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The Impact Of Academic Administration Service Quality Levels On Student Satisfaction At Politeknik Gihon Pematangsiantar

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Abstract

Academic administration services support students through course registration, access to grade records, and the processing of academic documents. This study examines the association between academic administration service quality and student satisfaction at Politeknik Gihon Pematangsiantar and discusses its implications for academic information systems. A quantitative, cross-sectional observational design was used, with a census covering all 65 students. Data were collected using a closed-ended Likert-type questionnaire comprising 10 service-quality items and six satisfaction items. The analysis included item-validity assessment, internal-consistency reliability, simple linear regression, a coefficient t-test, and the coefficient of determination. All 16 items exceeded the reported validity threshold of 0.2441. Cronbach's alpha values were 0.841 for service quality and 0.811 for student satisfaction. The regression equation was $Y = 2.234 + 0.534X$, with $t = 11.859$ and $p < 0.001$, indicating a statistically significant positive association. The model reported $R = 0.831$ and $R^2 = 0.691$, meaning that service quality explained 69.1% of the observed variance in satisfaction, while 30.9% remained unexplained. These findings do not establish causality because the study used cross-sectional, self-reported data from a single institution. Verification of the remaining residual diagnostics is also required. The findings inform candidate priorities for academic information systems, including online registration, access to academic records, document-request tracking, and consistent service information. These priorities are recommendations for future development and evaluation; no administration application was developed or evaluated in this study.

Keywords: Academic Administration; Service; Satisfaction; Student; Quality.

1. INTRODUCTION

Higher education, particularly at the polytechnic or vocational level, plays a strategic role in national development, producing a skilled and ready-to-use workforce capable of meeting industry needs. The success of vocational institutions is measured not only by the quality of their graduates but also by the quality of the processes and support services provided during their studies. At universities, students interact with two types of services: teaching services and academic and administrative support services. Academic administrative services encompass the essential processes of course registration (KRS), grade management (KHS), correspondence processing, and diploma legalization. Therefore, academic administrative services are the face of the institution most frequently encountered by students.

Academic administration service quality concerns how consistently an institution delivers accessible, accurate, timely, and helpful services. The service-quality gap model [1], SERVQUAL [2], and performance-based measurement [3] provide complementary foundations for assessing these perceptions. Higher-education-specific approaches include HEdPERF and comparisons with SERVPERF [4]–[7], while HESQUAL offers a hierarchical framework [8]. These frameworks provide conceptual guidance; the present questionnaire is not claimed to be a complete validated implementation of any of these scales.

Student satisfaction reflects evaluation of the educational experience and should be measured through clearly specified indicators rather than assumed from service provision alone [9], [10]. Research on university services also supports examining students' priorities when assessing satisfaction [11]. In Indonesia, academic and administrative services have been studied in relation to student satisfaction in midwifery education [12], management education [13], public university services [14], and academic administration [15]. These studies establish the relevance of the relationship but do not replace evidence from the institution examined here.

Gihon Polytechnic, as a vocational education institution, is faced with the challenge of continuously improving its competitiveness, one of which is by improving the quality of academic administration services. In general, academic administration services are already running, however, based on the results of a pre-survey conducted by researchers on 10 Gihon Polytechnic students consisting of 2 students majoring in mechanical engineering, 2 students majoring in electronic engineering, and 6 students majoring in information management, data obtained showed that most students felt there were obstacles in academic administration services. As many as 90% of students stated that they often experience long queues when filling out KRS and picking up KHS. In addition, 80% of students considered the staff to be unfriendly and did not provide enough assistance when needed, and 80% of students complained about the slow process of processing documents/archives such as legalization and correspondence. This indicates that improving the quality of academic administration services at Gihon Polytechnic is still very necessary.

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The contribution of this study is a local empirical assessment of the association between overall academic administration service quality and student satisfaction at a small vocational institution. Its information-systems relevance lies in translating the reported service problems into candidate requirements for course registration, grade-record access, document processing, and consistent information delivery. Information-systems success research distinguishes system quality, information quality, service quality, and user satisfaction [16], while service-quality research explicitly addresses the support provided by information-systems functions [17]. The present study measures overall administrative service quality, not these separate information-systems constructs. It therefore provides a needs-oriented baseline rather than evidence of an implemented technology's effectiveness. The research question is whether the overall service-quality score is positively associated with satisfaction; the five SERVQUAL dimensions are not tested as separate predictors. The novelty is contextual and applied, rather than a new algorithm or measurement model.

2. RESEARCH METHODOLOGY

2.1 Types of research

This study uses a quantitative, cross-sectional observational design to examine the association between academic administration service quality (X) and student satisfaction (Y). Because responses were collected at one point in time without an intervention or control group, regression coefficients are interpreted as associations and cannot establish causality.

2.2 Population and Sample

The population comprised all 65 students at Gihon Polytechnic, Pematangsiantar. A census approach included all 65 students. The respondent characteristics and regression analysis therefore refer to 65 observations. The normality table's sample count has been corrected from 70 to 65 following confirmation that 70 was a transcription error.

2.3 Data collection technique

Data were collected using a researcher-prepared, closed-ended Likert-type questionnaire and a literature review. The supplied instrument results identify 10 items for academic administration service quality (X) and six items for student satisfaction (Y). The manuscript discusses tangibles, reliability, responsiveness, assurance, and empathy as service-quality domains. Exact item wording, the mapping of item numbers to these domains, the satisfaction indicators, response anchors, reverse scoring, and the method used to aggregate item scores were not supplied. These details must be recovered from the administered questionnaire; they cannot be reconstructed reliably from item–total correlations. Accordingly, the study evaluates an overall X score and an overall Y score without claiming separate dimensional effects.

2.4 Data Analysis Techniques

The analysis comprises item-validity assessment, internal-consistency reliability, residual diagnostics, simple linear regression, a coefficient t-test, and the coefficient of determination. The model is $Y = a + bX + \varepsilon$. Statistical significance is assessed at $\alpha = 0.05$. For a two-sided t-test with 65 complete cases and one predictor, the residual degrees of freedom are 63 and the critical value is approximately 1.998. SPSS output displayed as .000 is reported as $p < 0.001$.

The supplied validity table compares each reported item correlation with $r = 0.2441$. Values exceeding this threshold are treated as meeting the manuscript's item-validity criterion. The original output is needed to confirm whether the reported statistic is a corrected item–total correlation or an uncorrected item correlation. Reliability is assessed using Cronbach's alpha, with the manuscript's threshold of 0.60. Internal consistency alone does not establish dimensional or construct validity.

Data processing was performed using the statistical program for social sciences (SPSS). The results of the validity test for the academic administration quality service level variable are presented as follows:

Table 1. Validity Test

No	Instrument Items	Calculated r value	Table r value	Information	Conclusion
Academic Administration Service Quality Level					
1	Statement 1	0,546	0,2441	r count > r table	Valid
2	Statement 2	0,592	0,2441	r count > r table	Valid

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No	Instrument Items	Calculated r value	Table r value	Information	Conclusion
3	Statement 3	0,634	0,2441	r count > r table	Valid
4	Statement 4	0,720	0,2441	r count > r table	Valid
5	Statement 5	0,703	0,2441	r count > r table	Valid
6	Statement 6	0,694	0,2441	r count > r table	Valid
7	Statement 7	0,743	0,2441	r count > r table	Valid
8	Statement 8	0,644	0,2441	r count > r table	Valid
9	Statement 9	0,637	0,2441	r count > r table	Valid
10	Statement 10	0,637	0,2441	r count > r table	Valid
		Student Satisfaction			
1	Statement 1	0,675	0,2441	r count > r table	Valid
2	Statement 2	0,697	0,2441	r count > r table	Valid
3	Statement 3	0,845	0,2441	r count > r table	Valid
4	Statement 4	0,674	0,2441	r count > r table	Valid
5	Statement 5	0,791	0,2441	r count > r table	Valid
6	Statement 6	0,632	0,2441	r count > r table	Valid

Source: SPSS Data Processing Results, 2026

All 10 service-quality items exceed the reported validity threshold of 0.2441, with correlations ranging from 0.546 to 0.743. All six satisfaction items also exceed the threshold, with correlations ranging from 0.632 to 0.845. Thus, 16 items in total meet the stated criterion: 10 for X and six for Y. These results do not identify the wording or dimensional allocation of the items.

A reliability test was conducted to determine whether the questionnaire results were reliable. The reliability test results generated by the SPSS data processing program indicate the level of quality of academic administration services and student satisfaction, as presented in the table below.

Table 2. Reliability Test

Variable	Cronbach's Alpha	N of Items
Academic Administration Service Quality Level	0,841	10
Student Satisfaction	0,811	6

Source: SPSS Data Processing Results, 2026

Cronbach's alpha is 0.841 for the 10 service-quality items and 0.811 for the six satisfaction items. Both exceed the stated threshold of 0.60 and indicate internal consistency in the reported responses. The coefficients do not establish that all five service-quality dimensions were separately measured or validated.

3. RESULTS AND DISCUSSION

3.1 Respondent Characteristics

In this study, data collection was carried out directly through questionnaires for 65 students at the Gihon Pematang Siantar Polytechnic. Testing in this study was carried out using the statistical program for social science (SPSS) version 25. Based on the results of the questionnaire data testing, the respondents obtained a description of the characteristics of the questionnaire sample in this study, namely gender and major. The results of the data processing obtained through direct filling in by the researcher.

Table 3. Respondent Characteristics

Characteristics	Quantity	Percentage (%)
Gender		
- Male	41	63.08

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Characteristics	Quantity	Percentage (%)
- Female	24	36.92
- Total	65	100
Major		
- Information Management	50	76.93
- Mechanical Engineering	6	9.23
- Electronic Engineering	9	13.84
- Total	65	100

Source: Data is Processed, 2026

From the gender characteristics, it can be concluded that out of 65 respondents, there were 41 male respondents and 24 female respondents who filled out this research questionnaire directly. Thus, based on gender groups, the majority of those who filled out the questionnaire were men. Respondent characteristics based on majors of 65 respondents were 50 respondents majoring in informatics management, 6 respondents majoring in mechanical engineering and 9 respondents majoring in electronic engineering, so that based on the major data, respondents were dominated by informatics management majors.

3.2 Regression Assumption Diagnostics

Residual normality was examined using a normal P–P plot, a histogram, and the supplied Kolmogorov–Smirnov output. The normality assumption concerns regression errors rather than requiring each observed variable to be normally distributed.

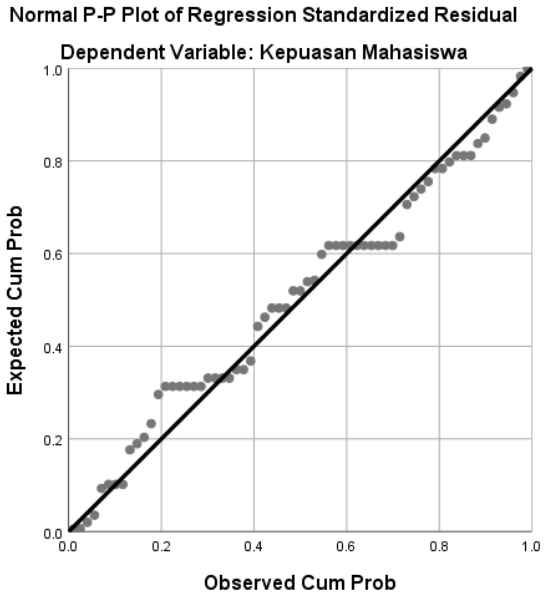


Figure 1. Normal P-P Plot

Source: SPSS Data Processing Results, 2026

The supplied P–P plot shows points broadly following the diagonal, suggesting approximate residual normality. This visual assessment is descriptive and depends on confirming that the graph was generated from the same cases and model as the reported regression.

Furthermore, the test results using the histogram graph method for the regression model can be seen in the image below.

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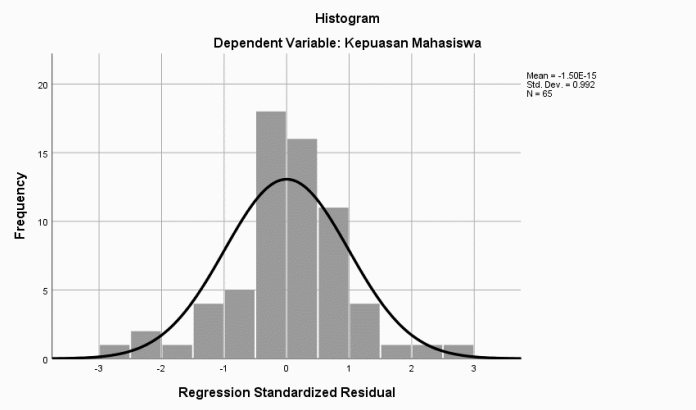


Figure 2. Histogram

Source: SPSS Data Processing Results, 2026

The supplied histogram appears approximately symmetric. This supports only a provisional visual assessment of residual normality; it does not establish normality of the population or significance of the association.

For the Kolmogorov–Smirnov test, a p-value above 0.05 indicates insufficient evidence to reject the specified normal distribution. It does not prove normality. Case counts and model provenance must agree before the test is used to support regression inference.

Table 4. Supplied Kolmogorov–Smirnov Output

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			65
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.51434035
Most Extreme Differences	Absolute		.089
	Positive		.065
	Negative		-.089
Test Statistic			.089
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.174
	99% Confidence Interval	Lower Bound	.164
		Upper Bound	.184

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS Data Processing Results, 2026

The supplied table reports a test statistic of 0.089, an asymptotic p-value displayed as 0.200, and a Monte Carlo p-value of 0.174. Both reported p-values exceed 0.05. The sample count is 65; the previous value of 70 was a transcription error. However, the residual standard deviation of 2.51434035 differs substantially from the regression standard error of 1.35986. These residual statistics still require verification against the same fitted model. The mean residual of 0.0000000 is not a p-value. The original SPSS output must be checked and the residual diagnostics rerun for the final analysis sample before normality is considered adequately documented.

Only one predictor is included, so multicollinearity between predictors is not applicable. The supplied manuscript contains no heteroscedasticity test statistic, residual-versus-fitted plot, or documented linearity assessment. These assumptions cannot be declared satisfied. They should be checked using the same 65-case regression dataset, with the selected procedures and complete results reported. Independence also requires justification from the data-collection design.

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3.3 Simple Linear Regression

Table 5. Regression Coefficients

Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	2.234	1.899	
	Quality Of Academic Administration Services	.534	.045	.831
a. Dependent Variable: Student Satisfaction				

Source: SPSS Data Processing Results, 2026

The supplied regression coefficients yield the fitted equation $\hat{Y} = 2.234 + 0.534X$. The intercept of 2.234 is the predicted satisfaction score when X = 0; its practical interpretation depends on whether zero lies within the service-quality score range. It does not quantify the contribution of omitted variables. The slope of 0.534 means that a one-unit higher service-quality score is associated with a 0.534-unit higher predicted satisfaction score. This interpretation depends on the questionnaire scoring scheme and does not establish a causal effect.

3.4 Coefficient t-Test

Table 6. Coefficient t-Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.234	1.899		1.177	.244
	Quality Of Academic Administration Services	.534	.045	.831	11.859	.000
a. Dependent Variable: Student Satisfaction						

Source: SPSS Data Processing Results, 2026

The supplied coefficient table reports t = 11.859 for service quality and Sig. = .000, reported here as $p < 0.001$. The value 11.859 is used consistently in the abstract, results, and conclusion, in agreement with the coefficient table. For 65 complete cases, the two-sided 5% critical value is approximately 1.998 (df = 63), so the reported coefficient is statistically significant. This supports a positive association between X and Y, subject to verification of the analysis sample and regression assumptions.

3.5 Coefficient of Determination

Table 7. Model Summary

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831[a]	.691	.686	1.35986
a. Predictors (Constant), Quality Of Academic Administration Services				
b. Dependent Variable: Student Satisfaction				

Source: SPSS Data Processing Results, 2026

The supplied model summary reports R = 0.831, $R^2 = 0.691$, adjusted $R^2 = 0.686$, and a standard error of the estimate of 1.35986. R indicates a strong positive association in the reported simple regression. R^2 means that 69.1% of the observed variation in satisfaction is explained statistically by the fitted service-quality model. The remaining 30.9% is unexplained variation, which may reflect omitted factors, measurement error, or random variation. Neither R^2 nor statistical significance establishes causality.

3.6 Discussion and Implications for Academic Information Systems

The positive association between academic administration service quality and student satisfaction ($b = 0.534$; $t = 11.859$; $p < 0.001$) is consistent with the importance of academic services discussed in Indonesian higher-education research [12]–[15]. The reported R^2 of 0.691 supports considering service quality when planning improvements, although it neither identifies the most important individual service dimension nor establishes a causal effect. The information technology contribution is therefore an empirical basis for discussing candidate requirements for an

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academic information system in a small vocational institution. The overall regression establishes the relevance of the service-quality problem, while the preliminary survey identifies concrete processes that may benefit from information-system support. These two sources of evidence have different roles and should not be treated as equivalent measurements.

The preliminary survey of 10 students reported that 90% experienced queues when completing course registration (KRS) and collecting grade records (KHS). These findings motivate online KRS submission and access to authorized KHS records as candidate functions. A student portal could support submission, validation, and approval status, while a centralized academic database could provide consistent records across these processes. The percentages describe the preliminary survey only and must not be generalized as item-level results for the 65-student census. The main regression did not test whether online delivery reduces queues or increases satisfaction.

The preliminary survey also reported that 80% of students experienced slow document processing. A candidate response is a document-request workflow with a request identifier, submission timestamp, responsible officer, processing status, and completion notification. Such a workflow would make requests traceable and allow administrators to examine processing delays. The complaint that staff were insufficiently friendly or helpful, also reported by 80% of preliminary respondents, additionally suggests a need for accessible assistance and escalation channels. Technology should support staff accountability and communication; improved courtesy cannot be assumed to follow automatically from application adoption.

These candidate functions connect administrative service quality with information-system design at the process, data, and interaction levels. Reliability concerns consistent records and predictable processing; responsiveness concerns timely assistance and visible request progress; assurance concerns accurate information and clearly assigned responsibility. Role-based access, records of status changes, and controlled information updates are corresponding design considerations. This mapping is an interpretation of the reported service problems and the service-quality framework [2], not a claim that these controls were measured in the questionnaire or that the five dimensions were independently significant. Students and administrative staff should validate the requirements before development.

The distinction between service quality, information quality, and system quality is essential to the paper's information-systems relevance. The DeLone and McLean framework [16] and IS service-quality literature [17] provide a basis for a subsequent evaluation in which these constructs are measured separately. The present survey measures overall administrative service quality and satisfaction; it does not measure software performance, database accuracy, system availability, or application usability. Its contextual contribution is to connect an observed service-quality association and documented preliminary service problems with an explicit agenda for academic information-system requirements and evaluation. It does not introduce a new algorithm, demonstrate an implemented system, or establish that digitization explains 69.1% of satisfaction.

A subsequent development study should validate the proposed functions with users and evaluate the implemented system using processing time, task-completion rates, data-entry errors, request traceability, and user satisfaction. Perceived usefulness and ease of use [18] can inform acceptance assessment, while electronic service-quality concepts [19] require adaptation to academic administration. Continued use may be examined separately using an expectation-confirmation perspective [20]. A baseline and post-implementation comparison, with appropriate controls where feasible, would provide stronger evidence of benefits. Accordingly, the application functions discussed here remain recommendations; their effectiveness was not evaluated in this study.

3.7 Limitations and Further Research

The study is limited to a census of 65 students at one institution, with self-reported data collected at one point in time. Common-source measurement, unmeasured confounding, and the absence of temporal ordering limit causal interpretation. The sample-count transcription error in the normality table has been corrected to 65. The residual scale in that table still differs from the model summary and requires verification. The administered questionnaire, item-to-domain mapping, scoring rules, and complete heteroscedasticity and linearity diagnostics are unavailable. Therefore, the reported coefficient and significance should be treated as provisional pending verification of a consistent dataset and model output. Future studies should validate the instrument, document all diagnostic results, and evaluate any implemented application using a separate design.

4. CONCLUSION

The supplied regression tables indicate a positive association between academic administration service quality and student satisfaction at Politeknik Gihon Pematangsiantar ($b = 0.534$; $t = 11.859$; $p < 0.001$). The reported R^2 of 0.691 represents 69.1% explained variance, not a causal contribution. Interpretation remains subject to verification of the residual diagnostics. The information-systems implication is a set of candidate priorities for registration, grade access, document tracking, and consistent academic information. An academic administration application is recommended for future development and evaluation; this study does not demonstrate its effectiveness.

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