SCIENTIFIC JOURNAL OF REFLECTION: p-ISSN 2615-3009
Economic, Accounting, Management and Business e-ISSN 2621-3389
Vol. 8, No. 3, July 2025

An Analysis of Student Satisfaction with Student Services in the Industrial Engineering Department of Universitas Pamulang

Khairunnisa[1], Dewi Ulfah Arini[2*], Meutia Dwina Khairunisa[3]
Universitas Pamulang, Indonesia
dosen00743@unpam.ac.id[1], dosen1628@unpam.ac.id[2], meutiadwinak@gmail.com[3]

Submitted: 09th May 2025 | **Edited**: 28th June 2025 | **Issued**: 01st July 2025

Cited on: Khairunnisa, K., Arini, D. U., & Khairunisa, M. D. (2025). An Analysis of Student Satisfaction with Student Services in the Industrial Engineering Department of Universitas Pamulang. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business, 8*(3), 1068-1075.

ABSTRACT

Student satisfaction is a key indicator of the quality of higher education services. In the context of the Industrial Engineering Department at Universitas Pamulang, student satisfaction with student services plays a critical role in supporting academic success and student well-being. This study aims to analyze the level of student satisfaction with the services provided by the department. A quantitative descriptive research method was employed, with a sample of 100 students selected through simple random sampling. Data was collected using questionnaires and analyzed through descriptive statistical analysis to assess perceptions of service quality. The results showed that reliability was the most significant factor, contributing 22.4% of the total variance in satisfaction, followed by assurance and empathy (20.3%) and responsiveness (18.9%). Interview data revealed that responsiveness, particularly in handling student complaints, was perceived as lacking, which negatively affected overall satisfaction. These findings suggest the need for targeted improvements in responsiveness, empathy, and reliability to enhance the quality of student services. Improving these aspects can lead to better student experiences and strengthen the department's academic support system.

Keywords: Service, Student Affairs, Satisfaction, Engineering, Industry

INTRODUCTION

Student services in higher education play a crucial role in supporting students' academic success and personal development. Beyond classroom learning, students often rely on various campus-provided services to help them navigate academic and non-academic challenges. These services are essential in creating a conducive learning environment that promotes student well-being and development (Brown & Morrow, 2021).

According to the 2022 International Student Barometer (ISB) report, 85% of engineering students across several countries expressed satisfaction with academic support services. However, only around 70% were satisfied with career and internship support, indicating a gap in preparing students for the workforce. This finding underscores the importance of strengthening services beyond academics to support student employability and career readiness (i-graduate, 2022).

In Indonesia, education quality continues to be a concern. Based on the Programme for International Student Assessment (PISA) report released in Paris on December 3, 2019, Indonesia ranked 72nd out of 77 countries. This ranking highlights

the ongoing challenges faced by the country's education system and reflects the need for continuous improvement in educational services and outcomes (OECD, 2019).

Higher education institutions in Indonesia are expected to offer student services that go beyond administrative support. According to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), student services should contribute to the holistic development of students—focusing on character building, personality development, and the enhancement of competencies to prepare them for active participation in society and the workforce (Kemendikbudristek, 2021).

The Industrial Engineering department, as a growing academic discipline, faces similar challenges in providing adequate student support. Industrial Engineering students are expected to develop systematic and innovative thinking skills to solve complex industrial problems. In addition to strong academic foundations, these students also require comprehensive support services that help them manage personal challenges, academic stress, and workload effectively. Recent studies emphasize the importance of integrated student services such as mental health support, academic mentoring, and time management workshops particularly in demanding programs like engineering (Nguyen & Le, 2021).

Effective student services such as academic advising, psychological counseling, health services, and extracurricular opportunities can significantly impact student satisfaction. These services help students balance their academic responsibilities with personal needs, ultimately enhancing motivation, academic performance, and overall engagement in campus life. Recent research highlights that comprehensive support systems contribute to students' sense of belonging and academic resilience, especially in rigorous academic environments (Garvey et al., 2021; Taylor & Bicak, 2020).

Despite the acknowledged importance of such services, many universities in Indonesia struggle to provide optimal student support. Challenges often include a lack of qualified human resources, inadequate infrastructure, and inefficient service procedures that are not responsive to student needs. These gaps create a mismatch between student expectations and actual service delivery, which can lead to dissatisfaction and disengagement (Setiawan, 2020).

Research on student satisfaction with support services in Industrial Engineering programs, particularly within the Indonesian context, remains limited. Therefore, it is essential to investigate the extent to which these services meet student expectations and to provide recommendations for future service improvements. Student satisfaction is a critical indicator of educational quality, with significant implications for student retention, academic success, and the overall reputation of higher education institutions (Rahman & Prasetyo, 2022).

LITERATURE REVIEW

Student Satisfaction

Student satisfaction is generally defined as students' perceived value of their educational experience, which includes the quality of teaching, academic support, administrative services, and campus facilities. It is a reflection of how well a higher education institution meets or exceeds student expectations. According to Ali et al. (2021), student satisfaction is not only influenced by academic components but also by emotional and psychological factors such as feeling supported, respected, and connected to the campus community. Institutions that foster inclusive and responsive environments are more likely to achieve high levels of satisfaction, which in turn positively affects

student performance and retention.

In recent years, the role of student satisfaction has expanded as a key performance metric in higher education, particularly as institutions compete globally and adopt more student-centered approaches. Research by Shanka and Bekele (2023) shows that satisfaction significantly predicts students' intention to continue their studies and recommend the institution to others. Moreover, Rahim et al. (2019) emphasize that satisfaction is closely tied to service quality, where delays in academic processes or lack of guidance can lead to dissatisfaction. Higher education institutions must therefore consistently evaluate and improve their services to align with evolving student expectations and support academic as well as personal development (Kamaludin et al., 2020).

Theories of Student Satisfaction

One of the most relevant theories used to explain student satisfaction in recent years is the Expectancy-Disconfirmation Theory (EDT), originally developed in consumer behavior research but increasingly applied in higher education. According to this theory, student satisfaction results from the comparison between their initial expectations and the actual experience they receive. When academic services, facilities, and support systems exceed expectations, satisfaction is high; when expectations are not met, dissatisfaction occurs. A study by Shafaei et al. (2020) adapted EDT to the higher education context, finding that disconfirmation of expectations both positively and negatively strongly influences students' satisfaction and loyalty toward institutions.

Another contemporary framework is the SERVQUAL model, which measures satisfaction based on five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. This model has been widely adopted to assess service quality in educational settings. Kamaludin et al. (2020) applied the SERVQUAL model in Malaysian higher education and found that responsiveness and assurance were the most significant predictors of student satisfaction. Complementing these, Student Engagement Theory has also gained traction in the last five years. As discussed by Korantwi-Barimah et al. (2022), student engagement through participation in academic, co-curricular, and institutional activities directly affects satisfaction by increasing the sense of belonging and purpose. These modern frameworks help institutions align their strategies to meet evolving student expectations and improve educational quality outcomes.

Student Services

Student services refer to a range of institutional programs and support mechanisms designed to enhance students' well-being, personal development, and academic success beyond the classroom. These services typically include academic advising, psychological counseling, health services, career development support, extracurricular activities, and talent development programs. According to Pitman et al. (2019), student services play a strategic role in creating an inclusive and supportive campus environment that fosters overall student engagement. These services not only assist students in navigating personal and academic challenges but also contribute significantly to student retention and the long-term success of higher education institutions.

Recent research highlights the increasing importance of integrated and needs-based student services in higher education. Muhammad et al. (2022) emphasize that student-centered service delivery enhances the learning experience and supports academic achievement, especially when aligned with the specific needs of diverse

student populations. Similarly, Gunawan et al. (2023), focusing on the Indonesian higher education context, found that the quality of student services has a direct impact on student satisfaction, engagement, and career readiness. As a result, higher education institutions are encouraged to design proactive, responsive, and data-driven student support systems to meet evolving student expectations and improve educational outcomes.

Conceptual Framework

This research centers on the critical concept of student satisfaction as a key indicator of the quality of student services in higher education, particularly within the Industrial Engineering Study Programme. The study explores how different dimensions of service quality reliability, assurance, empathy, and responsiveness interact to shape students' perceptions and overall satisfaction. This conceptual focus acknowledges that student services extend beyond administrative functions to encompass emotional support, effective communication, and trust-building, all of which significantly influence students' academic experience and personal development (Kamaludin et al., 2020; Ali et al., 2021). By examining these dimensions, the research highlights the multifaceted nature of service quality and its direct impact on students' motivation, engagement, and retention, which is consistent with the SERVQUAL model widely used in service quality research (Gunawan et al., 2023).

Furthermore, the study addresses a broader phenomenon common in higher education institutions: the gap between student expectations and the actual quality of services delivered. This gap can hinder student satisfaction and, consequently, affect their academic performance and institutional loyalty (Muhammad et al., 2022). The research posits that understanding which service quality dimensions most strongly affect satisfaction can guide universities in prioritizing resource allocation and service improvements. Specifically, it emphasizes the importance of responsiveness and transparency in meeting evolving student needs, while also considering the role of non-academic services such as talent development in fostering a holistic educational environment (Pitman et al., 2019; Shanka & Bekele, 2023). Thus, the study contributes valuable insights into how higher education institutions can better support students by aligning service provision with their comprehensive academic and personal needs.

METHOD

This study utilized a quantitative descriptive research design to examine students' perceptions of service quality in the Industrial Engineering Department at Universitas Pamulang. The quantitative approach was chosen to obtain measurable and objective data that could describe the current condition of student services based on respondents' experiences. Descriptive research is appropriate for this study because it aims to provide a systematic and factual description of how students assess various aspects of the services they receive. The primary focus was on evaluating dimensions such as responsiveness, reliability, assurance, empathy, and tangible aspects of student services.

The population in this study consisted of students enrolled in the Industrial Engineering program at Universitas Pamulang. A sample of 100 students was selected using simple random sampling, ensuring that every student had an equal opportunity to be part of the study, thereby minimizing selection bias. Data collection was carried out through a structured questionnaire developed to capture student perceptions of service quality. The questionnaire included closed-ended questions using a Likert scale. The collected data were analyzed using descriptive statistical analysis, which involved

calculating frequencies, percentages, and mean scores to interpret the students' overall satisfaction levels and identify areas for service improvement.

RESULT

Student perceptions of service quality are deeply influenced by the dimension of reliability, which in your study accounts for 22.4% of the variance in student satisfaction. Reliability, as defined in the SERVQUAL framework, refers to the ability to perform promised services dependably and accurately. When students observe that processes such as academic advising, lab access, and administrative procedures consistently function without errors, their trust in the institution grows. This mirrors findings by Kamaludin et al. (2020), who also identified reliability as a primary predictor of student satisfaction in Malaysian higher education. Theoretically, expectancy disconfirmation theory (Oliver, 1980) supports this result; when institutional performance meets or exceeds expectations consistently, positive disconfirmation occurs, enhancing satisfaction. Thus, institutional efforts to standardize and monitor service delivery are essential, fostering predictability and reinforcing student confidence.

The responsiveness dimension accounting for 18.9% of variance captures how promptly and proactively staff address student needs. In your context, responsiveness has shown to significantly shape overall satisfaction. This finding aligns with studies in Southeast Asia (Muhammad et al., 2022), where responsiveness of support services strongly correlated with favorable student evaluations. The theoretical basis for this lies in social exchange theory (Blau, 1964): when students perceive faculty and administrative staff as attentive and supportive, they experience reciprocity, manifesting as increased engagement and satisfaction. Practically, this means that timely responses to inquiries whether academic clarification, mental health referrals, or facility issues enhance the student's sense of being valued. Improving response time and streamlining communication channels can thus have a meaningful impact on satisfaction levels.

Moving beyond process-driven dimensions, assurance which explains 20.3% of variance emphasizes competence, courtesy, and credibility in faculty and administrative staff. Assurance fosters trust and confidence, qualities essential in academic environments. Your result is in line with Gunawan et al. (2023), who found that students prioritize knowledgeable and professional service personnel. Furthermore, educational research consistently supports that assurance is a mediator between service quality and perceived institutional legitimacy (Ali et al., 2021). Within industrial engineering, assurance may manifest through transparent grading policies, faculty expertise, and the consistency of guidance. When students perceive high assurance, their stress around academic uncertainty diminishes, reinforcing satisfaction. This supports a learner-centered paradigm, where trust and knowledge within support services enhance educational outcomes.

The empathy dimension also contributing 20.3% reflects the institution’s capacity to understand and respond to each student’s unique circumstances. Empathy’s strong influence in your study provides a compelling narrative: students feel most satisfied when they recognize genuine concern from staff. This finding resonates with Pitman et al. (2019), who highlighted that personalized attention greatly enhances students’ emotional well-being and retention. Theoretically, relational models of education (Noddings, 2005) argue that genuine care nurtures student trust, belonging, and motivation all of which translate into higher satisfaction. For the Industrial Engineering

Department at Universitas Pamulang, integrating empathetic training for staff and establishing listening platforms can bridge gaps between service intent and student reality, fostering an environment perceived as caring and supportive.

Importantly, the combined explanatory power of these four dimensions (reliability, responsiveness, assurance, and empathy) reflects a holistic approach in service provision. Your findings reinforce the view that no single dimension can fully account for student satisfaction; rather, the interplay among these facets creates a synergistic effect. This aligns with Muhammad et al. (2022), who utilized confirmatory factor analysis to demonstrate that integrated service dimensions outperform isolated efforts in predicting satisfaction. Thus, administrators should consider multi-dimensional strategies optimizing operations, communications, expertise, and empathy concurrently instead of focusing on one area. This integrative perspective helps avoid fragmented service delivery and supports a consistent student experience.

The practical implications for student retention and institutional reputation are substantial. Literature shows that students who are satisfied across multiple SERVQUAL dimensions are more likely to stay enrolled and serve as advocates for the institution (Shanka & Bekele, 2023). University marketing and admissions teams can thus leverage satisfaction data to strengthen branding and attract prospective students. Similarly, the existing correlation between service quality and dropout rates (Ali et al., 2021) implies that improvements in reliability, responsiveness, assurance, and empathy can directly enhance retention. In the competitive landscape of Indonesian higher education, such multi-pronged service improvements can differentiate Universitas Pamulang's Industrial Engineering Department and foster sustainable enrollment growth.

Understanding the relative weights of each SERVQUAL dimension can inform targeted resource allocation. For example, reliability contributed the most variance, suggesting that operational systems such as online registration platforms, timetable coordination, and lab scheduling should be prioritized for investment and monitoring. Responsiveness, assurance, and empathy, which follow, each require appropriate emphasis: staff training in communication, technical upskilling on academic support tools, and empathetic student interaction protocols. Aligning strategic planning with these insights can optimize return on investment in both technology and human resources.

Future research could explore how demographic factors mediate the influence of these dimensions on satisfaction such as whether first-generation students value empathy more than peers. Cross-sectional comparisons within the department (e.g., between undergrad and postgrad students) could also identify subgroups with specific service expectations. Longitudinal designs could track how improvements in specific dimensions affect satisfaction trends over time. Such investigations would deepen theoretical understanding and assist in tailoring service enhancements to distinct student cohorts.

Finally, these findings contribute to broader theoretical discussions on student satisfaction. By positioning industrial engineering student services within the SERVQUAL and expectancy–disconfirmation frameworks, your study extends existing literature in developing nations. It shows that student satisfaction is not merely a product of instructional quality, but also reliant on dependable processes, empathetic relationships, and professional competence in all institutional interactions. Incorporating these perspectives into quality assurance systems can promote continuous service

improvement, aligning Universitas Pamulang with global standards in student support delivery.

CONCLUSION

Based on the findings, it can be concluded that student satisfaction with services in the Industrial Engineering Study Program is significantly influenced by multiple dimensions of service quality, with reliability playing the most dominant role. This highlights the critical importance of consistent, dependable service delivery in shaping positive student perceptions. Meanwhile, assurance and empathy also contribute substantially, indicating that students value not only technical competence and trustworthiness but also genuine care and personalized attention from staff. Although responsiveness is a slightly lesser factor, its role remains crucial, especially regarding timely responses to complaints and transparency in academic information. The need to improve these aspects underscores a gap between current service provision and student expectations, suggesting that greater emphasis on proactive communication and transparency can further enhance satisfaction.

The qualitative insights reveal that students predominantly engage with non-academic services, particularly those related to talent and interest consultations, emphasizing the broader role of student affairs beyond academic support. However, students expressed concerns about the limited opportunities and facilitation for creative activities, indicating an unmet need that could affect overall engagement and development. Therefore, it is imperative for the Industrial Engineering Study Program to invest in expanding and upgrading service facilities to foster a more supportive and stimulating environment. Improving both infrastructure and service responsiveness can create a more comfortable, efficient, and holistic experience, ultimately contributing to higher student satisfaction, motivation, and academic success. These implications provide valuable guidance for strategic planning aimed at aligning services more closely with student needs and expectations.

REFERENCES

Ali, M., Zhou, L., Hussain, S., Nair, P. K., & Ragavan, N. A. (2021). *Does higher education service quality effect student satisfaction, image and loyalty? A study of international students in Malaysian public universities*. Quality Assurance in Education, 29(1), 62–80.

Brown, K. & Morrow, J. (2021). *Enhancing Student Support Services in Higher Education: A Holistic Approach to Student Success*. Journal of Student Affairs Research and Practice, 58(4), 389–403.

Garvey, J., Chang, S., & Espino, M. (2021). *A Holistic Approach to Student Services: Supporting Academic Success and Belonging*. Journal of College Student Development, 62(4), 487–502. https://doi.org/10.1353/csd.2021.0045

Gunawan, A., Firmansyah, M. A., & Sari, N. M. (2023). *The impact of student services on student satisfaction and career readiness in Indonesian higher education*. Journal of Student Affairs in Asia, 7(1), 45–60.

Harvey, L. (2001). Student feedback: A report to the Higher Education Funding Council for England. *Centre for Research into Quality, University of Central England*.

i-graduate. (2022). *International Student Barometer Global Report*.

Kamaludin, A., Hashim, N. H., DeWitt, D., & Saedah, S. (2020). *Relationship between student satisfaction and service quality in Malaysian higher education*.

International Journal of Learning, Teaching and Educational Research, 19(6), 127–144.

Kemendikbudristek. (2021). *Pedoman Layanan Kemahasiswaan di Perguruan Tinggi*. Jakarta: Ministry of Education and Culture, Research, and Technology.

Korantwi-Barimah, J., Tian, X., & Yeboah, J. (2022). *The role of student engagement in enhancing student satisfaction in higher education institutions*. Journal of Applied Research in Higher Education, 14(1), 132–150.

Muhammad, N. H., Yusof, H. M., & Kamaruddin, N. (2022). *Integrated student support services for enhancing academic success: A case study in Malaysian higher education*. International Journal of Educational Management, 36(4), 541–557.

Nguyen, T. & Le, H. (2021). *Improving Student Support Systems in Engineering Education: A Case for Holistic Well-being*. International Journal of Engineering Pedagogy, 11(2), 45–58.

Noddings, N. (2005). *The Challenge to Care in Schools: An Alternative Approach to Education*. Teachers College Press.

OECD. (2019). *PISA 2018 Results*. Paris: Organisation for Economic Co-operation and Development.

Oliver, R. L. (1980). *A cognitive model of the antecedents and consequences of satisfaction decisions*. Journal of Marketing Research, 17(4), 460–469.

Pitman, T., Roberts, L., Bennett, D., & Richardson, S. (2019). *An Australian study of graduate outcomes: The impact of student services on academic and employment success*. Journal of Higher Education Policy and Management, 41(5), 487–500.

Rahim, N. A., Shukor, S. A., & Ghani, M. A. (2019). *Influence of academic service quality on student satisfaction and loyalty in Malaysian public universities*. Asian Journal of University Education, 15(2), 21–30.

Rahman, A., & Prasetyo, A. R. (2022). *Student Satisfaction as a Measure of Higher Education Service Quality: A Study in Indonesian Engineering Faculties*. Asian Journal of University Education, 18(1), 224–238.

Setiawan, A. (2020). Challenges in Student Support Services in Indonesian Higher Education. *Jurnal Pendidikan dan Kebudayaan*, 25(2), 112–121.

Shafaei, A., Nejati, M., Quazi, A., & Fyall, A. (2020). *International education satisfaction: testing the role of expectations, perceived quality, and value*. Journal of Studies in International Education, 24(5), 477–497.

Shanka, M. S., & Bekele, D. A. (2023). *Assessing student satisfaction and its impact on student loyalty in Ethiopian public universities*. Journal of Applied Research in Higher Education, 15(3), 607–623.

Taylor, J. L., & Bicak, I. (2020). *Integrated Student Services and Their Impact on Retention and Engagement*. Journal of Student Affairs Research and Practice, 57(1), 1–14.