

# The Effect of Lecturer Professionalism and Quality of Academic-Administrative Services on Student Satisfaction with The Mediation of Student Comfort At STIT Pringsewu

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## Abstract

**Purpose:** This study aimed to examine the effects of lecturer professionalism and academic-administrative service quality on student satisfaction, with student comfort serving as a mediating variable at STIT Pringsewu.

**Research Methodology:** This study used a quantitative approach with a cross-sectional design. Primary data were collected through questionnaires administered to active undergraduate students in Semesters 4 and 6. A purposive sampling technique was used with 347 respondents from a population of 2,619 students. Data analysis was performed using Partial Least Squares structural equation modeling (PLS-SEM).

**Results:** The results showed that lecturer professionalism and academic-administrative service quality significantly affect student satisfaction, both directly and indirectly through student comfort as a mediating variable. The endogenous construct "Student Comfort" has an R-square value of 0.570, and "Student Satisfaction" has an R-square value of 0.781.

**Conclusions:** Lecturer professionalism and academic-administrative service quality are essential in improving student satisfaction, with student comfort acting as an effective mediator. Continuous improvements in service delivery, responsiveness, and empathy in academic-administrative services are recommended to enhance student satisfaction and comfort.

**Limitations:** The study was conducted at STIT Pringsewu, limiting generalizability. The purposive sampling technique may affect sample representativeness.

**Contribution:** This study provides insights into the roles of lecturer professionalism and academic-administrative service quality in shaping student satisfaction and highlights the importance of student comfort as a mediating factor.

**Keywords:** Academic Service Quality, Higher Education, Lecturer Professionalism, PLS-SEM, Student Comfort, Student Satisfaction

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## 1. Introduction

Students' comfort during the academic process is an important factor in supporting academic success and increasing students' emotional attachment to higher education institutions. This comfort can arise from various aspects, such as a conducive campus atmosphere, adequate facilities, and efficient and responsive academic services. According to Zasiah, Hidayanti, and Yeni (2024), high-quality academic

services significantly impact students' comfort and satisfaction, particularly in administrative services and digital academic information systems, which are often benchmarks for the ease of students in carrying out their academic activities.

This comfort is closely related to students' satisfaction with the institution. Students' satisfaction reflects their perception of the institution's performance in meeting expectations, including academic services, the quality of lecturers, and the learning environment. Suroto and Nurdyastuti (2024) found that service dimensions such as tangibility, responsiveness, assurance, and reliability significantly affect students' satisfaction, with a coefficient of determination value of 77%. This shows that comfort and service aspects are the major predictors of student satisfaction. The quality of educational services is crucial for achieving this goal. Good service quality can enhance student satisfaction, which, in turn, positively impacts the reputation and sustainability of educational institutions. Several factors influence the quality of educational services, including lecturer professionalism and the quality of academic-administrative services.

Lecturer professionalism plays a significant role in creating effective and satisfying learning experiences for students. Professional lecturers not only master course material but also possess pedagogical competence, good communication skills, and responsibility in providing quality academic services. Listiani, Susanti, and Sinta (2019) show that professional lecturers have a dual role: to continuously maintain and develop professionalism in their academic fields while also understanding and improving the quality of academic services for students. This is supported by Syefudin (2019) findings that lecturer performance positively and significantly influences student satisfaction. Ilma (2016) emphasized the importance of lecturer professionalism in improving the quality of learning. (Adhan & Arafah, 2020) researched lecturer performance and student satisfaction in higher education.

Azis, Azis, Ngampo, and Rijal (2021) also discussed lecturer professionalism in teaching and its impact on student satisfaction. In addition to lecturer professionalism, the quality of academic and administrative services is an essential factor in determining student satisfaction. Efficient, responsive, and reliable academic and administrative services can create a conducive learning environment and improve students' positive experiences in higher education. Zasiah et al. (2024) highlighted the importance of service quality dimensions, such as reliability, responsiveness, and assurance, in improving student satisfaction with academic administration services.

In line with this, Mubarok and Moho (2024) found that the quality of academic services positively influenced student satisfaction at the Faculty of Administrative Sciences, University of Jakarta. Cahyani (2020) studied the impact of academic administrative services provided by educational staff on student satisfaction. Nasution and Harahap (2025) analyzed student satisfaction with academic services. Seitova, Temirbekova, Kazykhankzy, Khalmatova, and Çelik (2024) developed the SERVQUAL model, which is widely used to measure consumers' perceptions of service quality. Maulana (2016) also discussed service quality and customer satisfaction. Tjiptono (1997) emphasized the importance of total quality service principles. Widawati and Siswohadi (2020) studied the effect of service quality on student satisfaction at private universities in Indonesia. Surya Bahadur et al. (2024) also researched the impact of academic service quality on student satisfaction.

Comfort is also an essential factor in student satisfaction. Prihatin and Dewi (2019) studied the role of comfort as a mediator in the influence of academic services on student satisfaction, while NurfitriNurfitri and Ifdil (2020) discussed the relationship between learning comfort and student satisfaction. Jadrić, Koludrović, and Reić Ercegovac (2025) examined the campus environment and students' psychological well-being. To maintain its existence amid global competition, STIT Pringsewu must conduct a comprehensive evaluation of various aspects of its services and educational processes. Internal reports and initial observations show that there are still student complaints regarding suboptimal academic administration services and academic interactions. Therefore, this study is highly relevant to empirically investigate how lecturer professionalism and the quality of academic-administrative services affect student satisfaction, with student comfort as a mediating variable.

By understanding the relationships between these variables, STIT Pringsewu is expected to develop appropriate strategies to improve the quality of educational services, which will ultimately lead to increased satisfaction, loyalty, and competitiveness of higher education institutions in the future. Based on the observations and empirical research findings, this study is titled: "The Influence of Lecturer Professionalism and the Quality of Academic-Administrative Services on Student Satisfaction with Student Comfort as a Mediator at STIT Pringsewu."

## **2. Literature Review**

### **2.1 Theoretical Foundation**

#### **2.1.1 Lecturer Professionalism**

Lecturer professionalism refers to the commitment and competence of an educator in performing their duties based on their expertise, moral integrity, and responsibility to the profession and students. In the context of higher education, lecturer professionalism is not limited to teaching skills but also includes the ability to conduct research and engage in community service, in line with the Tridharma of higher education (Law No. 14 of 2005 on Teachers and Lecturers). According to Ilma (2016), lecturer professionalism encompasses the skills and responsibilities that lecturers have in planning, implementing, and evaluating the learning process, as well as their active involvement in scientific and social activities. A professional lecturer can create an effective learning process and optimally support the achievement of student competencies. Furthermore, Syefudin (2019) emphasized that lecturer professionalism is strongly correlated with student satisfaction. Lecturers with high competence and good academic behavior are more likely to build a comfortable learning environment, create supportive relationships with students, and ultimately improve the quality of higher education services.

#### **2.1.2 Quality of Academic and Administrative Services**

The quality of academic and administrative services refers to how well the services provided by higher-education institutions meet the needs, expectations, and satisfaction of students. This service includes all academic support activities, such as course administration, academic guidance, grading, course registration (KRS), and administrative communication between students and the institution. Service quality is the overall characteristic and nature of a service that affects its ability to meet customer needs. In the context of higher education, quality service reflects the effectiveness of the academic system and the professionalism of the educational staff in providing ease and clarity of procedures for students. Syefudin (2019) emphasized that good academic service directly impacts students' comfort and satisfaction. When services are provided in a responsive, informative, and efficient manner, students feel valued and appreciated as important parts of the educational system.

#### **2.1.3 Student Comfort**

Student comfort refers to the physical and psychological state that students experience during the educational process, reflecting their level of security, tranquility, and ease in undergoing academic activities. Comfort is an essential element in creating a conducive learning environment and supporting optimal academic outcomes. According to Nurfitri and Ifdil (2020), student comfort refers to the state in which students feel free from pressure, receive support from the campus environment, and can adapt well to the learning process. Comfort is not only focused on physical facilities but also on the social atmosphere, interpersonal interactions, and emotional support from lecturers and staff members. Prihatin and Dewi (2019) added that comfort plays an important mediating role between the services provided by the institution and students' satisfaction. When students feel comfortable, they are more motivated, focused, and actively engaged in the learning process, which ultimately has a positive impact on their satisfaction with the learning experience.

#### **2.1.4 Student Satisfaction**

Student satisfaction is an emotional evaluation that students make regarding the educational services they receive, arising from a comparison between their initial expectations and their actual experience during the education process. This satisfaction relates to students' perceptions of the quality of lecturers, academic services, learning comfort, and campus facilities and environment. According to Kotler, Keller, and Chernev (2022), satisfaction is the feeling of pleasure or disappointment resulting from

comparing perceptions of a product or service's performance with consumer expectations. If the result meets or exceeds expectations, customers (in this case, students) are satisfied.

Tjiptono (1997) defines customer satisfaction (including students) as an emotional response to an evaluation of the discrepancy between prior expectations and the actual performance of a service. In the context of higher education, satisfied students show loyalty, high motivation to learn, and the tendency to recommend their institution to others. Syefudin (2019) showed that student satisfaction is greatly influenced by two main factors: lecturer performance and the quality of academic services. This shows that satisfaction is not an outcome that stands alone but is influenced by the processes and interactions that take place during students' education.

#### *2.1.5 Partial Mediation*

Partial mediation, also known as half mediation, occurs when the mediator variable significantly explains the relationship between the independent and dependent variables; however, the independent variable still has a significant direct effect on the dependent variable after controlling for the mediator variable (Ledermann, Rudaz, & Fritz, 2025). In the context of this research, if student comfort acts as a half mediator, it can be concluded that lecturer professionalism and the quality of academic-administrative services not only affect student satisfaction through increased comfort but also have a direct and significant effect on student satisfaction.

Furthermore, the existence of half mediation indicates that there are other factors outside the mediator variable that also play a role in influencing the relationship between the independent and dependent variables (Hair, 2022). These factors can include other unmeasured variables in the study or aspects of the independent variables that are not fully reflected in the indicators used. Therefore, understanding half mediation can provide deeper insights into the complexity of the relationships between variables in the research model.

In a broader context, the concept of half mediation is relevant to resource orchestration theory (Tajeddini, Hussain, Gamage, & Papastathopoulos, 2024), which emphasizes that organizations can achieve competitive advantage through effective resource management. In the context of higher education, lecturer professionalism and the quality of academic-administrative services can be seen as resources that can be orchestrated to improve student satisfaction. However, half mediation indicates that the orchestration of resources does not always result in an effect fully mediated by comfort. Other aspects of these resources, such as institutional reputation and curriculum quality, may also directly contribute to student satisfaction.

#### **2.2 Conceptual Framework**

The conceptual framework of this study focuses on the influence of lecturer professionalism and the quality of academic-administrative services on student satisfaction, with the mediating role of student comfort. Lecturer professionalism is measured by teaching competence, interactions with students, and the ability to provide constructive feedback. The quality of academic-administrative services includes efficient administrative services and responsiveness to students' needs. Both factors are believed to have a significant effect on student satisfaction, as reflected in the satisfaction with their learning experience (Song, Zhao, Xu, & Hu, 2025).

However, in this study, student comfort is positioned as a mediating variable that can strengthen the relationship between lecturer professionalism and the quality of academic-administrative services and student satisfaction. The comfort experienced by students, both physically and psychologically, is believed to accelerate or slow down the process of achieving satisfaction. In this conceptual framework, comfort is assumed to act as a link that mediates the impact of lecturer professionalism and the quality of academic-administrative services on student satisfaction. Thus, this framework highlights the importance of comfort in enhancing the learning experience and student satisfaction at STIT Pringsewu, Indonesia.

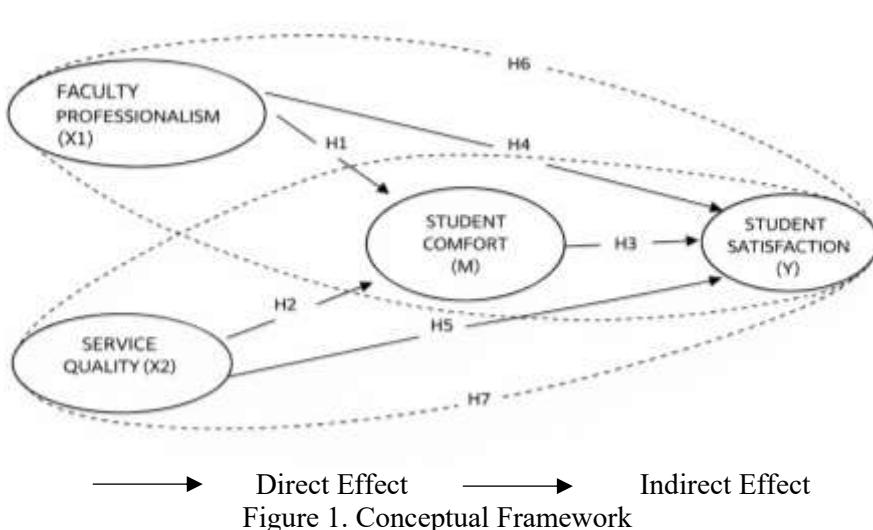


Figure 1. Conceptual Framework

Based on the research framework, theories, and previous studies, the following hypotheses were formulated:

1. H1: Lecturer professionalism positively influences students' comfort.
2. H2: The quality of academic-administrative services positively influences student comfort.
3. H3: Student comfort influences student satisfaction positively.
4. H4: Lecturer professionalism positively influences student satisfaction.
5. H5: The quality of academic-administrative services positively influences student satisfaction.
6. H6: Student comfort mediates the relationship between lecturer professionalism and student satisfaction.
7. H7: Student comfort mediates the relationship between the quality of academic-administrative services and student satisfaction.

### 2.3 Hypotheses

Based on the conceptual framework outlined, the hypotheses of this study are as follows:

#### 1. The Effect of Lecturer Professionalism on Comfort

Lecturer professionalism is a crucial factor in creating a satisfying learning experience for students. Lecturers who are competent in their field, have good pedagogical skills, can communicate effectively, and show professional and ethical behavior tend to increase students' satisfaction with the learning process. Professionalism includes the ability to prepare materials, deliver engaging content, and use teaching methods that align with student needs. Moreover, a lecturer's ability to build a healthy emotional relationship with students also strengthens their trust in the educational institution. Listiani et al. (2019) state that professional lecturers are able to understand, guide, and enhance their academic service satisfaction for students. Improved academic interactions managed by lecturers directly influence students' positive perceptions of the institution.

**Hypothesis 1 (H1):** Lecturer professionalism directly and positively affects student satisfaction.

#### 2. The Effect of the Quality of Academic and Administrative Services on Comfort

The quality of academic-administrative services plays an essential role in supporting students' academic activities. Fast, accurate, and friendly administrative services will enhance students' comfort in accessing their academic needs, such as course registration, grade processing, and academic information. When students experience quality service, their positive perception of the institution increases, which influences their overall satisfaction with higher education institutions. Suprianto, Ahyani, and Kesumawati (2025) show that quality academic administration services have a significant positive relationship with student satisfaction.

**Hypothesis 2 (H2):** The quality of academic-administrative services has a direct, positive, and significant effect on student satisfaction.

### 3. The Effect of Comfort on Satisfaction

Student comfort in the campus environment is an important aspect of forming a pleasant learning experience. Comfort factors include physical comfort (campus facilities and classrooms), social comfort (relationships between students and lecturers), and emotional comfort (feeling safe and accepted). A campus environment that is supportive, both physically and psychologically, enhances students' motivation to learn and their emotional attachment to the institution. *Buket Giresun Erdoğan and Kutsal (2023)* state that the higher the level of comfort experienced by students, the higher their satisfaction with academic services and processes.

**Hypothesis 3 (H3):** Student comfort has a direct positive and significant effect on student satisfaction.

### 4. The Effect of Lecturer Professionalism on Satisfaction

Lecturer professionalism impacts not only the academic aspects but also the emotional comfort of students during the learning process. Lecturers who teach using interactive methods, pay attention to students' development, and demonstrate respect for individual differences create a comfortable learning environment. This comfort will strengthen student engagement in learning and boost their confidence in the process. *Ilma (2016)* emphasized that professional lecturers can form a harmonious academic atmosphere, which directly enhances student comfort during the learning process.

**Hypothesis 4 (H4):** Lecturer professionalism directly and positively affects student comfort.

### 5. The Effect of the Quality of Academic and Administrative Services on Satisfaction

Optimal academic-administrative services provide a sense of security and ease for students in conducting their academic activities. Quick, accurate, and responsive services reduce students' anxiety, uncertainty, and frustration in handling various administrative matters. *Al-Zasiah, Hidayanti, and Yeni (2024)* emphasizes that quality academic administration services not only facilitate academic affairs but also create the comfort necessary to form a positive learning experience. Satisfaction with administrative services impacts students' emotional comfort.

**Hypothesis 5 (H5):** The quality of academic-administrative services has a direct positive and significant effect on student comfort.

### 6. The Effect of Lecturer Professionalism on Satisfaction with Student Comfort as a Mediator

Lecturer professionalism not only has a direct effect on student satisfaction but also through the creation of comfort as a mediator. Professional lecturers can build positive relationships, address both the academic and emotional needs of students, and create interactions that promote safety and value. Comfort acts as an intermediary factor that strengthens the relationship between professionalism and student satisfaction. *Syefudin (2019)* shows that lecturer performance has a significant impact on student satisfaction, with learning comfort acting as a mediating mechanism that strengthens the relationship.

**Hypothesis 6 (H6):** Lecturer professionalism indirectly has a positive and significant effect on student satisfaction through student comfort.

### 7. The Effect of the Quality of Academic and Administrative Services on Satisfaction with Student Comfort as a Mediator

The quality of academic-administrative services enhances students' comfort in interacting with the institution, which positively impacts their satisfaction. Comfort acts as a mediator explaining how the quality of academic-administrative services influences student satisfaction. *Mubarok and Moho (2024)* studied the impact of academic service quality on student satisfaction. Therefore, the quality of academic-administrative services influences student satisfaction by increasing their comfort.

**Hypothesis 7 (H7):** The quality of academic-administrative services indirectly has a positive and significant effect on student satisfaction through student comfort.

## 2.4 Definitions of Concepts and Operational Variables

The definitions of the concepts and operational variables in this study are explained in the following table table.

Table 1. Definitions of Concepts and Operational Variables

Variabel	Definisi	Indikator	Skala	Sumber
<b>X1</b> Profesionalisme Dosen	The competence of lecturers in teaching and guiding students according to ethics and academic knowledge.	<ul style="list-style-type: none"> <li>- Mastery of material</li> <li>- Teaching methodology</li> <li>- Discipline</li> <li>- Communication</li> <li>- Role model</li> </ul>	Likert 1–5	(Ilma, 2016; Syefudin, 2019)
<b>X2</b> Quality of Academic Services	Students' perception of the quality of academic services and campus administration.	<ul style="list-style-type: none"> <li>- Timeliness</li> <li>- Procedure clarity</li> <li>- Staff responsiveness</li> <li>- Empathy</li> <li>- Service facilities</li> </ul>	Likert 1–5	(Syefudin, 2019)
<b>Z</b> Student Comfort	Student comfort is the condition showing the level of acceptance, satisfaction, and tranquility a student feels towards their learning environment.	<ul style="list-style-type: none"> <li>- Campus facilities</li> <li>- Learning atmosphere</li> <li>- Academic workload</li> <li>- Social relationships</li> <li>- Sense of security</li> </ul>	Likert 1–5	(Nurfitri & Ifdil, 2020)
<b>Y</b> Student Satisfaction	Overall evaluation by students of the education services they received.	<ul style="list-style-type: none"> <li>- Satisfaction with material</li> <li>- Academic services</li> <li>- Facilities</li> <li>- Campus environment</li> <li>- Academic information</li> </ul>	Likert 1–5	(Tobing & 2, 2022)

In this study, a 5-point Likert scale was used to measure respondents' responses and perceptions. This scale provides respondents with the opportunity to express their level of agreement or disagreement with the statements provided. The numbers 1 to 5 represent the level of disagreement or agreement from "Strongly Disagree" to "Strongly Agree." The use of the Likert scale aims to provide flexibility and an opportunity for respondents to assess with more nuanced levels, allowing the researcher to gain a deeper understanding of the respondents' views and attitudes toward the research variables. This method is expected to support a comprehensive and accurate analysis of the data obtained (Royan & Assa, 2025).

### 3. Research Methodology

#### 3.1 Research Type

This analytical observational study used a cross-sectional design, which measures or observes variables at a single point in time. This design was used to simultaneously analyze the relationships between variables at the same time. This study adopts an exploratory approach aimed at identifying and clarifying the causal relationships between variables through hypothesis testing. This approach helps break down complex issues into more detailed parts by gathering relevant ideas and inputs. This study uses a quantitative method, which allows for the collection of data from a specific population or sample using appropriate research instruments. The obtained data were analyzed quantitatively using statistical techniques, including hypothesis testing that has been previously formulated, to obtain objective and reliable results.

#### 3.2 Population and Sample

The sampling technique used is purposive sampling, a non-probability method that selects respondents based on relevant criteria, as explained by Sugiyono (2019). The inclusion criteria were as follows: active students in semesters 4 or 6, those who had completed at least 50% of the core courses, and those willing to fill out the questionnaire and sign the informed consent. This selection is consistent with the purposive sampling principle, which requires the "key characteristics of the population" to ensure that the data are truly relevant and representative of the research goals.

Table 2. Distribution of Respondents by Gender, Current Semester, and Age

<b>Gender</b>	<b>Male</b>	<b>162</b>	<b>46.7%</b>
	<b>Female</b>	<b>185</b>	<b>53.3%</b>
	<b>Total</b>	<b>347</b>	<b>100.0%</b>
<b>Current Semester</b>	<b>Semester 4</b>	<b>117</b>	<b>33.9%</b>
	<b>Semester 6</b>	<b>230</b>	<b>66.1%</b>
	<b>Total</b>	<b>347</b>	<b>100.0%</b>
<b>Age</b>	<b>19</b>	<b>39</b>	<b>11.2%</b>
	<b>20</b>	<b>16</b>	<b>4.6%</b>
	<b>21</b>	<b>145</b>	<b>41.7%</b>

#### 3.3 Data Sources

The data source in this research is primary data, which are obtained directly from the research subjects through the collection of relevant and up-to-date information. Primary data were collected directly from permanent employees, specifically students from semesters 4 and 6 at STIT Pringsewu, who form the main population of this study. Primary data collection is carried out through the distribution of questionnaires or surveys specifically designed to measure the research variables. The variables included lecturer professionalism, employee service quality, student comfort, and student satisfaction.

The questionnaires were structured based on the theoretical indicators of each variable, ensuring that each item accurately reflected the aspects being studied. By utilizing primary data, this study aims to produce valid, current, and reliable information, thus supporting the analysis, discussion, and drawing of conclusions scientifically. The high relevance and accuracy of the data also strengthen the contribution of this research to the development of both theory and practice in human resource management in the organization where the research was conducted.

#### 3.4 Data Collection Method

The data collection method used in this study was the direct distribution of questionnaires to respondents, specifically students from semesters 4 and 6 at STIT Pringsewu. The questionnaire was designed considering the research objectives, including relevant questions about lecturer professionalism, academic-administrative employee service quality, student comfort, and student satisfaction at STIT Pringsewu. The questionnaire was distributed directly to respondents to ensure that the data collected met the expectations of the research.

This method allowed the researcher to monitor the questionnaire completion process directly, provide explanations if there were questions that were not well understood by the respondents, and increase the response rate. This is crucial to ensure that the information obtained accurately reflects the current reality. The results of this questionnaire will then be analyzed in depth to answer the research objectives and test the hypotheses that have been established. With this approach, the collected data are expected to provide a clear picture of the relationships between the variables in the study.

## 4. Results and Discussions

### 4.1 Descriptive Data Analysis

This descriptive analysis aimed to provide an overview of the respondents' responses to the research variables. In this case, the analysis is presented based on the percentage distribution of respondents' answers to assess perceptions from these responses in relation to the questions used as indicators for measuring the variables. The results of this analysis offer an initial understanding of how respondents assess each variable before conducting further analysis using the PLS-SEM method.

#### 4.1.1 Respondent Description

The respondent description in this study was used to depict the condition of the study's respondents. The distribution of the research questionnaire yielded 347 complete questionnaires that were processed. The respondents who filled out the research questionnaire were a sample from the STIT Pringsewu student population, totaling 2,619 students. The Slovin formula was used to determine the sample size with an error margin of 5%, resulting in a sample of 347 students.

Table 3. Demographic Distribution of Respondents by Gender, Current Semester, and Age

Gender	Male	162	46,7
	Female	185	53,3
	<b>347</b>	<b>100,0</b>	
Current Semester	Semester 4	117	33,9
	Semester 6	230	66,1
	<b>Total</b>	<b>347</b>	<b>100,0</b>
Age	19	39	11,2
	20	16	4,6
	21	145	41,7
	22	147	42,5
	<b>Total</b>	<b>347</b>	<b>100,0%</b>

### 4.2 Outer Model Analysis

An outer model analysis was conducted to ensure that the indicators used to measure the latent variables were valid, accurate, and reliable. This process involved examining construct validity and indicator reliability, including convergent and discriminant validity. This analysis is crucial because it ensures that the measurement tools used are appropriate and consistent, allowing the research results to be accountable, while discriminant validity verifies that the indicators are not highly correlated with other constructs. Composite reliability ensures that the indicators show internal consistency (Hermansyah et al., 2025).

#### 4.2.1 Convergent Validity

Convergent validity is a form of construct validity used to test the extent to which an indicator or item within a construct (latent variable) measures the same thing or is highly correlated with other indicators. To measure convergent validity, outer loading (loading factor) and Average Variance Extracted (AVE) are typically tested in Structural Equation Modeling (SEM), particularly with the PLS-SEM approach. Outer loading measures the correlation between each indicator and the construct being measured, with values above 0.7 generally indicating good validity. Based on the testing conducted, the outer loadings for this study were as follows:

Table 4. Outer Loadings

	Student Comfort	Student Satisfaction	Academic and Administrative Service	Faculty Professionalism
X1_1				0.827
X1_2				0.796
X1_3				0.858
X1_4				0.839
X1_5				0.827
X1_6				0.873
X2_1			0.893	
X2_2			0.841	
X2_3			0.850	
X2_4			0.878	
X2_5			0.782	
Y1		0.848		
Y2		0.884		
Y3		0.875		
Y4		0.880		
Y5		0.881		
Z1	0.810			
Z2	0.830			
Z3	0.824			
Z4	0.900			

Based on the outer loading test, all indicators in the study showed values above 0.7, indicating that each indicator had a strong contribution to representing its respective latent construct. The highest values for the Lecturer Professionalism construct were for indicators X1\_3 (0.858) and X1\_6 (0.873), suggesting that these two indicators were the most dominant in reflecting this variable. Similarly, the Academic and Administrative Services construct is represented by the highest value in indicator X2\_1 (0.893), showing that certain administrative services play an important role in shaping students' perceptions of campus services. Additionally, the Student Satisfaction construct also had strong outer loadings, with all indicators (Y1–Y5) ranging from 0.848 to 0.884, indicating good consistency in representing overall satisfaction. In the Student Comfort variable, the Z4 indicator (0.900) contributed the most, meaning that this factor was the most dominant in influencing students' comfort.

The convergent validity analysis showed that all indicators used in this study consistently and accurately measured the intended latent constructs. High outer loading values for each indicator indicate that constructs such as Lecturer Professionalism, Academic and Administrative Services, Student Comfort, and Student Satisfaction are well-defined and relevant within the context of this research. These findings provide confidence that the research instruments used have sufficient validity for testing the proposed hypotheses (Subhaktiyasa, 2024).

#### 4.2.2 Diskriminant Validity

Discriminant validity is the ability of a construct (latent variable) to distinguish itself from other constructs in the model. This means that the indicators of a variable should not be highly correlated with indicators from other variables. The two main approaches to assess discriminant validity are cross-loadings and the Fornell-Larcker criterion. Cross-loadings were used to check whether the indicators had higher loading values on the construct they were intended to measure compared to other constructs. The Fornell-Larcker criterion evaluates discriminant validity by comparing the square root of the AVE of each construct with the correlations between the constructs. If the square root of the AVE is greater than the correlation between the constructs, discriminant validity is considered to be achieved (Kerihi, 2024). Based on the testing conducted, the cross-loadings for this study were as follows:

Table 5. Cross-Loadings

	Student Comfort	Student Satisfaction	Academic and Administrative Services	Lecturer Professionalism
<b>X1_1</b>	0.581	0.611	0.603	0.827
<b>X1_2</b>	0.564	0.643	0.660	0.796
<b>X1_3</b>	0.663	0.687	0.720	0.858
<b>X1_4</b>	0.561	0.648	0.639	0.839
<b>X1_5</b>	0.547	0.614	0.622	0.827
<b>X1_6</b>	0.560	0.647	0.636	0.873
<b>X2_1</b>	0.630	0.684	0.893	0.663
<b>X2_2</b>	0.594	0.654	0.841	0.617
<b>X2_3</b>	0.582	0.674	0.850	0.673
<b>X2_4</b>	0.636	0.710	0.878	0.713
<b>X2_5</b>	0.637	0.635	0.782	0.619
<b>Y1</b>	0.686	0.848	0.655	0.768
<b>Y2</b>	0.707	0.884	0.792	0.670
<b>Y3</b>	0.765	0.875	0.682	0.622
<b>Y4</b>	0.732	0.880	0.647	0.616
<b>Y5</b>	0.722	0.881	0.674	0.677
<b>Z1</b>	0.810	0.640	0.631	0.578
<b>Z2</b>	0.830	0.698	0.604	0.597
<b>Z3</b>	0.824	0.644	0.569	0.534
<b>Z4</b>	0.900	0.791	0.636	0.623

From the cross-loadings table, it can be seen that each indicator has the highest loading value on the construct that it is supposed to measure. Indicators X1\_1–X1\_6 had the highest loading values on the Lecturer Professionalism construct compared to other constructs. The same applies to indicators X2\_1–X2\_5, which are higher on the Academic and Administrative Services construct, Y1–Y5, which are higher on Student Satisfaction, and Z1–Z4, which are higher on Student Comfort. This shows that all indicators have good discriminant validity, as each item measures its own construct more strongly than other constructs.

Based on the testing conducted, the Fornell-Larcker criterion for this study is as follows:

Table 6. Fornell-Larcker Criterion

	Student Comfort	Student Satisfaction	Academic and Administrative Services	Lecturer Professionalism
<b>Student Comfort</b>	0.842			
<b>Student Satisfaction</b>	0.827	0.874		
<b>Academic and Administrative Services</b>	0.725	0.791	0.850	
<b>Lecturer Professionalism</b>	0.694	0.768	0.774	0.837

The Fornell-Larcker criterion results show that the square root of the Average Variance Extracted (AVE) for each construct (shown on the diagonal of the table: 0.842, 0.874, 0.850, and 0.837) is higher than the correlation between constructs in the same row/column. Therefore, the results of further analysis can be interpreted with confidence that each construct makes a distinct contribution to explaining the phenomenon being studied.

#### 4.2.3 Reliability Test

Reliability was tested by examining Cronbach's Alpha and Composite Reliability values. A construct is considered reliable if the Cronbach's alpha value is greater than 0.6 and the Composite Reliability value is greater than 0.7. Based on the tests conducted, the Cronbach's Alpha and Composite Reliability values for this study are as follows:

Table 7. Cronbach's Alpha and Composite Reliability Values

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Student Comfort	0.862	0.867	0.907	0.708
Student Satisfaction	0.922	0.923	0.942	0.763
Academic and Administrative Services	0.903	0.904	0.928	0.722
Lecturer Professionalism	0.914	0.916	0.934	0.701

Based on these reliability test results, all constructs in this study met the reliability criteria. High Cronbach's Alpha and Composite Reliability values indicate that the indicators used to measure each construct have good internal consistency and provide stable results. These findings give confidence that the research instruments used can be relied upon to measure constructs consistently and accurately.

#### 4.3 Inner Model Analysis

Inner model analysis (in PLS-SEM) was conducted to evaluate the relationships between latent constructs in the structural model, including multicollinearity testing and hypothesis testing or causal relationships between variables in the study. The purpose of the inner model analysis is to assess the strength, direction, and significance of the relationships between latent constructs.

##### 4.3.1 Multicollinearity Test

The multicollinearity test is a regression test used to determine whether there is a very strong relationship (high correlation) between the independent variables in the model. This test ensures that each independent variable is unique and does not "mimic" the other in explaining the dependent variable. The multicollinearity test can be performed by looking at the Variance Inflation Factor (VIF) values on the Inner VIF Values. If the Inner VIF Values are  $< 5$ , there is no multicollinearity.

Table 8. VIF Values

	Student Comfort	Student Satisfaction
Student Comfort		2.325
Academic and Administrative Services	2.497	3.010
Lecturer Professionalism	2.497	2.751

Based on the VIF test results, it can be seen that all VIF values are below 5, ranging from 2.325 to 3.010. This indicates that the research model is free from multicollinearity issues, as there is no high correlation between the independent variables. Thus, it can be confirmed that each independent variable provides a unique and significant contribution to explaining the dependent variables, making the analysis results more accurate and valid.

##### 4.3.2 Coefficient of Determination ( $R^2$ ) Test

The  $R^2$  test measures the ability of independent variables to explain the dependent variables. The higher the  $R^2$  value, the greater the role of the independent variables in predicting the dependent variables. According to (Changalima & Chuwa, 2026), for endogenous latent variables in a structural

model, an  $R^2$  value of  $\geq 0.67$  indicates a "strong" model,  $0.33 - 0.66$  indicates a "moderate" model,  $0.19 - 0.32$  indicates a "weak" model, and  $< 0.19$  indicates a "very weak" model.  $R^2$  provides an overview of how well the developed model can explain variations in the tested construct and provides an understanding of the strength of the causal relationships between latent constructs.

Based on the tests conducted, the R-squared values for this study are as follows:

Table 9. R-Square Values

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>Student Comfort</b>	0.570	0.568
<b>Student Satisfaction</b>	0.781	0.779

Based on the analysis results, the R-squared value for the Student Comfort variable is 0.570, meaning that 57% of the variation in student comfort can be explained by the independent variables in this model, which are lecturer professionalism and the quality of academic-administrative services. The remaining 43% of the variation in student comfort is influenced by factors outside the research model. According to Chin (1998), an R-squared value of 0.570 is considered moderate, indicating that this model is fairly good at explaining the variation in student comfort. Thus, it can be concluded that this research model is quite effective in explaining variations in student comfort and excellent in explaining student satisfaction. These findings provide confidence that the proposed model is relevant and valid for testing the research hypotheses and offers a comprehensive understanding of the factors influencing student comfort and satisfaction at STIT Pringsewu, Indonesia.

#### 4.4 Hypothesis Testing

Hypothesis testing determines whether the relationship between the independent and dependent variables in the study is statistically significant. In PLS-SEM, hypothesis testing is conducted by observing the t-statistics and p-values of the relationships between the latent constructs (variables). At the 5% significance level, the alternative hypothesis is accepted if the t-statistic is greater than 1.96 or the p-value is less than 0.05. The t-statistic value is used to measure the strength of the relationship between independent and dependent variables, whereas the p-value indicates the likelihood of error in rejecting the null hypothesis. The results of the hypothesis testing provide information on whether the relationships found in the model are statistically significant, supporting the validity of the model.

##### 4.4.1 Direct Effect

Based on the testing conducted, the results of the direct effects are as follows:

Table 10. Direct Effect Values

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV  )</b>	<b>P Values</b>
<b>Student Comfort -&gt; Student Satisfaction</b>	0.470	0.466	0.055	8.583	0.000
<b>Academic and Administrative Services -&gt; Student Comfort</b>	0.470	0.473	0.064	7.310	0.000
<b>Academic and Administrative Services -&gt; Student Satisfaction</b>	0.269	0.272	0.056	4.806	0.000
<b>Lecturer Professionalism -&gt; Student Comfort</b>	0.330	0.327	0.063	5.214	0.000
<b>Lecturer Professionalism -&gt; Student Satisfaction</b>	0.234	0.235	0.044	5.277	0.000

The results of the direct effect testing indicate that all relationships between variables in this research model are significant, as the p-value is 0.000 ( $< 0.05$ ), and the t-statistics value is greater than 1.96. The Student Comfort variable has a positive and significant effect on Student Satisfaction, with a coefficient of 0.470, meaning that the higher the comfort experienced by students, the higher their level of

satisfaction. Additionally, Academic and Administrative Services also had a positive effect on Student Comfort (0.470) and directly on Student Satisfaction (0.269), showing that the quality of administrative services not only enhances comfort but also directly impacts student satisfaction.

Meanwhile, Lecturer Professionalism has a positive effect on both Student Comfort (0.330) and Student Satisfaction (0.234). This emphasizes that the role of professional lecturers not only creates a comfortable learning environment but also directly contributes to overall student satisfaction. Thus, both academic service factors and lecturer professionalism play a dual role in enhancing both comfort and satisfaction, making both aspects important to improve in the effort to enhance the quality of education in higher education institutions.

#### 4.4.2 Indirect Effect

Based on the tests conducted, the results of the indirect effect test were as follows:

Table 11. Indirect Effect Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
<b>Academic and Administrative Services → Student Satisfaction</b>	0.221	0.221	0.040	5.468	0.000
<b>Lecturer Professionalism → Student Satisfaction</b>	0.155	0.152	0.032	4.911	0.000

The results of the indirect effect test show that there is a significant indirect effect of both Academic and Administrative Services and Lecturer Professionalism on Student Satisfaction through the Student Comfort variable. Academic and Administrative Services had an indirect effect of 0.221 with a T-statistics value of 5.468 ( $p = 0.000$ ), while Lecturer Professionalism had an indirect effect of 0.155 with a T-statistics value of 4.911 ( $p = 0.000$ ). This means that part of the effect of academic services and lecturer professionalism on student satisfaction is mediated by students' comfort. In other words, the better the service and lecturer professionalism, the higher the comfort felt by students, which ultimately contributes to significantly increasing their satisfaction.

#### 4.4.3 Hypothesis Testing

Based on the tests conducted, the results of the hypothesis testing in this study are as follows:

Table 12. Hypothesis Testing Results

No	Hipotesis	T-Statistics	P-Values	Hasil
H1	Lecturer Professionalism → Student Satisfaction	5.277	0.000	Accepted (significant)
H2	Academic-Administrative Services → Student Satisfaction	4.806	0.000	Accepted (significant)
H3	Student Comfort → Student Satisfaction	8.583	0.000	Accepted (significant)
H4	Lecturer Professionalism → Student Comfort	5.214	0.000	Accepted (significant)
H5	Academic-Administrative Services → Student Comfort	7.310	0.000	Accepted (significant)
H6	Lecturer Professionalism → Student Satisfaction (through Student Comfort)	4.911	0.000	Accepted (significant)
H7	Academic-Administrative Services → Student Satisfaction (through Student Comfort)	5.468	0.000	Accepted (significant)

Model Fit Evaluation (Goodness of Fit) Goodness of Fit is used as an overall model fit measure that combines measurement validity and the model's predictive power. In PLS-SEM analysis, one of the popular indicators used for model fit is the Standardized Root Mean Square Residual (SRMR). The SRMR is a goodness-of-fit measure that describes the average difference between the observed covariance and the covariance predicted by the model. A lower SRMR value indicates better model fit. According to Henseler and Sarstedt (2017), the acceptance criteria for SRMR are as follows:  $SRMR \leq 0.10$  = acceptable model fit,  $SRMR \leq 0.08$  = very good model fit.

Based on the tests conducted, the goodness-of-fit values are as follows:

$$Q^2 = 1 - [(1 - R^2_1)(1 - R^2_2)]$$

$$Q^2 = 1 - [(1 - 0.570)(1 - 0.781)]$$

$$Q^2 = 1 - (0.430 \times 0.219)$$

$$Q^2 = 1 - 0.09417$$

$$Q^2 = 0.9058$$

Based on the calculations, the Q-square value was 0.906. This indicates that the research model can explain 90.6% of the data variance, while the remaining 9.4% is influenced by factors outside of the model. With a Q-square value close to 1, it can be concluded that the research model has a very good goodness-of-fit, strongly representing the relationships between latent variables in the study. This high Q-square value gives confidence that the proposed research model is relevant and valid for explaining the phenomenon of student satisfaction at STIT Pringsewu. However, it should be noted that there are other factors outside the model that may also influence student satisfaction; therefore, further research considering these factors is still needed.

## 5. Conclusion

### 5.1 Conclusion

Based on the data analysis results regarding the respondents' evaluation of the effects of intrinsic motivation and work environment on the effect of Lecturer Professionalism and the Quality of Academic-Administrative Services on Student Satisfaction with Student Comfort as a mediator at STIT Pringsewu, the following conclusions can be drawn:

1. Lecturer professionalism has a positive and significant effect on student comfort. This answers the first research question: the higher the level of lecturer professionalism, which includes mastery of material, discipline, responsibility, and communication skills, the more comfortable students will feel in carrying out academic activities on campus.
2. The quality of academic-administrative services positively and significantly affects student comfort. This answers the second research question, that is, fast, clear, and responsive administrative services significantly increase comfort in interacting with the campus academic system.
3. Student comfort has a positive and significant effect on student satisfaction. This answers the third research question, that is, the more comfortable students are in the learning process, campus environment, and academic interactions, the higher their level of satisfaction with the institution.
4. Lecturer professionalism has a positive and significant effect on student satisfaction. This answers the fourth research question: students who rate their lecturers as highly competent, fair in assessment, and able to create a conducive learning atmosphere tend to feel more satisfied with their learning experience.
5. The quality of academic-administrative services has a positive and significant effect on students' satisfaction. This answers the fifth research question, that is, effective and efficient services from educational staff directly contribute to shaping student satisfaction with the institution.
6. Student comfort significantly mediates the relationship between lecturer professionalism and student satisfaction. This answers the sixth research question, that is, comfort plays an important role as a mediator between the input factor (lecturer) and the output of student satisfaction. Student comfort acts as a mediator between lecturer professionalism and student

satisfaction. This finding emphasizes that while student comfort is important, lecturer professionalism also has a direct, significant effect on student satisfaction.

7. Student comfort significantly mediates the relationship between the quality of academic-administrative services and student satisfaction. This answers the seventh research question, that is, comfort plays an important role as a mediator between the input factor (services) and the output (student satisfaction). Student comfort acts as a mediator between academic-administrative services and student satisfaction. This finding emphasizes that while student comfort is important, service quality also has a direct and significant effect on student satisfaction.

Overall, the findings of this study confirm that improvements in lecturer professionalism and the quality of academic-administrative services not only have a direct impact on student satisfaction but also indirectly through increasing student comfort and satisfaction. This highlights the importance of a holistic approach to managing higher education quality.

## **5.2 Suggestions**

### **5.2.1 Suggestions for STIT Pringsewu**

1. Strengthening lecturer professional development systems.  
Institution leaders should establish continuous lecturer development programs through pedagogical training, competency certification, research workshops, and sharing best practices. This is essential to ensure that lecturers are not only academically professional but also possess good interpersonal skills to build relationships with their students.
2. Digitization and efficiency of academic-administrative services.  
The campus should strengthen the digital academic information system (SIAKAD) to provide faster and more transparent services that can be accessed at any time. The use of online queuing systems, information chatbots, and digital complaint channels can enhance responsiveness and student trust in campus services.
3. Improving the learning environment's comfort.  
The campus needs to reorganize learning spaces and improve facilities such as internet networks, waiting rooms, toilets, and other public facilities. Additionally, maintaining cleanliness and security on campus will enhance students' physical comfort during their activities.
4. Strengthening the academic culture and two-way communication.  
STIT Pringsewu can develop regular forums, such as student meetings, semester satisfaction surveys, or focus group discussions between students, lecturers, and educational staff, to foster an open and evaluative communication culture.
5. Reward and motivation policies.  
Lecturers and educational staff with the best performance and services should be rewarded as a form of appreciation and motivation. This program can boost work enthusiasm and loyalty among campus human resources.

### **5.2.2 Suggestions for Lecturers and Educational Staff**

1. Lecturers must play the role of mentors and motivators.  
They should not only deliver the material but also pay attention to students' emotional and academic dynamics to create a comfortable and supportive learning environment.
2. Educational staff are expected to improve primary services.  
This can be achieved through public service communication training, enhancing digital literacy, and being empathetic towards students.
3. Collaboration between lecturers and administrative staff.  
Good coordination between teaching and educational staff is essential to ensure that academic processes run smoothly and with minimal bureaucratic obstacles.

### **5.2.3 Suggestions for Organizations**

1. Students must be actively involved in maintaining academic comfort.
2. By participating in campus activities, providing constructive feedback, and maintaining ethical communication with lecturers and administrative staff.
3. Maintaining a positive campus atmosphere is essential.

Mutual respect among students and support for the creation of a conducive learning climate will help increase collective satisfaction.

4. Participation in satisfaction surveys and service evaluations. Student feedback is valuable for improving academic services in the future.

#### *5.2.4 Suggestions for Future Research*

1. Expanding the research variables.

It is recommended that other variables, such as learning motivation, student engagement, physical campus facility quality, or academic leadership, be added to make the research model more comprehensive.

2. Expanding the research context:

Future research could be conducted in various types of higher-education institutions (public, private, religious, vocational) to compare results across institutions.

3. Mixed methods approach.

Future research should combine quantitative and qualitative approaches (e.g., in-depth interviews) to gain a broader understanding of students' perceptions of academic services.

4. Longitudinal analysis.

It is suggested that changes in student satisfaction over time be studied to examine the long-term effects of academic service improvement programs.

#### *5.2.5 Suggestions for Future Studies*

Based on the findings of this study, several suggestions are made for future research.

1. Future research should explore other variables that may mediate or moderate the relationship between lecturer professionalism/academic-administrative service quality and student satisfaction. Given that student comfort only acts as a half mediator, further research can explore other factors that might have a stronger mediating role or explain the variance in student satisfaction that was not captured in this study.
2. Future research should consider additional variables, such as job satisfaction, leadership, and workload, to gain a more comprehensive understanding of the factors influencing performance.
3. The research model can be improved by adding additional mediator variables. Future research could expand the model by including other mediating variables to clarify the relationships between variables and deepen insights into the mechanisms of variable relationships.
4. Expanding the research objects to different sectors or institutions can help determine whether the findings are generalizable or more relevant to specific organizational or institutional contexts.
5. Considering these suggestions, future research is expected to provide broader and deeper contributions to the development of education.

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