

QUALITY OF EDUCATION SERVICES WITH THEIR IMPACT ON STUDENTSATISFACTION (Survey at the Vocational Academy in Bandung City)

Fathur Darajat Surahman¹, Dedi Mulyasana², Ani Yunaningsih³
Program Studi Magister Manajemen
Universitas Langlangbuana
fd.surahman@gmail.com¹, dedi.mulyasana@gmail.com²,
aniyunaningsih@gmail.com³

Abstract : Referring to the importance of the role of tertiary institutions in producing competent graduates who are able to compete in the global era, it is important to provide quality education services. Feeling dissatisfied, satisfied or very satisfied will affect the next action. Students who are satisfied will convey positively about the educational services received. The purpose of this study was to determine how much influence the quality of education services and professional competence had on student satisfaction. The method used in this study is a quantitative method with verification analysis. This study tested the hypotheses to make decisions inductively or generalized, so this research is confirmatory. This study uses a data collection technique that is a questionnaire. Determination of the number of samples used by the author in the study based on the Slovin method because the known population is more than 100 respondents. and analysis using SPSS version 25. The quality of education services partially has a significant effect on student satisfaction. This indicates that if the Quality of Education Services has been prepared and cared for properly, the students at the Vocational Academy in Bandung City will feel satisfied and give a positive response to the campus.

Keywords: Quality of Education Services, Student Satisfaction

INTRODUCTION

Indonesia, which has thousands of islands and millions of people, has never been separated from the study of the education of its nation's children. The role of education itself for Indonesia is very important to give birth and create a quality generation. The progress of the times supported by communication and information technology can deliver today's generation to an advanced civilization, to achieve a quality generation, it is necessary to create an educational program that is organized and managed professionally. The management of educational programs that are professionally managed is an institution that can carry out management functions, is consistent in carrying them out, and is sustainable in managing resources so that educational goals are achieved to educate the nation. Education is very important and occupies a central position in development because it is oriented toward

improving the quality of human resources. Education is a process of transforming cultural values as an activity of cultural inheritance from one generation to another. These cultural values undergo a process of transformation from the previous generation to the present and future generations

At this time, the development of higher education in Indonesia is a hope that is used as a benchmark to face the problems and challenges of globalization in the world of higher education. This is because there are many universities in Indonesia. Based on the data available at <https://pddikti.kemdikbud.go.id/>, there are 4,593 universities recorded, with details of 3,044 private universities, 1,240 foreign universities, 122 state universities, and official universities. as many as 187 universities.

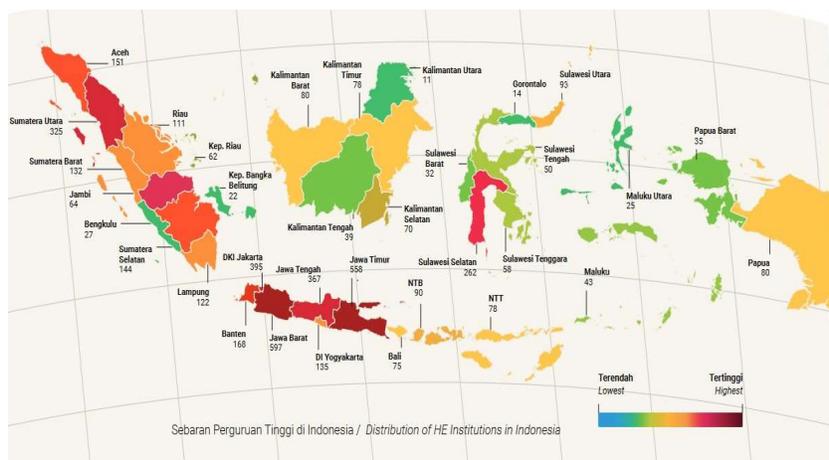


Figure 1. Distribution of Universities in Indonesia

Source: <https://pddikti.kemdikbud.go.id/asset/data/publikasi/Statistik%20Pendidikan%20Tinggi%202020.pdf> (Thursday, 27 January 2022)

Referring to the importance of the role of tertiary institutions in producing competent graduates who can compete in the global era, it is important to provide quality education services. The implementation of quality education is expected to be able to develop the potential of students to the maximum and provide opportunities for students to develop interests, talents, and competencies that must be mastered so that they are ready to compete and make a positive contribution to the progress of the nation.

The success of a university can be measured by the satisfaction of its students. This is in line with Wijaya (2012: 75) who argues that customer satisfaction with educational services is one of the determinants of success.

Feeling dissatisfied, satisfied, or very satisfied will affect the next action. Satisfied students will convey positively about the services they use/consume. Dissatisfied students will react differently. Dissatisfied students may try to reduce their dissatisfaction by leaving or moving to

another college or try to reduce dissatisfaction by seeking information that can reinforce the high value of the service (avoiding information that might reinforce their low score). If the institution raises student expectations too high, students may be disappointed if the institution fails to meet them. The institution sets student expectations too low, so the institution cannot attract enough prospective students even though the students will be satisfied.

Ideally, if an academy/university can provide good quality services, along with good competence from teachers and teaching staff, of course, this will show the extent to which an academy/university can lead to good accreditation as well. However, based on data obtained from BAN-PT (National Accreditation Board – Higher Education) on its website <https://www.banpt.or.id> it can be seen that there are still many universities with accreditation below A or Very Good. The following is a list of universities domiciled in Greater Bandung:

Table 1. Colleges in Greater Bandung

No	Perguruan Tinggi	Akreditasi	Tahun Berlaku
1	Akademi Farmasi Bumi Siliwangi	C	2018
2	Akademi Farmasi YPF Bandung	C	2018
3	Akademi Kebidanan Ar-Rahmah	C	2018
4	Akademi Kebidanan Bandung	C	2018
5	Akademi Keperawatan RS Dustira	Baik	2020
6	Akademi Pariwisata BSI Bandung	C	2019
7	Akademi Tata Boga Bandung	C	2018
8	ITHB	B	2018
9	ITENAS	B	2017
10	ITSB	C	2018
11	ITB	A	2017
12	Politeknik Al-Islam Bandung	C	2017
13	Poltekes TNI AU Ciumbuleuit	B	2020
14	Politeknik Piksi Ganesha	B	2018
15	Poltekpos	B	2019
16	Politeknik Praktisi Bandung	Baik	2021
17	Sekolah Tinggi Hukum Bandung	Baik Sekali	2020
18	Sekolah Tinggi Ilmu Administrasi Bandung	C	2017
19	Sekolah Tinggi Ilmu Administrasi Cimahi	Baik	2020
20	STIE Ekuitas	B	2018
21	STIE Harapan Bangsa	B	2018
22	STIE INABA	B	2017
23	STIE Kridatama Bandung	C	2018
24	STIE Pasundan	B	2019
25	STIE STEMBI	B	2019
26	STIK Budi Luhur Cimahi	B	2019
27	STIK Immanuel Bandung	Baik Sekali	2021
28	STIK Jendral Ahmad Yani	B	2017
29	STIKOM	C	2020
30	STKIP Pasundan	B	2017
31	STMIK Dharma Negara Bandung	C	2020
32	STT Wastukencana	C	2017
33	STMIK AMIK Bandung	C	2018
34	STMIK Bandung	C	2018
35	STMIK Jabar	C	2018
36	STMIK LIKMI	B	2018
37	Universitas Advent Indonesia	B	2018
38	Universitas Alghifari	Baik	2021
39	Universitas Bhakti Kencana	C	2020
40	Universitas Bina Insani	B	2020
41	UNIBI	B	2020
42	UNISBA	A	2019

43	UNINUS	B	2017
44	UNPAR	A	2017
45	Universitas Kebangsaan	Baik	2020
46	Universitas Langlangbuana	B	2017
47	Universitas Nurtanio	B	2017
48	Univeritas Pasundan	A	2018
49	Universitas Widyatama	Baik Sekali	2020
50	Universitas Pendidikan Indonesia	A	2021
51	Universitas Padjajaran	A	2018
52	Universitas Jendral Ahmad Yani	B	2018
53	Institut Seni Budaya Indonesia	A	2017
54	Telkom University	A	2020

Based on the table data above, it can be described from 53 universities, both private and public in the Kopertis Region IV Greater Bandung Region, Higher Education Institutions that have A accreditation are 8 PT or 15%, then followed by PT with C accreditation, namely 20 PT or by 38% and 23 Universities have Accreditation B or 43%. This fact shows that there is a core problem, namely the lack of universities with the best standards. There are still many universities that have C accreditation at a glance, describing the condition that the quality of the existing universities is still low. This fact is not in line with the expectations of the government which has issued a circular letter to encourage an increase in the performance of academic services which is reflected in the acquisition of institutional accreditation and accreditation of good study programs.

Seeing the phenomenon of the accreditation of vocational academies in Bandung which is still below the best standard, as well as several management problems that occur, the vocational academy needs to carry out several developments including in terms of human resources through excellent service. This is also seen in the accreditation of institutions that are still at rank C (based on the data listed in the BAN-PT).

In addition, in terms of the quality of services carried out in almost all vocational academies in the city of Bandung, there is one common problem. Due to the development of vocational academies in

the city of Bandung and academic services that are less than excellent, this is since all the attention emphasized by the management of the pharmacy academy in general only prioritizes the number of new student admissions without any consideration of increasing the quantity and quality of teachers and teaching staff to support academic activities. So what happens is that the comparison between students and lecturers and teaching staff is not proportional. So that the lack of competent lecturers and teaching staff is also an existing problem.

In simple terms, educational services can be interpreted as educational services. The word service itself has several meanings, ranging from personal service to serving as a product. Before discussing educational services further, we will first discuss the definition of service according to several experts, so that this discussion can be understood comprehensively. Kotler and Keller (2016) define service as any action or activity that can be offered to another party, which is essentially intangible and does not result in ownership of anything, the production of services may be related to physical products or vice versa. Education as a service product is something that is intangible but can meet the needs of users of educational services that are processed by using or not using the help of physical products where the process that occurs is an interaction between service providers and service users that does not result in the transfer of

rights or ownership. Services include all economic activities that produce outputs in the form of non-physical products or constructions, which are usually consumed when they are produced and add value to the form, such as practicality, suitability, comfort, and health, which in turn the point is to appeal to the taste buds first. Meanwhile, education services are complex services due to their labor-intensive and capital-intensive nature. Thus, Education Services are all activities related to education that prioritize service in the process

Based on the background of the problem that has been described, the following problems can be identified: How much influence the Quality of Educational Services on student satisfaction at the Vocational Academy in Bandung. Based on the formulation of the problem and the framework of thought above, the authors conclude the tentative hypothesis in this study, which is as follows: 1) The quality of education services on student satisfaction at the vocational academy in Bandung has a positive effect,

METHODS

The type of research method used is verification with a quantitative approach and the existing problems are limited by the formulation of the problem. Sugiyono (2018: 55) states that the verification research method is a method that aims to determine the relationship between two or more variables. This method is also used to test the effect or form of a causal relationship between the problem being investigated or proposed in the hypothesis.

Depending on the purpose, this research is to test hypotheses to make decisions inductively or generalize, so this research is confirmatory. This study uses a data collection technique that is a questionnaire. Determination of the number of samples used by the author in the study based on the Slovin method because the known population is more than 100 respondents. and analysis using SPSS version 25.

RESULTS AND DISCUSSION

Verificative Analysis Results

Path analysis is used to determine the direct and indirect effects of a set of variables, as independent variables (X), to other variables which are dependent

variables (Y) as variables. Because the method used is path analysis, it is necessary to do the calculation with the Product Moment Correlation Coefficient

Table 2. Pearson Correlation Coefficient

		Kualitas Layanan Pendidikan	Kepuasan Mahasiswa
Kualitas Layanan Pendidikan	Pearson Correlation	1	.885**
	Sig. (2-tailed)		.000
	N	80	80
Kepuasan Mahasiswa	Pearson Correlation	.885**	1
	Sig. (2-tailed)	.000	
	N	80	80

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

The table above explains the correlation analysis between research variables, the results of the correlation analysis are interpreted as follows: The correlation value obtained between the Quality of Educational Services (X1) and Student Satisfaction (Y) is 0.885. The correlation value of 0.885 based on the guideline for interpretation of the correlation coefficient is

included in the category of high relationship. This will later be used in the calculation of the coefficient of determination, to calculate the magnitude of the indirect effect of the independent variable on the dependent variable.

Based on calculations with SPSS ver 25, it can be seen that the results of the path coefficient calculations are as follows:

Table 3. Coefficient

Model	Coefficients ^a	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-9.535	1.302		-7.323	.000
	Kualitas Layanan Pendidikan	.511	.015	.714	34.626	.000

a. Dependent Variabel: Kepuasan Mahasiswa

In the table above in the Standardized Coefficients column, there are respective path coefficients of the X1 and X2 variables

to Y. The path coefficient of the Education Service Quality variable (X1) on student satisfaction (Y) is β_{yx1} of 0.714 or 71.4%.

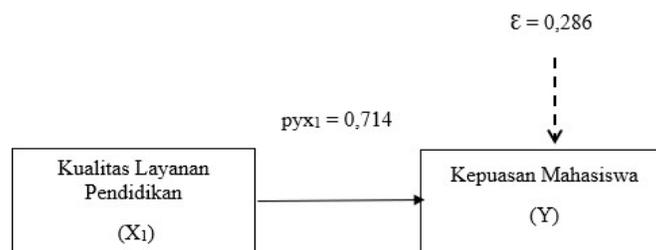


Figure 2. X1 to Y Empirical Causal Relationship Path Diagram

Hypothesis testing

To prove whether the hypothesis states that the Quality of Educational Services and Professional Competence of Lecturers

affects Student Satisfaction, it is necessary to test the hypothesis.

Partial Hypothesis Test Results (t-test)

Partial or individual testing with test statistics to be used is t-test with degrees of freedom $n-k-1$ which means $86-2-1 = 83$

Table 4. Partial Testing of the Effect of Education Service Quality Variables on Student Satisfaction

Structural	Coefficient Path	t-count	t-table	P-value	Result
ρ_{yx_1}	0,714	34,626	1,988	0,000	H0 is rejected, there is an influence between X1 and Y

Based on table 4.12, it can be seen that the t-count of X1 is 34,626, and X2 is 22,619. Furthermore, with $(n-k-1)$, $86-2-1=83$ which is at the probability level (α) 0.05, the t-table value is 1.988, the decision is:

1) t-count of X1 which is 34,626 is greater than the t-table of 1,988 which means that there is an influence between X1 and Y. The statement can be described as follows:

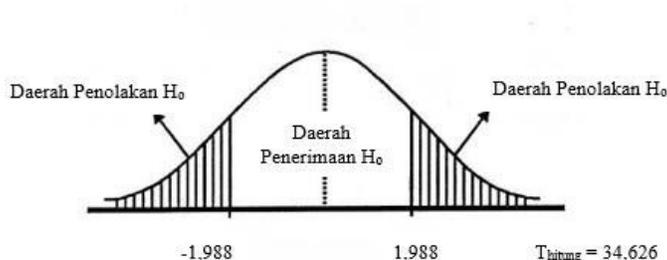


Figure 3. Partial Hypothesis Testing Curve X1 Against Y

Based on Figure 3, it is known that, according to the test criteria, if $t\text{-count} > t\text{-table}$, then H_0 is in the rejection area, meaning that H_0 is accepted and X1 and Y have an effect. Based on this, hypothesis No. 1 is suspected that the Quality of Educational Services (X-1) has a partial effect on Student Satisfaction.

Research findings with the calculation of the partial hypothesis test analysis (t-test) that has been carried out by researchers regarding the effect of Education Service Quality on student satisfaction show positive and significant results on the level of student satisfaction. This also shows that the level of student satisfaction is influenced by several factors in the Quality of Educational Services, namely, physical evidence (tangible), empathy (empathy), reliability (reliability), responsiveness (responsiveness), and certainty (assurance). The quality of education services is a benchmark whether by procuring good quality services, a feeling of

satisfaction will emerge in students, which is when students are satisfied with the services provided, students will also have a positive impact on the campus.

The findings of this study support the theory stated by Kotler and Armstrong (2018) who they say that service quality is the totality of forms of characteristics of goods or services that show their ability to satisfy customer needs, both tangible and intangible. Student satisfaction will be declared good if the services provided by the campus are also good, and vice versa. The results of this study are also supported by research by Huwaida, H., & Imelda, S. (2018), with a study entitled "The Effect of Quality Education Services on Student Satisfaction in the Department of Business Administration at the Banjarmasin State Polytechnic." From this study, it was found that there was a significant influence between service quality and student satisfaction.

CONCLUSION

Based on the results of the analysis and discussion on the effect of the Quality of Educational Services and Lecturer Professional Competence on Student Satisfaction, conclusions and suggestions can be drawn as follows: 1) Quality of Education Services affects Student Satisfaction. This indicates that if the Quality of Education Services has been

prepared and cared for properly, the students at the Vocational Academy in Bandung City will feel satisfied and give a positive response to the campus. And vice versa if the campus is not able to provide good quality education services, then the students will feel disappointed and dissatisfied with the campus and will give a negative response to the campus.

REFERENCES

Book Source

- Akbar, P. S. & Usman, H. 2017. Metodologi Penelitian Sosial. Jakarta; PT. Bumi Aksara
- Alma, B. 2016. Manajemen Pemasaran dan Pemasaran Jasa. Bandung: Alfabeta
- Ardianto, D., & Rivandi, M., 2018. Pengaruh Enterprise Risk Management Disclosure, Intellectual Capital Disclosure dan Struktur Pengelolaan terhadap Nilai Perusahaan. Profita: Komunikasi Ilmiah Akuntansi dan Perpajakan Vol.11, No.2.
- Arni, M. 2016. Komunikasi Organisasi. Edisi Kedua. Jakarta; Bumi Aksara. Hoffman & Bateson. 2012. Service Marketing, International Edition 4e. Colorado State University : Cengage Learning
- Busro, M. 2018. Teori-Teori Manajemen Sumber Daya Manusia. Jakarta: Prenadameidia Group
- Dessler, G. 2018, Manajemen Sumber Daya Manusia Human Resources, Jilid 2. Jakarta: Prenhalindo
- Dharma, S. 2013. Manajemen Kinerja : Falsafah Teori dan Penerapannya. Yogyakarta: Pustaka Pelajar.
- Edison & Emron. 2016. Manajemen Sumber Daya Manusia. Bandung: Alfabeta.
- Fahmi, I. 2017. Manajemen Sumber Daya Manusia. Bandung : Alfabeta
- Gomes, F. C. 2003. Manajemen Sumber Daya Manusia. Jakarta: Andi Offset.
- Hasibuan, M. S.P. 2017. Manajemen Sumber Daya Manusia. Edisi Revisi. Jakarta: Bumi Aksara
- Handoko, T. H. 2014. Manajemen Personalia dan Sumber Daya Manusia. Yogyakarta :BPFE-Yogyakarta.
- Indrawati. 2015. Metode Penelitian Manajemen dan Bisnis Konvergensi Teknologi Komunikasi dan Informasi, Bandung : Aditama.
- Kotler & Keller. 2016. Manajemen Pemasaran edisi 12 Jilid 1 & 2. Jakarta: PT. Indeks.
- Nawawi, H. 2005. Manajemen Sumber Daya Manusia Untuk Bisnis yang Kompetitif .Cetakan Keempat. Penerbit Gajah Mada University Press, Yogyakarta
- Noor, Juliansyah. 2015. Metodologi Penelitian. Jakarta : Prenada Group.
- Notoatmodjo, S. 2015. Pengembangan Sumber Daya Manusia, Jakarta: Rineka Cipta.
- Payong, M. R. 2011. Sertifikasi Profesi Guru; Konsep Dasar, Problematika

- dan Implementasinya. Jakarta. Indeks.
- Priansa, D. J. 2014. *Perencanaan & Pengembangan SDM*, Bandung: Alfabeta.
- Rivai, V. & Zainal, S. 2015. *Manajemen Sumber Daya Manusia Untuk Perusahaan*. Edisi ke-7. Depok: PT Rajagrafindo.
- Santoso, S. 2000. *Buku Latihan SPSS Statistik Parametrik*. Jakarta: PT Elex Media Komputindo.
- Sedarmayanti. 2014. *Dasar-dasar Pengetahuan Tentang Manajemen Perkantoran*. Bandung: MandarMaju.
- Sedarmayanti. 2014. *Sumber Daya Manusia dan Produktivitas Kerja*. Jakarta: Mandar Maju.
- Sopiah, & Sangadji, E. M. 2018. *Manajemen Sumber Daya Manusia Strategik*. (D. Prabantini, Ed.) (Ed.1). Yogyakarta: CV Andi Offset.
- Stanton, W. J. 2016. *Prinsip Pemasaran*. Edisi Ketujuh, Jilid I. Jakarta: Erlangga.
- Sugiyono. 2016. *Statistika Untuk Penelitian*. Bandung: Alfabeta, CV.
- _____. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Cetakan ke-25. Bandung: Alfabeta.
- _____. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Cetakan ke-28. Bandung: Alfabeta.
- Suharno & Retnoningsih, A. 2012. *Kamus Besar Bahasa Indonesia*. Semarang: Widya Karya
- Sujarweni & Wiratna. 2015. *Metodologi Penelitian – Bisnis & Ekonomi*. Yogyakarta: Pustaka Buku Press.
- Sunyoto, D. & Burhanudin. 2015. *Teori Perilaku Keorganisasian*. CAPS. Canter For Academic Publishing Service). Yogyakarta.
- Sutardji. 2016. *Perencanaan Dan Pengembangan Sumber Daya Manusia*. Edisi Pertama. Yogyakarta; Dee Publish.
- Sutrisno, E. 2017. *Manajemen Sumber Daya Manusia*. Kencana, Jakarta.
- Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia. 2012. *Manajemen Pendidikan*. Bandung : Alfabeta.
- Tjiptono, F. & Chandra, G. 2016. *Service, Quality & Satisfaction edisi 3*. Yogyakarta: Andi Offset.
- _____. 2012. *Pemasaran Strategik*. Yogyakarta: Andi Offset.
- Tjiptono, F. 2015. *Strategi Pemasaran, Edisi 4*. Yogyakarta: Andi Offset, Torang,
- S. 2014. *Organisasi dan Manajemen (Perilaku, Struktur, Budaya, & Perubahan Organisasi)*. Bandung : Alfabeta
- Wahana, P. 2016. *Filsafat Ilmu Pengetahuan*. Yogyakarta: Pustaka Diamond.
- Wibowo, 2016. *Manajemen Kinerja, Edisi Kelima*, PT.Rajagrafindo Persada Jakarta-14240.

Article and Journal Source

- Adi, B. C., et. al. (2018). Meningkatkan Citra Kampus Melalui Kualitas Layanan, Fasilitas Pendukung Pembelajaran, Kompetensi Dosen dan Kepuasan Mahasiswa Sebagai Variabel Intervening (Studi Empiris pada Mahasiswa STKIP PGRI Tulungagung). *Jurnal Pendidikan Ekonomi*, 3(1).
- Agustian, P. & Puspitaningtyas. (2018). Pengaruh Kompetensi Dan Komitmen Organisasi Terhadap Kinerja Pegawai. *Majalah Ilmiah Dian Ilmu*, 17(2).
- Bulakh, V. et. al. (2019). Professional training of teachers in the unitedstates as an example for improving the professionalism and competence of pedagogues in ukraine. *Space and Culture, India*, 7(2), 101-111.
- Dib, H. & Alnazer, M. (2013). Conceptual Model of Student Satisfaction in

- Syrian Universities. *European Journal of Economics Finance and Administrative Sciences*. hlm. 12-20.
- Dirgantari, P. D. (2012). Pengaruh Kualitas Layanan Pendidikan Terhadap Kepuasan Mahasiswa serta Dampaknya Terhadap Upaya Peningkatan Citra Perguruan Tinggi Negeri Menuju World Class University (Studi pada Mahasiswa Asing di ITB, UNPAD, dan UPI). *Jurnal ilmu manajemen dan bisnis*, 3(2).
- Firmansyah, Y., et.al. (2013). Pengaruh Supervisi Akademik Kepala Sekolah dan Profesionalitas Guruterhadap Mutu Layanan Pendidikan Di Madrasah Tsanawiyah. *Jurnal Manajemen Mutu Pendidikan*, 1(3).
- Hidayah, S. H. N. (2020). Pengaruh Kualitas Pelayanan Dan Kompetensi Dosen Terhadap Kepuasan Mahasiswa Ekonomi IkipPgri Bojonegoro. *Jurnal Pendidikan Edutama*.
- Hindun, H., et.al. (2021). Leadership Management In Improving The Quality Of Services in Private University (Study At Stai Al-Ma'arif, Ashanta, Al-Azhar Jambi Province). *Dinasti International Journal of Education Management And Social Science*, 3(1), 80-99.
- Huwaida, H., & Imelda, S. (2018). Pengaruh Kualitas Layanan Pendidikan Terhadap Kepuasan Mahasiswa Di Jurusan Administrasi Bisnis Politeknik Negeri Banjarmasin. *Jurnal INTEKNA: Informasi Teknik dan Niaga*, 18(2), 100-110.
- Ilhamsyah, F. (2018). Pengaruh Kompetensi, Profesionalisme, dan Pengalaman Kerja Auditor terhadap Kualitas Audit Internal pada Perbankan. *Jurnal Akuntansi*, 6(3).
- Juhana, D., & Mulyawan, A. (2015). Pengaruh Kualitas Layanan Pendidikan Terhadap Kepuasan Mahasiswa Di STMIK Mardira Indonesia Bandung. *Jurnal Ekonomi, Bisnis & Entrepreneurship*, 9(1).
- Listiani, P., Susanti, D., & Sinta, V. (2019). Pengaruh Profesionalitas Dosen Dalam Perkuliahan Terhadap Kepuasan Mahasiswa Atas Layanan Akademik Pada Program Studi Pendidikan Ekonomi Stkip Nurul Huda Sukaraja. *Utility: Jurnal Ilmiah Pendidikan dan Ekonomi*, 3(1), 55-66.
- Martasubrata, N., & Suwatno, S. (2016). Mutu layanan akademik sebagai determinan kepuasan mahasiswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 1(1), 136-143.
- Nugrahini, P. (2015). Pengaruh Kompetensi dan Profesionalisme Auditor Internal Terhadap Kualitas Audit (Studi Empiris pada BUMD dan BUMD di Kota Yogyakarta). Skripsi Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Nurunnisa, R. (2018). Increasing Pedagogic Competency And Professional Competency Through Education And Training Development Of Sustainable Profession Of Development (Case Study of Kindergarten Teachers in Bandung). *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 7(2), 260-265.
- Pohan, D. D. (2021). Pengaruh Supervisi Akademik Kepala Sekolah Dan Pengembangan Profesional Berkelanjutan Guru Terhadap Mutu Layanan Pembelajaran Guru Di Smp Negeri Sekecamatan Percut Sei Tuan (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Rahmat, A. Kadir, S. (2016). Manajemen Kepemimpinan dan Kemampuan Berkomunikasi Kepala Sekolah

- Pada Kinerja Pendidik. *Jurnal Komunikasi*. Vol. 8. No. 1. Gorontalo : Universitas Negeri Gorontalo
- Rahmawati, D. (2013). Analisis Faktor-faktor yang Mempengaruhi kepuasan mahasiswa. *Jurnal Economia*, 9(1), 52-65.
- Rustami, N. A., & Kurniatun, T. C. (2016). Pengaruh Kualitas Jasa Pendidikan Terhadap Kepuasan Mahasiswa di Universitas Pendidikan Indonesia. *Jurnal ADPEND Tata Kelola Pendidikan*, 1(1), 42-52.
- Saat, S. (2019). Pengaruh Komitmen, Motivasi Kerja Dan Profesionalisme Perawat Terhadap Mutu Pelayanan Di Rumah Sakit Undata Palu. *Katalogis*, 3(2).
- Suharyat, Y., & Danapriatna, N. (2021). The Role Of The Head Of School As Supervisor In Developing Teachers'pedagogic Competence To Achieve Quality Of Graduates In Mi Nurul Islam, Bekasi City. *IJGIE (International Journal of Graduate of Islamic Education)*, 2(2), 114-121.
- Syafaat, S., et. al. (2020). Pengaruh Kualitas Pelayanan, Fasilitas Dan Kompetensi Dosen Terhadap Kepuasan Mahasiswa Universitas Islam Malang. *Jurnal Ilmiah Riset Manajemen*, 9(08).
- Sumarsono, R. B., Gunawan, I., Kusumaningrum, D. E., Benty, D. D.N., & Bhayangkara, A. N. (2021). Influence of Lecturer's Pedagogic Competency Level, Quality of Administrative Services, Completeness of Lecture Supporting Facilities, and Student Satisfaction on Learning Motivation. *Jurnal Ilmu Pendidikan*, 27(1), 23-33.
- Thamrin, A. (2020). Pengaruh Sarana Prasarana Pendidikan, Proses Pembelajaran Dan Kompetensi Dosen Terhadap Kepuasan Mahasiswa Pada Sekolah Tinggi Ilmu Ekonomi (Stie) Mujahidin Tolitoli. *Jagoe: Journal Actual Organization Of Economic*, 1(1), 44-55.
- Wasi Bagasworo, S. E. (2020). Pengaruh Kualitas Jasa Pendidikan Terhadap Kepuasan Mahasiswa 2015-2018 di STIE Indonesia Banking School. *Jurnal Ekonomi, Manajemen Dan Perbankan (Journal of Economics, Management and Banking)*, 5(3), 170-174.