

The Role of Service Quality and Human Resource Quality on Student Satisfaction in Education: Organizational Commitment as an Intervening Variable

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Abstract

Higher education is present as a forum that has a considerable contribution in improving the quality of human resources in a nation according to the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education point c reads; that in order to increase the nation's competitiveness in facing globalization in all fields, higher education is needed that is able to develop science and technology and produce intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the interests of the nation. Universities as organizations that aim at service satisfaction are currently no longer reliable in terms of competitive advantage in this era of very high competition because other universities are also doing the same thing, so organizations need to emphasize commitment to achieving organizational goals by proactively improving the organization's image and increase student loyalty by looking at the quality of service and the quality of human resources (HR). The research method used is a quantitative approach with a total of 369 respondents with data analysis used through the SmartPLS 3.0 program, while the results obtained in this study are (1) Service Quality on Student Satisfaction has a direct but not significant effect; (2) Service Quality has a direct and significant effect on Organizational Commitment; (3) Quality of Human Resources has a direct but not significant effect on Organizational Commitment; (4) the quality of human resources has a direct and significant effect on student satisfaction; (5) Organizational Commitment has a direct and significant effect on Student Satisfaction; while (6) the quality of service has not been able to directly increase student satisfaction, and Organizational Commitment as a very important mediation needed to be able to increase the influence of Service Quality on student satisfaction; and (7) the quality of human resources can directly increase student satisfaction even without going through organizational commitment, so that the existence of organizational commitment as a mediation is not needed to be able to increase the influence of service quality on student satisfaction

Keywords

service quality; human resources quality; organizational commitment; student satisfaction



I. Introduction

Higher education is present as a forum that has a considerable contribution in improving the quality of human resources in a nation according to the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, point c reads; that to increase the nation's competitiveness in facing globalization in all fields, higher education is needed that is able to develop science and technology and produce intellectuals,

scientists, and/or professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the interests of the nation.

Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

The integrated service unit (service center) in higher education currently serves 4,719 active students, consisting of students from the 2018 to 2021 batches spread across 8 faculties in the Strata-1 education program as shown in the table.

Table 1. Number of Active Students (2021)

No.	Faculty Name	Number of Active Students
1.	Agriculture	219
2.	Health	520
3.	Economics and Business	1696
4.	teacher training and education science	239
5.	Islam	174
6.	Technique	1470
7.	psychology	292
8.	Law	109
Total Number of Active Students		4719

Source: Academic Information System (2021)

The current condition, the integrated service unit (service center) still lacks in providing services to the stakeholders of the University of Muhammadiyah Gresik as well as dissatisfaction with the services received by students. This condition can be seen from the voice boxes for suggestions and criticisms, Direct Messages on Instagram, Whatsapp messages and also verbal complaints from students and from outside parties with an interest in the University of Muhammadiyah Gresik including information that is sometimes incomplete and not up to date delivered by the officer and the difficulty of contacting the service number provided.

Table 2. Voice Boxes for Suggestions and Criticism

SERVICE FIELD	YEAR			TOTAL
	2018	2019	2020	
Finance	38	2	7	47
BAA	1	0	0	1
Student Affairs	15	1	6	22

Source: Directorate of Quality Assurance (2021)

From data from the Bureau of Higher Education Human Resources, there are 5 employees who work in the integrated service unit (service center) as follows; 5 employees with undergraduate education background, of which 2 have worked for 2 years and 5 months and have attended Service Excellent and Digital Administration training, 1 person

has worked for 2 years and has attended Service Excellent and Digital Administration training, 1 person has worked for 1 year 3 months and has attended Service Excellent and Digital Administration training, while 1 has worked for 10 months and has never attended any training. The data is presented as in the following table:

Table 3. Integrated Service Unit Employee Data

No	Name	Education Final	Study Program	Length of Work		Training That Ever Followed
				Year	Month	
1	A	S1	Accountancy	2	5	Service Excellent Digital Administration
2	B	S1	Technical Information	2	5	Service Excellent Digital Administration
3	C	S1	Management	2	0	Service Excellent Digital Administration
4	D	S1	Management	1	3	Service Excellent Digital Administration
5	E	S1	Accountancy	0	10	-

Source: Bureau of Human Resources (2021)

II. Review of Literature

2.1 Service Quality To Satisfaction

There is a relationship between service quality and satisfaction as evidenced by the results of research (Rinala, I Nyoman; Yudana, 2013) showing that the quality of academic services has a positive and significant effect on student satisfaction as much as 89.5%. Student satisfaction has a positive but weak impact on student loyalty by 67.9%. The direct effect of academic service quality on student loyalty is not significant (08.7%), and (Bulkia, 2018b); Bulkia (2018); (Nova Hari Santhi, 2018) showed different results. In other words, service quality does not affect student satisfaction, while (Rachman, 2020) shows that service quality affects student satisfaction.

H1: The Effect of Service Quality on Satisfaction

2.2 Service Quality towards Organizational Commitment

There is a relationship between service quality and organizational commitment (Suparjo et al., 2018); (Dirwan, 2014) said research shows that: (1) there is an influence of service quality on achievement motivation; (2) there is an effect of commitment to achievement motivation; (3) there is an effect of service quality and commitment together on achievement motivation of PTS Jakarta students.

H2: The Effect of Service Quality on Organizational Commitment

2.3 Human Resources Quality on Organizational Commitment

There is a relationship between Quality HR with organizational commitment is evidenced by the findings (Maksyur, 2013) partially or simultaneously research found that the variables of human resource quality, organizational commitment, internal control system, and the use of information technology affect the quality of financial reports.

H3: The Influence of HR Quality on Organizational Commitment

2.4 Quality of Human Resources on Satisfaction

The quality of human resources has no effect on performance and research results (Yusuf Wildan Setiyadi, 2020) also shows a relationship between HR quality and satisfaction. Setiyadi also shows that the quality of work life has a positive effect on job satisfaction; the quality of work life has a positive effect on employee performance; job satisfaction has a positive effect on employee performance; and quality of work life through the indirect effect of job satisfaction on employee performance.

H4: The Effect of HR Quality on Satisfaction

2.5 Organizational Commitment to Satisfaction

There is a relationship between organizational commitment and satisfaction as evidenced by research results (Suparjo, 2017); (Supartini & Lutfi, 2020) in his research stated that student satisfaction has a positive effect on relational commitment, while (Dirwan, 2014) shows that service quality has an impact on performance; there is an impact of obligation on achievement motivation; there is an impact of service quality and commitment that synergizes on student achievement motivation.

H5: The Effect of Organizational Commitment on Satisfaction

2.6 Service Quality towards Student Satisfaction through Organizational Commitment

(Suwandari, 2013) The definition of student satisfaction is the emotional condition of the respondent towards the services obtained by fulfilling the wishes and expectations, with indicators: (1) Meeting the wishes of students; (2) Happy to acquire knowledge; (3) Feedback; (4) Study results, and (Sulistiyawati et al., 2015) state that service quality is an important factor and root that is able to provide satisfaction for its customers related to behavioral outcomes such as complaints, recommendations and exchanges or transfers.

H6: The Effect of Service Quality on Student Satisfaction through Organizational Commitment

2.7 Human Resources Quality on Student Satisfaction through Organizational Commitment

The quality of human resources is the ability of human resources to carry out the tasks and responsibilities assigned to them with the provision of education, training, and experience (Juita, 2013) said that organizational commitment is needed as an indicator of HR quality.

The findings (Darmawati & Hayati, 2013) in their research that the job satisfaction variable has a positive and significant influence on the organizational citizenship behavior variable, while organizational commitment has no significant effect, while (Basriani, 2016) his research shows both partially and jointly. Competence and Organizational Commitment influence each other in terms of lecturer job satisfaction.

H7: The Effect of HR Quality on Student Satisfaction through Organizational Commitment

2.8 Conceptual Framework

Based on theory and relationships variable then skeleton conceptual could depicted as follows:

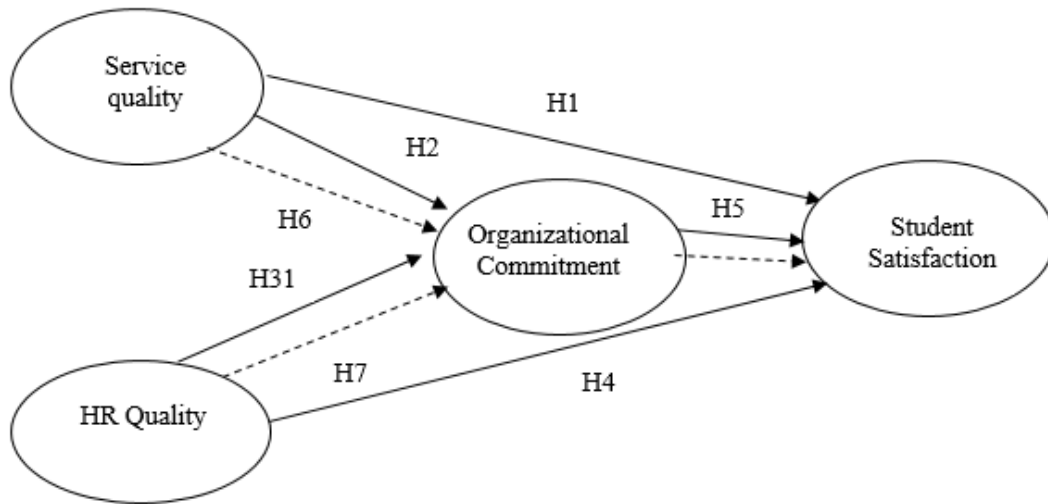


Figure 1. Conceptual Framework

III. Research Method

3.1 Research Design

Research on the influence of Service Quality and Human Resources Quality on Student Satisfaction with Organizational Commitment as Mediation uses a quantitative approach method (Sugiyono, 2016), providing a definition of the quantitative method is research data in the form of numbers and analyzing data using statistical procedures, while the purpose of The following research is causality research which aims to examine the relationship between the variables to be studied.

3.2 Population and Sample

The population is a general area consisting of subjects or objects that have certain qualities and characteristics determined by the researcher to be further studied and then drawn conclusions or the population is the sum of the entire area that has experience of an event (Sujarweni & Utami, 2019). The following research uses a sampling technique using a subject of 369 respondents.

3.3 Data Analysis

Data analysis is to decompose everything into a smaller component in order to know the dominant component, make comparisons between one component using other components, and make comparisons of one or several components as a whole (Sholihin & Ratmono, 2021) Data management in the following research using the SmartPLS 3 Software.

IV. Results and Discussion

4.1 Results

a. Partial Least Square (PLS) Model Schematic

In the following research, hypothesis testing uses analytical techniques using the Smart PLS 3.0 program, and can be seen in the schematic model of the PLS 3.0 program tested in Figure 2 below:

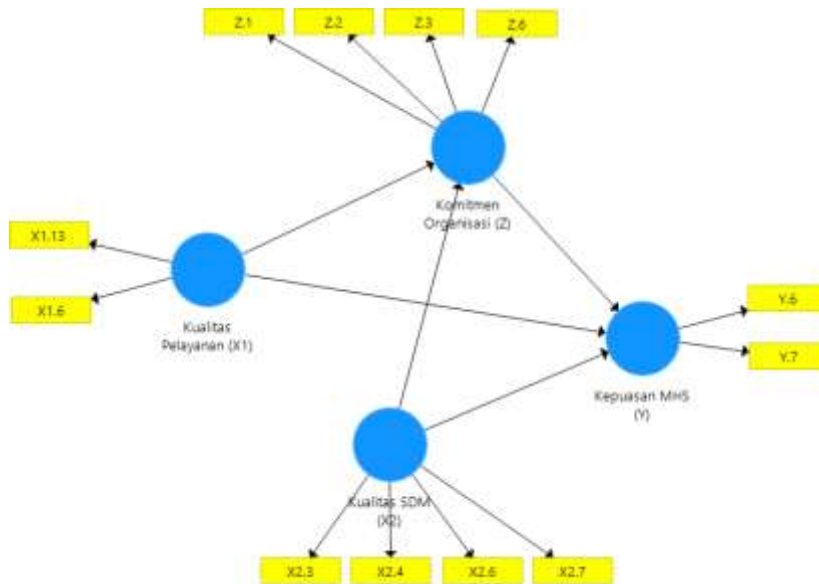


Figure 2. PLS Model Schematic

b. Evaluation Measurement (Outer) Model

Based on the results of the PLS analysis with the PLS Algorithm to test the validity and reliability, the coefficient of model determination and the path coefficient for the equation model, below is the image generated based on the output of the PLS Algorithm Smart PLS, which can be observed in Figure 3 below:

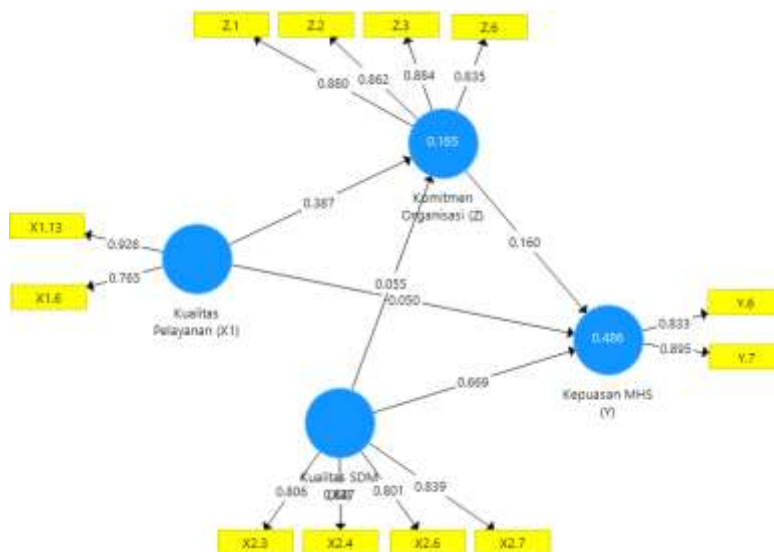


Figure 3. Outer Model test results

c. Convergent Validity

Convergent validity Based on the measurement model using reflexive indicators, observations can be made based on the correlation between item scores or indicators with construct scores.

Table 4, it can be observed that each indicator of the research variable has an outer loading value of more than 0.7. However, it can be observed that there are still indicators that have an outer loading value of less than 0.7. (Latan & Ghazali, 2016), the outer loading value between 0.5 - 0.6 is considered sufficient to provide fulfillment for the requirements for convergent validity. The data shows that there are no indicator variables whose outer loading is less than 0.5, which makes all indicators considered feasible or valid to be used for research and can be used for further analysis.

Table 4. Outer Loading Convergent Validity

Indicator	Service quality	HR Quality	Organizational Commitment	Student Satisfaction
X1.13	0.928			
X1.6	0.765			
X2.3		0.806		
X2.4		0.847		
X2.6		0.801		
X2.7		0.839		
Z.1			0.880	
Z.2			0.862	
Z.3			0.884	
Z.6			0.835	
Y.6				0.833
Y.7				0.895

Source: Processed Data 2021

d. Discriminant Validity

Discriminant validity indicators can be observed on the cross loading between indicators and constructs. Table 5, it can be observed that each indicator in the research variable has the largest cross loading value on the created variable, which is carried out in comparison with the cross loading value of the other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity when compiling each variable.

Table 5. Cross Loading Discriminant Validity

Indicator	Service quality	HR Quality	Organizational Commitment	Student Satisfaction
X1.13	0.928	0.230	0.404	0.230
X1.6	0.765	0.287	0.254	0.095
X2.3	0.331	0.806	0.123	0.503
X2.4	0.162	0.847	0.107	0.621
X2.6	0.309	0.801	0.169	0.498
X2.7	0.181	0.839	0.154	0.605
Z.1	0.337	0.149	0.880	0.245
Z.2	0.347	0.110	0.862	0.189

Indicator	Service quality	HR Quality	Organizational Commitment	Student Satisfaction
Z.3	0.361	0.152	0.884	0.246
Z.6	0.347	0.165	0.835	0.187
Y.6	0.275	0.524	0.219	0.833
Y.7	0.104	0.645	0.218	0.895

While presenting the data in Table 6, it can be observed that each research variable has an average variant extracted (AVE) value > 0.5 . Through this problem, it can be stated that each variable has good discriminant validity.

Table 6. Average Variant Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Service Quality (X1)	0.723
HR Quality (X2)	0.678
Organizational Commitment (Z)	0.749
MHS Satisfaction (Y)	0.747

Source: Processed Data 2021

e. Composite Reliability

*Composite Reliability*ie some are used to test the reliability value of several indicators to a variable. A variable can be declared to fulfill composite reliability if it has a composite reliability value of more than 0.6.

Table 7. Composite Reliability

Variable	Composite Reliability
Service Quality (X1)	0.838
HR Quality (X2)	0.894
Organizational Commitment (Z)	0.923
MHS Satisfaction (Y)	0855

f. Cronbach Alpha

The reliability test with composite reliability can be strengthened through the use of the Cronbach alpha value. Table 8, it can be obtained that "the Cronbach alpha value of each research variable is > 0.7 . So based on the problem itself, the results of this study prove that each research variable has met the requirements of the Cronbach alpha value, so there is a conclusion that all variables have a high level of reliability.

Table 8. Cronbach Alpha

Variable	Cronbach's Alpha
Service Quality (X1)	0.738
HR Quality (X2)	0.843
Organizational Commitment (Z)	0.888
MHS Satisfaction (Y)	0.765

Source: Processed Data 2021

g. Structural Model Test or Inner Model

In the following research, an explanation of the results of path coefficient testing, goodness of fit testing and hypothesis testing can be given.

1. Path Coefficient Test

Path coefficient evaluation is used to show how strong the effect or influence of exogenous variables on endogenous variables is. Meanwhile, the determination coefficient (R-Square) is used to measure how many endogenous variables are influenced by other variables (Marcoulides et al., 2009)

Based on the entire inner model scheme that has been shown in Table 9, it can be given a statement that the path coefficient value is being displayed along with the influence of Organizational Commitment on Student Satisfaction, which is 0.160. Then Service Quality on Student Satisfaction is - 0.050.

Table 9. Path Coefficient

Construct	Path Coefficient	Description
Service quality → Student Satisfaction	-0.050	Weak
Service quality → Organizational Commitment	0.387	Currently
HR Quality → Organizational Commitment	0.055	Weak
HR Quality → Student Satisfaction	0.669	Currently
Organizational Commitment → Student Satisfaction	0.160	Weak

2. Goodness of the Model (Goodness of Fit)

Based on the presentation of the data in Table 10, it can be seen above that the R-Square value for the Organizational Commitment variable is 0.159 and the income value indicates that the percentage of Service Quality and Human Resources Quality can be influenced by Organizational Commitment of 15.9%, while for the value of The R-Square obtained by the Student Satisfaction variable is 0.481. The value itself provides information that the Quality of Service and Quality of Human Resources can be explained by Student Satisfaction of 48.1%

Table 10. R-Square Value

Variable	R Square
Organizational Commitment	0.159
Student Satisfaction	0.481

Source: Data processed 2021

The goodness of fit assessment is seen from the Q-Square value. The value of Q-Square has an equivalent meaning with R-Square in regression analysis, where the higher the Q-Square, which makes the model can be said to be better or more fit using the data. The results of the calculation of the value of Q-Square are:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R_{21}) \times (1 - R_{22})] \\
 &= 1 - [(1 - 0.159) \times (1 - 0.481)] \\
 &= 1 - (0.841 \times 0.519) \\
 &= 1 - 0.437 \\
 &= 0.563
 \end{aligned}$$

Based on the results of these calculations, obtained a Q-Square value of 0.563. The following problem shows the diversity of research data that can be influenced by the research model, which is 56.3%. Meanwhile, the remaining 43.7% were explained by other factors outside the research model itself. So from the problem itself, based on the results, it says that the research model can be stated to have a good and positive goodness of fit.

3. Live Effect Test

The next test is to see the significant value of the influence between the variables through observing the parameter coefficient values and also the T statistical significance value using the bootstrapping method (Latan & Ghozali, 2016).

Table 11. T-Statistics and P-Values

No.	Hpo	Variable	Original Sample	T Statistics (O/STDEV)	P Values
1	1	Service Quality Student Satisfaction	-0.050	1.056	0.292
2	2	Service Quality Organizational Commitment	0.387	6.682	0.000
3	3	HR Quality Organizational Commitment	0.055	0.817	0.414
4	4	HR Quality Student Satisfaction	0.669	14,646	0.000
5	5	Organizational Commitment Student Satisfaction	0.160	3.615	0.000

Source: Data processed 2021

The hypothesis of the effect of T-Statistics P-Values based on the data presented in table 11, it can be observed that based on the 5 hypotheses submitted in the following research, all of them can be accepted because each effect shown has a P-Values value < 0.05 . Which makes it possible to say that the exogenous to endogenous variables have a significant influence. Below is a breakdown of the influence between variables:

a) The Effect of Service Quality (X1) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the test of the Service Quality (X1) variable on Service Quality (Y), the T statistics value of 1,056 has an -value of 0.292. Because the -value of $0.292 > 0.05$, it means that H0 is accepted, meaning that there is a direct effect but not significant Service Quality (X1) on Student Satisfaction (Y)

b) The Effect of Service Quality (X1) on Organizational Commitment (Z)

Based on the table above, it can be observed that for the test of the Service Quality (X1) variable on Organizational Commitment (Z), the T statistics value of 6.682 has an -value of 0.000. Because the value of -value ($0.000 < 0.05$) means that H0 is rejected, meaning that there is a direct and significant influence on Service Quality (X1) on Organizational Commitment (Z)

c) The Influence of HR Quality (X2) on Organizational Commitment (Z)

Based on the table above, it can be observed that for the test of the HR Quality variable (X2) on Organizational Commitment (Z), the T statistics value of 0.817 has an -value of 0.414. Because the value of -value ($0.414 > 0.05$) means that H0 is accepted, meaning that there is a direct but not significant effect on HR Quality (X2) on Organizational Commitment (Z).

d) The Influence of HR Quality (X2) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the test of the HR Quality variable (X2) on Student Satisfaction (Y), the T statistics value of 14,646 has an -value of 0.000. Because the -value is less than ($0.000 < 0.05$), it means that H0 is rejected, meaning that there is a direct and significant influence on the quality of human resources (X2) on student satisfaction (Y).

e) The Effect of Organizational Commitment (Z) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the test of the Organizational Commitment (Z) variable on Student Satisfaction (Y), the T statistics value of 3,615 has an -value of 0.000. Because the -value is less than ($0.000 < 0.05$), it means that H0 is rejected, meaning that there is a significant and significant effect of Organizational Commitment (Z) on Student Satisfaction (Y).

4. Indirect Effect Test

Testing the indirect effect hypothesis was carried out using the resampling bootstrapping technique method. An alternative approach to testing the significance of mediation (Bollen & Stine, 1990).

The following are the results of data processing to determine exogenous variables on endogenous variables, exogenous variables on mediator variables, mediator variables affect endogenous variables:

Table 12. T-Statistics and P-Values

Variable	T Statistics (O/STDEV)	P Values
Service Quality -> Organizational Commitment	6.682	0.000
HR Quality -> Organizational Commitment	0.817	0.414
Organizational Commitment -> Student Satisfaction	3.615	0.000

Source: Data processed 2021

Based on table 12, it can be seen that the exogenous variables have a significant effect on the mediator variable, the exogenous variable has a significant influence on the mediator variable, the mediator variable has a significant influence on the endogenous variable. So based on these results, it can be concluded that the work environment mediation variable is a full or perfect mediation variable. Full or full/perfect mediation occurs if the direct effect of the exogenous variable on the endogenous variable is significant, but the effect becomes insignificant when the mediating variable is included.

Based on these results, the indirect effect hypothesis will be tested:

Table 13. T-Statistics and P-Values

No.	Hpo	Variable	Original Sample	T Statistics (O/STDEV)	P Values
1	6	Service Quality -> Organizational Commitment -> Student Satisfaction	0.062	3.330	0.001
2	7	HR Quality -> Organizational Commitment -> Student Satisfaction	0.009	0.737	0.461

Source: Primary data processed 2021

Based on the results of the path coefficient calculation, it is known that:

- a) The Total Effect of Service Quality (X1) on Student Satisfaction (Y) through Organizational Commitment (Z) obtained T statistics of 3.350 and got an -value of 0.001. Because the -value is less than ($0.001 < 0.05$) meaning H_0 is rejected, there is a direct and significant effect on Service Quality (X1) on Student Satisfaction (Y) through Organizational Commitment (Z)
- b) Total Influence of Human Resources Quality (X2) on Organizational Satisfaction (Y) through Organizational Commitment (Z) obtained T statistics of 0.737 got -value of 0.461. Because the -value is less than ($0.461 > 0.05$) meaning that H_0 is accepted, then there is a direct but not significant effect on the quality of human resources (X2) on student satisfaction (Y) through organizational commitment (Z).

4.2 Discussion

a. The Effect of Service Quality (X1) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the variable test of Service Quality (X1) on Service Quality (Y), the T statistics value of 1.056 has an -value of 0.292. Because the -value of $0.292 > 0.05$, it means that H_0 is accepted, meaning that there is a direct effect but not significant Service Quality (X1) on Student Satisfaction (Y).

For this reason, the current quality of service has been fulfilled, such as the University which has a modern lecture building, adequate parking space, neat appearance service center officers, all UKM / HMJ activities are realized in accordance with the work program, service center officers provide appropriate services according to with the needs of students, administrative services through the service center are completed on time, and the service center officers are polite in speaking.

And this is not in accordance with the results of research (Rinala, I Nyoman; Yudana, 2013) which shows that the quality of academic services has a positive and significant effect on student satisfaction as much as 89.5%; (Rachman, 2020) shows that service quality affects student satisfaction, but supports his research (Bulkia, 2018); (Nova Hari Santhi, 2018) showed different results. In other words, service quality does not affect student satisfaction.

b. The Effect of Service Quality (X1) on Organizational Commitment (Z)

Based on the table above, it can be observed that for the test of the Service Quality (X1) variable on Organizational Commitment (Z), the T statistics value of 6.682 has an -value of 0.000. Because the value of -value ($0.000 < 0.05$) means that H_0 is rejected, meaning that there is a direct and significant influence on Service Quality (X1) on Organizational Commitment (Z).

For this reason, the current condition of the integrated service unit officer (service center) carries out their duties well in terms of friendliness in serving students, because it is considered important, it is necessary for the role of organizational commitment to support service quality by providing training on services on a regular basis in order to maintain and improve student satisfaction.

c. The Influence of HR Quality (X2) on Organizational Commitment (Z)

Based on the table above, it can be observed that for the test of the HR Quality variable (X2) on Organizational Commitment (Z), the T statistics value of 0.817 has an -value of 0.414. Because the value of -value ($0.414 > 0.05$) means that H_0 is accepted, meaning that there is a direct but not significant effect on HR Quality (X2) on Organizational Commitment (Z).

Looking at the previous condition, service hours in the integrated service unit (service center) are still not well organized, namely the vacancy of officers at certain hours so that students do not get service, because it is felt that the quality of human resources in terms of fulfilling abilities in this case is loyalty and responsibility towards To the organization, the role of organizational commitment is very important to arrange working hours alternately/switch between officers so that services can continue to run so as to realize student satisfaction.

d. The Influence of HR Quality (X2) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the test of the HR Quality variable (X2) on Student Satisfaction (Y), the T statistics value of 14,646 has an -value of 0.000. Because the -value is less than ($0.000 < 0.05$), it means that H_0 is rejected, meaning that there is a direct and significant influence on the quality of human resources (X2) on student satisfaction (Y).

For this reason, the current condition of all human resources serving in the service center has good quality education and is in accordance with their respective fields of knowledge. Therefore, it needs to be maintained and even improved by exploring the potential so that student satisfaction will increase.

e. The Effect of Organizational Commitment (Z) on Student Satisfaction (Y)

Based on the table above, it can be observed that for the test of the Organizational Commitment (Z) variable on Student Satisfaction (Y), the T statistics value of 3,615 has an -value of 0.000. Because the -value is less than ($0.000 < 0.05$), it means that H_0 is rejected, meaning that there is a direct and significant influence on Organizational Commitment (Z) on Student Satisfaction (Y).”

Current conditions indicate that the support provided by the organization is good so that service center officers feel proud of the rules and policies imposed by the organization, so that in their application they can create student satisfaction. For this reason, organizational commitment is very important as an effort to increase student satisfaction by providing support and trust to its members to express their concern for the success and goodness of their organization through a commitment to student satisfaction.

f. The Effect of Service Quality (X1) on Student Satisfaction (Y) through Organizational Commitment (Z)

The Total Effect of Service Quality (X1) on Student Satisfaction (Y) through Organizational Commitment (Z) obtained T statistics of 3.350 and got an -value of 0.001. Because the -value is less than ($0.001 < 0.05$) meaning H_0 , is rejected, there is an indirect and significant effect on Service Quality (X1) on Student Satisfaction (Y) through Organizational Commitment (Z)

When compared with the direct effect, the value of the original sample of indirect influence is 0.062, still above the direct influence of Service Quality on Student Satisfaction of -0.050 and the following shows that Service Quality has not been able to directly increase Student Satisfaction, so the existence of the Organizational Commitment variable as Intervening variables are very important and needed to be able to increase the influence of Service Quality on student satisfaction.

And the current condition, the quality of service in the service center is very important for student satisfaction, but requires the support of organizational commitment in making it happen, such as regulations and policies that can be used in the service center,

for example changes in service hours and faster decision-making flow than before in order to realize student satisfaction.

The good quality of service provided is part of the organizational commitment. Thus, good service quality and good organizational commitment will have an impact on increasing student satisfaction.

g. The Influence of HR Quality (X2) on Organizational Satisfaction (Y) through Commitment Organization (Z)

Total Influence of HR Quality (X2) on Organizational Satisfaction (Y) through Commitment Organization (Z) obtained T statistics of 0.737 got -value of 0.461. Because the value of -value is less than ($0.461 > 0.05$) meaning that H0 is accepted, then there is an indirect but not significant effect on the Quality of Human Resources (X2) on Student Satisfaction (Y) through Organizational Commitment (Z).”

When compared with the direct effect, the value of the original sample indirect effect of 0.009 is still below the value of the direct influence of HR Quality on Student Satisfaction of 0.669, then this shows that HR Quality (X2) can increase Student Satisfaction (Y) even without going through commitment organization (Z), so that the existence of the Organizational Commitment variable as an intervening variable is not needed to increase the influence of Service Quality on student satisfaction.

The quality of human resources in the service center can directly affect student satisfaction even without going through organizational commitment, this is because currently the quality of human resources in the service center is in accordance with the educational background they have.

V. Conclusion

From the results of testing and discussion, it is concluded that the Quality of Service in College there needs to be attention and support from a good and consistent organization as well as the quality of human resources there needs to be an increase in competence so that the quality of service provided by university employees will have a good influence on student satisfaction if the attention and consistency goes well, including increasing the competence of human resources.

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