



## Academic Service Quality Analysis In Walisongo UIN FITK, Semarang

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### Abstract

This study aims to analyze the quality of academic services at the Faculty of Tarbiyah and Teacher Training (FITK) at the Walisongo State Islamic University (UIN) Semarang. This type of research is called mixed research (mix method), which seeks to examine a subject in depth using qualitative and quantitative methods. This in-depth study is intended to form a model or theory based on the interrelationships between the data found. Broadly speaking, there are two types of data used in this study, namely, primary data and secondary data. First, primary data were obtained from study program leaders at the Faculty of Tarbiyah and Teacher Training. This data was obtained using data collection techniques, namely questionnaires, interviews, and focus group discussions. Second, secondary data obtained from collecting and observing documents related to the quality of academic services. The results of this study can be summarized as follows: 1) The quality of academic services at the Faculty of Tarbiyah and Teacher Training (FITK) at Walisongo State Islamic University (UIN) Semarang is good. This is

based on the average score of academic service quality, 80.43%; 2) The five dimensions of academic service quality, Faculty of Tarbiyah and Teacher Training (FITK) at Walisongo State Islamic University (UIN) Semarang prioritize the tangible dimension.

**Keywords:** Academic, Service quality, Quality of Education Services, Academic Service Quality

## 1. Introduction

Due to the fast growth of higher education institutions and the increased competition to meet the required number of students, the number of students is not spread out evenly. This condition requires a commitment from tertiary institutions, in particular, to satisfy customers by making continuous quality improvements.<sup>1</sup> The demands on tertiary institutions specifically today are not only limited to the ability to produce good graduates, which are measured based on academic achievement alone, but the entire educational program of higher education institutions must be able to prove high quality as seen in accountability, proof of achievement, assessment, and certification. the quality and success of alumni in getting jobs in accordance with their field of knowledge, as well as positive recognition and use of graduates of these educational institutions.<sup>2</sup> So, the people in charge of educational institutions need to be more professional about how they help students learn.

The quality of academic services is a very important and fundamental approach to providing academic services to students, the main customer in higher education. Academic service professionals always strive to provide

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<sup>1</sup> Ety Widawati and Siswohadi, "Analisis Tentang Kepuasan Mahasiswa Terhadap Pelayanan Akademik Dan Pelayanan Administrasi," *Jurnal Mitra Manajemen* 4, no. 10 (2020): 1500–1513, <https://doi.org/10.52160/ejmm.v4i10.478>.

<sup>2</sup> Susianti Susianti, "Pengaruh Kualitas Pelayanan Akademik Terhadap Kepuasan Mahasiswa Pada Sekolah Tinggi Ilmu Ekonomi Prabumulih," *Journal of Economic, Bussines and Accounting (COSTING)* 3, no. 1 (2019): 15–26, <https://doi.org/10.31539/costing.v3i1.744>.as well as several library sources in the form of journals and books relating to this research. And the method used in this research is survey method. The data collected consists of primary data and secondary data. Primary data obtained through the interview method that is equipped with a questionnaire that has been prepared. In this study, what will be analyzed is the effect of service quality consisting of 1

the best quality academic services to all students.<sup>3</sup> At present, the quality of academic services is the focus of management work, which is systematically, continuously evaluated, and perfected to produce good quality in tertiary institutions. The integrity of academic services will contribute a lot to tertiary institutions, especially to their competitiveness and positive image.<sup>4</sup>

One way to measure how well higher education is doing is to look at how important it is to improve the quality of academic services. At this time, it can be said that university graduates in Indonesia have not been able to answer the challenges of the times and satisfy those who use them, let alone compete at the international level. Given how important the function of education is, a public institution that provides services should always try to get better at what it does. Quality educational services include intensive contact between the service user and the service user, the service is delivered on time and on target, the act of serving is done carefully and thoroughly, and there is transparency in dealing with issues that cannot be touched.

Since the 1980s, service quality has been seen as a way to gain a competitive edge, which leads to customer loyalty and makes a business stand out.<sup>5</sup> As a result, more and more people are starting to realize that service quality is a source of competitive advantage.<sup>6</sup> People all over the world know how important service quality is, which is why different scales have been made for different industries to measure it.<sup>7</sup> The pressures on organizations to provide quality services have resulted in priority activities within the organization.<sup>8</sup> In this case the quality of service at tertiary institutions is seen as a way to achieve competitive advantage, because the quality provided by tertiary institutions is one of the determining factors for the level of student satisfaction. Student satisfaction will be achieved

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<sup>3</sup> Sitti Rabiah, "Manajemen Pendidikan Tinggi Dalam Meningkatkan Mutu Pendidikan," *Sinar Manajemen* 6, no. 1 (2019): 58–67, <https://jurnal.unismuhpalu.ac.id/index.php/JSM/article/view/551>.

<sup>4</sup> Muhammad Rahmatullah, dkk. *Implementasi Standar Penilaian Akreditasi Prodi*. Pontianak: CV. M-Brother, 2017, 3.

<sup>5</sup> Johnson Yeboah and George Dominic Ewur, "Quality Customer Service as a Competitive Advantage in the Telecommunication Industry in the Western Region of Ghana," *Journal of Education and Practice* 5, no. 5 (2014): 20–30.

<sup>6</sup> Ram Komal Prasad and Manoj Kumar Jha, "Quality Measures in Higher Education: A Review and Conceptual Model," *Journal of Research in Business and Management* 1, no. 3 (2013): 23–40.

<sup>7</sup> Nugroho J. Setiadi. *Perilaku Konsumen: Perspektif Kontemporer pada Motif, Tujuan dan Keinginan Konsumen*. Jakarta: Prenada Media Group, 2019, 14.

<sup>8</sup> Bambang Irawan. *Kapasitas Organisasi dan Pelayanan Publik*. Jakarta: Publica Press, 2016, 9.

if the quality of services provided by the tertiary institution is in accordance with the needs of students. Service quality is the expected level of excellence and can fulfill student desires.

The importance of the quality of academic services in tertiary institutions has gradually been realized. In the last two decades, the important role of service quality in tertiary institutions has attracted attention.<sup>9</sup> Universities must determine the needs and demands of students because students are stakeholders and customers in tertiary institutions, and student satisfaction is tied to the quality of services offered by tertiary institutions. The development of the quality of higher education services is inherent in an organization's ability to ensure an overall climate and culture of change through various decision-making and operating systems and human resource activities.<sup>10</sup>

The results of the study show that when it comes to making college decisions, students look for evidence of the quality of services offered by the college.<sup>11</sup> The quality of student services is an antecedent to student satisfaction itself. Furthermore, positive perceptions of service quality can provide students with satisfaction, which can attract new students in communication either directly or indirectly. In addition, student satisfaction has a positive effect on fundraising and student motivation.

In the era of the "Industrial Revolution 4.0," which is characterized by automation in all fields, it is required of universities to maintain their quality and be able to keep abreast of developments.<sup>12</sup> In this way, the quality problems facing higher education today include the quality of learning, the quality of graduates, the quality of lecturers, and the quality of educational services. One of the most frequently mentioned problems confronting these tertiary institutions is the provision of academic services, which is still falling short of expectations.

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<sup>9</sup> Legcevic Jelena, "Determinants of Service Quality in Education," *Journal of Professional Services Marketing* 16, no. 1 (2010): 43–71, [https://doi.org/10.1300/j090v16n01\\_03](https://doi.org/10.1300/j090v16n01_03).

<sup>10</sup> Puspo Dewi Dirgantari, "Pengaruh Kualitas Layanan Jasa Pendidikan Terhadap Kepuasan Mahasiswa Serta Dampaknya Terhadap Upaya Peningkatan Citra Perguruan Tinggi Negeri Menuju World Class University (Studi Pada Mahasiswa Asing Di ITB, UNPAD, Dan UPI)," *Jurnal Ilmu Manajemen Dan Bisnis* 3, no. 2 (2012), <https://doi.org/10.17509/jimb.v3i2.1039>.

<sup>11</sup> Doni Marlius and Febryandhie Ananda, "Pengaruh Kualitas Pelayanan Website Akademik Terhadap Minat Kuliah Di Akbp Padang," *Jurnal Pundi* 3, no. 3 (2020): 191, <https://doi.org/10.31575/jp.v3i3.190>.

<sup>12</sup> Nova Jayanti Harahap, "Mahasiswa Dan Revolusi Industri 4.0," *Ecobisma (Jurnal Ekonomi, Bisnis Dan Manajemen)* 6, no. 1 (2019): 70–78, <https://doi.org/10.36987/ecobi.v6i1.38>.

This is because, recently, the quality of academic services in tertiary institutions has often received scrutiny and criticism from various parties because they are considered to have poor performance. For example, unfriendly service and unsatisfactory learning facilities, and even a lack of qualified teaching staff who are competent in giving courses

## 2. Literature Review

### a. Quality of Education Services

In the service quality model, there are two dimensions of service quality: technical quality and functional quality. Service customers are interested not only in what (technical quality) they receive as a service but also in how (functional quality) they obtain it. Many studies have used this model to analyze service quality in different contexts. They have investigated the influence of two service dimensions on satisfaction: trust and loyalty.<sup>13</sup>

Service quality has gained quite a lot of interest among researchers and practitioners who say that it can improve company performance.<sup>14</sup> Providing high-quality service to customers is one of the most important challenges every organization faces. No company can survive unless it can attract and retain a sufficient number of satisfied customers. Successful company performance depends on creating differentiated value in the services they offer in an effective way for customers. This makes perceived product quality one of the most important competitive factors in the market.<sup>15</sup>

The quality of the educational services in question is to provide an optimal form of service in meeting the needs, desires, expectations, and satisfaction of the people who request the services and ask for them to be

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<sup>13</sup> Leila Agha Kasiri et al., "Integration of Standardization and Customization: Impact on Service Quality, Customer Satisfaction, and Loyalty," *Journal of Retailing and Consumer Services* 35, no. June 2016 (2017): 91–97, <https://doi.org/10.1016/j.jretconser.2016.11.007>.

<sup>14</sup> Muhammad Ali and Syed Ali Raza, "Service Quality Perception and Customer Satisfaction in Islamic Banks of Pakistan: The Modified SERVQUAL Model," *Total Quality Management and Business Excellence* 28, no. 5–6 (2017): 559–77, <https://doi.org/10.1080/14783363.2015.1100517>.

<sup>15</sup> Aidin Namin, "Revisiting Customers' Perception of Service Quality in Fast Food Restaurants," *Journal of Retailing and Consumer Services* 34, no. September 2016 (2017): 70–81, <https://doi.org/10.1016/j.jretconser.2016.09.008>.

fulfilled.<sup>16</sup> There are five indicators of the types of dimensions in the quality of education services,<sup>17</sup> namely:

1) Tangibles

Physical evidence of the services provided is the appearance and facilities owned by the company. By providing the best service, the company can use physical evidence such as building facilities, room layouts, and employee appearances.

2) Reliability

The company's ability to provide services accurately and reliably as promised. Such as accuracy in serving customers, avoiding errors in service, and the company's ability to keep promises in accordance with the services that have been promised together.

3) Responsiveness

Services that are provided quickly and responsively to customers and help with customer problems, for example, conveying clear information to customers and not letting them wait for something without giving clear reasons.

4) Assurance

The ability of the company to have knowledge, courtesy, and guarantees such as security can give customers a high sense of confidence and encourage them to evaluate the company.

5) Emphaty

The ability of the company to have knowledge, courtesy, and guarantees such as security can give customers a high sense of confidence and encourage them to evaluate the company.

Every company or institution implements a combination of business strategies, including offensive and defensive strategies.<sup>18</sup>

- 1) **Offensive Strategy:** aimed at gaining or getting new customers. The company hopes to increase its market share, sales, and customer base with this strategy. Until now, the company's attention has been devoted to offensive strategy. If a company only focuses on offensive

<sup>16</sup> Muhammad Adam. *Manajemen Pemasaran Jasa*, Bandung: Alfabeta, 2015: 10.

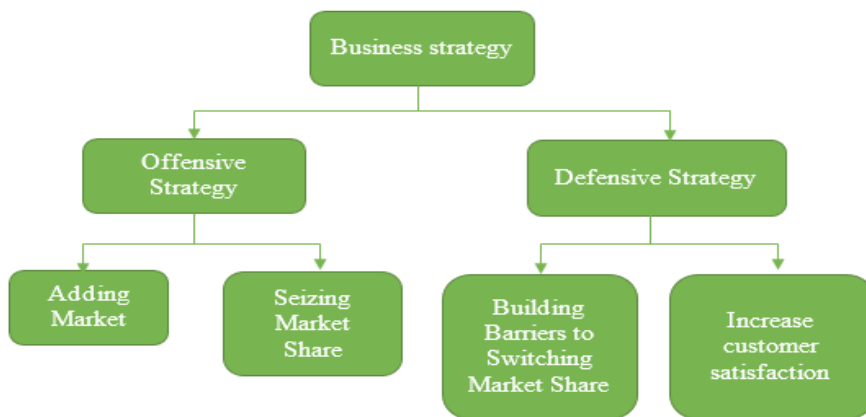
<sup>17</sup> Muhammad Adam. *Manajemen Pemasaran Jasa*, ... 11.

<sup>18</sup> Fandy Tjiptono. *Service Management Mewujudkan Layanan Prima*. Yogyakarta: Andi, 2011, 321-323.

strategies and ignores defensive strategies, the biggest risk is that its survival can be threatened at any time.

- 2) Defensive strategy entails efforts to reduce the likelihood of customer exit and switching to other marketers. The purpose of this strategy is to minimize customer turnover and maximize customer retention by protecting products and markets from competitors' attacks. The way to achieve this goal is to increase current customer satisfaction.

These strategies are explained in Figure 1. The company's business strategy is as follows:



**Figure 1. Business Strategy**

Service quality is built on a comparison of two main factors, namely the customer's perception of the actual service they receive (perceived service) and the actual service expected or desired (expected service).<sup>19</sup> This design emphasizes that when performance on an attribute increases and the expectations of the attribute concerned increase, then the perception of service quality will be positive and vice versa. The concept of service quality is an assessment factor that reflects consumer perceptions of five specific dimensions of service performance.

b. Academic Service Quality

Service quality is the expected level of excellence and the control over that level of excellence to meet customer desires. In other words, there are two

<sup>19</sup> Kotler, Philip and Kevin Lane Keller. 2011. *Manajemen Pemasaran*. Jakarta: Erlangga, 2011, 52.

main factors that influence service quality, namely expected service and perceived service.<sup>20</sup> If the service received or perceived (perceived service) is as expected, then the quality of the service is perceived as good and satisfying. If the service received exceeds customer expectations, service quality is perceived as an ideal quality. Conversely, if the service received is lower than expected, then the service quality is perceived as poor. Thus, whether or not the quality of service is good depends on the ability of service providers to consistently meet customer expectations.

Higher education is an industry that interacts directly between service providers and service users. There are five factors that determine the quality of tertiary institutions based on their relative importance in the eyes of customers: reliability, responsiveness, and assurance. Academic services are educational services that are directly related to primary customers (students) from tertiary institutions and include curriculum, syllabus, lecture quality plans, presentation material units, material presentation, evaluation, practicum, and mentoring.<sup>21</sup> Higher education is compared to a business because its services include academic services, research services, community service services, administrative services, and extracurricular services.

Efforts to provide quality academic services can be done in several ways, including<sup>22</sup> Specifically, (a) Simplicity, service procedures that are easy, smooth, precise, not complicated, and easily understood and implemented by community customers. (b) The full responsibility of service officers is to provide timely service, contacting community customers as soon as possible if something happens that needs to be notified immediately to community customers. (c) reliability, including consistency of performance stability that is maintained and maintaining interdependence/integration between service providers and community customers, such as maintaining the accuracy of calculating money or accurate fees in recording data (good information systems), and on time, right quality, and right quantity (d) The

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<sup>20</sup> Rusdyana Intan Verriana and Mohamad Yusak Anshori, "Pengaruh Kualitas Layanan (Service Quality) Terhadap Loyalitas Melalui Kepuasan Pada Mahasiswa Universitas Nu Surabaya," *Accounting and Management Journal* 1, no. 1 (2018): 63–79, <https://doi.org/10.33086/amj.v1i1.73>.

<sup>21</sup> Solekhul Amin, "Strategi Peningkatan Kualitas Pelayanan Akademik Pada Sekolah Tinggi" 4 (2017).

<sup>22</sup> Hardiyansyah. *Kualitas Pelayanan Publik: Konsep, dimensi, Indikator dan Implementasinya*. Yogyakarta: Gava Media, 2018: 19.

reliability skills of service officers are mastered by mastering the skills and knowledge of services needed according to the type of service they provide. (e) Closeness to customers and ease of communication, not only face-to-face but by using appropriate advances in information and communication technology (1) Friendliness, which includes patience, attentiveness, empathy, and friendship between officers and customers or people served, although it doesn't need to be excessive. (g) Through disclosure, public customers can find out all the information they need easily, including procedures and procedures, conditions and time for service completion, costs, and others. (h) Wild and continuous communication between officers and community customers, so that any changes can be informed in advance. (Customers and the community are not surprised by sudden changes without prior notification.) (i) Credibility, both for the service officers and the customers or community served, so that an atmosphere of mutual trust can be easily built (j) Clarity and certainty of service, so that customers or the public can easily understand the services provided with all the consequences (k) Security, so that customers and the public feel safe and free from worries, dangers, and unnecessary risks from the services provided. (1) Understand what the customer or community expects. Trying to understand, comprehend, seek, and learn what are the service needs expected by the customer or community being served. (m) Everything is real or well-defined, for example, adequate and reliable staff equipment, a clear identity, and other supporting equipment. (n) Efficient, in that services are only limited in the context of the things served so that they can run well. (o) Economical, in terms of both time, cost, and effort, according to the type or category given.

Higher education as an educational institution needs to be responsible and know what it's doing in order to provide good academic services. Universities, which are a service industry, need to start thinking about customer service in a more grown-up way. This is because more and more people now know that customer service and satisfaction are important to stay in business and beat the competition.

### 3. Method

The type of research conducted by the authors is field research; researchers use a mixed or combination type of research (mixed methodology). Mixed methods research is also referred to as a methodology that provides philosophical assumptions in showing direction or providing instructions on how to collect data and analyze data, as well as a combination of quantitative and qualitative approaches through several phases of the research process.<sup>23</sup>

Mixed Methods research entails combining two methods, quantitative and qualitative, in a single study. The use of these two methods is seen as providing a more complete understanding of the research problem than the use of either one of them alone. Mixed-methods research is a research approach that combines or associates qualitative and quantitative forms.<sup>24</sup>

Types of research designs in mixed methods research are divided into three categories: sequential explanatory designs, sequential exploratory designs, and concurrent triangulation designs.<sup>25</sup> First, sequential explanatory designs, quantitative and qualitative data collection were carried out in two stages, with the main emphasis on quantitative methods. Second, there are sequential exploratory designs in which qualitative data is collected and analyzed first, followed by quantitative data collection and analysis. The sequential exploratory type places more emphasis on qualitative. The third is concurrent triangulation designs (also called integrative or convergent designs), in which the researcher simultaneously collects quantitative and qualitative data, combines both quantitative and qualitative data analysis methods in the analysis, and then interprets the results together to provide a better understanding of the phenomena involved. interesting.

This method is based on philosophical assumptions, uses both qualitative and quantitative methods, and combines the two in the same study. This approach is more complex than simply collecting and analyzing two types of data; it also involves the function of the two research approaches collectively,

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<sup>23</sup> John.W. Creswell. *Penelitian Kualitatif & Desain Riset*. Yogyakarta: Pustaka. Pelajar, 2014, 5.

<sup>24</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta, 2012, 7.

<sup>25</sup> John.W. Creswell. *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: PT Pustaka Pelajar, 2010, 22-23.

so that the strength of this research as a whole is greater than qualitative and quantitative research.

The goal of this in-depth study is to make a model or theory based on how the data found fit together. This study aims to analyze the quality of academic services at the Faculty of Tarbiyah and Teacher Training (FITK) at the Walisongo State Islamic University (UIN) Semarang.

Broadly speaking, there are two types of data used in this study, namely, primary data and secondary data. First, primary data were obtained from study program leaders at the Faculty of Tarbiyah and Teacher Training. This data was obtained using data collection techniques, namely questionnaires, interviews, and focus group discussions. Second, secondary data obtained from collecting and observing documents related to the quality of academic services

**Tabel 1. Persentase Kualitas Layanan**

Service Quality	Letter Value	Category
86 – 100%	A	Very good
76 – 85%	B	Good
60 – 75%	C	Enough
55 – 59%	D	Not good
≤ 54%	D	Very Not good

#### 4. Result and Discussion

##### a. Tangibilitas

This tangibility describes the availability of the physical infrastructure facilities needed to reach broad goals in service delivery. Circumstances and environmental conditions are clear evidence of the level of vigilance of the manager of the institution. In retrospect, tangibility refers to the physical state of the environment in which services are provided, such as atmosphere, aura, impression, completeness, air conditioning, seating accommodations, and human resources to provide services. The Faculty of Tarbiyah and Teacher Training in providing services must present services in the form of physical evidence or tangibles properly according to what is expected by students. Forms of providing quality service, in terms of physical evidence provided by the faculties, are operationally reflected in

the completeness of student and academic facilities. Such as the cleanliness and comfort of the environment, the completeness of the equipment in the teaching and learning process, the tidiness of the building arrangement, as well as the faculty parking lot.

Tangibility refers to the availability of physical infrastructure facilities required to achieve broad service delivery goals. Circumstances and environmental conditions are clear evidence of the level of vigilance of the manager of the institution. In retrospect, tangibility refers to the physical state of the environment in which services are provided, such as atmosphere, aura, impression, completeness, air conditioning, seating accommodations, and human resources to provide services. The Faculty of Tarbiyah and Teacher Training in providing services must present services in the form of physical evidence or tangibles properly according to what is expected by students. Forms of providing quality service, in terms of physical evidence provided by the faculties, are operationally reflected in the completeness of student and academic facilities. Such as the cleanliness and comfort of the environment, the completeness of the equipment in the teaching and learning process, the tidiness of the building arrangement, as well as the faculty parking lot. In this study, the dimensions of tangibility are found in questionnaire statements 4, 5, and 13.

**Table 2. Questionnaire No. 4**

NUMBER	ANSWER	STATEMENT							
4	Mastery of service skills and knowledge is very necessary to serve students/ alumni.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 2 respondents            4 = 4 respondents = 33.3%            5 = 8 respondents = 66%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 2. Questionnaire No. 5**

NUMBER	ANSWER	STATEMENT							
5	Communicating with students/ alumni not only face to face, but by using advances in communication and information technology will simplify and speed up services for students/alumni.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:                      1 = 0 respondents                      2 = 0 respondents                      3 = 0 respondents                      4 = 2 respondents = 16.6%                      5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 2. Questionnaire No.13.**

NUMBER	ANSWER	STATEMENT							
13	Everything that is needed in academic services should be real and well tangible, for example thesis writing manuals	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:                      1 = 0 respondents                      2 = 0 respondents                      3 = 0 respondents                      4 = 0 respondents                      5 = 12 respondents = 100%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

Questionnaire number 4: The mastery of study program leaders in service skills and knowledge is very much needed to serve students/alumni. In the above questionnaire, 33.3% of respondents agreed, and 66% of respondents strongly agreed. Based on the results of the respondents' answers, it shows that most of the study program leaders strongly agree with the mastery of service skills and knowledge. Because by mastering the skills and knowledge of service, the quality of service will be better, and it will be easier for students to take care of everything related to service. This is in line with the arguments of some leaders who say that mastery of service skills and knowledge will improve

the quality of both academic and administrative services, such as; friendly and fast service in the legalization of diplomas, transcripts, and recommendations.

Questionnaire No. 5: Communicating with students/alumni not only face-to-face but also by using advances in communication and information technology will simplify and speed up services for students/alumni. In the questionnaire above, there were 16.6% of respondents who agreed, while 83% of respondents who answered strongly agreed. This demonstrates that the majority of study program leaders want to improve the quality of academic services by leveraging advances in information technology to simplify and accelerate services for students/alumni.

Almost everything, including the quality of academic services, can't be done without the help of technology. Moreover, universities, as agents of change, should take the lead in the use of information technology. According to the findings of the interview with the study program's director, submission of the thesis title, appointment of a supervisor, trusteeship, comprehensive registration, and munaqasah and SKK development have all been done via the Internet. This will facilitate and expedite students access to academic services.

Questionnaire no. 13 Everything that is needed in academic services should be real and tangible, for example, thesis writing manuals. All respondents answered strongly agreed, meaning that 100% of respondents strongly agreed that academic services were carried out in real and well-formed ways. Real and tangible service quality will encourage students or alumni to seek clear and uncomplicated services. They will prepare the requirements or documents needed carefully, according to existing rules and guidelines. This is as expressed by some of the study program leaders, who say that the study program's duties are carried out based on regulations, guidelines, and SOPs that are physically written and documented, in addition to the forms of student guidance, processes, and products that are also documented in written form.

Physical evidence, also called "tangibles," is the quality of service that can be judged based on things that can be seen, like the availability of facilities and the staff's knowledge of how to help students as customers. The physical evidence in question can be in the form of cleanliness and comfort

of the environment, completeness of equipment in the learning process, completeness of student facilities, and tidiness of building arrangements.

b. Reliability or Reliability

This dimension describes the capacity to perform the promised service efficiently, accurately, and consistently by providing reliable and affordable service every time on a regular basis. Reliable service delivery raises customer expectations of service before it is delivered as promised on time, without fail at any point, consistently whenever the service is offered. Reliability is provided to students in the form of: accuracy of lecturers in giving grades (returning answer sheet results); timeliness (no lecturers were absent or late for teaching), readiness of lecturers in giving lectures, cool and comfortable lecture rooms; and the roles and skills of employees in ensuring the smooth running of the learning process. In this study, the dimensions of tangibility are found in questionnaire statements number 9, 14, and 15.

**Table 5. Questionnaire No. 9**

NUMBER	ANSWER	STATEMENT														
9	Both the Head of Study Program and students/ alumni need high credibility, so that an atmosphere of mutual trust can be easily built.	<table border="1" data-bbox="669 1058 1157 1106"> <thead> <tr> <th>STS</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="669 1157 1147 1405">Of the 12 respondents who answered:                      1 = 0 respondents                      2 = 0 respondents                      3 = 0 respondents                      4 = 2 respondents = 16.6%                      5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS							
STS	1	2	3	4	5	SS										

**Table 6. Questionnaire No. 14**

NUMBER	ANSWER	STATEMENT							
14	Efficiency is needed in services, so that services are only limited in the context of the things served.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 0 respondents            4 = 8 respondents = 66%            5 = 4 respondents = 33.3%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 7. Questionnaire No. 15**

NUMBER	ANSWER	STATEMENT							
15	In academic services, attention is paid to the economic side, both time, cost and effort, according to the type or category given.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 0 respondents            4 = 4 respondents = 33.3%            5 = 8 respondents = 66%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

Questionnaire No. 9: Both study program leaders and students/alumni need high credibility, so that an atmosphere of mutual trust can be easily built.

In the questionnaire above, there were 16.6% of respondents who agreed, while 83% of respondents who answered strongly agreed. This shows that most study program leaders have a desire to increase the credibility of academic services so that an atmosphere of mutual trust can be easily built.

The component of high credibility consists of the competence of lecturers and staff employees, which includes the skills and knowledge

possessed by teachers/staff employees to provide educational services quickly, precisely, accurately, and satisfactorily. So, the dimension of this component is the ability of an educational institution to provide promised educational services quickly, precisely, accurately, and satisfactorily. Based on interviews with some of the study program leaders, it was said that both leaders and students or alumni need credibility very much. This is because credibility has an effect on the quality of academic services, which creates an atmosphere of mutual trust between leaders and students or the other way around.

High credibility can be seen as how well the tarbiyah and teacher training faculties can do what they promise or offer right away, accurately, reliably, and to the students' satisfaction. Credibility includes the accuracy of the lecturer in giving grades, being very accurate in providing information, timeliness (no lecturers are absent or late for teaching), and cool lecture rooms that are comfortable and satisfying.

Questionnaire number 14: Efficiency is needed in services, so that services are only limited in the context of the things served. In the questionnaire above, there were 66% of respondents who agreed, while 33.3% of respondents strongly agreed. This shows that the majority of respondents agree that the quality of academic services is limited to the context of the things served. Even so, there are some leaders who think that sometimes we enter the realm not in the context of service but in order to gather information for the benefit and good of students who are given services so that the study program sacrifices time, thought, and energy. For example, when students consult about the title of a thesis proposal or paper to be worked on, At that time, we could have agreed on what to write, but because what we are going to write is out of date, we need more time to dig up more in-depth information regarding hobbies, interests, and habits so that we can provide the right guidance and direction.

Questionnaire number 15. In academic services, the economic side is very important, both time and cost, according to the type or category given. In this questionnaire, 33.3% of respondents agreed, with 66% strongly agreeing. This shows that the majority of respondents strongly agree with academic services that pay attention to the economic side, including time, cost, and effort, according to the type or category provided. This is in line with the opinion of some leaders who say that in evaluating the quality of

academic services, economic value and the utilization of service time must be considered, because the leadership’s duties besides serving students or alumni also have other tasks, such as teaching, community service, and research.

c. Responsiveness

This explains the desire of service providers to provide timely service. Whenever service delivery is not carried out promptly, it creates a sense of worry among customers about the quality of service. This worry increases if an eventual service failure occurs. Most often, delays in service delivery can be caused by a small number of personnel handling a large number of customers. The university’s ability to strategize in satisfying customers is related to its responsiveness. Students of the Faculty of Tarbiyah and Teacher Training certainly expect responsiveness to the quality of services provided. The responsiveness shown to students is seen, among other things, in the responsiveness and speed of response from lecturers and staff to student problems, the readiness and willingness of lecturers and staff to help students in need (providing fast, precise, and good responses to student complaints), the willingness of lecturers and employees to listen to suggestions and complaints from students, and the clarity of information delivered in the delivery of services. In this study, the dimensions of tangibility are found in questionnaire statements number 1, 7, and 11.

**Table 8. Questionnaire No. 1**

NUMBER	ANSWER	STATEMENT							
1	In the study program that I lead, service procedures that are easy, smooth, precise, and uncomplicated are urgently needed. So that students or alumni can easily understand and implement it.	<table border="1" data-bbox="690 1277 1145 1328"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p data-bbox="690 1378 1145 1626">Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 2 respondents = 16.6%            4 = 3 respondents = 36%            5 = 7 respondents = 58.3%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 9. Questionnaire No. 7**

NUMBER	ANSWER	STATEMENT							
7	Openness with students or alumni is needed, with regard to the information they need.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:                      1 = 0 respondents                      2 = 0 respondents                      3 = 0 respondents                      4 = 2 respondents = 16.6%                      5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 10. Questionnaire No. 11**

NUMBER	ANSWER	STATEMENT							
11	Both the head of study program and students/alumni are needed to maintain security, so that students/alumni feel safe, free from anxiety and danger as well as unnecessary risks from the services provided.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:                      1 = 0 respondents                      2 = 0 respondents                      3 = 0 respondents                      4 = 2 respondents = 16.6%                      5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

Questionnaire number 1. In the study program that I lead, service procedures that are easy, smooth, precise, and uncomplicated are urgently needed. So that students or alumni can easily understand and implement it. In this questionnaire, 16.6% answered that they did not agree, 36% agreed, and 58.3% agreed strongly. This shows that the majority of respondents strongly agree with the existence of easy, smooth, precise, and uncomplicated service procedures, which will expedite the quality of academic services. Some respondents provided examples, such as procedures for submitting

thesis titles, supervisor appointment, comprehensive registration, and SKK development.

However, there are a small number of respondents who do not agree with the existence of service procedures. It is possible that this is due to this component requiring an emphasis on the attention and speed of the leadership or employee staff involved in responding to student requests, questions, and complaints.

Questionnaire number 7. Openness with students or alumni is very necessary, with regard to the information they need. In this questionnaire, there were 16.6% of respondents who answered agree, while those who answered strongly agree” were 83%. This shows that the majority of respondents strongly agree with the existence of openness with students or alumni. Some study program leaders said in interviews with researchers that openness in providing information to students or alumni must be carried out, including information originating from within and outside the campus. For example, when conveying additional costs for activities that are not covered or achieving predetermined funding from the UKT, the financing for PKL and KKL activities, where each student receives funding of Rp. 450,000 per student, for KKL activities students select and determine locations that require more budget than that, so they need to add their own costs and we direct them to communicate directly with the bureau.

Another problem, for example, is the problem of scholarships. Submission of scholarships and UKT payment assistance through UPZ; selection is through the department. The information and selection are both open. Any scholarship information we receive, we will share with the entire class. Similarly, comprehensive and munaqasah registration information is freely available.

Questionnaire number 11. Both study program leaders and students/alumni are needed to maintain security, so that students/alumni feel safe and free from anxiety and danger, as well as unnecessary risks from the services provided.

In this questionnaire, there were 16.6% of respondents who answered agree, while those who answered strongly agree” were 83%. This shows that the majority of respondents strongly agree with the existence of

a service that prioritizes security so that students/alumni feel safe, free from worries, dangers, and unnecessary risks. This is in line with what was stated by some of the study program leaders, who said that security aspects of services must receive attention, for example, office facilities, classroom cleanliness, and student motorcycles. Responsiveness and speed of response from leaders, lecturers, and staff to student problems and the readiness and willingness of lecturers and staff to help students in need are highly expected.

d. Empathy

This dimension describes in depth the personal care demands of college customers. This dimension includes the degree of closeness between company personnel and customers, vulnerabilities and proactive efforts to understand customer needs. It also includes how quickly customer complaints are resolved. In this study, the dimensions of tangibility are found in questionnaire statements number 3, 6 and 12.

**Table 11. Questionnaire No. 3**

NUMBER	ANSWER	STATEMENT							
3	Consistency and maintaining good relations with students/alumni are indispensable in academic quality services	<table border="1" data-bbox="689 1024 1159 1075"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p data-bbox="689 1125 1032 1195">Of the 12 respondents who answered:</p> <p data-bbox="689 1207 911 1239">1 = 0 respondents</p> <p data-bbox="689 1250 911 1283">2 = 0 respondents</p> <p data-bbox="689 1294 1012 1327">3 = 2 respondents = 16.6%</p> <p data-bbox="689 1338 991 1370">4 = 3 respondents = 25%</p> <p data-bbox="689 1382 1012 1414">5 = 7 respondents = 58.3%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 12. Questionnaire No. 6**

NUMBER	ANSWER	STATEMENT							
6	Being friendly, patient, caring, empathetic, and maintaining friendship is very necessary in communicating with students/ alumni	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 0 respondents            4 = 2 respondents = 16.6%            5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

**Table 13. Questionnaire No. 12**

NUMBER	ANSWER	STATEMENT							
12	As the head of study program, you should try to understand, understand, seek, learn what are the service needs expected by students/alumni.	<table border="1"> <tr> <td>STS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>SS</td> </tr> </table> <p>Of the 12 respondents who answered:            1 = 0 respondents            2 = 0 respondents            3 = 0 respondents            4 = 2 respondents = 16.6%            5 = 10 respondents = 83%</p>	STS	1	2	3	4	5	SS
STS	1	2	3	4	5	SS			

Questionnaire number 3: Consistency and maintaining good relations with students/alumni, are indispensable in providing quality academic services.

In this questionnaire, 16.6% answered that they did not agree, 25% agreed, and 58.3% agreed strongly. This shows that the majority of respondents strongly agree with consistency and maintaining good relations with students/alumni. As stated by some of the study program leaders, in order to maintain good and continuous relations with students and alumni, a WA group has been formed between the leaders and students

and alumni. This is to facilitate communication, especially in socializing and informing students and alumni of something—both academic and non-academic issues. Besides that, the forum can strengthen friendship and brotherhood among students, alumni, and leaders.

Questionnaire number 6. Being friendly, patient, caring, empathetic, and maintaining friendships are very much needed in communicating with students and alumni.

In this questionnaire, 16.6% of respondents agreed, while 83% strongly agreed. This shows that the majority of respondents strongly agree with friendly, patient, caring, empathetic, and friendly service. This is in line with what was said by some of the study program leaders: in our academic services, we always answer and respond to students in a friendly and fast manner. Listen carefully to student needs and provide solutions. Questionnaire number 12. As the leader of the study program, you should try to understand, understand, seek, and learn what are the service needs expected by students/alumni. In this questionnaire, there were 16.6% who answered agree, while those who answered strongly agreed were 83%. This shows that the majority of respondents strongly agree with academic services by trying to understand, understand, seek, and learn what are the service needs expected by students and alumni. As always, we are trying to find out what things are needed by students or alumni. Always coordinate with the highest leadership in the faculty for the effectiveness and efficiency of services for students or alumni.

Based on the data above, it can be seen that the quality of the academic services of the Tarbiyah and teacher training faculties is good. This can be seen from the average percentage of 80.43%, which in the table is included in the category of 76–85%, which is good.

e. Priority of Academic Service Quality Dimensions

Questionnaire number 16 There are five basic dimensions of service quality, namely: (1) tangibles; (2) reliability; (3) responsiveness; (4) assurance; and (5) empathy. Of the five, which one is prioritized in academic services? Of the 12 respondents who answered: Tangibles, 33.3%; Reliability, 16.6%; Responsiveness, 8.3%; Assurance, 8.3%; Empathy, 16.6%; All Dimensions, 16.6%

Of the five dimensions of academic service quality, the most prioritized is the tangible dimension. This can be understood because the tangible dimension is an aspect of service quality that is enjoyed, felt, and assessed by students and alumni by using their senses. The grandeur of the building, the cleanliness of the office, the tidiness of the office and employees, the comfort of the office, and the sophistication of the equipment are examples of the tangible dimension of service quality.

The tangible part is another thing that affects what students or alumni expect. A positive tangible aspect will raise customer expectations. Therefore, the head of the study program must know how far the tangible aspects still have a positive influence on service quality but do not cause customer expectations to become too high. Physical evidence (tangible) includes physical facilities, equipment, employees, and means of communication. This usually means the appearance of physical facilities, such as front office buildings and rooms, availability of parking spaces, success, neatness, and comfort of rooms, completeness of communication equipment, and employee appearance.

The importance of this tangible dimension will grow the image of service providers, especially for new customers evaluating service quality. Tangibles can also be interpreted as the ability of an educational institution to demonstrate its existence to external parties. The appearance and physical infrastructure of reliable educational institutions and the condition of the surrounding environment are clear evidence of the services provided by service providers.

The next priority is followed by the reliability dimension with 16.6%, empathy with 16.6%, and respondents who answered all dimensions with 16.6%, the responsiveness dimension with 8.3%, and assurance with 8.3%.

The responses or answers of some respondents did not prioritize one of the five dimensions of service quality. They state that the implementation of service quality is very dependent on the context of the situation and conditions. On the other hand, there are those who state that all dimensions of academic service quality are important and should be realized simultaneously to improve service quality. Even so, there must still be a priority depending on the urgency of the need and according to conditions and capabilities. For example, if there are human resources, they should be

empowered as much as possible; not all of them are concentrated in study programs.

## 5. Conclusion

From what has been said in the previous chapters, we can draw the following conclusions about the results of this study: 1) The quality of academic services at the Faculty of Tarbiyah and Teacher Training (FITK) at Walisongo State Islamic University (UIN) Semarang is good. This is based on the average score of academic service quality, 80.43%; 2) The five dimensions of academic service quality, Faculty of Tarbiyah and Teacher Training (FITK) Walisongo State Islamic University (UIN) Semarang prioritize the tangibles dimension.

Based on the findings above, the following suggestions and recommendations will be presented, namely: 1) The quality of academic services that have been running very well should be maintained and improved; 2) This research is limited to analyzing the quality of academic services; future research can be related to student and alumni satisfaction.

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