Analysis of Student Satisfaction Levels with the Quality of Academic Services

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Abstract. The problem of the quality of academic services for each faculty is different. The aim of this research is to describe the level of student satisfaction regarding the quality of academic services based on the Parasuraman dimensions. The assessment used a 5-point Likert scale of satisfaction with lecturers with the respondents being students from three study programs, namely the faculties of Economics and Business, Psychology and Law, with 192 students. The results of research on Tangible students feel satisfied with the faculties of Economics and Business, Psychology and Law. At Emphaty, students feel satisfied with the Faculty of Economics and Business and the Faculty of Law. At the Psychology faculty, students feel less satisfied. Regarding Reliability, students feel satisfied with the Faculty of Economics and Business and the Faculty of Law. At the Psychology faculty, students feel less satisfied. Regarding Responsiveness, students feel satisfied with the Faculty of Economics and Business and the Faculty of Law. At the Psychology faculty, students feel dissatisfied. In Assurance, students feel satisfied with the Faculty of Economics and Business and the Faculty of Law. At the Psychology faculty, students feel dissatisfied. This research is very useful for improving the quality of academic services.

Keywords: assurance, emphaty, reliability, responsiveness, tangible.

BACKGROUND

The dynamics of the quality of human resources always change along with developments over time. Since the Covid-2019 pandemic, communication between people has become distant so that various sectors from business to education have been forced to be able to adapt to developments over time, especially changes in the way of communicating. Humans, as victims of technological change, are required to be able to adapt so that the measurement of the quality of human resources since the pandemic has shifted to demands for the ability to use technology. With technological developments, communication services to consumers in various business and education sectors have also shifted to more online methods.

In the learning process, the ability to build communication between lecturers and students is very important. Apart from communication, lecturers' attitudes, behavior and appearance during the learning process are also important because they relate to student attraction and satisfaction. This is because the main users of an educational institution are students. Students can become another resource owned by institutions related to industry as users of graduates and the environment in society both in the context of the tri dharma of higher education and in terms of daily interactions (Susetyo, dkk, 2022). Therefore, the quality of independent lecturer resources is a necessity in the learning process because it is related to the quality of academic services to students.

As time goes by, efforts to provide satisfaction to students will continue even though the capabilities of each institution vary. However, graduate users and society are real demands that must be carried out in order to achieve the long-term goals of educational institutions. Various efforts to improve the learning system are still being made so that students feel satisfied, and the online or offline learning system is still ongoing to be evaluated in order to obtain better quality. What needs to be realized is that an interesting learning process will trigger students to carry out the learning process happily. The satisfaction felt by students includes a positive response attitude and enthusiastic attitude of students in undergoing the learning process, so that student satisfaction can be used as a benchmark or as a guarantee of service quality and shape the image of the institution concerned. Based on this, the quality of academic services is an important thing to research, because lecturers are the spearhead in forming the quality character of human resources. This is in accordance with the theme of this research, namely 'Resource Development Towards an Independent Society Based on Science and Technology Innovation'.

Several studies related to student satisfaction and the quality of academic services provide different results. Among them is Rachmawati's (2016) research with results that only 2 dimensions, namely those that are physically visible and security have satisfactory values. Meanwhile, other research, according to Ujianto & Ramadhan (2022), found the results of 42 assessment samples on 5 dimensions of service quality, the average score for all dimensions was 'Satisfied' for 32 people and 'Not satisfied' for 10 people. According to Tari, et al (2022), service quality has a positive and significant effect on consumer satisfaction. Oktapiani, et al (2022) found that the highest satisfaction

assessment result was achieved at 52% in the Assurance dimension, and the lowest score at 40% was quite satisfied in the Physical Evidence of Service (Tangible) dimension. Sipahutar (2022) found that student satisfaction in terms of six aspects showed good results, where the most dominant satisfaction was related to reliability while the lowest was assurance. Meanwhile, Putrane, et al (2022) shows the results of all independent variables have a positive effect on customer satisfaction.

In addition to the results of this research, researchers in 2016 conducted research on 'Identification of Problems and Analysis of Service Quality in Higher Education' (competitive-UMP), with the research target at the UMP Library, the results were tangible (physical evidence) related to parking facilities unsatisfactory followed by book arrangement which was considered less neat. Next, conducting independent research 'Analysis of Service Quality and Consumer Satisfaction in Libraries' with the research target at the Unsoed Library, the result was that the lowest satisfaction score was the tangible dimension (physical evidence), namely the arrangement of chairs, books and bags. Based on this, the researcher had the idea to conduct research with the same theme but different in terms of research targets, namely the assessment of lecturers as actors in the learning process at the Muhammadiyah University of Purwokerto with students as respondents or lecturer assessors, because it is possible that students have different impressions of satisfaction. . Therefore, the aim of this research is to describe the quality of academic services based on Parasuraman.

THEORETICAL STUDY

Garini and Yuliyanti (2022) explained that Nadiem Anwar Makarim as Minister of Education and Culture issued regulations regarding the Implementation of Education during the Covid-19 Emergency Period which are contained in Circular Letter Number 4 of 2020. This regulation states that the implementation of Learning From Home (BDR) aims to ensure that It is ensured that students' rights are fulfilled to obtain educational services during the Covid-19 emergency so that education is implemented using online methods. In fact, online learning systems have been used for a long time but have become increasingly popular after the pandemic. In the 2022/2023 academic year, most educational learning processes have started to use

offline methods again, however, the online learning system is still being used by some educational institutions because the pandemic is not really over.

Service quality

According to Kotler and Keller (2012) quality is a dynamic condition related to products, services, human resources, processes and the environment that meet or exceed expectations. Service quality can be determined by comparing the reality perceived by customers compared to the expectations that customers want to achieve

According to Saputra, et al (2020) Service quality is the expected level of excellence and control over this level of excellence to fulfill customer desires. If the service provided is good, the more consumers will be attracted and interested in visiting a place. Based on the understanding of several experts above, it can be concluded that service quality is all the maximum service delivery provided by the company with all the advantages in accordance with consumer expectations and service quality is the consumer's perception of how good the level of service provided is and is able to realize consumer expectations. According to Syahriyah & Arifiansyah (2022), service quality can be interpreted as meaning that buyers feel satisfied when they receive excellent assistance, for example comfort, speed, good relationships and hospitality. Muhtarom, et al. (2022) following Tjiptono, et al (2015) stated that service quality is a consumer's expectation before purchasing. According to Ramadani (2020), service quality is any form of service provided that meets standard operational procedures and efforts are made to provide this service to have a value commensurate with what consumers expect or exceed it. These various opinions are further according to Diputra and Yoga (2020) who, following Kotler (2012), put forward five main dimensions (indicators) of service quality (ServQual) which are arranged according to their relative level of importance as follows:

    a. Reliability (Reliability). Relating to the company's ability to carry out the promised services accurately and reliably.

    b. Responsiveness (Responsiveness). Relating to the company's responsiveness in providing services to customers and providing services swiftly and quickly in handling transactions and handling customer complaints.

    c. Guarantee (Assurance). Namely the company's ability to guarantee service which is the knowledge and politeness of employees as well as their ability to inspire trust and confidence.

d. Empathy (Emphaty). Namely the willingness of employees and entrepreneurs to care more about providing personal attention to customers.

e. Physical evidence (Tangibles). Namely the physical appearance of company services, such as the appearance of physical facilities, equipment, personnel, cleanliness, neatness and communication media

Satisfaction

Sipahutar (2022) explains Tjiptono's (2008) opinion that quality has a close relationship with satisfaction. This means that when the quality of a service increases, this can be used as an indicator of increased satisfaction. Good quality academic services will encourage students to have stronger relationships with educational institutions. According to Sipahutar (2022), who edited Handayani's (2004) statement from Craven, stating that to achieve a high level of satisfaction requires an understanding of what consumers want, by developing a commitment that everyone in the institution tries to meet consumer needs. Sipahutar further stated that student satisfaction with an institution's academic services could be a benchmark for that institution to be able to evaluate the quality of their services in the future. However, in Tari, et al (2022), lecturer and staff services provide support for students, which means they show satisfaction.

Student

Garini, et al (2022) stated that consumers of the learning process at the tertiary level are students. Garini quoted Sarwono (2018) that a student is anyone registered to take classes at a university with an age limit of around 18-30 years. Furthermore, students are a group in society that obtains status because they have ties to a university. A student is a prospective graduate who, in his involvement in higher education, is educated and is expected to become an intellectual candidate (Knopfemacher, 2018). Based on this opinion, it can be concluded that students are people who are undertaking education at a university to obtain a degree. A student has an important role for the nation. The true duties of students are (1) students as guardians of societal values whose truth is absolute, (2) agents of change, (3) students as moral forces are required to have good morals, and (4) students through It is hoped that students will be able to control the social life of society by providing suggestions, criticism and solutions with intellectual abilities, social sensitivity and critical attitudes.

Based on this, what will be described through this research is the level of student satisfaction in terms of lecturers' tangibles, lecturers' empathy, lecturers' reliability, lecturers' responsiveness, lecturers' assurance.

RESEARCH METHODS

In this study, the student population at the Muhammadiyah University of Purwokerto in the 2022-2023 academic year was recorded at around 13,154 people, although there were around 12,530 active students (baa.ump.ac.id, 2022). Researchers chose samples from 3 faculties, namely the faculties of Economics and Business, Psychology and Law. The estimated number of students at the Faculty of Economics and Business is around 2,327 people, students at the Faculty of Psychology are 997 people and students at the Faculty of Law are 520 people (baa.ump.ac.id, 2022). The following is a table of research sample options.

Table 1. Research sample

Faculty	Number of Students	Sample 5%
Economics and Business	2.327	116
Psychology	997	50
Law	520	26
Amount	3.844	192

The research sample was taken using non-probability sampling and the formula used was Slovin so that a minimum sample of 100 respondents was obtained. Based on table 1, the estimated sample for this study is 192 people. Respondents were students from 3 faculties, namely the faculties of Economics and Business, Psychology and Law. Data collection was carried out online using Google Form. The problem indicators and the results obtained are a description of the results of student satisfaction with lecturers based on the 5 dimensions of Parasuraman (ServQual). Measurement for the Satisfaction indicator in the questionnaire uses a 5-point Likert scale, namely Very dissatisfied (1), unsatisfactory (2), less than satisfactory (3), satisfactory (2), very satisfactory (5).

The data analysis method required is validity and reliability testing. Next, to measure the level of satisfaction with the 5 dimensions of ServQual by descriptively analyzing the frequency of lecturer assessments as a resource for implementing the learning process. In order to achieve maximum results, in this research there are 6

research stages, namely, problem formulation, research objectives, literature study, data collection, results and conclusions.

Figure 1. Flowchart of Research Stages
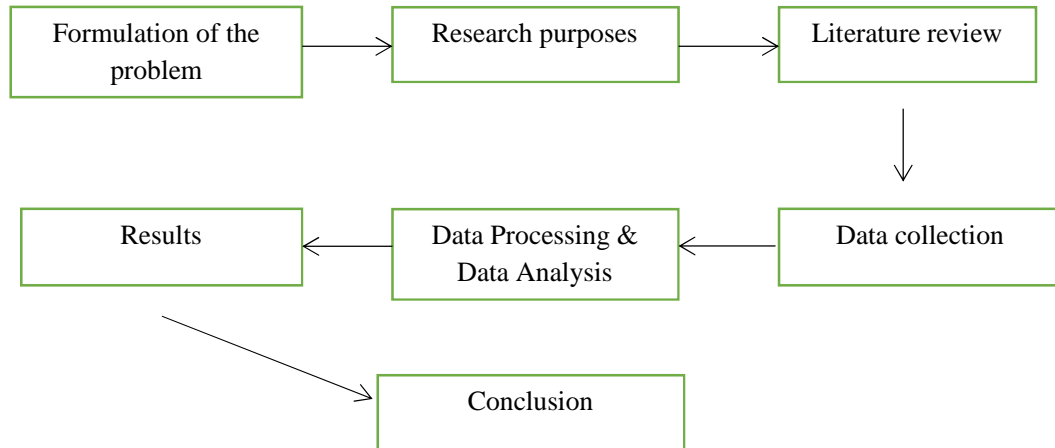
Based on Figure 1, it can be seen that there is a research problem, so the aim of the research is to solve this problem. After reviewing various scientific information, the next step is distributing questionnaires to research targets and then collecting data. The collected data is processed and analyzed (SPSS) so that results are obtained to solve the research problem and finally conclusions can be drawn.

RESULTS AND DISCUSSION

Various activities or stages of research are compiling a questionnaire and designing data collection via Google form, and then distributing the questionnaire via WhatsApp (WA) to students in 3 faculties, namely the Faculty of Economics and Business, the Faculty of Law, and the Faculty of Psychology. The results of data acquisition from the questionnaire are shown in the following table

Table 2. Obtaining Questionnaire Data

Faculty	Data acquisition		Achievements	Information
	Plan	Realization		
Economics and Business	116	143	123%	Exceed
Psychology	50	48	96%	Fulfilled
Law	26	26	100%	Fulfilled
Amount	192	217	113%	Exceed

Based on table 2, it can be seen that data collection from respondents from the Faculty of Economics and Business, Law and Psychology has been fulfilled.

Validity and Reliability Data Test Results:

1. Validity Data Testing

   Based on the results of validity testing, each variable from the Terra dimension is declared valid because it has an r value > 0.3 and is significant.

2. Reliability Data Testing

   Based on the results of reliability testing, each variable from the Terra dimension is declared reliable because the Chronbach Alpha value is > 0.7

3. Descriptive Analysis Results

   The results of descriptive analysis of respondents' answers from the 3 faculties sampled in this study show that the mean value < standard deviation value, meaning that the respondent's answer data is varied. This means that the results of respondents' answers vary or the data obtained is spread well.

a. Results of Descriptive Analysis of the Faculty of Economics and Business

Table 3. *Descriptive Statistics - Tangible*

	N	Minimum	Maximum	Mean	Std. Deviation
X1_1	143	3.00	5.00	4.3636	.51108
X1_2	143	3.00	5.00	4.2587	.51339
X1_3	143	2.00	5.00	4.2098	.59165
Valid N (listwise)	143				
Jumlah				12.1048	
Rata-rata				4.0349	

Table 4. *Descriptive Statistics – Emphaty*

	N	Minimum	Maximum	Mean	Std. Deviation
X2_1	143	2.00	5.00	4.0769	.58233
X2_2	143	2.00	5.00	4.0350	.69619
X2_3	143	2.00	5.00	4.1189	.59917
X2_4	143	1.00	5.00	4.1329	.74340
Valid N (listwise)	143				
Jumlah				16.3637	
Rata-rata				4.0909	

Table 5. *Descriptive Statistics - Reliability*

	N	Minimum	Maximum	Mean	Std. Deviation
X3_1	143	3.00	5.00	4.1399	.55158
X3_2	143	3.00	5.00	4.3846	.51626
X3_3	143	3.00	5.00	4.2098	.59165
X3_4	143	3.00	5.00	4.2238	.53628
X3_5	143	2.00	5.00	3.9510	.69534
Valid N (listwise)	143				
Jumlah				20.9091	
Rata-rata				4.1818	

Table 6. *Descriptive Statistics - Responsibility*

	N	Minimum	Maximum	Mean	Std. Deviation
X4_1	143	2.00	5.00	3.9930	.67653
X4_2	143	2.00	5.00	4.2168	.57089
X4_3	143	2.00	5.00	4.1608	.63524
X4_4	143	2.00	5.00	4.0979	.67464
Valid N (listwise) Jumlah	143				
Rata-rata				16.4685	
				4.1171	

Table 7. *Descriptive Statistics - Assurance*

	N	Minimum	Maximum	Mean	Std. Deviation
X5_1	143	1.00	5.00	3.7552	.78916
X5_2	143	3.00	5.00	4.4615	.55372
X5_3	143	2.00	5.00	4.1958	.61962
X5_4	143	1.00	5.00	4.0629	.77110
X5_5	143	2.00	5.00	4.0909	.73071
Valid N (listwise) Jumlah	143				
Rata-rata				20.5663	
				4.1132	

Based on tables 3 to 7**.**

1) The Tangible Dimension has 3 statement items. The average mean value of the Tangible dimension is 4.0349, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value in the Tangible dimension of 4.3636 in the answer to statement item 1, namely the lecturer has a neat and polite appearance (Satisfied). Meanwhile, the lowest mean value was 4.2098 in the answer to statement item 3, namely the lecturer's teaching equipment was adequate (Satisfied).

2) The Empathy dimension has 4 statement items. The average mean value of the Emphaty dimension is 4.0909, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value in the Emphaty dimension of 4.1329 in the answer to the 4th statement item, namely the lecturer provides solutions to student difficulties (Satisfied). Meanwhile, the lowest mean value was 4.0350 in the answer to the second statement item, namely that lecturers easily adjust to students' conditions (Satisfied).

3) The Reliability Dimension has 5 question items. The average mean value of the Reliability dimension is 4.1818, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value in the Reliability

dimension of 4.3846 in the answer to the second statement item, namely the lecturer has mastered the material being taught (Satisfied). Meanwhile, the lowest mean value was 3.9510 in the answer to the 5th statement item, namely the lecturer was able to arouse passion for learning (Satisfied).

4) The Responsibility Dimension has 4 statement items. The average mean value of the Responsibility dimension is 4.1171, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value on the Responsibility dimension variable of 4.2168 in the answer to the second statement item, namely the lecturer listens carefully when students express their opinions (Satisfied). Meanwhile, the lowest mean value was 4.0979 in the answer to the 5th statement item, namely the lecturer gave attention to students (Satisfied

5) The Assurance dimension has 5 statement items. The average mean value of the Assurance dimension is 4.1132, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value in the Assurance dimension of 3.7552 in the answer to the second statement item, namely the lecturer conveys the learning contract and RPS at the beginning of the lecture (Satisfied). Meanwhile, the lowest mean value was 4.2098 in the answer to statement item 1, namely for every lecture the lecturer arrived on time (Satisfied).

Based on the five dimensions of Academic Service Quality in the Faculty of Economics and Business, the highest average score is the Reliability dimension with an answer of 4.1818 or with a Satisfaction rating. Meanwhile, the lowest mean value was the Tangible dimension with an average answer of 4.0349 but still in the Satisfaction rating.

b. Results of Descriptive Analysis of the Faculty of Psychology

Table 8. *Descriptive Statistics - Tangible*

	N	Minimum	Maximum	Mean	Std. Deviation
X1_1	48	1.00	5.00	4.1875	.67339
X1_2	48	1.00	5.00	4.0625	.69669
X1_3	48	1.00	5.00	3.7500	.83793
Valid N (listwise)	48				
Jumlah					
Rata-rata				12.000	
				4.000	

Table 9. *Descriptive Statistics - Emphaty*

	N	Minimum	Maximum	Mean	Std. Deviation
X2_1	48	1.00	5.00	3.6250	.84110
X2_2	48	1.00	5.00	3.6875	.80309
X2_3	48	1.00	5.00	3.9167	.76724
X2_4	48	2.00	5.00	3.7500	.78551
Valid N (listwise)	48				
Jumlah					
Rata-rata				14.9792	
				3.7448	

Table 10. *Descriptive Statistics - Reliability*

	N	Minimum	Maximum	Mean	Std. Deviation
X3_1	48	2.00	5.00	3.9167	.67896
X3_2	48	1.00	5.00	4.1458	.71428
X3_3	48	1.00	5.00	3.9375	.78296
X3_4	48	1.00	5.00	3.9375	.78296
X3_5	48	1.00	5.00	3.4792	.85027
Valid N (listwise)	48				
Jumlah				19.4167	
Rata-rata				3.8833	

Table 11. *Descriptive Statistics - Responsibility*

	N	Minimum	Maximum	Mean	Std. Deviation
X4_1	48	2.00	5.00	3.6667	.75324
X4_2	48	2.00	5.00	4.0417	.61742
X4_3	48	2.00	5.00	3.9167	.67896
X4_4	48	1.00	5.00	3.7917	.71335
Valid N (listwise)	48				
Jumlah					
Rata-rata				15.4168	
				3.8542	

Table 12. *Descriptive Statistics - Assurance*

	N	Minimum	Maximum	Mean	Std. Deviation
X5_1	48	1.00	5.00	3.2917	.84949
X5_2	48	2.00	5.00	4.2292	.80529
X5_3	48	2.00	5.00	3.8333	.75324
X5_4	48	1.00	5.00	3.7500	.88726
X5_5	48	1.00	5.00	3.7083	.96664
Valid N (listwise)	48				
Jumlah					
Rata-rata				18.8125	
				3.7625	

Based on tables 8 to 12.

1) The Tangible Dimension has 3 statement items. The average mean value of the Tangible variable is 4.000, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Tangible

variable of 4.1875 in the answer to the 1st statement item, namely the lecturer has a neat and polite appearance (Satisfied). Meanwhile, the lowest mean value was 3.7500 in the answer to statement item 3, namely the lecturers' teaching equipment was adequate (Not Satisfied).

2) The Empathy dimension has 4 statement items. The average mean value of the Emphaty variable is 3.7448, which means that the respondent's answer indicates the meaning of Dissatisfaction with the highest mean value for the Emphaty variable of 3.9167 in the answer to the third statement item, namely the lecturer pays attention to the class atmosphere (Not Satisfied but close to Satisfied). Meanwhile, the lowest mean value was 3.6250 in the answer to statement item 1, namely teaching materials that the lecturer informed were easy to obtain (Less Satisfied).

3) The Reliability Dimension has 5 question items. The average mean value of the Reliability variable is 3.8833, which means that the respondent's answer shows the meaning of Dissatisfied but close to Satisfied with the highest mean value for the Reliability variable of 4.1458 in the answer to the second statement item, namely the lecturer has mastered the material being taught (Satisfied). Meanwhile, the lowest mean value was 3.4792 in the answer to the 5th statement item, namely the lecturer was able to arouse passion for learning (Less Satisfaction).

4) The Responsibility Dimension has 4 statement items. The average mean value of the Responsibility variable is 3.8542, which means that the respondent's answer shows the meaning of Dissatisfied but close to Satisfied with the highest mean value for the Responsibility variable of 4.0417 in the answer to the 2nd statement item (Satisfied), namely the lecturer listens carefully when students express an opinion. Meanwhile, the lowest mean value was 3.6667 in the answer to statement item 1, namely the lecturer is a good listener (Less Satisfied).

5) The Assurance dimension has 5 statement items. The average mean value of the Assurance variable is 3.7625, which means that the respondent's answer shows the meaning of Dissatisfied but close to Satisfied with the highest mean value for the Assurance variable of 4.2292 in the answer to the second

statement item, namely the lecturer conveys the learning contract and RPS at the beginning of the lecture. (Satisfied). Meanwhile, the lowest mean value was 3.2917 in the answer to statement item 1, namely every lecture the lecturer arrived on time (Less Satisfied).

Based on the five dimensions of Academic Service Quality in the Faculty of Psychology, the highest average score is the Tangible dimension with an answer of 4,000 or with a Satisfaction rating. Meanwhile, the lowest mean value was the Emphaty dimension with an average answer of 3.7448 in the Dissatisfaction assessment.

c. **Results of Descriptive Analysis of the Faculty of Law**

Table 13. *Descriptive Statistics - Tangible*

	N	Minimum	Maximum	Mean	Std. Deviation
X1_1	26	3.00	5.00	4.2692	.53349
X1_2	26	3.00	5.00	4.2308	.58704
X1_3	26	3.00	5.00	4.1538	.54349
Valid N (listwise)	26				
Jumlah					
Rata-rata				12.6538	
				4.2179	

Table 14. *Descriptive Statistics - Emphaty*

	N	Minimum	Maximum	Mean	Std. Deviation
X2_1	26	3.00	5.00	3.9615	.52769
X2_2	26	2.00	5.00	3.8462	.73170
X2_3	26	3.00	5.00	4.2308	.58704
X2_4	26	2.00	5.00	4.1538	.83390
Valid N (listwise)	26				
Jumlah					
Rata-rata				16.1923	
				4.0480	

Table 15. *Descriptive Statistics - Reliability*

	N	Minimum	Maximum	Mean	Std. Deviation
X3_1	26	3.00	5.00	4.0385	.59872
X3_2	26	3.00	5.00	4.3462	.62880
X3_3	26	3.00	5.00	4.1923	.56704
X3_4	26	3.00	5.00	4.1154	.71144
X3_5	26	3.00	5.00	4.0000	.63246
Valid N (listwise)	26				
Jumlah					
Rata-rata				20.6924	
				4.1384	

Table 16. *Descriptive Statistics - Responsibility*

	N	Minimum	Maximum	Mean	Std. Deviation
X4_1	26	3.00	5.00	4.0385	.59872
X4_2	26	3.00	5.00	4.2692	.53349
X4_3	26	3.00	5.00	4.2308	.51441
X4_4	26	3.00	5.00	4.1538	.61269
Valid N (listwise)	26				
Jumlah					
Rata-rata				16.6924	
				4.1730	

Table 17. *Descriptive Statistics - Assurance*

	N	Minimum	Maximum	Mean	Std. Deviation
X5_1	26	3.00	5.00	3.6538	.62880
X5_2	26	2.00	5.00	4.2308	.81524
X5_3	26	3.00	5.00	4.1154	.71144
X5_4	26	2.00	5.00	4.0769	.93480
X5_5	26	2.00	5.00	4.1538	.78446
Valid N (listwise)	26				
Jumlah					
Rata-rata				20.2307	
				4.0461	

Based on tables 13 to 17.

1) The Tangible Dimension has 3 statement items. The average mean value of the Tangible variable is 4.2179, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Tangible variable of 4.2692 in the answer to the first statement item, namely the lecturer has a neat and polite appearance (Satisfied). Meanwhile, the lowest mean value was 4.1538 in the answer to the third statement item, namely the lecturer's teaching equipment was adequate (Satisfied).

2) The Empathy dimension has 4 statement items. The average mean value of the Emphaty variable is 4.2179, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Emphaty variable of 4.2308 in the answer to the third statement item, namely the lecturer pays attention to the class atmosphere (Satisfied). Meanwhile, the lowest mean value was 3.8462 in the answer to the second statement item, namely that the lecturer easily adjusted to the student's condition (Not Satisfied but close to Satisfied).

3) The Reliability Dimension has 5 question items. The average mean value of the Reliability variable is 4.1384, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Reliability

variable of 4.3462 in the answer to the second statement item, namely the lecturer masters the material being taught (Satisfied). Meanwhile, the lowest mean value was 4,000 in the answer to the 5th statement item, namely the lecturer was able to arouse passion for learning (Satisfied).

4) The Responsibility Dimension has 4 statement items. The average mean value of the Responsibility variable is 4.1730, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Responsibility variable of 4.2692 in the answer to the second statement item, namely the lecturer listens carefully when students express their opinions (Satisfied). Meanwhile, the lowest mean value was 4.0385 in the answer to statement item 1, namely the lecturer is a good listener (Satisfied).

5) The Assurance dimension has 5 statement items. The average mean value of the Assurance variable is 4.0461, which means that the respondent's answer shows the meaning of Satisfied with the highest mean value for the Assurance variable of 4.2308 in the answer to the second statement item, namely the lecturer conveys the learning contract and RPS at the beginning of the lecture (Satisfied), However, the lowest mean value was 3.6538 in the answer to statement item 1, namely every lecture, the lecturer arrived on time (Less Satisfied).

Based on the five dimensions of Academic Service Quality in the Faculty of Law, the highest average score is the Tangible dimension with an answer of 4.2179 or with a Satisfaction rating. Meanwhile, the lowest mean value was the Assurance dimension with an average answer of 4.0461 but still rated Satisfied.

Based on the study of the 3 faculties mentioned above

1. If each dimension of Service Quality is compared based on each Terra dimension between the three faculties then:

   a. The Tangible Dimension with the highest average score of 4.2179 (Satisfied) comes from the Faculty of Law. Meanwhile, the lowest average score of 4,000 (Satisfied) came from the Psychology faculty.

   b. The Emphaty dimension with the highest average value of 4.0909 (Satisfied). comes from the Faculty of Economics and Business. Meanwhile, the lowest average score of 3.7448 (Not Satisfied) came from the Faculty of Psychology.

c. The Reliability dimension with the highest average score of 4.1818 (Satisfied) comes from the Faculty of Economics and Business. Meanwhile, the lowest average score of 3.8833 (Not Satisfied) came from the Faculty of Psychology.

d. The Responsibility dimension with the highest average score of 4.1730 (Satisfied) comes from the Faculty of Law. Meanwhile, the lowest average score of 3.8542 (Not Satisfied) came from the Psychology faculty.

e. The Assurance dimension with the highest mean score of 4.1132 (Satisfied) comes from the Faculty of Economics and Business. Meanwhile, the lowest average score of 3.7625 (Not Satisfied) came from the Psychology faculty.

2. Based on the five dimensions of Service Quality for the three faculties, the highest average value if sorted is:

a. The first is the Tangible dimension of the Law faculty with an average answer score of 4.2179 or a Satisfaction rating for the academic services provided by the lecturers. The highest mean value contribution of 4.2308 is in the second statement item, namely the lecturer's appearance is pleasing to the eye.

b. The second is the Reliability dimension of the Faculty of Economics and Business with an average answer score of 4.1818 or a Satisfaction rating for the academic services provided by the lecturers. The highest mean value contribution of 4.3846 is in the second statement item, namely the lecturer masters the material being taught.

c. The third is the Responsibility dimension of the Law faculty with an average answer score of 4.1730 or a Satisfaction rating for the academic services provided by the lecturers. The contribution of the highest mean value of 4.2692 is in the second statement item, namely the lecturer listens carefully when students express their opinions. Lecturers listen carefully when students express their opinions.

d. Fourth is the Assurance dimension from the Faculty of Economics and Business with an average answer score of 4.1132 or a Satisfaction rating for the academic services provided by the lecturers. The highest mean value contribution of 4.4615 is in the second statement item, namely the lecturer conveys the learning contract and RPS at the beginning of the lecture.

e. The fifth is the Emphaty dimension from the Faculty of Economics and Business with an average answer score of 4.0909 or a Satisfaction rating for the academic services provided by the lecturers. The highest mean value contribution of 4.1329 is in the 4th statement item, namely the lecturer provides solutions to student difficulties.

Based on the five dimensions of Service Quality from the three faculties, the respondents' answers with an average score above 4 (Satisfied) in all dimensions came from the faculties of Economics, Business and Law. This means that students from the Economics and Business faculty and the Law faculty generally feel satisfied with the academic services provided by the lecturers. Meanwhile for the Psychology faculty, respondents' answers with an average mean score were 4,000 only in the Tangible dimension while the other dimensions were below 4,000.

3. Based on the five dimensions of Service Quality for the three faculties, the lowest mean value if sorted is:

a. The Tangible dimension is the fifth lowest, coming from the Psychology faculty with the lowest average score of 4,000 (Satisfied) for the academic services provided by lecturers. The lowest mean contribution of 3.7500 (Not Satisfied) is in the third statement item, namely the lecturer's teaching equipment is adequate.

b. The first lowest dimension of Emphaty comes from the Psychology faculty with the lowest mean score of 3.7448 (Less Satisfied) with the academic services provided by the lecturers. The lowest mean value contribution of 3.6250 was in statement item 1, namely teaching materials that the lecturer informed were easy to obtain.

c. The Reliability dimension is the third lowest coming from the Psychology faculty with the lowest average score of 3.8833 (Not Satisfied) with the academic services provided by the lecturers. The lowest mean contribution of 3.4792 is in the 5th statement item, namely lecturers are able to arouse enthusiasm for learning.

d. The Responsibility dimension is the fourth lowest coming from the Psychology faculty with the lowest mean score of 3.8542 (Less Satisfied) with the academic services provided by the lecturers. The lowest mean contribution of 3.6667 is in the 1st statement item, namely the lecturer is a good listener.

e. The Assurance dimension is the second lowest coming from the Psychology faculty with the lowest average score of 3.7625 (Not Satisfied) with the academic services provided by the lecturers. The lowest mean value contribution of 3.2917 is in statement item 1, namely every lecture, the lecturer arrives on time.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of descriptive analysis, data obtained can be concluded as follows:

1. The level of student satisfaction with the quality of academic services provided by lecturers. In terms of Tangible lecturers, respondents' answers generally gave a score of around 4 or students felt 'Satisfied' with the faculties of Economics and Business, Psychology and Law.

2. The level of student satisfaction with the quality of academic services provided by lecturers in terms of lecturer empathy, respondents' answers generally gave a value of around 4 or students felt 'Satisfied' at the Faculty of Economics and Business and the Faculty of Law. Meanwhile, in the Psychology faculty, respondents generally gave a score in the range of 3 or students felt 'Not Satisfied'.

3. The level of student satisfaction with the quality of academic services provided by lecturers in terms of lecturer reliability, respondents' answers generally gave a value of around 4 or students felt 'Satisfied' at the Faculty of Economics and Business and the Faculty of Law. Meanwhile, in the Psychology faculty, respondents generally gave a score in the range of 3 or students felt 'Not Satisfied'.

4. The level of student satisfaction with the quality of academic services provided by lecturers in terms of lecturer Responsiveness, respondents' answers generally gave a value of around 4 or students felt 'Satisfied' at the Faculty of Economics and Business, and the Faculty of Law. Meanwhile, in the Psychology faculty, respondents generally gave a score in the range of 3 or students felt 'Not Satisfied'.

5. The level of student satisfaction with the quality of academic services provided by lecturers in terms of lecturer assurance, with the average value of respondents' answers generally giving a value of around 4 or students feeling 'Satisfied' at the Faculty of Economics and Business and the Faculty of Law. Meanwhile, in the Psychology faculty, respondents generally gave a score in the range of 3 or what students felt. 'Less satisfied'.

6. The quality of academic services in the Faculty of Economics and Business has the highest mean value in the Reliability dimension with an answer of 4.1818 or with a rating of 'Satisfied'. Meanwhile, the lowest mean value was the Tangible dimension with an answer of 4.0349 but still rated 'Satisfied'.

7. The Quality of Academic Services in the Faculty of Psychology has the highest mean score in the Tangible dimension with an answer of 4,000 or with a rating of 'Satisfied'. Meanwhile, the lowest mean value was the Emphaty dimension with an answer of 3.7448 in the 'Less Satisfaction' assessment.

8**.** The quality of academic services at the Faculty of Law has the highest mean value in the Tangible dimension with an answer of 4.2179 or with a rating of 'Satisfied'. Meanwhile, the lowest mean value was the Assurance dimension with an answer of 4.0461 but still rated 'Satisfied'**.**

Suggestions from the results of this research are:

1. In the Faculty of Economics and Business, the lowest assessment results were in the Tangible dimension. Even though students feel 'satisfied' with the services provided by lecturers, there is no harm in improving the lecturers' teaching equipment to make it more adequate.

2. In the Psychology faculty, the lowest assessment results were in the Emphaty dimension. Generally, students feel 'Dissatisfied' with the services provided by lecturers so that all statement items need to be improved.

3. At the Faculty of Law, the lowest assessment results are in the Assurance dimension. Even though students feel 'satisfied' with the service provided by the lecturer, there is no harm in improving it, namely at every lecture, the lecturer must arrive on time.

4. As a suggestion, further research needs to be carried out regarding the quality of lecturers' academic services at other faculties, staff and facility support.

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