



Student Drop Out Risk: Does Student Satisfaction Essential?

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Abstract. The academic aspect of service is an essential aspect for students. The perceived academic service is related to the assessment lecturer's ability to deliver material in the learning process; therefore, students obtain knowledge under the study plan. The learning process is related to satisfaction, which is indicated through student understanding and satisfactory evaluation results. This study elaborates on the effect of perceived academic services on student satisfaction and drop out risk. The study was conducted on higher education students with a total sample of 124. The sample criteria were students in the third to fifth semester who had experienced the academic environment and had perceived to evaluate sufficiently. The results showed that the perceived academic service influence student satisfaction. Research proves that perceived academic services directly affect student drop out risk. The research indicates student satisfaction mediates partially perceived academic services toward student drop out risk. Perceived academic service is a prominent factor that determines student satisfaction. When students satisfy with academic services, it will reduce the risk of the number of Drop Outs. The student drop outs are declining due to students' evaluations meet the assessment standards. Students who have adequate evaluations will tend to graduate on time.

Keywords: Perceived Academic Service · Student Satisfaction · Student Drop Out Risk

1 Introduction

Academic service is one of the essential aspects of higher education. Academic services provide an aspect for universities to facilitate students in obtaining the expected knowledge or skills. The ability of higher education institutions to provide adequate academic services related to human resources at the university. The ability to provide human resources will have implications for the competence and ability of adequate academic services [1]. As part of the university, students receive academic services following lecturers' ability to provide learning efforts in the classroom. The learning process is related to facilities that are supported by academic services such as the ability of lecturers to provide knowledge in interesting ways. The process of providing academic education

services by providing an interesting learning will have implications for student satisfaction. Learning activities aim to ensure that students acquire knowledge per learning objectives. When students have sufficient knowledge, academic services will be successful and obtain student satisfaction [2]. The ability to provide Academic services will have implications for students' skills and knowledge. Several aspects related to academic services are learning in the classroom which has a structure, meaning that the lecturer is guided and refers to the learning design that the study program has prepared. In addition, the lecturer's ability to provide enjoyable classroom learning is an essential aspect of academic service learning activities which has a complete course is one of the main academic services. The environment and detailed courses will provide understanding to students in the form of apperception so that they have a clear picture of the subjects being studied. This study elaborates on the effect of perceived academic service on student satisfaction. As described, academic services aim to provide satisfaction to students concerning services. When students get optimal service, it directly proportional to their satisfaction. This study also elaborates that satisfaction has implications for the risk of dropping out [3]. Students who have satisfaction then get a high level of evaluation results, meaning that students have scores that are under learning standards. Students with grades that match the standard have a low potential for dropping out because they produce studies on time. This study has an update by linking perceived academic service and student satisfaction to student dropout risk.

2 Hypothesis Development

2.1 Perceived Academic Service on Student Satisfaction

Academic services are a form of providing the university to students to provide a pleasant learning environment and learning process. These factors increase students' knowledge to gain understanding and skills following the learning objectives. Academic services are perceived as a form of provision capability that aims to increase student knowledge. If these factors are available optimally, they will contribute to understanding. The implication is that students are delighted with the available academic services. Students have an assessment of the learning process related to increasing knowledge [4]. The ability of lecturers is one of the elements of human resources in universities that contribute to providing academic services for students. Students will perceive a service related to the lecturer's ability to deliver lecture material. When lecturers can provide an optimal understanding for students, they have an important role in providing knowledge and skills. This will lead to satisfaction for students so that they enjoy learning process provides a level of satisfaction through the contribution of skills and understanding [5]. Interesting learning activities are one of the essential aspects for academic services. In addition, a complete learning process, namely a concept that is at the study program level to provide adequate courses, will contribute to student satisfaction. This means that students are provided with a course that will support learning activities and increase knowledge which has implications for student satisfaction. If students get complete knowledge, this will have implications for improving their skills and understanding so that students feel satisfied with the academic services in the study program. Structured courses are a form of planning in management that is implemented in the classroom. The learning

process carried out in a structured manner and guided by the lesson plan is essential and creates satisfaction for students [6]. Providing structured learning is an important part of ensuring that all aspects of the course are delivered so that the learning process can be carried out optimally. Structured learning is part of learning that has the principle of planning and organizing.

H1: Perceived Academic Service positively influences Student Satisfaction.

2.2 Perceived Academic Service on Drop Out Risk

Academic service is a part that aims to provide knowledge to students. Academic services will be perceived to provide learning related to the subject. This study elaborates in depth the influence of Academic services on the risk of Drop Out. Students receiving adequate academic services will have implications for their knowledge and ability to learn [7]. This means that students acquire an aspect related to increasing knowledge and skills of academic services that will provide a concept to increase student knowledge. This means that students are invited to have an ability that follows the expected graduation standards. Students who have obtained adequate academic services have an assessment or evaluation result that can be used as a condition to pass. Drop Out occurs if students are unable or have a longer time to obtain expected value or evaluation result. Drop Out occurs when students have a longer time and have the inability to complete the expected academic aspects [8]. This is the opposite if Academic services have optimal aspects, so students have high learning abilities. Academic activities aim to improve students' cognitive and psychomotor aspects. In addition, the academic aspect is inserted a little about the affective aspect, which aims to provide the concept of character to students so that it is not only about knowledge but also includes aspects of character, which aims to provide education about behavior. In the main aspect, namely the cognitive and psychomotor aspects of students with high academic abilities, they will avoid dropping out. When academic services are perceived as high, it affects the risk of dropping out. Students who, from the beginning, have obtained adequate evaluation results in the first semester will have high self-confidence so that they will perceive academic services as adequate [5, 9].

H2: Perceived academic service affects student drop out risk.

2.3 Perceived Academic Service, Student Satisfaction, and Student Drop Out Risk

The satisfaction aspect is one of the determinants that will have an important role in determining the risk of student drop out. The more students are happy with the learning process, it indicates that students will have a low risk of being dropped out. Drop out is one indicator that explains that students cannot attend lectures, so it requires a longer time or a heavy learning process. The student's inability will have implications for Drop Out which makes him drop out of college for reasons of incapacity or other reasons, namely time [10]. When students are satisfied with the services provided, especially in the academic aspect, this will have implications for a low risk of dropping out. The level of student satisfaction comes from the perceived academic service which is felt that the university provides various aspects students need for the learning process. Satisfaction

arises as part of expectations that meet reality. The learning process that is felt to be fun and learning activities that aim to increase knowledge are considered successful, so the process indicates that student satisfaction requires learning activities that aim to improve understanding, namely, and expertise. Learning activities aimed at providing increased knowledge can be carried out if the facilities and infrastructure are adequate. In addition, environmental factors will determine learning comfort when in the learning process in class the lecturer facilitates essential aspects such as freedom of learning and fun learning activities, then this will have implications for students' ability to receive learning and knowledge [11, 12]. This research elaborates that there is an essential aspect between perceived academic service satisfaction and the risk of dropping out.

H3: Student satisfaction has an effect on student drop out risk

H4: student satisfaction mediates the effect of perceived academic service on student dropout risk.

3 Method

The research uses a quantitative approach to examine the study's variables to produce a conclusion [13]. This study used a questionnaire instrument to obtain data. Data collection was carried out on semester 3 and semester 5 students to obtain adequate perceived academic service. Students in semesters 3 and 5 have had 1 year of academic experience to gain knowledge at the university. The experience was felt to have been able to answer the questionnaire so that it had a high confidence level. This study uses three variables, namely perceived academic service, student satisfaction, and the risk of student drop out. The research aims to examine the effect directly or indirectly.

4 Result and Discussions

4.1 Result

Figure 1 represents the loading factor that indicates validity in each item. The loading factor result meets the rule of thumbs in validity (>0.7).

Table 1 indicates variables Cronbach's Alpha and Composite Reliability meet the requirement (>0.7). Therefore variables in this research are reliable. AVE value meets the requirement (>0.5) that reinforces the loading factor in Fig. 1.

Table 2 indicates that all hypotheses in the study are supported, it represents in the P value ≤ 0.05 in all hypotheses and T statistics on each hypothesis ≥ 1.96 .

Table 3 indicates the indirect effect of Perceived academic service on student dropout risk through student satisfaction. The results show that the indirect effect has a significant value, meaning that the hypothesis is supported and student satisfaction partially mediates the effect of perceived academic services on dropout risk.

4.2 Discussion

The results of the study indicate that perceived academic service has a positive effect on student satisfaction. Academic service is an important aspect in the learning process

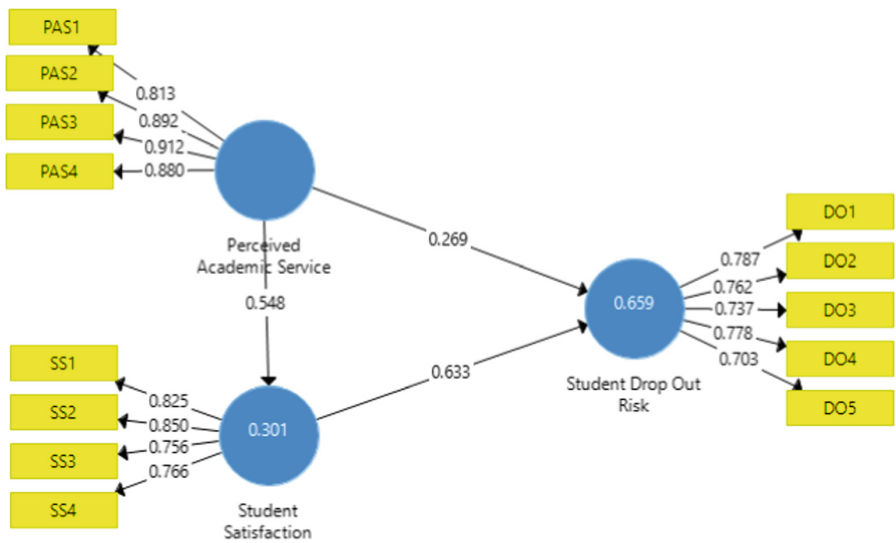


Fig. 1. Factor Loading Result

Table 1. Validity and Reliability Result

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Perceived Academic Service	0.898	0.929	0.766
Student Drop Out Risk	0.810	0.868	0.568
Student Satisfaction	0.812	0.877	0.640

Table 2. Direct Effect Result

Variable	Standard Deviation (STDEV)	T Statistics (IO/STDEV)	P Values
Perceived Academic Service -> Student Drop Out Risk	0.066	4.084	0.000
Perceived Academic Service -> Student Satisfaction	0.089	6.195	0.000
Student Satisfaction -> Student Drop Out Risk	0.059	10.783	0.000

Table 3. Indirect Effect Result

Variable	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Perceived Academic Service -> Student Drop Out Risk	0.059	5.918	0.000

because this aspect has direct implications for improving students' abilities and understanding. When students have adequate academic services, the learning process in the classroom and as a whole can increase knowledge. The purpose of lectures is to provide students with provisions to work through the knowledge and skills built by the university. The factors owned by the university are human resources as well as programs and activities contained in the study program so that the important role of academic services will increase student satisfaction. The results showed that perceived academic service positively affected student satisfaction. Academic service is an important aspect in the learning process because this aspect has direct implications for improving students' abilities and understanding. When students have adequate academic services, the learning process in the classroom and as a whole can increase knowledge [6]. The purpose of lectures is to provide students with provisions to work through the knowledge and skills built by the university. The factors owned by the university are human resources as well as programs and activities contained in the study program so that the important role of academic services will increase student satisfaction. Complete learning activities and relevant courses will result in student satisfaction. Students obtain the expected goal of knowledge. Students doing lecture programs aim to acquire knowledge and skills that can be applied to work. When students get a variety of academic services that can support various knowledge and skills, students will have a level of satisfaction with these services. The process of learning activities is an aspect that can be used as a determinant of satisfaction when students have a high assessment of the lecture process, resulting in a high level of satisfaction. On the other hand, when the academic service aspect is less than optimal, students will have low satisfaction. Human resources, environment, and available infrastructure are important factors in academic services. The combination of these three factors will result in optimal academic services for students [4].

This study found that perceived academic service affected the risk of Drop Out. Students who already have an adequate level of knowledge and skills will produce a satisfactory evaluation result. When the evaluation results are used as a reference to assess the ability of students' understanding, it has met the standards expected by the study program, and students who understand the lecture material will produce adequate evaluation results. Drop Out indicates that students cannot attend lectures from various aspects. The essential aspect is the inability to attend lectures due to lack of knowledge. Learning activities can be carried out properly when academic services have an optimal process [14]. Academic services aim to provide knowledge and skills for students so that the expected evaluation results are following the learning objectives. When Academic services have satisfactory results, the risk of students not being able to attend lectures for

understanding is lower. In the elaboration of the learning process, it has been explained that a low risk of not being able to participate in learning will result in low drop outs. Students who have high academic abilities will produce a satisfactory evaluation result so that the Drop Out contained in the study program is reduced. This research proves that when Academic services are carried out optimally, it can reduce the Drop Out rate contained in the study program. This research confirms that the capabilities possessed by both human and environmental resources will have positive implications for efforts to suppress student drop outs. When students have knowledge that is supported by an environment in a fun learning process, the level of knowledge they have will increase and the risk of dropping out is also lower.

This research elaborates on Academic service on satisfaction and drop out risk. This study found that student satisfaction affects the risk of dropping out which indicates that when students are satisfied with the academic services provided by the university, the risk of Drop Out is lower, meaning that fewer students are dropped out. The important role of satisfaction is to determine the results of academic services so that students acquire adequate knowledge and skills. Students who have high satisfaction have optimal evaluation results. When students have evaluation results that are following the standards expected by the study program, students will avoid dropping out. Drop out indicates that the student cannot attend lecture activities and must be expelled from the university. This can be avoided if students have high satisfaction from academic services [15]. Academic services aim to provide students with knowledge and skills. Learning activities carried out in a fun way will produce a satisfaction which has implications for the ability of students to have high cognitive aspects. In addition, students are taught certain materials related to practical aspects so that the psychomotor aspects of students are increasing. The combination of cognitive and psychomotor aspects will produce a high satisfaction for the provision of students to work. The important role of the university is as a provider of knowledge services so that students who have attended lecture activities in an orderly manner will produce optimal evaluation results. The results of the evaluation are one of the important determinants of the risk of dropping out of students. When students do not have the ability to receive knowledge and further prolong the course of time, this will result in an less pleasant evaluation [16]. The results of this study confirm that satisfaction partially mediates the effect of academic services on the risk of dropping out. This study confirms that students can feel satisfied before they can mitigate drop outs. Research also proves that students can feel directly when assessing academic services, which has implications for their ability to mitigate dropouts. This means that the better the academic service, the more fluent students will be in participating in lecture activities. The level of satisfaction can confirm that students can avoid dropping out when they have satisfactory evaluation results.

5 Conclusion

This study aims to elaborate on the effect of perceived academic service on student satisfaction and the risk of student dropout. The study was conducted to analyze the important role of satisfaction as a mediation. The results show that perceived academic service directly affects the risk of dropping out and student satisfaction. Academic service

is an essential aspect that contains several factors, namely human resources, environment and infrastructure. Academic services have an important role in improving students' knowledge and skills so that when students have the knowledge and skills, they produce a satisfactory evaluation result at the end of the semester.

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Authors' Contributions. Dorojatun Prihandono create research concept and writing, Andhi Wijayanto develop hypothesis and method, Dwi Cahyaningdyah examining data and discussion, Angga Pandu Wijaya writing and conclusion.

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