

# Mapping Student Satisfaction from the Islamic Perspective to Improve a Lecturer's Performance

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**Abstract:** The purpose of this paper is to map and promote student satisfaction from the Islamic perspective to improve the lecturer's performance. The questionnaire is used to collect the data of the quantitative descriptive research. The data is used to map the strengths and weaknesses areas of a lecturer in four classifications: first, what service aspects a lecturer should prioritize because the lecturer performance is low and the student expectation is high; second, what service aspects a lecturer should maintain because the lecturer performance is in line with the student expectation; third, what service aspects a lecturer should maintain but think again about weighting them because the lecturer performance is low and the student expectation is also low; fourth, what service aspects a lecturer should reduce their emphasis because the lecturer performance is high but the student expectation is low. The result shows that with the four classification the lecturer performance can be managed well.

**Keywords:** Islamic perspective, lecturer performance, student satisfaction.

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## Introduction

To live, engage in, and compete with other higher education institutions locally, nationally, and internationally, Islamic higher education institutions must improve their quality. Quality improvement through any strategy from any discipline such as marketing management, human resources management, teaching management, quality management, and Islamic studies must be taken into consideration. If quality improvement in Islamic higher education institutions focus solely on teaching management discipline and neglect other disciplines, they are now considered out of date.

The issue of whether or not a student is a customer has been discussed for a long time. (Guilbault, 2018). Theoretically, marketing is defined as the way in which an organization's human, financial, and physical resources are matched to the needs of its customers (Wills et al., 1990). Customers can be internal and external (Berk & Berk, 2000). The researcher sees students belong

to external customers. Since who the customers are matters, policies and procedures are influenced by who are perceived as the customers. If students are not treated as customers, this can indicate a lack of customer focus, which has consequences.

In terms of improving the lecturer performance through the student satisfaction approach, the researcher sees it as a feedback from students on lecturers' teaching behavior. Since a teacher's or lecturer's behavior may affect a student's learning environment, which in turn affects student satisfaction and learning gains (Geier, 2021), the feedback from students is indeed needed to improve the performance of a lecturer.

The focus and the approach of recent studies on student satisfaction are varied and different from the focus and the approach of this paper. Rufiyanto et al. (2021) focus on the use of relatively new and complicated *algorithm Decision Tree C4.5 method* and the two classification only – satisfaction of dissatisfaction with all aspects of educational services. Maamari & Majdalani (2019) focus on the

effect of highly emotional intelligent teachers on the satisfaction of their students. Bilal et al. (2021) focus the influence of teacher-student interaction on students' motivation, loyalty, and performance. Fasyni et al. (2021) focus on the impact of student satisfaction on knowledge, skills, engagement, and university social responsibility. Wisnalmawati et al. (2021) focus on the effect of educational application facilities and academic atmosphere on student satisfaction and its impact on students' word of mouth. Suranti et al. (2021) focus on the implementation of the Bayes method to assessing student satisfaction with a university's services.

This paper, with the quantitative descriptive research and with the interdisciplinary approaches in marketing, human resources, education, and quality control, is aimed at mapping satisfaction of students as customers, and the performance of a lecturer as an employee by exploring related theories to make a standardized questionnaire used to measure student satisfaction to explore areas of strengths and weaknesses in four classification in order to manage a lecturer's performance related to the service quality. With the use of important-performance analysis, the questionnaire is expected to explore what service aspects a lecturer should prioritize because the lecturer performance is low and the student expectation is high, what service aspects a lecturer should maintain because the lecturer performance is in line with the student expectation, what service aspects a lecturer should maintain but think again about weighting them because the lecturer performance is low and the student expectation is also low, and what service aspects a lecturer should reduce their emphasis because the lecturer performance is high but the student expectation is low.

## Materials and Methods

### Study area

#### Customer Satisfaction and Student Satisfaction

Literally, the word 'satisfaction' is derived from the Latin *satis* (enough) and *facere* (to do or make) (Collins, 2021). The term 'satisfaction' refers to the

act of producing or doing something to the point where it is sufficient.

Customer satisfaction is defined by scholars in a variety of ways. Customer satisfaction refers to how a customer feels about a service or product after using it (Solomon, 2006). Customer satisfaction often refers to the perceived gap between prior expectations and perceived performance after consumption; dissatisfaction occurs when the performance falls short of or differs from the expectations (Oliver, 2014). Customer satisfaction is a measure of how well a company's goods or services fulfill the expectations of its customers (Milner & Furnham, 2017). Customer satisfaction is linked to a customer's psychological attitude or mood, and a company must pay attention to this emotional state (Uzir et al., 2020). In short, customer satisfaction is the psychological response of the customer to his/her positive evaluation of the service he/she experiences with especially in relation to his/her expectation.

Customer satisfaction is significant for the success of service organizations. Tseng (Tseng, 2019) emphasizes that customer satisfaction is a goal of many marketing studies. Moreover, Dominici & Palumbo (2013) stresses that higher education institutions are increasingly accepting the concept of marketing and that the term student satisfaction comes from the term customer satisfaction. The study conducted by Degtjarjova et al (2018) shows that students are the most critical stakeholders, and failure to meet their needs and aspirations can have a significant impact on how higher education institutions operate.

Student satisfaction is commonly described as the feeling students have when lecturers' performance or behavior in the teaching-learning setting meets their expectations. When lecturers' performance meets the students' expectations, the students are satisfied. When lecturers' performance doesn't meet the students' expectations, the students are not satisfied.

Student satisfaction has the academic implications. The study conducted by Royo (2017) clearly shows that converting customer satisfaction into student satisfaction will result in having to create a new priority institutional

objective to ask: How these changes affect the academic offer and educational activity? How are the roles and attitudes transformed? In general, the higher education institutions should take all of the responsibilities. In particular, lecturers individually have the proportional obligation to fulfill due to this transformation. The two questions focusing on the lecturers have to be broken down into investigative questions: How does the concept of student satisfaction affect the teaching-learning process and outcome? What behavior should lecturers pay attention in order to make sure student satisfaction take place in the classes?

The answers to the two questions are very necessary. The answer to the first question refers to the tendency to see that students are more likely to evaluate courses and lecturers with satisfactory ratings if they believe their lecturers communicate effectively, facilitate or encourage their learning, organize the course effectively, show interest in students' learning and progress, demonstrate respect for students, and evaluate students' work accurately. The answer to the second question triggers lecturers to adjust their behavior to make student satisfaction happen with or without the support from the institutions.

### **Formulating Customer Satisfaction**

According to Hill et al. (2003), customer satisfaction is defined as the performance of an organization's total product or service in relation to a collection of customer requirements. Measuring customer satisfaction, then, requires the answers to the two questions: what aspects of *total product or service* to cover and who performs *total product or service* to determine whether a customer has positive or negative evaluation.

This concept is not absolute but it is relative to what a customer expected in the first place, that is his/her expectation, and how he/she experiences with the performance of employees involved. The expectation is compared to the experience. The aspects of the expectation and the aspects of the experience should be the same. When the experience is above the expectation, the customer is satisfied. When the experience is below the expectation, the customer is not satisfied.

Measuring student satisfaction includes the educational services in the general perspectives

and the educational services that belong to the obligations of lecturers in the specific perspectives. Since this study focuses on measuring student satisfaction towards the lecturer's performance, student satisfaction is meant to be measuring how a lecturer performs in relation to what students expect.

Formulating student satisfaction will result in not only determining whether the student experience is above or below the student expectation, but also providing space for four possibilities: (1) the lecturer performance is low and the student expectation is high, (2) the lecturer performance is in the same level of the student expectation, (3) the lecturer performance is low but the student expectation is low, and (4) the lecturer performance is high but the student expectation is low.

### **Determining Quality for a Lecturer's Performance**

Because there are many aspects of the expectation and the experience to cover and there many employees whose performance is viewed by the customers, limitation is required. The aspects are limited to the dimensions of the quality and the employee in this paper is limited to a lecturer considering the research focuses on improving the performance of a lecturer.

According to the literature review, customer satisfaction is influenced by a variety of factors. Friendly employees, courteous employees, competent employees, supportive employees, billing consistency, billing timeliness, reasonable pricing, service quality, good value, billing transparency, and fast service are all examples of such factors (Angelova & Zeqiri, 2011). Since mapping student satisfaction is aimed at improving the lecturer performance, the study focuses on the quality that can be used to map student satisfaction to improve the lecturer performance.

To acquire broader sense of quality, scholars have attempted to define it using five approaches: (1) quality as the conformance to standards, (2) quality as fitness for purpose, (3) quality as effectiveness in achieving institutional goals, (4) quality as meeting customers' stated needs, (5) the traditional concept of quality (Elassy, 2015). Based on the first approach, quality means that the

compliance of a product or service to specifications is used to determine if it meets the defined standards. This indicates that quality is about process, and standards are about outcomes. So, a product or service in education has quality when it meets the set standard. The second approach is used to point out that quality had no value unless it was in relation to the product or service's intent. There is a problem with the fitness for purpose approach. In the real world, it is not easy to define what the purposes will be because the purposes differ greatly depending on who defines the purposes. The third approach means the quality lies on the effectiveness level of achieving institutional goals. The fourth approach means that this approach focuses on the needs of customers and emphasizes the importance of understanding who the customers are, what their needs are, and how to meet them. The fifth approach considers quality as the provision of a product or service that is distinctive and confers special status on the owner or user.

Referring to the mentioned five approaches, the quality of a lecturer is described as the quality which meets the set standard, purpose, effectiveness level in achieving goals, students' needs, and is shown by the lecturer. However, for the sake of the practicality, the definition of the quality of the lecturer in this paper is assumed to be represented, to some extent, in the concept which is called dimensions of quality.

Scholars often refer to Parasuraman et al.'s work on five dimensions of quality when determining dimensions of quality despite the fact that there are other dimensions of quality (Zouari & Abdelhedi, 2021). Historically, in 1985 Parasuraman, Zeithaml, and Berry proposed the SERVQUAL (service quality) model, which originally had ten dimensions but was later reduced to five after some preliminary research in 1988 (Ramezani Ghotbabadi et al., 2012). These five dimensions are frequently listed in academic articles (Milner & Furnham, 2017). These quality dimensions developed by Parasuraman et al. (1991) are as follows: (1) tangibles (appearance of physical facilities, equipment, personnel and communication materials), (2) reliability (ability to perform the promised service dependably and

accurately), (3) responsiveness (willingness to help customers and provide prompt service), (4) assurance (knowledge and courtesy of employees and their ability to inspire trust and confidence), (5) empathy (caring, individualized attention the firm provides its customers).

### **Student Satisfaction from the Islamic Perspective**

Most probably there is an initial question how lecturers of Islamic higher education institutions see student satisfaction. Actually, using the concept of student satisfaction from the Islamic perspective in this study is kind of consequence of the organization effort to optimize the performance and from the teaching of Islam.

From the organization aspect, individuals including lecturers have to adjust and apply the person-organization fit principle, which states that the individual values applied are linked to the organization's values and the degree to which people adhere to these values (Düşmezkalender et al., 2021). Since the lecturers work for Islamic higher education institution striving to adopt and adapt the modern management practices which is one of them is customer satisfaction management, they have to do the best to take the policy of the institution.

From the teaching of Islam, the Islamic values claimed to be implemented in this initial study are the employment Islamic values which universally emphasizes the importance of universal values of work following the Quranic verses such as "... Strive, then, to excel each other in good deeds. ... (Quran 2: 148) and one of the principles in Islamic law (Zuhaili, 2006) which can be interpreted as 'the original in the *muamalat* (human-human relation) is permissible until there is proof to forbid it'. The five dimensions are clearly in line with Islamic principles, based on the said Quranic verse and the said principle in Islamic law.

### **Procedures**

#### **Making the Questionnaire**

The customers including the students assess service quality in terms of what they want by contrasting their experiences of service outcomes with their expectations of how the service should work. The level of how the educational service

conducted by the lecturer should work refers to the level of the lecturer performance viewed by the students in terms of the dimensions of quality mentioned. Student satisfaction can be measured and corrective actions of a lecturer’s performance can be taken in a manageable way by using a questionnaire that accommodates the concept of five dimensions of quality mentioned before. The dimensions of quality broken down into the statements provided in the questionnaire are as follows: (1) tangibles (well-groom, fit, and being friendly), (2) reliability (available, punctual in starting and finishing the session), (3) responsiveness (answering students’ questions well, repeating the explanation if necessary, open to suggestion or comment), (4) assurance (managing the classroom activities well, speaking clearly), (5) empathy (motivating students to improve their knowledge and skill related to the lecture, giving additional materials or individualized attention in studying).

The questionnaire is set to provide two columns: the first column is for what students experience with the lecturer’s performance; the second columns is for what students expect from the lecturer’s performance. Each column consists of the same questions. Each question requires only one answer provided, that is, strongly disagree, disagree, don’t know, agree, or strongly agree.

**Using the Importance Performance Analysis (IPA) to Map Student Satisfaction and Take Corrective Actions of a Lecturer’s Performance**

In order that a lecturer is able to individually manage the performance, the importance performance analysis (IPA) is used. Customers' satisfaction is measured by using the IPA framework which matches their expectations to attributions of importance and performance (Deng & Pierskalla, 2018). As shown in Figure 1, The ratings of importance and performance are presented on a two-dimensional grid and are divided into four classifications: first, what service aspects a lecturer should prioritize because the lecturer performance is low and the student expectation is high; second, what service aspects a lecturer should maintain because the lecturer performance is in line with the student expectation; third, what service aspects a lecturer should

maintain but think again about weighting them because the lecturer performance is low and the student expectation is also low; fourth, what service aspects a lecturer should reduce their emphasis because the lecturer performance is high but the student expectation is low.

The importance performance analysis accommodates the two columns in the questionnaire in the cartesian graph. The importance part takes the y-axis and represents what students expect from the lecturer’s performance. The performance part takes the x-axis and represents what students experience with the lecturer’s performance.

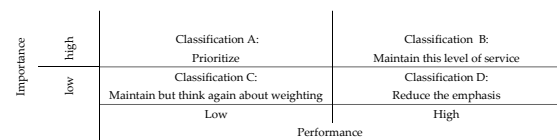


Figure 1: Importance-Performance Analysis

**Results and Discussion**

**Respondents’ Profile**

There are not too many students participating in this study. The mixed-class has 29 students taking the course of the Introduction to Sharia Business Management: 11 male students and 18 female students of the third semester in the academic year of 2021-2022. The class is from two majors Sharia economics and Sharia banking at the faculty of Islamic Economics and Business, Cendekia Abditama University, Tangerang, Banten, Indonesia.

**The Values of the Statement Items**

The processed data as seen in Table 1 shows the value of each statement item, the total of each statement item, and the average of each statement item from the importance and performance. The figures are comprehensively used for the test of validity, the test of reliability, and the analysis of importance-performance.

Table 1: Performance-Importance Analysis Of Quality Dimensions For The Lecturer

No.	Statements	Importance	Performance
1	Item 1	4.21	4.17
2	Item 2	4.17	4.17
3	Item 3	4.31	4.31
4	Item 4	4.03	3.93
5	Item 5	4.28	4.31
6	Item 6	4.28	4.38
7	Item 7	4.03	3.79
8	Item 8	4.31	4.21
9	Item 9	4.14	4.07
10	Item 10	4.17	3.90
11	Item 11	3.97	3.90
12	Item 12	4.21	4.17
TOTAL		50.10	49.31
AVERAGE		4.18	4.11

Source: The Primary Data, 2021

### The Validity of the Questionnaire

The instrument used in this study has to be valid and reliable. The validity test and the reliability test shown in this section is based on IBM SPSS Statistics 26. The result of Pearson Correlation with sig. (2-tailed) taken from SPSS is shown in Table 2 and the R-table is at 0.367 (N=29). With r Count of each statement item is above r Table, all of the items are valid.

Table 1 Validity Test of The Questionnaire

	Statements	r Count	r Table	Reference	Status
Importance	Item 1	0.721	0.367	r Count > r Table	Valid
	Item 2	0.713	0.367	r Count > r Table	Valid
	Item 3	0.748	0.367	r Count > r Table	Valid
	Item 4	0.845	0.367	r Count > r Table	Valid
	Item 5	0.671	0.367	r Count > r Table	Valid
	Item 6	0.813	0.367	r Count > r Table	Valid
	Item 7	0.640	0.367	r Count > r Table	Valid
	Item 8	0.827	0.367	r Count > r Table	Valid
	Item 9	0.670	0.367	r Count > r Table	Valid
	Item 10	0.667	0.367	r Count > r Table	Valid
	Item 11	0.758	0.367	r Count > r Table	Valid
	Item 12	0.692	0.367	r Count > r Table	Valid
Performance	Item 1	0.599	0.367	r Count > r Table	Valid
	Item 2	0.666	0.367	r Count > r Table	Valid
	Item 3	0.703	0.367	r Count > r Table	Valid
	Item 4	0.793	0.367	r Count > r Table	Valid
	Item 5	0.703	0.367	r Count > r Table	Valid
	Item 6	0.871	0.367	r Count > r Table	Valid
	Item 7	0.616	0.367	r Count > r Table	Valid
	Item 8	0.710	0.367	r Count > r Table	Valid
	Item 9	0.662	0.367	r Count > r Table	Valid
	Item 10	0.795	0.367	r Count > r Table	Valid
	Item 11	0.482	0.367	r Count > r Table	Valid
	Item 12	0.690	0.367	r Count > r Table	Valid

Source: The Primary Data, 2021

### The Reliability of the Questionnaire

Regarding the reliability of the questionnaire, the study refers to Sujarweni (2014) saying if Cronbach's Alpha > 0,60, the questionnaire is reliable. Table 2 shows Cronbach's Alpha for performance is 0.898 and Cronbach's Alpha for importance is 0.919. Following the reference that the variable with score of Cronbach's Alpha of above 0.6 expresses its reliability, the instrument used in the study is reliable.

Table 2: Reliability Test of the Questionnaire

	N of Items	Cronbach's Alpha	Reference	Status
Performance	12	0.898	Cronbach's Alpha > 0.6	Reliable
Importance	12	0.919	Cronbach's Alpha > 0.6	Reliable

Source: The Primary Data, 2021

### The Result of the Importance-performance Analysis

Unlike the common evaluation of the lecturers by the students which shows the scores classified as the highest, the lowest, above the standard, or below the standard, the evaluation of the lecturers by the students in this study with the Importance-Performance Analysis can help the lecturer with what to evaluate and do next time in details.

The importance is what the students expect to occur and the performance is what the students experience. By having the average scores of the performance and the importance, with the Importance-Performance Analysis, each item in this study can be put in one of the four classifications: the first classification, the lecturer's performance is in the low level and the students' expectation is in the high level; the second classification, the lecturer's performance and the students' expectation at the same time

Each item of the performance and importance is classified as shown in the Figure 2. Each item of the statements on the dimensions of quality can be divided into four categories when the instrument is valid and reliable (Supranto, 2011). The classification can guide the lecturer what action to take to manage the performance as follows:

1. Classification A: what service aspects a lecturer should prioritize because the lecturer performance is low and the student expectation is high;

2. Classification B: what service aspects a lecturer should maintain because the lecturer performance is in line with the student expectation;
3. Classification C: what service aspects a lecturer should maintain but think again about weighting them because the lecturer performance is low and the student expectation is also low;
4. Classification D: what service aspects a lecturer should reduce their emphasis because the lecturer performance is high but the student expectation is low.

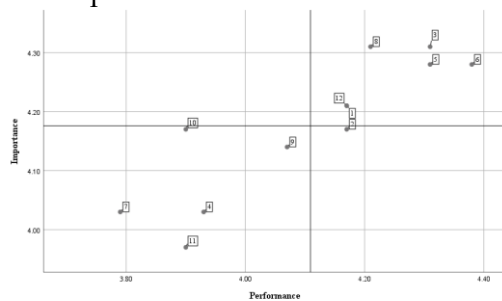


Figure 2: The Result of Importance-Performance Analysis

Thus, here is how the lecturer should manage his performance based on student satisfaction:

1. Classification A: what service aspects a lecturer should prioritize because the lecturer performance is low and the student expectation high. The lecturer has no top priority of item to improve his performance since there is no item in which his performance is low and student expectation is high.
2. Classification B: what service aspects a lecturer should maintain because the lecturer performance is in line with the student expectation (Items 1, 3, 5, 6, 8, 12). The lecturer has to maintain the level of service since his performance is in the high level and student expectation in the high level for the following items: being well-groom, being friendly, starting the session on time, answering students' questions well, being open to suggestions or comments, giving additional materials or individualized attention.

3. Classification C: what service aspects a lecturer should maintain but think again about weighting them because the lecturer performance is low and the student expectation is also low (Items 4, 7, 9, 10, 11). The lecturer has to maintain the items but think again about weighting them since his performance is low and student expectation is also low. These items include being available, repeating the explanation if necessary, managing the classroom activities well, speaking clearly, motivating students to improve knowledge and science.
4. Classification D: what service aspects a lecturer should reduce their emphasis because the lecturer performance is high but the student expectation is low (Item 2). The lecturer has to reduce the emphasis of possible because his performance is high but student expectation is low. This item is being fit.

## Conclusions

Promoting satisfaction of students as customers, and the performance of a lecturer as an employee to improve the lecturer's performance is indeed good for educational institutions in general and for the lecturers to manage the performance in particular. Two goals can be achieved at the same time.

As it is mixed application of marketing management, human resources management, teaching-learning quality assurance management, education management, and Islamic studies, there should be further researches to be conducted to explore more implications on the big size of classes, the use of technology in the classroom, techniques or strategies of face-to-face teaching, online teaching, blended teaching, assignment, assessment, and any other aspects related to lecturer performance and student satisfaction.

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