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Educational Service Management: The Impact of Responsiveness and Information Quality on Student Satisfaction in the Economic Education Study Program at Pamulang University

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ABSTRACT

This study examines the role of responsiveness and information quality in shaping student satisfaction in the Economic Education Study Program at Universitas Pamulang. A quantitative research approach with a survey method was employed, involving 214 active students as respondents. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression with SPSS, including t-tests, an F-test, and the coefficient of determination. The findings demonstrate that responsiveness has a positive and significant effect on student satisfaction. Similarly, information quality has a positive and significant effect on student satisfaction. Furthermore, responsiveness and information quality simultaneously have a positive and significant effect on student satisfaction, explaining 54.9% of the variance in student satisfaction, while the remaining 45.1% is attributable to other factors outside the research model. These findings highlight the importance of providing responsive educational services supported by information that is accurate, relevant, clear, complete, and timely. Accordingly, integrating service responsiveness with effective information management is essential for improving the quality of educational services and enhancing student satisfaction.

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Introduction

Higher education is an institution that not only functions as an education provider, but also as a service organization that must be able to meet students' academic and administrative needs. Students as the main users of educational services have expectations of services that are fast, precise, easy to access, and able to provide the information needed to support their study process. Therefore, education service management is an important aspect of higher education management. The quality of service provided by an institution can shape the student's experience during the educational process and is ultimately related to the level of student satisfaction.

Student satisfaction is an indicator that can be used to evaluate the success of providing

educational services. Nofrida and Najib (2023) explained that student satisfaction is closely related to the quality of academic services because academic services are one of the main forms of interaction between universities and students. This research shows that the quality of academic services needs to be a concern for universities because improving service quality can support increased student satisfaction. These findings show that the management of academic services is not only related to administrative processes, but also to students' perceptions of the service experience they receive.

In the context of higher education services, one important aspect is responsiveness. Responsiveness relates to the service provider's ability to respond quickly and appropriately to service users' needs, questions, complaints and problems. For students, responsiveness can be seen from the speed with which lecturers, education staff and study program managers provide answers and help resolve academic problems. Darawong and Widayati (2022), through research on students in Indonesia and Thailand, found that responsiveness is one of the dimensions of service quality that influences student satisfaction. In a sample of Indonesian students, responsiveness is a dimension that has an important influence on student satisfaction after empathy. The research used 352 Indonesian students and 380 Thai students who took part in online learning.

Findings regarding the importance of responsiveness were also shown by Santosa, Savitri, and Anggraeni (2022). Research conducted on Employment Polytechnic students shows that responsiveness and empathy have a positive and significant effect on student satisfaction. This research used SEM-PLS analysis and found that responsiveness is one aspect of service that needs to be considered in increasing student satisfaction. The results of this research also show that there are several service indicators that need to be prioritized for improvement, especially reliability, responsiveness and assurance.

The research results of Suroto and Nurdyastuti (2023) also show that the dimensions of service quality which include tangible, reliability, responsiveness, assurance and empathy are related to student satisfaction. This research was conducted on STIE AUB Surakarta students using the SERVQUAL dimension. These findings strengthen the view that responsiveness is a component that needs to be considered in managing higher education services because students not only assess the existence of facilities, but also how the institution responds to their needs.

However, research findings regarding responsiveness do not always show the same results. Rifai, Kencana, and Nilakusmawati (2022), for example, found that the responsiveness dimension was not proven to have a significant effect on the quality of academic services related to student satisfaction at the Faculty of Mathematics and Natural Sciences, Udayana University during the COVID-19 pandemic. On the other hand, the tangibles and empathy dimensions show significant results. These differences in findings indicate that the influence of responsiveness on student satisfaction can still be influenced by institutional characteristics, service systems, student characteristics, and the context of the services provided.

Nurhidayah and Slamet's (2024) research provides a more specific picture regarding the conditions of responsiveness of higher education services. Using the Customer Satisfaction Index method, the research found that the student satisfaction level was 62.07% or in the quite satisfied category. The responsiveness dimension received a score of 54.59%, lower than several other service dimensions. Researchers concluded that the level of response of academic and administrative staff towards students still needs to be improved. These findings show that the institution's ability to respond to student needs is an important part of efforts to increase student satisfaction.

Apart from responsiveness, digital developments in higher education management make information quality an increasingly important aspect in educational services.

Students need information that is accurate, relevant, complete, clear, and available at the right time. Information regarding lecture schedules, academic calendars, filling out KRS, administration, exams, academic activities, guidance, and study program policies is the basis for students in carrying out various academic activities. If the information provided is inaccurate, late, incomplete, or inconsistent, students may experience difficulty in making academic decisions.

Tjiptodjojo (2022) specifically examined the relationship between system quality, information quality, and student satisfaction among private university students in the city of Bandung. Research involving 200 students shows that information quality influences student satisfaction. These results provide empirical evidence that information quality is an important part in shaping student satisfaction, especially when various educational services are increasingly dependent on digital information systems.

These findings are strengthened by research conducted on 564 students from various universities in Indonesia regarding student satisfaction in using e-learning. This research shows that service quality, information quality, and system quality influence the quality of electronic learning, while the quality of electronic learning has a relationship with student satisfaction. These results show that information quality cannot be separated from the management of digital-based education services. In other words, the availability of an information system is not enough if the information conveyed through the system is not of a quality that meets student needs.

Darawong and Widayati (2022) also emphasized the importance of communication in providing online learning services. Their research on Indonesian and Thai students shows that service quality dimensions are related to student satisfaction and learning outcomes. They recommend developing communication networks to minimize misunderstandings in the learning process. This finding is relevant to information quality because effective academic communication requires information that is clear, precise, and understandable by students.

Research on service quality in Indonesian higher education institutions indicates that the relationship between service quality and student satisfaction can vary depending on the institutional context. For instance, Hadiwidjaja, Suroso, Siregar, and Sailah (2023) conducted a study on 290 students from 17 public universities with Public Service Agency status in Indonesia using SEM-PLS. Their results showed that the dimensions of tangibles, responsiveness, and empathy significantly influenced student satisfaction, whereas reliability and assurance did not show a significant effect. These findings demonstrate that certain service aspects may play a more dominant role than others, implying that university administrators need to identify the service dimensions most relevant to the characteristics of their students and institutions.

A study by Rahmawati, Permana, Nurdin, Triatna, and Fadhli (2023) also examined student satisfaction through the five SERVQUAL dimensions: reliability, responsiveness, assurance, empathy, and tangibles. This study positioned service quality as a crucial aspect in evaluating students' experiences regarding the learning process. The results reinforced the use of service dimensions as an approach to understanding student satisfaction levels within the higher education environment.

Based on these prior studies, responsiveness and information quality emerge as two relevant aspects in explaining student satisfaction. However, there are research gaps that warrant further exploration. First, previous studies largely examined student satisfaction through the overall construct of service quality using the five SERVQUAL dimensions, whereas the present study specifically focuses on responsiveness as a service aspect and information quality as an information management aspect. Second, research on information quality has frequently been situated within the context of e-learning or information

systems, whereas in this study, information quality is positioned as part of broader educational service management. Third, research specifically examining the impact of responsiveness and information quality on the satisfaction of "employee-class" students (working students) in the Economic Education Study Program remains relatively limited.

Method

This research uses a quantitative approach with a survey method to analyze the influence of responsiveness and quality of information on student satisfaction in the employee class of the Pamulang University Economic Education Study Program. According to Sugiyono (2024), quantitative research is used to test hypotheses through collecting and analyzing data in the form of numbers. The research population was active students of the Pamulang University Economic Education Study Program, totaling 671 students. The research sample was 214 students, determined based on the criteria of being active students and having received academic services from the study program. The sampling technique uses purposive sampling. Primary data was collected through a questionnaire with a Likert scale of 1–5.

The research variables consist of responsiveness (X1), information quality (X2), and student satisfaction (Y). Responsiveness is measured through speed, accuracy, alertness, and willingness to provide services. Information quality is measured through accuracy, relevance, completeness, clarity and timeliness of information. Student satisfaction is measured based on conformity to expectations, satisfaction with services, fulfillment of needs, and overall service experience. Data were analyzed using SPSS.

Results and Discussion

1. The Influence of Responsiveness on Student Satisfaction

Table 1. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	t	Sig.
1	Regression	151.767	1	151.767	.286	.000[b]
	Residual	7622.680	213	116.315		
	Total	7763.345	214			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Responsiveness

The t-test results indicate that responsiveness has a positive and significant effect on the satisfaction of working-class students in the Economic Education Study Program at Universitas Pamulang. The magnitude of the influence of responsiveness on student satisfaction is 28.6%. These results demonstrate that the better the study program's ability to provide services that are fast, accurate, and responsive to student needs, the higher the students' satisfaction with the educational services they receive.

These research findings align with the study by Darawong and Widayati (2022), which shows that responsiveness is a dimension of service quality linked to student satisfaction. Responsiveness in educational services is reflected in an institution's willingness and ability to respond to students' inquiries, needs, and issues. In the context of the Economic Education Study Program at Universitas Pamulang, responsiveness is demonstrated by the speed with which lecturers and program administrators provide information, answer

academic questions, assist in resolving student obstacles, and appropriately address service needs.

The results also align with Santosa et al. (2022), who found that responsiveness has a positive and significant impact on student satisfaction. These findings indicate that students evaluate services not only based on available facilities or procedures but also on how the higher education institution responds when they require assistance. This reinforces the argument made in the introduction that responsiveness is a crucial component of educational service management.

The 28.6% influence of responsiveness indicates that the ability to provide responsive service contributes to student satisfaction, even though satisfaction is also influenced by other factors. This situation is relevant to the characteristics of the Economic Education Study Program at Universitas Pamulang, which serves over 700 students and employs 42 lecturers. The relatively large student body leads to diverse academic service needs, making the study program's ability to respond quickly and accurately increasingly important.

For working-class students, responsiveness holds particular significance because they must balance work commitments with academic activities. Slow responses to academic inquiries or issues can hinder these students in fulfilling their study requirements. Conversely, prompt and responsive service provides students with a sense of certainty, enabling them to plan their academic activities more effectively.

These results align with the findings of Nurhidayah and Slamet (2024), which indicate that responsiveness remains a key area for improvement in higher education services. Their findings demonstrate that the speed and readiness of both academic and administrative staff in addressing student needs are crucial factors in fostering student satisfaction.

Thus, the t-test results reinforce the premise that responsiveness is a vital component of educational service management. Responsiveness can be enhanced by improving response times, ensuring clarity in problem resolution, facilitating easy access to assistance, and maintaining consistent follow-up on student needs. Such efforts are essential to ensure that the educational services provided by the Economics Education Study Program at Universitas Pamulang better meet student needs, particularly those of students in the working-professional program.

2. The Influence of Information Quality on Student Satisfaction

Table 2. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	t	Sig.
1	Regression	78.307	1	78.307	.371	.001[b]
	Residual	7695.049	213	117.310		
	Total	7763.345	214			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Information Quality

The t-test results indicate that information quality has a positive and significant effect on the satisfaction of working-class students in the Economic Education Study Program at Universitas Pamulang. The magnitude of the influence of information quality on student satisfaction is 37.1%. These findings demonstrate that the better the quality of information provided by the study program, the higher the level of student satisfaction regarding the educational services received. Thus, information quality serves as a crucial aspect in fostering student satisfaction.

These research findings align with the study by Tjiptodjojo (2022), which showed that

information quality influences student satisfaction. Information that is accurate, relevant, and aligned with student needs helps students gain certainty in carrying out various academic activities. In the context of the Economic Education Study Program at Universitas Pamulang, information regarding lecture schedules, academic activities, administration, assignments, exams, and program regulations constitutes a vital part of the educational services received by students.

The results are also relevant to the findings of Darawong and Widayati (2022), who emphasized the importance of communication and service quality in enhancing student satisfaction in higher education. Information conveyed clearly and precisely can reduce student misunderstandings and assist them in navigating the academic process more effectively. This is particularly important for working-class students who must balance professional obligations with academic activities.

The 37.1% contribution of information quality indicates that it is a significant factor in shaping student satisfaction, although other factors outside the study variables also play a role. This situation reflects the characteristics of the Economic Education Study Program at Universitas Pamulang, which serves over 600 students supported by 42 lecturers. Such a relatively large student body requires an academic communication system capable of providing information that is accurate, complete, relevant, clear, and timely.

From a practical standpoint, these results suggest that enhancing student satisfaction requires not only improvements to the learning process but also better management of academic information. The study program needs to ensure that information provided to students is consistent across platforms and personnel, easy to understand, regularly updated, and available when needed. For students in the working-professional program, high-quality information can assist them in managing their time and making academic decisions more effectively.

Thus, the t-test results reinforce the argument made in the introduction that information quality is a crucial component of educational service management. Quality information provides certainty, reduces ambiguity, and helps students obtain a service experience that aligns with their expectations. Therefore, the higher the quality of information managed by the Economics Education Study Program, the greater the likelihood of achieving student satisfaction among working professionals.

3. The Influence of Responsiveness and Information Quality on Student Satisfaction

Table 3. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6220.833	1	3660.972	.549	.001[b]
	Residual	2643.623	213	36.234		
	Total	7763.345	214			

a. Dependent Variable: Student satisfaction
b. Predictors: (Constant), Responsiveness, Information Quality

The F-test results indicate that responsiveness and information quality simultaneously exert a positive and significant influence on the satisfaction of working students in the Economic Education Study Program at Universitas Pamulang. Together, these two variables contribute 54.9% to student satisfaction. Thus, the better the service

responsiveness and the higher the quality of information provided by the study program, the higher the students' satisfaction with the educational services they receive.

These results demonstrate that student satisfaction is shaped not only by the study program's ability to respond quickly and accurately but also by its capacity to provide information that is accurate, relevant, clear, complete, and timely. Responsiveness facilitates a direct service interaction experience, while information quality provides students with certainty in obtaining and understanding information related to academic activities. These two aspects complement each other in creating a positive educational service experience.

The study's findings reinforce the research of Darawong and Widayati (2022), which showed that service quality—including aspects of responsiveness and communication—is linked to student satisfaction. These results highlight the importance of an institution's ability to establish communication and services that meet student needs. This is particularly relevant for working students, who require effective academic services and communication as they must balance work and educational commitments.

Regarding information quality, these findings align with Tjiptodjojo (2022), who found that information quality influences student satisfaction. Academic information that is accurate, relevant, complete, and easy to understand helps students gain certainty in carrying out various academic activities. Therefore, improving information quality is a crucial component of educational service management, especially as academic communication increasingly takes place via digital media.

These findings are also consistent with research by Nurhidayah and Slamet (2024), which indicates that responsiveness remains a dimension requiring attention in higher education services. Similarly, Santosa et al. (2022) found that responsiveness has a positive and significant impact on student satisfaction. These findings support the study's conclusion that responsive service capable of providing the information students need is a crucial element in fostering satisfaction.

The simultaneous contribution of 54.9% indicates that responsiveness and information quality play a significant combined role in explaining student satisfaction. However, 45.1% of the variation in student satisfaction remains unexplained by the current research model. This remaining variance may be attributed to factors outside the model, such as the quality of instruction, lecturer competence, academic facilities, administrative systems, technological accessibility, the academic environment, or other service aspects not analyzed in this study.

These results are particularly relevant to the context of the Economic Education Study Program at Universitas Pamulang, which serves over 600 students with a faculty of 42 lecturers. Managing educational services for such a large student body requires effective communication mechanisms, rapid responses, and the delivery of accurate, consistent information. For students in the working-professional class, these aspects are especially critical; time constraints due to employment obligations mean they require reliable information and services that are easily and effectively accessible.

Consequently, the F-test results reinforce the argument that educational service management must be integrated—focusing not only on speed and responsiveness but also on ensuring the quality of information received by students. Good responsiveness without high-quality information can leave students facing uncertainty, while high-quality information without adequate service responsiveness can hinder students when dealing with academic issues. Therefore, simultaneously improving both aspects is essential to

enhancing satisfaction among working-professional students in the Economic Education Study Program at Universitas Pamulang.

Conclusion

Based on research findings regarding the management of educational services—specifically concerning responsiveness and information quality—at the Economics Education Study Program of Universitas Pamulang, it can be concluded that information quality has a positive and significant impact on student satisfaction. These findings indicate that higher quality information—characterized by accuracy, relevance, clarity, completeness, and timeliness—leads to greater student satisfaction with the educational services received. Based on the research findings on educational service management at the Economics Education Study Program of Universitas Pamulang, information quality has a positive and significant effect on student satisfaction. Accurate, relevant, clear, complete, and timely information contributes to higher levels of student satisfaction.

Responsiveness also has a positive and significant effect on student satisfaction. The speed, accuracy, readiness, and ability of the study program to respond to students' needs are important in creating a satisfactory service experience, particularly for students who balance work and academic responsibilities.

Simultaneously, responsiveness and information quality have a positive and significant effect on student satisfaction, with a coefficient of determination (R^2) of 54.9%. This means that the two variables jointly explain 54.9% of the variation in student satisfaction, while the remaining 45.1% is explained by other factors outside the research model, such as teaching quality, lecturer competence, academic facilities, administrative systems, and learning technology.

Therefore, improving student satisfaction requires the study program to strengthen both service responsiveness and information quality. Providing fast and accurate services, supported by clear, relevant, complete, and timely information, can contribute to better educational service management at the Economics Education Study Program of Universitas Pamulang.

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