervals to produce the right measurement scale and evidence units.

The collected data is automatically converted into ordinal data with a Linkert scale. The measurement process was calibrated with a model to determine the relationship between difficulty and personnel satisfaction.

Validity and Reliability

The logit value was stated as 0.99, indicating the respondent's satisfaction with the college's academic services. Service to students was widespread, indicated by the standard deviation of 1.48. The IUSQ instrument showed a value of 44.7%, which means the quantity of the dimensions was very good (Table 2).

Table 2) Respondent statistics

Parameter	Person	Item
Number	315	71
Measures (logit)		
Mean	0.99	0.00
SD, standard deviation	1.48	0.75
SE, standard error	0.08	0.09
Outfit Mean Square		
Mean	0.99	0.99
SD	0.42	0.30
Separation	6.13	7.05
Reliability	0.97	0.98
Alpha Cronbach	0.98	
Chi-square (χ^2)	36179	
Raw variance explains by measure	44.7%	
Significance level	p<0.01	

There were four rating scales, and there was no threshold of confusion. In addition, all rating scales work well, showing that it was easy for respondents to understand all ratings (Table 3).

Table 3) The Statistical Information of the Grade Scale Model Category

Category	No.	%	Average measure	Outfit MNSQ	Andrich Threshold
Very Dissatisfied (1)	988	4	-1.21	1.18	NONE
Dissatisfied (2)	4978	22	-0.25	0.94	-2.37
Satisfied (3)	121110	54	1.01	0.91	-0.51
Very Satisfied (4)	4289	19	2.87	1.01	+2.88

Findings

IUSQ item calibration

Additional facilities and services are two constructions that students consider challenging to fulfill. This shows that some college academic services have satisfied students and need improvement. All respondents perceive the social climate to be satisfactory and the services provided by the university. College social conditions were conducive for students, tolerance and social cohesion were found every day (Table 4).

Student level of satisfaction

Students were entirely satisfied with higher education services. Analysis of variance (ANOVA) was used to determine the differences in student satisfaction tests with college academic services (Table 5).

Table 4) Indonesian University Services Questionnaire Item Calibration

Construct	Item Satisfaction level			
	Very Difficult	Difficult	Easy	Very easy
Lecture and Tutorial		A22, A21, A23 A33, A11	A14, A31, A32 A13, A12	
Facilities	B12, B23, B42 B41, B21, B32, B22	B11, B31, B33		
Ancillary Services	C11, C31, C12	C32, C33, C23 C22, C21		
Explicit Services	D21	D32, D31 D61 D22, D42	D12, D71, D72 D44, D41, D43 D51	D13, D11
Implicit Services		E13, E24, E15 E14, E34, E16 E11, E23, E32	E41, E21, E12 E51	E52, E31, E33
Social Climate			F13, F32, F12	F23, F24, F31 F11, F21, F34 F22. F24

Table 5) University student's satisfaction level

Demographic	Very satisfy	Satisfy	Moderate	Not Satisfy
Gender				
Male	8	17	28	7
Female	36	77	111	31
Majoring				
Religious study	13	31	34	11
Social sciences	24	53	96	24
Sciences	7	10	9	3
Education level				
Undergraduate	34	76	129	34
Postgraduate	10	18	10	4
Type of Higher Education				
Institute	9	31	68	16
University	35	63	71	22

Discussion

The level of student satisfaction is included in the moderate level of satisfaction category. The level of student satisfaction can be demonstrated by good service and sustainability [12]. The level of happiness will affect the administrative process and college services to students [13]. Indonesian Islamic universities need to improve the quality of academic services to students. Good academic services can increase convenience, service satisfaction and customer loyalty [14, 15].

Student satisfaction is influenced by three dimensions: explicit service, implicit service, and social climate. Student satisfaction is related to the guarantee of teaching staff in providing a sense of competence, confidence, and professionalism. The social climate is a dimension that affects student satisfaction with academic services at universities. Social integration in academic services can encourage student relationships, social support and self-awareness. Social integration with good environmental support can lead to student confidence in higher education [16].

IHEIs need to consider academic services and social climate in determining student satisfaction. A good social environment tends to prevent students from dropping out of college. Social climate plays an important role in realizing happiness and learning in the classroom [17, 18]. Higher education institutions can influence the social climate and affect student satisfaction [19]. The social climate is not a construct but has been developed to measure the services provided [20].

Additional facilities and services are two dimensions that are considered challenging to fulfill. Universities' additional services can eliminate and reduce the promotion of universities to the community [21, 22]. Additional services provided by universities can provide students with experiences [23]. Physical facilities are a common problem in increasing overall satisfaction with service quality. Physical facilities are an unsatisfactory factor because students in research get low grades.

Students in the Lecture and tutorial dimensions perceive it easy and challenging to provide satisfaction with services. However, lectures and tutorials have high satisfaction scores among students. IHEI must improve the curriculum to provide interactive learning methods to create a more effective and efficient classroom environment. Universities need to improve the curriculum to provide satisfaction with academic services to students [24]. Student behavior is influenced by an interactive learning environment and can improve learning outcomes. An interactive learning approach can improve students' evaluation skills [25].

Infrastructure as a peripheral service needs to be developed to improve teaching, staff capabilities, and curriculum in providing student satisfaction. Academic service satisfaction is influenced by instruction in the learning process, educational practice, teaching quality, and service facilities [26]. Student satisfaction with academic services provides an overview of perceived value and quality [27]. Implicit and explicit services are consistent in their application and provide an excellent social climate that will affect student satisfaction. Social climate can increase professionalism and progressive values [28]. Social climate needs to be periodically measured to get a good and sustainable social climate model [29].

Demographic characteristics showed significant academic service satisfaction except for gender. Therefore, IHEIs can consider gender equality in academic services to have the same level of satisfaction. Gender equality is very important in educational institutions to foster egalitarianism in higher education [30, 31]. In addition, gender equality is used to measure equal opportunity to obtain education in a country [32].

Science students tend to be more satisfied than social studies and religion students. Social students tend to be dissatisfied with the quality of religious education services. IHEIs need to consider the

expectations of students in both social and religious studies to increase academic service satisfaction. IHEIs need to ensure equal opportunities and facilities for all educational study programs. Graduate students are more satisfied with academic services than undergraduate students. Academic service satisfaction of the older category graduate students had the highest level of satisfaction. The age of students is considered significant to the satisfaction of academic services [33].

Conclusion

Student satisfaction with academic services is indicated by facilities and services considered challenging to fulfill. For example, students consider lectures between easy and difficult to understand. The demographic characteristics indicate the level of satisfaction that overall there is a significant difference in satisfaction except for gender. State Islamic university students are more dissatisfied than university-type Islamic colleges. Universities need to pay attention to the importance of student satisfaction in academic services. Student satisfaction with academic services will affect the duration of the study, motivation, and university management.

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