

Does Academic Culture Influence Student Satisfaction? State of the Covid-19 Pandemic Period

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Abstrak

Program Studi Pendidikan Teknik Otomotif (PTO) Fakultas Pendidikan Teknologi dan Kejuruan (FPTK) Universitas Pendidikan Indonesia (UPI) merupakan program studi baru yang saat ini dihadapkan pada tantangan pandemi Covid-19. Meskipun demikian, sangat penting bagi program studi ini untuk terus memberikan layanan akademisnya. Pengaruh pandemi terhadap budaya akademik berpotensi mempengaruhi kepuasan mahasiswa dan kualitas layanan yang ditawarkan. Tujuan dari penelitian ini adalah untuk menilai dampak kualitas layanan dan budaya akademik terhadap kepuasan mahasiswa program studi di PTO FPTK UPI pada masa pandemi COVID-19. Survei deskriptif dan penjelasan adalah metodologi yang digunakan dalam penelitian ini. Sampel penelitian terdiri dari 32 mahasiswa yang terdaftar pada program studi PTO angkatan 2019-2021. Penelitian ini memasukkan kualitas layanan dan budaya akademik sebagai variabel eksogen, dengan kebahagiaan mahasiswa dianggap sebagai faktor endogen. Analisis data menggunakan teknik regresi linier berganda yang dilakukan dengan menggunakan program software SPSS 23 dan Microsoft Excel. Kesimpulan penelitian ini menunjukkan bahwa meskipun tidak ada dampak nyata terhadap budaya akademik, terdapat hubungan substansial antara kualitas layanan dan kepuasan di kalangan mahasiswa. Secara bersamaan, kedua faktor ini memberikan pengaruh yang signifikan terhadap kepuasan siswa.

Kata Kunci: budaya akademik, kualitas layanan, kepuasan mahasiswa.

Abstract

The Automotive Engineering Education Study Program (PTO) at the Faculty of Technology and Vocational Education (FPTK), Universitas Pendidikan Indonesia (UPI), is a recently established program that is currently confronted with the challenges posed by the Covid-19 pandemic. Despite these circumstances, it is imperative for the study program to persist in delivering its academic offerings. The influence of the pandemic on academic culture has the potential to affect student satisfaction and the quality of services offered. The objective of this study was to assess the impact of service quality and academic culture on student satisfaction within the study program at PTO FPTK UPI during the COVID-19 pandemic. Descriptive and explanatory surveys are the methodologies employed in this study. The study sample consisted of 32 students enrolled in the PTO study program from the 2019-2021 cohort. The present study incorporates service quality and academic culture as exogenous variables, with student happiness being considered as an endogenous factor. The data analysis employed the technique of multiple linear regression, which was conducted using the software programs SPSS 23 and Microsoft Excel. The study's conclusions indicate that while there is no discernible impact on academic culture, there is a substantial relationship between service quality and satisfaction among students. Simultaneously, these two factors exert a significant influence on student satisfaction.

Keywords: academic culture, service quality, student satisfaction

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INTRODUCTION

To maintain the number of students registered at the institution and attract prospective new students' attention so that it does not decrease, the institution should have a goal to facilitate the interests of stakeholders to create customer satisfaction. Satisfaction is a function of the performance of a product with expectations and perceptions after the service is provided (Hurriyati, 2015) or as an expression of

one's disappointment or pleasure by measuring expectations with perceived impact/performance (Kotler & Keller, 2016). Based on this, customer satisfaction can be defined as a response to customer desires which can finally be achieved when obtaining services from institutions.

Universities' academic field services can increase their benefits when an excellent academic and cultural atmosphere is created (Budiarti *et al.*, 2018) and is conducive and fun (Triwardhani & Handayani, 2013) Academic culture determines customer perceptions of an educational institution, and its estuary will impact customer satisfaction. This is in line with Alsulami *et al.* (2022) statement that improving academic/campus cultural factors reciprocally increases satisfaction. According to Shen & Tian (2012), academic culture on campus is an external picture of the spirit, ethics of people's temperament, and the values of togetherness on-campus that pursue and develop education and research. Meanwhile, Minhaji (2013) says that many terms or words portray academic cultures, such as scholarly activities, academic culture, academic freedom, academic position, academic atmosphere, academic traditions, and the like.

In order to enhance the academic atmosphere on campus, faculty members could potentially enhance the cultivation of a culture characterized by respect, inclusivity, and the encouragement of intellectual curiosity. This can be achieved by prioritizing the incorporation of these values within course materials like as syllabi and lectures, as well as through various activities such as office hours, class discussions, and group assignments (Mills, 2021). So academic culture can be interpreted as all activities related to creating a learning and teaching atmosphere to achieve the goals of the tri dharma of higher education. Academic culture has the following dimensions: 1) appreciation of ideas; 2) scientific thinking; 3) reading culture; 4) addition of knowledge and insight; 5) habituation of research and service; 6) writing of books, scientific articles, and papers; 7) good teaching and learning process; and 8) good university governance (Ariefianto, 2010).

It was also emphasized that standardization of service quality and a conducive literary culture significantly affect student satisfaction (Budiarti *et al.*, 2018). UPI, as a tertiary institution engaged in services, must provide the best quality service to achieve student satisfaction. This is in line with Chandra *et al.* (2018), who states that the seriousness of university/college attention in providing service quality can determine student satisfaction. Service quality can be interpreted as a comparison between the desire for service and the reality obtained by the customer or the consumer's assessment of the desired service and perceived service (Rasyid, 2017). Customer perceptions of services: 1) satisfactory and good when the desired service is following what is obtained; 2) ideal if the services obtained exceed the customer's wishes; 3) nasty if the service obtained is lower than what is desired (Tjiptono & Chandra, 2016).

So, service quality can be concluded as the customer's perception of the desired service with the reality obtained. Based on Tjiptono & Chandra (2016), SERVQUAL (Service Quality) is used to measure quality which has dimensions: 1) Reliability, 2) Responsiveness, 3) Assurance, 4) Empathy, 5) Evidence of physical (tangibles).

The COVID-19 pandemic requires the Automotive Engineering Education (PTO) study program to survive because it causes changes in academic habits and forms of service—given to students. This is in line with the views of Budiarti *et al.* (2018), which say that environmental factors indirectly influence a person's desire to act because a person's perception as a customer/user can change (increase or weaken) depending on environmental conditions. Therefore, the PTO study program must provide customer satisfaction influenced by academic culture (Budiarti *et al.*, 2018) including the quality of academic services, infrastructure, and the overall educational experience (Uswah *et al.*, 2022) and service quality (Putri *et al.*, 2021; Saleem *et al.*, 2017) to maintain or even increase the level of the student competition. Based on data from applicants entering the SBMPTN for the PTO study program, the stickiness is still in the 1:4 range during the 2019-2020 period (LTMPPT, 2022).

Understanding satisfaction is an expression that can determine the assessment of the services provided (Oliver, 2007). Companies should offer services that focus on customer satisfaction; if the services provided by the company are felt to satisfy customers, this can create a symbiosis of mutualism between the two. Kotler & Keller (2016) state that one of the essential factors that influence customer satisfaction and must be the focus of every institution is service quality. There are several studies with different sample motifs, empirically confirming that service quality has a positive impact on customer satisfaction in line with what was conveyed by (Chandra *et al.*, 2018) and (Permana *et al.*, 2020). While (Yulandari, 2009) stated that the number of expectations consumers compared to the company's performance causes customers to feel less satisfied with the quality of service.

Implementing the student teaching and learning process requires a reciprocal relationship between lecturers, administrative staff, and students. Building those relationships will gradually create a regularity that eventually becomes an academic culture. The emergence of comfort in the implementation of education caused by traditional academic culture can slowly build a conducive environment and increase the perception of student satisfaction. As expressed by Uluputty & Junaidin (2019) that student satisfaction is strongly influenced by academic culture, in addition to the quality of service, and the performance of lecturers, in line with the words of Saleem *et al.* (2017) that university culture is crucial to understand to increase the level of student satisfaction in higher education.

External changes that are happening at this time will be a challenge for educational institutions to continue to maintain the satisfaction of their students through the academic culture that is built and the services provided to students. Several studies on the influence of academic culture and service quality on customer satisfaction still show inconsistencies, as seen in (Budiarti *et al.*, 2018), (Indahniar *et al.*, 2021), and (Uluputty & Junaidin, 2019), so this needs to be re-examined under different environmental conditions to obtain consistency of findings. In addition to previous studies that used academic culture variables to measure student satisfaction, the population for research was usually not in new study programs, mainly before the COVID-19 pandemic.

Based on this background, the main problem studied in this study is how the quality of service and academic culture affect students' satisfaction in the PTO study program. This study examines the hypothesis about the influence and relationship between academic culture and service quality on student satisfaction as follows: (1) There is an influence of service quality on student satisfaction, (2) There is an influence of academic culture on student satisfaction, and (3) There is a simultaneous influence of service quality and academic culture on student satisfaction.

METHOD

Object of research

This study employs a marketing technique to examine the impact of academic culture and service quality on student satisfaction among PTO students. The exogenous variable examined in this study is service quality (X1), which comprises tangible (X11), reliability (X12), responsiveness (X13), assurance (X14), and empathy (X15) (Parasuraman *et al.*, 1988; Yesuf, 2020), and academic culture (X2) encompasses various elements, including the appreciation of ideas (X21), scientific thinking (X22), reading culture (X23), the acquisition of knowledge and insight (X24), the cultivation of research and service habits (X25), the production of books, scientific articles, and papers (X26), the facilitation of effective teaching and learning processes (X27), and the establishment of good university governance (X28) (Ariefianto, 2010). The endogenous variable under consideration in this study is customer satisfaction (Y), specifically focusing on the component of student satisfaction (Y1) (Halim *et al.*, 2021; Kotler & Keller, 2016).

The focus of this research centers on the UPI PTO study program students as the primary unit of analysis. The data collection period for this research spanned shorter than one year, specifically from November 2022 to December 2022. Consequently, the research employed the cross-sectional method as its chosen approach. The cross-sectional approach is a data collection technique that involves gathering information at a single point in time, with the duration of this period varying from daily to weekly or even monthly (Malhotra, 2015).

The categorization and approaches employed in the field of research

The study conducted is of a verification character, as it aims to test the veracity of a hypothesis and analyze the influence of one variable on another, in accordance with the research purpose. In the context of ongoing study, a descriptive research approach is employed to gain a comprehensive understanding and depict the state of a research subject, specifically focusing on student satisfaction/happiness.

The utilization of two distinct research designs, namely verification and descriptive, facilitates the collection of data in the field. This data encompasses both primary sources, such as interviews and questionnaires, as well as secondary sources, which involve the processing of data collected from students.

The research methodology employed in this study is centered around descriptive and verification approaches, mostly through the collection of field data. The research methodologies utilized include descriptive survey and explanatory survey research methods. This methodology involves conducting data collecting on an entity within a specific context by extracting samples from a larger population through the utilization of a questionnaire as the primary instrument for data gathering. These collected data will subsequently undergo processing to get an estimation of the overall sentiment or perception of the population under investigation towards the aforementioned entity.

Data analysis technique

Data analysis is a crucial process in which collected data is examined using statistical methods to determine the extent to which the obtained data supports the formulated hypothesis (Sekaran & Bougie, 2016). The research instrument employed in this study is a questionnaire. The researchers developed the questionnaire by including the variables identified in the study. The research encompassed various levels of data processing, which involved the following activities:

Compile data, The purpose of this activity is to compile data in order to verify the comprehensiveness of the respondent's identification, ensure the completeness of the data, and accurately fill in the data in alignment with the research objectives.

Selecting data, The process of data selection is conducted in order to assess the accuracy and integrity of the acquired data.

Data tabulation, The process of data tabulation involves the utilization of the following phases in this research study:

Input data into the Microsoft Office Excel software application.

Assign a numerical score to each individual item.

Calculate the sum of the scores for each item.

Organize the rankings of scores for each research variable.

The present study investigates the impact of service quality (X1) and academic culture (X2) on student satisfaction (Y). The research used a semantic differential scale, a commonly utilized measurement scale in which respondents are presented with a five-point scale featuring opposing features to assess the significance of an object or concept (Sekaran & Bougie, 2016). The data acquired is of the interval type. The scope of this study encompasses a set of five numerical values. Respondents who provide a rating of 5 indicate a highly positive perception, whilst a rating of 1 signifies a significantly

negative perception of the statement. The criteria categories and corresponding answer ranges are presented in **Table 1**, which is labeled as Alternative Scores:

Tabel 1. Alternative Scores

Answer	Strongly disagree	Range of answers					Strongly agree	
	Negative	←	1	2	3	4	5	→

Sources: Modified from (Sekaran & Bougie, 2016)

Techniques for Descriptive Data Analysis

Descriptive analysis is a statistical technique employed to examine the relationship between variables by doing correlation analysis. This involves comparing average data from a sample or population without the requirement of testing for statistical significance. The research employed a questionnaire as the primary research instrument, designed to capture data pertaining to the impact of service quality and price on customer satisfaction. The questionnaire was carefully constructed to encompass the factors relevant to the research objectives. The processing of data obtained from questionnaire responses can be divided into three distinct stages: preparation, tabulation, and application of the data to the study methodology.

Data analysis was conducted in order to ascertain the significance of the acquired data. The process of data processing involves a series of processes.

The initial step involves the careful selection of data for subsequent processing, namely by scrutinizing respondents' answers based on specified criteria.

To ascertain the value weight for each potential response to every research variable item, employ a pre-established assessment scale, and thereafter calculate the corresponding score.

To determine the average % of respondents' answers for each dimension of each variable, the interval formula provided below can be utilized:

$$Interval\ class\ length = \frac{Range}{Many\ interval\ classes}$$

Based on the scoring system of the alternative questionnaire, which ranges from 1 to 5, the determination of the number of interval classes results in 5 classes. Consequently, the length of each interval class is obtained as follows:

$$Interval\ class\ length = \frac{5 - 1}{5} = 0,8$$

The computations presented above yield an interpretation scale for the average score of respondents' answers, which is delineated by the following range:

- 1,00 – 1,79 = Very poor/Very low
- 1,80 – 2,59 = Not good/Low
- 2,60 – 3,39 = Fair/Moderate
- 3,40 – 4,19 = Good/High
- 4,20 – 5,00 = Very good/Very high

Assign a numerical ranking to each variable. The ranking of each study variable can be determined by comparing the actual results with the ideal values. The real score is derived by aggregating the opinions of all respondents, but the ideal score is calculated by multiplying the anticipated highest score by the total number of questionnaire items and the number of respondents. If represented mathematically, the formula for the actual score can be expressed as follows:

$$\% \text{ actual score} = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

(Source: Sugiono, 2010)

The "Actual Score" refers to the collective response of all participants who have completed the questionnaire. The optimal score is defined as the maximum score or weight, on the assumption that all respondents will select the answer with the highest score. The table presented below provides an elucidation of the current score weights:

Tabel 2. Criteria for Determining the Percentage of Respondent Responses

No	% Jumlah Skor	Criteria
1	20.00% – 36.00%	Not good
2	36.01% – 52.00%	Poor
3	52.01% – 68.00%	Fairly good
4	68.01% – 84.00%	Good
5	84.01% – 100%	Very good

Source: (Narimawati, 2007)

Techniques for Analyzing Verification Data

Once all the data acquired from the participants has been gathered and descriptive analysis has been conducted, the subsequent step involves doing verification data analysis. Verification research refers to the systematic investigation conducted to assess the validity of established scientific knowledge, encompassing concepts, principles, procedures, postulates, and practices within a particular field of study. The primary objective of verification research is to ascertain the veracity of a hypothesis, which is accomplished through the collection of empirical data in a real-world setting (Arifin, 2014).

In this study, verification data analysis techniques were employed to examine the impact of service quality (X1) and academic culture (X2) on student satisfaction (Y). The research use the Multiple Linear Regression analysis technique as a means of verifying and establishing correlative correlations.

Multiple linear regression analysis is a statistical technique used to examine the strength and impact of multiple independent factors on a dependent variable (Suharyadi & Purwanto, 2004). The equation for the multiple regression model is as stated by Suharyadi & Purwanto (2011):

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_kX_k$$

Information:

Y : predicted value of Y

a : constant number

b₁, b₂, ..., b_k : independent variable coefficients

x₁, x₂, : independent variables

x₁ : service quality

x₂ : academic culture

The X and Y variables to be included in the regression analysis will be identified through the utilization of SPSS software. In order to evaluate the hypothesis, two statistical tests were employed: a

partial influence significance test, a simultaneous influence significance test, and the coefficient of determination.

The partial significance test, also known as the t-test or individual test, is employed to determine if an independent variable exerts a significant influence on the dependent variable (Suharyadi & Purwanto, 2011). The procedural guidelines for conducting a t-test or partial test are as follows:

The process of developing a hypothesis.

$$H_0 = B_1 = 0 \quad H_a = B_1 \neq 0$$

$$H_0 = B_2 = 0 \quad H_a = B_2 \neq 0$$

Identify and analyze key areas of significance

The determination of the critical region is based on the t-table value corresponding to the degrees of freedom (n-k), where n represents the sample size and k denotes the number of parameters being estimated. Additionally, the significance level α is used to establish the boundaries of the critical region

Calculate t-count value

According to the study conducted by Suharyadi & Purwanto (2011), the method employed to calculate the t-count value involves:

$$t - count = \frac{b - B}{S_b}$$

Information:

t-hitung = value of the t-count

b = regression coefficient

S_b = standar error

Identify the domain of decision-making

The decision area pertains to the acceptance of the null hypothesis (H₀) or the alternative hypothesis (H_a).

Formulate a hypothesis

H₀: Accepted if t-count \leq t-table

H_a: Accepted if t-count \geq t-table

The F test is employed to assess the collective impact of the independent factors on the dependent variable.

$$F_{hitung} = \frac{R^2(k-1)}{(1-R^2)/(N-k)}$$

Information:

F = fisher probability distribution approximation

R = multiple correlation coefficient

K = quantity of independent variables

n = quantity of samples

The criteria utilized for the acceptance or rejection of the hypothesis are outlined as follows:

F_{count} \leq F_{table} then H₀ accepted and H_a rejected. This indicates that there is no concurrent influence by variables X and Y.

F_{count} \geq F_{table} then H₀ rejected dan H_a accepted. This implies that there is a significant simultaneous influence on variables X and Y.

The coefficient of determination quantifies the proportion of the overall variance that can be accounted for by the regression equation. The formulation of the coefficient of determination is as follows:

$$R^2 = \frac{n(a \cdot \sum y + b1 \cdot \sum yx1 + b2 \cdot \sum yx2) - (\sum y)^2}{n \sum y^2 - (\sum y)^2}$$

The coefficient of determination (R2) will vary between 0 and 1. A value of R2 = 1 signifies that the entire variation in the dependent variable, y, can be accounted for by the independent variables, x1 and x2, as indicated by the regression equation's variance. Conversely, when the coefficient of determination (R2) equals zero, it signifies that the regression equation's independent variables, namely x1 and x2, do not account for any of the observed variation.

RESULTS AND DISCUSSIONS

Results

Descriptive statistics

The survey was conducted using a Google Form questionnaire distributed to approximately 189 PTO students from class 2019 to 2021, and as many as 32 people filled out the questionnaire. Of these, 29 people or 91%, were men, and the remaining 3 were women. The number filled in for each batch was ten people or 31% of the class of 2019, 2 people (6%) of the class of 2020, and 20 people (63%) of the class of 2022. It indicates that students of class 2021 are more interested in filling out questionnaires than other batches.

In order to obtain a thorough understanding of the service quality variable (X1), a summation of the total scores derived from respondents' evaluations of the five indicators was conducted. The subsequent findings are elucidated below.

Tabel 3. Recapitulation of Respondent Response Scores on Service Quality Variables

No	Instruments	Actual Score	Ideal Score	%	Category
1	The supporting facilities for the PTO study program are deemed sufficient.	120	160	75,00	Baik
2	The personnel of the PTO Study Program possess an aesthetically pleasing and well-groomed physical appearance.	124	160	77,50	Baik
3	The equipment utilized in the PTO Study Program adheres to established safety requirements.	123	160	76,88	Baik
4	The lecture room or laboratory exhibits a commendable level of cleanliness following the conclusion of the lecture or practice.	127	160	79,38	Baik
5	The study program offered by the Parent-Teacher Organization (PTO) provides readily accessible practical materials.	123	160	76,88	Baik
Tangible		617	800	77,13	Baik
1	The process of submitting complaints by students is straightforward.	116	160	72,50	Baik
2	The information provided to pupils is correct in terms of the problems identified and the corresponding remedies offered.	121	160	75,63	Baik
3	The laboratory's equipment maintenance schedule, implemented by the PTO study program, is conducted punctually.	116	160	72,50	Baik
4	Managing academic administrative affairs in accordance with established processes	122	160	76,25	Baik

No	Instruments	Actual Score	Ideal Score	%	Category
5	The level of competence exhibited by employees participating in the PTO study program is consistent with the anticipated standards.	128	160	80,00	Baik
Reliability		603	800	75,38	Baik
1	The personnel of the PTO study program exhibit promptness in addressing student complaints and reports.	116	160	72,50	Baik
2	The instructors of the PTO study program promptly addressed the stated issues in a timely manner.	122	160	76,25	Baik
3	The staff members responsible for overseeing the PTO study program demonstrate prompt responsiveness in addressing and resolving any identified issues.	125	160	78,13	Baik
4	The resolution of stated issues within the PTO study program was promptly addressed.	120	160	75,00	Baik
5	The staff of the PTO study program exhibit prompt and accurate responsiveness.	122	160	76,25	Baik
Responsiveness		605	800	75,63	Baik
1	The problem analysis (troubleshooting) method conducted by employees of the PTO study program is highly accurate. The lecturers of the PTO study program exhibit commendable proficiency in their skills.	122	160	76,25	Baik
2	The personnel involved in the Parent-Teacher Organization (PTO) study program exhibit commendable proficiency in their respective areas of expertise.	132	160	82,50	Baik
3	The employees of the PTO study program consistently exhibit a strong sense of civility in their job. Additionally, these employees possess a notable level of credibility.	129	160	80,63	Baik
4	The problem analysis (troubleshooting) method conducted by employees of the PTO study program is highly accurate. The lecturers of the PTO study program exhibit commendable proficiency in their skills.	132	160	82,50	Baik
5	The personnel involved in the Parent-Teacher Organization (PTO) study program exhibit commendable proficiency in their respective areas of expertise.	126	160	78,75	Baik
Assurance		641	800	80,13	Baik
1	The problem reporting mechanism inside the PTO study program exhibits a straightforward system.	121	160	75,63	Baik
2	The material presented by employees of the PTO study program regarding the issues that arose was notably lucid. The instructors and personnel responsible for delivering services exhibit amiable demeanor.	124	160	77,50	Baik
3	The services rendered by staff of the PTO study program are indistinguishable from those supplied to all students.	129	160	80,63	Baik
4	The offered information system proves to be really beneficial.	125	160	78,13	Baik
5	The problem reporting mechanism inside the PTO study program exhibits a straightforward system.	126	160	78,75	Baik
Empathy		625	800	78,13	Baik
TOTAL		3091	4000	77,28	Baik

Based on the aggregated proportion of scores obtained from respondents' evaluations, it can be concluded that the service quality offered by the PTO study program may be categorized as satisfactory.

The positive aspects of each indication, namely tangibility, reliability, responsiveness, assurance, and empathy, are evident in this observation. The supporting facilities for the PTO study program are deemed satisfactory and commendable, as they effectively cater to the students' requirements. Moreover, the equipment utilized in the PTO study program adheres to established safety protocols, as it is subject to standardization and diligent maintenance practices. The employees of the PTO study program possess an aesthetically pleasing and well-groomed physical appearance, demonstrating a level of competence that is fitting for their role. Moreover, they exhibit a high degree of responsiveness in effectively addressing a wide range of complaints or issues, which may be attributed to their meticulous understanding of the problem analysis process. All students enrolled in the PTO study program receive consistent and amiable assistance from all workers. They may conveniently access information through an efficient information system, which greatly expedites service procedures.

Tabel 4. Recapitulation of Respondent Response Scores on Academic Culture Variables

No	Instruments	Actual Score	Ideal Score	%	Category
1	Every student is afforded the autonomy to express their thoughts and opinions within the classroom setting.	133	160	83,13	Baik
2	The PTO Study Program is responsible for the selection of exceptional students.	122	160	76,25	Baik
3	The PTO study program offers various avenues for the issue of intellectual property rights.	127	160	79,38	Baik
Crediting Intellectual Contributions		382	480	79,58	Baik
1	The PTO Study Program facilitates scholarly discourse among student participants through the organization of scientific conversations.	126	160	78,75	Baik
2	The PTO Study Program organizes and hosts scholarly seminars of a scientific nature.	117	160	73,13	Baik
3	The study program offered by the Parent-Teacher Organization (PTO) enables kids to actively participate in scientific seminars.	124	160	77,50	Baik
Scientific Thinking		367	480	76,46	Baik
1	I read books before studying in class	103	160	64,38	Cukup Baik
2	I read various kinds of reference books to enrich my knowledge in studying in class	113	160	70,63	Baik
3	Lecturers require students to read books	120	160	75,00	Baik
4	I read books when I have free time	123	160	76,88	Baik
5	I read more than 5 books in 1 week	92	160	57,50	Cukup Baik
6	I use books that fit the curriculum	115	160	71,88	Baik
Reading Culture		666	960	69,38	Baik
1	The PTO Study Program organizes public lectures with guest lecturers from external sources.	114	160	71,25	Baik
2	The PTO study program is implemented in accordance with the autonomous campus curriculum.	119	160	74,38	Baik
3	The PTO study program affords pupils the chance to engage in a diverse array of competitions.	134	160	83,75	Baik
4	The PTO study program offers students the chance to engage in a range of student activities, including as participation in BEM and student organizations.	134	160	83,75	Baik

No	Instruments	Actual Score	Ideal Score	%	Category
5	The PTO study program offers students the chance to engage in a range of community activities, including social service and environmental care, among others.	129	160	80,63	Baik
Addition of Knowledge and Insight		630	800	78,75	Baik
1	The PTO Study Program facilitates research initiatives that engage students.	131	160	81,88	Baik
2	The PTO Study Program organizes service activities that include student participation.	126	160	78,75	Baik
3	The PTO Study Program conducts research that is rooted in the community.	127	160	79,38	Baik
4	The PTO Study Program facilitates service initiatives with an educational focus.	127	160	79,38	Baik
Research and Service Habits		511	640	79,84	Baik
1	The PTO Study Program serves as a platform for students to engage in the process of composing scientific papers.	126	160	78,75	Baik
2	The PTO study program offers a platform for disseminating scholarly publications, encompassing various forms such as books, conference proceedings, journals, and other related works.	122	160	76,25	Baik
3	During academic lectures, instructors often allocate scientific literature, such as books, journals, or papers, to students.	123	160	76,88	Baik
4	Lecturers offer valuable information and support in the process of composing scholarly papers.	127	160	79,38	Baik
Writing Books, Scientific Articles and Papers		498	640	77,81	Baik
1	Lecturers update the RPS every new academic year	125	160	78,13	Baik
2	Lecturers develop syllabi according to the applicable curriculum	126	160	78,75	Baik
3	Lecturers design learning tools (teaching materials, learning media, and evaluation tools) at each lecture meeting	128	160	80,00	Baik
4	Lecturers use various learning media (LCD, laptop, internet, etc.)	133	160	83,13	Baik
5	Lecturers conduct evaluations every semester	125	160	78,13	Baik
Good Teaching and Learning Process		637	800	79,63	Baik
1	Universities make academic calendars periodically	129	160	80,63	Baik
2	Universities create annual programs and semester programs	131	160	81,88	Baik
3	Universities provide academic guidebooks	128	160	80,00	Baik
4	Universities provide a forum for student organization associations	134	160	83,75	Baik
5	Universities form academic and non-academic service units	130	160	81,25	Baik
Good Higher Education Governance		652	800	81,50	Baik
TOTAL		4343	5600	77,55	Baik

The academic atmosphere within the PTO study program can be classified as favorable, based on the proportion of respondents' responses in relation to the total score. In the classroom setting, students are afforded the opportunity to express their opinions openly through two primary means: engaging in

scientific debates with their peers or engaging in scientific writing with the support of the PTO study program. In order to enhance literacy, instructors within the PTO study program offer a diverse selection of reference books and textbooks. These resources serve not only as required reading materials during class sessions, but also as supplementary references to broaden students' understanding. However, it is worth noting that the majority of students do not typically engage with more than five books over a one-week timeframe. Opportunities for expanding one's knowledge can also be acquired through attending public lectures, participating in various competitions, engaging in student activities, and involving oneself in community initiatives. These activities have the potential to be integrated within a research and community service framework, fostering collaboration between academics and students. The PTO study program offers students the resources and avenues to engage in the composition of scholarly articles during their collegiate experience. During academic lectures, the utilization of educational materials that are aligned with the most up-to-date syllabus and instructional plans, derived from the relevant curriculum, is employed to address current educational requirements. This assertion is substantiated by the presence of several governance policies implemented by UPI, which operates as a legally recognized academic institution.

Tabel 5. Recapitulation of Respondent Response Scores on Student Satisfaction Variables

No	Instruments	Actual Score	Ideal Score	%	Category
1	The employees of the PTO study program have a sense of accomplishment upon successfully completing their assigned tasks.	120	160	75,00	Baik
2	The provision of a solution to the problem by the employees of the PTO study program elicited a sense of contentment.	125	160	78,13	Baik
3	The proficiency of personnel in the PTO study program who are responsible for addressing student complaints and issues aligns with anticipated standards.	126	160	78,75	Baik
4	In general, the service provided by the PTO study program is deemed satisfactory.	124	160	77,50	Baik
5	All tasks accomplished adhere to the prescribed reporting guidelines.	132	160	82,50	Baik
Student Satisfaction		627	800	78,38	Baik
TOTAL		627	800	78,375	Baik

Based on the analysis of respondents' comments, the findings indicate that student satisfaction within the PTO study program can be classified as favorable, as evidenced by the percentage of the overall score. The PTO study program has been found to elicit a high level of satisfaction among students. It is evident that students experience a sense of contentment when their concerns are effectively addressed. Moreover, students' expectations regarding the performance of PTO study program employees are deemed reasonable, as these employees possess sufficient skills and competencies.

Results of Multiple Linear Regression Equation Analysis

Based on the results of data analysis using SPSS 23, the results of the regression equation are as follows:

$$Y = - 0,968 + 0,187 X_1 + 0,019 X_2 + e \quad (1)$$

From Equation (1), it can be concluded that:

1. The constant value is - 0.968, meaning that if there is no change in the Service Quality and Academic Culture variable (the X1 and X2 values are 0), then the PTO Study Program Student Satisfaction is - 0.968 units, or it can be interpreted that there is none.
2. The regression coefficient value of Service Quality is 0.187. If the Service Quality variable (X1) increases by 1 unit assuming the Academic Culture variable (X2) and the constant is 0, then the Student Satisfaction of the PTO study program increases by 0.187. It shows that the service quality variable provided has a positive contribution to student satisfaction, so the better the quality of service offered by the PTO study program, the higher the level of student satisfaction in the PTO study program.

Table 6. t-Test Results (partial)

Model	Coefficients ^a				
	Uns. Coef.		Std. Coef.	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-0,968	1,673		-0,579	0,567
Service Quality (X1)	0,187	0,028	0,869	6,759	0,000
Academic Culture (X2)	0,019	0,026	0,092	0,712	0,482

a. Dependent Variable: Student Satisfaction (Y)

Source: Primary data that has been processed.

There is an influence of service quality on student satisfaction (H1)

Based on Table 6, service quality positively influences customer satisfaction of PTO study program students. The interpretation is that the better the quality of service, the satisfaction of PTO study program students will increase. Table 6 shows that the regression coefficient (t-count) of the effect of service quality and student satisfaction is 6.759 (greater than the value of t-table (0.025;29) = 2.045) with a significance value of 0.000, which is smaller than 0.05. Ho1 is rejected, and Ha1 is accepted, so the hypothesis that there is an influence of service quality on student satisfaction is partially accepted.

There is an influence of academic culture on student satisfaction (H2)

Academic culture based on Table 6 has no significant effect on the satisfaction of PTO study program students. It means, however, that academic culture still does not significantly impact the satisfaction of PTO study program students. Table 6 shows that the value of the regression coefficient (t-count) from the effect of service quality and student satisfaction is 0.712 (smaller than the t-table value (0.025;29) = 2.045) with a significance value of 0.482, which is greater than 0.05. So Ho2 is accepted, and Ha2 is rejected, so the hypothesis that there is an influence of academic culture on student satisfaction is partially rejected.

Table 7. F-Test Results (simultaneous)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	680,503	2	340,251	138,554	.000 ^b
Residual	71,216	29	2,456		

Total	751,719	31
a. Dependent Variable: Student Satisfaction (Y)		
b. Predictors: (Constant), Academic Culture (X2), Service Quality (X1)		

Source: Primary data that has been processed.

There is an influence of service quality and academic culture simultaneously on student satisfaction (H3)

Based on the results of data testing using SPSS 23, as shown in Table 7, it can be seen that the F-count of 138,554 is greater than F-table (2;30) of 3.32 (F-count > F-table) with a significant level of $0.000 < 0.05$, then H_03 is rejected, and H_a3 accepted, so that the hypothesis that there is an influence of service quality and academic culture simultaneously on student satisfaction is accepted.

Table 8. Results of the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951 ^a	0,905	0,899	1,567
a. Predictors: (Constant), Academic Culture (X2), Service Quality (X1)				

Source: Primary data that has been processed.

Based on testing the data using SPSS 23, as shown in Table 8, the coefficient of determination contained in the Adjusted R Square is 0.899. indicates that the ability of the independent variable to explain the dependent variable is 89.9%. In contrast, the remaining 10.1% is explained by other variables not examined in this study, such as price, promotion, PTO study program brand image, and others.

Discussions

The Effect of Service Quality on Student Satisfaction

The study results support the first hypothesis that the service quality variable (X1) has a partially positive effect on student satisfaction. It is indicated by the value of the regression coefficient X1 of 0.187, which states that every increase in service quality by 1 unit will increase student satisfaction by 0.187 units. The probability value, which is smaller than 5%, i.e., $0.000 < 0.05$, indicates that service quality positively affects student satisfaction.

The findings of this study are in line with research by Uluputty & Junaidin (2019), which states that service quality has a significant and positive influence (Chandra *et al.*, 2018) on student satisfaction. Numerous research studies have continuously provided evidence about the influence of service quality on student satisfaction within the realm of higher education institutions. In a study conducted by Napitupulu *et al.* (2018), it was discovered that service quality, encompassing dimensions such as reliability, responsiveness, assurance, empathy, and direct evidence, exerted a concurrent and statistically significant impact on student satisfaction. In a similar vein, Sitanggang *et al.* (2021) underscored the positive impact of service quality on student satisfaction, so underscoring the significance of service quality within the realm of higher education.

Furthermore, the research conducted by Aben *et al.* (2022) demonstrated a considerable impact of service quality on student satisfaction, specifically within the realm of academic service quality. Additionally, the authors Miller & Okojie (2022) underscored the noteworthy implications of service quality on student well-being, hence reinforcing the favorable effect of service quality on student contentment.

It indicates that student satisfaction will increase along with the better quality of services provided. In brief, the amalgamation of pertinent sources substantiates the assertion that service quality has a substantial and favorable impact on student satisfaction within the realm of higher education. In addition, it is necessary to take the seriousness of the university or college in paying attention to the quality of the services offered because the estuary is a high level of student satisfaction.

The Influence of Academic Culture on Student Satisfaction

The second hypothesis was not supported by research findings which stated that the Academic Culture variable (X2) partially had no significant effect on student satisfaction. As seen in the probability value greater than 5%, namely $0.482 > 0.05$.

The findings of this study are not in line with previous research by Uluputty & Junaidin (2019), which stated that one of the most influential factors in student satisfaction is academic culture. Likewise, Saleem *et al.* (2017) said that to increase student satisfaction, very important to understand the university culture. In contrast, the research conducted by Soto & Deemer (2018) revealed that communal goals exhibited a noteworthy positive correlation with academic satisfaction among Latino students. This finding provides additional evidence for the impact of academic culture on student satisfaction.

However, this is understandable because the research was conducted before the COVID-19 pandemic. Very significant changes occurred during the COVID-19 pandemic, where all aspects were affected, including the academic field, which included elements of academic culture. In addition, another factor that causes a conducive academic culture not yet been implemented is the implementation of online lectures due to the impact of implementing WFH. The next fact is that most of the respondents who are in the class of 2021 turn out there are still many who have never set foot on campus, so it is possible that an understanding of academic culture is still not fully felt.

The Influence of Service Quality and Academic Culture on Student Satisfaction

The third hypothesis is supported by research findings where the variables of Service Quality and Work Culture simultaneously positively impact Student Satisfaction, which shows that the calculated F has a value of 138,554 and a significance value of 0.000.

One study found that university culture played a substantial positive moderator in the relationship between service quality and student satisfaction (Saleem *et al.*, 2017). It indicates a strong link between service quality and academic culture in its role in achieving student satisfaction.

CONCLUSION

The Effect of Service Quality on Student Satisfaction

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