The Influence of Educational Service Quality on Student Satisfaction: A Study on the Anti-Corruption Cultural Education Course (PBAK) in the Midwifery Department of Poltekkes Kemenkes Jakarta I

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Background: Educational services are one of the intangible services. One important factor for the success of students in pursuing higher education is the quality of education services in the Teaching and Learning Process (PBM) that are good and meet student expectations. Objective: This study aims to determine whether there is a significant influence of the quality factors of educational services, specifically in the course of Anti-Corruption Cultural Education (PBAK), on overall student satisfaction, as well as to identify the dominant factors of educational service quality that influence student satisfaction at Poltekkes Kemenkes Jakarta I. Research Methodology: The population of this study consists of all students in the Midwifery department. The research sample was taken using a purposive sampling method, with a total of 58 students from 1A and 1B levels. The data collection technique used was a questionnaire. Prior to using the questionnaire, the researcher conducted validity and reliability tests. Instrument validity was assessed through factor analysis and item score analysis with total scores. Regression analysis was employed to determine the dominant factors of service quality that influence student satisfaction in the PBAK course in the Midwifery Department, Poltekkes Kemenkes Jakarta I. Research Findings: Based on the ANOVA or F-test results, the obtained F-value was 92.077 with a significance level of 0.000. This indicates that the independent variables (Tangible, Reliability, Responsiveness, Confidence, and Empathy) collectively influence the dependent variable (Student Satisfaction). The Backward method testing also reveals that Appearance (Tangible) and Responsiveness (Responsiveness) variables are dominant factors influencing Customer Satisfaction. Conclusion: Student satisfaction with the performance of lecturers in the implementation of the PBAK course in the Midwifery Department, Poltekkes Kemenkes Jakarta I, is influenced by the Tangible and Responsiveness factors of the lecturers.

INTRODUCTION

After the era of reform, corruption cases continue to be exposed to the public, not only those that occurred during the New Order government but also those that happened after the reform. The improvement of the government's bureaucratic system has become crucial today, and it is the responsibility of the government. The supervision of this system is a shared responsibility between society and the supervisory body established by the government. A clean and transparent

bureaucratic system can minimize the chances of corruption (Prakoso & Dwiyanto, 2021)

One effective effort to develop this potential is through education. Education has the potential to develop individuals and harness the existing potential within each person. Anti-Corruption Cultural Education is not only the transmission of cultural values from the older generation to the younger generation but also the preservation of culture. Through education, individuals can be guided to become more mature intellectually, morally, and socially. Therefore, Anti-Corruption Cultural Education can be seen as a preventive measure to prevent corrupt attitudes and behaviors (Manurung, 2012).

In the development of a competitive education world, universities are expected to provide education professionally according to the needs of the job market. Service quality is one of the strategies of educational institutions to create consumer satisfaction. Educational service is an important factor that is not physically visible and is expected by students to achieve success in the teaching and learning process at educational institutions (Rahman et al., 2018).

The current paradigm emphasizes the quality of the teaching and learning process rather than just the learning outcomes. A good process will yield good results as well. Assessment of various aspects of the teaching and learning components, including educators, students, parents, and the community, becomes factors related to the quality of the learning process. The role of lecturers is essential in creating a professional learning service as educators. Lecturers are expected to continually strive to improve the quality of teaching through well-planned programs (Pandiangan, 2019).

Student satisfaction will be fulfilled when the delivery process of education services, in this case, by lecturers, aligns with their perceptions as consumers. Various factors such as Tangibles, Reliability, Responsiveness, Assurance, and Empathy often influence the different ways of delivering services from the consumer's perspective (Khan, Faisal, Rahman, & Jamal, 2011). This study aims to determine the influence of service quality factors on overall student satisfaction and identify the most dominant factor affecting student satisfaction.

RESEARCH METHODS

The method used in this research is the distribution of questionnaires. The questionnaires were distributed in January 2023 to the students of the Midwifery Department at Poltekkes Kemenkes Jakarta I who are above 17 years old. In this study, there are six variables to be examined, consisting of five independent variables and one dependent variable. The variables are Tangibles, Reliability, Responsiveness, Assurance, and Empathy, which are the independent variables. Student satisfaction is the dependent variable.

RESULTS AND DISCUSSION
Data Analysis Steps

The data collection technique used in this research is a questionnaire. The questionnaire is created by compiling a list of questions related to the independent and dependent variables. The independent variables consist of five main categories: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. The total number of statements in the questionnaire is 18 items.

Meanwhile, the dependent variable is calculated based on the total score of all the questions, which is then converted into a satisfaction percentage. This study uses interval measurement with a Likert scale or a numerical measurement scale from 1 to 5, where 1 indicates dissatisfaction and 5 indicates very high satisfaction. To analyze the data, the Multiple Linear regression model is used, utilizing the Statistical Product and Service Solution (SPSS) software version 25 for Windows.

Research Results

The multiple regression analysis in this study is intended to identify patterns and measure the changes in the influence of the factors of Tangibles, Reliability, Responsiveness, Assurance, and Empathy on the satisfaction of the Midwifery Department students at Poltekkes Kemenkes Jakarta I.

Table 1: The results of the multiple regression analysis

Variable	Regression Coefficients	Sig.	t
(Constant)	.156	.648	.459
Tangibles (X1)	.432	.002	3.298
Reliability (X2)	.048	.625	.492
Responsiveness (X3)	.466	.000	3.767
Assurance (X4)	.011	.942	.074
Empathy (X5)	.004	.969	.039
R2 = .899		Sig = .000	
R = .948		F = 92.077	

The correlation coefficient (R) is 0.948, indicating a strong positive relationship. The coefficient of determination (R2) is 0.899, meaning that 89.9% of the variation in student satisfaction can be explained by the independent variables (Tangibles, Reliability, Responsiveness, Assurance, and Empathy). The ANOVA test or F-test yields an F-value of 92.077 with a significance level of 0.000, indicating that the independent variables collectively have a significant impact on the dependent variable (Student Satisfaction). Furthermore, the significance value below 0.05 suggests that each independent variable has a significant individual effect on the

dependent variable, with a significance value of 0.000. Therefore, the variables Tangibles, Reliability, Responsiveness, Assurance, and Empathy are effective when used together to assess student satisfaction.

The Best Model

After conducting multiple regression analysis and simultaneous testing (F-test), further analysis was performed to determine the most dominant factors of service quality that influence student satisfaction. The testing to determine the best model was conducted using the Backward analysis method.

Table 2: The Results of Multiple Linear Regression Estimation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.156	.339		.459	.648
	Tangibles	.432	.131	.409	3.298	.002
	Reliability	.048	.099	.040	.492	.034
	Responsiveness	.466	.124	.591	3.767	.000
	Assurance	.011	.143	.012	.074	.034
	Empathy	.004	.109	.003	.039	.969
2	(Constant)	.161	.308		.523	.603
	Tangibles	.435	.112	.411	3.892	.000
	Reliability	.048	.096	.040	.498	.033
	Responsiveness	.463	.104	.588	4.437	.000
	Assurance	.014	.103	.016	.139	.890
3	(Constant)	.183	.260		.706	.483
	Tangibles	.423	.071	.400	5.992	.000
	Reliability	.057	.071	.047	.793	.431
	Responsiveness	.476	.046	.604	10.396	.000
4	(Constant)	.297	.216		1.372	.175
	Tangibles	.451	.061	.426	7.446	.000
	Responsiveness	.482	.045	.611	10.668	.000

a. Dependent Variable: Student Satisfaction

Based on Table 2, in Model 1, there are significant P-values (< 0.5) for the variables Tangible, Reliability, Responsiveness, and Assurance. The largest P-value is not significant, so the Empathy variable is eliminated from the model. Model 2, without the Empathy variable, shows non-significant P-values for the Assurance variable, so it is removed from the model. In Model 3, without the Assurance variable, the Reliability variable shows a non-significant P-value. In Model 4, significant P-values are obtained for the Tangible and Responsiveness variables, so no variables need to be removed from the model. Therefore, the selected variables to be used in the model are Tangible and Responsiveness.

Discussion

Based on the analysis results, it can be concluded that overall, students' satisfaction with the performance of lecturers in conducting the Cultural Education Course on Anti-Corruption (PBAK) in the Midwifery Department of Poltekkes Kemenkes Jakarta I is quite good. Based on the above table 4.2, previous studies have shown that the "Tampilan" factor, which includes the attractive and neat appearance of lecturers during teaching, the adequacy and clarity of the delivered material, and the use of e-learning in the learning process, contribute positively to student satisfaction. These features provide clear indicators for students as consumers of educational services to assess the capabilities of service providers, namely the teaching staff. As the first-line workforce skilled in providing educational services to students, lecturers can represent Poltekkes Kemenkes Jakarta I concretely. The "Tampilan" dimension includes attractive appearance, convincing speaking skills, neat appearance, and the ability to utilize communication facilities (Mohamed Abd-el-salam, Shawky, & El-nahas, 2014).

Responsiveness refers to the lecturer's ability to support students and provide timely service. This reflects the lecturer's ability to respond to issues that affect students' academic life, provide feedback on the learning process, fulfill consultation appointments, and monitor the learning outcomes each semester as a supervising lecturer. As mentioned in the study by (Manik & Sidharta, 2017), responsiveness is the willingness to support clients and provide prompt service. The third dimension, responsiveness, includes the lecturer's willingness to assist students in difficult situations and their availability for consultation. Therefore, the third dimension, responsiveness, encompasses the lecturer's willingness to help students in difficulty and their responsiveness in providing consultation time.

CONCLUSION

Based on the analysis, it can be concluded that the satisfaction of students with the performance of lecturers in conducting the Cultural Education Course on Anti-Corruption (PBAK) in the Midwifery Department of Poltekkes Kemenkes Jakarta I is generally good. The factors of Tangible and Responsiveness have been identified as significant contributors to student satisfaction. The attractive appearance of lecturers, clear and sufficient delivery of course material, and the use of e-learning positively influence student satisfaction. Additionally, the responsiveness of lecturers

in supporting students, providing timely services, and offering consultation opportunities has a significant impact on student satisfaction.

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