

Research Article

Analysis Influence Quality Service And Facility Library to Satisfaction Student Nusa Nipa University

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ABSTRACT

The urgency of this research is so that libraries can provide services to users quickly and accurately. The aim of this research is to analyze the influence of the quality of library services and facilities on student satisfaction at Nusa Nipa University. This research uses an explanatory descriptive quantitative method with 3 variables, service quality, library facilities and student satisfaction. The population is Nusa Nipa University students, totaling 6043 students. Determining the number of samples used the Slovin formula at a significance level of 5% and obtained a sample of 375 people. The sample was active students at Nusa Nipa University who were selected incidentally. Data collection in this research used 3 measuring instruments, namely the service quality scale, the library facilities scale and the student satisfaction scale. The reliability of the service quality measuring tool is 0.969, the library facilities measuring tool is 0.974 and student satisfaction is 0.926. The results of data analysis show that there is a simultaneous or partial influence that there is a positive and significant influence on the quality of library services and facilities on student satisfaction. The coefficient of determination is 0.742, meaning that the influence of service quality and library facilities on Nusa Nipa University student satisfaction is 74.2%, while the remaining 25.8% is unknown because it was not examined in this research.

Keywords: Facilities; Satisfaction; Service Quality; Students; Libraries

1. INTRODUCTION

The influence of library service quality and facilities on student satisfaction is a multifaceted topic that has garnered significant attention in academic research. This analysis focuses on how various dimensions of library services and facilities at Nusa Nipa University impact student satisfaction, drawing on a range of studies that highlight the critical relationship between these factors. Library service quality encompasses several dimensions, including reliability, responsiveness, assurance, empathy, and tangibles. Research indicates that these dimensions significantly correlate with student satisfaction. For instance, Atinkut and Abe found that a positive correlation exists between library service quality and student satisfaction, with their study revealing that 84.3% of student satisfaction could be explained by the dimensions of library service quality (Atinkut & Abe, 2019). This finding is echoed by Kandie, who noted that service reliability and responsiveness are crucial factors influencing student satisfaction in libraries (Kandie, 2018). Similarly, Hsu et al. emphasized the importance of library services in shaping students' perceptions and satisfaction levels, suggesting that the quality of these services directly impacts students' academic experiences (Hsu et al., 2014).

The physical facilities of a library also play a vital role in student satisfaction. Weerasinghe and Fernando highlighted that library facilities significantly affect student satisfaction, contrasting with some studies that suggested otherwise (Weerasinghe & Fernando, 2018). They noted that the availability of resources and conducive study environments within libraries is essential for enhancing student experiences. Furthermore, Napitupulu et al. quantified the influence of service quality facilities on student satisfaction, finding that quality service facilities could explain 52.5% of student satisfaction (Napitupulu et al., 2018). This underscores the importance of not only the services provided but also the physical environment in which these services are delivered. Moreover, the convenience and accessibility of library resources are critical determinants of student satisfaction. Al et al. pointed out that simple measures, such as the availability of high-speed internet and well-maintained computing facilities, significantly enhance student satisfaction (al., 2021). This is particularly relevant in the context of Nusa Nipa University, where the integration of technology and library services can facilitate better access to information and resources. The study by Mukhtaruddin et al. further supports this notion, indicating that library services have a strong correlation with student satisfaction, particularly in terms of accessibility and resource availability (Mukhtaruddin et al., 2022).

The role of library staff in influencing student satisfaction cannot be overlooked. Hindagolla and Weerasinghe emphasized that the behavior and competence of library staff are pivotal in shaping students' perceptions of library services (Hindagolla & Weerasinghe, 2022). Their findings suggest that well-trained staff who are responsive to student needs can significantly enhance the overall satisfaction levels of library users. This aligns with the SERVQUAL model, which posits that staff interactions are a critical component of service quality in libraries ("Library Service Quality and Users' Satisfaction: A Correlational Study among UiTM Puncak Perdana Students", 2023).

In addition to service quality and facilities, the overall management of library resources is essential for maintaining high levels of student satisfaction. The study by Pourahmad et al. highlighted that effective assessment and management of library services can lead to improved user satisfaction (Pourahmad et al., 2012). This is particularly relevant for Nusa Nipa University, as regular evaluations of library services can help identify areas for improvement and ensure that the library meets the evolving needs of its student body. Furthermore, the impact of library services on academic performance and student engagement is significant. Research indicates that students who frequently utilize library resources tend to perform better academically, suggesting that library satisfaction is closely linked to academic success (Emmanuel & Liu, 2021). This relationship emphasizes the need for Nusa Nipa University to prioritize the enhancement of library services and facilities to foster a supportive learning environment.

The integration of user feedback into library service development is also crucial. Studies have shown that libraries that actively seek and incorporate user feedback tend to achieve higher satisfaction levels among their patrons (Simba, 2021). This participatory approach allows libraries to tailor their services to better meet the specific needs of students, thereby enhancing overall satisfaction. Moreover, the importance of creating a conducive study environment within the library cannot be understated. Research by Shameem indicated that despite some dissatisfaction with library services, students prefer using the library due to its conducive study environment compared to home settings (Shameem, 2015). This highlights the need for Nusa Nipa University to focus on improving the physical aspects of the library, such as study spaces and resource accessibility, to enhance student satisfaction.

In conclusion, the interplay between library service quality, facilities, and student satisfaction is complex and multifaceted. The evidence suggests that improving library services and facilities at Nusa Nipa University can lead to enhanced student satisfaction, which in turn may positively influence academic performance. Therefore, it is imperative for the university to continuously assess and improve its library services, ensuring that they meet the needs and expectations of its student body.

2. RESEARCH METHOD

Methods used is study quantitative explanatory. Variable in study This adalan quality services, facilities library And satisfaction students. Population is student Nusa Nipa University, which has 6043 students. Determination amount sample use formula slovin $n = N1+(e)^2 (13)$ at level significant 5%. Based on calculation obtained sample totaling 374.29 rounded up to 375 people. Sample is student active Nusa Nipa University was chosen with incidental sampling [7] Data collection on study This using 3 tools measuring that is scale quality service, scale facility library and scale satisfaction students. Testing validity use technique total item correlation while reliability use Cronbach's Alpha technique. Data analysis using statistics descriptive and analysis regression multiple, t- test, F- test and analysis coefficient determination. Before done Data analysis, will done test assumption. Test assumptions made among other things tests normality, test multicollinearity

3. RESULTS AND DISCUSSION

3.1. Try out measuring tools

The try out of the measuring instrument is intended to test the quality of the instrument in this study. The try out of the measuring instrument involved 50 students from all study programs at Nusa Nipa University. The following are the results of the try out of the measuring instrument:

a) Validity Test

The validity test used to test the validity of the measuring instrument uses the total item formula. The criteria used are if the validity coefficient is greater than or equal to 0.30 [8]. Based on the results of the validity test conducted, all items in the three variables are valid.

Validity Quality service					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	56,9400	163,200	,697	.	,969
VAR00002	56,9200	162,973	,673	.	,969
VAR00003	56,3600	166,194	,699	.	,969
VAR00004	57,0000	161,102	,747	.	,968
VAR00005	56,6600	163,698	,761	.	,968
VAR00006	56,5600	162,333	,742	.	,968
VAR00007	56,6400	161,582	,758	.	,968
VAR00008	56,6000	159,510	,851	.	,967
VAR00009	56,6800	163,773	,747	.	,968
VAR00010	56,4000	166,163	,663	.	,969
VAR00011	56,4200	165,514	,680	.	,969
VAR00012	56,5600	161,680	,795	.	,968
VAR00013	56,4600	160,621	,895	.	,967
VAR00014	56,6600	164,678	,765	.	,968
VAR00015	56,6000	161,714	,844	.	,967
VAR00016	56,5000	160,173	,884	.	,967
VAR00017	56,4400	161,435	,872	.	,967
VAR00018	56,4800	162,581	,866	.	,967
VAR00019	56,5800	162,657	,784	.	,968
VAR00020	56,5600	162,700	,747	.	,968

Based on the table above, it can be seen that in the service quality variable all statements are declared valid with a range of validity coefficients for the service quality variable ranging from 0.663-0.895. The range of validity coefficients for student satisfaction variables ranges from 0.817-0.888.

Variables Facility Library					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	57,7200	212,736	,733	.	,973
Item 2	57,7400	211,666	,696	.	,973
Item 3	58,0800	206,851	,796	.	,973
Item 4	57,8600	203,837	,858	.	,972
Item 5	57,9400	208,629	,750	.	,973
Item 6	57,6200	213,098	,679	.	,974
Item 7	57,5800	209,228	,737	.	,973
Item 8	57,7600	209,656	,691	.	,974
Item 9	57,6600	208,147	,844	.	,972
Item 10	57,8200	204,640	,882	.	,972
Item 11	57,7800	206,093	,912	.	,972
Item 12	57,7200	207,022	,790	.	,973
Item 13	57,7000	206,704	,856	.	,972
Item 14	57,7400	208,809	,873	.	,972
Item 15	57,6600	209,127	,856	.	,972
Item 16	58,0000	207,510	,744	.	,973
Item 17	57,6800	210,793	,794	.	,973
Item 18	57,6600	207,086	,840	.	,972
Item 19	57,7800	208,869	,819	.	,972
Item 20	58,0400	207,549	,721	.	,973

Based on the table above, it can be seen that in the service quality variable, all statements are declared valid with a validity coefficient range for the library facilities variable ranging from 0.691-0.912.

Variables Satisfaction Student

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	5,9800	2,918	,842	,732	,899
Item 2	6,1200	2,802	,888	,791	,861
Item 3	6,2200	2,991	,817	,680	,918

Based on the table above, it can be seen that in the library facilities variable, all statements are declared valid with a range of validity coefficients for the student satisfaction variable ranging from 0.817-0.888.

b) Reliability Test. Thus, the measuring instrument for all variables can be used to measure the variables of service quality, library facilities and student satisfaction in this study.

The reliability test of the service quality, library facilities and student satisfaction variables showed the following results:

Variables	Cronbach's Alpha
Quality of Service	0.969
Library Facilities	0.974
Student Satisfaction	0.926

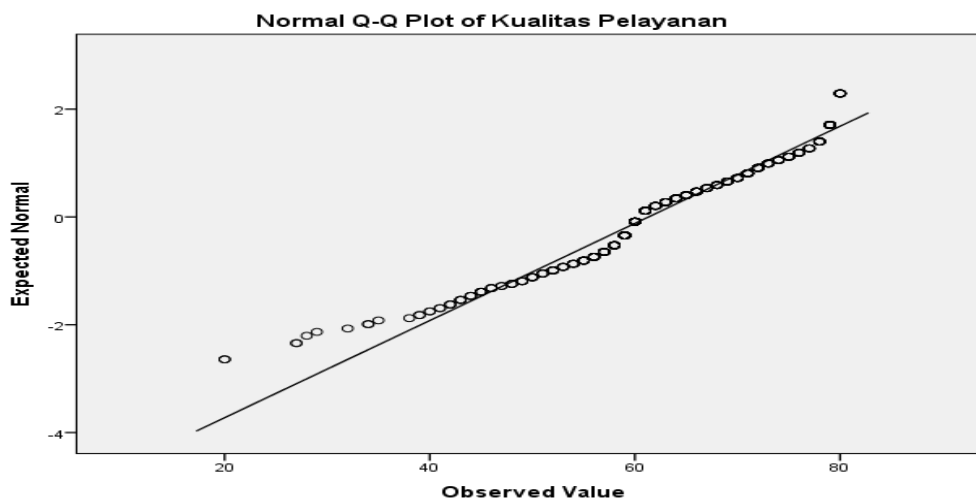
According to Kuncoro [9], if the Cronbach Alpha value is greater than 0.9, then the questions can be said to be very reliable. Based on the data in the table above, it can be seen that the results of the reliability test show that the measuring instrument for the three variables is very reliable so that it is worthy of being used as a measuring instrument in this study.

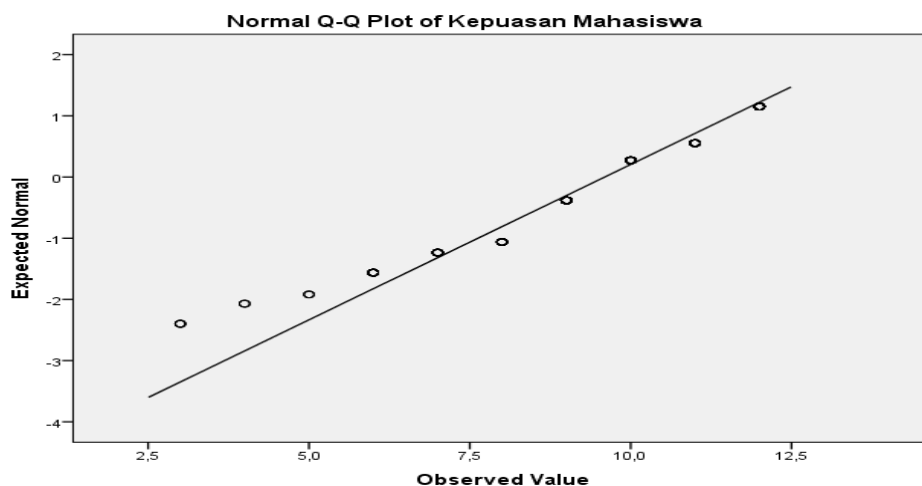
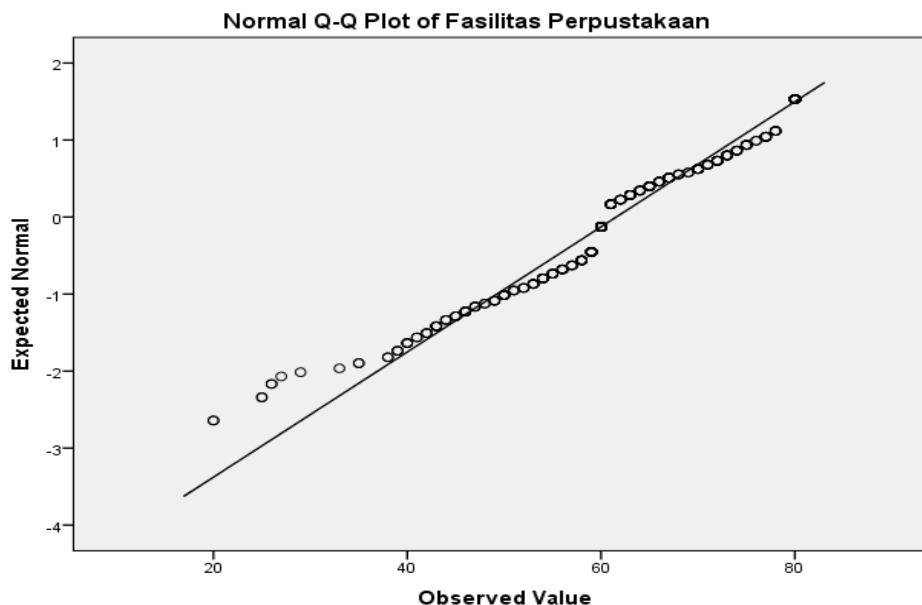
3.2. Assumption Test

Before the assumption test is conducted, an outliers test is conducted to eliminate values that are far from the average. Outliers according to Ghozali [10] are data that show a single characteristic that stands out significantly from other observations and appears as an extreme value for either one variable or a group of variables. There are 13 subjects who have values that are far from the average so that the number of subjects included in the next data analysis is 362 students.

a) Normality Test

The normality test can be seen through the distribution of data on the QQ plot. Here is the diagram:





Based on the diagram above, it appears that the data distribution is spread close to the diagonal line. This shows that the data distribution on the variables of service quality, library facilities and student satisfaction is normally distributed.

b) Multicollinearity Test

The multicollinearity test is intended to determine whether there is intercorrelation between independent variables or not. Here are the test results:

Variables	Colinearity Statistics	
	Tolerance	VIF
Quality service	0.276	3,627
Facility Library	0.276	3,627

Based on the table above, it can be seen that the tolerance value on the service quality variable is 0.276 (greater than 0.10) and the library quality variable is 0.276 (greater than 0.10) and the VIF value of the service quality variable is 3.627 (more than 10) and the VIF value on the library facilities variable is 0.327 (less than 10). Thus, there is no multicollinearity in both independent variables.

3.3. Hypothesis Testing

After we know the results of the classical assumption test, then continue by conducting a hypothesis test with the t-test (partial) and F-test (together). This test is conducted to determine whether there is a significant influence or not of the service quality variable and the library facility variable partially (individually) on student satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
Constant	,673	,298		2,263	,024
X1	,035	,009	,200	3,924	,000
X2	,110	,008	,685	13,426	,000

Based on the table above, the following regression equation can be made:

$$Y = 0.673 + 0.035X_1 + 0.110X_2$$

The regression equation above can be explained as follows:

- a) Positive constant values indicate a positive influence of the independent variables (Service Quality and Library Facilities). If the independent variable is increased by one unit, the student satisfaction variable will increase.
- b) Service Quality (X1) = 0.035
If the quality of service is increased by one unit, student satisfaction will increase by 0.708.
- c) Library Facilities (X2) = 0.110

If Library Facilities are increased by one unit, student satisfaction will increase by 0.783.

Partially, based on the table above, the influence of the variables of Service Quality and Library Facilities on student satisfaction can be explained as follows:

- a) X1: Based on the table above, the calculated t value of 3.924 is smaller than the t table value of 1.960 (3.924 < 1.960) at a significance level of 0.000 (P < 0.05) so it can be concluded that Service Quality has a partial effect on student satisfaction.
- b) X2: Based on the table above, the calculated t value of 13.426 is greater than the t table value of 1.960 (13.426 > 1.960) at a significance level of 0.000 (P < 0.05) so it can be concluded that library facilities have a partial effect on student satisfaction.

ANOVA ^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1041,198	2	520,599	517,333	,000 ^b
	Residual	362,273	360	1,006		
	Total	1403,471	362			

Based on the table above, simultaneously the significance value is 0.000 (P < 0.05) so it can be concluded that the Quality of Service and Library facilities together have a positive and significant effect on student satisfaction at Nusa Nipa University.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,861 ^a	,742	,740	1.00315

a. Predictors: (Constant), VAR00005, VAR00004

The table above shows the coefficient of determination value of 0.742, which means that the influence of Service Quality

and Library facilities on student satisfaction at Nusa Nipa University is 74.2%, while the remaining 25.8% is unknown because it was not examined in this study.

4. CONCLUSION

Based on results study and discussion that has been done, then can concluded as the following, namely that quality Service And facility library is a positive predictor And significant to satisfaction student Nusa Nipa University. The coefficient of determination value is 0.742, which means that the influence of Service Quality and Library facilities on student satisfaction at Nusa Nipa University is 74.2%, while the remaining 25.8% is unknown because it was not examined in this study.

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