Performance on Academic Information System Service Units and Student Satisfaction in Private Higher Education

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Abstract
This article would identify the performance of Service Units and student satisfaction in private higher education institutions. This research used quantitative approach with research objects were students of STIE Enam Enam of Kendari. The purposive sampling method and slovin formula were used in the sample determination and in determining sample measure. A number of students, that is, 91 were obtained as

samples in this study. By using regression data analysis, the study found that the performance of Service Units has no significant effect on student satisfaction. The results of this study are different to studies done previously.

Keywords: Performance of academic information service unit, student satisfaction, and higher education institutions

1. Introduction

The development of information system today has changed the paradigm in the process of policy making where various large companies, government agencies, and universities have made the information system as an accurate medium in providing information to various parties in carrying out their tasks. Utilization of information system is done as an effort in providing convenience to the users in the process of completing their tasks effectively and assisting them in operational decision making.

Academic Information System is a very vital in the world of education in general and for higher education institutions both private and public in particular. Academic Information System can also be a benchmark of the quality of the institutions concerned. The better or more complicated the system the better the higher education institution. Academic Management Information System is also an assessment point related to the accreditation status of a higher education institution.

Management of higher education institutions is inseparable from the use of information technology. Starting from handling the problem of admission administration of new students, student academic data management, lecturing activities implementation, resource management, and executive policy making process, can be completed effectively and optimally with the utilization of information system. So does in an educational institution, especially School of Economics (STIE) Enam Enam Kendari (Tukwain, et al., 2018).

But the phenomenon that occurs is the Academic Information System of STIE Enam Enam has not been able to provide the best service to students where there are still many students who complain because of lack of responsiveness of officers in responding to the access that will be done by students in the Academic Information System services. Research conducted by Zanial explains that Student Academic Information System can increase student's satisfaction. If the service system is able to provide effective services, the students will feel very satisfied. Contrarily, if the system is often experiencing interruption or delayed response, the student will feel dissatisfied (Zanial, 2011).

Based on the facts, some student service facilities have to wait for response from Access Service Units such as Prodi, BAAK, BAUK, and P3M. The students still assume that the Service Units are slow and less responsive in responding to their wishes, so that they sometimes have to report to the Service Units to be responsible. This indicates that the performance of the Service Units is still less effective (Wekke, et al., 2018). The Service Units of Academic Information System of STIE Enam Enam of Kendari, in this case are Prodi, BAAK, BAUK, and P3M, also gain access in providing services to students and complete the main tasks as their responsibility, but the results of leadership assessment in survey and performance appraisal on each end of the semester show that their performance has not been good. Utilization of information system in the Service Units is still very less, especially in updating the title of researches, updating the values of the courses, updating lecturers' data, updating SAP and GBPP data, and in responding to student demand on the utilization of Academic Information System. Unfavourable performance in the Service Units also impacts students' satisfaction. (Ismail, et al., 2019).

2. Literature Review
2.1 Performance of Service Units

The term 'performance' is often considered synonymous with the term 'achievement'. Performance is an organizational behaviour that directly relates to the activities of the work results or the achievement of tasks in which the term task comes from the thought of activities needed by workers (Nelson, 1997). Gibson defined performance as a result of work related to organizational goals such as quality, efficiency, and other work effectiveness criteria (Miner, 1988). According to Minner, performance is defined as the level of an individual's need as a hope on the work he does (Miner, 1988). Every expectation of each individual is judged by the role. If the role that an individual plays is not clearly known or seems vague, then each individual will not know exactly what he is expecting. Performance is also a result someone has achieved, which is related to the task and the role he plays. According to Fiske performance

is a behaviour or action that is relevant to the goals of the organization. This objective specification represents an assessment decision made by the experts (McCoy, et al., 1994).

Performance is closely related to purpose, because of a person's work behavior (Davis, 1989). Behavioral performance can be traced down to specific factors such as ability, effort, and task difficulty. Performance is the result of the pattern of action to achieve the objectives in accordance with the standards of achievement, both qualitative and quantitative, which has been established individually or by companies where individuals work. Performance is also often identical with the ability of an auditor, and even related to commitment to a profession (Larkin, 2000).

Individual performance is influenced by job satisfaction. Job satisfaction itself is the feeling of the individual to his work. The feeling is a result of an assessment of how far the job as a whole is able to satisfy individual needs. Satisfaction is related to individual factors, namely: (a) personality such as self-actualization, ability to face challenges, ability to face pressure; (b) status and seniority, the higher the hierarchy within the enterprise the easier the individual is to be satisfied; (c) a match with interest, the better the individual interests, the higher the job satisfaction; (d) individual satisfaction with life, that is, individuals who have high satisfaction with the elements of their life that are not related to work, will usually have high job satisfaction (Basri¸ & Rivai¸ 2005).

According to Ghiselli and Brown, performance means the level of individual success in performing his work, where the measure of success achieved cannot be equated with other individuals' (Brown & Ghiselli, 1950). Performance is a result or level of success that a worker achieves in his field of work according to certain criteria and is evaluated by a particular person (Flippo, 1984).

2.2 Academic Information System

Academic Information System is a resource that contains information relating to academic issues in campus. Academic Information System, in addition to be resource of information in campus, can also be used as a medium of communication between lecturers and students, students with students, lecturers with relevant campus officials and anyone who is in the campus environment. Using internet technology, access to this system can be done not only campus, but can also be done out of campus, even anywhere in the world as long as there is a computer connected to the internet. Academic Information System is a web-based information system that aims at forming Knowledge-based System that can be accessed via the internet (Mochamad, 2002).

Based on entities and properties, Academic Information System refers to a set of systems and activities used to organize, process, and use information as a source within the organization. The output of information generated by the system will supply information to leaders or decision makers based on uses and intentions different (Levin, et al., 1982).

Another definition of information system is proposed by Nash and Martin in Alavi and Leidner explaining that it is a combination of human, technological facilities or tools, media, procedures, and controls intended to organize an important communication network. In addition, processing of certain transactions routinely will help management, internal and external users and provide the basis for intelligent decision-making (intelligent) (Alavi, M. and Leidner, D.E. (1999). Meanwhile, according to Davis, information system is a system composed of integrated engine-person elements to produce information that can support the functions of operations, management and decision making in an organization.

2.3 Satisfaction

Satisfaction can be interpreted as one's feeling of satisfaction, pleasure, and relief for having consumed a product or service. The level of satisfaction is a function of the difference between perceived performance and the expectation. If performance is below expectation, then the customer will be very disappointed. Conversely, if the performance is as expected, then the customer will be very satisfied. Whereas, when performance exceeds expectations, customers will be very satisfied. Customer expectations can be shaped by past experiences, comments from relatives, and promises and information from various media. Satisfied customers will be loyal longer and less sensitive to price, and will make good comments about the company (Zeithaml, 1988). There are at least two general formulations of satisfaction: first, satisfaction felt only in certain transactions and, the second, satisfaction perceived as a whole or cumulatively Ekinci, & Hosany (2006). In other words, overall satisfaction is the evaluative judgment of the outcomes after choosing something (Bitner, et al., 1997).

Tse and Wilton defined consumer satisfaction as a consumer response to a perceived discrepancy/non-conformity evaluation between the previous expectations (or some other performance norm) and the actual performance of the product as perceived after consumption (Tse. & Wilton, 1988). Engel, et al. defined customer satisfaction as a post-consumption evaluation in which a chosen alternative meets or exceeds expectations (Engel, et al., 1995). Customer satisfaction or dissatisfaction is the customer's response to the perceived non-conformity

evaluation between the previous expectations and the actual performance of the perceived product after its use (Tjiptono, 1997). Oliver argued that the purpose of measuring customer satisfaction is to provide information so that the customer become loyal and can improve the overall performance of a company (Oliver, 1977). Customer satisfaction is one of factors affecting repeated purchase (Kotler, P. 2003). customer trust, and customer loyalty (Kennedy, et al., 2008). Based on both opinions above, customer satisfaction is one of important factors in relationship marketing efforts to increase customer loyalty. According to Kotler and Armstrong, customer satisfaction is the extent to which perceived product performance meets buyer expectations (Kotler & Armstrong, 2001).

According to Zeithaml and Bitner, the definition of satisfaction is the response of consumer regarding the fulfilment of needs [(Zeithaml, & Bitner, 2000). Satisfaction is an assessment of the characteristics or features of the product or service, or the product itself, which provides the level of consumer pleasure associated with the fulfilment of consumer consumption needs. According to Zeithaml et al, there are four factors that affect customer perceptions and expectations, namely; word of mouth communication, personnel needs, past experience, and external communication (Bitner, & Zeithaml, 2003).

It is suggested that customer satisfaction is a customer's feeling toward one type of services he obtains (Zeithaml, et al., 1990). Lovelock explains that satisfaction is customer's post-purchase emotional state or reaction that can be anger, dissatisfaction, aggravation, excitement, or pleasure (Lovelock, 2005). Schiffman and Kanuk pointed out that customer satisfaction is a person's feeling about the performance of a product or service compared to his expectations (Schiffman & Kanuk, 2001).

Based on several previous studies, many researchers have found that the performance of Service Units in relation to student satisfaction indicates that the ability of staff in managing higher education institutions can support student activities (Greiner, et al., 2007). and can be a facilitator in conducting learning activities (Tach, 2002). Education in Japan serves as an example of how the ability of staff of higher education institutions in influencing the management of their institutions (Yamada, S. 2013). Similarly, training activities can serve to improve the ability of employees as a part that always supports the realization of student satisfaction in following education (Albadvi, 2007).

Based on the phenomenon and the results of previous research, the framework is of this research concept as follows:
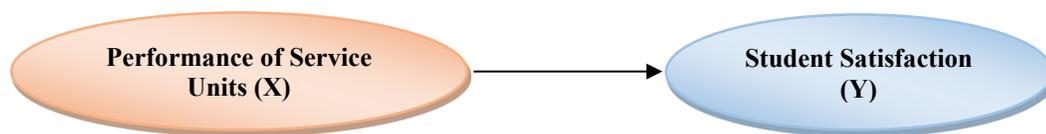
Figure 1. Conceptual framework

H0: Performance of Service Units has no significant influence on Student Satisfaction
H1: Performance of Service Units has significant influence on Student Satisfaction

3. Methods

This study used a quantitative approach with the objects of study were all active students of study programs of management (undergraduate and graduate), and accounting (undergraduate) in STIE Enam Enam of Kendari. The purposive sampling method was used as a method in sampling, while the slovin formula was used in determining the sample size. Based on this approach, 91 out of 1,060 students were taken as sample in this study (Sangadji, , 2010). To test the validity of the data, this study used the validity test (Pearson correlation or product moment Pearson method), while reliability test was performed using Alpha Cronbach value. Meanwhile, data analysis in this study consisted of descriptive statistical analysis and inferential analysis (Linear Regression Analysis). (Yusuf, & Wekke, 2020). Measurements used to measure service performance were adopted from Becker and Klimoski, consisting of Knowledge, Skill, Abilities, Attitude and Behaviour (Becker, & Klimoski, 1989). Meanwhile, indicators of student satisfaction were adapted from Leon in Soebiyantoro namely USISF (User Satisfaction of Information System Function) which includes; Relationship with staff, Processes made to make changes, User understanding of the system used, User participation, Staff attention, Reliability of outputs, Relevance of outputs, and Communication with staff (Johanes, 2002).

4. Result

Based on the results of the data processing conducted in this study, all the criteria have been met; first, using the product moment Pearson correlation method, r value obtained is ≥ 0.30 at the 95% confidence level, then the tested

instrument (questionnaire) is valid; second, for testing the reliability of the data, the alpha value criterion is greater than the value of alpha cronbach that is 0.6.

4.1 Factor Analysis

Based on the results of analysis factor test by involving Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) test against indicators of each variable in this study, it was found that the study on the performance of Service Units showed the results as in table 1.

Table 1. Results of Factor Analysis Test on Variables of the Performance of Service Units

No	Indicator	Value	KMO MSA	Sig
1	Knowledge (X_1)	0.728		
2	Skill (X_2)	0,893	0.759	0.000
3	Abilities (X_3)	0.907		
4	Attitude and Behaviour (X_4)	0.838		

Source: Processed Data, 2015

The result of factor analysis test shows that the four indicators significantly make up the performance of Service Units variable with the significant value of 0.000 <0.05 meaning that the level of significance of the overall Service Units performance indicator when viewed from the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) it was obtained 0.759 or above 0.50 meaning that the analysis process can proceed. The biggest forming factor is Abilities (X_3) equal to 0.907 as the dominant indicator forming variable of Service Units performance, while other indicators in sequence are Skill (X_2) with value of 0.893, Attitude and Behaviour (X_4) with value of 0.838, Knowledge (X_1) with value of 0.728. Indicator of Ability is highest because Ability is a competence possessed by staff/education personnel that includes the ability and skills in the utilization of Academic Information System. Thus, someone having high skills and knowledge about Academic Information System is expected to have the ability to develop quality of Academic Information System of STIE Enam Enam. While student satisfaction variable was only measured from one indicator that is USISF (User Satisfaction of Information System Function) (Y_1), then in this research it is assumed that the indicator is still feasible or significant as student satisfaction former.

4.2 Hypothesis testing

To prove the research hypotheses proposed in this study, linear regression method was used with the results of the analysis are as follows:

Table 2. Results of Linear Regression Analysis

Independent Variabel (X)	Koefisien Regresi (β)	T_{Count}	Annotation
Performance of Service Units (X)	0.069	0.747	Significant
Constant (a) = -5.363 R Square = 0.539 F count = 51.412 F sig = 0.000 Standard error = 4.40764			N = 91 α = 0.05

Source: Processed Data, 2015

Based on the above calculation results, it can be explained that; 1) The number of constants (a) is -5.363 so it can be interpreted that the students of STIE Enam Enam are less satisfied if the quality of service is not improved, 2) Regression coefficient (b_1) is 0.069 so it can be interpreted that there is a positive influence of the performance of Service Units on student satisfaction. It means that good performance of Service Units will increase student satisfaction, assuming that the quality of the Academic Information System is considered unchanged (constant), 3) Coefficient of determination (R Square) is equal to 0.539, meaning that variation of change of student satisfaction in STIE Enam Enam of Kendari is determined by the performance of Service Units of 53.9%. The rest, of 47.1% is determined by other variables not included in this research model. Other variables are, such as, infrastructure, learning model, academic culture, etc. 4) t count for variable of the performance of Service Units is 0.747 with significant value of t that is 0.457 >0.05. Thus, it can be said that the hypothesis that the performance of Service Units has a significant effect on student satisfaction, namely Hypothesis 1 (H_1), is unacceptable.

5. Discussion

Relationship between Service Units Performance and Student Satisfaction. Service Units performance has no significant effect on student satisfaction. This means that the performance of Service Units in STIE Six Kendari has not been able to fully create student satisfaction as service users if observed through indicators of knowledge, skills, abilities, attitude and behaviour) from all Service Units in STIE Enam Enam namely: *Prodi* (Study Program), *BAAK*, *BAUK*, and *P3M*. This can be understood because the attitude and behaviour factors in the implementation are not optimal according to the students' perception. This means that the Service Units has not been fully timely in providing Academic Information System service to the students. The Service Units has not been fully disciplined in providing Academic Information System service to the students, and not yet fully responsible in providing Academic Information System service to the students. Therefore, the policy that must be done to further optimize the performance of the Service Units, especially the attitude and the behaviour is to maintain the timeliness, discipline, and responsibility in providing services to the students of STIE Enam Enam Kendari.

The implications of the performance of Service Units have not been fully able to create student satisfaction of STIE Enam Enam of Kendari as service object. The results of this study do not support those proposed by Greiner (Greiner, et al., 2007). The ability of educational staff in managing higher education institutions will be the carrying capacity for student activities (Sanusi, et al., 2020). They become facilitators in carrying out learning activities (Tach, 2002). The results of this study are also different from the findings of previous research done by Yamada that found that Education in Japan can be an example of how the ability of employees in higher education institutions and give effect in the management of higher education institutions (Yamada, S. 2013). Similarly, these results are inconsistent with Albadvi's findings that training activities to improve employee capacity are as part of continuing support for student satisfaction in their learning activities (Albadvi, 2007).

6. Conclusion

The performance of Service Units has no significant effect on student satisfaction. This means that the performance of Service Units at STIE Enam Enam of Kendari has not been able to fully create student satisfaction as service users. Knowledge, Skills, Abilities, and Attitude and Behaviour of all Service Units in STIE Enam Enam are *Prodi* (Study Program), *BAAK*, *BAUK*, and P3M are less satisfying the students in serving the application of Academic Information System. The results of this study have implications that it cannot be a supporter Greiner, facilitator, and has no a significant impact on high satisfaction of the users. Furthermore, to study deeper with more comprehensive topics, it is necessary to develop by adding several other variables that can significantly influence satisfaction, such as infrastructure, learning model, academic culture, and others.

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