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Analysis Of Student Satisfaction In View Of Academic Atmosphere And Quality Of Educators

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ABSTRACT

One of the main tasks of educational institutions is to educate students, and one way is to provide satisfaction. Satisfaction/pleasure of students can be a trigger for enthusiasm for learning and have an impact on increasing academic/non-academic achievement. Things that are directly related to this are lecturers and academic activities. Therefore, having quality lecturers and building a healthy academic environment is a necessity. This condition is the reason for this study to examine student satisfaction in learning which is influenced by the academic atmosphere and the quality of the teachers. This study uses quantitative principles, where the research data is in the form of numbers obtained through distributing questionnaires, and is analyzed using mathematical/statistical calculations, namely linear regression. The research sample was Pamulang university students as many as 380 people, with an incidental technique. The results of the study show that feelings of satisfaction/pleasure can increase student learning activeness both inside and outside the classroom, so that it is possible to increase academic/non-academic achievements. The interesting thing from this finding is that qualified lecturers and a good academic environment have a large level of contribution to students' feelings of satisfaction/enjoyment in learning. In fact, a feeling of pride was awakened, which gave birth to an attitude of love/caring for the campus and its lecturers.

Keywords: **Academic Atmosphere, Qualified Lecturers, Satisfaction, Academic/ Non-Academic Achievements, Quality of Higher Education**

INTRODUCTION

The role of education as a process that is carried out has the aim of educating the life of the nation. A good educational process will create human beings as human resources who can play a major role in the nation and state development process (Damanik, 2019). So that the role of education is very important because education is the main key to creating intact and quality human resources.

Higher education quality and quality depend on the management in it. The learning process greatly affects the quality of higher education. Improving the quality of learning is influenced by various standards that are interrelated with each other such as

student input, curriculum, teaching and educational staff, facilities and infrastructure, financing, and the environment (Wahyudi & Sari, 2019; Alhudhori, 2017).

Lecturers who do not meet the competence properly will cause students to feel dissatisfied and even disadvantaged. Lecturers are expected to have competence according to their fields so that they can create an effective lecture atmosphere (Indrawanto, 2019). Because if students feel satisfied if they are able to understand what is conveyed by the lecturer, conduct fun lectures and finally get achievements to add value to satisfaction. Lecturers who are unable to manage learning in class will have consequences for poor performance on student assessments in class.

A conducive environment on campus will have a lot of influence on student learning outcomes. Lecturers and students really need a conducive work environment to foster encouragement from within to be more motivated at work and study (Kurbani, 2019). This shows that the work environment on campus is related to the level of satisfaction for all residents on campus, especially students who always carry out lectures in the campus environment.

Higher education leaders play an important role in determining resource management policies, especially lecturers and the campus environment so that they can create a pleasant atmosphere to increase student enthusiasm and enthusiasm while studying on campus. Higher education performance will increase if it is supported by, among other things, lecturer competence and a conducive work environment (Yuliawan & Sianturi, 2017; Widawati, 2020). This can affect job satisfaction and productivity gains.

THEORETICAL BASIS

Lecturer Competence

According to Law Number 14 of 2005 concerning Teachers and Lecturers states that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Competence is the capacity of knowledge, skills and attitudes possessed by an employee that is relevant to the standard of work to be performed so that he is able to carry out the work that has been designed for him both now and in the future (Jatmiko, 2020). Sagala (2009) says that competence is a

combination of mastery, knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting in carrying out their duties/work. Lecturers play an important role in the lecture process in creating scientific formation to make students skilled and intelligent (Mujahidin, et al., 2018).

In Law Number 14 of 2005 concerning Teachers and Lecturers, competencies consist of four, namely:

1. Pedagogic competence is the ability to manage student learning.
2. Personal competence is the ability of a solid personality, noble, wise, and authoritative as well as being a role model for students.
3. Professional competence is the ability to master subject matter broadly and in depth.
4. Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.

Based on the explanation above, lecturer competence as an ability that exists within the lecturer includes mastery, knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting in an effective and efficient learning process so that students can become intelligent people and become resources. potential human beings (Ifa Khoirianingrum, 2018; Neta, et al., 2021).

Campus Environment

Istiningtyas (2017) says that the environment consists of all the conditions in the world that affect our behavior, growth, human development. Hamalik in Listiani, et al. (2019) stated that between individuals and the environment there is a process of interaction or mutually influencing one another. Behavior can affect the environment both positively and negatively. Influence is said to be positive if the behavior has a good impact on the environment, and vice versa is said to be negative because it has a bad influence on the environment. The environment on the other hand can have an influence on individual behavior patterns. Khan & Khan (2017) say that educational processes of development occur in physical, social, cultural and psychological environments. A proper and adequate environment is very much necessary for a fruitful learning of the child. This means that the educational process occurs in the physical, social, cultural and psychological environment. The right and adequate environment is very necessary for

someone to learn. The work environment is one of the causes of success in carrying out tasks, if lecturers and students get a positive influence, they will have better morale in carrying out their work, and this means increasing efficiency in achieving a goal. Meanwhile, if lecturers and students get a negative influence, they will experience a moral decline in carrying out learning.

Based on this description, it can be concluded that the campus environment is a unitary space in formal educational institutions that influences the learning process on campus. The campus environment consists of the physical environment and social environment. The physical environment of the school includes buildings, classrooms, teacher rooms, libraries, laboratories, latrines, equipment for teaching and learning activities, and land/parks. Campus social environment includes student relations with the head of study program, student relations with academic staff, student and lecturer relations, and student relations with the community.

Student Satisfaction

Ratnapuri (2017) says that student satisfaction is a positive attitude of students towards teaching and learning services. Higher education is a service provider because there is a match between the need for the importance of knowledge and the hope of increasing the quality of life for students so that they are ready to face the realities of the future that will come.

Oliver in Supranto (2017) says that satisfaction is the level of one's feelings after comparing the perceived performance or results with their expectations. The feeling of satisfaction that is obtained should be in line with the level of performance that has been carried out. The results obtained are in accordance with what was expected before.

Arambewela and Hall in Ratnapuri (2017) said that student satisfaction is the main goal of every university. Satisfied students can be a benchmark for the services provided by the university. Student satisfaction can be a force in attracting prospective students or the public to join. a good response from students can have a positive impact on the institution or college that is superior.

METHOD

This research is an associative research type and uses a quantitative approach. Associative research describes the analysis of the relationship between variables. The

data in this study uses primary data types taken directly from the respondents as the source. The primary data in this study used a questionnaire distributed to Pamulang University students. This study examines the relationship between variables both partially and simultaneously related to lecturer competence on student satisfaction, campus environment on student satisfaction. The variables in this study consist of the independent variable (the dependent variable) which includes the competence of the lecturers and the campus environment while the dependent variable (the independent variable) is student satisfaction.

The population in this study were students of the Bachelor of Accounting Study Program at Pamulang University. The sampling technique used in this study was the Slovin formula, a sample of 380 students was obtained. The sampling technique used is incidental sampling, namely sampling based on chance, that is, anyone who accidentally/accidentally meets the researcher can be used as a sample, if deemed that person is suitable as a data source.

RESULT

Validation Test

Based on the results of the X and Y variable validation tests using the Pearson Correlation technique, if the correlation between the scores of each statement and the total score has a significant level below 0.05 then the statement item is declared valid and vice versa. Based on the results of validity testing it is known that the value of n in this study is 380, so for the value of r table 0.179. The results concluded that in testing the validity of all variable statements declared valid.

Reliability Test

Based on the results of the reliability test of the X and Y variables in this study using a reliability testing technique using Cronbach's alpha, a variable or construct is said to be reliable if it gives a Cronbach Alpha value between 0.60 to 0.70 or more. Based on the results of the reliability test, it shows that the Cronbach's Alpha value for each variable is greater than the generally established standard value, which is greater than 0.6. Thus it was concluded that this questionnaire was reliable.

Regression Analysis Test

Based on the analysis test above, the results of the study can be explained as follows:

1. A constant value of -0.371 indicates that if the lecturer competence and campus environment variables have a zero value, then student satisfaction already has a value of -0.371. This statistical value means that there will be a decrease in student satisfaction with the university/study if the teaching staff is not qualified. In addition, students are also less enthusiastic/enjoyed in learning if the academic atmosphere is not healthy/not supportive of quality-oriented learning.
2. The regression coefficient on the lecturer competency variable is 0.028 indicating that every one unit increase in the lecturer competency variable will increase the student satisfaction variable by 0.028. This finding provides information that the influence of lecturer competence on student satisfaction is very small. This explains that the concept of satisfaction/pleasure in learning or towards the university is more influenced by emotional factors, for example a good academic atmosphere.
3. The regression coefficient on the campus environment variable is 0.375 indicating that every one unit increase in the campus environment variable will increase the student satisfaction variable by 0.375. These findings confirm that satisfaction as an emotional factor will be more influenced by other emotional factors, in this case the campus environment. Theoretically, the atmosphere / academic environment is a psychological condition that directly affects the psychology of existing people. So do not be surprised, if the academic environment has a very big influence on student satisfaction.

Partial Test

Based on the regression analysis, it can be seen that the influence of lecturer competence on student satisfaction shows a significant effect. Lecturer competency variable with a t-count value of 2.265 > 1.966 = t-table, or a significant value of 0.024 (sig <0.05), it can be concluded that H_1 accepted, which means that the competence of lecturers has a significant effect partially on student satisfaction. The results of this statistical test are one of the pieces of evidence that can be used by related parties to be able to maintain student satisfaction, so that the existence of the campus is maintained

for a long time. In other words, maintaining student satisfaction is part of a business strategy in the education industry. By presenting professional and expert teaching staff, it can build a positive image, so that it does not only affect students, but also the institution's accreditation.

In the table above it can be seen that the influence of the campus environment on student satisfaction shows a significant influence. Campus environment variable with a t-count value of 41.690 > 1.966 = t-table, or a significant value of 0.000 (sig <0.05), it can be concluded that H_2 accepted, which means that the campus environment has a partially significant effect on student satisfaction. The results of this study indicate the importance of building a friendly academic environment for everyone, especially students. Friendly in question is the establishment of an academic system that provides excellent service, thereby providing easy access and information. Thus, all academic service users feel benefited, because they get the convenience of these services, which help facilitate academic/educational activities.

Simultaneous Test

Based on the results of the f statistical test in the table above, it shows that the f-value = 1238.087 > 3.87 = f-table with a significance level of 0.000 <0.05. Thus it can be concluded that the variables of lecturer competency and campus environment have a significant simultaneous effect on student satisfaction and this also indicates that the third hypothesis is accepted.

The meaning of the findings from this simultaneous test is that the formation of student satisfaction is inseparable from many factors, including a supportive academic environment and the quality of lecturers. This reinforces a need in the academic world, where students will feel satisfaction if they get comprehensive knowledge from experts. In addition, in the learning process there is a system that regulates, infrastructure and related parties, thus forming a certain environment that directly affects the ease of doing activities at the university. An academic environment that provides convenience and an interesting learning experience can increase student satisfaction with the university itself.

CONCLUSION

Based on the partial test for the first hypothesis, there is an effect of lecturer competence on student satisfaction. The influence of lecturer competence is very significant in providing satisfaction to students. Lecturer competence must always be improved so that students who study can absorb the knowledge conveyed in lectures. Lecturer competence includes mastery, knowledge, skills, values and attitudes which are reflected in the habits of thinking and acting in an effective and efficient learning process so that students can become intelligent people and potential human resources. When lecturers are more competent, learning on campus is more meaningful and students feel satisfied.

Based on the partial test for the second hypothesis, there is an influence of the campus environment on student satisfaction. A conducive campus environment is highly expected by students during lecture activities on campus. The physical environment in the form of facilities and infrastructure and the social environment in the form of student relations with all residents on campus greatly determine student satisfaction during lectures. So that the campus environment needs to be continuously improved in order to ensure that students feel more satisfied and happy to be on campus.

Based on the simultaneous test for the third hypothesis, there is an effect of lecturer competence and the campus environment on student satisfaction. The influence of academic and environmental services simultaneously on student satisfaction is very large, namely 86.6%. For this reason, it is necessary to continuously improve the competence of lecturers so that students are increasingly satisfied with the services received. Likewise, the campus environment also needs to be continuously improved so that students who study feel comfortable and happy to be on campus.

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