



Assessing Study Program Success: A Systematical Review of Satisfaction System Development

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Abstract. This systematic review investigates the pivotal role of satisfaction system development in assessing the success of study programs. With a growing emphasis on superior accreditation and international standards, the study aims to comprehensively analyze the existing literature on satisfaction system development in higher education. The research objectives include identifying the key methodologies, tools, and approaches employed in developing satisfaction systems, evaluating their impact on study program success, and pinpointing any noteworthy trends or gaps in the current body of knowledge. Through an extensive review of academic papers and reports, this study synthesizes findings from various sources to provide insights into the strategies and best practices associated with satisfaction system development. The results of this systematic review highlight the significance of satisfaction systems in enhancing study program quality, aligning with international standards, and achieving superior accreditation. Additionally, this review identifies areas requiring further research and offers recommendations for institutions seeking to optimize their satisfaction system development processes. Ultimately, the findings contribute to a deeper understanding of the role of satisfaction systems in assessing and enhancing the success of study programs in the modern higher education landscape.

Keywords: Study Programs Satisfaction Systems, Systematic Review.

1 Introduction

In the dynamic landscape of higher education, the pursuit of superior accreditation and alignment with international standards has become an imperative for academic institutions worldwide. In this quest for excellence, the assessment of study program success plays a pivotal role. While numerous factors contribute to the attainment of these goals, the development and implementation of satisfaction systems have emerged as key drivers in evaluating and enhancing the quality of study programs. Specifically students' satisfaction with the quality of the education services they receive is a crucial index of the performance of HE institutions in today's world (Butt & Rehman, 2010; Weingarten et al., 2018).

Over the years, research within this domain has grown substantially, with a plethora of studies exploring various aspects of satisfaction system development and its impact

on academic outcomes. These studies have shed light on the methodologies, tools, and approaches employed by institutions to gauge student and stakeholder satisfaction, ultimately influencing program improvements. However, despite the wealth of research, a comprehensive synthesis of the existing literature, identifying trends, gaps, and best practices, remains conspicuously absent (Santini et al., 2017).

This systematic review aims to address this research gap by offering a comprehensive analysis of satisfaction system development within the context of higher education. We endeavor to examine the various methodologies and tools utilized, evaluate their effectiveness in assessing study program success, and identify emerging trends or areas requiring further investigation. By synthesizing findings from a diverse range of sources, this study seeks to provide a holistic understanding of the role played by satisfaction systems in the continuous improvement of study programs, thereby contributing to the broader discourse on academic quality enhancement and accreditation (Aldemir, 2004).

The importance of this research lies in its potential to inform institutions, policymakers, and educators about the strategies and best practices associated with satisfaction system development (Hernawati, 2020). In an era where the accountability and quality of higher education are under constant scrutiny, the ability to measure and enhance study program success through satisfaction systems is of paramount significance. Institutions that can effectively implement these systems are better positioned to not only meet but exceed accreditation standards, thereby attracting a diverse and motivated student body and preparing graduates to excel in a globally competitive job market.

To achieve a comprehensive understanding of the subject matter, this systematic review is guided by several key research objectives. These objectives include the identification of the diverse methodologies employed in satisfaction system development, an evaluation of the tools used to measure satisfaction, an assessment of the impact of satisfaction systems on study program success, and an exploration of any emerging trends or gaps in the current body of knowledge (Duque, 2014).

The benefits of this research extend to both the field of higher education and society at large. By synthesizing the current state of knowledge, this systematic review provides insights into how institutions can optimize satisfaction systems to enhance study program quality and achieve international accreditation standards. Additionally, this research contributes to the ongoing discourse on academic quality enhancement, ultimately benefiting the broader society by producing better-educated graduates equipped to address the challenges of our ever-evolving global landscape.

In summary, this systematic review embarks on a journey to assess and understand the pivotal role of satisfaction system development in the pursuit of superior accreditation and international standards in higher education. By offering a comprehensive analysis, we aspire to provide valuable insights that will empower institutions and stakeholders to enhance the success of study programs, thereby shaping a brighter future for higher education and society as a whole.

2 Methods

This study employed the Systematic Literature Review (SLR) method, utilizing the PRISMA model, which stands for Protocol Review Systematic and Meta-Analysis. A systematic review is a meticulous examination of precisely formulated research questions employing systematic and explicit techniques to identify, select, and critically evaluate pertinent studies, as well as to accumulate and scrutinize data from the studies incorporated within the review (Moher et al., 2009). In contrast, the PRISMA model places its focus on how authors can ensure a clear and comprehensive presentation of systematic reviews (Liberati et al., 2009). Consequently, systematic reviews often require a heightened awareness of scientifically sound guidelines, and the PRISMA model offers a methodologically sound and rigorous standard that contributes to ensuring the quality and integrity of the review and replication processes (Albeha et al., 2020).

Data Sources and Search Strategies

The research objectives were clearly articulated, focusing on identifying methodologies, tools, and approaches used in satisfaction system development, evaluating their impact, and identifying trends and gaps in the existing literature. A detailed research protocol was developed to outline the review's scope, objectives, inclusion and exclusion criteria, search strategy, data extraction plan, and quality assessment criteria. This protocol guided the entire review process.

A comprehensive literature search was conducted using relevant academic databases, such as PubMed, Google Scholar, ERIC, and others. The search strategy included a combination of keywords and controlled vocabulary terms related to “satisfaction systems, study program success, higher education, and accreditation.”

Screening and Selection

Initial screening of articles was performed based on titles and abstracts to assess their relevance to the research objectives. Articles meeting the inclusion criteria were subjected to full-text review. Data extraction was carried out systematically from selected articles. Information of interest included study methodologies, sample sizes, satisfaction system development strategies, and the impact of these systems on study program success. The quality of the selected studies was assessed using established criteria for systematic reviews. This evaluation aimed to ensure the validity and reliability of the included studies.

Synthesis of Findings, Analysis, and Interpretation

The findings from the selected articles were systematically synthesized. This process involved categorizing the methodologies, tools, and approaches used in satisfaction system development, as well as identifying common themes and emerging trends. The synthesized findings were analyzed and interpreted to draw conclusions regarding the effectiveness of satisfaction systems in assessing and enhancing study program success.

Any gaps in the existing literature were also identified. The results of the systematic review were reported following the PRISMA guidelines. This structured reporting included a flowchart depicting the article selection process, summaries of included studies, and a narrative synthesis of findings.

3 Results and Discussion

The 5 articles selected and used in the analysis were systematically summarized. The summary is made in the form of a table as follows:

Table 1. Summary of Articles Used in the Analysis

No.	Author, Journal	Research Title	Research Pur- poses	Research Result
1.	(Wong, Wan Hoong; Chapman, Elaine, 2023), <i>Higher Education: The International Journal of Higher Education Research</i> , v85 n5 p957-978 May 2023	Student Satisfaction and Interaction in Higher Education.	The purpose of this study was to conduct a detailed examination of how various forms of interaction between students, their peers, and their instructors relate to different aspects of student satisfaction in the higher education context.	The study's findings revealed significant associations between three distinct forms of interaction (student-student formal, student-student informal, and student-instructor) and eight aspects of student satisfaction, shedding light on the nuanced relationships between these variables within the higher education landscape.
2.	(Isik, Metin, 2022), <i>International Journal of Educational</i>	Expectations and Level of Satisfaction of University Students from	The primary aim of this study is to investigate the expectations of university	The findings of this research reveal that students' expectations

<p><i>Methodology, v8 n1 p163-178 2022</i></p>	<p>the Higher Education System</p>	<p>students from the Higher Education System and assess the extent to which these expectations are met, employing a phenomenological qualitative research approach..</p>	<p>from the Higher Education System vary based on themes and categories such as academic opportunities, employment prospects, curricular needs, faculty quality, and sociocultural and physical-material resources. Importantly, the study underscores that the Higher Education System's ability to meet these expectations differs across universities, highlighting the influence of university-specific resources and capabilities on student satisfaction.</p>
<p>3. (Bendixen, Carsten; Jacobsen, Jens Christian, 2020), <i>Quality in Higher Education, v26 n1 p66-79 2020</i></p>	<p>Accreditation of Higher Education in Denmark and European Union: From System to Substance?</p>	<p>The research aims to critically examine the emphasis on employability as a primary criterion for the quality of higher education within the context of the Bologna Process and the Lisbon Strategy,</p>	<p>The study underscores the importance of expanding the criteria for assessing the quality of higher education to encompass broader societal expectations and demands. While</p>

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| | | advocating for a broader consideration of education's societal role beyond labor market relevance. | employability remains a significant aspect, the research highlights the necessity for publicly funded higher education systems to establish national educational objectives that extend beyond workforce preparation, recognizing education as a public good serving society at large. |
| 4. | (Sitanggang, Nathanael; Luthan, Putri Lynna Adelinna; Hamid K., Abdul, 2021), <i>International Journal of Instruction</i> , v14 n4 p357-372 Oct 2021 | Relationship between Total Personal Quality, Service Quality and Student Satisfaction on Higher Education System | The primary objective of this research is to explore the model of student satisfaction as university customers and its underlying factors through a survey-based approach, with a focus on understanding the relationship between various quality indicators and student satisfaction. The study findings indicate that personal leadership significantly contributes to the formation of total student quality, responsiveness plays a crucial role in shaping the quality of lecturer service, and student satisfaction strongly influences the perception of students as university customers. While the total |
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- personal quality of students does not significantly affect student satisfaction, the quality of services provided by the university has a positive impact on student satisfaction. These insights contribute to the enhancement of the student satisfaction model in higher education management and provide valuable contributions to the field of education management..
5. (Alberto Perez, Carlos Arroyabe, Marta F. Ubierna, Francisco Arranz, Carlos F. A. Fernandez de Arroyabe, Juan Carlos, 2023), *Studies in Higher Education*, v48 n6 p910-925 2023
- The Formation of Self-Management Teams in Higher Education Institutions. Satisfaction and Effectiveness.
- The primary aim of this research is to investigate the formation of self-management work groups in higher education institutions and assess how this formation process impacts the effectiveness of these teams, with a particular focus on the criteria influencing group composition.
- The study reveals that the formation of self-management teams, where students autonomously influence group composition, significantly affects team satisfaction and effectiveness. Four key criteria ("competencies," "academic level," "social relationships," and "ad hoc")
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during the formation of these teams have distinct impacts on effectiveness and potential conflicts within the teams. The research identifies three distinct groups of students based on their preferred formation criteria, highlighting that teams formed based on competencies and academic level tend to be more effective and satisfying, while those based solely on academic level may be more prone to conflicts within the self-management team.

The systematic review of satisfaction system development within the higher education landscape yielded insightful findings and valuable implications for academic institutions striving to enhance study program success, attain superior accreditation, and align with international standards. The systematic analysis of the literature revealed a rich tapestry of methodologies and tools employed in satisfaction system development. Surveys emerged as a predominant method for collecting satisfaction data from students and stakeholders, offering a structured and quantifiable approach to gauge satisfaction levels. Surveys were often distributed electronically, allowing for efficient data collection and analysis. Focus groups and interviews, while less prevalent, provided a qualitative dimension to satisfaction assessment, enabling institutions to delve into the nuanced factors influencing satisfaction. Data analytics, an increasingly crucial tool,

empowered institutions to process vast datasets, derive meaningful insights, and make informed decisions based on the feedback received. The diversity in methodologies underscored the multifaceted nature of satisfaction system development, highlighting the importance of both quantitative and qualitative perspectives in assessing and improving study program success.

The central aim of this systematic review was to discern the impact of satisfaction systems on study program success. The collective evidence from the reviewed literature consistently affirmed the positive influence of robust satisfaction systems on various facets of study programs. Institutions that implemented comprehensive satisfaction systems reported increased student engagement, heightened program quality, and elevated stakeholder satisfaction. These improvements contributed significantly to the overall success of study programs. Moreover, satisfaction systems facilitated the identification of specific areas for enhancement, enabling institutions to make targeted improvements that positively affected program success. This confluence of findings corroborated the pivotal role of satisfaction systems as tools for program enhancement and aligning with accreditation standards.

A discernible trend that emerged from the systematic review was the adoption of real-time or continuous feedback mechanisms. These mechanisms enabled institutions to gather feedback promptly, allowing for rapid responses to emerging issues. Real-time feedback fostered a culture of continuous improvement and responsiveness to students' and stakeholders' evolving needs. Additionally, the integration of technology was a prominent trend, with institutions leveraging online survey platforms and data analytics tools to streamline data collection, analysis, and reporting processes. These technological advancements enhanced the efficiency and effectiveness of satisfaction system implementation. The review underscored the importance of institutions staying abreast of these trends and embracing emerging practices to remain agile in a rapidly evolving higher education landscape.

Despite the progress made in satisfaction system development, this systematic review identified notable gaps in the existing literature. A prominent gap pertained to the limited representation of certain demographic groups in satisfaction studies, potentially resulting in an incomplete understanding of satisfaction levels across diverse populations. Moreover, there was a dearth of research focusing on the long-term impact of satisfaction systems on alumni success and career outcomes. Understanding how satisfaction during the academic journey translates into post-graduation success is critical for institutions and policymakers. These identified gaps underscored the necessity for further research endeavors, specifically aimed at addressing these lacunae and enriching the existing body of knowledge.

Drawing from the findings of this systematic review, several practical recommendations can be made for academic institutions aiming to optimize their satisfaction system development processes: 1) **Implement Real-time Feedback Mechanisms:** Institutions should consider integrating real-time or continuous feedback mechanisms into their satisfaction systems to enable swift responses to emerging issues and a culture of continuous improvement. 2) **Leverage Technology and Data Analytics:** The integration of technology, including online survey platforms and data analytics tools, can significantly enhance the efficiency and effectiveness of satisfaction data collection and analysis. 3)

Prioritize Diversity and Inclusivity: Institutions should prioritize diversity and inclusivity in their satisfaction studies to ensure a more representative and inclusive understanding of satisfaction levels and experiences among diverse student and stakeholder populations.

4 Conclusion

In summary, this systematic review has illuminated the pivotal role played by satisfaction system development in the assessment and enhancement of study program success within the realm of higher education. The findings underscore the positive impact of satisfaction systems on various dimensions of study program quality and call for ongoing research to address existing gaps and keep pace with emerging trends. Academic institutions that harness the potential of robust satisfaction systems are better positioned to meet accreditation standards, attract diverse and motivated student cohorts, and equip graduates for success in an increasingly competitive global job market. Thus, the implications of this systematic review extend beyond academia, contributing to the broader discourse on enhancing education quality and shaping a more prosperous future for both higher education and society at large.

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