



## Student Perceptions of The Quality of Academic Services In Increasing Student Satisfaction In The Islamic Education Management Master's Study Program FITK UIN North Sumatera Medan

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Article Info	Abstract
<b>Article History</b> Received: 2024-10-11 Revised: 2024-11-27 Published: 2024-12-10  <b>Keywords:</b> <i>Student Perceptions; Academic Services; Student Satisfaction.</i>	This research aims to explore: First, student perceptions of the quality of academic services. Second, student satisfaction with academic services in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra. This research method is a qualitative type with a phenomenological approach. The instruments used in this research were observation, interviews and documentation studies. The location of this research is the Master of Islamic Education Management study program, FITK UIN North Sumatra. This research data analysis uses three steps, data reduction, data presentation and conclusion drawing. The research results show that: First, there is a positive student perception of the quality of academic services related to correspondence administration services, KHS and KRS preparation services, placement of course lecturers. Meanwhile, for academic services related to the use of lecture facilities, students perceive that the provision of lecture facilities in accordance with lecture needs is not yet available. Second, student satisfaction with academic services has shown a sense of satisfaction in lectures, where students feel they have been well served in terms of administrative academic services. Even though there is still a feeling of dissatisfaction among students regarding the provision and use of lecture facilities that are not in accordance with lecture needs, for example, hampered internet networks, unavailability of information equipment, hot classrooms so that students and lecturers feel uncomfortable.

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-10-11 Direvisi: 2024-11-27 Dipublikasi: 2024-12-10  <b>Kata kunci:</b> <i>Persepsi Mahasiswa; Layanan Akademik; Kepuasan Mahasiswa.</i>	Penelitian ini bertujuan untuk mengeksplorasi: Pertama, persepsi mahasiswa terhadap kualitas layanan akademik. Kedua, kepuasan mahasiswa terhadap layanan akademik pada Program Studi Magister Manajemen Pendidikan Islam FITK UIN Sumatera Utara. Metode penelitian ini adalah jenis kualitatif dengan pendekatan fenomenologi. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara, dan studi dokumentasi. Lokasi penelitian ini di program studi Magister Manajemen Pendidikan Islam FITK UIN Sumatera Utara. Analisis data penelitian ini menggunakan tiga langkah, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: Pertama, terdapat persepsi mahasiswa yang positif terhadap kualitas layanan akademik yang berkaitan dengan layanan administrasi surat menyurat, layanan penyusunan KHS dan KRS, penempatan dosen mata kuliah. Sedangkan untuk layanan akademik yang berkaitan dengan pemanfaatan sarana perkuliahan mahasiswa mempersepsikan bahwa belum tersedianya penyediaan sarana perkuliahan sesuai dengan kebutuhan perkuliahan. Kedua, kepuasan mahasiswa terhadap layanan akademik sudah menunjukkan rasa puas dalam perkuliahan, dimana mahasiswa merasa sudah terlayani dengan baik dari segi layanan akademik administrasi. Walaupun masih ada rasa kurang puas mahasiswa terhadap layanan penyediaan dan pemanfaatan sarana perkuliahan yang tidak sesuai dengan kebutuhan perkuliahan misalnya terhambatnya jaringan internet, tidak tersedianya kelengkapan infokus, ruang kelas yang panas sehingga mahasiswa dan dosen merasa tidak nyaman.

### I. INTRODUCTION

Higher education institutions must take anticipatory measures to face increasingly competitive competition and are responsible for exploring and improving all aspects of the services they provide. The services offered by a particular institution are a reflection of the

institution's quality. If the services are considered good by consumers, the institution is deemed good; conversely, if the services are poor, the institution is considered poor.

In the context of an educational institution, research on various issues faced by universities in relation to the measurement of service quality,

assessment using accreditation approaches, and direct assessments such as drop-out rates (DO), study periods, and others is considered insufficient. Therefore, a new paradigm is needed as an indicator for measuring educational quality.

According to Ronald Barnett, as cited by Sanjaya Mishra, there are four important aspects in higher education:".

1. Higher education as the production of high-quality human resources.
2. Higher education as a training ground for career research.
3. Higher education as the efficient management of teaching requirements.
4. Higher education as a means of expanding life opportunities.

Looking at these four dimensions, and based on the guidelines for guaranteeing the quality of higher education issued by the directorate of higher education. The quality of academic administration services cannot be separated from academic principles as described by M Daryanto as follows:

1. Principle of Efficiency

The principle of efficiency concerns the use of existing resources including facilities, personnel, hardware and software, and other resources to support the success of administrative tasks.

2. Processing Principles

Processing principles relate to management principles such as planning, organizing, controlling and directing principles.

3. Priority Principle

The principle of priority concerns the prioritization of an activity if double jobs occur at one time, such as the emergence of management and operational work at the same time. Often an administrator prioritizes operational tasks, while forgetting management tasks which should be his main task

4. Principles of Leadership Effectiveness

The principle of leadership effectiveness is related to several related dimensions, namely the human relationship dimension, the task implementation dimension, and the situation-conditions dimension.

5. Prinsip Teamwork

Good cooperation between people involved in something vertically and horizontally will certainly create a conducive climate and spur the success of a teamwork project.

The principles mentioned above are an important part of the application of academic administration. Therefore, when these principles are fulfilled, the goal of establishing academic administration will be achieved. The aim of academic administration is to establish good management, encourage work productivity, maximize the use of human resources and other resources (money, materials, methods) in an integrated manner, so that the expected goals in academic administration are achieved. The concept of academic service has experienced rapid development so that service has expanded its connotations. Broadly speaking, the meanings include: having the same meaning as management, encouraging work productivity, utilizing human resources and other resources (money, materials, methods) in an integrated manner, achieving goals through other people, and the government's executive function.

Educational institutions themselves as a form of educational organization cannot be separated from the existence of administrative processes within them. Even though they generally have the same characteristics, their application has a procedural system that is different from the administrative systems in other organizations. For further clarity regarding educational administration/academic services, it is necessary to review several things relating to academic services which include the meaning, basis, principles, classification and processes of educational/academic administration.

Higher education is a service provider institution, where educational services are academic services that lead to the creation of an effective learning process. The process of realizing quality academic services is of course inseparable from several components that can influence it, including input, process, output and outcome. The first is quality input. Quality input can be assessed from quality teaching staff, quality administrative staff, quality students, quality facilities and infrastructure, as well as other aspects that are assessed as educational input. Second is the educational process. A quality education process is a quality teaching and learning process. A quality teaching and learning process can be seen from the way of teaching, Lecturers, the use of methods, and the level of understanding of students in understanding the knowledge that has been provided by the teaching staff. Third is output. Quality output is the competency of graduates that is relevant to customer needs, both in terms

of pedagogical, social, individual and professional competency needs. Meanwhile the fourth is outcome. A quality outcome is the acceptance and benefit of college graduates in their environment, both family, society and the world of work.

Based on initial observations and interviews, researchers found data that shows the importance of the quality of academic services in the Master of Islamic Education Management study program, FITK UIN North Sumatra in order to increase student satisfaction during the lecture process. To see student satisfaction in lectures, researchers suspect that this can be seen based on their perceptions of academic services. The high level of student satisfaction will support the effectiveness of lectures and the level of accreditation of the Islamic Education Management Masters Study Program, so researchers are interested in conducting research with the title: "Student Perceptions of the Quality of Academic Services in Increasing Student Satisfaction in the Islamic Education Management Masters Study Program FITK UIN North Sumatra."

Quality is the suitability of using a product or service (fitness for use) to meet customer needs and satisfaction based on five characteristics, namely: Technology, namely strength or durability; Psychological, namely the image of taste or status; Time, Namely reliability; Contractual, namely the existence of guarantees; and Ethics, namely good manners. The suitability of using a product or service/service is if the product or service/service has a quality guarantee (not easily damaged). Quality is full customer satisfaction. A product can be said to be of quality if it can provide complete satisfaction to consumers, that is, in accordance with what consumers expect from a product.

One of the factors that determines the level of success and quality of a higher education institution is the institution's ability to provide services to students as customers. One of the service quality measurements that is often used as a reference in various marketing research is the SERVQUAL (Service Quality) model developed by Zeithmal, Berry, and Parasuraman. SERVQUAL (SERVICE QUALITY) (Service Quality) is built based on a comparison between two main factors, namely customer perceptions of the service they receive (perceived service) and the expected service (expected service). Parasuraman, Zeithaml, and Berry, have simplified the dimensions of service quality into

five main dimensions which are arranged in order of relative importance as follows:

1. Physical evidence (tangibles), namely the ability of a company to demonstrate its existence to external parties. The appearance and capability of the company's physical facilities and infrastructure and the condition of the surrounding environment are concrete evidence of the services provided by the service provider. Which includes physical facilities (buildings, warehouses, etc.), equipment and tools used (technology), as well as the appearance of employees. To find out the measurements, you can do this by looking at the following pictures:
  - a) Colleagues provide services as promised.
  - b) Colleagues can be relied on in handling my problems.
  - c) Colleagues provide services correctly the first time, so that no corrections are needed later.
  - d) Colleagues provide appropriate and necessary information
  - e) Reliable coworkers.
2. Reliability, namely the company's ability to provide services as promised accurately and reliably. Performance must be in accordance with customer expectations, which means punctuality, the same service to all customers without errors, a sympathetic attitude, and high accuracy. This can be demonstrated by the following circumstances:
  - a) Saya bisa mempercayai rekan kerja saya.
  - b) Saya merasa aman sewaktu berhubungan (berinteraksi) dengan rekan kerja.
  - c) Rekan kerja bersikap sopan dan ramah.
  - d) Rekan kerja berpengetahuan luas.
3. Responsiveness, namely a willingness to help and provide fast (responsive) and appropriate service to customers, by conveying clear information. Leaving consumers waiting without a clear reason causes a negative perception of service quality. This is illustrated by the following situation:
  - a) We have the latest/latest equipment.
  - b) The work environment is comfortable and attractive.
  - c) Colleagues have a neat/professional appearance.
  - d) The materials used in the workplace are visually attractive.

4. Assurance, namely the knowledge, politeness and ability of company employees to foster customers' trust in the company. Consists of several components, including communication, credibility, security, competence and courtesy. This can be demonstrated by the following circumstances:
  - a) Colleagues are sincere in handling problems.
  - b) We have convenient working hours.
  - c) Coworkers give me individual attention.
  - d) Colleagues really pay attention to each other's interests.
  - e) Colleagues pay attention to my needs regarding work.
5. Empathy, namely providing sincere and individual or personal attention given to customers by trying to understand consumer desires. Where companies are expected to have understanding and knowledge about customers, understand specific customer needs, and have operating times that are comfortable for customers. This can be demonstrated by the following circumstances:
  - a) My communication with colleagues is precise, accurate and clear.
  - b) Colleagues responded to my requests quickly and efficiently.
  - c) Colleagues are willing to help me.
  - d) Colleagues are willing to accommodate special requests and needs.

Defining quality requires a comprehensive view. There are several elements that mean something is said to be of quality, namely;

1. Quality includes efforts to meet or exceed customer expectations.
2. Quality includes products, services/services, people, processes and the environment.
3. Quality is an ever-changing condition (what is considered quality now may be considered less quality at another time).
4. Quality is a dynamic condition related to products, services, people, processes and environments that meet or exceed expectations. The absolutes for quality are:
5. Quality must be adjusted as a suitability to needs, not as a virtue, nor as a privilege.
6. The system for producing quality is prevention, not assessment.
7. Work standards must be flawless, not "near enough to be flawless".
8. Quality measurement is a measure of nonconformity, not a guideline.

Educational institutions essentially aim to provide services. The parties served want to get satisfaction from the service, because they have paid quite a lot to the educational institution. Students pay tuition fees, building fees, and so on. Consumers have the right to obtain satisfactory service. This service can be seen in various fields, starting from services in the form of physical buildings, to services from various infrastructure facilities, and quality lecturers. Everything will lead to the goal of satisfying consumers. Meanwhile, according to Tjiptono in Khairul Azan, a service is "any action that can be offered by a party to another party, which is basically intangible (not physically tangible) and does not result in ownership of something. Service products can be related to physical products or not."

Service quality is stated to be higher than the expected level, customers are satisfied with the service received. Parasuraman, et al, also explained that service quality is how the services provided match customer expectations. Academic services are one of the elements that determine academic activities at a higher education institution. Institutionally, it consists of faculty leadership elements, administrative implementing elements, academic staff elements, and supporting elements. The leadership element consists of the dean and assistant dean. Both carry out their functions in the academic, administrative-financial, student affairs and cooperation fields. The administrative implementation element consists of the administration section, general sub-section, academic and student affairs sub-section, finance sub-section, alumni sub-section, and cooperation sub-section. The academic staff consists of the study program head, study program secretary, laboratory head and academic staff who assist with activities at the study program level. Meanwhile, supporting elements are elements that provide support for the activities and processes of learning, research and service to the faculty. Academic services perceived by customers or stakeholders with the quality of academic services expected by customers or stakeholders. If the perceived quality of academic services is the same as or exceeds the expected service quality, the service is said to be quality. Meanwhile, according to Lupiyoadi, the quality of academic services is the value given by customers to the extent to which the academic services provided are in line with customer expectations.

If the perceived quality of academic services is the same as or exceeds the expected service quality, the service is said to be quality. Meanwhile, according to Lupiyoadi, the quality of academic services is the value given by customers to the extent to which the academic services provided are in line with customer expectations. Academic and administrative services are an application of management functions in a higher education institution. Management functions in a university include planning functions, organizing functions, movement functions, and supervisory functions. In accordance with the stakeholder or customer-oriented quality concept, these services are said to be quality if the service meets student expectations. In accordance with student expectations, this is what is usually known as satisfactory. Thus, a higher education service is said to be of quality if the service has provided satisfaction to students. Or in other words, student satisfaction is an indicator of the quality of higher education services. That is why, in service marketing literature, the concept of service quality is always equated with consumer satisfaction.

The theory used to view satisfaction as a process is the theory of the mismatch between consumer expectations and consumer perceptions of the services they experience. Some researchers who use satisfaction as a process include Kotler, who defines satisfaction as a person's feeling of happiness or disappointment that arises after comparing their perception/impression of the performance (or results) of a product and their expectations. Students are students who are registered and studying at certain universities. In the corporate world, students are the same as consumers who buy products from universities. In general, an educational institution has a variety of consumers, such as industry/corporations, parents, government and society as a whole. In this case, Edward Sallis stated in more detail that the main consumers or customers of an educational institution are students.

Students are direct recipients of the services provided by universities. As the main customer who experiences all college services directly. Students have the right to get the best services from higher education, and have the right to utilize the resources available at higher education, in order to fulfill their learning goals. In accordance with the concept of stakeholder perception of service quality, these services will

provide satisfaction to students if students' expectations of a university's services are met in accordance with the perceived reality. Linked to student satisfaction as the main consumers of higher education, several experts also have their own definitions related to student satisfaction as a process. Elliot & Shin; Alves & Raposo define student satisfaction as the process of comparing the experience received at a university with their expectations of the university.

Meanwhile, Elliot & Healy define student satisfaction as a short-term attitude which is the result of student evaluations regarding their experiences while studying. This understanding is not much different from the concept of consumer satisfaction in general. Psychologically, this concept is easy to understand based on Gestalt theory. A person tends to perceive what is visible from his environment as a unified whole. This means that a person will tend to see an object directly as a whole, even though there are elements that make it up. In this case, satisfaction is an element whose elements consist of expectations and perceptions.

It is assumed that when prospective students have become students at a university, basically they already have certain beliefs about a university service, which are formed due to references from other parties; marketing carried out by universities, or because of the needs of the students. They believe they will get these beliefs when they become students at the university. These beliefs are called expectations. These hopes will then be confronted with the reality of how they perceive the performance of higher education services. This is where students' feelings of satisfaction and dissatisfaction with higher education services will emerge. When universities provide services in accordance with student expectations, students will be satisfied and vice versa, when higher education services do not meet student expectations, dissatisfaction will occur. Satisfaction as an outcome is analyzed as the main cause of satisfaction. In the sense that satisfaction is seen as the end point of a motivational process. To understand satisfaction as an independent state, the psychological theory of stimulus-response plays a very important role. According to this theory, the learning process is a person's response to a stimulus they encounter.

Likewise with satisfaction, someone will immediately show a response to the experience of a service. This response can be immediate feelings of joy, happiness, excitement, sadness, disappointment and so on. Thus, in terms of

satisfaction as a result, student satisfaction can be defined. Anderson stated that a student's first contact with a university is carried out when new student reception and registration services are provided, so that providing good services will have a positive impact on new students' assessment of the university or college.

## **II. METHOD**

According to the nature of the research problem proposed, this research uses a qualitative type of research with a phenomenological approach. Data collection from research subjects and informants as well as more holistic and comprehensive analysis will be carried out using qualitative research using a phenomenological approach, which is an interpretive and naturalistic analysis of the phenomena to be observed. A qualitative approach is the main focus of carrying out this research. The use of qualitative research with a phenomenological approach will then be reflected in the selection of research subjects and informants, as well as in the data collection and data analysis techniques that will be applied. The following explanation is a justification for why this research uses more qualitative research with a phenomenological approach.

## **III. RESULT AND DISCUSSION**

### **A. Result**

Based on the results of research using data collection techniques and instruments, interviews, observations and research documentation studies regarding Student Perceptions of the Quality of Academic Services in Increasing Student Satisfaction in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra, the findings of this research are as follows.

1. Student perceptions of the quality of academic services in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra.

The quality of academic services is really needed by the entire academic community in higher education, especially students who are stakeholders or customers in higher education. Therefore, all higher education leaders should have the ability to serve students in the form of excellent service, both academic and non-academic services. Academic services are services that function to improve their academic quality. Academic services can take the

form of services for all activities of an academic nature, for example services related to correspondence needed to support academic needs, KHS and KRS management services, services in providing facilities and infrastructure that support the lecture process.

In relation to the quality of academic services, researchers are trying to maximally explore student perceptions of the forms and types of academic services in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra. This can be seen based on the results of the interview with a student named Ali Akbar Rambe below

"The academic services I received while I was a student at the MPI FITK UIN SU Masters Study Program were academic guidance, consultation with lecturers, administrative services".

Apart from the opinion above, there is another perception given by Dermawan Syahputra regarding the type of academic services provided by the study program to him, namely as the results of the interview below:

"During my time as a student at the MPI FITK UIN SU Masters Study Program, I have received various types of academic services, including: managing KRS and KHS, providing and utilizing lecture infrastructure, placement of course lecturers, and correspondence."

The types and forms of academic services received by Khoirul Saleh, one of the students of the Master of Management in Islamic Education FITK UIN North Sumatra based on the results of the interview are as follows:

"The types of academic services I received while I was a student were very varied. Such as, learning schedule information services, active course certificate processing services, title submission services, and so on".

Sonya, one of the students confirmed that the academic services she received from the Islamic Education Management Masters study program, FITK UIN North Sumatra are as below:

"While I was going through the lecture process as a Master of Islamic Education Management student at Uinsu Medan, I received several service systems, namely academic services in the form of KHS and KRS as well as title submission services and thesis supervisors."

Regarding the quality of academic services obtained by Khoirul Saleh Harahap, a student in the Islamic Education Management Masters study program, FITK UIN North Sumatra, it can be seen based on the results of interviews with students as follows.:

"According to my understanding, the administrative services of the Islamic Education Management Masters Study Program at UINSU have been running optimally, this is proven by service information that is easy to receive and open, but it's just that completing student administration has to take a long time, such as the title submission process and the thesis supervisor"

The results of research based on interview data collection instruments regarding the quality of academic services received by students in the Islamic Education Management Masters study program can be concluded that all research subjects confirmed that the academic services they received from the Islamic Education Management Masters study program were good and of good quality. This is proven by the friendliness of the officers who provide academic services at the study program. Another thing that can be informed from the findings of this research is that every student dealing with academic matters is immediately responded to and helped to resolve their problems immediately, especially those related to correspondence, KHS and KRS management. It's just that students perceive it negatively in the provision and use of lecture facilities and infrastructure. This is due to the provision of lecture facilities and their utilization being inadequate. This can be seen from the mismatch between the need for the number of lecture facilities and their use in accordance with the needs of each lecturer in teaching, for example the lack of focus

facilities, lack of smooth internet connection, lack of comfort for lecturers and students in class during lectures because the classroom feels unheated. AC in class.

## 2. Student satisfaction with academic services in the Master of Islamic Education Management Study Program, FITK UIN North Sumatra

Based on the results of the researcher's interviews with students of the Islamic Education Management Master's study program at FITK UIN North Sumatra, there were several revelations regarding their feelings of satisfaction or dissatisfaction with the academic services provided while they were students. This is in accordance with the results of the researcher's interview with Rubino, one of the students below:

"The satisfaction I get from academic services related to KRS is that the information on the courses offered and the academics' explanations when students don't understand are very good and clear. Khs management is also very clear and the value issuance time is very fast. Not very satisfied, because some facilities and infrastructure, for example in the lecture room, such as the AC which is not on, makes the lecture room feel hot and makes you feel uncomfortable during the teaching and learning situation. Yes, I feel satisfied because the writing process is very fast. I also feel satisfied with the lecturer's performance in accordance with his educational background, knowledge and expertise and I feel that I understand all the course material presented by the lecturer.."

Meanwhile, Dermawan Syahputra still revolved around student satisfaction with academic services as follows:

"I am satisfied with the academic services related to KRS and KHS management. This service is very easy and efficient. I can manage KRS and KHS online via the MPI FITK UIN SU Masters Study Program academic page. I can also contact academic administration staff for assistance if I encounter difficulties. My satisfaction with academic services

related to KRS and KHS management is as follows: First, this service is easy and efficient. I can manage KRS and KHS anytime and anywhere. Second, this service is responsive. Academic administration staff are always ready to help if I experience difficulties. I also feel satisfied with academic services related to the provision and use of lecture infrastructure. The lecture facilities at the MPI FITK UIN SU Masters Study Program are very complete and adequate. The classrooms used for lectures are comfortable and conducive. My satisfaction with academic services related to the provision and utilization of lecture infrastructure is as follows: First, lecture infrastructure is complete and adequate. Classrooms, libraries, laboratories and studios are well available. Second, the lecture infrastructure is well maintained. Classrooms and lecture support facilities are always clean and well maintained. I also feel satisfied with the academic services related to the placement of course lecturers. The lecturers at the MPI FITK UIN SU Masters Study Program have good competence and are in accordance with the courses they teach. The lecturers are also very professional and dedicated. In my opinion, the lecturers at the MPI FITK UIN SU Masters Study Program have very good teaching abilities. These lecturers are able to convey lecture material clearly and interestingly. These lecturers are also always open to discussing and providing guidance to students."

Other specific findings based on the researcher's interview instrument with Ali Akbar Rambe regarding student satisfaction with academic services can be seen as below:

"For academic services related to the provision and use of lecture infrastructure, it is not good, and I am not satisfied because the facilities and lecture rooms are inadequate, internet access is not optimal and the provision and use of technology such as projectors are not evenly used for all lecturers in lectures. Regarding the performance of lecturers who deliver courses, I feel

satisfied because the placement of course lecturers in each semester takes general considerations based on the lecturer's expertise and specialization, and teaching experience, as well as curriculum needs and scientific developments. I also feel broad about academic services in writing letters. Satisfied, because of the timeliness of sending and receiving letters or notifications."

Regarding student satisfaction with academic services, a student named Khairani added his statement from the results of an interview with researchers as follows:

"Regarding the facilities and infrastructure in the MPI UINSU master's program, the provision of facilities is still incomplete and inadequate. For example, there is still a shortage of projectors for each class. This results in that sometimes if students want to use a projector they have to go around looking for it in the study room or other classes. And in utilizing infrastructure such as WIFI or internet access services which are difficult to obtain. And if you use a private network, it is difficult to access it, there is no network or signal. Academic services regarding the placement of course lecturers each semester are in accordance with the courses taught. However, sometimes the schedule list of lecturers' names has come out, suddenly there is a change in the name of the lecturer who teaches the course. In dealing with letters, thank God, I was quite satisfied because it was based on an online data system, such as payment of tuition fees or UKT and payment of all administration, which also made things very easy for students. So students who are outside the city of Medan no longer need to come all the way to the city of Medan, but now they can complete it from their respective areas because it is online-based. And also in processing research permits, course information, letters of recommendation, active course letters and other letters can be submitted via



the student electronic mail information system."

## **B. Discussion**

Referring to the results of interviews regarding student satisfaction with academic services at the Master of Islamic Education Management Study Program, FITK UIN North Sumatra, it can be concluded that students are satisfied with academic services in the form of admission services in the form of correspondence, making KHS and KRS. Meanwhile, academic services in the form of providing and utilizing lecture infrastructure, for example lecture rooms, internet access, infocus or projectors, air conditioning, and internet networks, the majority of students feel dissatisfied because they cannot be utilized optimally even though they are available, but many have problems. For example, there are not enough projectors for the number of lecturers teaching, the air conditioning is broken and the internet network has low response.

In accordance with the results of research carried out by Indirwan with the title: "Students' Perceptions of the Quality of UIN Alauddin Makassar Postgraduate Academic Services" shows that students perceive administrative implementers at the UIN Alauddin Makassar Postgraduate Academic Service as seen from the dimensions of academic service quality. Reliability is considered to be far from quality because it is not appropriate and takes a long time, the responsiveness of the service seems slow in handling student needs, assurance does not provide guarantees in service so that it creates doubts when using academic services, empathetic students think that getting comfort and convenience in service is very far from easy because the service seems complicated and makes it difficult for students, the tangibles of the facilities used to support lectures are adequate, although there are still deficiencies, but this is considered fulfilled. Meanwhile, the obstacles experienced in academic services are that existing services are still slow and make it difficult for students when using these services, on the other hand, Human Resources (HR) are still minimal, both in terms of competence and qualifications, and support facilities for employees need to be improved in carrying out their duties. As an effort to overcome this problem. Various efforts have been made by the Postgraduate

leadership of UIN Alauddin Makassar, namely: recruiting employees, providing complete facilities and carrying out continuous evaluations of employee performance in order to improve the quality of academic services.

Service quality is stated to be higher than the expected level, customers are satisfied with the service received. Parasuraman, et al, also explained that service quality is how the services provided match customer expectations. Academic services are one of the elements that determine academic activities at a higher education institution. Institutionally, it consists of faculty leadership elements, administrative implementing elements, academic staff elements, and supporting elements. The leadership element consists of the dean and assistant dean. Both carry out their functions in the academic, administrative-financial, student affairs and cooperation fields. The administrative implementation element consists of the administration section, general sub-section, academic and student affairs sub-section, finance sub-section, alumni sub-section, and cooperation sub-section. The academic staff consists of the study program head, study program secretary, laboratory head and academic staff who assist with activities at the study program level. Meanwhile, supporting elements are elements that provide support for the activities and processes of learning, research and service to the faculty. Academic services perceived by customers or stakeholders with the quality of academic services expected by customers or stakeholders. If the perceived quality of academic services is the same as or exceeds the expected service quality, the service is said to be quality. Meanwhile, according to Lupiyoadi, the quality of academic services is the value given by customers to the extent to which the academic services provided are in line with customer expectations.

## **IV. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the research data findings, this research can be concluded as follows:

1. Students' perceptions of the quality of academic services in the Master of Islamic Education Management Study Program at FITK UIN North Sumatra can be described as very high quality because all academic service activities in the form of

administration related to correspondence are served responsively and responsively by the study program administration staff. Meanwhile, academic services in the form of providing lecture infrastructure are poorly served and of poor quality. This can be seen from the inadequate number of projectors for the number of lecturers teaching and sometimes they are not used because they are damaged. Apart from that, the internet network and other internet access are experiencing problems so that it is difficult for students to access the internet. The lecture room also experienced problems because the room was hot, there was no air conditioning or AC, even though there was AC, it was still in a damaged condition.

2. Research data shows that students are satisfied with the quality of academic services, especially in the form of correspondence administration, while the provision of learning facilities is less satisfying because many cannot be used or are damaged even though they appear to be there. For example, there are classrooms where the AC is broken, the internet network is not smooth and the focus facilities are not in accordance with the needs of lecturers and students during lectures. The available infocus is still in short supply and besides that, many infocus are damaged. So the unavailability of facilities that suit students' academic needs makes students feel dissatisfied with the lecture process. This tends to result in ineffective teaching and learning processes in lectures

## B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about Student Perceptions of The Quality of Academic Services In Increasing Student Satisfaction In The Islamic Education Management Master's Study Program FITK UIN North Sumatera Medan.

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