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# The Influence of Academic Administration Services with the RATER Approach on Student Satisfaction in Higher Education

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**Abstract:**

This research aims to analyze the influence of academic administration services, including Responsiveness, Assurance, Tangibility, Empathy, and Reliability (RATER), on student satisfaction at one of the State Islamic Religious Universities in East Java, Indonesia. A quantitative approach with an associative research type was used in this research. Sampling was conducted using a proportional random sampling technique, resulting in a sample of 109 students. Data was collected through a questionnaire tested for validity and reliability. Data analysis was carried out using multiple linear regression tests. The research results show that academic administration services, which include the RATER dimension, simultaneously influence student satisfaction. However, only three variables have a partial influence: responsiveness, assurance, and tangibility. These findings imply that improving the quality of academic administration services based on the RATER dimensions is needed to increase student satisfaction. This shows the potential for improving academic administration services in higher education, focusing on critical aspects such as Responsiveness, Assurance, Tangibility, Empathy, and Reliability (RATER) to increase student satisfaction and institutional reputation.

**Keywords:** *Dimensions of RATER, Student Satisfaction, Academic Administration Services*

**Abstrak:**

Penelitian ini bertujuan untuk menganalisis pengaruh pelayanan administrasi akademik yang mencakup aspek Responsiveness, Assurance, Tangibility, Empathy, dan Reliability (RATER) terhadap kepuasan mahasiswa di salah satu Perguruan Tinggi Keagamaan Islam Negeri di Jawa Timur, Indonesia. Pendekatan kuantitatif dengan jenis penelitian asosiatif digunakan dalam penelitian ini. Pengambilan sampel dilakukan dengan menggunakan teknik proporsional random sampling, yang menghasilkan sampel sebanyak 109 mahasiswa. Data dikumpulkan melalui angket yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan uji regresi linier berganda. Hasil penelitian menunjukkan bahwa pelayanan administrasi akademik yang meliputi dimensi RATER secara simultan berpengaruh terhadap kepuasan mahasiswa. Namun, secara parsial, hanya tiga variabel yang berpengaruh, yaitu Responsiveness, Assurance, dan Tangibility. Implikasi dari temuan ini adalah bahwa peningkatan kualitas pelayanan administrasi akademik berdasarkan dimensi RATER diperlukan untuk meningkatkan kepuasan mahasiswa. Hal ini menunjukkan potensi untuk perbaikan layanan administrasi akademik di perguruan tinggi, dengan fokus pada aspek kritis seperti


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Responsiveness, Assurance, Tangibility, Empathy, dan Reliability (RATER), guna meningkatkan kepuasan mahasiswa serta reputasi institusi.
**Kata Kunci:** *Dimensi RATER*, *Kepuasan Mahasiswa, Pelayanan Administrasi Akademik*

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## INTRODUCTION

Educational institutions should ensure student satisfaction through instructional and non-instructional services such as academic administrative services (Parveen & Tran, 2020; Riffe & Barringer, 2021; Lee et al., 2022). At the global level, education administration services in Indonesia are also an important topic related to student satisfaction and the quality of education, such as in Pakistani Universities (Sadia, 2020; Qazi et al., 2021; Latif et al., 2021). Administrative services in educational institutions are still less than optimal and not by standard operating procedures (SOPs) (Bojović et al., 2020; Benavides et al., 2020; Zaini et al., 2022). Though education is a product in the form of educational services, the key to service quality at a university can be identified into five dimensions, one of which is the quality of administrative services (El Alfy & Abukari, 2020; Demir et al., 2021; Camilleri, 2021). In a university, the success of education can be measured by customer satisfaction, in this case, student satisfaction (Mulyono et al., 2020; Calma & Dickson-Deane, 2020; Baklanov et al., 2020). Even the study results show that student satisfaction can be used as one of the elements of monitoring the quality of education in a university.

To find a quality educational service by comparing consumer perceptions of the services they receive with expectations or desires in a university (Rahimizhian et al., 2020; Twum et al., 2020; Htang, 2021). If the service received is what is expected, then the quality of service is perceived as excellent and satisfactory (Alzoubi et al., 2020; Uzir et al., 2021; Mulyani et al., 2020). Even if the service received exceeds consumer expectations, then the quality of service is perceived as very good and quality (Akdere et al., 2020). Conversely, if the service received is lower than expected, the quality of service is perceived as poor. The concept of service quality related to satisfaction can be determined by five dimensions known as "RATER": Responsive, Assurance, Tangible, Empathy, and Reliability.

The five dimensions are defined as follows: 1) Responsive related to the willingness to help consumers (students) and provide fast service; 2) Assurance related to knowledge, employee courtesy, and the ability to convey trust and confidence in customers' toward service providers, 3) Tangible related to the appearance of physical facilities, equipment, employee, and communication materials, 4) Empathy-related to the provision of care and attention individually given to consumers, and 5) Reliability is a dimension that refers to the ability to perform the promised service reliably and accurately. The five dimensions of RATER can be used to measure whether or not the quality of service in an institution is good.

One educational service universities provide students is academic administration services (Demir et al., 2021). Academic administration is an

essential form of educational service because a quality education system also has quality administrative services (Rifuddin et al., 2020). An excellent organizational system can support the learning process, produce good outputs, and provide a good image of higher education (García-Peñalvo, 2021). Therefore, academic administration services must be one of the top priorities to meet student's expectations and needs. At least in academic administration services, five principles are used: efficiency, management, priority, leadership effectiveness, and cooperation (Zaini & Syafaruddin, 2020).

The Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia, also provides academic administrative services. The faculty is the oldest, with 11 study programs, one of which is the Islamic Education Management study program, which has obtained accreditation from the National Accreditation Board for Higher Education (BAN-PT) and has an adequate building. However, on the other hand, based on the results of an initial survey of students of the Faculty of Education and Teacher Training, it was found that academic administration services were still unsatisfactory for students, especially in terms of officers who were sometimes not in place during service hours and often procrastinated work. Some problems in the educational service system that are often complained about by students are related to the Academic Information System (SIAKAD) and the Integrated Information System (SISTER), which often experience problems when accessing unsatisfactory academic consultation, lack of information about scholarships, lack of explicit curriculum in each batch, and inadequate lecture support facilities.

Several studies have discussed university administrative services on student satisfaction, including the results study of who reports their research on what can determine student satisfaction in academic and administrative services at private universities (Sibai et al., 2021). However, could have elaborated more on how much student satisfaction with academic administration services. Applying the structural equation model in analyzing student satisfaction at the Faculty of Engineering (Herwin et al., 2022). Their study shows what variables can measure student satisfaction with academic and administrative services, so it has yet to explain the effect (Khan & Yildiz, 2020). In addition, it also explains how the influence of the quality of administrative personnel services on student satisfaction at Public Junior High School 2 Solok City, Indonesia. This fact shows that studies on the effect of academic and administrative services on student satisfaction at the university level have yet to be conducted.

Some of these studies show that there have yet to be studies that report on the effect of academic and administrative services in five dimensions, focusing on administrative employee services and the overall system run. In addition, this study uses a dependent variable, namely student satisfaction in the Islamic State university environment, namely the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia; this is very different from the previous studies. Therefore, this study is crucial because it has benefits both in theory and practice. In theory, this study can be a reference for developing further studies and references in taking policies related to optimizing administrative services. In practice, the results of this study can be implemented, as well as

evaluation material by UIN Kiai Haji Achmad Siddiq, to improve academic, administrative services.

Therefore, based on the problems previously described and the gaps provided by previous research, this study aims to determine the influence of academic, administrative services, which include the dimensions of Responsive, Assurance, Tangible, Empathy, and Reliability (RATER) on student satisfaction batch 2017 at the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia. Through this research, it is expected to be an evaluation material to improve academic administration system services.

This research introduces novelty through a comprehensive approach utilizing the RATER framework, encompassing five dimensions of service quality: Responsiveness, Assurance, Tangibles, Empathy, and Reliability. Unlike previous studies that often focused on specific aspects without embracing the entire spectrum of dimensions influencing student satisfaction with academic and administrative services, this research explores the holistic impact on student satisfaction. In delving into the influence of academic administrative services on student satisfaction, the uniqueness of this study lies in its attention to the entire service system. It examines factors ranging from the availability of administrative personnel, the use of the Academic Information System (SIAKAD) and Integrated Information System (SISTER), to the adequacy of lecture support facilities. Thus, the research fills a gap in the literature by providing a more comprehensive analysis. Another distinctive feature is the utilization of a mixed-methods approach, incorporating both quantitative surveys and qualitative interviews. This methodology offers quantitative insights into student satisfaction and provides qualitative context through direct perspectives from academic and administrative personnel. This approach adds a deeper dimension to understanding the challenges and opportunities in service provision.

This research aims to investigate the influence of academic, administrative services on student satisfaction at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, with a specific focus on the 2017 cohort. We will analyze the five dimensions of services using the RATER framework, evaluate student satisfaction, and identify challenges and opportunities in delivering academic administrative services. The anticipated outcome of this study is to provide an in-depth perspective for improving service quality and student satisfaction within the university setting.

## RESEARCH METHODS

This study used a quantitative approach with an associative type (Lina, 2022). The population in this study was all students of batch 2017 of the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Jember, East Java, Indonesia, totaling 1086. The independent variable in this study is academic administration services, which include five dimensions: responsive, assured, tangible, empathetic, and Reliable (RATER), while student satisfaction is used as the dependent variable. The number of samples taken in this study used the Isaac & Michael formula with an error rate of 10%. Based on the results of these calculations, 104 samples were obtained, and then the researcher determined the number of samples in this study to be as many as 109 students. The 109 students

were randomly drawn in each study program using proportional random sampling techniques.

Questionnaires are the data collection techniques used in this research (Bahasoan et al., 2020). Questionnaire instruments were employed and developed through a series of processes, including making constructs based on the synthesis of theories studied about a concept of variables, developing dimensions and variable indicators, making instrument grids, setting parameters, compiling instrument items in the form of statements, instrument validity tests, revisions, limited instrument trials, instrument reliability tests. The questionnaire is the main instrument used to obtain data on the effect of academic administrative services on student satisfaction. The study data that has been obtained is then analyzed using inferential statistical analysis to determine the significant effect of academic and administrative services, which include the dimensions of Responsive, Assurance, Tangible, Empathy, and Reliability (RATER) on student satisfaction.

The instrument used in this study was a questionnaire checklist. Details of the academic administration service questionnaire consisting of 35 statement items include (Shrestha, 2021); 1) Tangible dimension; there are eight statement items; 2) Reliability dimension, there are nine statement items, 3) Responsive dimension; there are five statement items, 4) Empathy dimension has seven statement items, and 5) Assurance dimension has six statement items. Each dimension has several indicators adapted from Kotler and Lane Keller (2016). As for the satisfaction questionnaire, there are 25 statement items, which include: 1) Overall customer satisfaction, there are four statement items; 2) Customer satisfaction dimensions, there are nine statement items; 3) Confirmation of expectations, there are six statements, 4) Interest in repurchase there are two statements, 5) Willingness to recommend there are two statements, and 6) Customer dissatisfaction there are two statements. Each dimension has several dimensions adapted from Hawkins and Lonney.

Furthermore, the questionnaire on academic administration services and student satisfaction was tested first on 30 students in addition to samples to measure the level of validity and reliability of the instrument. To test the validity of the statement items in this study using the *Product Moment* formula from *Pearson* and for calculations using the *Statistical Program for Social Science* (*SPSS*) *for Windows Version 22 program*. After the validity test, there was one item of invalid statement on the Tangible dimension and four items on the student satisfaction questionnaire. Based on these results, researchers used valid items in the academic administration service questionnaire, as many as 34 statement items, and in student satisfaction questionnaires, as many as 21 statement items.

For reliability tests, *SPSS* for *Windows Version 22* with *Alpha Cronbach* facility is also used to measure the correlation of score results between answer scores on the same question item. The reliability test results of the total number of questionnaires in the academic administration service questionnaire amounted to 0.959, and the student satisfaction questionnaires amounted to 0.908. Therefore, from these results, the questionnaire instrument can be concluded to be very reliable or reliable.

Data analysis used in this study is divided into two analysis techniques: descriptive and inferential (Mertler et al., 2021). First, a descriptive analysis was carried out to determine the category of student perception through interpretation using the *Rule of Thumb* in the form of a mean score of student perception of academic and administrative services covering the RATER dimension, as in Table 1.

**Table 1. Mean Scoring Interpretation of Student Perception**

| Mean Score | Interpretation |
|---|---|
| 1.00-2.00 | Low |
| 2.00-3.00 | Quite Low |
| 3.00-4.00 | Quite High |
| 4.00-5.00 | High |

Furthermore, to provide an overview of academic administration services and the level of student satisfaction of batch 2017 in the calculation of data analysis, the SPSS for Windows Version 22 program was used. At the same time, the inferential analysis consists of multivariate analysis, namely multiple linear regression, and bivariate analysis, namely simple linear regression.

Multiple linear regression is used to determine the effect of academic and administrative services simultaneously on student satisfaction while determining the direction of the relationship between the dependent variable, whether negative or positive and predict the value of the dependent variable if the value of the independent variable decreases or increase simple linear regression is used (Santuryan et al., 2023). A statistical test is used to determine whether the independent variables partially affect the non-free variables. Four prerequisite tests must be carried out before conducting a hypothesis test: the normality test, collinearity test, heteroscedasticity test, and autocorrelation test.

## RESULTS AND DISCUSSIONS

The data from this study is in the form of academic administration service questionnaire data, which includes the dimensions of responsive, assured, tangible, empathic, and Reliable (RATER) and student satisfaction data. First, the data were analyzed using descriptive analysis to determine the perception of students of batch 2017 about academic, administrative services, in addition to determining the level of satisfaction of students of batch 2017 of the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia with a percentage formula. Second, the data were analyzed using inferential analysis, namely multiple linear regression, to determine the significant effect of academic and administrative services covering these five dimensions simultaneously or partially on student satisfaction.

### Result of the Academic Administration Service Questionnaire

The academic administration service questionnaire was given to find out the perception of students of batch 2017 towards academic administration services at the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia. The results of the questionnaire are shown in Table 2.

**Table 2. Results of Student Perceptions of Academic Administration Services**

| Variable | Average | Information |
|---|---|---|
| Responsive | 3.51 | Quite High |
| Assurance | 3.54 | Quite High |
| Tangible | 3.76 | Quite High |
| Empathy | 3.47 | Quite High |
| Reliability | 3.33 | Quite High |

Table 2 shows that the perception of students of batch 2017 of the Faculty of Education and Teacher Training about academic administrative services related to the Responsive dimension obtained an overall average of 3.51 with a reasonably relatively high interpretation, the Assurance dimension obtained an overall average of 3.54 with a reasonably relatively high interpretation, the Tangible dimension obtained an overall average of 3.76 with a reasonably relatively high interpretation, the Empathy dimension obtained an overall average of 3.47 with a reasonably relatively high interpretation, and the Reliability dimension obtained an overall average of 3.33 with a reasonably relatively high interpretation.

**Results of Student Satisfaction Questionnaire.**

The student satisfaction questionnaire was given to determine the level of satisfaction of students of batch 2017 with academic administration services at the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia. The results of the questionnaire are shown in Table 3.

**Table 3. Student Satisfaction Level Results**

| Value | Frequency | Percentage | Category |
|---|---|---|---|
| 105-125 | 0 | 0% | Very High |
| 84-104 | 11 | 10% | High |
| 63-83 | 58 | 53% | Keep |
| 42-62 | 37 | 34% | Low |
| 21-41 | 3 | 3% | Very Low |
| | 109 | 100% | |

Based on Table 3, it was found that the satisfaction level of students of batch 2017 at the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia with a high category of 10%, a medium category of 53%, a low category of 34% and a deficient category of 3%.

**Prerequisite Test**

Before multiple linear regression analysis is carried out, prerequisite tests must be carried out, which include normality, collinearity, heteroscedasticity, and autocorrelation tests.

***Normality Test***

Based on the calculation results *using SPSS for Windows Version 22* in this study, it was obtained that the data was normally distributed. It can be seen in Figure 1.

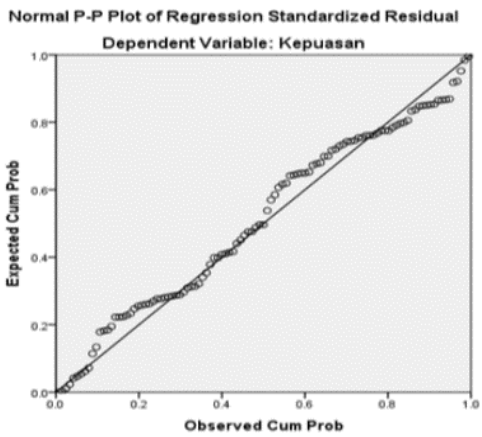


**Figure 1. Normality Test Results**

Based on the *typical P-P plots of the Regression Standard* image, information is obtained that the data is spread around the diagonal line and follows the direction of the diagonal line, so it can be concluded that the data is usually distributed. Thus, the assumption or requirement of normality in the regression model has been met.

***Collinearity Test***

Based on the calculation results using *SPSS for Windows Version 22*, the VIF and Tolerance values are obtained as shown in Table 4.

**Table 4. Collinearity test results**

| Variable | Collinearity Statistics | |
|---|---|---|
| | Tolerance | VIF |
| Responsive | 229 | 4.369 |
| Assurance | 186 | 5.387 |
| Tangible | 470 | 2.130 |
| Empathy | 192 | 5.210 |
| Reliability | 353 | 2.832 |

Table 4 shows that the VIF value for all these variables is less than 10.00, so based on the decision guidelines, there is no collinearity or collinearity disturbance in the regression model used in this study.

***Heteroscedasticity Test***

The calculation results using *SPSS for Windows Version 22* obtained an independent variable scatterplot on student satisfaction, as seen in Figure 2.

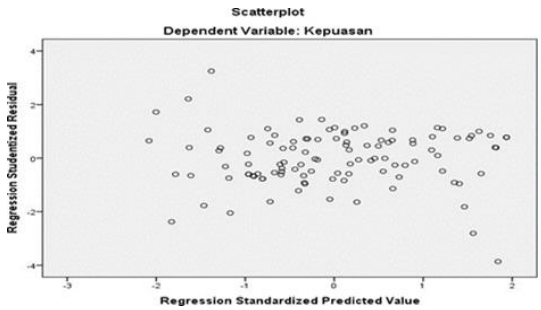


**Figure 2. Heteroscedasticity Test Results**

Based on Figure 2, information is obtained that there is no clear pattern, and the data points spread above and below the number 0 on the Y axis; it can be concluded that heteroscedasticity only occurs once an excellent and ideal regression model can be fulfilled.

***Autocorrelation Test***

The calculation results with *SPSS for Windows Version 22* obtained the number D-W = 1.888, as seen in Table 5.

**Table 5. Autocorrelation Test Results**

| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | 0.745[a] | 0.555 | 0.533 | 7.98332 | 1.888 |

Table 5 shows that the numbers D-W = 1.888. The number lies between 1.65 and 2.35. So, as a basis for decision-making in the *Durbin-Watson* test, it can be concluded that there are no symptoms or problems of autocorrelation. Thereby, multiple linear regression analysis for hypothesis testing of this research can be carried out or continued.

**Test the Hypothesis**

***The Effect of Simultaneous Academic Administration Services on Student Satisfaction***

After the prerequisite test is carried out, the next step is to conduct a hypothesis test; the research conclusion is declared significant if $F_{count} > F_{table}$, then $H_a1$ is accepted and $H_01$ is rejected, but if $F_{count} \leq F_{table}$, then Ha 1 is rejected and $H_01$ is accepted. The first hypothesis in this study can be written as follows.

$H_a1$ : Academic and administrative services significantly influence student satisfaction, including responsiveness, assurance, tangibleness, empathy, and reliability (RATER).

$H_01$ : Academic and administrative services, including Responsive, Assurance, Tangible, Empathy, and Reliability (RATER), have no significant influence on student satisfaction.

The recapitulation of the results of multiple linear regression on the effect of academic administration services on student satisfaction can be seen in Table 6.

**Table 6. Recapitulation of multiple linear regression results**

| $F_{count}$ | $F_{table}$ | Constant | *Sig. F* | *R Square* | *a* | Decision (Ha1) |
|---|---|---|---|---|---|---|
| 25.682 | 2.30 | 24.295 | 0.000 | 0.555 | 0.05 | Accepted |

Table 6 shows that $F_{count}$ = 25.682 is more significant than $F_{table}$ = 2.30 at fundamental level = 0.05 or Sig value. F = 0.000, which is smaller than the actual level, then $H_a1$ is accepted, and $H_01$ is rejected. So, it can be concluded that there is a significant influence of academic administrative services, which include the dimensions of Responsive, Assurance, Tangible, Empathy, and Reliability (RATER) simultaneously on the satisfaction of student's batch 2017 at the Faculty

of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia.

Based on data analysis, it shows that academic, administrative services consisting of dimensions Responsive, Assurance, Tangible, Empathy, and Reliability (RATER) simultaneously have a significant effect on the satisfaction of students of batch 2017 of the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia.

This contradicts the report of K. Hermanto et al. (2020), which states that of the five variables, only three can be used to analyze student satisfaction with academic and administrative services. Furthermore, the study results show that administrative services consisting of three dimensions, Reliability, Tangible, and Empathy, affect student satisfaction. Although there are differences, the study cannot affect the results where the five dimensions affect simultaneously and significantly because there are differences in research respondents. This research used students of the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia.

In contrast, the researchers used the Faculty of Engineering, Sumbawa University, Indonesia of Technology students. As Ghansah et al. (2019) revealed that there are several determinants of student satisfaction with academic and administrative services in higher education, including tuition fees and textbooks, student support facilities, classroom environment, business procedures, relationships with teaching staff, knowledgeable and responsive faculty, administrative staff and technical staff (staff assistance), feedback, and class size encourage student satisfaction.

Therefore, the results of this study can be used as an opportunity for service providers or universities to always pay attention to the dimensions of RATER. If an educational institution provides services that meet expectations, the quality of service will satisfy consumer expectations. However, on the contrary, if the service received is lower than expected, then the quality of service will be considered poor. To improve an institution's service quality, it must meet all expectations or desires of using these services. Therefore, Philip Kotler said that the quality of service related to satisfaction is determined by the five dimensions of RATER (Ratminto & Winarsih, 2018).

These five elements are the satisfaction expected by students in educational institutions will be fulfilled. As Agrawal et al. (2022) reported, administrative support in universities has a vital role in student success. Moenir (2016) added that the factors that influence and together can realize the implementation of good services are awareness factors, rules that underlie service work, organization, income that meets minimum living needs, abilities and skills, and factors of service facilities.

***The Effect of Partial Academic Administration Services on Student Satisfaction***

Multiple linear regression analysis can also be used to determine the significant influence of academic and administrative services, including the dimension of RATER partially on Education Faculty and Teacher Training student satisfaction batch 2017. After the F test was carried out then the t-test was carried

out, the research conclusion was declared significant if $_{count} > _{table}$ at a significance level of 0.05, then $H_a2$ was accepted, and $H_02$ was rejected, but if $_{count} \leq t_{able}$, then $H_a2$ was rejected and $H_02$ received. The second hypothesis in this study can be written as follows.

$H_a2$ : Academic and administrative services have a significant influence, including the dimensions of Responsive, Assurance, Tangible, Empathy, and Reliability (RATER), partially on student satisfaction.

$H_02$ : There is no significant influence of academic and administrative services, including responsive, assured, tangible, empathic, and Reliable (RATER), in partial to student satisfaction.

The recapitulation of the results of multiple linear regression first, the effect of academic and administrative services on satisfaction, can be seen in Table 7.

**Table 7. Results of The Recapitulation of The First Multiple Linear Regression Analysis**

| Independent Variable | Dependent Variable | Coefficient Regression b | *count* | *table* | *Sig.* | Decision (Ha2) |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Responsive ($X_1$) | Y | 0.802 | 2.045 | 1.983 | 0.043 | Accepted |
| Assurance ($X_2$) | Y | 0.752 | 2.079 | 1.983 | 0.040 | Accepted |
| Tangible ($X_3$) | Y | 0.453 | 2.146 | 1.983 | 0.034 | Accepted |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Empathetic ($X_4$) | Y | 0.084 | 0.285 | 1.983 | 0.776 | Rejected |
| Reliability ($X_5$) | Y | -0.038 | -0.221 | 1.983 | 0.825 | Rejected |
| Constant | = 24.295 | | | | | |
| $F_{count}$ | = 25.682 | | | | | |
| $F_{table}$ | = 2.30 | | | | | |
| *Sig. F* | = 0.000 | | | | | |
| *R Square* | = 0.555 | | | | | |
| *a* | = 0.05 | | | | | |

Table 7 shows three variables that have a significant effect: Responsive, assured, and tangible. In comparison, the variables of Reliability and Empathy do not have a significant effect on the satisfaction of student's batch 2017 at the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia, because the two variables are not significant means estimating the variable Y with a multiple linear regression equation (1).

$$Y = a + b_1X_1 + b2X_2 + b_3X_3 + b_4X_4 + b_5X_5 \quad (1)$$

It cannot be done, or each variable's contribution amount cannot be determined, so it is tried to exclude these insignificant variables. After calculating with the help of SPSS for Windows Version 22, the results of the second double-line regression were obtained in Table 8.

**Table 8. Recapitulation of Second Multiple Linear Regression Results**

| Independent Variable | Dependent Variable | Coefficient Regression b | $t_{count}$ | $t_{table}$ | $r^2$ |
|---|---|---|---|---|---|
| Responsive ($X_1$) | Y | 0.817 | 2.405 | 1.983 | 0.473 |
| Assurance ($X_2$) | Y | 0.798 | 2.656 | 1.983 | 0.501 |
| Tangible ($X_3$) | Y | 0.440 | 2.279 | 1.983 | 0.356 |
| Constant | = 24.298 | | | | |
| $F_{count}$ | = 43.541 | | | | |
| $F_{table}$ | = 2.30 | | | | |
| *Sig. F* | = 0.000 | | | | |
| *R Square* | = 0.554 | | | | |
| *a* | = 0.05 | | | | |

Based on Table 8, the estimated results of the influence of Responsive, Assurance, and Tangible variables can be expressed by formulation in equation (2).

$$Y = 24.298 + 0.817X_1 + 0.798X_2 + 0.440X_3 \quad (2)$$

The regression coefficient for the Responsive variable ($X_1$) is 0.817. This can be interpreted that if the free variable $X_1$ changes by one unit, the variable Y will change by 0.817 units assuming the other free variable is constant, meaning that if the input is Responsive plus one value, it will increase the satisfaction of the student's batch 2017 at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia by 81.7%. The coefficient of partial determination ($r^2$) of variable $X_1$ is 0.473 or 47.3%, which means that the contribution of variable $X_1$ to the rise and fall of variable Y is 47.3%, where other independent variables are constant.

The regression coefficient for the Assurance variable ($X_2$) is 0.798. This can be interpreted that if the free variable $X_2$ changes by one unit, then the variable Y will change by 0.798 units assuming the other free variable is constant, meaning that if the input assurance is added one value, it will increase the satisfaction of students of batch 2017 at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia by 79.8%. The coefficient of partial determination ($r^2$) of variable $X_2$ is 0.501 or 50.1%, which means that the contribution of variable $X_2$ to the rise and fall of variable Y is 50.1% where other independent variables are constant.

The regression coefficient for the Tangible variable ($X_3$) is 0.440. This can be interpreted that if the free variable $X_3$ changes by one unit, then the variable Y will change by 0.440 units assuming the other free variable is constant, meaning that if the input is Tangible plus one value, it will increase the satisfaction of students' batch 2017 at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia by 44.0%. The coefficient of partial determination ($r^2$) of variable $X_3$ is 0.356 or 35.6%, which means that the contribution of variable $X_3$ to the rise and fall of variable Y is 35.6%, where other independent variables are constant.

Simultaneously, it is known that the coefficient of determination of academic and administrative services is 0.554, which means that the contribution of academic and administrative services to the ups and downs of variable Y is

55.4%. In other words, it can be explained that 55.4% of the variation in the ups and downs of student satisfaction scores of batches 2017 at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia can be predicted by Responsive, Assurance, and Tangible variables.

Although it has different study results from previous studies, this study has a harmony between two other variables, which explains that at least two variables affect student satisfaction, namely the Tangible and Responsiveness dimensions (Ariyanto et al., 2020). At the same time, the variables of Reliability, Empathy, and Assurance do not affect student satisfaction.

This indicates that the five dimensions must be considered carefully to provide fish with good quality services: Responsive, assured, tangible, empathetic, and reliable. Dissatisfaction arises when a customer needs help to feel or meet his desired expectations. Dissatisfaction also arises when the applicable procedures need to follow one of the five dimensions (Mystkowska-Wiertelak, 2022). said that the service is intangible, which means that a sense of responsibility is a trait that significantly influences one's satisfaction when using the service.

Other factors affect satisfaction to realize excellent and synergistic service implementation, including (Kaur et al., 2021) Awareness factors officials and officers involved in services, 2) Regulatory factors that are the basis or reference for the work of service officers, 3) Organizational factors which are tools and systems that can run the mechanism of the wheel of activity, 4) Income factors that meet the minimum living needs, 5) Factors of the ability and skills of officers in serving customers, and 6) Factors of service facilities which are tools for officers to facilitate the process of serving customers.

The theory is also based on the principles of academic administration in implementing good services such as efficiency, management, priority, leadership effectiveness, and cooperation (Zaid et al., 2022). This can indicate that the quality of a service is found in all stakeholders in the institution. If all stakeholders in the institution do not synergize, the quality of service will be poor. While stated that factors that cause poor service quality include production and consumption that co-occur, high labor intensity, inadequate internal customer support, communication gaps, treating all customers similarly, excessive expansion or development of services, and short-term business vision (Klein & Todesco, 2021).

The study utilized questionnaire data to gauge students' perceptions of academic administration services at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia. The dimensions evaluated included responsiveness, assurance, tangibleness, empathy, and reliability (RATER). Additionally, the overall satisfaction levels of students from the 2017 batch were assessed. The analysis revealed generally positive perceptions of academic administration services across all dimensions, with reasonably high average scores. Responsive scored 3.51, Assurance 3.54, Tangible 3.76, Empathy 3.47, and Reliability 3.33. Regarding student satisfaction levels, the majority (53%) reported a medium level, 34% indicated low satisfaction, and only 10% reported high satisfaction. No respondents fell into the very high or shallow categories. Before multiple linear regression analysis, prerequisite tests ensured data reliability. The subsequent analysis indicated a significant simultaneous influence

(Fcount = 25.682, Ftable = 2.30, Sig. F = 0.000) of RATER dimensions on student satisfaction, with a coefficient of determination (R Square) of 0.555.

Further analysis revealed that the Responsive, Assurance, and Tangible dimensions significantly influenced student satisfaction. The partial model's coefficient of determination was 0.554, emphasizing the substantial contribution of these dimensions to the variability in student satisfaction. Comparisons with previous studies highlighted some disparities, potentially attributed to differences in research samples and contexts. The current study focused on Faculty of Education and Teacher Training students. In conclusion, the study affirmed the collective and individual impact of RATER dimensions on student satisfaction. Institutions are advised to prioritize responsiveness, assurance, and tangible aspects to enhance overall service quality and student satisfaction.

This research significantly contributes to the academic realm by delving into the intricacies of academic administration services, explicitly examining the dimensions of responsibility, assurance, tangibleness, empathy, and reliability (RATER). The study's focal point on the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia, unveils pertinent challenges faced by students, notably concerning officer availability, timely service, and technological hindrances in academic information systems. By presenting a detailed analysis of these dimensions, the research enriches our understanding of the factors influencing student satisfaction in the academic setting. This contribution becomes even more valuable as it bridges a gap in existing literature, concentrating on the university level, where previous studies often fell short. The findings, underscored by the unique context of the faculty, not only offer practical insights for improvement but also pave the way for more nuanced discussions on optimizing academic administration services. The study's holistic approach, encompassing various dimensions and focusing on a specific academic institution, positions it as a valuable resource for academics, administrators, and policymakers aiming to enhance the quality of educational services and elevate student satisfaction in higher education institutions.

## CONCLUSION

Based on the proposed hypothesis, the formulation of the problem, and the results of research based on data analysis and hypothesis testing, it can be concluded that academic, administrative services consist of five dimensions, namely Responsive, Assurance, Tangible, Empathy, and Reliability (RATER), have a simultaneous effect on student satisfaction of the Faculty of Education and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember, Indonesia. However, only three variables partially affect student satisfaction: Responsive, Assurance, and Tangible. The results of this study can be used as evaluation material for universities to increase student satisfaction by looking at variables that have a significant effect. The contribution of academic administration services to the ups and downs of student satisfaction variables is 55,4%. In other words, it can be explained that 55,4% of the variation in the ups and downs of student satisfaction scores of batch 2017 at the Faculty of Education and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, Indonesia can be predicted by Responsive, Assurance, and Tangible variables. While 44,6% were influenced by other variables not studied in this study.

Recommendations for future research can be focused on two main aspects. First, in-depth research can be done into students' perceptions and satisfaction with specific dimensions of academic administrative services, such as responsiveness, assurance, tangibleness, empathy, and reliability (RATER). This research can involve a more detailed analysis of the effect of each of these dimensions on student satisfaction, considering variations between faculties or study programs within the university. Second, research can focus on developing and implementing practical and effective improvement strategies to overcome the constraints identified in academic and administrative services. Using inter-university comparison methods or implementing best-practice models of educational institutions that have successfully improved the quality of their administrative services may be the basis for future research. Thus, this recommendation is expected to contribute to improving the quality of academic administrative services and student satisfaction in the university environment.

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