

The Relationship between Lecturer Leadership, Academic Service Quality, and Administrative Service Quality with Student Satisfaction at STIKes Buleleng Bali

I Made Sundayana^{1*}, Sulis Diana², Dhonna Anggreni³

^{1,2,3} Department of Public Health, Sekolah Tinggi Ilmu Kesehatan Majapahit, Indonesia

*Corresponding author: madesundayana@gmail.com

ABSTRACT

Background: The low quality of graduates will have an impact on various problems such as graduates not being able to continue their education to a higher level, not being accepted into the world of work or being accepted to work but not excelling, and graduates are not productive.

Purpose: To determine the relationship between lecturer leadership, academic service quality, and administrative service quality with student satisfaction at STIKES Buleleng Bali.

Methods: The type of observational analytical research with *cross sectional*. independent variables: lecturer leadership, quality of academic services, and quality of administrative services, dependent variables: student satisfaction. the population of all STIKES Buleleng students, random sampling cluster of 241 people. Questionnaire data collection techniques, spearman correlation test and multivariate test: logistic regression.

Results: The results of the statistical test showed a relationship between lecturer leadership and student satisfaction which showed a figure of 0.000 ($p < 0.005$), there was a relationship between academic services and student satisfaction of 0.00 ($p < 0.05$) there was a significant relationship between administrative services and student satisfaction, which was 0.00 ($p < 0.05$). In the multivariate test, there was a strong relationship between lecturer leadership variables and academic services with student satisfaction, while administrative services did not.

Conclusion: Lecturer leadership and academic services with satisfaction, while administrative services have no effect, suggesting the need for the concept of *Total Quality Management* (TQM) for STIKES Buleleng, especially administrative services.

Keywords: lecturer leadership, service quality, student satisfaction

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BACKGROUND

The service quality assurance system states that one of the indicators/items that can be used to measure the quality of a product or service is the ability of the product/service to meet the criteria set by the stakeholders. The quality developed must be proactive, which means that graduates produced by universities are able to gradually adapt to the development of science and technology as well as the socio-cultural reality of the community that continues to develop (Furqon, 2018) dynamically.

The low quality of graduates will have an impact on various problems such as graduates not being able to continue their education to a higher level, not being accepted into the world of work or being accepted to work but not excelling, and graduates are not productive. Unproductive graduates will become a burden on society, add to the cost of living and people's welfare, and will likely become excluded citizens from society. This is what Stikes Buleleng Bali does not want. As an education service provider, we are committed to providing services (Bhatti, 2019) quality education to the community as a user. Several efforts to improve the quality of education have been carried out by Stikes Buleleng Bali, one of which is by conducting a search on the level of student satisfaction. (Rinala, 2020)

In general, the results of the student satisfaction survey with the services to the lecturers are as follows: as many as 31.83% of students stated that they were very satisfied/very good with the lecturer's services, as many as 65.58% of students stated that they were satisfied or good, as many as 2.57% of students stated that they were sufficient and only 0.08% of students were less or dissatisfied with the services at the Buleleng Bali College of Health Sciences.

Improving the quality of lecturers and the quality of academic services and the quality of administrative services is an unavoidable need, in serving the community/customers, both internal and external customers. (Sawant, 2022)

According to the ability that is expected to grow and develop in students regarding their field of study, it includes three aspects, namely (a) improvement and development of intellectual intelligence (KI), (b) improvement and development of emotional intelligence (KE), and (c) improvement and development of motor intelligence (KM). These three are the basic needs of primary customers from universities, if these needs are met, customers are satisfied. (Tampubolon, 2018) .

METHODS

This type of research is observational analytical research. The research design used in this study is a cross *sectional study*. The population of this study is all STIKES Buleleng Bali students as many as 1200 people. The sampling technique for the Study Program uses the *Cluster random sampling* technique with a sample of 241 respondents.

The data collection technique was carried out by survey and the data studied was primary data obtained from questionnaires using the *Likert* scale using a *checklist* filled out by respondents. Then it was analyzed using the Spearman Correlation test and the multivariate test using the logistic regression tes.

RESULTS**General Data Characteristics****a. Respondent Characteristics by Gender****Table 1.** Distribution of Respondent Frequency Based on Gender at STIKES Buleleng Bali.

No.	Gender	Frequency (f)	Percentage (%)
1.	Man	86	35.7
2.	Woman	155	64.3
	Total	241	100

Based on table 1, it is known that most of the respondents are female, namely 155 students (64.3%).

b. Characteristics of Respondents by Age**Table 2.** Distribution of Respondent Frequency Based on Age at STIKES Buleleng Bali

No.	Age	Frequency (f)	Percentage (%)
1.	17-25 years old	185	76.8
2.	26-35 years old	56	23.2
	Total	241	100

Based on table 2. It is known that almost all respondents are aged 17-25 years, namely 185 students (76.8%)

c. Characteristics of Respondents Based on Study Programs**Table 3.** Distribution of Respondent Frequency Based on Study Programs at STIKES Buleleng Bali

No.	Program Studi	Frequency (f)	Percentage (%)
1.	S1 Nursing	54	22.4
2.	Nursing Profession.	50	20.7
3.	S1 Midwifery	65	27.0
4.	Prof. Bidan	41	17.0
5.	S1 Pharmacy	31	12.9
	Total	241	100

Based on Table 3, it is known that almost half of the respondents in the S1 Midwifery study program are 65 students (27.0%).

d. Characteristics of Respondents Based on Administrative Visits**Table 4.** Distribution of Respondent Frequency Based on Administrative Visits at STIKES Buleleng Bali

No.	Administrative Visit	Frequency (f)	Percentage (%)
1.	Once	190	78.8
2.	Twice	35	14.5
3.	Triple Times	16	6.6
	Total	241	100

Based on table 4. It is known that almost all respondents have a frequency of one-time visits to the administrative section, which is as many as 190 students (78.8%).

e. Characteristics of Respondents by Semester**Table 5.** Distribution of Respondent Frequency by Semester at STIKES Buleleng Bali

No.	Semester	Frequency (f)	Percentage (%)
1.	Semester 3	181	75.1
2.	Semester 4	60	24.6
	Total	241	100

Based on table 5. It is known that almost all respondents in semester 3 are 181 students (75.1%).

f. Frequency Distribution of Lecturer Leadership

Table 6. Distribution of Lecturer Leadership Frequency at STIKES Buleleng Bali

No.	Lecturer Leadership	Frequency (f)	Percentage (%)
1.	Excellent	64	26.6
2.	Good	102	42.3
3.	Not Good	27	11.2
4.	Bad	68	19.9
Total		241	100

Based on table 6, it is known that almost half of the respondents stated that the leadership of lecturers was good, namely as many as 102 students (42.3%)

g. Frequency Distribution of Academic Service Quality

Table 7. Frequency Distribution of Academic Service Quality at STIKES Buleleng Bali.

No.	Quality of Academic Services	Frequency (f)	Percentage (%)
1.	Excellent	81	33.6
2.	Good	60	24.6
3.	Not Good	46	19.1
4.	Bad	54	22.4
Total		241	100

Based on table 7, it is known that almost half of the respondents stated that the quality of academic services is very good, namely as many as 81 students (33.6%).

h. Frequency Distribution of Administrative Service Quality

Table 8. Frequency Distribution of Administrative Service Quality at STIKES Buleleng Bali.

No.	Quality of Administrative Services	Frequency (f)	Percentage (%)
1.	Excellent	97	40.2
2.	Good	48	19.9
3.	Not Good	96	39.8
4.	Bad	0	0
Total		241	100

Based on table 8, it is known that almost half of the respondents stated that the quality of administrative services is very good, namely as many as 97 students (40.2%).

i. Distribution of Student Satisfaction Frequency

Table 9. Distribution of Student Satisfaction Frequency at STIKES Buleleng Bali.

No.	Student Satisfaction	Frequency (f)	Percentage (%)
1.	Satisfied	193	80.1
2.	Dissatisfied	48	19.9
Total		241	100

Based on table 9, it is known that almost all respondents expressed satisfaction, namely as many as 193 students (80.1%).

j. The Relationship between Lecturer Leadership and Student Satisfaction at STIKES Buleleng Bali

Table 10. Cross-tabulation Lecturer Leadership with Student Satisfaction at STIKES Buleleng Bali.

No.	Leadership	Student Satisfaction				Sum	
		Satisfied		Dissatisfied		f	%
		f	%	f	%		
1.	Excellent	52	21.6	12	5.0	64	26.6
2.	Good	102	42.3	0	0	102	42.3
3.	Not Good	24	10	3	1.2	27	11.2
4.	Bad	15	6.2	33	13.7	48	19.9
	Sum	193	80.1	48	19.9	241	100
<i>p value : 0.00</i>							

Based on table 10. It is known that the results of the cross-tabulation of lecturer leadership with student satisfaction are almost half of the respondents who stated that the leadership of lecturers is good, which is satisfied, namely 102 students (42.3%). The results of the spearman bivariate test showed that there was a significant relationship between lecturer leadership and student satisfaction at STIKES Buleleng Bali where the condition that there was a relationship with a *p value* of < 0.05 , the results of the bivariate test showed a number of 0.00 meaning that there was a relationship between lecturer leadership and student satisfaction at STIKES Buleleng Bali had a value of -0.316 so the study was a level of correlation strength / the relationship was sufficient or strong enough.

k. The Relationship between the Quality of Academic Services and Student Satisfaction at STIKES Buleleng Bali

Table 11. Cross-tabulation Quality of Academic Services with Student Satisfaction at STIKES Buleleng Bali.

No.	Leadership	Student Satisfaction				Sum	
		Satisfied		Dissatisfied		f	%
		f	%	f	%		
1.	Excellent	57	23.7	24	10.0	81	33.6
2.	Good	41	17.0	19	7.9	60	24.9
3.	Not Good	46	19.1	0	0	46	19.1
4.	Bad	49	20.3	5	2.1	54	22.4
	Sum	193	80.1	48	19.9	241	100
<i>p value : 0.00</i>							

Based on table 11. It is known that the results of cross-tabulation of the quality of academic services with student satisfaction are that a small number of respondents who stated that the quality of academic services are good are satisfied, namely 57 students (23.7%).

The results of the statistical test show that the output is above the value of *Sig. (2-tailed)* of 0.00, because the significance value of < 0.05 , it means that there is a significant relationship between academic services and student satisfaction at STIKES Buleleng Bali. The spss output displays a correlation coefficient of -0.357 data, meaning that the level of strength/correlation of the relationship is sufficient or sufficiently strong.

l. The Relationship between Administrative Service Quality and Student Satisfaction at STIKES Buleleng Bali

Table 12. Cross-tabulation Quality of Administrative Services with Student Satisfaction at STIKES Buleleng Bali.

No.	Leadership	Student Satisfaction				Sum	
		Satisfied		Dissatisfied		f	%
		f	%	f	%		
1.	Excellent	49	20.3	48	19.9	97	40.2
2.	Good	48	19.9	0	0	48	19.9
3.	Not Good	96	38.8	0	0	96	39.8
4.	Bad	0	0	0	0	0	0
Sum		193	80.1	48	19.9	241	100
<i>p value : 0.00</i>							

Based on table 12. It is known that the results of cross-tabulation of the quality of administrative services with student satisfaction are almost half of the respondents who stated that the quality of administrative services is not good but feel satisfied, namely 96 students (38.8%).

Based on the results of statistical tests, it is known that the output is above the value of *Sig.* (2-tailed) of 0.00, because the significance value < is 0.05, it means that there is a significant relationship between academic services and student satisfaction. The correlation coefficient data of 0.483 was obtained, meaning that the level of strength/correlation of the relationship was sufficient or sufficiently strong.

m. The Relationship between Lecturer Leadership, Academic Service Quality, and Administrative Service Quality with Student Satisfaction at STIKES Buleleng Bali
Table 13. Double Linear Regression Test Results The Influence of Lecturer Leadership, Academic Service Quality, and Administrative Service Quality with Student Satisfaction at STIKES Buleleng Bali.

Variable	B	HERSELF	Sig	XP (B)	95% CI	
					lower	upper
Cash	17.544	2075.815	0.993	4.162		
Lecturer leadership	1.360	0.272	0.00	3.897	2.288	6.637
Academic services	-0.709	0.234	0.002	0.492	0.311	0.778
Administrative Services	-18.996	2075.815	0.993	0.000	0.000	

Based on table 13. above, of the 3 independent (free) variables tested, all variables were significant (influential), the multivariate analysis on the spearman test proved the strongest relationship to the variables and the influence between student satisfaction and lecturer leadership, academic services and student satisfaction, while administrative services on student satisfaction had no effect on student satisfaction.

The results of the independent variable test are explained as follows:

1) The Effect of Administrative Service Quality on Satisfaction

It is known that the Sig value for the influence of the quality of administrative services on student satisfaction is $0.993 < 0.05$ and the t-value is $0.000 > t$ table 1.997 so it can be concluded that H1 is unacceptable which means that there is no influence of the quality of administrative services on student satisfaction at STIKES Buleleng Bali, when tested together the quality of administrative services has no effect, There are other factors that have a greater influence on student satisfaction.

2) The Effect of Academic Service Quality on Satisfaction

It is known that the Sig value for the influence of service quality academic to student satisfaction is $0.002 < 0.05$ and the t-value is $9.186 > t$ table 1.997 so it can be concluded that so it can be concluded that H1.2 is accepted, which means

that there is an influence of the quality of academic services on student satisfaction at STIKES Buleleng Bali.

3) The influence of lecturer leadership on Satisfaction

It is known that the Sig value for the influence of lecturer leadership on student satisfaction is $0.000 > 0.05$ and the t-value is calculated $25,057 < t \text{ table } 1,997$ so it can be concluded that so it can be concluded that H3 is accepted, which means that there is an influence of lecturer leadership on student satisfaction at STIKES Buleleng Bali.

DISCUSSION

1. The Relationship between Lecturer Leadership and Student Satisfaction at STIKES Buleleng Bali.

Based on table 10. It is known that the results of the cross-tabulation of lecturer leadership with student satisfaction are almost half of the respondents who stated that the leadership of lecturers is good, which is satisfied, namely 102 students (42.3%). Bivariate test results spearman showed that there was a significant relationship between lecturer leadership and student satisfaction at STIKES Buleleng Bali where the condition that there was a relationship with a *p value* of < 0.05 , the results of the bivariate test showed a number of 0.00 meaning that there was a relationship between lecturer leadership and student satisfaction at STIKES Buleleng Bali had a value of -0.316, so the study was the level of correlation strength/relationship was sufficient or strong enough.

Improving the quality of lecturers and the quality of academic services and the quality of administrative services is an unavoidable need, in serving the community/customers, both internal and external customers (Hardiyansyah, H., 2018).

Lecturers must have a solid character built from strong personal integrity, as well as have a vision that is able to bring progress to higher education and maintain an academic climate that is conducive to the teaching, research, and community service process. Lecturers as leaders must be able to provide motivation and solutions to problems, as well as have the ability to think in relation to models, frameworks, broad relationships, and long-term plans (visionary) (Apriliansyah, M., 2023). Lecturer leadership has an important role in improving lecturer performance in higher education. In this context, effective lecturers are lecturers who have a vision and are forward-looking, and are able to set clear goals and targets to help them develop performance (Murtafiah, N. H., 2021).

Lecturer leadership to influence students in the teaching and learning process is indeed necessary, if the teaching and learning process wants to be successful. Basically, the goals that lecturers want to achieve must be in harmony with the goals that students will achieve. This means that there must be good communication between lecturers as leaders and the students they lead, so that students can carry out their duties well and learning objectives can be achieved.

2. The Relationship between the Quality of Academic Services and Student Satisfaction at STIKES Buleleng Bali.

Based on table 11. It is known that the results of cross-tabulation of the quality of academic services with student satisfaction are that a small number of respondents who stated that the quality of academic services are good are satisfied, namely 57 students (23.7%). The results of the statistical test are known that *the output* is above the value of Sig.(2-tailed) of 0.00, because the significance value of $<$ is 0.05, it means that there is a significant relationship between academic services and student satisfaction at STIKES Buleleng Bali. *The spss output* displays data on the correlation coefficient number of -0.357, meaning that the level of strength/correlation of the relationship is sufficient or

sufficiently strong.

Academic services have an important role in increasing student satisfaction. The quality of good academic services can increase student satisfaction through several factors, such as service quality, reliability, responsiveness, empathy, and guarantee. Previous research shows that the quality of academic services simultaneously and partially affects student satisfaction. Student satisfaction, in turn, affects student loyalty. In several studies, the quality of academic services was found to have a significant effect on student satisfaction, with strong effects of factors such as tangibles, reliability, responsiveness, and empathy, as well as the weak effect of guarantees. The results of the study also show that student satisfaction can increase student loyalty, but this effect is relatively weak (Saragih N., 2023).

The results of the questionnaire show that students are very satisfied with academic services, namely: the study program monitors the progress of lecturers through supervisors, lecturers help if students experience difficulties in the academic field. The service of the laboratory and research hours is very good so that it satisfies students.

3. The Relationship between Administrative Service Quality and Student Satisfaction at STIKES Buleleng Bali

Based on table 12, it is known that the results of the cross-tabulation of the quality of administrative services with student satisfaction are almost half of the respondents who stated that the quality of administrative services is not good but feel satisfied, namely as many as 96 students (38.8%). Based on the results of statistical tests, it is known that the *output* is above the value of *Sig.(2-tailed)* by 0.00, because the significance value < 0.05 , it means that there is a significant relationship between administrative services and student satisfaction. The correlation coefficient data of 0.483 was obtained, meaning that the level of strength/correlation of the relationship was sufficient or sufficiently strong.

Factors that affect student satisfaction with administrative services were identified. the ability of academic administration officers in the process of serving students, ease of access to facilities, and friendliness and courtesy of officers are estimated to affect the level of student satisfaction, the ability of academic administration officers, ease of access to facilities, and the friendliness and courtesy of officers are estimated to affect the level of student satisfaction (Nugroho, 2018).

The results of research at STIKES Buleleng show that administrative services are very significant. This is in accordance with the administrative facilities prepared by STIKES Buleleng with an online administrative information system. The results of the study show that the service of administrative officers is not satisfactory. This needs to be analyzed in more detail on the parts that are not satisfactory, for example, employees are not polite, the quality of administrative services affects student satisfaction through several elements, such as reliability, responsiveness, guarantee, empathy, and tangible. If administrative services do not meet expectations, student satisfaction can be disturbed. The quality of administrative services also affects student satisfaction through the service standards applied. Quality service plays an important role in shaping consumer satisfaction, the higher the quality of the service provided, the better the satisfaction felt by customers.

4. The Relationship between Lecturer Leadership, Academic Service Quality, and Administrative Service Quality with Student Satisfaction at STIKES Buleleng Bali.

The multivariate analysis on the spearman test proved the strongest relationship on the variables and influences between student satisfaction and lecturer leadership, academic services and student satisfaction, while administrative services on student satisfaction had no effect on student satisfaction.

According to Etin, 1994 that many campuses focus on the concept of customers, which are differentiated into internal and external customers. For administration, it is used to serve internal customers, namely employees and students. The results of the research on administrative services are not satisfactory and have no effect on student welfare. It is necessary to look at or improve management by reviewing the theory from Entin, 1994.

CONCLUSION

Based on the results of the research in line with the research objectives, it can be concluded that there is a significant relationship between lecturer leadership, the quality of academic services, and the quality of administrative services with student satisfaction at STIKES Buleleng. And there is a strong relationship between the variable of lecturer leadership and the quality of academic services with administrative satisfaction with student satisfaction and while the quality of service is not. Improving the quality of lecturers and employees of STIKES Buleleng Bali through increasing the level of lectures, trainings and seminars. It is necessary to implement the concept of *Total Quality Management (TQM)*. *TQM* is an approach in running a business that tries to maximize the competitiveness of an organization through continuous improvement of its products, services, people, processes, and environment.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest in this research.

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