

Academic Service Quality in Education Management in Higher Education

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Abstract—The purpose of this study is to analyze how the quality of academic services can support education management activities in tertiary institutions. The method used in this research is a qualitative approach with descriptive methods. There is a collection of data used by interviews conducted with some information, namely students, lecturers, staff and university leaders. The secondary data was also carried out with a documentation study of supporting documents in IAIC. The results show that the quality of inputs, processes and outputs is needed as a whole academic service system in tertiary institutions, which is continuously carried out support in improve the quality of academic services and increasing student and user satisfaction.

Keywords—academic service quality; education management; higher education

I. INTRODUCTION

The quality of academic services is one of the approaches that is very important and fundamental in providing academic services, one of which is to students as the main customers of higher education. Academic service professionals must always strive to provide the best quality academic services to all students. At present the quality of academic services has become a systematic management tip and is constantly being evaluated and refined to produce a good quality in higher education. The integrity of academic services will contribute a lot to universities, especially to the competitiveness and positive image of the university by stakeholders.

Quality is the responsibility of PT. Therefore, the College is responsible for internal evaluation. In Indonesia, internal quality assessment is the responsibility of PT, whereas external quality assessment is the responsibility of the inspectorate and BAN-PT. Previously, all educational institutions only served local needs, meanwhile at present, these conditions have started, are, or have changed. Education must be market-oriented, PT graduates may not be directed to overseas markets, and at least they are not excluded from their own regions.

The importance of improving the quality of academic services is one indicator in an effort to improve the performance of tertiary institutions which can be said that currently graduates of tertiary institutions in Indonesia can be said to be unable to answer the challenges of the times and

have not satisfied many parties who use or compete at the international level. Given the importance of the education function, an institution that provides mandatory public services continuously to improve the quality of its performance [1]. Quality education services include intensive contact between the servants and service users, services are carried out in a timely and targeted manner, acts of serving are carried out carefully and comprehensively, and transparently faces problems that cannot be touched.

Since the 1980s, service quality has been associated with providing competitive advantage, which leads to loyalty and differentiation [2]. Furthermore, recognition of service quality as a source of competitive advantage is becoming an increasingly well-known trend [3]. The importance of service quality has been widely recognized, which leads to its measurement in various industries with different scales developed for specific purposes [4]. Pressures faced by organizations in order to provide high quality services, have made priority activities in organizations [5]. In this case, the quality of service at higher education institutions is seen as one way to achieve competitive advantage, because the quality of services provided by higher education institutions is one of the factors that determine the level of student satisfaction. Student satisfaction will be achieved if the quality of services provided by tertiary institutions matches student needs. The quality of service is the expected level of excellence and can meet the desires of students.

The importance of the quality of academic services in higher education has gradually been realized [6]. In the last two decades, the important role of service quality in the administration of higher education has attracted attention [7]. Higher education institutions must determine the needs and demands of students, because students are stakeholders and customers in higher education, and student satisfaction is inherent in the quality of services offered by higher education. The development of higher education service quality is inherent in the ability of organizations to ensure the overall climate and culture for change through various decision making and operating systems and human resource activities [8].

Perceived quality of student services is antecedent to the student satisfaction itself [9,10]. In addition, positive perceptions about service quality can give satisfaction to

students and satisfied students can then attract new students by engaging in positive word of mouth communication with acquaintances and friends, and they can return to college to take on some skinny and training programs [11-14]. Besides that, student satisfaction has a positive influence on fundraising and student motivation [15]. In addition, the results of the study indicate that when it comes to the decision making of a tertiary institution, students look for evidence of the quality of services offered by tertiary institutions [16].

High School is one of the educational institutions in the administration must be accountable and quality education so that universities are required to give priority to academic services and quality [17]. Higher education as an institution engaged in the service industry must think about how important it is to service customers more optimally, because it is now increasingly recognized that service and customer satisfaction are important aspects in order to survive in the business of educational services and competition in the education sector.

In the era of the industrial revolution 4.0, which was marked by automation in all fields, demanded universities to keep their quality and be able to keep up with developments. Universities in Indonesia without exception must also be able to follow this development. In this regard, problems in the quality faced in the world of higher education today include the quality of learning, the quality of graduates, the quality of teachers, and the quality of education services. Of the several problems faced by these tertiary institutions, one of the related issues that is most often highlighted relates to the quality of tertiary institutions is the provision of academic services that are still far from expectations, coupled with the rapid development of science and technology that requires educational institutions to improve the quality of services academic.

Various attempts were made by universities to improve the quality of academic services. One of the efforts made by universities to improve the quality of academic services is by implementing a Management Information System (SIM). In supporting the quality of academic services today, all tertiary institutions must have a management information system. The information system is used by tertiary institutions to help all components and subsystems in the tertiary institution to be more efficient, up to its role as a tool to win the competition. Information systems are used to provide information for management in making decisions and also to carry out operations, where the system is a combination of people, information technology and organized procedures.

II. RESEARCH METHODOLOGY

The method used in this research is " Descriptive ", with a "qualitative" approach. The author chose a descriptive research method with a qualitative approach, because he wanted to do an in-depth study of the quality of academic services in relation to education management activities such as what can be applied in university governance.

Data collection methods used by researchers to obtain primary data include observation, interviews and documentation. Research data sources are events, objects and

actions related to the quality of academic services in the management of education in tertiary institutions. Sources of data in this study were obtained from several research subjects which include:

- Primary Subjects, i.e. policy holders (officials) at the rector, faculty, or department / study program level in this case the rector or his representative, deans, and heads of departments / study programs, as well as heads of other work units in each university, and students, as well as university and community partners. The informant / informant is used as the main data collector. In this study the specified speakers are: Rector, Vice-Chancellor, Dean, Chairperson of Study Programs, Lecturers, Education Personnel (*Tendik*), Students and other academicians at IAIC Tasikmalaya, West Java
- Secondary Subjects, i.e. all parties related to the object being studied and having credible information that can be trusted.
- Documents, i.e. several documents which are in accordance with the focus of the research

The documents used as data sources in this study are those related to reports on academic services at IAIC Tasikmalaya West Java, quality management system audit documents, organizational structure documents, infrastructure documents, and documents about information systems at IAIC Tasikmalaya West Java.

III. RESULT AND DISCUSSION

A. Result

In implementing education management at IAIC, it is certainly very helpful in IAIC's performance in improving the quality of academic services, where all academic activities can be carried out effectively and efficiently in helping the sustainability of activities at IAIC. This is consistent with the results of the interview which stated that

Facilitate between students and prospective new students to register while students who have been registered for academic travel and also the most important is the use of technology to cut the flow of the bureaucracy so that it is easier because now what is sought is convenience, so with the quality system of academic services used and implemented through an academic system called SIMANTAP, has greatly helped us in facilitating the academic service system (KLA).

In educational management practices in tertiary institutions, service performance will improve if the organization can consistently develop to improve its management order towards more advanced ones. In this globalization era everything will certainly be more effective and efficient if there is a system that supports both the information technology system and the system of competent human resources, so that both of them will be continuously supporting the development of education management in higher education. The online information

system must be the elements needed by the organization as presented in the interview as follows:

Ease of the system must answer the needs of the organization, as well as when the organization wants to create a qualified academic service system must certainly pay attention to their needs. As well as a system that includes for ease of data and information, as well as the provision of software or applications that facilitate students and all existing human resources do IAIC (WRAK.IAIC).

If you look at the explanation above, the needs of the associated universities such as the interview can be implemented through three aspects that need to be loaded namely data architecture, applications and technology. So that the ease in the academic service system will further develop and provide satisfaction to its users.

In the use of a policy or system that is applied in an organization certainly gives the impression that is different for each user. There is a different effect type in a stimulated and used to the user. Based on interviews with the application of academic service quality at IAIC Tasikmalaya are as follows:

As for the impact of the application of the quality of academic services in the activities of management education in IAIC it certainly gives a very significant impact to order us. There is the impact of the good and the bad, where the good are all the conveniences and development of the system that contains the enterprise architecture is to minimize work of the HR in IAIC that initially all was done with traditional now already started quickly with the system. In addition, it also provides impact which is very good for the appraisal society towards IAIC, because when these technologies and Ease being one of the starting measuring the public to choose the organization that will be entrusted. So the IAIC must continue to strive to improve improvements and technology (KLA.IAIC).

B. Discussion

One of the things that is controlled is related to academic activities. Utilization of management information systems in the field of academic services in higher education becomes a necessity, not just the prestige or lifestyle of modern higher education management. Academic activities are learning activities inside and / or outside lecture rooms, studios and / or laboratories, work on assignments, learning evaluations, and administrative activities that accompany them.

Higher education should be carried out using flexible and dynamic management principles to enable each tertiary institution to develop according to their respective potential and the external demands they face. Therefore, there is a need for education management in the management of higher education. Educational management in tertiary institutions can be interpreted as an effort to apply various principles and functions of management in the management of education in tertiary institutions. Professional and good management of education is a demand in every age because good education is the key for a new generation to be able to develop and advance in accordance with the conditions and demands of the era. Management education shall be directed to me improve the

quality of education [18]. From this explanation it can be understood that education management in tertiary institutions is an activity to implement management functions in tertiary education in order to establish a professional tertiary education management system to achieve educational goals and improve the quality of education.

Management of education in higher education also means how the substances of education in a higher education institution can run orderly, smoothly and truly integrated in a system of cooperation to achieve goals effectively and efficiently. Managed in education management are all forms of activities that are grouped into components. The components of education management include: (1) student / student management; (2) personnel management; (3) curriculum management; (4) facility management; (5) financing management; (6) management of educational institutions; (7) public relations management.

Major components and support in higher education basically includes: (1) the learning process, (2) curriculum, (3) lecturer, (4) learning facilities, (5) financing, and (6) research, which is supported by (1) management and (2) leadership [19,20].

In this case, the management of the university in question is related to all aspects related to academic activities, namely educators and education personnel, learning facilities, leadership, funding, and teaching and learning process.

1) *Educators and education personnel:* Educators and education personnel are people who play an important role in the world of education. The success of the implementation of education in a tertiary institution is highly determined by the quality and quantity of human resources available at the tertiary institution. Educators (lecturers) in quality must meet academic qualifications, professional certification and suitability of education with the field of study.

In the Teacher and Lecturer Law No.4 of 2005 concerning Teachers and Lecturers, in Article 3, paragraph 1 stated that the lecturer has a professional position at the tertiary level of education appointed in accordance with statutory regulations. It was further stated that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Educators and education personnel are the human resources available in tertiary institutions. Management of human resources associated with the paradigm of human resources as an asset to the profitability and competitiveness of the company [21]. The paradigm of HR as an asset is reflected by five indicators, namely: developing leadership capabilities, optimizing the role of HR, building greater HR involvement, providing more access to information, and building learning capacity.

2) *Learning facilities:* Management of educational facilities is the whole structuring process that has to do with the procurement, utilization, and processing of educational facilities in order to achieve the objectives set effectively and efficiently. Learning facilities or in other words learning

facilities and infrastructure are an important part and must be managed in higher education management. The management of educational infrastructure is tasked with regulating and maintaining educational facilities and infrastructure so that it can contribute optimally and meaningfully to the course of the educational process. Broadly speaking, educational facilities consist of two classifications, namely educational facilities and infrastructure. Educational facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables and chairs, as well as tools and learning media. What is meant by educational infrastructure is facilities that indirectly support the course of the process of education and teaching, such as the yard, garden, park, school, road to school, and so on [22]. The educational infrastructure when utilized optimally and directly for teaching and learning process [23].

Higher education institutions are required to be able to carry out quality education, one of the prerequisites is the availability of adequate facilities and infrastructure, which can optimize the process of educational goals to be achieved. Therefore, the facilities and infrastructure available in tertiary institutions need to be managed properly. Management of educational facilities and infrastructure can also be defined as a collaborative process of the effective and efficient utilization of all educational facilities and infrastructure. This definition shows that the facilities and infrastructure available in higher education institutions need to be utilized and managed for the benefit of the learning process in higher education institutions. The management is intended so that the use of facilities and infrastructure in higher education institutions can run effectively and efficiently. Management of facilities and infrastructure is a very important activity in higher education institutions, because its existence will greatly support the success of the learning process.

3) *Leadership*: Leader comes from the word leader and leadership comes from the word leadership. The leader is the most result-oriented person, where the results will be obtained if the leader knows what he wants. Kepemimpinan is the ability of an individual to influence, motivate, and enable employees to contribute effectively and The success of an organization where employees are members [24].

Leadership is a determining factor in influencing organizational performance to achieve the expected goals, in its application the role of leadership is generally defined as a process of influencing the activities of individuals and groups to achieve certain goals. Educational leadership is the quality of activity and integration in the educational situation and is the ability to drive the implementation of education so that educational goals can be achieved effectively and efficiently [25].

The existence of strong leadership in the body of higher education organizations is one of the characteristics of a healthy college. The implementation of university autonomy is one of the responsibilities of the leaders of higher education institutions to manage the institution independently as long as it does not conflict with the law.

4) *Funding*: One important element in education management is financing. Funding is sometimes also the core of every education problem, especially if it is associated with education funding at tertiary institutions. Therefore, in the world of education there is management of education funding because financing is a very important thing for an educational institution to run.

Good financial management is one of the keys to the success of an educational institution to advance or improve its quality. Funding for tertiary institutions is not only intended for educational activities, but also for research and community service; and to support student activities, lecturer welfare, and education staff. Permenristekdikti No. 44 of 2015 concerning national higher education standards states that the substance of the financing standards at each tertiary institution at least regulates or stipulates education funding consisting of investment costs, operating costs, and personal costs.

The organization of higher education requires financial management strategies that can secure revenue and use funds to finance programs in an economical, efficient and effective manner and produce quality financial accountability. Financial management involves a variety of activities related to the acquisition and use of funds and the use of a surplus from the management of these funds.

Education Financing Management is one of the determining factors in improving quality due to transparent and accountable financing management, there will be trust from stakeholders and that will be the motivation of every Tri Dharma College academic community in higher education to improve quality in their respective fields respectively.

5) *Teaching and learning process*: Learning is essentially an activity carried out consciously to produce a change, involving knowledge, skills, attitudes, and values [26]. teaching is essentially doing learning activities, so the teaching and learning process can take place effectively and efficiently. Suryosubroto continued the teaching and learning process which includes activities carried out by the teacher starting from planning, implementation of activities to evaluation and follow-up programs that take place in educational situations to achieve certain goals, namely teaching.

The process of teaching and learning is a systematic process, meaning that the process is carried out by the teacher and students in the learning place by involving sub-sections, parts, components or elements that interact with each other to achieve a goal [27].

Education must be able to develop a learning process that builds student learning experiences through effective and efficient exploration, elaboration and confirmation activities. Teaching and learning process is the core of an educational process. Everything that has been programmed will be implemented in the teaching and learning process.

Teaching and learning process is a process that contains a series of actions of educators and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or reciprocal relationship

between educators and students is a major requirement for the ongoing teaching and learning process. Interaction in teaching and learning events has a broader meaning, not just the relationship between educators and students, but in the form of educational interactions. In this case not only the delivery of messages in the form of subject matter, but the inculcation of attitudes and values in students who are learning. The teaching and learning process has a broader meaning and understanding than mere teaching understanding. In the teaching and learning process implies the existence of a unity of activities that are inseparable between learners who learn and educators who teach. Between these two activities there is a mutually supporting interaction.

The process of teaching and learning which is oriented towards the success of goals always provides stimulation to students to actively participate in the learning process, because students are the main subjects in the learning process.

All aspects described above are applied to the Enterprise Architecture (EA) design model because these aspects are some of the main core in management education in tertiary institutions. In addition, these aspects are also some of the problems faced by universities in Indonesia.

All of these components together make an academic service quality to have a complete set of functions in order to create a service quality that can run optimally in the management of higher education. By running and functioning of each component in service quality, management information systems that are able to provide data quickly and accurately, especially those related to academic activities and aspects of education management in higher education, are getting optimal attention, so it is expected that the creation of academic service quality the optimal one.

In the higher education system everywhere, universities will be held accountable by all stakeholders, because it is not possible for universities to carry out their functions without the flow of resources from all stakeholders (government, society and the private sector).

Quality is in accordance with the requirements or standardized (Conformance to requirements), which is in accordance with predetermined quality standards, both the input, the process and the output. Therefore, the quality of education organized by higher education is required to have a standard quality of education.

Quality is concerned with products and services, which can meet the needs, expectations and satisfaction of customers. Quality is not instantaneous but in the long run, in that term the quality needs to be continuously changed, improved and perfected in order to always be able to meet the needs and satisfy customers and in accordance with environmental developments. Quality is something that dynamically follows the dynamics of customers and the environment "Quality is a dynamic state associated with products, services, people, processes, and environments that meets or exceeds expectations" [28].

Educational institutions must understand the needs / desires of customers both internal and external customers, in order to

meet customer requirements or be able to exceed customer expectations and determine customer satisfaction [29].

Higher education as one of the formers of intellectual society must indeed show its existence by being able to create competitive and innovative human resources. To achieve this, higher education institutions with high credibility are needed, so that university management is always sensitive to the processes of change that occur and at the same time make organizational changes in accordance with the demands required, especially in the management of human resources which is the most important, and determinative process. Quality education will be obtained at quality tertiary institutions, and quality tertiary institutions will produce quality human resources as well.

Quality of service is output that is delivered better and is standardized through a service. There is also a statement that the quality of service is the extent to which the services provided by the company in accordance with the needs and expectations of customers or how far the difference between reality and customer expectations for the service they receive [30].

Academic quality is the estuary of the quality of the human education process, tools, curriculum, and facilities which is reflected in the quality of teaching lecturers, the quality of subject matter and the quality of learning outcomes, thus finally forming a set of abilities. According to Sallis educational institutions need to develop quality systems, in order to be able to prove to the public that these institutions can provide quality services and quality [31]. Understanding academic services according to Rosita is a systematic effort to educate students to master curriculum content through the learning process so that they are able to achieve the applied standard competencies. Given the importance of quality in educational institutions, it is examined in terms of academic service quality, where according to Pakpahan academic service quality is a comparison between academic services perceived by customers or stakeholders with the academic service quality expected by customers or stakeholders [32].

Based on this, the quality of academic services is an expectation to be achieved through the management of education in tertiary institutions. As the output to be achieved, the existence of academic service quality is written in the design of the model in the outermost layer.

IV. CONCLUSION

Various attempts were made by universities to improve the quality of academic services. One of the efforts made by universities to improve the quality of academic services is by implementing a management information system. Based on the results of the study, it can be concluded that IAIC is a developing tertiary institution and continues to improve itself to become a quality tertiary institution that is able to compete with other tertiary institutions. Realizing this, IAIC applies a management information system based on academic service quality to improve the quality of academic services in the management of its tertiary institutions. The application of academic service quality models to IAIC is related to the availability of 1) infrastructure consisting of hardware and

software, 2) application programs implemented through a software program called IAIC Integrated Academic Information System (SIMANTAP), 3) Human Resources (HR), and 4) Policy.

From the aspect of the role of enterprise architecture, in this case Enterprise architecture in the management of education at IAIC has a role to improve the quality of academic services at IAIC as a tool of the system of educational management activities, especially in the academic field of Tasikmalaya IAIC, as seen from the academic service quality planning system, implementation academic service quality and academic service quality control systems. Planning academic quality services at IAIC. Academic service quality planning at IAIC has been carried out since 2017 and was only implemented in 2019 on the basis of the preparation of the IAIC strategic plan to support IAIC's vision and mission as an increasingly developing tertiary institution. The driving factor of implementing academic service quality at IAIC is based on the need to provide a quality in terms of service systems, meeting the demands of integrated digital service needs and improving services to students, lecturers and the community, the Islamic Fan Institute of Cipasung, facilitating supervision and decision making.

The process of implementing academic service quality at IAIC began in 2018. Although relatively new in its application, most of the IAIC academic community is very interested in using this system which is supported by the ability of the academic community to operate computers and the internet. The application of academic service quality with the existence of an integrated academic information system (SIMANTAP) program covers several activities related to the start of student entry until the student graduates, including acceptance of new students, student payments, taking KRS Online, accessing Online Values, KHS and Transcripts, Academic Info Online, the lecture process through online assignments, managing academic guidance (lecturers), managing grades (lecturers), messaging, and discussion forums, up to graduation registration.

While in terms of quality control of academic services at IAIC is carried out thoroughly in the form of observation, guidance and supervision of the implementation of academic service quality mechanisms in the form of SIMANTAP at IAIC with the aim of keeping the system operating in accordance with its planning function and ensuring the smooth implementation and implementation of academic service quality. Control carried out by IAIC in the application of academic service quality is carried out by internal and external monitoring and evaluation. Internal is carried out by the system manager, namely the information technology department at IAIC and external monitoring and evaluation is carried out by users such as students, lecturers, and students through questionnaires. Monitoring and evaluation carried out also includes inputs, processes and outputs of academic service quality. Nevertheless, quality control of academic services conducted through monitoring and evaluation has not yet been carried out in a structured or periodic manner.

From the aspect of implementation of education management in tertiary institutions, in this case the

implementation of education management in IAIC is very helpful in IAIC performance in improving the quality of academic services, where all academic activities can be carried out effectively and efficiently in helping the sustainability of activities in IAIC. Through this, it can be concluded that the implementation of academic service quality by applying Data, Applications, Technology with a system design in the form of SIMANTAP is able to answer the needs of IAIC and help in IAIC performance. This implementation has been implemented since 2018.

From the aspect of the impact of the use of academic service systems, the application of academic service quality management systems at IAIC has a very significant impact on the ease of service systems and minimizing the work that was once done with traditional systems turned into systems based on information technology. The final output of the application of academic service quality at IAIC is on improving the quality of academic services at IAIC.

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