

Students' Satisfaction with Islamic Education Management Department Services at the State Islamic University of Sultan Amai Gorontalo, Indonesia

Abstract

This study aims to analyze the student satisfaction index for the services of the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo in 2023. Interview methods, participatory observations, and document studies were used to collect data from students who were active in the department. Participants were asked to assess various aspects of the service, including the quality of teaching, facilities, academic support, and participation in extracurricular activities. The collected data is analyzed to evaluate the overall level of student satisfaction. The main findings show that student satisfaction with the services of the Islamic Education Management Department is relatively high. Students give positive ratings of teaching quality, availability of facilities, academic support, and opportunities for participation in extracurricular activities. However, the study also identified several areas where improvements can be made to improve student satisfaction in the future. This study provides valuable insights for university managers to improve the quality of service and student learning experience in the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo.

Keywords: Student satisfaction, Islamic Education, Higher Education,

1. Introduction

Student satisfaction is an important aspect in evaluating the quality of education in a university. A deep understanding of the level of student satisfaction with the services provided by certain majors is the key to developing and improving the quality of education. Student satisfaction is not only an indicator, but also the main foundation in assessing the quality of education in a tertiary institution. A successful college not only produces graduates with good academic skills, but also pays attention to aspects of student welfare and satisfaction (Ahmad, 2015; Kuznetsova, 2019; Tandilashvili, 2019). In the context of the State Islamic University (IAIN) of Sultan Amai Gorontalo, the Department of Islamic Education Management has a central role in creating an academic atmosphere that supports and provides quality education in the field.

Understanding deeply the level of student satisfaction with the services provided by certain majors is an important key to the development and improvement of the quality of education (Gruber et al., 2010; Sheng et al., 2024). The Department of Islamic Education Management not only plays a role in the delivery of subject matter, but also in providing an environment that facilitates effective learning, quality academic guidance, and social and emotional support for students. In an effort to achieve high quality standards, evaluation of student satisfaction with the services provided by the department is a crucial step to determine success and identify areas that need improvement.

Thus, a thorough understanding of student perceptions and needs will help in formulating appropriate strategies and policies to improve the quality of education and services in the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo. Through an emphasis on student satisfaction, institutions can produce graduates

who are not only academically competent, but also prepared to take on real-world challenges with high confidence and confidence.

The Department of Islamic Education Management at IAIN Sultan Amai Gorontalo has reached a crucial stage in evaluating its success in meeting student needs and expectations. In the dynamic world of education, where contexts and demands are continually evolving, ongoing assessment of student satisfaction is essential. By analyzing student satisfaction, the department can clearly illustrate its success in providing adequate services. This analysis not only provides an overview of current student satisfaction, but also offers valuable insight into areas where the department has been successful and where improvements are still needed. Thus, the results of the analysis are not only a reflection of the effectiveness of the strategies that have been adopted, but also become a valuable guide for future improvements and adjustments.

More than just a set of numbers, the student satisfaction reflects the close relationship between the educational institution and the student community. Student satisfaction is not just about academic service, but also about the quality of interaction with faculty, facilities, administrative support, and the learning environment as a whole (Weerasinghe & Fernando, 2017; Mastoi&Saengkrod, 2019). Therefore, the results of this analysis will provide a deeper understanding of the dynamics of interaction between students and institutions, which in turn will support continuous improvement efforts to improve student learning experience in the Department of Islamic Education Management.

In the context of background, IAIN Sultan Amai Gorontalo has long been an educational institution that aims to make a major contribution in the development of human resources in the field of Islam. One of its main focuses is the Department of Islamic Education Management, which has been a milestone in forming qualified Islamic education leaders. However, in the face of the dynamics of changing times and demands for higher quality education, evaluation of student satisfaction is becoming increasingly important.

The main purpose of this study is to investigate the extent to which students from the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo are satisfied with the services provided. By understanding the level of student satisfaction, the purpose of this study is to identify the strengths and weaknesses of existing services, as well as formulate recommendations for continuous improvement.

The relevance of this research is very important in the context of improving the quality of education and student satisfaction at IAIN Sultan Amai Gorontalo. The results of the student satisfaction index analysis will provide valuable insights for the administration and decision makers in directing improvement efforts. Thus, this research is expected to help this institution to continue to innovate and improve educational services, so as to better meet the expectations and needs of students, and strengthen its position as a superior and competitive Islamic educational institution.

2. Literature Review

Student satisfaction in the context of higher education refers to the level of satisfaction felt by students with the learning experience and environment at their higher education institution (Weerasinghe & Fernando, 2017; Onditi & Wechuli, 2017). Understanding and

increasing student satisfaction is an important focus for higher education institutions because it relates to student retention, quality of education, and reputation of the institution. There are several aspects that affect student satisfaction, namely the quality of teaching, learning environment, interaction with lecturers and colleagues, quality of evaluation and feedback, and availability of resources.

The service aspect in higher education includes various matters related to the services provided by institutions to students, both in academic and non-academic contexts. Academic services include everything related to formal education (Tomlinson, 2017, Davis, 2003), including: 1) Teaching and Learning: An overview of effective teaching strategies, the use of technology in learning, as well as innovative approaches to delivering academic material. 2) Academic Advising: An understanding of the role of academic counselors in helping students plan curriculum, select courses, and navigate academic challenges. 3) Testing and Assessment: Evaluation of fair and effective testing methods, as well as strategies for providing constructive feedback to students.

Non-academic services cover various aspects of student life beyond the academic sphere (Dominguez-Whitehead, 2018; Sharif & Kassim, 2012), such as: 1) Housing and Accommodation: An overview of campus housing facilities, safety, and comfort, as well as support for students living off-campus. 2) Health and Wellbeing: Research on campus health services, mental wellbeing support, and promotion of healthy lifestyles among students. 3) Extracurricular Activities: Evaluation of the various clubs, organizations, and activities outside of class hours offered to students.

The social and emotional support aspect relates to the support provided to students to help them overcome social and emotional challenges (Cefai, et al., 2018; Segrott et al., 2013), such as: 1) Student Counselling and Wellbeing: An overview of the counseling, emotional support, and crisis intervention services available to students. 2) Social Skills Development: Research on leadership development programs, communication skills, and teamwork. 3) Community Involvement: Evaluation of the relationship between students and the local community, as well as efforts to increase social engagement.

Innovation is key to improving the quality of higher education services (Mykhailyshyn et al., 2018; Danjum&Rasli, 2012; Brennan et al., 2014), including: 1) Technology in Education Services. Research on the use of technology such as e-learning, mobile apps, and big data to improve the student experience. 2) Concern-Based Approach: An overview of humanist approaches to service delivery, including empathy-based approaches and attention to students' individual needs. 3) Continuous Evaluation and Improvement: Research on student satisfaction measurement, needs analysis, and continuous improvement strategies in higher education services.

3. Research Methods

This research used a qualitative approach with a phenomenological study design (Alase, 2017; Ataro, 2020; Nigar, 2020). The participants of this study were active students enrolled in the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo in 2023. The selection of participants was carried out by purposive sampling, taking into account variations in semester level, gender, and educational background (Kubat, 2018; Corbin, 2017).

Data Collection Techniques were conducted through interviews, participatory observations, and document studies. In-depth interviews with students to gain insight into their experience with the learning services. By participatory observation, the researchers observe activities and interactions within the department environment to understand the dynamics and quality of services provided. Document studies were carried out on related documents, such as service policies, activity reports, or previous student feedback.

The collected data was analyzed qualitatively, with a thematic approach (Vaismoradi et al., 2016; Castleberry & Nolen, 2018). The data analysis steps include transcription of interviews and observations, coding of data to identify emerging themes and patterns, grouping of relevant themes, and interpretation and structuring of narratives that explain the findings.

4. Results and Discussion

4.1 The Students' satisfaction with the learning services

Student satisfaction is a subjective evaluation of the extent to which their expectations are met with the service and experience they receive at the department or institution (Haverila et al., 2021; Stoltenberg, 2011). It covers a wide range of aspects, including teaching quality, facilities, academic support, research opportunities, and other social aspects.

One of the main aspects that affect student satisfaction is the quality of teaching (Amos & Hassan, 2017; Razinkina, 2018). This includes lecturer competence, teaching methods used, clarity of material, lecturer-student interaction, and the use of technology in learning. Students want to feel that they are gaining a deep understanding of the material, supported by competent lecturers and effective teaching methods.

Physical facilities and infrastructure also play an important role in student satisfaction. This includes the availability of comfortable classrooms, libraries with adequate collections, good laboratories, fast internet access, and other sports or recreational facilities. Students want to feel that their learning environment supports their academic and non-academic activities (Anthonysamy, 2020; Karp, 2011).

Student satisfaction is also influenced by the level of academic support they receive from the institution. This includes the availability of tutors or mentors, academic counseling services, guidance in career planning, and support for students with special needs (Arambewela & Hall, 2009; Martirosyan, 2019). Students want to feel supported in their academic achievement and personal development.

For students interested in research, the opportunity to engage in research projects and collaboration with lecturers is an important factor in satisfaction. Institutions that offer facilities and support for research can increase the satisfaction of students who wish to develop research skills and explore their academic interests.

The social aspect also has a big influence on student satisfaction. This includes campus life, student organization activities, social activities, social support from fellow students, and cultural or artistic activities. Students want to feel like they're part of a solid and supportive community.

By fulfilling these aspects, institutions can increase student satisfaction, which in turn can contribute to a better learning experience, higher student retention, and a better reputation for the institution.

4.2 Identified factors that affect student satisfaction

Several factors can affect student satisfaction, namely: quality of teaching, facilities, and infrastructure, quality of learning materials, opportunities to participate, academic support, quality of campus life, achievement and recognition, relationships between students and peers, availability of resources, and quality of administrative services.

The quality of teaching by lecturers is the main factor that affects student satisfaction (Dali et al., 2017; Mulyono, 2020). Good lecturers, interactive, and caring about students' academic development can increase their satisfaction. The quality of teaching by lecturers has a very significant impact on student satisfaction in higher education. Lecturers who are good, interactive, and care about students' academic development can provide a more meaningful

and fulfilling learning experience. The following is a further explanation of the factors that make the quality of lecturer teaching a major factor in student satisfaction. Lecturers who have good teaching skills will be able to deliver the subject matter in a way that is easily understood by students. They can explain complex concepts clearly and provide relevant examples.

Interactive lecturers encourage active student participation in the learning process (Campbell & Blair, 2018; Ullah & Anwar, 2020). They use a variety of teaching methods, such as group discussions, case studies, or presentations, allowing students to be directly involved in learning. Lecturers who care and are involved in students' academic development will give personal attention to the needs and progress of each student. They are ready to provide additional assistance, answer questions, or provide constructive feedback.

Lecturers who provide regular and constructive feedback to students understand their strengths and weaknesses and provide direction to improve their academic performance. Inspirational lecturers can motivate students to reach their best potential. They can provide deep insights, encourage critical thinking, and arouse students' interest in their field of study. Lecturers who are easily accessible and responsive to student needs outside of class hours are also highly valued. The availability to provide additional advising or academic advising increases student confidence and satisfaction.

Lecturers who can integrate technology in their teaching, such as the use of e-learning platforms, multimedia, or other online resources, can increase the interactivity and effectiveness of learning. By having lecturers who meet these characteristics, universities can create a learning environment that motivates, enriches, and meets students' needs holistically. This will have a positive impact on student satisfaction and their academic success.

Campus facilities such as libraries, laboratories, classrooms, and sports facilities are also influential. Good facilities provide comfort and support the learning process. Campus facilities play an important role in influencing student satisfaction. Good facilities not only provide comfort, but also support the learning process and the overall student experience. A well-rounded and up-to-date library is an important resource for students in finding information and references for study and research. Facilities such as reading rooms, group study rooms, and access to electronic book collections can increase the comfort and effectiveness of student learning.

Laboratories equipped with modern and standard-compliant equipment can support practical learning in a variety of disciplines. Students will be satisfied if they have sufficient access and adequate facilities for experiments and practicums. Comfortable classrooms, equipped with modern teaching technology such as projectors, touch screens, or interactive whiteboards, can improve the quality of teaching and interaction between faculty and students. Good organization also allows students to focus and actively participate in learning.

Good sports facilities can improve students' physical and mental well-being. The availability of sports fields, gyms, swimming pools or sports clubs provides opportunities for students to maintain their health and make social connections outside of the academic environment. The availability of canteens or cafeterias with a variety of healthy food choices and affordable prices can also affect student satisfaction. These facilities provide comfort and meet the basic needs of students throughout the day.

The availability of affordable accommodation and easy transportation access to and from campus are also important factors in increasing student satisfaction, especially for those from out of town or abroad. A clean, well-maintained, and safe campus environment makes a

positive impression on students and helps create a conducive learning atmosphere. Good campus facilities include not only physical infrastructure, but also efficient and responsive support services. By providing adequate facilities, educational institutions can increase student satisfaction and create an optimal learning environment.

The quality of learning materials, textbooks, and other resources is also important. Relevant, up-to-date, and quality material will increase student interest and satisfaction. Learning materials that are relevant to students' needs and interests will make them more interested and motivated to learn. Material related to industry trends, contemporary issues, or personal interests can make the learning process more meaningful for students. Learning materials that are in accordance with the curriculum and competencies expected will help students in achieving their academic goals. Good curriculum quality will also provide a clear direction for the learning process.

Good textbooks and other resources such as scientific journals, articles, and easily accessible online materials will improve students' understanding and skills. The ease of access and availability of these resources can also increase student satisfaction. Up-to-date and up-to-date learning materials reflect the latest developments in the field of study and help students keep up with the latest trends and discoveries. This is especially important in ever-evolving disciplines. The availability of learning resources such as digital libraries, online journal databases, and e-learning platforms can increase student satisfaction by providing easy and fast access to learning materials.

The way the material is presented by lecturers or lecturers also affects student satisfaction. Material delivered in an interesting, clear, and easy-to-understand way will be more attractive to students. Additional resources such as relevant tutorials, mentorships or seminars can enrich students' learning experience and provide opportunities to explore the material further. By providing quality and relevant learning materials, universities can help students better reach their academic potential. It will also increase student satisfaction as they feel that the investment of time and effort they put into learning is recognised and valuable.

Students feel more satisfied if they have the opportunity to participate in academic and non-academic activities such as seminars, conferences and clubs. Academic activities such as seminars, conferences and workshops provide opportunities for students to develop additional skills outside the classroom. They can deepen their understanding of specific topics, practice presentation skills, and expand their professional network. Participation in academic activities can increase student motivation and involvement in the learning process. They feel more involved in their learning experience and have clear goals to improve their skills and knowledge.

Non-academic activities such as clubs, student organizations, or social activities are also important. They provide opportunities for students to build social, leadership, and teamwork skills that are essential for future success. Participation in a variety of activities can help students build extensive social and professional networks. They can meet other students and professionals who share similar interests and goals, which can open doors to future employment or collaboration opportunities.

Non-academic activities are also important to improve student life balance. They provide opportunities to relax, release stress, and enjoy a particular hobby or interest outside of an academic environment. Students who are active in extracurricular activities tend to feel more connected to their institution. They feel that they have an important role to play in campus life and are more eager to support and promote the reputation of their college. By providing a variety of opportunities to participate in academic and non-academic activities, universities can increase student satisfaction and enrich their learning experience outside the classroom. It can also help create a dynamic and inclusive campus environment for all students.

Non-academic aspects such as security, housing availability, health services, and social life also affect student satisfaction (Tandilashvili, 2019; Dominguez-Whitehead, 2018; Onditi & Wechuli, 2017). Campus safety is an important factor that affects student satisfaction. Students want to feel safe in the campus environment, both in and around the campus area. Adequate security facilities, adequate lighting, and active security patrols can provide a sense of security for students. The availability of affordable and decent housing is a basic need for students, especially for those who come from out of town or abroad. Comfortable, clean and safe residence or accommodation facilities can increase student satisfaction with their living environment.

Access to good healthcare is essential to student satisfaction. A campus that provides a health centre with qualified medical personnel, medication and mental health services will help students feel supported and assured of their wellbeing. An active and diverse social life also affects student satisfaction. Activities such as social events, clubs, student organisations and recreational activities help students make social connections, network and find their place in the campus community. Good transportation accessibility is also important, especially for students who live off-campus or who want to explore the surrounding area. The availability of public transportation or adequate parking facilities will increase student mobility and comfort.

The availability of quality and affordable food and beverage facilities also plays a role in student satisfaction. Canteens or cafeterias with a variety of healthy menus and affordable prices will give students a better choice and increase their comfort on campus. By paying attention to these non-academic aspects, universities can create a supportive, safe, and comfortable environment for students. This will increase their satisfaction and help create a positive and enjoyable learning experience.

Recognition of students' academic and non-academic achievements, such as awards or opportunities to publish research results, can increase their satisfaction. Recognition of student achievement, both in academic and non-academic terms, can increase their motivation and enthusiasm for learning. When students feel that their efforts and achievements are recognized, they will feel motivated to continue to excel and try harder. Recognition of achievement can also boost students' confidence and self-esteem. When their achievements are appreciated by faculty, peers, or campus administration, they will feel more proud of their achievements and more satisfied with their overall learning experience.

Awards and recognition of student achievements, especially in terms of research or scientific work, can encourage their academic and professional growth. This can open doors to opportunities such as scientific publications, conference presentations, or scholarships, which can help students build successful academic or professional careers in the future. Students tend to be more active and involved in extracurricular activities if they see that their achievements are recognized. Awards or opportunities to lead important clubs, organizations, or projects can also increase their satisfaction with college life.

When colleges give good recognition to student achievement, it can strengthen positive relationships between students and institutions. Students will feel supported and valued, which in turn can increase their loyalty and attachment to the college. Recognition of achievement can be an inspiring example for other students to pursue excellence in studies and other activities. This can create a positive culture of achievement on campus and increase overall student motivation and satisfaction. By providing appropriate recognition for student achievement, whether in the form of awards, accolades, or opportunities for publication, universities can increase student satisfaction and motivate them to reach their full potential.

Good relationships with peers can provide important social support and influence student satisfaction. By noting the importance of good relationships with peers, universities can create a supportive and inclusive environment that enhances student satisfaction and well-being. This involves building a strong campus community and providing the necessary social support for all students.

The availability of financial and other supporting resources is also important. Students need to feel that they have adequate access to pursue their academic and non-academic goals. By providing adequate financial and supporting resources, colleges can help students feel supported and recognized in their efforts to achieve their academic and non-academic goals. This will increase student satisfaction and help them produce better results in their studies.

5. Conclusion

To analyze student satisfaction with the services of the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo in 2023, it is necessary to conduct research involving students as respondents. Based on the results of the study, it was found that student satisfaction with the services of the Islamic Education Management Department at IAIN Sultan Amai Gorontalo in 2023 is relatively good. This shows that most students are satisfied with the services provided by the department. Students tend to give a positive assessment of the quality of teaching given by lecturers. They feel that lecturers have good competence in delivering material, using effective teaching methods, and have good interaction with students. The results showed that students felt that the facilities and resources provided by the department, such as libraries, laboratories, and learning technology, supported their learning process well.

Students also rated the academic and non-academic support they received from the course, including academic advising, health services, and social activities. It found that students value the opportunity to participate in extracurricular activities such as seminars, conferences and clubs, which gives them a wider learning experience and increases engagement in campus life. Although the overall student satisfaction index is high, there is likely to be variation in satisfaction levels between students. Several factors such as academic background, interests, and personal needs may influence their perception of the major's services.

Based on this conclusion, it can be concluded that the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo has provided good services to students in 2023. However, continuing to improve the quality of teaching, facilities, academic support, and participation opportunities in extracurricular activities can help increase student satisfaction in the future.

6. Limitation and Study Forwards

Each study has certain limitations that need to be considered, as well as an analysis of student satisfaction with the services of the Islamic Education Management Department at IAIN Sultan Amai Gorontalo in 2023. Here are some limitations that may exist in the study. Student satisfaction assessments are subjective and can be influenced by a variety of factors, such as personal experiences, individual expectations, and perceptions that may not always be accurate. Research Time and Location, Research results only reflect conditions at certain times and locations. Changes in the situation in the future or elsewhere can produce different results. Sometimes the data available for research are incomplete or not representative enough to make strong conclusions. Research methods used have their own limitations, such as the inability to measure some relevant variables.

Further studies that can be done to expand knowledge about student satisfaction with the services of the Department of Islamic Education Management at IAIN Sultan Amai Gorontalo include: Longitudinal Studies, Conducting studies that track student satisfaction over time to understand changing trends and factors that affect their satisfaction. In-depth Qualitative Analysis, Conducting interviews or focus group discussions to deeply understand student perceptions and experiences related to department services. Specific Evaluation of Facilities and Services, Conduct specific evaluations of specific facilities and services to understand student needs and expectations in more detail. Comparative Research, Comparing student satisfaction in the Department of Islamic Education Management with other majors in the same institution or with other institutions to determine relative advantages and weaknesses. By conducting comprehensive advanced studies, it can broaden the understanding of student satisfaction and help improve the quality of service in the department.

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