

**ENHANCING STUDENT SATISFACTION: THE ROLE OF ACADEMIC
ADMINISTRATION SERVICES IN THE FACULTY OF USHULUDDIN AND
RELIGIOUS STUDIES AT UIN RADEN INTAN LAMPUNG**

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ABSTRACT

This study explores the critical role of academic administration services in enhancing student satisfaction within the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung. Through a qualitative approach, the study examines various administrative practices, including student support systems, communication channels, and feedback mechanisms. By analyzing student perceptions and experiences, the research identifies key factors that contribute to their overall satisfaction and academic success. We delve into the pivotal role that efficient academic administration plays in elevating student satisfaction. By examining the intricate relationship between high-quality administrative services and positive educational outcomes, our research aims to identify specific indicators of excellent service, such as reliability, responsiveness, and empathy that significantly contribute to an enriching learning experience. Through a qualitative methods involving surveys, interviews, and focus groups among faculty members and students, we uncover compelling evidence demonstrating how robust administrative support directly impacts student engagement and overall contentment. Our analysis reveals critical areas requiring attention, such as communication gaps and delayed responses, which if addressed effectively could transform the academic landscape. Ultimately, our recommendations emphasize the necessity of ongoing training initiatives for administrative personnel coupled with strategic improvements aimed at bolstering trust and fostering a more conducive scholarly atmosphere. This investigation underscores the profound significance of meticulous academic governance in shaping superior educational environments tailored specifically towards meeting diverse student needs.

Keywords: Academic administration, Student satisfaction, Student support systems

ABSTRAK

Penelitian ini mengeksplorasi peran krusial layanan administrasi akademik dalam meningkatkan kepuasan mahasiswa di Fakultas Ushuluddin dan Studi Agama UIN Raden Intan Lampung. Melalui pendekatan kualitatif, penelitian ini menelaah berbagai praktik administrasi, termasuk sistem dukungan mahasiswa, saluran komunikasi, dan mekanisme umpan balik. Dengan menganalisis persepsi dan pengalaman mahasiswa, penelitian ini mengidentifikasi faktor-faktor utama yang berkontribusi terhadap kepuasan dan keberhasilan akademik mereka secara keseluruhan. Peneliti mendalami peran penting administrasi akademik yang efisien dalam meningkatkan kepuasan mahasiswa. Dengan mengkaji hubungan yang kompleks antara layanan administrasi berkualitas tinggi dan hasil pendidikan yang positif, penelitian ini bertujuan mengidentifikasi indikator-indikator spesifik layanan unggul, seperti keandalan, ketanggapan, dan empati, yang secara signifikan berkontribusi terhadap pengalaman belajar yang bermakna. Melalui metode kualitatif yang melibatkan survei, wawancara, dan diskusi kelompok terfokus dengan dosen dan mahasiswa, kami menemukan bukti kuat bahwa dukungan administratif yang kokoh berdampak langsung terhadap keterlibatan dan kepuasan mahasiswa secara keseluruhan. Analisis kami mengungkap area-area kritis yang memerlukan perhatian, seperti kesenjangan komunikasi dan keterlambatan respons, yang jika ditangani dengan tepat dapat mentransformasi lanskap akademik. Pada akhirnya, rekomendasi kami menekankan pentingnya inisiatif pelatihan berkelanjutan bagi staf administrasi yang dipadukan dengan perbaikan strategis untuk memperkuat kepercayaan dan menciptakan suasana akademik yang lebih kondusif. Penelitian ini menegaskan pentingnya tata kelola akademik yang cermat dalam membentuk lingkungan pendidikan unggul yang disesuaikan secara khusus untuk memenuhi kebutuhan beragam mahasiswa.

Kata Kunci: Academic administration, Student satisfaction, Student support systems

A. Introduction

Education is one of the essential assets that influence individual and societal development. The Faculty of Ushuluddin and Religious Studies, as a higher education institution in Indonesia, plays a crucial role in enhancing the quality of education and producing competent graduates.

However, in the effort to improve educational quality, the academic administration services provided by the faculty become a vital factor. The administrative services in the Faculty of Ushuluddin play an important role in improving educational quality and student satisfaction (Hossain,

Yigitcanlar, Nguyen, & Xu, 2024; Reed, Mullen, & Boyles, 2021).

In the context of higher education institutions, students can be categorized as customers. They are individuals who require educational and administrative services to meet their academic and personal needs (Mizan et al., 2022). In this context, academic administration services are a significant part of the educational services provided by the university to students. Student satisfaction with academic administration services is crucial as it can influence their decisions to continue their studies and maintain the university's reputation in the competitive higher education landscape. Effective and efficient academic administration services can enhance student satisfaction, thereby affecting academic performance and motivation to learn (Jatmiko, Armita, Irwandani, Saputro, & Aridan, 2024; Masykur, Irwandani, Pricillia, & Aridan, 2024). Student satisfaction with academic administration can be assessed from various aspects, such as accessibility, accuracy, relationships, competence, and friendliness (Muflihin & Warsito, 2024).

Additionally, the concept of student satisfaction in Islam is linked to principles such as tangibility, empathy, assurance, and efficiency (Gustian, Aridah, & Rusmawaty, 2023; Johannsen et al., 2023). Therefore, the services provided to students, particularly academic services, serve as the core value proposition of educational institutions that can influence student satisfaction as consumers. The faculty's efforts to provide academic administration can be seen as actions pleasing to Allah and fulfilling established educational goals. Providing services or assistance to those in need is referred to as service. This act reflects commendable behavior. While every religion encourages individuals to have a service-oriented attitude, Islam places special emphasis on this disposition.

B. Research Method

A qualitative approach was chosen to gain in-depth insights into students' experiences and perceptions. This method allows for a comprehensive understanding of the nuances surrounding academic administration and its effects on student satisfaction. The study

involved a purposive sampling of 30% students from the Faculty of Ushuluddin and Religious Studies. Participants were selected based on their varying academic years and engagement levels to ensure a diverse range of perspectives. Informed consent was obtained from all participants before the study commenced (Rodriguez-Gomez, Muñoz-Moreno, & Ion, 2024; Sam, 2024).

This research is descriptive in nature, meaning it uses a descriptive approach to accurately depict the characteristics of individuals, conditions, and phenomena within certain groups to establish the frequency of specific relationships according to observed phenomena in other areas of society. Thus, the research conducted by the author aims to describe how efforts are made toward the efficiency and effectiveness of academic administration services in the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung.

This research involved purposive sampling of 30% of students from the Faculty of Ushuluddin and Religious Studies. Data were collected through

interviews, observations, documentation, and questionnaires. To collect data and information, used primary data and secondary data. Primary data is data obtained from the first source, either from individuals, such as the results of interviews and informant responses regarding the quality of student administration services at the Faculty of Ushuluddin and Religious Studies, UIN Raden Intan Lampung. Secondary Data is supporting data that is relevant to the research study. The secondary data referred to in this research is data obtained from documents at the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung regarding the background, main duties and functions, objectives, mechanisms and organizational structure of the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung.

C. Results and Discussion

Reliability

The study findings indicate that the reliability of academic administration services significantly impacts student satisfaction. Students reported feeling satisfied when

promised services, such as prompt and accurate administrative processing, were fulfilled. Many students noted that they received consistent and reliable information regarding various academic processes, which helped them plan their studies more effectively (Zhang, Wang, Li, & Jiang, 2024).

In the context of academic administration services at the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung, the aspect of reliability indicates that students greatly value the consistency and accuracy of service delivery. Data shows that the majority of respondents are satisfied with the reliability of the information provided by the administration. They report that information related to class schedules, announcements, and other services is conveyed accurately and promptly. This creates a strong sense of trust among students in the existing administrative system.

However, despite the high satisfaction level, there are still some areas that need improvement. Some students noted that there are times when communication lacks clarity, especially when schedule changes

occur. This highlights the need to strengthen communication channels so that information can be conveyed more effectively and reduce confusion among students. By addressing this issue, it is expected that student satisfaction regarding the reliability of services can be further enhanced.

Responsiveness

Responsiveness of academic administration services was also a crucial factor in student satisfaction (Peungcharoenkun & Waluyo, 2023). Interview results showed that students appreciated the staff's ability to provide quick responses to questions and issues they faced. Many participants stated that the accessibility and willingness of staff to assist were very helpful in overcoming various administrative challenges.

The aspect of responsiveness in academic administration services also plays a crucial role in enhancing student satisfaction. Data indicates that the majority of students feel that the administrative staff responds quickly to their inquiries and needs. This creates a positive atmosphere and supports a better learning experience. Students appreciate the

speed and promptness of staff in addressing emerging issues, both through direct and online media.

However, there are some suggestions from students indicating that, while most staff are responsive, there are certain times when responses are not as fast as expected, particularly during busy periods such as registration and exams. Some students propose enhancing staff training to better understand and anticipate student needs in these situations. By improving responsiveness, it is hoped that services can better meet overall student expectations.

Assurance

Assurance in academic administration services was evident from the staff's ability to provide clear and confident information regarding academic procedures (Februannisa & Anggraini, 2022; Kaso et al., 2021). Students felt more confident when they received adequate explanations and were assured that the services provided were safe and met standards. Some students noted that the assurances from academic staff

contributed to their trust in the quality of education they received.

The assurance aspect of academic administration services at the Faculty of Ushuluddin and Religious Studies also shows positive results. Students feel confident that they receive safe and professional services. Data indicates that many of them believe that administrative staff possess adequate knowledge and skills in their fields, which makes students feel valued and supported. This level of trust contributes to a better academic experience.

However, some students desire greater transparency regarding existing procedures. They want more detailed information about the policies and procedures in place, enabling them to better understand the steps to take in various situations. Improvements in this area can enhance students' sense of safety and comfort when interacting with administrative services, which in turn will positively impact their satisfaction.

Empathy

The empathy demonstrated by administrative staff also played a significant role in enhancing student

satisfaction (Alotaibi, Selouani, & Cichocki, 2009). Focus group discussions revealed that students felt valued when staff showed personal attention to their needs (Anggraini et al., 2022; Loyens, van Meerten, Schaap, & Wijnia, 2023). Being responsive to complaints and willing to listen to feedback from students were considered important in building a good relationship between students and the administration.

Empathy is one of the highly regarded aspects in this study. Students assess that administrative staff tend to show care and understanding towards the needs and problems faced by students. Data shows that students feel heard and valued when they pose questions or express complaints. This creates a warmer and more supportive atmosphere, where students feel comfortable interacting with administrative staff.

However, some students also indicated that sometimes the attention given can feel uneven. For example, in situations where many students are raising questions or complaints simultaneously, there are times when staff appear overwhelmed. This

indicates the need for better time and resource management to ensure that every student feels they receive the attention they deserve. With improvements in this area, empathetic service will further enhance student satisfaction.

Tangible

The tangible aspects of academic administration services, such as facilities and the physical appearance of service areas, also influenced students' perceptions. Students indicated that clean, organized, and comfortable facilities created a positive experience. Data showed that when students felt that the physical environment supported them, they were more likely to have a positive view of the administration services provided.

The tangibles aspect, which includes physical facilities and supporting materials for administrative services, also significantly impacts student satisfaction. Survey results indicate that students appreciate the existing facilities, such as comfortable waiting areas, accessibility of information through digital platforms, and the cleanliness and tidiness of

administrative spaces. All these contribute to a positive experience when interacting with administrative services.

However, some students expressed that there is still room for improvement, especially concerning technological updates and resource availability. Some facilities are perceived as outdated and need to be refreshed to better meet current student needs. By investing more in these physical aspects, UIN Raden Intan Lampung can enhance not only student satisfaction but also the faculty's public image.

E. Conclusion

This study aimed to explore the role of academic administration services in enhancing student satisfaction at the Faculty of Ushuluddin and Religious Studies at UIN Raden Intan Lampung. The findings indicate that key aspects such as reliability, responsiveness, assurance, empathy, and tangibles significantly contribute to overall student satisfaction. Students reported high levels of satisfaction with the accuracy and timeliness of information, the promptness of staff

responses, and the professional demeanor of administrative personnel. Additionally, the empathetic approach of the staff and the quality of physical facilities were recognized as vital components of a positive administrative experience.

However, the study also identified several limitations. While the majority of respondents expressed satisfaction, certain areas, such as communication clarity and response speed during busy periods, require further attention. Additionally, the need for improved transparency regarding procedures was highlighted, suggesting that administrative services could benefit from clearer communication strategies. These limitations point to opportunities for further research, particularly in understanding the nuances of student needs and how they can be better met.

The implications of these findings contribute significantly to the development of administrative practices within educational institutions. By focusing on enhancing the aspects identified—particularly in communication and resource management—universities can foster a more supportive and satisfying

environment for students. This research not only adds to the body of knowledge regarding student satisfaction but also serves as a practical guide for academic institutions aiming to improve their administrative services, ultimately contributing to a more effective educational experience.

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