

The Effect of Work Discipline, Service Satisfaction, and Work Quality on Student Satisfaction (A Case Study of Employees at the Faculty of Economics and Business, Malikussaleh University)

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Abstract

This study aims to analyze the effect of work discipline, service satisfaction, work quality on student satisfaction at the Faculty of Economics and Business, Malikussaleh University. Student satisfaction is an important indicator in assessing the quality of service provided by faculty employees. The research method used is a quantitative with a survey approach. The research sample was taken by purposive sampling of active students who interact directly with faculty employees. Data were collected through questionnaires that were arranged based on indicators of each variable. Data analysis was performed using multiple linear regression. The results showed that work discipline, service satisfaction, and work quality had a positive and significant effect on student satisfaction, both partially and simultaneously. These findings confirm the importance of improving employee performance in creating an academic environment that supports student satisfaction.

Keywords: *Work Discipline, Service Satisfaction, Work Quality, Student Satisfaction*

1. INTRODUCTION

The key to improving service quality lies in the ability to meet or even exceed the expectations of target students. Service quality can be understood as a statement of attitudes and relationships formed by comparing expectations and performance. Thus, student satisfaction levels are a function of the difference between perceived performance and expectations. If perceived performance falls below expectations, students will be dissatisfied. Conversely, if performance meets or even exceeds expectations, students will be satisfied. Performance that significantly exceeds expectations will result in student satisfaction. According to Addin (2022), student satisfaction reflects their positive attitude toward the services provided by higher education institutions. This occurs when there is a balance between their expectations regarding service and the reality they receive.

Meanwhile, according to Sugito (2021), student satisfaction can be defined as a condition in which their desires, hopes, and needs have been adequately met. Andro Vidriansyah (2020) states that discipline can be understood as a management activity aimed at implementing applicable standards within an organization. Work discipline is compliance with the rules or

orders established by the organization (Lijan Sinambela, 2021). Discipline in the workplace is a fundamental element in a professional environment that significantly impacts an organization's efficiency and productivity. Discipline reflects an individual's ability to adhere to the rules, norms, and work standards established by the organization. In a competitive work environment, discipline is a key success factor for both individuals and organizations in achieving their stated goals.

Zurni Zahara Samosir (2020) suggests that service satisfaction is the comparison between what students expect and the service they actually receive. Srinadi (2020) found that if students perceive that the service they receive aligns with their expectations of the staff, they will perceive the service quality as good and satisfactory. If the service provided exceeds student expectations, the quality will be perceived as ideal. Conversely, if the service received falls short of expectations, the quality will be perceived as poor. Service satisfaction is a significant measure for evaluating an organization's success in meeting the needs and expectations of its users. In various fields, such as government, education, healthcare, and business, excellent service quality is a key factor in building positive bonds between service providers and consumers. Customer or user satisfactions reflects the extent to which they perceive the service provided to meet or exceed their expectations.

Nasution (2020) explains that work quality is a measure of how effectively someone performs their duties. Two aspects are assessed in task performance: behavior and work quality. Behavioral assessments encompass loyalty, honesty, competence, leadership, cooperation, dedication, and involvement. Meanwhile, work quality refers to physical standards evaluated based on the results of a person's work within their responsibilities. Work quality is a crucial element in determining an organization's success and competitiveness. Work quality reflects how well an individual can carry out their duties and responsibilities efficiently, on time, and according to established standards. In the area of globalization, competition for work quality has become increasingly fierce. Organizations need not focus solely on results but must also pay attention to the quality of all aspects of the work performed by their employees.

2. LITERATURE REVIEW

2.1 Student Satisfaction

Salehuddin (2023) found that student satisfaction reflects their positive views of the services provided by higher education institutions, due to the alignment between service expectations and actual experiences. Unlike previous research, research conducted by Chandara (2020) shows that student satisfaction is an evaluation of the relationship between student expectations regarding staff service, faculty qualifications supported by facilities, and leadership, and the experience

students experience after receiving them. Aliffudin (2020) said that student satisfaction is closely related to how well their expectations match the reality of service quality.

2.2 Work Discipline

Akbar et al., (2023), discipline is an attitude, behavior, and action that is in line with the regulations set by an agency or organization, both written and unwritten. According to Sutrisno et al., (2022) said that work discipline is a tool used by managers to communicate with employees, encouraging them to change their behavior to achieve common goals. In addition, work discipline also plays an important role in increasing individual awareness and willingness to comply with all agency or organizational regulations, as well as applicable social norms. The results of Harlie's research (2020) stated that work discipline is an effort to build awareness among employees so that they can work well and productively. Work discipline is the main factor that greatly influences the level of employee performance. Therefore, if an employee is not disciplined in carrying out their duties, it is certain that their performance will decline. Good discipline reflects a high sense of responsibility from an employee towards the tasks assigned.

2.3 Service Satisfaction

Lindsay (2020) defines service satisfaction as an ever-changing state related to goods and services provided by humans, processes, and the environment, all of which meet or even exceed expectations. Kotler et al. (2021) indicate that there are six main aspects that influence service quality in higher education: quality of instruction, academic advising, library resources, extracurricular activities, opportunities to speak with faculty members, and job placement services. Ponpon (2020) defines quality assurance in university education as a process of establishing and meeting quality standards for higher education management in a consistent and sustainable manner, so that all relevant parties (students, parents, the business community, government, faculty, support staff, and other stakeholders) can experience satisfaction.

2.4 Quality of Work

According to Lupiyoadi et al. (2020), work quality refers to the level of performance demonstrated by employees to maximize their contribution to the organization. Research conducted by Marcana (2023) shows that work quality is a manifestation of actions or behaviors carried out in accordance with expectations, needs, or goals to be achieved effectively and efficiently. Wau (2022) states that employee work quality is crucial to achieving organizational goals, but it must be supported by the skills and abilities of employees within the institution, which also requires facilities or infrastructure that support work productivity. In contrast to previous research, research conducted by Laili (2020) shows that employee work quality is crucial

to achieving organizational goals, but it must be supported by the skills and capabilities of employees within the institution, supported by facilities or tools and infrastructure to support work productivity.

2.5 Hypotheses

The hypotheses in this research are as follows:

H1: Good work discipline has a positive and significant influence on student satisfaction.

H2: Satisfaction with services that meet student expectations has a positive and significant influence on student satisfaction.

H3: Professional work quality that aligns with established instructions or goals has a positive and significant influence on student satisfaction.

3. METHOD

In this research, the subjects are students from the Faculty of Economics and Business, Malikussaleh University. To obtain data and information for preparing and completing this research, research chose the University of Malikussaleh which is located in Lhokseumawe, Aceh, Indonesia as a research location. The sampling method used in this study is purposive sampling, where the research selects samples based on specific characteristics that align with the research needs.

In this research, primary data was obtained by distributing questionnaires offline to 100 respondents. Data processing was conducted using descriptive analysis. Descriptive analysis is used to collect, process, analyze, and present quantitative data descriptively. This analysis describes or depicts the data as it is. The measurement scale used is a 5-point ordinal scale (1 for strongly disagree and 5 for strongly agree).

4. RESULTS AND DISCUSSION

Validity testing is a process aimed at determining whether an alternative, in this case a questionnaire, is valid. A questionnaire is considered valid if its questions accurately reflect what it is intended to measure (Yasa, 2024).

Table 1

Statement	R _{calculated}	R _{tabel}	Nilai sig	Validity
X1.1	0,968	0,196	0,000	Valid
X1.2	0,962	0,196	0,000	Valid
X1.3	0,951	0,196	0,000	Valid
X1.4	0,973	0,196	0,000	Valid
X1.5	0,974	0,196	0,000	Valid
X1.6	0,977	0,196	0,000	Valid
X1.7	0,958	0,196	0,000	Valid
X2.1	0,958	0,196	0,000	Valid
X2.2	0,990	0,196	0,000	Valid
X2.3	0,972	0,196	0,000	Valid
X2.4	0,991	0,196	0,000	Valid
X2.5	0,988	0,196	0,000	Valid
X2.6	0,988	0,196	0,000	Valid

X2.7	0,991	0,196	0,000	Valid
X3.1	0,959	0,196	0,000	Valid
X3.2	0,964	0,196	0,000	Valid
X3.3	0,973	0,196	0,000	Valid
X3.4	0,963	0,196	0,000	Valid
X3.5	0,969	0,196	0,000	Valid
X3.6	0,965	0,196	0,000	Valid
X3.7	0,965	0,196	0,000	Valid
Y1	0,974	0,196	0,000	Valid
Y2	0,965	0,196	0,000	Valid
Y3	0,977	0,196	0,000	Valid
Y4	0,946	0,196	0,000	Valid
Y5	0,973	0,196	0,000	Valid
Y6	0,981	0,196	0,000	Valid
Y7	0,983	0,196	0,000	Valid

The table presented above displays the computed r values for each of the statements, both for independent and dependent variables, exceed the r value found in the table. Therefore, it can be concluded that all statements from each variable are valid.

Table 2

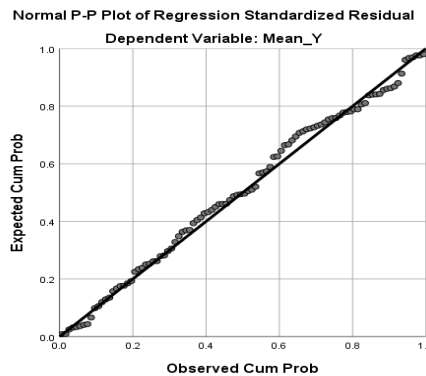
No	Variable	Cronbach`s Alpha	Remarks
1	Disiplin Kerja	0,987	Reliabel
2	Kepuasan Pelayanan	0,994	Reliabel
3	Kualitas Kerja	0,987	Reliabel
4	Kepuasan Mahasiswa	0,990	Reliabel

The findings from the Cronbach's Alpha reliability test demonstrate that the research variables exhibit a strong level of reliability, as indicated by a value exceeding 0.60. Therefore, the measurement instrument used in this study can be considered reliable.

Normality Test

A normality test is performed to evaluate whether the dependent and independent variables in a regression model are normally distributed (Roswirman & Elazhari, 2022). A good regression model should have data that is normally distributed or close to a normal distribution. This can be detected by observing the distribution of data (points) along the diagonal axis of a P-P plot.

Figure 1



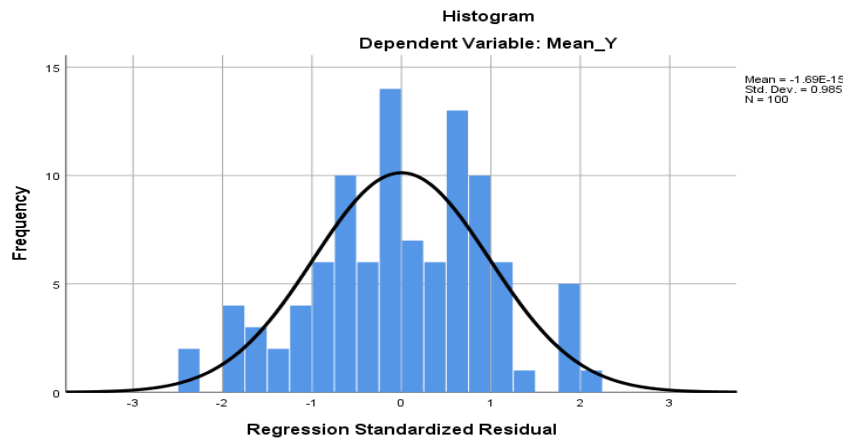
The information visualization on the plot shows a distribution that is concentrated around the diagonal line and does not exhibit significant deviations; thus, the assumption of data normality is considered fulfilled. Meeting this requirement allows for hypothesis testing in the research using parametric statistical methods. Additionally, data normality can also be statistically verified through the results of the Kolmogorov-Smirnov test.

Table 3

Unstandardized Residual		
<i>N</i>		100
<i>Normal Parameters</i>	<i>Mean</i>	0
	<i>Std. Deviation</i>	0,32122417
<i>Most Extreme Differences</i>	<i>Absolute</i>	0,060
	<i>Positive</i>	0,048
	<i>Negative</i>	-0,060
<i>Kolmogrov-Smirnov Z</i>		0,060
<i>Asymp. Sig. (2-tailed)</i>		0,200

The two-tailed Asymp. Sig. Value is 0.200. Residual data is deemed to be normally distributed when the significance level exceeds 0.05. From the above testing, it can be concluded that both the dependent and independent variables have significance values above 0.05, indicating that the residual information is considered to follow a normal distribution. To support the outcomes of this one-sample Kolmogorov-Smirnov statistical test, a normality test was also conducted using a histogram graph. Below is the histogram graph:

Figure 2

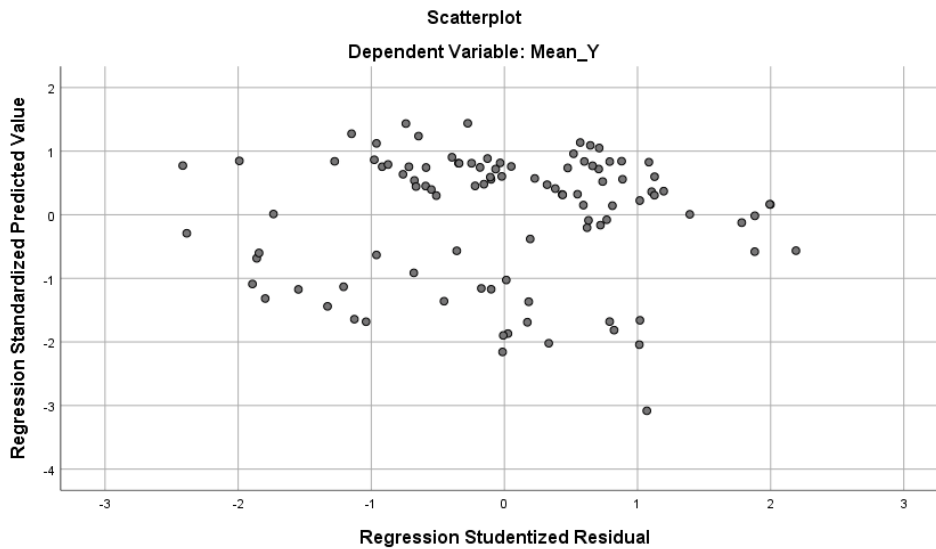


The histogram shows that the bars (histogram) follow the diagonal line. Additionally, the curved line in the histogram is symmetric, indicating that the shapes of the left and right sides are the same. Therefore, it can be inferred that all normality tests satisfy the requirement of normality.

Heteroskedasticity Test

The heteroscedasticity test is conducted to determine whether there is a difference in variance between the residuals of one observation and the residuals of another observation in the regression model (Roswirman & Elazhari, 2022). One method to identify the presence or absence of heteroscedasticity is to analyze the P-P plot graph, which shows the relationship between predicted values and residuals. The basis of the analysis is: If there is a certain pattern (such as wavy or increasing and decreasing), this indicates that heteroscedasticity has occurred. Conversely, if there is no clear pattern and the points (representing the research data) are scattered above and below zero on the Y-axis, it can be concluded that there is no heteroscedasticity. The results of the heteroscedasticity test can be seen in the following figure.

Figure 3



The data points are scattered in a random manner and do not create a distinct pattern, such as a line, curve, or narrowing spread pattern indicates that there are no heteroskedasticity issues in the regression model, thus fulfilling the assumption of homoskedasticity.

Multikolinearity Test

To test for multicollinearity, the Variance Inflating Factor (VIF) value is used. If the VIF is less than 4 for 5, it can be concluded that there are no signs of multicollinearity. Multicollinearity is absent if the tolerance value is >0.10 or the VIF value is <10. Multicollinearity is present if the tolerance value is <0.10 or the VIF value is >10.

Table 4

Variable	Tolerance	VIF
Disiplin Kerja (X1)	0.768	1.302
Kepuasan Pelayanan (X2)	0.807	1.239
Kualitas Kerja (X3)	0.654	1.529

1. The VIF for the variable “work discipline” is 1.302 > 10, and the tolerance value is 0.768 > 0.10. Therefore, the variable “work discipline” is stated to have no multicollinearity issues.
2. The VIF for the variable “service satisfaction” is 1.239 >10, and the tolerance value is 0.807 > 0.10. Therefore, the variable “service satisfaction” is stated to have no multicollinearity issues.

3. The VIF for the variable “quality of work” is $1.529 > 10$, and the tolerance value is $0.654 > 0.10$. Therefore, the variable “quality of work” is stated to have no multicollinearity issues.

Data Analysis Method

Multiple Linear Regression Results

The regression equation can be observed from the coefficient test table based on the output of SPSS version 21 for three independent variables: work discipline (X1), service satisfaction (X2), and work quality (X3). This is shown in the following table:

Table 5

Model		Unstandardized Coefficient		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.971	.356		2.728	.008
	Disiplin Kerja	.077	.076	.087	.020	.310
	Kepuasan Pelayanan	.575	.037	.594	4.490	.000
	Kualitas Kerja	.406	.084	.443	.809	.000

a. Dependent Variable : Kepuasan Mahasiswa

$$Y = 0.971 + 0.077 + 0.575 + 0.406$$

- a. The constant is 0.971, indicating that when the independent variables do not change, the dependent variable will remain at 0.971.
- b. The coefficient $b_1 = 0.77$ suggest that a 1% increase in the work discipline variable (X₁) will result in a 0.77 increase in the purchasing decision variable (Y).
- c. The coefficient $b_2 = 0.575$ suggest that a 1% increase in the service satisfaction variable (X₂) will result in a 0.575 increase in the purchasing decision variable (Y).
- d. The coefficient $b_3 = 0.406$ suggest that a 1% increase in the work quality variable (X₃) will result in a 0.406 increase in the purchasing decision variable (Y).

Coefficient of Determination (R²)

The coefficient of determination is used to evaluate how well the model explains the variation in the dependent variable. Its value ranges from zero to one. If the R² value is low, it

indicates that the independent variables explain only a small portion of the variation occurring in the dependent variable. Conversely, if the value is close to one, it means that the independent variables almost entirely account for the changes in the dependent variable.

Table 6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 ^a	.468	.451	.32620
a. Predictors: (Constant), <i>Work Quality</i> (X_3), <i>Service Satisfaction</i> (X_2), <i>Work Discipline</i> (X_1)				

The results of the coefficient of determination analysis presented in the table above show an adjusted R^2 value of 0.451. This indicates that the independent variables, namely work discipline, service satisfaction, and work quality, explain 46.8% of the changes in the dependent variable related to student satisfaction. Meanwhile, the remaining 99.3% is influenced by additional elements not included in the model.

Partial Test (T-Test)

The validity of the hypotheses proposed by the author is tested partially with the following criteria:

- a. If the probability $> 0,05$ then the hypothesis is rejected.
 - b. If the probability $< 0,05$ then the hypothesis is accepted
1. If the calculated t-value (t_{count}) is greater than the table t-value (t_{table}), then variable X can explain variable Y, or in other words, there is a significant influence between the two variables being studied.
 2. If the calculated t-value (t_{count}) is less than the table t-value (t_{table}), this implies that variable X does not influence variable Y, indicating that there is no significant connection between the two variables under investigation. To determine the t_{table} value, the following formula will be used:

$$\begin{aligned}
 T_{table} &= (\alpha/2 ; 120-k-1) \\
 &= (0,05/2 ; 120-4-1) \\
 &= (0,025 ; 115) \\
 &= 1.98081
 \end{aligned}$$

According to the findings from the formula mentioned above, the t_{table} value used in this study is 1.98081. The outcomes of the t-test are displayed in the table below:

Table 7

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,971	0,356		2,728	0,008
	Disiplin Kerja	0,077	0,076	0,087	1,020	0,310
	Kepuasan Pelayanan	0,279	0,075	0,309	3,732	0,000
	Kualitas Kerja	0,406	0,084	0,443	4,809	0,000

1. The significance value of work discipline (X1) on student satisfaction (Y) is $0.008 > 0.05$, and the calculated t-value (t_{count}) is $2.728 > 1.98081$. Thus, it can be concluded that there is an effect of work discipline on student satisfaction, which means the hypothesis is accepted.
2. The significance value of the service satisfaction variable (X2) on student satisfaction (Y) is $0.000 < 0.05$, and the calculated t-value (t_{count}) is $3.732 > 1.98081$. Thus, it can be concluded that there is an effect of service satisfaction on student satisfaction, which means the hypothesis is accepted.
3. The significance value of the work quality variable (X3) on student satisfaction (Y) is $0.000 < 0.05$, and the calculated t-value (t_{count}) is $4.809 > 1.98081$. Thus, it can be concluded that there is an influence of work quality on student satisfaction, which means the hypothesis is accepted.

Simultaneous Test (F-Test)

The F-statistic test is used to determine whether the independent variables in the regression equation individually influence the dependent variable, with $\alpha = 5\%$. The F-statistic test essentially indicates whether all independent variables included in the model collectively influence the dependent variable. To determine this, we must compare the calculated F-value with the F-value in the table. If the calculated F-value is greater than the F-value in the table, then H_a is accepted, which means that all independent variables simultaneously have a significant influence on the dependent variable.

Table 8

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	8.990	3	2.997	28.162	0.000 ^b
	Residual	10.215	96	.106		
	Total	19.205	99			

The results of the simultaneous regression test (f test) with an F value of 28.162 or greater than the ft table value of 2.70 ($28.162 > 2.70$) with a significance level of 0.000 or less than the predetermined significance level of 0.05 ($0.000 < 0.05$). So it can be concluded that work discipline (X1), service satisfaction (X2), and work quality (X3) simultaneously influence student satisfaction (Y). (H_4 is accepted).

5. CONCLUSION

1. Work discipline has a positive and significant influence on student satisfaction. This is indicated by a significance value of $0.008 < 0.05$ and a calculated t-value of $2.728 > 1.98081$. This means that the better the discipline implemented by employees, the higher the level of student satisfaction.
2. Service satisfaction has a positive and significant influence on student satisfaction. With a significance value of $0.000 < 0.05$ and a calculated t-value of $3.732 > 1.98081$, this indicates that fast, friendly, and timely service significantly influences student perceptions of the institution.
3. Work quality also has a significant influence on student satisfaction. With a significance level of $0.000 < 0.05$ and a calculated t-value of $4.809 > 1.98081$, it can be concluded that professional, accurate, and responsible performance creates trust and comfort for students.

SUGGESTION

1. Faculties are advised to implement a more regular performance monitoring and evaluation system to performance monitoring and evaluation system to encourage employee discipline, such as the implementation of electronic attendance, a reward and sanction system, and a disciplinary training program.
2. Improvements in service standards are needed, such as speeding up administrative processes, improving communication between staff and students, and prioritizing friendly service and providing solutions.

3. Faculties should hold regular training, workshops, or staff capacity building programs to ensure the quality of work continues to develop and meet the demands of modern academic services.
4. To maintain and improve student satisfaction, regular surveys on service quality and employee performance should be conducted so that faculties can identify areas for improvement.

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