



**THE EFFECT OF SERVICE QUALITY AND DIGITAL ACCESS ON
ACADEMIC SERVICE SATISFACTION WITH PREVIOUS EXPERIENCE AS
AN INTERVENING VARIABLE (CASE STUDY AT BAHAUDIN MUDHARY
UNIVERSITY, MADURA)**

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Abstract

This study aims to analyze the influence of academic service quality and digital access on student academic service satisfaction with previous experience as an intervening variable at Bahaudin Mudhary University, Madura (UNIBA Madura). This study uses a quantitative approach with an explanatory research design. Data were collected through questionnaires distributed to 327 active UNIBA Madura students in the 2023–2024 academic year. The data analysis technique used was Structural Equation Modeling–Partial Least Squares (SEM-PLS) to test the direct and indirect effects between variables. The results of the study indicate that academic service quality and digital access have a positive and significant effect on academic service satisfaction. Furthermore, service quality and digital access also have a positive and significant effect on students' prior experience. The previous experience variable is proven to have a positive and significant effect on academic service satisfaction and is able to indirectly mediate the influence of service quality and digital access on academic service satisfaction. These



findings indicate that students' past experiences play a significant role in shaping their perceptions and evaluations of current academic services. Based on the research results, it can be concluded that improving the quality of academic services and strengthening digital access, supported by creating a positive student experience, is a crucial strategy for UNIBA Madura to increase academic service satisfaction. This research is expected to serve as a reference for university administrators in developing academic service policies oriented toward student experience and satisfaction.

Keywords: Academic Service Quality, Digital Access, Previous Experience, Academic Service Satisfaction

INTRODUCTION

Higher education is a formal educational institution after secondary education, which functions to provide higher education to produce competent, competitive graduates with academic and professional integrity. According to Law Number 12 of 2012 concerning Higher Education, a higher education institution is an educational institution that provides higher education and can take the form of an academy, polytechnic, college, institute, or university. As a center for the development of science, technology, and the arts, higher education plays a strategic role in implementing the Tri Dharma of Higher Education, namely education, research, and community service. Furthermore, higher education functions to create a scientific environment that encourages innovation, critical thinking, and character development, thus becoming agents of social change and driving forces for national development (Tilaar, 2021). Thus, higher education institutions play a role not only as learning institutions but also as centers for knowledge production and sustainable social transformation.

As institutions of higher education, universities have the primary responsibility to provide an academic environment that supports the development of students' intellectual abilities, skills, and character. This academic environment encompasses the learning process, curriculum, supporting facilities, and the quality of academic administration services. According to Trow (2021), the quality of the academic environment plays a crucial role in determining the success of the educational process because it directly influences student satisfaction, learning motivation, and academic achievement. Therefore, the effectiveness of a university is measured not only by the output of graduates but



also by the quality of academic services provided throughout the learning process, including how the university ensures prompt, accurate, and responsive service tailored to student needs.

The quality of academic services is a key pillar determining the success of higher education institutions in meeting the needs of students as service users. Several previous studies have also shown that service quality has a significant influence on student satisfaction. These include studies by Ramadhani (2021) , Pratama & Widodo (2022), and Mutmainnah and Sari (2023) .

Advances in information technology have brought significant changes to the management of academic services in higher education. Adequate digital access, including easy login, clear system navigation, fast access, and minimal disruption, are crucial components in supporting the smooth running of student academic activities. The relationship between digital access and student satisfaction is further strengthened by various previous research findings, including those by Pratama and Widodo (2022), Adawia and Fajar (2022), and Lestari and Anggraini (2023).

From an educational consumer behavior perspective, student satisfaction is influenced not only by current service conditions but also by previous experiences. Previous experience plays a psychological role in shaping students' perceptions, expectations, and evaluations of the quality and benefits of the services they receive (Kotler & Keller, 2021). Several studies have suggested that prior experience can act as an intervening variable linking service quality and digital access to student satisfaction, including Hasan & Iqbal (2022); Pratama & Yulianti (2023); Wulandari & Hakim (2023); and Fadhilah (2022).

Therefore, research on the influence of service quality and digital access on academic service satisfaction with previous experience as an intervening variable is important to conduct, especially in the Bahaudin Mudhary Madura University environment, which continues to develop academic services and digital systems.

LITERATURE REVIEW

Academic service quality is a concept that refers to the degree to which academic services provided by a university meet the expectations and needs of students as service users. In general, service quality reflects the extent to which the services provided meet professional standards and satisfy service users (Parasuraman, Zeithaml, & Berry, 1988). In the context of higher education, academic services encompass all administrative and academic processes such as KRS/KHS management, academic guidance, the availability of academic information, class schedule management, and services provided by lecturers and



educational staff. Academic service quality is considered good if students feel the services are easily accessible, fast, accurate, and appropriate to their academic needs.

Academic digital access is a concept that describes the level of ease with which students can use information technology-based academic services provided by higher education institutions. According to Warsita (2018), digital access encompasses users' ability to access information, utilize digital systems, and interact through technology-based platforms. In the context of higher education, academic digital access relates to students' ability to use academic information systems, campus applications, and various digital services that support the learning process and academic administration, such as completing the student's course plan (KRS), accessing grades, correspondence services, and online administrative submissions.

Previous experience refers to any experience an individual has had interacting with a particular service, product, system, or institution. According to Kotler & Keller (2016), previous experience is a collection of knowledge, perceptions, and evaluations formed from past experiences, which then serve as the basis for assessing current service quality. In other words, prior experience creates a benchmark that individuals use to evaluate whether current service is better, the same, or worse than their past experiences.

Academic service satisfaction is a form of student evaluation of the quality of academic services they receive from a university, both face-to-face and digital services. In general, the concept of satisfaction refers to an individual's feelings of pleasure or disappointment after comparing the performance of the service received with their previous expectations. According to Kotler & Keller (2016), satisfaction (customer satisfaction) is the level of feeling that arises after comparing the results received with their expectations. If the service performance meets or exceeds expectations, then satisfaction is achieved; conversely, if the performance does not meet expectations, then dissatisfaction will arise.

RESEARCH METHOD

This research is categorized as quantitative research, which emphasizes the process of collecting and processing numerical data to answer the problem formulation and test the established hypothesis. Based on its research objectives, this study is included in explanatory research, which focuses on explaining the causal relationship between the variables studied. This research design uses a survey design conducted by distributing questionnaires to respondents using a Likert scale to measure the variables. The time approach in this study is cross-



sectional, meaning data collection is carried out only over a certain period without any treatment or intervention on respondents.

The population in this study were all active students of Bahaudin Mudhary University, Madura, in the 2023-2024 academic year. They were the ones who directly interacted with academic services and digital access, thus having experience related to the research variables. The sample in this study was calculated using the Slovin formula, resulting in 327 samples using the direct data collection method from respondents. The data analysis technique used SEM-PLS with several tests, namely research instrument testing, structural model testing, and hypothesis testing. The variables in this study were (1) service quality and (2) digital access as independent variables, (3) *previous experience* as dependent variable, and (4) academic service satisfaction as dependent variable.

RESULTS AND DISCUSSION

Description of Research Object

Bahaudin Mudhary Madura University is a private university located in Sumenep Regency, East Java Province, and has a strategic role in human resource development through the provision of higher education. In carrying out its functions, UNIBA Madura is committed to providing academic services covering all activities and administrative processes directly related to student academic activities, starting from the student admission process, lecture administration management, filling out and changing Study Plan Cards (KRS), managing lecture schedules and attendance, processing grades, academic information services, to the academic process leading up to graduation. Along with the development of information technology, academic services at UNIBA Madura are also supported by the use of digital access, especially through the Academic Information System (SIKAD) and other digital media that aim to increase efficiency, transparency, and ease of access for students. UNIBA Madura has 5 faculties and 8 study programs, including (1) the faculty of economics and business with management and accounting as its study programs, (2) the faculty of science and technology with informatics, information systems and industrial engineering as its study programs, (3) the faculty of law with a business law study program, (4) the faculty of foreign languages with English language and culture as its study program, and (5) the faculty of communication science with film, television and media studies as its study program.



Validity Test

Table 1. Validity Test Results Based on Factor Loading

Variables	Indicator	Loading Factor	Description
Academic Service Quality	X1.1	0.768	Valid
	X1.2	0.787	Valid
	X1.3	0.754	Valid
	X1.4	0.741	Valid
	X1.5	0.782	Valid
Digital Access	X2.1	0.776	Valid
	X2.2	0.729	Valid
	X2.3	0.807	Valid
	X2.4	0.746	Valid
	X2.5	0.792	Valid
Previous Experience	Z1.1	0.796	Valid
	Z1.2	0.711	Valid
	Z1.3	0.782	Valid
	Z1.4	0.731	Valid
	Z1.5	0.764	Valid
Academic Service Satisfaction	Y1.1	0.766	Valid
	Y1.2	0.730	Valid
	Y1.3	0.734	Valid
	Y1.4	0.712	Valid
	Y1.5	0.742	Valid

Source: Data Processing Results Attachment

Based on the validity test of the loading factor, it is known that all indicators have a loading value > 0.5. So, all indicators that have passed the validity test based on the loading factor can be used as measuring tools for their variables.

Table 2. Validity Testing Based on Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)	Description
Academic Service Quality	0.588	Valid
Digital Access	0.594	Valid



Previous Experience	0.574	Valid
Academic Service Satisfaction	0.543	Valid

Source: Data Processing Results Attachment

The test results above indicate that the AVE value for all dimensions of the construct is > 0.5, thus it can be considered valid. Next, discriminant validity testing will be conducted.

Table 3. Discriminant Validity Testing

Variables	Academic Service Quality (X1)	Digital Access (X2)	Previous Experience (Z)	Academic Service Satisfaction (Y)
Academic Service Quality (X1)	0.767			
Digital Access (X2)	0.050	0.770		
Previous Experience (Z)	0.501	0.459	0.757	
Academic Service Satisfaction (Y)	0.512	0.408	0.571	0.737

Source: Data Processing Results Attachment

It is known that the square root of the AVE value for each latent variable is greater than the correlation value between that latent variable and other latent variables. Therefore, it is concluded that the discriminant validity requirements have been met.

Reliability Test

Table 4. Discriminant Validity Testing

Variables	Composite Reliability (CR)
Academic Service Quality	0.826
Digital Access	0.837
Previous Experience	0.819
Academic Service Satisfaction	0.791

Source: Data Processing Results Attachment

The test results show that the constructs (variables) in all dimensions have a CA value > 0.7, which means they have met the reliability requirements based on Cronbach's alpha. After conducting reliability testing and meeting the



reliability requirements based on the composite reliability and Cronbach's alpha values, the reliability testing is continued, which is presented in the following table:

Table 5.
Reliability
Testing Based on Composite Reliability (CR) and Cronbach's Alpha (CA)

Variables	Dimensions	CR	CA
Academic Service Quality	Accuracy of service, accuracy of information, and consistency of procedures (Reliability)	0.826	0.825
	Speed of response to student needs/complaints. (Responsiveness)		
	The ability, knowledge, and sense of security provided by officers. (Assurance)		
	Officers' concern and attention to student needs (Empathy)		
	Availability of supporting academic infrastructure. (Tangibles)		
Digital Access	Ease of system access	0.837	0.829
	Platform access speed.		
	Availability of academic digital features.		
	Ease of use (user friendly).		
	System reliability (minimal error).		
Previous Experience	Previous academic service experience	0.819	0.814
	Previous experience using campus digital platforms		
	Comparison of experience with current service expectations.		
	Consistency of past service experiences.		
	General evaluation of previous experience.		
Academic Service Satisfaction	Conformity of service to expectations	0.791	0.790
	Satisfaction with the academic service process.		
	Satisfaction with digital academic systems.		
	Satisfaction with the speed and accuracy of service.		
	Overall satisfaction with academic services.		

Source: Data Processing Results Attachment



The test results above show that all variables have CA and CR values > 0.7, so it can be concluded that these values have met the reliability requirements based on the composite reliability and Cronbach's alpha values.

R-Square Test

Table 6. R-Square Test

Table with 3 columns: Variables, R Square, R Square Adj. Row 1: Academic Service Satisfaction (Y), 0.477, 0.472

Source: Data Processing Results Attachment

The R2 value is 0.477. This means that academic service satisfaction is influenced by the quality of academic services, digital access, and previous experience by 47.7%, while 52.3% is not influenced by the variables of quality of academic services, digital access, and previous experience.

Hypothesis Testing (Direct Effect)

Table 7. Path Coefficient Test

Table with 6 columns: Path, Original Sample (O), Sample Mean (M), Standard Deviation (STDEV), T Statistics (|O/STDEV|), P Values. Rows include Service Quality (X1) -> Academic Service Satisfaction (Y), Service Quality (X1) -> Previous Experience (Z), Digital Access (X2) -> Academic Service Satisfaction (Y), Digital Access (X2) -> Previous Experience (Z), and Previous Experience (Z) -> Academic Service Satisfaction (Y).

Source: Data Processing Results Attachment

Based on the inner weight results in Table 5.15, it can be concluded that:



- 1) The quality of academic services (X1) has a significant positive effect on academic service satisfaction (Y), with a path coefficient of 0.479. where the p-value = 0.000 is less than 0.05 (Hypothesis Accepted).
- 2) The quality of academic services (X1) has a significant positive effect on previous experience (Z), with a path coefficient of 0.493 where the p-value is values = 0.000 is less than 0.05 (Hypothesis Accepted).
- 3) Digital access (X2) has a significant positive effect on academic service satisfaction (Y), with a path coefficient of 0.435 where the p-value = 0.000 is less than 0.05 (Hypothesis Accepted).
- 4) Digital access (X2) has a significant positive effect on previous experience (Z), with a path coefficient of 0.383, where the p-value = 0.000 is less than 0.05 (Hypothesis Accepted).
- 5) Previous experience (Z) has a significant positive effect on academic service satisfaction (Y), with a path coefficient of 0.251, where the p-value = 0.000 is smaller than 0.05 (Hypothesis Accepted).

Hypothesis Testing (Indirect Effect)

**Table 8.
Path Coefficient Test**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Academic service quality (X 1) -> Previous Experience (Z) -> Academic Service Satisfaction (Y)	0.124	0.124	0.032	3,898	0,000
Digital Access (X 12 -> Previous Experience (Z) -> Academic Service Satisfaction (Y)	0.096	0.096	0.024	4,064	0,000

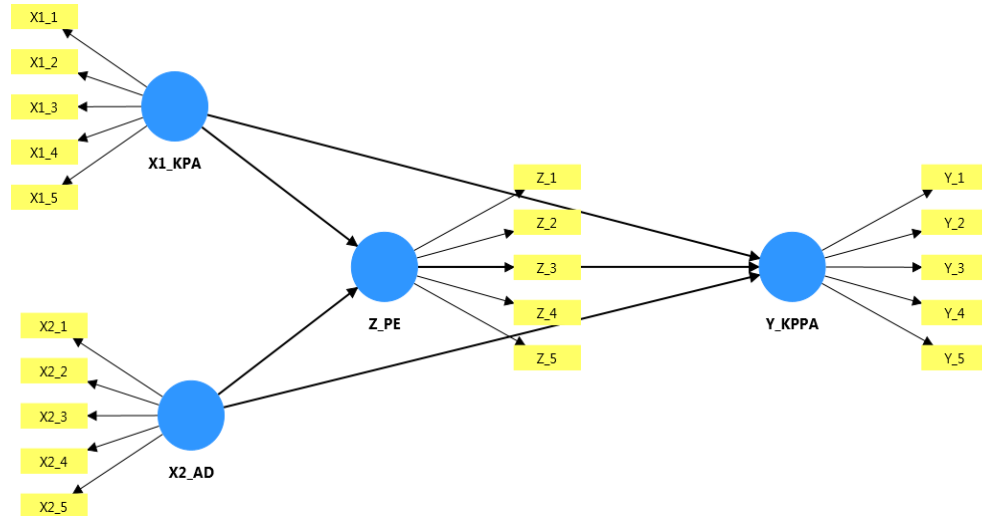
Source: Data Processing Results Attachment

Based on the inner weight results in Table 5.16, it can be concluded that:

- 1) Previous experience (Z) is able to mediate the relationship between academic service quality (X1) and academic service satisfaction (Y), with a path coefficient of 0.124, where the p-value = 0.000 is smaller than 0.05 (Hypothesis Accepted).
- 2) Previous experience (Z) is able to mediate the relationship between digital access (X2) and academic service satisfaction (Y), with a path coefficient of

0.096 where the p-value = 0.000 is smaller than 0.05 (Hypothesis Accepted).

Structural Model



The influence of service quality on service satisfaction academics at UNIBA Madura

Based on the results of the hypothesis testing, service quality was proven to have a positive and significant effect on academic service satisfaction at UNIBA Madura. This is indicated by a p-value of 0.000, which is smaller than the 0.05 significance level, and a path coefficient of 0.479. These findings indicate that the better the service quality provided, the higher the level of student satisfaction with academic services.

In the context of UNIBA Madura, the quality of academic services, including the accuracy of the service process, the responsiveness of staff, the competence and friendliness of the students, and the availability of adequate facilities, can shape students' positive perceptions of their academic experience. These positive perceptions are then internalized into satisfaction with the overall implementation of academic services, reflecting the university's success in meeting student needs and expectations.

The findings of this study align with various previous studies that indicate that service quality significantly influences student satisfaction in higher education. Theoretically, this relationship can be explained through Expectation Confirmation Theory, which states that satisfaction arises when service performance meets or exceeds user expectations. Therefore, improving the quality of academic services is a crucial strategy for UNIBA Madura to enhance student satisfaction, academic experience, and the institution's image.



The Influence of Digital Access on Academic Service Satisfaction at UNIBA Madura

Based on the results of the hypothesis testing, it can be seen that digital access has a significant positive effect on academic service satisfaction at UNIBA Madura. This can be seen from the table presented above that the p-value is 0.000 where this value is <0.05 or smaller than the predetermined significance level and the path coefficient is 0.435. In this case, it can be concluded that digital access has an influence on academic service satisfaction.

Research at UNIBA Madura shows that digital access positively impacts student satisfaction with academic services. The easier and smoother the access to digital services, the higher the level of student satisfaction with academic services. Good digital access can provide convenience, reduce administrative barriers, and expedite service processes, making it a crucial element in creating a satisfying academic service experience.

These findings align with previous research demonstrating a positive relationship between the use of digital-based academic information systems and student satisfaction. Studies at other educational institutions have shown that the use of web-based academic systems significantly contributes to student satisfaction, confirming that digital transformation in educational services not only increases efficiency but also strengthens positive perceptions of academic service quality.

The Influence of Service Quality on Previous Experience at UNIBA Madura

Based on the results of hypothesis testing, it can be seen that service quality has a significant positive effect on previous experience. on UNIBA Madura. This can be seen from the table presented above that the p-value is 0.000 where this value is <0.05 or smaller than the predetermined significance level and the path coefficient is 0.493. In this case, it can be concluded that service quality has an influence on previous experience.

At UNIBA Madura, good academic service quality has been shown to significantly influence students' prior experiences. Accurate, consistent, and responsive service, supported by adequate facilities, creates positive experiences for students interacting with academic services. These experiences are then stored in memory and serve as the basis for students' evaluations of future academic services. Meanwhile, poor service quality has the potential to create negative experiences and diminish student perceptions.

These findings are supported by various empirical studies demonstrating a positive relationship between service quality and student experience. Putra & Ramadhani (2021) found that academic service quality, particularly in terms of



reliability and responsiveness, significantly influences students' experiences with higher education administrative services. Other research by Sari & Nugroho (2022) and Haryanto & Lestari (2023) also confirms that good service quality plays a crucial role in shaping positive and sustainable student academic experiences.

The Influence of Digital Access on Previous Experience at UNIBA Madura

Based on the results of hypothesis testing, it can be seen that digital access has a significant positive effect on previous experience. at UNIBA Madura . This can be seen from the table presented above that the p-value is 0.000 where this value is <0.05 or smaller than the predetermined significance level and the path coefficient is 0.383. In this case, it can be concluded that digital access has an influence on previous experience.

At UNIBA Madura, research shows that digital access positively influences students' prior experience. Easy, smooth digital access with minimal technical disruptions allows students to efficiently complete various academic processes, such as completing their study plan (KRS), checking grades, preparing academic letters, and communicating with the university. These positive digital interactions are then stored as prior experience, which students use as a reference when assessing the quality of academic services in the future.

These findings align with numerous empirical studies emphasizing the role of quality digital access in shaping user experience. Studies on user experience and e-service quality show that stable, responsive, and reliable digital services can create a positive user experience, which in turn influences overall perceptions and satisfaction with the service. While much of this research has been conducted in the context of e-commerce, the implications remain relevant for digital academic services, where good digital access enhances students' experiences using university academic systems.

The Influence of Previous Experience on Satisfaction with Academic Services at UNIBA Madura

Based on the results of the hypothesis testing, it can be seen that previous experience has a significant positive effect on academic service satisfaction at UNIBA Madura. This can be seen from the table presented above that the p-value is 0.000, where this value is <0.05 or smaller than the predetermined significance level, and the path coefficient is 0.251. In this case, it can be concluded that previous experience has an influence on academic service satisfaction. This means that if the previous experience is good enough, it will directly impact the increase in student satisfaction.



Research at UNIBA Madura shows that previous experience has a positive and significant effect on student satisfaction with academic services. Positive past experiences shape students' perceptions and expectations of academic services, thus increasing their satisfaction levels. Conversely, negative previous experiences can decrease satisfaction, even if current service quality has improved, because these experiences still influence students' evaluation processes.

These findings align with various empirical studies in the higher education context, which show that student experience has a positive relationship with satisfaction. A study at a university in Medan, for example, found that student experience contributed to increased satisfaction, although its influence was not always more dominant than other variables such as perceived value. These results confirm that student experience remains a crucial factor in shaping satisfaction with academic services.

The Indirect Effect of Service Quality on Academic Service Satisfaction through Previous Experience as an Intervening Variable at UNIBA Madura

Based on the results of hypothesis testing using the path analysis method, it can be seen that service quality indirectly has a significant positive effect on service satisfaction at UNIBA Madura. This can be seen from the table presented above that the p-value is 0.000, where this value is <0.05 or smaller than the predetermined significance level and the path coefficient is 0.124. In this case, it can be concluded that service quality indirectly has an influence on academic service satisfaction through previous experience. This means that if the service quality and previous experience are good enough, then directly or indirectly it will have an impact on increasing academic service satisfaction.

Research at UNIBA Madura shows that academic service quality has a positive and significant impact on student satisfaction indirectly through previous experience. Improved service quality, reflected in reliability, responsiveness, assurance, empathy, and tangibles, can shape positive student experiences in the past, which then serve as a basis for evaluating current academic services and determining their level of satisfaction.

These findings align with numerous empirical studies that position user experience as a crucial mediating variable between service quality and satisfaction. Numerous studies in service contexts, including online services, demonstrate that positive customer experiences not only directly influence satisfaction but also strengthen the relationship between service quality and overall satisfaction. This confirms that creating a positive student experience is a



key factor in enhancing the effectiveness of academic service quality on student satisfaction.

The Indirect Influence of Digital Access on Academic Service Satisfaction through Previous Experience as an Intervening Variable at UNIBA Madura

Based on the results of hypothesis testing using the path analysis method (path analysis), it can be seen that digital access indirectly has a significant positive effect on academic service satisfaction at UNIBA Madura. This can be seen from the table presented above that the p-value is 0.000 where this value is <0.05 or smaller than the predetermined significance level and the path coefficient is 0.096. In this case, it can be concluded that digital access indirectly has an influence on academic service satisfaction through previous experience. This means that if the role of digital access and previous experience is good enough, then directly or indirectly it will have an impact on increasing academic service satisfaction.

Research at UNIBA Madura shows that digital access not only directly impacts academic service satisfaction but also has an indirect effect through prior experience. Good digital access, such as ease of use of the system, platform speed and reliability, and comprehensive digital features, can shape positive past student experiences. These experiences then serve as cognitive references when students evaluate current academic services, thus strengthening the influence of digital access on academic service satisfaction.

This finding aligns with previous empirical research that emphasized the role of experience as a mediating variable between digital technology utilization and student satisfaction. A study by Zhang, Qian, and Chen (2024) showed that the use of digital technology in education not only directly increases satisfaction but also indirectly through learning experiences as a mediator. This confirms that student experience plays a crucial role in explaining how digital access can lead to higher levels of satisfaction, making it relevant to the mediating mechanism of previous experience in the context of digital academic services in higher education.

CONCLUSION

Based on the results of hypothesis testing and discussion, several conclusions can be formulated as follows:

1. First, the test results show that service quality has a significant effect on academic service satisfaction. Thus, the first hypothesis is declared accepted.



2. Second, the test results demonstrate that digital access significantly impacts academic service satisfaction. Therefore, the second hypothesis is accepted.
3. Third, the test results show that service quality has a significant effect on previous experience . Thus, the third hypothesis is accepted.
4. Fourth, the test results prove that digital access has a significant influence on previous experience. so the fourth hypothesis can be accepted.
5. Fifth, the test results show that previous experience has a significant effect on satisfaction with academic services. Therefore, the fifth hypothesis is accepted.
6. Sixth, the test results show that service quality indirectly influences academic service satisfaction through previous experience as an intervening variable. Thus, the sixth hypothesis is accepted.
7. Seventh, the test results demonstrate that digital access indirectly influences academic service satisfaction through previous experience as an intervening variable. Therefore, the seventh hypothesis is accepted.

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