

# THE EFFECT OF ORGANIZATIONAL CULTURE, SERVICE QUALITY, AND INFORMATION TECHNOLOGY ON ACADEMIC SERVICE SATISFACTION

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## THE EFFECT OF ORGANIZATIONAL CULTURE, SERVICE QUALITY, AND INFORMATION TECHNOLOGY ON ACADEMIC SERVICE SATISFACTION

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### ABSTRACT

*This study aims to analyze the factors that influence the satisfaction of academic services in accounting students of the Faculty of Economics and Business, Universitas Pembangunan Nasional "Veteran" Yogyakarta. The factors identified are organizational culture, service quality, and the use of information technology. Data was obtained by distributing questionnaires in the Accounting Study Program students conducted by a simple random sampling system. Samples were taken at least 10% of the population, as many as 100 people from students who are taking the 4th to 8th semester because these students have received academic services at the Faculty of Economics and Business Unit UPN "Veteran" Yogyakarta. This research was tested using a correlation test. The results showed that there was a positive and significant influence on organizational culture, service quality, and the use of information technology simultaneously on academic service satisfaction.*

**Keywords:** *Organizational Culture, Service Quality, Information Technology, Academic Service Satisfaction*

### INTRODUCTION

According to Undang-Undang Nomor 20 Tahun 2003 concerning the National Education System, education is defined as a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required by himself, the community, the nation, and the State of Indonesia. Education in Indonesia is tiered from elementary to tertiary level. Higher education is the level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on the culture of the Indonesian nation as outlined in Law

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Number 12 of 2012 about Higher Education. Implementation up to the level of higher education becomes an indicator of public awareness to pursue further studies that will provide more provision in competing in the regional, national and international arena.

UPN "Veteran" Yogyakarta is one of the tertiary institutions which organizes higher education activities in Yogyakarta. In 2014, Yogyakarta's "Veteran" UPN changed its status from what was originally a Private University (PTS) to a State University (PTN). This change has a big impact on the university to improve its services in all sectors in order to be able to improve the quality of service performance and will continuously prepare themselves in the competition of higher education in today's world. Improvement efforts need to be done such as improvement of facilities and infrastructure, curriculum development, provision of qualified technology and information systems, and expansion of university cooperation that must be supported by academic governance as a strong organizational culture.

Academic governance of an institution must be a strong initial foundation until it will eventually become rooted in an organizational culture that is closely related to the effectiveness of an organization in achieving its goals. Organizational culture is related to believed values, rules and codes of conduct that are characteristic of an individual or group of academic service employees in handling a problem. The development of organizational culture in tertiary institutions is a very important effort because it is in line with the issue of improving the health of higher education organizations as outlined in the 2003-2010 *Higher Education Long Term Strategy* (HELTS) document from the Directorate General of Higher Education (Muhammad, 2017). Organizational culture cannot be merely a motto but must be understood and applied by all relevant educational institutions so as to create good quality academic services.

Good academic service is one of the benchmarks of the success of higher education institutions in managing their activities related to providing educational services that can be identified through student satisfaction with the institution. This has resulted in educational institutions need to continuously improve the quality of services and academics (Qomariah, 2012). The issuance of Law Number 12 of 2012 concerning Higher Education and Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) will strengthen the encouragement of all tertiary institutions to improve the quality of academic services. Susanto (2014) states that the quality of academic services (*tangible, reliability, responsiveness, assurance, and empathy*) simultaneously has a significant effect on student satisfaction, meaning that the higher the quality of service, the higher the level of student satisfaction. Meanwhile, if tested partially, indicators of academic service quality (*tangible and empathic*) only have a significant influence on student satisfaction. In contrast to Suanto, Pasaribu and Kaharudinsyah (2015) stated that the quality of library services seen

from, *responsiveness, assurance, tangibles, and empathy* affect student satisfaction, while the *reliability* and use of information technology do not significantly influence student satisfaction with library services.

The success of a university is inseparable from the use of existing technology and information systems to support teaching and learning activities and others. Along with the development of information, the existence of information technology in higher education can improve services and satisfaction for users. The utilization of technology in the world of education must be maintained in accordance with existing facilities, can stimulate science and technology, and spur efforts to improve the quality of education. The more rapid technological advancements make universities must have anticipatory steps through policies and strategies in order to be able to survive in all fields. (Aswati *et al.* , 2015). Weak quality of human resource competencies and attitudes of resistance to change can result in the lack of use of information technology in improving academic services (Putra *et al.* , 2014).

Based on the background description of the problem above and not much research on this topic, researchers intend to find out the factors that influence academic service satisfaction at the Faculty of Economics and Business UPN "Veterans" Yogyakarta a. This research develops from several previous studies by adding the variable use of technology and information systems. This study tested the way to see the level of influence of each independent variable partially and the level of influence of the independent variable on the dependent variable simultaneously.

Based on the description above, researchers can formulate the problem as follows:

1. Does organizational culture have a positive effect on academic service satisfaction?
2. Does service quality (*tangibles, reliability, responsiveness, assurance, empathy*) have a positive effect on academic service satisfaction?
3. Does the use of information technology have a positive effect on academic service satisfaction?

### Literature Review and Hypothesis Development

Academic services are systematic efforts in education to facilitate students in mastering curriculum content through the learning process so that they can achieve the competency standards applied (Rosita *et al.* , 2011). Higher education services that can be provided to students as a fulfillment of their rights are information services, facilities, and infrastructure services, academic services, academic guidance services, and student welfare services (Mahmud, 2012).

Pasaribu (2009) defines that customer satisfaction is a comparison between customer expectations and customer perceptions of what the company provides to them. This is in line with the definition proposed by Tjiptono (2010) that customer satisfaction or dissatisfaction is the customer's response in evaluating the discrepancy between expectations and reality.

Kuswadi (2004: 17) says that the things that determine customer satisfaction or dissatisfaction are the quality of the product or service, service quality, price, delivery time and security. Its implementation in the higher education sector is reflected in the quality of the product, the ease of the process of academic administration, maintenance Study Plan Card (KRS), guidance flexibility, ease of administration letters of correspondence, and power responsive to student complaints.

Each individual has a different level of satisfaction with the applicable value system. Pakpahan (2004) reinforces this argument by stating that students tend to be satisfied with academic services (face-to-face) and non-academic (administration and information).

#### *Organizational culture*

Several previous studies stated that organizational culture has a significant and positive effect on organizational performance, innovation, stability and job satisfaction (Soejono, 2005; Bashaeyreh's, 2009). In line with the results of research conducted by Chipunza and Malo (2017), which states that there is a significant positive influence between organizational culture and performance satisfaction. Positive and significant influence indicates the similarity of results with the same research in other fields. The harmony of the results of this research, the hypothesis in this study can be formulated as follows:

**H<sub>1</sub> : Organizational culture has a positive effect on academic service satisfaction**

#### *Quality of Service*

The concept of service quality in tertiary institutions is responsiveness and the reality of the services provided by tertiary institutions. Quality of service must start from the needs of students and end on the perception of students, Kotler (2000). Maisaroh (2003) states that if reliable services and responsive services are provided together with convincing services, empathetic services, and service provider services, it will affect increasing student satisfaction. Improved quality of internal services will also encourage the realization of user satisfaction from external parties such as students (Pasaribu, 2009; Tjiptono & Diana, 2010; Juhana & Mulyawan, 2015). This is reinforced by the results of research Wa hyuningsih et.al. (2013) which concluded that service quality which includes direct evidence, reliability, responsiveness, assurance, and empathy has a simultaneous and partial influence on student service satisfaction. Therefore, the hypothesis in this study can be formulated as follows:

**H<sub>2</sub> : Service quality has a positive effect on academic service satisfaction**

### *Use of Information Technology*

The use of information systems in education and organizations is needed to improve the efficiency, productivity, and competitiveness of companies in the era of globalization. Information will be useful if the information can support decision making and can be understood by users (Suwardjono, 2008). Therefore, information providers must pay attention to the relevance of the information presented.

Relations with the use of information technology student satisfaction evidenced that the more available his appropriate information from information providers can increase a positive response or satisfaction for the customer (Kusuma, 2014; Pasaribu, 2019). Based on the explanation above, the hypothesis in this study can be formulated as follows :

**H<sub>3</sub>: The use of technology has a positive effect on academic service satisfaction**

### **Research Methodology**

This research was conducted at the Faculty of Economics and Business (FEB) UPN "Veterans" Yogyakarta. This study uses 3 independent variables, namely Organizational Culture ( $X_1$ ), Service Quality ( $X_2$ ), and Use of Information technology ( $X_3$ ), and 1 dependent variable namely Student Satisfaction of Academic Services. The population in this study were Strata 1 students of the FEB UPN "Veteran" Yogyakarta Accounting Study Program semester 4 to semester 8 TA 2018/2019 as many as 910 students. The choice of the population to be the object of research is because many students have used and felt academic services and the use of information technology during their studies. The sample used in this research is using *simple random sampling* with the provisions of 10% of the total population.

The research data needed is primary data (questionnaire) to assess the sample of research respondents as measured by a Likert scale (1-5). The questionnaire used was a questionnaire that returned and fulfilled the requirements for processing as many as 100 questionnaires. This study uses a questionnaire compiled by researchers with the development of related literature. Questionnaires for organizational culture variables consist of 4 question items, service quality variables consist of 19 question items which are subdivided into 5 indicators (*tangible, reliability, responsiveness, assurance, and empathy*), the information technology use variable consists of 4 question items, and variables Student satisfaction with academic services consists of 4 question items.

Hypothesis testing 1 through 3 uses simple regression to find out whether the independent variable has a significant positive effect on the dependent variable. Meanwhile, hypothesis testing 4 uses multiple regression to determine whether all independent variables simultaneously have a significant positive effect on the dependent variable.

### Multiple Regression Model

$$Y = a + bX_1 + bX_2 + bX_3 + e$$

Information:

Y = Student Academic Service Satisfaction

a = constant

X<sub>1</sub> = Organizational Culture

X<sub>2</sub> = Service Quality

X<sub>3</sub> = Use of Information Technology

e = error .

### **RESULTS**

Respondents in this study were students of Accounting FEB UPN Veteran Yogyakarta, totaling 100 students. Variable in this study is Cultural Organization (X<sub>1</sub>), Quality of Service (X<sub>2</sub>), use of Information Technology (X<sub>3</sub>), as well as the satisfaction of Academic Services (Y). In the descriptive statistical analysis, the dependent variable in the form of Academic Service Satisfaction obtained a minimum value of 5, and a maximum value of 20. The average respondent's answer is 13.51 and the standard deviation is 3.338.

The first independent variable in this study is an organizational culture that has a minimum value of 4, and a maximum value of 20. The average respondent's answer is 15.81 with a standard deviation of 4.074.

The second independent variable in this study is the quality of service that has a minimum value of 29 and a maximum value of 85. The average respondent's answer is 61.31 with a standard deviation of 12.904.

The third independent variable in this study is the use of information technology which has a minimum value of 5 and a maximum value of 20. The average respondent's answer is 14.27 with a standard deviation of 3.567.

Simultaneous test results show that **Organizational Culture, Service Quality, and Use of Information Technology** together affect **Academic Service Satisfaction**, indicated by a correlation coefficient of 0.654. The coefficient of determination is 0.427 with a significance level of 0.000 which shows that Organizational Culture, Service Quality, and Technology Use

together influence Academic Service Satisfaction of 42.7%. The rest, Academic Service Satisfaction is influenced by factors not discussed in this study.

In testing the first hypothesis the Organizational Culture variable ( $X_1$ ) is compared with Academic Service Satisfaction (Y). The Relationship of Organizational Culture to Academic Service Satisfaction is shown by a correlation coefficient of 0.430. The coefficient of determination is 0.185 with a significance level of 0.000 which shows that Organizational Culture ( $X_1$ ) has a positive effect on Academic Service Satisfaction (Y). Organizational culture very important organization in the implementation of the higher education quality assurance system (Nugraheni, 2016).

In the second hypothesis testing that is variable Quality of Service ( $X_2$ ) dibandingkan Satisfaction Academic Services (Y). The Relationship between Service Quality and Academic Service Satisfaction is shown by the correlation coefficient of 0.626. Determination coefficient of 0.392 with a significance level of 0.000, which indicates that the Quality of Service ( $X_2$ ) positive effect on the satisfaction of Academic Services (Y). With the provision of quality services, students will feel satisfied (Latief, 2015).

On testing the hypothesis third the variable use of Information Technology ( $X_3$ ) compared to the satisfaction of Academic Services (Y). The Relationship between **the Use of Information Technology** and **Academic Service Satisfaction** is shown by the correlation coefficient of 0.607. Determination coefficient of 0.368 with a significance level of 0.000, which indicates that the use of Information Technology ( $X_3$ ) positive effect on the satisfaction of Academic Services (Y). The quality of service will be better when the use of information technology is getting better.

## CONCLUSION

The results of this study:

1. Organizational Culture has a positive and significant effect on academic service satisfaction,
2. **Academic Quality** positive effect on the satisfaction of academic services
3. **The use of information technology** influences **academic service satisfaction**.

From this conclusion, the dominant variable is the quality of academic services, while the lowest variable effect on academic service satisfaction is the organizational culture variable.

The results of the study should recommend that repair work culture organi Sasi to improve user satisfaction will servicegiven. Improving organizational culture such as providing excellent service training can be done to related academic staff in academic service



activities. Comparative studies with other tertiary institutions can also be carried out to observe how academic service satisfaction can be achieved well.

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