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The Effect Of Service Quality And Educational Infrastructure On Student Satisfaction At MTs An-Nizhomiyah Depok

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Abstract

This study discusses the Influence of Service Quality and Educational Infrastructure on Student Satisfaction at MTs An-Nizhomiyah. By using a quantitative method with data obtained by giving a questionnaire to 74 students as respondents. This study aims to find out simultaneously whether the quality of services and the education market affect student satisfaction. The hypothesis carried out is that it is suspected that there is an influence of the quality of service and educational infrastructure on the satisfaction of MTs An-Nizhomiyah students. By using the SPSS analysis test tool, the value in the Model Summary table with an R value of 0.746 was obtained, which means that it shows a strong relationship between service quality and educational infrastructure on student satisfaction. R square is a coefficient of determination that shows the percentage of influence of service quality and educational infrastructure on student satisfaction. The R square value of 0.557 shows that the influence of the quality of educational services and infrastructure together (simultaneously) on student satisfaction. The regression equation formed Y = 6.332 + 0.700 X1 + 0.133 X2 is a positive sign meaning that if the quality of service (X1) and Educational Infrastructure (X2) are improved, it can increase student satisfaction at MTs An-Nizhomiyah (Y).

Keywords**:** *Service Quality, Educational Infrastructure and Student Satisfaction.*

INTRODUCTION

Today's services are not only needed in the business world but also in the world of education. Because competition between public and private schools is increasing, schools urgently need services and infrastructure to attract new students. In the Indonesian Law No. 25 of 2009 Article 1 paragraph 1 reads: public service is a series of activities in order to meet the needs of services in accordance with the needs of the law for every citizen and resident for goods, services or administrative services provided by public service providers. In article 5 paragraph 2, it is stated that public service spaces include education, teaching, work and business, housing, communication and information, environment, health, social security, energy, banking, transportation, natural resources, tourism, and other strategic sectors.

During the development process, education is very important to accommodate and provide quality human resources. Education units, according to PP RI No.57 of 2021, article 1 paragraph 4 are educational services that include education in formal, non-formal, and informal pathways at all levels and types of education. Educational level is a term that refers to educational stages that are determined based on the level of development of students, the goals they want to achieve, and the abilities they develop.(President of the Republic of Indonesia, 2021)

It is stated in the Depok City Central Statistics Agency that the number of new student admissions at state and private junior high schools for the 2021/2022 school year is 71,367 students from 251 schools, while at MTS there are 18,852 students from 72 schools, if we calculate the ratio of students who choose to enter Madrasah Tsanawiyah around 26%, because it can be seen from the number of junior high school buildings established by the local government is more expensive, In Depok City, MTs Negri only has 1 building, but we cannot use this as a reference in calculating the interest of students who choose to register at state or private junior high schools. However, if you look at it from the point of view of parental satisfaction in registering their children in Madrasah, it is more advantageous because Madrasah provides much better religious education services compared to public and private junior high schools. Parents will receive various services, convenience, and satisfaction with the fees paid.

MTs An-Nizhomiyah is one of the private schools of Madrasah Tsanawiyah in the Depok area. This educational institution was established in 1955. This educational institution is located in a fairly strategic location, close to residential surroundings, and away from vehicle noise, which allows students to focus more on learning

The quality of services and education available at MTs An-Nizhomiyah is an example of an internal condition that can be controlled and worked on by leaders. On the contrary, external conditions are situations outside the institution that cannot be controlled. Therefore, public service institutions must be able to control the internal situation to the maximum to make students who have chosen a school at MTs An-Nizhomiyah Depok satisfied. Therefore, in this introduction, the definition of service quality, educational infrastructure and the definition of student satisfaction is explained.

Based on the background and formulation of the problem above, the purpose of this study is to find out the influence of service quality on student satisfaction at MTs An-Nizhomiyah Depok, to find out the influence of educational infrastructure on student satisfaction at MTs An-Nizhomiyah Depok, and to find out the influence of service quality and educational infrastructure on student satisfaction at MTs An-Nizhomiyah Depok.

Many experts in the field of quality try to define quality based on their own point of view. Some of them are three international level quality experts,(Fasani, 2016) Including:

a. W. Edwards Deming defines quality as anything that is the needs and desires of consumers.
b. Crosby proposes to prepare a quality as zero defects, perfection and conformity to requirements.
c. Joseph M. Juran defines quality as conformity to specifications.

Palmer and O'Neill (2003) stated that "the perception of service quality is a reflection of the customer's needs and desires for a product or service. Therefore, identifying the dimension of service quality perception aims to understand customer needs and desires"(Shah, 2021).

"The quality of a company's services is influenced by two main components: customer expectations (*Expectation*) and the company's performance perceived by customers (*performance*). If the service provided exceeds customer expectations, then the service is considered good and of good quality."(Muharram, 2021).

From this definition, it can be concluded that service quality is how far or how well the service is provided according to customer wishes and may even exceed customer expectations. To maximize customer satisfaction, the quality of service must be in accordance with its function. Every company certainly has a goal to provide good service quality. The most common goal is for customers to feel satisfied and to have the most impact on the company to get the most profit. (Rewa, 2019)

According to Wijaya, service quality indicators have five dimensions consisting of elements that can be applied in the world of education, namely as follows: *Reliability* (reliability), *Assurance* (guarantee), *Tangible* (tangible), *Empathy* (empathy), and *Responsiveness* (response).(Almira et al., 2024)

According to Moenir (2002:88) there are several factors that support the running of a service well, namely: The awareness factor of officials and officers involved in public services, the rule factor that is the basis of service work, and the organizational factor which is a tool and system that allows the implementation of the mechanism of service activities.(Amin & Adil, 2018)

According to Hidayat and Imam Machali "Infrastructure is all components that indirectly support the process of teaching and learning activities in an educational institution such as roads to school, school yards, school rules and others".(Parid & Alif, 2020)

Another definition states "Educational infrastructure is a set of basic equipment that indirectly supports the educational process in schools known as educational infrastructure. These devices include school locations, buildings, sports fields, spaces, and more."(Mansur, 2020). From some of the definitions above, it can be concluded that the definition of educational infrastructure is a facility that does not directly support the course of the education and teaching process.

The minimum infrastructure that must exist in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning Standards of Facilities and Infrastructure for Junior High School / MTS is 14 rooms/places, namely: classrooms, library rooms, science laboratory rooms, leadership rooms, teacher rooms, administrative rooms, places of worship, counseling rooms, UKS rooms, student organization rooms, toilets, warehouses, circulation room, play/exercise area.

Educational infrastructure indicators in schools can be classified into two types, namely: Educational infrastructure that is directly used for the teaching and learning process and school infrastructure whose existence is not used for the teaching and learning process, but directly greatly supports the teaching and learning process. (Bararah, 2020)

In the great Indonesian dictionary, satisfaction has the basic word "satisfied", which means feeling happy, relieved, because what is desired has been fulfilled, while the word satisfaction itself has a satisfied meaning (pleasure), meaning that a person's satisfaction will arise when a desire is fulfilled.(*Great Dictionary of Indonesian Online*, n.d.)

"The definition of satisfaction according to Lupoyadi said that the meaning of satisfaction is that the company is always aware of how important the customer is, so knowing how satisfied the customer is is very important, even though doing so is not as easy as measuring the height or weight of the customer".(Fasani, 2016).

According to Kotler and Keller, "satisfaction (*satisfaction)* is a person's feelings of pleasure or disappointment that arise from comparing the perceived performance of a product (or result) against their expectations"(Novia et al., 2020). From the description above, satisfaction is defined as a person's feeling of joy or disappointment. If the service performance is below customer expectations, then customers will not be satisfied, and if the service performance meets customer expectations, then customers will feel their own satisfaction.

Meanwhile, student satisfaction according to Sopiatin is "a positive attitude and perception of students such as happy, relieved, motivated, and interested in educational services carried out by educators as service providers if the services obtained are in accordance with expectations".(Almira et al., 2024).

Customer satisfaction is divided into three levels including: *Unexpected* is the highest level of customer satisfaction, *Expected* is the second level of customer satisfaction and *Desire* is the last level of customer satisfaction.(Fatihudin & Anang, 2019).

According to Lupiyoadi, there are indicators of student satisfaction that will be used as a benchmark in this study, namely: Product Quality, Service Quality, Emotional, Price, and Convenience.(Candrianto, 2021). As for the measure of student satisfaction, there are several other supporting indicators (Rahayu et al., 2021) Among others:

1. Suitability of expectations for services provided by the school,
2. Suitability of expectations for facilities in schools,
3. Give encouragement to family members,

4. Give encouragement to friends,
5. Have compassion for service at school, and
6. Have the right to services in the school.

RESEARCH

This research was conducted at MTS An-Nizhomiyah Depok with a type of quantitative method research. This study aims to 1) Determine whether service quality has a partial effect on student satisfaction. 2) To find out whether educational infrastructure has a partial effect on student satisfaction. 3) To find out whether the quality of educational services and infrastructure has a partial effect on student satisfaction. The population in this study is all students at MTs An-Nizhomiyah which totals 280 students. The sample used in this study using the slovin formula can be obtained from the sample used in this study of 73.6 respondents rounded to 74 respondents. The data collection method in this study is a statement questionnaire. The data analysis techniques used in this study are instrument tests (validity test and reliability test), classical assumption test (normality test, heteroscedasticity test, multicollinearity test, and multiple linear regression analysis), determination coefficient test (R2), t test and f test using SPSS software tool version 22.

RESULTS AND DISCUSSION

Validity Test

Validity tests are used to evaluate whether a measuring tool used in the study is valid or not. A questionnaire is considered adequate if each statement in the questionnaire can represent the situation or experience felt by the respondents who are sampled in the study.

The results of the data validity test related to the service quality variable (X1) showed that all significance values were less than 0.05. In addition, the r calculation is also greater than the r table (0.228). The highest r-count value was 0.738 in statement item number 7, while the lowest was 0.444 in statement item number 2. These results can be concluded that the data obtained from the questionnaire containing respondents' answers regarding factors related to the Service Quality variable (X1) is considered valid and feasible to be used in data collection in this study.

The results of the data validity test related to the educational infrastructure variable (X2) showed that all significance values were less than 0.05. In addition, the r calculation is also greater than the r table (0.228). The highest r-count value is 0.825 in statement item number 7, while the lowest is 0.492 in statement item number 10. These results can be concluded that the data obtained from the questionnaire containing respondents' answers regarding factors related to the Educational Infrastructure variable (X2) is considered valid and feasible to be used in data collection in this study.

The results of the data validity test related to the student satisfaction variable (Y) showed that all significance values were less than 0.05. In addition, the r calculation is also greater than the r table (0.228). The highest r-count value was 0.714 in statement item number 2, while the lowest was 0.518 in statement item number 1. These results can be concluded that the data obtained from the questionnaire containing respondents' answers regarding factors related to the Student Satisfaction variable (Y) is considered valid and feasible to be used in data collection in this study.

Reliability Test

Reliability tests are used to assess the extent to which an instrument can be trusted as a data collection tool. In this study, because the instrument has been considered good, the reliability test is carried out using *the Cronbach formula* and refers to the alpha value or the interpretation value of the r value.

The results of the reliability test on each variable. The value *of Cronbach's Alpha* for the variable of Service Quality (X1) is 0.804, for the variable of Educational Infrastructure (X2) is 0.838 and for the variable of Student Satisfaction (Y) is 0.811. Based on this result, it can be concluded that the data obtained from all statement instruments in the questionnaire on each variable have met the reliability requirements of the instrument.

Results of the Classic Assumption Test

Normality Test

The Kolmogorov-Smirnov *test* is one of the nonparametric statistical methods used to test whether the distribution of data used in the study is normally distributed or not.

The following is a display of the results of the *Kolmogorov-Smirnov test* that has been carried out using the SPSS version 22 soft lift.

Table 1.Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test

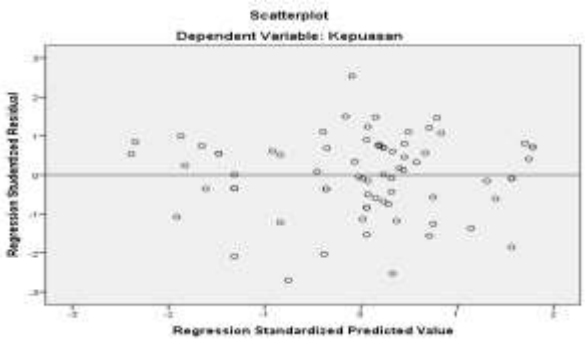
		Unstandardized Residual
N		74
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.87751803
Most Extreme Differences	Absolute	.103
	Positive	.058
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.051c

Source : Primary data processed, 2024

Based on table 1 above, it can be concluded that the variable data is normally distributed due to *the Asymp value. Sig (2-tailed)* 0.051 is more than 0.05.

Heterokedasticity Test

The heteroscedasticity test is used to test whether there is a difference in variance from the residual between one observation and another observation in a regression model. If there is an organic pattern in the scatterplot, it indicates heteroscedasticity. On the other hand, if there is no clear pattern and the dots are randomly scattered, it indicates the absence of heteroscedasticity.



Source : Primary data processed, 2024

Figure 1. Results of heteroscedasticity test.

Based on the output of the scatterplot above, it can be seen that the data points are randomly and evenly distributed along the Y axis, both above and below the number 0. Based on this observation, it can be concluded that there is no heteroscedasticity in the regression model used in this observation.

Multicollinearity Test

The multicollinearity test shows a perfect relationship or a high relationship between some or all of the explanatory variables. One way to detect multicollinearity is to use *the VIP (Variance Inflation Factor) value.* If the VIF value is greater than 10, then there is an indication of multicollinearity. The results of the data testing conducted can be found in the table below.

Table 2.Results of Multicholinearity Test

Variable	Collinearity Statistics		Condition	Information
	Tolerance	VIF		
1 (Constant)				No Multicollinearity Occurs
Quality of Service	.387	2.584	VIF < 10	
Educational Infrastructure	.387	2.584	VIF < 10	

Source : Primary data processed, 2024

Based on the table above, the results of the coefficient test calculation show that the VIF value for the Service Quality variable (X1) is 2.584 which is less than 10, and the *Collinearity Tolerance* value is 0.387 which is greater than 0.1. Similarly, for the Educational Infrastructure variable (X2), the VIF value is 2.584 which is less than 10 and the *Collinearity Tolerance value* is 0.387 which is greater than 0.1. From these results, it can be concluded that the data obtained from 74 questionnaire answer questionnaires of respondents in this study shows that there is no multicollinearity between independent and dependent variables.

Multiple Linear Regression Analysis

The multiple linear regression test is used to test the influence and prediction of a dependent variable using two or more independent variables. In this study, a multiple linear regression test was used to measure the extent to which Service Quality (X1) and Educational Infrastructure (X2) had an effect on Student Satisfaction (Y) at MTs An-Nizhomiyah Depok. The test was carried out by the researcher using SPSS version 22 software. In this study, the regression equation used is as follows: Y = a + b1X1 + b2X2 + e

Table 3. Multiple Liniear Regression Test Results

Variable	Unstandardized Coefficients	
	B	Std. Error
(Constant)	6.332	3.874
Quality of Service	.700	.143
Educational Infrastructure	.133	.110

Source : Primary data processed, 2024

From the table above, the coefficient value in this study is obtained to see the multiple linear regression equations. The regression equation can be explained as follows:

Y= = 6,332 + 0.700 (X1)+ 0,133 (X2)

Thus, it can be interpreted as follows:

The constant value of 6.332 indicates that if the value of the quality of educational services and infrastructure does not exist or has a value of zero, then the student satisfaction value will have a value of 6.332 units.
The value of the service quality coefficient of 0.700 indicates that if the service quality value increases by one (1), then student satisfaction will also increase by 0.700.
The value of the educational infrastructure coefficient of 0.133 shows that if the value of educational infrastructure increases by one (1), then student satisfaction will also increase by 0.133.

Test T (partial)

The T Test (Partial Test) is used to evaluate the individual influence of each independent variable on the dependent variable or to regulate the extent to which an independent variable partially affects the dependent variable.

1. Service Quality (X_1) affects the Satisfaction of MTs An-Nizhomiyah Students
   Ho :Service Quality does not have a significant effect on the Satisfaction of MTs An-Nizhomiyah Students

Ha :Service Quality has a significant effect on the Satisfaction of MTs An-Nizhomiyah Students

2. Educational Infrastructure (X_2) affects the Satisfaction of MTs An-Nizhomiyah Students

Ho :Educational Infrastructure does not have a significant effect on the Satisfaction of MTs An-Nizhomiyah Students

Ha :Educational Infrastructure resources have a significant effect on the satisfaction of MTs An-Nizhomiyah students

The test criteria with a significance level **(α)=0.05** are determined as follows:

1. If the value of sig < 0.05 or the value of t calculated > from t of the table , then there is an influence of variable X on variable Y.
2. If the value of sig is >0.05 or the value of t calculated < from t table , then there is an influence of variable X on variable Y.

Table 4. Test Result T (partial)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.332	3.874		1.634	.107
Quality of Service	.700	.143	.620	4.884	.000
Educational Infrastructure	.133	.110	.153	1.208	.231

Source : Primary data processed, 2024

Based on table 4, the following results were obtained:

1. From the test results, the significance value for the influence of X_1 on Y is 0.000 < 0.05 and the t-calculated value is 4.884 > the t table is 1.993 so that it can be concluded that the hypothesis that there is a significant influence between the quality of service on student satisfaction is accepted (Ha is accepted and Ho is rejected), meaning that there is a partial influence of X_1 on Y.
2. From the test results, the significance value for the influence of X_2 on Y is 0.231 > 0.05 and the t-calculated value is 1.208 > the t table is 1.993, so it can be concluded that there is a positive and insignificant influence between educational infrastructure variables on student satisfaction (Ho is accepted and Ha is rejected), meaning that there is no influence of X_2 on Y.

Test F (Simultaneous)

The F (Simultan) test is used to test the influence of independent variables together on dependent variables. This test helps in determining the extent to which the independent variable simultaneously affects the bound variable or how well the independent variable can explain the variation in the bound variable. The hypothesis proposed is as follows:

Ho :The quality of educational services and infrastructure has no significant effect on the satisfaction of MTs An-Nizhomiyah students

Ha :The quality of Educational Infrastructure Services has a significant effect on the Satisfaction of MTs An-Nizhomiyah Students

The test criteria with a significance level **(α)=0.05** are determined as follows:

1. If F counts > F table, then Ho is rejected and Ha is accepted
2. If F counts < F table then Ho is accepted and Ha is rejected

Table 5. Test Result F (Simultaneous)

Calculate F grade	Condition	Sig	Condition	Information
44,641	F count > F table	0,000	Sig < 0.05	Ho was rejected and Ha was accepted

Source : Primary data processed, 2024

The test was carried out to show the extent to which the variables of Service Quality (X1) and Educational Infrastructure (X2) affect Student Satisfaction (Y) simultaneously. The F test was carried out using the degree of freedom df1 = k-1 = 3-1 = 2 and df2 = n-k = 74-3 = 71, the F value of the table obtained was 2.73 based on the calculation in the f test table, the F value was calculated at 44.641. Thus, F calculated 44.641 > F table 2.73, and the significance value was 0.000 < 0.005. This means that Ho is rejected and Ha is accepted.

It can be concluded that the variables of Service Quality (X1) and Educational Infrastructure (X2) simultaneously have a significant influence on Student Satisfaction (Y) at MTs An-Nizhomiyah Depok.

Determination Coefficient Test (R^2)

The determination coefficient (R^2) is used to measure the extent to which the model can explain the vaiation in dependent variables. The following are the results of the determination coefficient in this study.

Table 6. Determination Coefficient Test Results

Model Summary[b]

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746a	.557	.545	2.91776

Source : Primary data processed, 2024

Based on the table, the result of the determination coefficient value (R^2) is 0.557 (55.7%) which means that 55.7% of the variation in the Service Quality Variable (X1) and Educational Infrastructure (X2) can explain the variation in the Student Satisfaction variable (Y), while the remaining 44.3% is explained by other variables that are not studied.

The Effect of Service Quality on Student Satisfaction

The influence of service quality variables on student satisfaction was found to have a calculated t-value of 4.884 with a significance value of 0.000 (0.000 < 0.05). And the regression coefficient has a positive value of 0.700, so the provisional answer states that a positive influence of service quality on student satisfaction at MTs An-Nizhomiyah is obtained. The quality of service greatly affects student satisfaction, where by providing services that will also increase student satisfaction.

The Influence of Educational Infrastructure on Student Satisfaction

The influence of educational infrastructure variables on student satisfaction at MTs An-Nizhomiyah, a t-count value of 1.218 was obtained with a significance value of 0.231 (0.231 > 0.05). Therefore, the hypothesis that the variable of educational infrastructure does not have a significant effect because the regression coefficient has a small value of 0.133 on student satisfaction at MTs An-Nizhomiyah, due to the lack of completeness of educational infrastructure to support the teaching and learning process has not been maximized.

The Effect of Quality of Educational Services and Infrastructure on Student Satisfaction

The influence of the variable of the quality of service and educational infrastructure on student satisfaction at MTs An-Nizhomiyah shows that the quality of service and educational infrastructure has an overall effect, this can be seen from the value of 44,641 > the value of 2.73 with a significance value of 0.000 < 0.05. With the R square value level of 0.557 or 55.7% influenced by the quality of services and educational infrastructure while the remaining 44.3% are other variables that are not researched by the study. So it can be concluded that two independent variables simultaneously have a significant effect on the independent variables.

CONCLUSION

Based on the results of research and discussions that have been carried out regarding the influence of the quality of educational services and infrastructure on student satisfaction at MTs An-Nizhomiyah Depok, conclusions can be drawn, as follows:

1. There is a significant and positive influence of service quality variables and student satisfaction variables in MTs An-Nizhomiyah which is shown from the results of t-count of 4,884 with a significant value of 0.000 while the t-table of 1,993 with a significance value of 0.000 < 0.005, then Ho is rejected and Ha is accepted, which means that the quality of service has a significant effect on student satisfaction.
2. There was an insignificant and positive influence between the variables of educational infrastructure on the variables of student satisfaction at MTs An-Nizhomiyah which was shown from the results of t-count of 1,208 with a significant value of 0.231 while the t-table of 1,993 with a significant value of 0.231 > 0.005, then Ho was accepted and Ha was rejected, which means that educational infrastructure did not have a significant effect on student satisfaction.
3. From the f-count test is 44,641 > the f-table value is 2.73 with a sig value of 0.000 < α 0.05 shows that Ho is rejected and Ha is accepted, meaning that the quality of educational services and infrastructure has a significant effect on student satisfaction at the level of α 0.05. The value of the determination coefficient obtained by R square is 0.557 or 55.7% influenced by the quality of services and educational infrastructure while the remaining 44.3% of other variables are not studied by the researcher.
   The suggestions that the researcher can convey for educational institutions must maintain a good quality of service and always pay attention to the completeness of infrastructure facilities that need to be improved and add infrastructure that is not yet available so that the teaching and learning process can run effectively and students are always satisfied with attending MTs An-Nizhomiyah and can attract new students in the next school year. And for the next researcher, it is hoped that this research can be used as a reference for other researchers who will carry out research with similar variables related to the quality of service, educational infrastructure and student satisfaction.

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