ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh dimensi kinerja pelayanan administrasi akademik terhadap kepuasan mahasiswa S1 Fakultas Ekonomi dan Bisnis Universitas Airlangga. Penelitian ini menggunakan lima variabel independen yaitu *reliability, assurance, tangible, emphaty*, dan *responsiveness*, dengan satu variabel dependen yaitu kepuasan mahasiswa. Teori yang digunakan dalam penelitian ini adalah teori servperf dari Cronin. Setelah dilakukan tinjauan pustaka maupun lapangan dan penyusunan hipotesis, data dalam penelitian ini dikumpulkan melalui penyebaran kuesioner kepada 200 mahasiswa sebagai responden penelitian dan melalui wawancara. Metode analisis data yang digunakan adalah analisis kuantitatif yaitu uji validitas dan reliabilitas, uji asumsi klasik, analisis regresi linear berganda, uji F, uji t dan koefisien determinasi. Berdasarkan analisis data, hasil penelitian menunjukkan bahwa indikator-indikator pada pada penelitian ini bersifat valid dan reliabel. Pada uji asumsi klasik data berdistribusi normal, tidak terjadi heteroskedastisitas dan multikolinieritas. Pada uji hipotesis *reliability*, *assurance*, *tangible*, *emphaty,* dan *responsiveness* secara simultan berpengaruh signifikan terhadap kepuasan mahasiswa. Pada uji hipotesis secara parsial hanya *tangible* yang tidak memiliki pengaruh positif dan signifikan terhadap kepuasan mahasiswa, Sedangkan *emphaty* memiliki pengaruh yang dominan.

Kata kunci: *reliability, assurance, tangible, emphaty, responsiveness*, dan kepuasan mahasiswa

ABSTRACT

This research aims to analyze the influence of academic administration service performance dimensions towards undergraduate students' satisfaction at Faculty of Economics and Business Airlangga University. Five independent variables used in this research namely reliability, assurance, tangible, empathy, and responsiveness, and one dependent variable namely students' satisfaction. The theory that was used in this research was SERVPERF theory by Cronin. After reviewing the literature, conducting field survey and formulating hypothesis, the data in this research were collected by spreading questionnaires to 200 students as respondents and interviewing them. Data analysis method were quantitative analysis namely validity and reliability test, classic assumption test, multiple linear regression analysis, F test, t test and coefficient of determination. Based on data analysis, the result showed that indicators in this research were valid and reliable. In the classic assumption test to the data which were normally distributed, heteroscedasticity and multicollinearity did not occur. In the hypothesis test of reliability, assurance, tangible, empathy, and responsiveness, they had simultaneously a significant impact to students' satisfaction. In the hypothesis test partially, it was only tangible which did not have positive and significant impact towards students' satisfaction. While empathy had dominant impact.

Key words: reliability, assurance, tangible, empathy, responsiveness, and students' satisfaction