



The Influence of Facilities, Academic Staff Services and Lecturer Services on Student Satisfaction at the Faculty of Economics and Business, University of Yogyakarta State

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Abstract: Student satisfaction is an important issue because it will further influence the overall assessment of the university. Skills and skills factors, facilities/facilities factors, lecturer discipline factors, academic and non-academic service factors, learning activity factors, lecture suitability factors, campus access factors, campus security factors and finally the lecturer counseling factor, are factors that influence satisfaction. student. The aim of this research is to determine the influence of facilities, personnel services, academics and lecturer services on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University. This research is a quantitative study with a cross sectional approach. The population in this study were all students at the economics and business faculty at Yogyakarta State University with a sample of 120 people. The sampling technique in this research was obtained using a simple side random method. The research results show that there is no influence of facilities on student satisfaction with a significant value of 0,112. There is an influence of academic services on student satisfaction with a significant value of 0,008. There is an influence of lecturer service on student satisfaction with a significant value of 0,000. There is an influence of facilities, academic services and lecturer services on student satisfaction at the economics and business faculty of Yogyakarta State University with a significant value of 0,000.

Keywords: Facilities, academic staff services, lecturer services, student satisfaction

1. INTRODUCTION

Problems that often occur in campus administrative services include the lack of adequate waiting rooms, students waiting for services are only provided with chairs outside the room without any supporting facilities such as newspapers and the like. Service officers are not always at the service counter when requested for service, so when requesting service, they must call first because the officer is doing other work. The existing suggestion box is not utilized to collect complaints and suggestions from students so that there is never any specific follow-up on student complaints even though they have been submitted directly. Sometimes there is no written information on the information board or at the service counter regarding new service programs or procedures, so it is confusing (Majid et al., 2020) .

Student satisfaction is an important issue because it will further affect the overall assessment of the university. Competence and skill factors, facilities/facilities, lecturer discipline factors, academic and non-academic service factors, learning activity factors, lecture suitability factors, campus access factors, campus security factors and the last is lecturer counseling factors, are factors that affect student satisfaction (Setyaningsih et al.,

2022) . Other factors that affect employee job satisfaction are the quality of lecturer services, academic services, educational facilities and the institution's brand image (Puspitasari et al., 2022) .

Educational facilities on campus are one of the factors that influence student satisfaction. One of the advantages that must be applied is facilities and services to students as consumers, so that consumer satisfaction occurs. Satisfaction is one of the efforts to create a good relationship between institutions and students as consumers. Students who receive facilities and services that meet or exceed expectations will provide a positive response to the institution (Hanafi et al., 2020) . The higher the facilities, the more satisfied and comfortable students feel in learning because the facilities are very supportive so that learning runs smoothly (Islamuddin et al., 2021) . Previous research studies have shown that educational facilities affect student satisfaction (Puspitasari et al., 2022) . In contrast to other findings, it is known that motivation does not have a significant effect on employee job satisfaction (A. Adam et al., 2021) .

Academic administration services cannot be separated from human resources that can provide satisfaction for students. Employees in service jobs often interact with customers or students . Good academic service quality is based on the performance of administrative staff. Administrative staff must support and serve student needs related to administration as well as possible so that students are able to carry out their academic activities (Widawati & Siswohadi, 2020) . Previous research studies have shown that academic administration services of educational staff have an effect on student satisfaction (Cahyani, 2020) . The study of Setyaningsih et al. (2022) found that one of the factors that can influence student satisfaction is the academic service factor. While other studies state that the relationship between aspects of academic administration services and aspects of student satisfaction is in a less than good significance (Riefky & Hamidah, 2019) .

In addition to academic staff, lecturers and education staff need to work together with the aim of being able to provide high-quality services to students so that students have a high level of satisfaction with the services provided during their education (Cahyani, 2020) . Previous research studies have shown that the quality of lecturer service has a positive and significant partial effect on student satisfaction (Puspitasari et al., 2022) . This is different from other findings which show that the relationship between aspects of lecturer teaching and aspects of student satisfaction is in a less than good significance (Riefky & Hamidah, 2019) .

Based on previous research studies, it shows that many factors influence student satisfaction such as facility variables, academic staff services and lecturer services. There are research gaps that show there is or is not an influence on student satisfaction. While the influential variables are known to have a positive influence and some have a negative influence. In addition, there are still many problems that occur in academic services at the Faculty of Economics and Business, Yogyakarta State University.

2. METHOD

This research is a quantitative research with a *cross-sectional approach*. The population in this study were all students at the Faculty of Economics and Business, Yogyakarta State University. The sampling technique in this study was obtained by the *simple side random method*. The sample in this study were students at the Faculty of Economics and Business, Yogyakarta State University who were currently studying in semester 7. According to Hair, the number of samples is at least 5 times the number of indicators. (Hair, 2010). This study uses 4 research variables (independent and dependent) with a total of 24 indicators, so the minimum number of sample members in this study is $24 \times 5 = 120$ samples. The number of samples in this study was 120 respondents.

The variables in this study are as follows:

1. *independent* variables are facilities (FA) and academic services (PA) and lecturer services (PD).
2. *dependent* variable is satisfaction (KP).

instruments are tools used to collect data. This study uses questionnaires that are given directly to research respondents. The analysis technique used is multiple regression.

3. RESULTS AND DISCUSSION

Research result

a. Respondent Characteristics

The number of respondents whose characteristics were described was 120 student people. Characteristics of respondents based on the student's age, level of study and semester.

1) Description of respondents by age

On study This, respondent penelitian based on age is divided into in three golongan that is responden aged less than 20 years, responden aged 21-40 years, and the responden are more than 40 years old. Based on data responden based

on age :

Tabel 1Frequency **Distribution** Responden based on Age

No	Variable	Category	Frequency	Percentage
1.	Age	<20 year	26	21,7
		21-40 year	91	75.8
		>40 year	3	2.5
2.	Gender	Man	23	19.2
		Woman	97	80.8
3.	Student semester	<8 semester	98	81.7
		>8 semester	22	18.3
4.	Faculty Department	Administrative education	15	12.5
		Accounting education	58	48.3
		Economic education	36	30.0
		Management	11	9.2
Total			120	100,0

Based on the explanation above can disimculiti on bahwa mayoritas Respondent aged 21-40 a year as many as 91 people (75.8 %) , female , namely 97 people (80.8%) , the majority of respondents' semesters were less than 8 semesters , namely 98 people (81.7%) and students studying in the education department . accounting as many as 58 people (48.3%).

b. Classical Assumption Test

Prerequisite tests were conducted before multiple regression analysis was conducted. Prerequisite tests in this study were normality test, multicollinearity test, and heterogeneity test.

1) Normality Test

Table 2. Results Test Normality

Variables	Significance	Information
<i>Unstandardized Residual</i>	0.182	Normally distributed

Based on table 2 in atas , normal test results using Kolmogorov - Smirnov Test , produce The significant value of 0.182 is greater than 0.05 , meaning that the data has a normal distribution .

2) Heteroscedasticity Test

Table 3. Results Heteroscedasticity test

Variables	Significance	Information
Facility	0.350	There is no Heteroscedasticity
Academic services	0.840	There is no Heteroscedasticity
Lecturer services	0.144	There is no Heteroscedasticity

Based on table 1 in on , three variables independent that is facilities, academic services and lecturer services there is no heteroskedasticity proven by The value is significantly greater than 0.05 .

3) Multicollinearity Test

Table 4. Results Multicollinearity Test

Variables	Tolerance	VIF	Information
Facility	0,374	2,674	There is no multicollinearity
Academic services	0,218	4,594	There is no multicollinearity
Lecturer services	0.287	3,480	There is no multicollinearity

Based on table 1 in on , noted that mark VIF from variables facilities, academic services and lecturer services all have the same value $VIF < 10$, meaning that not occur multicollinearity.

c. Hypothesis Testing

Table 5. Results Test Regression Bergande

Information	B	Sig T	Sig F	R Square
Facilities – satisfaction	0.126	0.112	0,000*	0.746
Academic services – satisfaction	0.241	0.008*		
Lecturer services – satisfaction	0.569	0,000*		

Note: *Significant at $\alpha < 0.05$

Based on table 1 in on The information obtained is :

- 1) Based by the regression testing nila significant of facilities to student satisfaction is the greatest 0.112 which one greater than the significance value of 0.05 , which means that facilities do not have any effect A significant impact on student satisfaction . The β value of facilities to student satisfaction as big as 0.126 y This means that the direction has a positive influence . (H1 rejected)
- 2) Based by the regression testing the significance of academic services to student satisfaction is the greatest 0.008 which one smaller than the significance value of 0.05 , which means that academic service is a spirit A significant impact on student satisfaction . The youth value of academic services to student satisfaction as big as 0.241 y This means that the direction has a positive influence. (H2 accepted)
- 3) Based by the regression testing The value of lecturer service to student satisfaction is the greatest 0,000 which one smaller than the significance value of 0.05 , which means that Lecturer service is a spirit A significant impact on student satisfaction . The youth value of lecturer services to student satisfaction as big as 0.569 y This means that the direction has a positive influence . (H3 accepted)

- 4) Based by the *t* test known testing The significance of facilities , academic services and lecturer services to each person student satisfaction is the greatest 0,000 which one smaller than the significance value of 0.05 , which means that facilities , academic services and lecturer services together have an influence There is a significant impact on student satisfaction (H4 is accepted) .
- 5) Based by the *F* test The test found that *the adjusted R square* value was 0.746. This shows that the ability of the independent variables, namely facilities, academic services and lecturer services, can explain the dependent variable, namely student satisfaction, by 74.6%, while the remaining 25.4% is explained by other factors not included in this study.

4. DISCUSSION

a. The Influence of Facilities on Student Satisfaction

The influence of facilities on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University based on data analysis *k o e* efficient *b e t a* as big as 0.126 (with positive value *i f*) and a *n* mark significantly large 0.112. This can be interpreted as meaning that the facilities are not has a significant influence on *p* student satisfaction at the Faculty of Economics and Business, Yogyakarta State University. The results of the analysis showed a positive coefficient value, meaning that the condition of the facilities has a trend or tendency to increase student satisfaction, but it is not proven to be significant. This can be because the facilities are not good or good, students still feel satisfied. Students feel that the facilities at Yogyakarta State University are good enough to meet student expectations to support lecture activities.

This study is supported by previous studies such as research by Ardana et al. showing that facilities have a positive effect on student satisfaction but are not significant (Ardana et al., 2023) , facilities do not affect student satisfaction (Bagyo et al., 2023) . Likewise, other studies in higher education that the facility variable partially does not have a significant effect on student satisfaction (Alamsyah & Bakti, 2023) . Facilities have a positive effect on student satisfaction but are not significant, this illustrates that the facilities offered are not included in the satisfaction of FEB Building Users. Because the learning facilities used are different in each class (Hanafi et al., 2020) .

According to the theory, in order to guarantee the quality of the implementation of learning, supporting facilities are needed in the form of facilities and infrastructure. The availability of facilities and infrastructure, both in terms of type, quantity, quality depends on the needs of each study program which has its own scientific characteristics. The learning facilities that universities must have at least consist of furniture, equipment, education, educational media, books, electronic books, and repositories; information and communication technology facilities, experimental instrumentation, sports facilities, art facilities, public facilities, consumables and maintenance facilities, safety, and security (Purwanto & Uswah, 2022) .

Response answers about the highest facilities contained in the statement of the quantity of adequate places of worship with clean and well-functioning conditions. This is in line with previous studies that student satisfaction with learning facilities or facilities and infrastructure that exist and are used by the Economic Education Study Program, one of which is the mosque with a satisfied category (100%) (Ferdinan, 2020) . Al-Mujahidin Mosque is a place of worship for Muslims or often called Masmuja by students. This mosque is a place for students to carry out PAI tutorial activities which are part of the Religious Education course for Muslims. Of course, the condition of the mosque that is clean and functioning properly can increase student satisfaction with the worship facilities that have been provided.

Questionnaire answers in order lowest in the setting number 16 that the *availability of adequate parking spaces* . Previous research explains that the increasing density of students has also increased the volume of vehicles parked on campus, both two-wheeled and four-wheeled. Parking facilities are very much needed in an institution, if managed properly it will have a positive impact on students and related institutions. (AI Adam & Sari, 2023) . Parking is a necessary facility for education. It is very important to provide parking on campus because access to the campus must have enough space for cars without obstacles on the road around the campus (Karnaen, 2023) . The negative gap observed was also found in the study (Sibai et al., 2021) in terms of tangibility, where universities must ensure that facilities and infrastructure, especially the provision of parking and signs, must be improved. These facilities according to the study were revealed as the weakest areas in terms of tangible aspects of the service quality dimension.

Facilities in this study were measured based on adequate worship facilities, wifi connection speed, adequate classroom facilities, cleanliness and comfort of the canteen,

cleanliness of toilets and campus environment, computer lab and practice lab facilities, facilities and completeness of books in the library and availability of parking areas. According to (Pratama & Asmoro, 2020) facility support makes a major contribution to the operations carried out. Complete facilities help in academic activities and the learning process will be easier with complete facilities at the university. Internet access, computers, LCD projectors, scholarships, lecture buildings, and learning facilities are forms of facilities that contribute to student activities. Facilities are a form of tangibles that are directly felt by students and are closely related to the level of satisfaction in quality management and university services.

b. The Influence of Academic Services on Student Satisfaction

Academic service is a spirit and an influence sign i fik a n to Student satisfaction at the Faculty of Economics and Business, Yogyakarta State University . S e a i d a n results test hip o test i s Which own mark k o e efficient b e t a as big as 0.241 And mark Its signi fi cance is as big as it gets $0.008 < 0.05$. The results of the analysis show a positive coefficient value, meaning that the role of academic services has a trend or tendency to increase student satisfaction. Academic services that are easy and straightforward will increase student satisfaction.

Several research studies that support this research show that academic services have a positive effect on student satisfaction (Puspitasari et al., 2022) . Likewise , research (Cahyani, 2020) and (Widawati & Siswohadi, 2020) show that academic services have an effect on student satisfaction. Mubarok & Moho (2024) found that there is an influence between academic service variables on student satisfaction. The influence that occurs is positive, which means it can increase student satisfaction from the services provided. It is important for the campus to integrate all student needs related to academics to facilitate student activities and satisfaction.

In India, Higher Education is not only imparting the necessary skills and enhancing the capabilities of its graduates but also concentrating on satisfying the students' feelings about their academic experience in the institution. There is an emphasis on core activities like teaching, evaluation, research , extension activities, innovation as well as emphasis on infrastructural facilities, quality of services, welfare measures for students and staff and overall satisfaction from the overall educational experience (Kanwar & Sanjeeva, 2022) .

According to the theory from the perspective of the learning curriculum, the quality of academic services is a comparison between what academic services are felt

by students or stakeholders by emphasizing the quality of academic services expected by students or stakeholders. If the quality of academic services felt is the same as or exceeds the expected quality of service, then the service is said to be of quality. For this reason, academic services must continue to be improved, so that the quality of service can meet student needs in accordance with the Standardization that has been applied (Halim, 2022) .

Response answers about iv a b e l academic services the highest students easily obtain services in the necessary correspondence. This indicates that students are satisfied with the indicators of friendliness and speed of administrative officers. Previous supporting research was conducted by (Kurniaaji et al., 2022) that student satisfaction with the indicator of service speed is the indicator with the highest value. Another study revealed that the ease of processing files felt by students can help smooth the student's lecture process. If students are constrained by administrative processing, it can result in delays or disruptions to the lecture process. This can cause students to be stressed and lack motivation in the lecture process, so that student satisfaction with the services provided will decrease. Therefore, universities need to pay attention to the quality of administrative services to increase student satisfaction (Sumardin et al., 2023) .

The quality of academic services implemented can increase student satisfaction. The university has succeeded in providing academic services that satisfy students. This can have a positive impact on the reputation and trust of students towards the institution, considering that good quality academic services are considered an important factor in the student's educational experience (Mubarak & Moho, 2024) . The readiness of good administrative and academic services as evidence of the orientation of the importance of institutions to provide and provide superior services for those who are entitled to services, especially students, so that this affects the positive perception of students and is able to encourage the creation of feelings of satisfaction with the services they receive, according to their needs and expectations (Susetyo et al., 2022) .

Lowest questionnaire response academic service variables that regarding field work practices and job vacancies are easy to obtain. This means that students find it difficult to get information on campus. Student satisfaction can start from student perceptions of academic services and the quality of academic services which are also influenced by the service system implemented for students, especially the ease and speed of students in getting the services and information they need (Wijayanti et al.,

2023).

Previous research explains the importance of social media in making information easily and quickly accepted by the public. (Ardana et al., 2023). Good academic services and a conducive learning environment can increase student satisfaction in higher education. However, there are still differences in the factors that influence student satisfaction in higher education, depending on the context of the higher education institution where the research is conducted. In addition, research on academic services is important to be conducted so that study programs can continue to improve academic services to students, thereby increasing student satisfaction (Nofrida & Najib, 2023).

c. The Influence of Lecturer Services on Student Satisfaction

Lecturer Services bearing a positive spirit and a significant impact on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University. According to the results of hypothesis testing, which shows a coefficient value of 0.569 and a significant value as small as it gets $0,000 < 0.05$. This means that the better the lecturer service provided, the higher the student satisfaction, but conversely, poor lecturer service tends to decrease student satisfaction.

In line with the research of Hanafi et al., it is known that the quality of lecturer services has a partial effect on student satisfaction (Hanafi et al., 2020; Puspitasari et al., 2022). In line with the research of Islamuddin et al. (2021) that lecturer performance has a positive and significant effect on student satisfaction. Likewise, the existence of quality lecturer performance and lecturer discipline is something that can increase student satisfaction (Cahyani, 2020; Setyaningsih et al., 2022).

The quality of lecturer teaching services is one of the satisfactions of student learning. Therefore, the development of lecturers' academic competence has positive implications for the development of lecturers' teaching quality so that they can provide quality teaching services (Sulaiman et al., 2020). One of the services felt by students as customers in educational institutions is in terms of learning, students have certain expectations of the learning process provided by the instructor. If students feel that the learning process provided by the lecturer is in accordance with what is expected, they will feel satisfied and say that the quality of the lecturer's learning is very good. Conversely, if what is received is very far from what is expected, it is said that the quality of the lecturer's learning is very poor (Mulyana & Waruwu, 2023).

Response answers about variable service that lecturers inform the course syllabus at the beginning of the lecture and teach courses according to their competence. This shows that the delivery of lecture material is delivered clearly by informing the syllabus in learning. Previous research explains that high lecturer competence also has the potential to increase student satisfaction, trust in the institution, and their loyalty (Muhajirin et al., 2023). The competencies that teachers must have are good teaching methods, because the method is more important than the lesson itself (pedagogical competence), noble morals, avoiding bad behavior, and being able to be an example in behavior or attitude (personality competence) (Lillah, 2023).

Lowest questionnaire response The lecturer service variable with an average of 4.18 stated that the clarity of the lecture material provided by the lecturer was very good, the lecturer started and ended the lecture on time, and the allocation of lecture time was in accordance with the predetermined time allocation. This indicates that the delivery of clear material and the punctuality of the lecturer still need to be improved by the lecturer in providing services to students. Almost the same as previous research by (Wijayanti et al., 2023) that the reliability aspect *has* the lowest value in the average student satisfaction with academic guidance services. This may be due to the lecturer's fairly busy work schedule so that they have not been able to maximize the allocation of time specified in the academic guidance service and the lack of communication between students and academic supervisors.

The problem of lectures often encountered in the field is related to the presence of lecturers when they are going to teach. This is a service that is often faced by students so that it becomes something that affects the teaching and learning process. The lecturer's inaccuracy in attending to teach makes students have to wait more than the hours determined by the Study Program (Hamza, 2021). Lecturers who are not on time and sometimes break promises can make students feel dissatisfied, therefore in practice students do not understand what is being learned, therefore the level of student satisfaction is relative, namely depending on each student on the performance of the lecturer. Therefore, it is necessary to improve the performance of lecturers in providing good and maximum service to students, so that when they are in lectures they feel happy and satisfied with the results and knowledge given by the lecturer (Purwaningsih et al., 2024).

Fulfillment of student expectations shows LP3I's commitment and consistency in efforts to realize its existence as a university that not only focuses on the ratio of the

number of students, but also provides a focus on the importance of services that are in line with the timeliness and needs of students in order to ensure the ease and smoothness of academic activities during their studies. This shows continuity in the organization and implementation of education and teaching by placing students as the focus of attention who are pampered by the implementation of educational services that meet quality standards, create positive values in the competitive perspective of university competition, and ensure the fulfillment of services needed as student rights (Susetyo et al., 2022) .

d. The Influence of Facilities, Academic Services and Lecturer Services on Student Satisfaction

Facilities , academic services and lecturer services together have a significant influence on student satisfaction with a significant value of 0.000. The contribution of the facility, academic service and lecturer service variables can explain student satisfaction by 74.6%. The better the facilities, fast and precise academic services, and lecturer services in accordance with existing competencies and regulations can increase student satisfaction.

In line with research (Islamuddin et al., 2021) that there is a joint influence of lecturer performance, service quality, and facilities on student satisfaction. Other research that is in line with previous research that factors that can influence student satisfaction include competence and skills factors, facilities/facilities factors, lecturer discipline factors, academic and non-academic service factors, learning activity factors, lecture suitability factors, campus access factors, campus security factors and the last is the lecturer counseling factor (Setyaningsih et al., 2022) . Likewise, research (Puspitasari et al., 2022) found that simultaneously the variables of lecturer service quality, academic services, educational facilities and institutional brand image had a positive and significant effect on student satisfaction.

Higher education as an institution must be able to provide brilliant solutions that are in accordance with the interests of its students, one of which is in the field of services and facilities available at the University (Gaol & Habiburrahman, 2023) . According to the theory, satisfaction is one of the most important things in reviewing the quality of a university or other educational institution. Student learning satisfaction is closely related to the lecture services received by students. The role of professional lecturers in lecture services is also very important (*satisfaction*) for student learning (Purwanto & Uswah, 2022) .

The findings (Bakti et al., 2024) broaden the understanding of factors influencing student satisfaction and learning motivation, and emphasize the importance of a holistic approach in improving the quality of higher education. The need for a higher education institution to focus on improving the quality of teaching, providing adequate educational facilities, and improving the quality of administrative services to achieve optimal student satisfaction and encourage higher learning motivation.

Theory according to (Barusman, 2021) satisfaction is the overall feeling of a person after purchasing a service/product. The level of satisfaction is determined by the difference between the service performance received and what consumers expect. The concept of student satisfaction, namely short-term behavior resulting from the evaluation of educational services from the experiences they receive. Student satisfaction is considered a very potential factor in creating long-term profits.

Student responses related to perceived satisfaction, the highest first is that employees complete student requests quickly and accurately. Fast and accurate service is very much needed by students, especially those who are in their final semester, especially students who will face demands to complete their final assignments. Academic services in completing administration and lecturer services in providing lecture materials according to student expectations. This is what causes high student satisfaction.

The study conducted resulted in a ranking for each service satisfaction indicator that the responsiveness indicator was considered the most satisfying with an IKM value of 0.90 or 90% which is student satisfaction with the concern and attention of employees towards students when they need academic administration services and the ability of employees to assist and provide academic administration services quickly and accurately (Sumianti et al., 2020) .

The satisfaction that needs to be improved by the university is related to the fees set by the university, which are expected to be in accordance with the services provided and the fees set by the university can be affordable. In line with research (Syamsuddinnor, 2021) that the lowest assessment of student satisfaction is on the item price, the nominal amount of tuition fees, this means that the nominal amount of tuition fees is still considered less than good.

The importance of academic services, campus facilities and campus performance in student satisfaction, thus indicating the need for change and a firm attitude from stakeholders such as university leaders to provide more intensive quality assurance so

that the quality of service can be improved to be even better, providing facilities that meet student needs, one of which is to facilitate the implementation of the learning process. Research findings are important because they contribute to campus authorities regarding the understanding of the various factors that influence student satisfaction so that they can develop targeted interventions and policies to improve student satisfaction in higher education (Sylviani et al., 2024) .

5. CONCLUSION

- a. There is no influence of facilities on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University with a significant value of 0.112.
- b. There is an influence of academic services on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University with a significant value of 0.008.
- c. There is an influence of lecturer service on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University with a significant value of 0.000.
- d. There is an influence of facilities, academic services and lecturer services on student satisfaction at the Faculty of Economics and Business, Yogyakarta State University with a significant value of 0.000.

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