

Student Satisfaction Study on Academic and Non-Academic Support Facilities at STIE Pancasetia Banjarmasin Campus Jl. Trikora Banjarbaru, South Kalimantan

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Abstract

Academic and non-academic support facilities have an important role in improving the quality of learning and student experience in higher education. This study aims to measure the level of student satisfaction with the facilities available at the STIE Pancasetia Banjarmasin Campus. The research method used is a quantitative survey with questionnaires as the main instrument to collect data from active students. The results of the study show that most students are satisfied with academic facilities such as classrooms, libraries, and computer labs. However, there are still several aspects that need to be improved, especially in terms of the availability of internet facilities and the comfort of the learning room. Meanwhile, non-academic facilities such as parking areas, canteens and sports facilities received mixed ratings, with some students expressing the need for improvements in terms of cleanliness and service capacity. Based on these findings, the campus is expected to evaluate and improve inadequate facilities to increase student satisfaction and comfort in undergoing academic and non-academic activities.

Keywords: Student satisfaction, academic facilities, non-academic facilities, STIE Pancasetia.

INTRODUCTION

Supporting facilities in higher education are important elements that support the success of the learning process and student development (Asimakopoulou et al., 2021; Eze et al., 2020; Roberts, 2018). At STIE Pancasetia, academic support facilities include classrooms equipped with modern technology, a library with a collection of relevant literature, a computer laboratory, and adequate internet access. Meanwhile, non-academic facilities include vehicle parking, canteens, places of worship, toilets, and student activity rooms (Smith, 2022).

However, there are still various challenges faced by students regarding the quality and availability of these facilities (Anis et al., 2018; Siddiquah & Salim, 2017). Some students may feel that the existing facilities have not fully met their needs, both in terms of quantity and quality (Wilkins et al., 2024). For example, limited study spaces, unstable internet access, or poorly maintained sports facilities. This can affect the overall student learning experience, as well as lower their satisfaction with campus services (Htang, 2021; Kärnä & Julin, 2015; Masserini et al., 2019).

As a higher education institution committed to quality, STIE Pancasetia needs to evaluate the extent to which the existing supporting facilities are in accordance with the needs and expectations of students. This study aims to measure the level of student satisfaction with academic and non-academic support facilities, as well as identify areas that need improvement (Al-Hemyari

& Rajhi, 2022; Dominguez-Whitehead, 2018; Pitaloka & Hapsoro, 2020). Thus, the results of this research are expected to be strategic inputs for campus managers to improve existing services.

Improving the quality of higher education is not solely dependent on curriculum design or teaching quality; it is equally influenced by the availability and adequacy of academic and non-academic support facilities. In today's digital and competitive academic environment, students expect infrastructure that is not only physically adequate but also aligned with modern technological and pedagogical advancements. Therefore, the provision of well-maintained and responsive facilities is essential for educational institutions to sustain their academic reputation and competitiveness.

Academic facilities such as libraries, classrooms, laboratories, and internet access play a crucial role in facilitating the teaching and learning process. The availability of relevant literature, comfortable learning spaces, and up-to-date technological tools contributes significantly to student engagement and learning outcomes. However, discrepancies between available resources and student needs often become sources of dissatisfaction. If left unaddressed, these issues may lead to decreased academic performance and a decline in institutional credibility.

Equally important are non-academic facilities, including canteens, places of worship, parking areas, restrooms, and social spaces. These facilities, though peripheral to the academic process, significantly shape the student experience. A clean, safe, and supportive campus environment can foster well-being, productivity, and a sense of belonging. For instance, a well-managed canteen offering nutritious and affordable food options contributes positively to students' health and daily routines.

At STIE Pancasetia Banjarmasin, the increasing number of students and evolving educational demands present ongoing challenges in facility management. Periodic evaluations are required to assess whether existing infrastructure aligns with the changing expectations and lifestyles of students. A mismatch between institutional services and student preferences may lead to dissatisfaction, lower engagement, and ultimately impact student retention rates.

Student satisfaction surveys on campus facilities provide strategic insights that can guide administrative decisions and policy formulation. Feedback from students serves as a critical accountability mechanism and enables institutions to prioritize budget allocations, improve service delivery, and enhance campus life quality. Additionally, such research findings can inform external stakeholders, including industry partners, accrediting bodies, and prospective students.

By understanding the key drivers of student satisfaction and dissatisfaction, academic institutions can implement targeted improvements that create inclusive, adaptive, and student-centered environments. This research is intended to serve not only as an evaluative tool but also as a foundation for long-term strategic planning at STIE Pancasetia, aiming to foster continuous improvement in both academic excellence and student well-being.

Student satisfaction in higher education is closely linked not only to the quality of teaching and curriculum but also to the adequacy and accessibility of academic and non-academic support facilities. However, despite various infrastructure improvements, many students at STIE Pancasetia still report dissatisfaction with certain facilities, including unstable internet connections, limited learning resources, and suboptimal non-academic amenities. These issues hinder the overall learning experience and can affect student engagement and retention.

In the era of digital learning and global academic competition, educational institutions must provide not just functional but adaptive and high-quality facilities. A failure to respond to student needs regarding libraries, laboratories, internet access, and communal spaces may lead to lower

institutional performance and student dissatisfaction. For private institutions such as STIE Pancasetia, this could impact both enrollment and academic reputation (Kurniawan et al., 2024).

Moreover, the rapid increase in student population without proportional development in infrastructure leads to strain on existing resources. Addressing these issues is not merely about maintenance but strategic planning. A comprehensive understanding of which facilities are most critical to student satisfaction is essential to direct budget allocations and policy adjustments. Timely improvements will also reflect the institution's commitment to student-centered learning.

Yusuf and Qureshi (2020) highlight that the key factors influencing student satisfaction in higher education include infrastructure, classroom environment, and support services. Their study in Pakistan revealed that deficiencies in learning environments and non-academic services negatively affect student motivation and learning outcomes (Alghamdi, 2019).

Wahyudi (2016) emphasizes that academic support facilities—particularly libraries and laboratory equipment—must evolve with technological advances. The inability of institutions to update such resources creates a disconnect between teaching methods and available tools, limiting student competence development.

Parasuraman et al. (1988), through the SERVQUAL model, show that responsiveness and assurance in service quality, including cleanliness and accessibility of non-academic facilities, significantly influence perceptions of institutional quality. Applied to educational settings, poor non-academic infrastructure (such as restrooms, canteens, or parking) can undermine an otherwise strong academic program.

While numerous studies explore student satisfaction in higher education, few specifically address the combined impact of both academic and non-academic facilities in an Indonesian private university context. Furthermore, little qualitative research has been conducted to understand nuanced student perceptions at institutions like STIE Pancasetia, which face unique infrastructural and demographic challenges.

This study offers a dual-facility focus by assessing both academic and non-academic infrastructure through a student-centered lens. By employing a descriptive and deductive method with a qualitative approach, the research captures the subjective experiences of students, providing deeper insights into satisfaction drivers. The inclusion of direct student feedback on specific facility categories also makes this research actionable for policy development.

The objective of this study is to evaluate student satisfaction with academic and non-academic support facilities at STIE Pancasetia and to identify priority areas for improvement. The study aims to serve as a diagnostic tool for institutional decision-making by highlighting facility strengths and weaknesses based on student perceptions.

This research benefits institutional leaders by providing clear and structured insights into how students perceive various campus facilities. The results can inform infrastructure investment, support quality assurance processes, and enhance student retention strategies. Additionally, the study contributes to the broader academic discourse on educational service quality in Southeast Asian private higher education settings.

RESEARCH METHOD

This research is classified as basic or pure research, which refers to an inquiry driven by intellectual curiosity and the desire to explore and understand a phenomenon without immediate practical application. The objective of this type of research is to expand theoretical knowledge and provide insights that may later inform applied research or practical decision-making (Nazir, 2014).

The method employed in this study is the deductive method, which begins with a general theoretical framework and moves toward specific observations and conclusions. It is supported by a descriptive approach, which involves examining the current status of a group of people, objects, conditions, or phenomena. The aim is to provide an accurate portrayal or account of characteristics within a population or setting, without manipulating the environment or variables under investigation (Nazir, 2014).

Furthermore, the research uses a qualitative approach, rooted in the philosophy of post-positivism. This approach is applied to explore natural settings where the researcher acts as the primary instrument. Data collection is conducted through triangulation, combining various techniques to ensure data validity. The analysis process is inductive, allowing patterns and themes to emerge from the data. Rather than seeking generalizations, the qualitative method focuses on extracting deep meaning and context from the experiences and perceptions of participants (Sugiyono, 2021).

RESULT AND DISCUSSION

Academic Support Facilities

This study measures the level of student satisfaction with academic facilities at the STIE Pancasetia Campus, which includes libraries, classrooms, laboratories, and technological accessibility. Here is an analysis of each aspect:

1. Availability of Number of Books, Journals, and Library Quality

As many as 41.0% of students were satisfied and 11.0% were very satisfied with the number and quality of library collections. However, 40.0% of students only feel quite satisfied, while 7.5% are dissatisfied or dissatisfied. This shows that although library facilities are already quite good, there is still a need for an increase in the availability of more varied books and journals as well as an improvement in the quality of library services.

2. Quality and Technology Facilities in the Classroom

The majority of students are satisfied (41.0%) and very satisfied (34.0%) with the quality of technology available in the classroom. Only 2.5% felt dissatisfied or dissatisfied. This shows that classroom technology facilities, such as projectors, audio systems, and air conditioning, are already sufficiently supportive of the learning process, although further improvements can still be considered.

3. Availability and Completeness of Tools in the Laboratory

The laboratory facilities received a fairly good assessment with 41.8% of students feeling satisfied and 13.5% very satisfied. However, 41.0% only felt quite satisfied, while 4.0% were dissatisfied or dissatisfied. This shows that even though laboratories have adequate equipment, there is still potential for an increase in equipment completeness or modernization to support more optimal learning.

4. Technology Accessibility and Network Stability (Computers, Internet, and Educational Software)

The accessibility of technology on campus has received a variety of responses. As many as 34.5% of students felt quite satisfied, 34.5% satisfied, and 22.0% very satisfied. However, 9.0% felt dissatisfied or dissatisfied. This shows that obstacles in internet stability or the availability of technological devices are still challenges that need to be fixed so that students can access academic resources better.

Non-Academic Support Facilities

This study measures the level of student satisfaction with various non-academic facilities at the STIE Pancasetia Banjarmasin Campus. Here is an analysis of each of the rated facilities:

1. Places of Worship

The majority of students are satisfied with the condition of the place of worship that is clean and comfortable. As many as 41.0% stated that they were satisfied and 41.0% were very satisfied, while only 3.5% felt dissatisfied or dissatisfied. This shows that the facilities of the place of worship have met the expectations of most students.

2. Parking

Parking facilities also received a relatively positive response, with 33.0% of students satisfied and 42.5% very satisfied. However, there are 9.0% of students who feel dissatisfied or dissatisfied, which may be due to parking capacity or safety factors that need to be improved.

3. Stuttgart

Satisfaction with canteen facilities is more varied. As many as 40.0% of students stated that they were quite satisfied, while only 17.0% were very satisfied. On the other hand, 18.0% of students felt dissatisfied or dissatisfied. This indicates the need for an increase in the comfort of the venue and the variety of food menus to meet student preferences.

4. Tables and Chairs for Relaxing and Discussing

Most students felt the facility was quite good, with 34.0% saying they were satisfied and 37.0% were very satisfied. However, 26.0% were only quite satisfied, which suggests that there is still room for improvement, such as increased comfort or an increase in the number of these facilities in the campus area.

5. Campus Toilets

Toilet facilities received a fairly good level of satisfaction, with 37.0% of students feeling satisfied and 44.0% very satisfied. Only 1.5% felt dissatisfied or dissatisfied, indicating that the cleanliness and air circulation of toilets had adequately met the needs of students.

DISCUSSION

Academic Support Facilities

Overall, the academic facilities at the STIE Pancasetia Campus received a fairly high level of satisfaction, especially in the technological aspects of classrooms and laboratories. However, there are several aspects that need to be improved, namely:

- 1) Library: Needs an increase in the collection of books, journals, and other reference resources to better suit the academic needs of students.
- 2) Laboratory: Improving the completeness of laboratory equipment and maintaining equipment to keep it in optimal condition.
- 3) Technology Access: Improved internet stability and accessibility of technology devices to support digital-based learning.

With improvements in these aspects, it is hoped that academic facilities at the STIE Pancasetia Campus can further improve the quality of learning and student satisfaction.

Non-Academic Support Facilities

Based on the results of the study, facilities for places of worship, parking, tables and chairs for relaxation, and toilets get a fairly high level of satisfaction. However, canteen facilities get a lower

level of satisfaction than others. Therefore, the campus can consider increasing the variety of menus and the comfort of the canteen to better meet the needs of students.

Overall, the results of this study show that most of the non-academic facilities at STIE Pancasetia have met student expectations, but there are still some aspects that need to be improved to improve user comfort and satisfaction.

CONCLUSION

Based on the findings regarding student satisfaction with academic and non-academic facilities at STIE Pancasetia Banjarmasin Campus, it can be concluded that while students are generally satisfied, several critical areas require improvement to enhance overall campus experience. Academically, the library is considered adequate but needs more diverse collections and extended hours, especially at the Banjarbaru campus. Classroom technologies are satisfactory, though issues such as damaged chairs, insufficient projector cables, and heat discomfort due to sunlight persist. Laboratory conditions also demand upgrades in equipment availability and ventilation. Internet access remains a major concern, particularly during peak usage. Regarding non-academic facilities, places of worship and toilets receive high ratings, but the canteen's operating hours, food variety, and cleanliness need attention. Parking facilities require added safety, helmet protection, and drainage improvements. Students also highlighted the need for better ablution facilities, regular cleaning of prayer gear, and clearer toilet etiquette signage. Broader suggestions include introducing uniform distinctions by major, optimizing Wi-Fi in priority zones, developing a student MSME gallery, and improving classroom cleanliness between shifts. For future research, it is recommended to apply a mixed-methods approach across different departments and campuses, to compare satisfaction levels longitudinally and to explore the impact of facility quality on academic performance and student retention.

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