

Loyalty and Academic Information Systems With Mediating Variable Campus Facilities Satisfaction

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Enhancing Student Loyalty through an Academic Information System: The Effect on Campus Facilities

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Abstract

Due to a lack of commitment during studying, students are unable to complete their educational requirements on time. This study examines how an academic information system affects student loyalty with campus facilities as mediating variable. Data collection for this study was done quantitatively using questionnaires and interviews. A non-probability sample of 73 people filled out the questionnaire. The data analysis method used in this study is PLS SEM. First, the findings show that academic information systems have no significant impact on student loyalty. Second, campus facilities are significantly impacted by academic information systems. Third, school facilities have a significant impact on how loyal students are. Fourth, campus facilities significantly affect how academic information systems and student loyalty are related. The novelty of this study is that in order to cultivate student loyalty, it is crucial to adopt a simple, real-time multimedia technology to promote learning.

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Keywords: Academic Information System, Campus Facilities, Student Loyalty

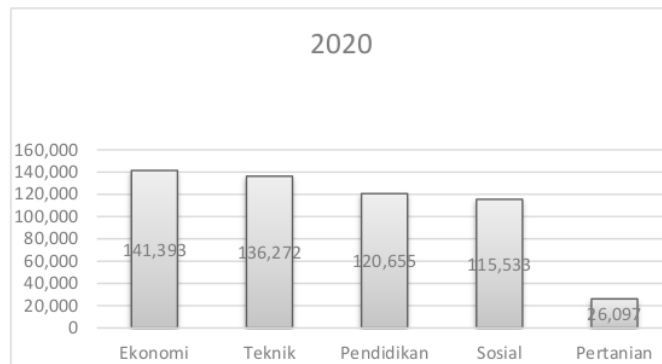
Introduction

Education is currently a major priority for some people, and education at the postsecondary level is likewise a top priority (Hutagalung & Ferinia, 2021). Higher education is one of the educational service-producing organisations that society expects to improve human resource quality (Prasetio et al., 2022) through quality educational systems and outcomes (Zulkarnaini & Fatmasari, 2021). As a result, during the learning process, students must build high levels of loyalty in order to generate added value for themselves, the university, and society.

Student loyalty in the context of education, particularly in higher institutions, refers to students' positive committed behaviour towards the educational services they get while in college. Student loyalty is critical to a university's sustainability and existence. Students with high levels of loyalty are valuable assets to higher education because they will make favourable recommendations and urge friends, relatives, and other communities to use the educational services they have received (Sri Endah Wahyuningsih, 2007). Student support services, school environment, and educational quality are all elements that influence student loyalty (Martin et al., 2021).

According to Alifah, (2022), as many as 601,333 students will drop out of college by 2020. According to the lecture majors category, the economics group provided the most students to

one of the majors with the highest drop out rate in 2020, with as many as 141,393 students (Alifah, 2022).



(Goodstats.id,2022)

Students with high levels of loyalty and positive opinions will be satisfied with the outcomes. As a result, expectations and reality will have an effect on good student loyalty. Meanwhile, when students lack loyalty, they will be disappointed with the results and may even fail (Wahyuningsih, 2018). An example in point is student inactivity in class. In order to achieve good scores, you must also be active. Attendance is also critical for adding value. Attendance at lectures is normally valued at 10% to 15%. Failure to take an examination is a very dangerous cause. Exam scores are used as a form of assessment in college classes. This exam will be used to determine the principal value at the conclusion of the semester, together with attendance scores, assignments, and midterm exams. Student absences could be perceived as an indicator of disengagement or apathy, implying a lack of loyalty if not due to health issues, schedule challenges, or family obligations (Kearney et al., 2022).

The conditions described above also exist at the Adventist University of Indonesia (UNAI). According to the observed phenomena, numerous UNAI students are unfaithful to the courses they attend (figure 1). They did not complete the course. Because of this failure, they will not be able to graduate on time, and their tuition costs will be increased.

No.	NIM	Nama	Status Tinggal	Kehadiran	Status	Detail
1.	[REDACTED]	[REDACTED]	outside	20 %	(H: 3, A: 9 I: 2 S: 0)	Detail
2.	[REDACTED]	[REDACTED]	inside	73.33 %	(H: 11, A: 1 I: 2 S: 1)	Detail
3.	[REDACTED]	[REDACTED]	inside	53.33 %	(H: 8, A: 4 I: 0 S: 1)	Detail
4.	[REDACTED]	[REDACTED]	inside	73.33 %	(H: 11, A: 2 I: 1 S: 0)	Detail
5.	[REDACTED]	[REDACTED]	inside	100 %	(H: 15, A: 0 I: 0 S: 0)	Detail
6.	[REDACTED]	[REDACTED]	outside	33.33 %	(H: 5, A: 8 I: 0 S: 1)	Detail
7.	[REDACTED]	[REDACTED]	inside	100 %	(H: 15, A: 0 I: 0 S: 0)	Detail
8.	[REDACTED]	[REDACTED]	inside	100 %	(H: 15, A: 0 I: 0 S: 0)	Detail
9.	[REDACTED]	[REDACTED]	inside	73.33 %	(H: 11, A: 4 I: 0 S: 0)	Detail
10.	[REDACTED]	[REDACTED]	inside	100 %	(H: 15, A: 0 I: 0 S: 0)	Detail

Source: Indonesian Adventist University lecturer module

Gambar 1 Example of Student Absence

An academic information system (AIS) is needed to make the process of new students admission, teaching activities, completing student academic data, academic data of lecturers and education staff, and making management policies (Beatrix Lapalelo et al., 2013). One of the factors that may minimize student absence from class is a well-organized AIS and suitable facilities (Sianipar et al., 2022).

A quality information system's primary responsibility is to turn data into information by entering, processing, and providing users with information that is appropriate for their needs. The system needs networks, data, technology, software, and people to accomplish this. Furthermore, the goal of developing an information system is to satisfy or assist users in satisfying their needs. An excellent AIS for students can aid in the smooth running of their studies at higher institutions. Students can benefit from adequate academic services in terms of comfort and convenience (Henim & Sari, 2020).

University learning activities necessitate the provision of facilities that facilitate learning optimization (Sianipar et al., 2022). Physical infrastructure, innovative academic and training infrastructure to establish credibility, innovative intellectual property facilities psychological infrastructure, and network infrastructure are the six crucial facilities that universities must develop to promote growth (Aithal & Aithal, 2019). Likewise, academic

activities can be efficiently increased in a conducive environment with suitable infrastructure facilities (Hasan & Hosen, 2020)

Given the importance of student loyalty to graduation timeliness, it is considered that a well-organized AIS and suitable facilities are two aspects that can promote student loyalty. As a result, the research hypothesis are: 1). The AIS and the campus facilities have a significant effect ; 2). Campus facilities have a significant effect on student loyalty; 3). Student information systems have a significant on student loyalty; 4). The AIS have a significant effect to student loyalty through campus facilities.

Literature Review

Academic Information System

An AIS is a system that is specifically developed to provide convenience to academic services in the university with the goal of enhancing human resource performance and quality (Amarusu, 2013). According to the Minister of Education and Culture of the Republic of Indonesia's regulation No. 49 of 2014 addressing National Higher Education Standards, the AIS Standards are 1). Friendly to Users. The menu display on the AIS page is intended to be simple to use while conveying crucial information. 2). In compliance with Higher Education requirements. This system is intended to meet the needs of institutions for operations such as course registration, grade transcript forms, maintaining student and lecturer data, managing study programs, and so on. 3). Lowering Operating Expenses. Implementing a system to reduce operational expenses is a step that is regarded effective for managing academic data, work effectiveness, and costs for purchasing office stationery (ATK). 4). Internet/Network-Based. This AIS improves work cooperation and effectiveness by utilizing a local network (LAN) or the internet. 5). Consistently created. This system is constantly and systematically modified in order to increase its capabilities and adapt to the most recent version of the EPSBED reporting system to DIKTI (Departemen Pendidikan dan Kebudayaan Republik Indonesia, 2014).

Academic Facilities

The quality of facilities is essential for universities to satisfy their customers, particularly university students. Quality prospective students, competent instructors, suitable information systems and academic facilities, quality academic services, and effective and

efficient teaching and learning methods are all required. All of these are methods of implementing quality by sustaining something from input to output (Bahrani, 2022). Educational facilities include all movable and immovable facilities (equipment, accessories, materials, and furnishings) that are directly used in the teaching and learning process to ensure that educational goals are met smoothly, regularly, effectively, and efficiently, such as buildings, classrooms, tables, chairs, as well as teaching media tools, libraries, and parking lots (Indrawan, 2018).

Student Loyalty

As an educational institution, higher education strives to provide good and high-quality educational services. Student loyalty will be generated through providing excellent service. Student loyalty denotes students' dedication to their place of study, satisfaction with their academic experience, and efforts to connect with their university (Education, 2023).

Loyalty includes expressing positive things about the company, recommending the company to someone else seeking advice, encouraging friends and relatives to do business with the company, making the company the first choice when purchasing services, and doing more business with the company in the coming years (Ismail, 2015).

Relations Between AIS and Student Loyalty

Several studies have been conducted to investigate the effect of AIS on student loyalty. According to research conducted at a university with 200 respondents by Permana et al., (2020) boosting the quality of information systems will directly improve student happiness and loyalty. The same findings were discovered in research undertaken by (Kurniawan, 2021). According to a study of 104 students who are actively engaged in campus AIS, the quality of information systems has a direct effect on user loyalty. Kurniawan's study is supported by Muzakki & Tarigan, (2020) The results of the investigation, which used a smaller sample of 40 respondents, suggest that the academic service system influences student loyalty. According to the research's explanation, this study also seeks to determine whether the research conducted on UNAI students will enhance the theory, namely that there is a strong connection between AIS and student loyalty. The hypothesis is then:

H1: Student information systems have a significant on student loyalty.

H4: Student information systems have a significant on student loyalty through campus facilities.

Relations between Academic Information Systems and Facilities

There hasn't been much research tying AIS to facilities. (Sianipar et al., (2022) is one of them.

He stated that the availability of facilities has a direct impact on the AIS. This argument is supported by Hidayat Rizandi et al., (2023) emphasis on the importance of educational facilities in boosting learning success through the use of suitable tools in learning that are created to enhance student effectiveness in absorbing the information to be provided.

So, tasks for teaching and learning will be more effective, efficient, fun, and important. This is why facilities, infrastructure, and the level of learning are so important. Since there hasn't been much research done on the link among AIS and facilities, this study tries to demonstrate that an effective academic system of information affects the availability of the right facilities. The hypothesis is as follows:

H2: The AIS and the campus facilities have a significant effect

Relations between Facilities and Student Loyalty

Many studies correlate campus facilities to student satisfaction, but no research specifically addresses the effect of facilities on student loyalty. One study found a correlation between facilities and student loyalty through student satisfaction. . Ambartiasari et al., (2017) linked service quality, trust, and campus facilities to satisfaction and their effect on student loyalty, indicating that campus facilities influence student loyalty through student satisfaction. Based on past research, this study attempts to determine the direct effect of appropriate campus facilities on student loyalty. The hypothesis is then as follows:

H3: Campus facilities have a significant effect on student loyalty

Method

This study utilizes a quantitative method with a correlational design (Sudarmanto et al., 2021). The goal of correlational design is to examine the measurements of two or more variables to verify or identify the correlations or links existing between them in a given context (Silalahi, 2015). Questionnaires and interviews are used to collect data. The population of this study were 161 students from the Faculty of Economics at Adventist University of Indonesia, levels 3 and

4. The survey received responses from 73 individuals. Non-probability sampling with accidental procedures is the sampling method used (Silalahi, 2015). The data gathering method employs a Likert scale questionnaire, with 1 indicating "never" and 5 indicating "always."

This study's operational definition includes three variables: AIS, facilities, and student loyalty. The AIS has five indicators: user-friendliness, meeting the needs of higher education institutions, lowering operating expenses, web/network-based, and continually improved. One of the statements is "The UNAI module is designed to be easy to understand". The facility variable consists of two indicators: facilities and infrastructure. One of his statements was, "The classroom is comfortable for carrying out the lecture process." Five things show that a student is loyal to a company: saying good things about the company, recommending it to someone looking for advice, telling friends and family to do business with the company, thinking of the company as the best place to buy goods or services, and completing more work with the organization over the next few years. One of the statements is "I tell positive things about UNAI,"

SEM-PLS 3.2.9 was used to analyze the data by testing the outer and inner models. Outer model for testing reliability and validity (Cronbach's Alpha, composite reliability, and cross loading). The inner model is utilized to answer the hypothesis by measuring the model quality criteria using the path coefficient value and the R2 value ((Sarwono, 2016).

Results and Discussion

Validity test

A validity test is performed to establish the reliability of the survey data. The test is necessary to show the reliability of the data collected. The validity test makes use of cross loading and AVE measurements. If the outer loading value is above 0.6 and the AVE is greater than 0.05, the instrument is deemed to be valid (Budhiasa, 2016a). Among the three variables tested for reliability and validity. The AVE variable for facilities is 0.628, the variable for student loyalty is 0.753, and the variable for AIS is 0.664 (table 1).

Table 1 Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Facility	0,901	0,909	0,922	0,628
Student Loyalty	0,890	0,918	0,924	0,753

Academic Information System	0,872	0,873	0,908	0,664
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Source: SEM-PLS 3.2.9

Cross loading is considered valid if it is greater than 0.7 (Sarwono, 2016). The cross loading of each indicator in this study is greater than 0.7 based on the processed data (table 2).

Tabel 2 Cross Loading

	Facility	Student Loyalty	Academic Information System
Fas1	0,774		
Fas2	0,844		
Fas3	0,820		
Fas4	0,821		
Fas5	0,844		
Fas6	0,722		
Fas8	0,712		
Loy1		0,742	
Loy2		0,889	
Loy3		0,910	
Loy4		0,917	
SIA2			0,881
SIA3			0,843
SIA4			0,780
SIA5			0,773
SIA6			0,791

Source: SEM-PLS 3.2.9

Reliability Test

In this study, the reliability test was measured using two reliability tests: Cronbach's Alpha and Composite Reliability. The reliability test score was determined using the Cronbach's Alpha test. The Composite Reliability test is used to determine the real value of the variable. The data is regarded acceptable if the result of this dependability test is more than 0.7 (Budhiasa, 2016b). Table 1 demonstrates that the composite reliability and Cronbach's Alpha in this study are both greater than 0.7, indicating that all data is considered reliable.

Inner Model: Hypothesis Testing Direct Effect

The SEM model's significance test using PLS determines the effect of exogenous variables on endogenous variables. The SmartPLS computer application is used to perform the bootstrap procedure when testing hypotheses using the PLS SEM approach. This study was carried out by comparing the t-table values to the t-statistics obtained from the PLS bootstrapping findings. If the t-statistic value is greater than the t-table value (1,993) with a significance threshold of 5% (p-value 0.05), the hypothesis is accepted (Ghozali, 2013).

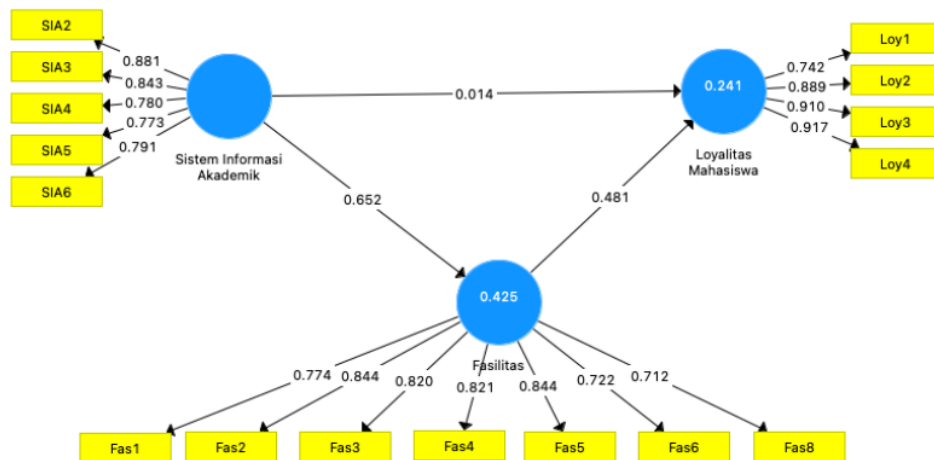


Figure 2 Path Analysis Results

Through the results at tabel 3, an explanation is obtained regarding the relationship between the variables discussed, so the explanation is explained as follows:

1. The beta score for the influence of AIS on student loyalty with a beta score $\beta = 0.014$, with a p-value of 0.913 ($p > 0.05$) and a t- statistic of 0.109 ($p < 1.96$) (table 3). As a result, H1 is rejected. The AIS has no effect on student loyalty. This means that UNAI's AIS has no effect on student loyalty.

AIS have no significant effect on student loyalty at UNAI due to several factors, including institutional image, student satisfaction (Mulyana & Ayuni, 2014), and learning quality (Wardhati, 2014). According to (Angraini et al., (2020), the AIS is

just one of many factors that affect student loyalty. Although the information system can facilitate the administration of learning, it is not a factor in determining student loyalty.

2. The beta score for the influence of AIS on campus facilities a positive beta score, $p = 0.652$ with a p value of 0.000 ($p < 0.05$) and a t statistic of $8,373$ ($p > 1.96$) (table 3). As a result, H2 is accepted. The AIS has a significant effect on campus facilities. This means that the AIS at UNAI has an effect on the adequacy of campus facilities.

AIS play a role in optimizing institutional resources by providing data, concluding systems, and scheduling preferences, among other vital assets (Suharti & Sulisty, 2018). This indicates that information systems play a supporting function in organization management (Etin Indrayani, 2011).

3. The beta score for the influence of campus facilities on student loyalty got a positive beta score, $p = 0.110$ with a p value of 0.000 ($p < 0.05$) and a t statistic of 4.385 ($p > 1.96$) (table 3). As a result, H3 is accepted. Campus facilities have a significant effect on student loyalty. This means that facilities at UNAI have an effect on student loyalty. Several factors contribute to this relationship. According to Muhammad et al., (2014) comfort, health and safety, accessibility and the caliber of infrastructure, provision and adequacy of space, participation and inclusiveness, and the existence of a place to interact are the most important factors.

Table 3 Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IO/STDEVI)	P Values
Facility -> Student Loyalty	0,481	0,500	0,110	4,385	0,000
Academic Information System -> Facility	0,652	0,665	0,078	8,373	0,000
Academic Information System -> Student Loyalty	0,014	0,015	0,128	0,109	0,913

Source: SEM-PLS 3.2.9

Inner Model: Hypothesis Testing Mediating Effect

The beta score for the influence of student information systems on student loyalty through campus facilities received a positive beta score, $\beta = 0.314$ with a p-value of 0.000 ($p < 0.05$) and a t statistic of 3.566 ($p > 1.96$) (table 4). As a result, H4 is accepted. AIS have a significant effect on student loyalty through campus facilities. It indicates that the UNAI AIS has a significant effect on student loyalty through campus facilities.

This relationship is expressed by the Real-Time Multimedia Peer-to-Peer Communication system, a combination of information systems and facilities that students require. AIS can also serve as learning process platforms (Nayyef et al., 2018)

Service integration is now a necessity in the digital age. AIS can incorporate various campus facility services and facilitate user activity (Tuzahra et al., 2021). A positive user experience will increase customer loyalty.

Table 4 Hypothesis Testing Result with Mediating Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IO/STDEVI)	P Values
Academic Information System -> Facility -> Student Loyalty	0,314	0,333	0,088	3,566	0,000

Source: SEM-PLS 3.2.9

Conclusion

The findings from this study may result to four conclusions. First starters, the AIS is not an essential factor in student loyalty. Other determinants are influenced by a variety of circumstances, including the institution's image, student happiness, and learning quality. Second, the AIS has an impact on campus facilities since it serves as a tool for optimizing resources by supplying data. Third, student loyalty is influenced by campus facilities in terms of comfort while studying, health and safety measures, simple access to resources, and a space to communicate. Fourth, AIS have a considerable impact on student loyalty through campus

facilities. With real-time multimedia communication and services combined into an easy-to-learn system, the relationship is real.

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