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Ira Nur Yunianti, Negina Kencono Putri, Yudha Aryo Sudibyo, Ascaryan Rafinda 1-13

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Control and Profitability of Selected Manufacturing Companies in Nigeria

win Emmanuel Oyedokun, Amos Olafusi TOMOMEWO, Sunday Ajao OWOLABI, PhD 14-33

[PDF](#)

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Student Behavior Intention: An Analysis of Culture, Lecturer Performance, and Academic Services Quality

Putri, Feby Astrid Kesaulya, Yohanes Dicka Pratama 34-47

[PDF](#)

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LY AGHE AFRICA 48-55

[PDF](#)

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Influence of the Characteristics of Whistleblower to Whistleblowing Intentions

essa Angelin Yermia Djamal, Toto Warsoko Pikir, Rr. Puruwita Wardani 56-69

[PDF](#)

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Suprapti, Qonita Qonita, Ach. Syaiful Hidayat 70-81

[PDF](#)

<https://doi.org/10.33005/jasf.v2i1.46> | Abstract views: 9 times | PDF downloads: 7 times

Influence of Ownership Structure, Asset Structure, and Earning Volatility on Debt Policy in Indonesia

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STUDENT BEHAVIOR INTENTION: AN ANALYSIS OF CULTURE, LECTURER PERFORMANCE, AND ACADEMIC SERVICES QUALITY
A Case Study in Musi Charitas Catholic University

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Abstract

This study aims to determine the influence of student's culture, lecturer's performance, and academic service quality based on student perception on behavior intention of Musi Charitas Catholic University students (UKMC). The analysis used path analysis with the Structural Equation Model (SEM). The results showed that cultural variables, lecturer performance, and academic service quality from student perceptions influenced the intention of UKMC students to behave. The results of this study provide information related to student culture, academic services that students want, and the ability of lecturers from the student's point of view as well as how these variables affect their intention to behave. This information can provide a gap for UKMC to be able to make improvements in some aspects that are still felt less than customer needs perceptions. Customer needs fulfillment is ultimately expected to shape the positive behavior of UKMC students.

Keyword: *Culture, Lecturer Performance, Academic Service Quality, Students Behavior Intention.*

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INTRODUCTION

Catholic Musi Charitas University (UKMC) is one of the private universities that has a good reputation in the city of Palembang. UKMC has a motto "veritas et scientia nobis lumen", which has the meaning of truth and science is the light of our lives. This motto is then translated into the values that become role models in universities in the form of CHAMPION values. The value of champion consists of 8 (eight) words that mean Charity (goodness), Humanity (humanity), Altruism (sacrifice), Managing-Capacity (self-capacity), Persistence, Integrity (integrity), Open-

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minded (openness of thought), and Novelty (honesty). These values are expected to be carried out by all stakeholders or the civitas academica in UKMC.

The rise of newly established universities has made competition between universities increasingly stringent. The rivalry between universities does not only occur locally or nationally but also in the form of global competition. Increasing the number of students is very crucial because educational foundations are organizations that earn income from the education process itself. The increase in the number of students is very dependent on the intention of prospective students to enter college. Since the 2015/2016 academic year until 2017/2018, students who register and become new students experience a very significant decline of up to 50% (Table 1).

Table 1. Number of Registrants and New Students 2015 - 2017

No	Faculty	2015/2016		2016/2017		2017/2018*	
		Registrants	New Students	Registrants	New Students	Registrants	New Students
1	Science and Technology	104	70	77	52	70	33
2	Business and Accounting	424	276	309	241	300	211
3	Health Science	274	203	177	125	110	41
Total		802	549	563	418	480	285

Source: Speech of the 2nd UKMC Anniversary, July 25 (Sarwono, 2017). * data as of June 16, 2017

Table 1 shows the highest number of students, both registrants and new students in the Faculty of Business and Accounting. However, all faculties experienced a decline in registrants and new students. Registrants or interested persons in the UKMC Palembang experienced a decrease from 802 students to 480 students. Of the number of applicants who became new students dropped from 549 students to 285 students. This decline shows the intention of students (prospective students) towards UKMC Palembang during 2015 - 2017 has decreased dramatically. Therefore, this study aims to analyze the factors that influence student intention to enter the UKMC Palembang.

Fishbein and Ajzen (1975) say that behavioral intention is a measure of the power of individual goals to take personal action. Attitude is a person's positive or negative feelings about determining behavioral goals and targets. Theory Planned Behavior (TPB) is an extension of Theory Reasoned Action (TRA) which places the intention to behave as a result of individual influence and normative influences (Hale et al., 2002). Subjective norm is a person's perception of the general opinion whether he must or should not conduct behavior as discussed by many people (Sanjaya, 2005).

Intention/will is determined by attitude, subjective norms, and relevant norms (Tribakti, 2016). Behavioral intentions can be triggered by satisfaction with service quality and culture. The main dimensions of behavioral intentions are loyalty, internal and external responses to problems, and willingness to pay more (Zeithaml, Berry, & Parasuraman, 1996; Aliman and Mohamad, 2013). Japarianto (2006) said that the culture of students would determine student behavior because the culture is almost the same students tend to behave the same. Students who have a proper assessment of academic services and the performance of lecturers in higher education will trigger them to act positively to be loyal. This form of loyalty can be in the way of promoting higher education, willingness to pay more, and implementing the rules and values contained in the college.

Culture is a set of values, ideas, artifacts, and symbols that are inherited in descending ways and shared with members of the community, where they can be the identity of the community members, reflected in their behavior and social actions. Culture is dimensioned by power distance, uncertainty avoidance, individualism, masculinity, and term of orientation. (Japarianto, 2006). Liu et al. (2001) and Triwardhani and Handayani (2013) state that different cultures will lead to differing views of intention to behave positively or vice versa. They prove that service quality and culture influence the intention to act. Culture is also stated to affect behavior, according to Hutagalung (2016). Thus, the first hypothesis is formulated as follows:

H1: Culture influences students' behavioral intentions

In 2017, the Ministry of Research, Technology, and Higher Education classifies the assessment of higher education into 4 (four) principal components, namely: 1) Quality of HR; 2) Institutional Quality; 3) Quality of Student Activities, and 4) Quality of Research and Scientific Publication. These four components are aspects that must always be improved by universities in Indonesia. In maintaining or even expanding the market, universities must support and enhance their competitive advantage. One of the factors that influence the intention of student behavior intention is the lecturer performance (lecturer performance) also plays an essential role in determining the success of universities in providing excellent educational services to students.

Lecturers are also service providers. Therefore, students (customers) are the right parties to evaluate the quality of education in this study is the performance of lecturers (Mustafa and Chiang, 2006). A sound quality service system in higher education can facilitate the organization in achieving tasks and objectives if supported by the quality of good teaching (Kobrai and Roudbari, 2005 in Chegini, 2013). In terms of assessing the performance and competency of lecturers, those who can determine include students, colleagues, and superiors. This study uses professional judgment because it is based on student perceptions while interacting with the lecturer. Educational qualifications that are fulfilled, the ability of lecturers in the teaching process in the delivery of material, the ability and desire to improve scientific knowledge, and the behavior of lecturers who obey the rules in implementing Tridharma will determine the professionalism of a lecturer. Developed countries in Asia show that the implementation of quality tertiary education correlates significantly with increasing overall human resource competency, which ultimately shapes the nation's high skill in global competition (Harisantoso, 2009).

Lecturer performance is the performance of lecturers who are influenced by abilities and attitudes (Mustafa and Chiang, 2006). Teachers or lecturers in universities have an essential role in providing education for their students. According to Tehseen and Hadi (2015), several factors influence the performance of teachers/lecturers such as educational background, characteristics, motivation, job satisfaction, working conditions, teaching experience, and leadership influence. Universities are deemed necessary to measure performance lecturers to improve the quality of education oriented to customer needs (Aprilia, 2008). Thus, the second hypothesis is formulated as follows:

H2: Lecturer performance influences students' behavior intention

Besides culture and lecturer performance, the third factor is the quality in college. Service quality is currently an important issue for both the management of non-public organizations and the management of public organizations (Webadmin, 2016). Although higher education is a non-profit organization, the main goal is the provision of services to stakeholders, especially to customers, namely students (Aulia and Sendjaja, 2015). The creation of competitive advantages to compete with other universities is actually in line with the primary objective of universities to create quality services. Service quality that is well received by stakeholders will lead to positive behavioral intentions such as arising from loyalty, upholding and harmonizing the values and norms in higher education, recommending universities to other people to join as academics, working with college and even willing to pay more (Yunitarini, 2010). With the positive recommendations from university stakeholders, it is expected that there will be an increase in the number of new students each year. UKMC is a university based on non-profit, and the main aim is to provide services. Therefore, evaluation of service from students is a measuring tool to predict the response (both pro and contra) of customers, which in the end will each have different implications for the organization (Aliman and Mohamad, 2013).

The quality of academic services and lecturer performance in this study is measured by the perceptions of the main stakeholders in universities, namely students. Both the educational facility and the function of the teaching staff are the primary keys to determine quality. One effort to identify suitable service quality is to understand services that are based on customer needs or customer needs. Lecturer performance aspects and service quality will shape behavioral patterns (behavior) of students who receive assistance. Such action can be either negative or positive behavior. Excellent and satisfying service quality can develop an actual practice of students in the form of loyalty, positive recommendations, willingness to pay more, trust, and offer value invested in Higher Education.

Measurement of service quality is done so that the organization can understand the services that must be provided (Chegini, 2013). Measuring service quality from student perceptions for higher education is quite complicated because there are several measurement methods (Kontic, 2014). One way that can be used in measuring the quality of academic services is by service quality indicators from Zeithaml et al (1996), better known as ServQual or Service Quality. The signs consist of Tangible (building, equipment, and staff), Reliability (knowledge, skills, and services provided accurately and on time), Assurance (staff performance and capabilities), Responsiveness (giving response in various situations, assistance that provided and provision of services) and Empathy (attention from the institution to students personally).

Previous research revealed that there were academic atmospheric, cultural, and service quality influences on the desires of student behavior (Triwardhani and Handayani, 2013). Also, Japariato (2006) found a significant positive impact on the intention of the behavior in assessing service quality. Liu et al. (2001) examined the culture that influences behavioral intentions in assessing service quality and found that student culture was influential in the process of assessing service quality and behavior intention. Thus, the third hypothesis in this research is:

H3: Academic Service Quality influences students' behavior intention

RESEARCH METHODS

This research will be done quantitatively by survey method. The survey method is carried out through questionnaires on samples from the population. Data obtained from the questionnaire will then be analyzed using Structural Equation Model (SEM) statistical techniques.

The study population was students in the Catholic University of Musi Charitas (UKMC). The samples taken in this study were UKMC students who attended the Bangau Campus. The UKMC Bangau Campus has 2 (two) faculties.

The Faculty of Business and Accounting or FBA has 4 (four) study programs consisting of the Accounting Study Program, Management Study Program, English Language Education Study Program, and Elementary Teacher Education Study Program. While the Faculty of Science and Technology has 5 (five) study programs consisting of Architecture Engineering Study Program, Industrial Engineering Study Program, Informatics Engineering Study Program, Information System Study Program, and Psychology Study Program.

Data collection is done by distributing questionnaires. The questionnaire will be compiled using a Likert Scale where respondents will state the level of agreeing or disagree from various statements regarding behavior, objects, people, or events (Kuncoro, 2009). The choice of answers will be in the form of Strongly Disagree to Strongly Agree. The sampling technique will use the convenience sampling method.

Operational Definition and Variable Measurement

The variables in this study consist of exogenous variables (dependent variable) and endogenous variables (independent variables). Exogenous variables in this study consisted of culture, lecturer performance, and quality of academic services. While the endogenous variables in this study are the intention of behavior.

Exogenous Variable

Cultural variables as independent variables in this study are used to see whether students have a uniform culture so that they have the same behavior. Cultural variables will use indicators from Japarianto (2006), which consists of 5 (five) components, namely:

- 1) power distance: consideration when determining decisions based on personal choices or input from the group
- 2) uncertainty avoidance: risk consideration when choosing a university/reputation
- 3) masculinity: social tendency based on a degree (material) or not.
- 4) Individualism: the tendency to think of personal interests, and term orientation: decision making based on short-term or long-term risks.

Lecturer performance or lecturer performance in this study will adapt measurement indicators from Mustafa and Chiang (2006), which consist of 4 (four) dimensions:

- 1) Lecturer abilities: lecturer responsibilities, clarity of delivery information, lecturer knowledge about material, fairness.

- 2) Lecturer attitudes/lecturer behavior: humorous, original, enthusiasm, and provide encouragement or provide motivation to think critically about students.
- 3) Course load/weight of learning material: the importance of the lesson, content, or learning content, under the standards, the learning material is quite challenging.
- 4) Course material/learning material: material can stimulate thinking, the value of learning material, the relevance of learning material.

The variable quality of academic services in this study is based on indicators from Parasuraman which have been ranked by Kontic (2014). These indicators are suitable for use in measuring the quality of academic services in organizations that provide higher education services. The indicator consists of 4 (four) service quality components, namely:

- 1) Reliability: reliability of staff and faculty when students face problems in campus administration
- 2) Assurance: the ability of the team to provide services to students
- 3) Responsiveness: willingness and responsiveness of academic staff when serving students
- 4) Empathy: Academic staff understands the needs of students and universities to give individual attention to students.

Endogenous variable

Endogenous variable or dependent variable in this study is the intention of behavior or intention to behave. An indicator of the evaluation of this intention-behavior was adapted from the research of Zeithaml et al. (1996), which divides the intention to act into 5 (five) dimensions, namely:

- 1) Loyalty to the company: commitment to the University by providing positive recommendations and willing to carry out university values
- 2) Willingness to pay more: willingness to pay more
- 3) Propensity to switch: the tendency of students to change to other universities
- 4) External response to a problem: tendency to complain to other parties when getting issues at the university
- 5) Internal answer to the question: tendency to complain to private parties/lecturers/employees when getting problems at the university.

Research model

There are 3 (three) exogenous variables (independent/independent variables) that influence students' behavioral intentions (loyalty and intention to behave following university values in UKMC). These variables include culture (considerations influenced by groups and social trends), lecturer performance (lecturer performance in terms of ability to provide lessons), and quality of academic services (reliability and expertise of academic staff in providing services). Figure 1 is the research model used in this study.

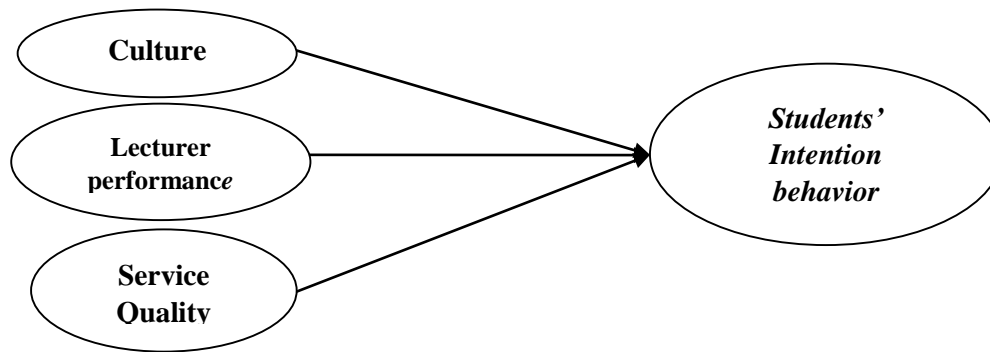


Figure 1. Research Model

Data analysis technique

Data analysis in this study will use the Equation Modeling (SEM) Structure. SEM is a statistical technique commonly used in customer behavior analysis because it combines Factor analysis, Regression Analysis, and Path Analysis (Japariato, 2006). The SEM approach used is AMOS (Analysis of Moment Structures) software. Validity and Reliability Tests will be carried out to ensure the results of the study have been consistently accepted in general with specific criteria (Hartono, 2011). The stages carried out in conducting data analysis based on SEM using AMOS will be explained in the following sections. The SEM model based on theory can be presented in mathematical equations and path diagrams, which are visualizations that describe the relationships between variables in the study. AMOS uses symbols in creating path diagrams in which there are measurement errors and structural errors.

This type of research is quantitative research which aims to test the theory so that the research paradigm used is statistical techniques testing empirical models with measurements of the feasibility of covariance-based SEM models.

Model identification is made to determine the sustainability of the analysis. The value of the degrees of freedom (df) is used as the basis for identifying the model with the following indicators:

1. Just-identified Model
The df value is 0 (zero), which indicates that the model does not need to be done.
2. Under-identified Model
The df value is less than 0 (zero) / negative, which indicates that the model also does not need to be done.
3. Over-identified Model
The df value is more than 0 (zero) / positive, which indicates that this model can be done.

After the model is evaluated, then the data is entered as input, and the feasibility of the model consists of 2 (two) stages as follows:

1. Test the validity of the measurement model
The measurement of goodness-of-fit (GoF) aims at how precisely the indicators used in the study explain the construct. The method that can be used to test the feasibility of this model is chi-square (χ^2). Chi-square test (χ^2) can be seen by looking at the comparison of the probability value (p) obtained, with the following conditions:
 - a. If $p > 0.05$, then the model is fitted with the existing data
 - b. If $p < 0.05$, then the model is not fit with the data
2. Test the validity of structural models

The validity of the structural model or hypothesis testing is used to determine the dependency relationship between constructs/variables. The relationship between constructs is presented as a proposed hypothesis and can be seen from the critical value (C.R) obtained by the criteria:

- a. If the CR value has a significant level of $p < 0.05$, then the hypothesis will be accepted
- b. If the CR value has a significant level of $p > 0.05$, then the hypothesis is not accepted

RESULTS AND DISCUSSION

From the results of the collection conducted, some respondents can obtain information. The amount of data collected was 98 respondents. This data is spread throughout all departments in the Catholic University of Musi Charitas (UKMC). Respondents in this study were UKMC students and students. In Table 2, information is given about the sex of the respondents.

From Table 2, it can be seen that proportionally the gender between male and female is not much different. The number of male respondents is 45 people, while the number of female respondents is 53. Then in Table 3, data is given about the direction of the respondents.

Table 2. Profile of Respondents by Gender

Gender	Total	%	Cumulative
Male	45	45,92	45,92
Female	53	54,08	100
Total	98	100	

Source: Data processed

From the distribution of respondents based on the study program, it can be seen that all study programs in the Business and Accounting Faculty (FBA) and the Faculty of Science and Technology (FST) are represented in the data of this study. In Table 3 it can be seen that the number of respondents came mostly from accounting study programs as much as 28.57%, second from management study programs as much as 21.43%, and the third from industrial engineering study programs as much as 20.41%. Based on these results it can also be seen that there were no respondents who came from the Faculty of Health Sciences because in this study it was limited to only being done at the UKMC Bangau Campus which consisted of two faculties namely Faculty of Business and Accounting (FBA) and Faculty of Science and Technology (FST).

Table 3. Profile of Respondents by Department

Program	Total	%	Cumulative
Accounting	28	28,57	28,57
Management	21	21,43	50,00
PBI	7	7,14	57,14
PGSD	4	4,08	61,22
Architecture	7	7,14	68,37
Industry Engineering	20	20,41	88,78
Information Technic	5	5,10	93,88
Information System	5	5,10	98,98
Psychology	1	1,02	100
Total	98	100	

Source: Data processed

Descriptions of respondents related to the academic year in this study consisted of three classes, namely the class of 2015, 2016, and 2017 — the distribution of respondents quite evenly for the three academic years. In 2015, there were 42 respondents, in 2016, there were 25 respondents, and in 2017, there were 31 respondents. In addition to other data sets related to the respondents' profile is age. Data from this study shows that the age of respondents between 17 to 23 years.

Model Testing

Model testing is done after passing the validity and reliability test. Testing this model is done to determine the relationship between variables. The model in this study is given in the previous section. In this study, the aim is to test whether there is a relationship between the intentional behavior variable and cultural variables, lecturer performance, and the quality of academic services. To test the model used the SEM (Structural Equation Modeling) method. Structural Equation Modeling (SEM) is a statistical tool used to complete multilevel models simultaneously which cannot be solved by linear regression equations.

The next thing after the research model was tested was to see the magnitude of regression weights for the variables found in this study. In Table 4 below can be seen the results of the calculation of the research model. All exogenous variables have significant relationships with endogenous variables. This critical relationship is independent in that each exogenous variable has different standard regression weights. The variable that has the highest regression weight standard is the cultural variable with a value of 0.620, then the second is the performance lecturer variable with a value of 0.420, and the last is the academic service quality variable with a value of 0.270.

Table 4. Regression Weights Value

No	Variable Relationship	Estimate	S.E.	C.R.	p	Standard Regression Weights
1	Students' Intention Behavior – Culture	0.822	0.304	2.705	0.007	0.620
2	Students' Intention Behavior – Lecturers' Performance	0.297	0.084	3.515	0.000	0.420
3	Students' Intention Behavior – Quality Service	0.210	0.077	2.714	0.007	0.270

Source: Data processed

Discussion

This study examines the relationship between culture, service quality, and lecturer performance on the intention to behave in Catholic Musi Charitas University (UKMC) students. The results of this study indicate a discussion of indicators that influence UKMC students' intentions behavior.

Effect of Culture on Students Intention to Behavior

The first variable that is measured is how student culture influences intention to behave. Culture is an identity that arises from actions carried out repeatedly to form a habit. Of the 7 (seven) questions studied related to Cultural variables, there are 5 (five) items that influence the intention

of behaving in UKMC students. Based on the results of the descriptive analysis, it can be said that the culture of UKMC students tends to be uniform or the same. This culture is also influenced by their educational background where UKMC students have friends in the same circle as when they attend elementary school, junior high school, high school, and even to the level of higher education. A questionnaire item is stating that UKMC students associate with friends who share the same social status as their families also has a high value. Thus, it can be said that UKMC students choose universities based on the tendency of the surrounding environment where they will meet with the same friends or the same social status as them.

Besides the external social environment, students also adhere to the rules and directives given by parents. Advice or input from friends as well as from parents can influence when they decide. Nevertheless, these external factors will not necessarily have a full effect on decision making for students. UKMC students will consider several other strategic and long-term considerations. Evident from the answers to questionnaire items that are of high value that they choose UKMC due to good reputation and the prospect of graduates that makes them feel secure. Reputation based on strategic and long-term thinking, the direction of parents or friends in the right way about UKMC makes them interested in promoting UKMC to external parties and paying more if needed.

Students spend most of their time in a University environment where they interact and interact with friends, lecturers, employees, and other factors. Culture arises from actions carried out by humans repeatedly. This action will form a culture rooted in humans. Therefore, the University has a gap to influence the culture or student life order through the prevailing norms and rules.

UKMC has CHAMPION value norms that should underlie the life order of the civitas academica. The charity which means goodness, Humanity which means humanity, Altruism is a sacrifice, Managing-Capacity or ability to develop self-capacity, Persistence, Integrity (integrity), Open-minded (openness of thought), and Novelty (honesty). These champion values which can then be invested in students in living their daily lives, so that they can become a culture that is attached to them. This value should be implemented by the University, considering that students who have a culture that is almost the same; the environment and assumptions from around will influence their behavior.

Effect of Lecturer Performance on Students Intention to Behavior

Lecturer performance (Lecturer Performance) in this study is measured through student perceptions or judgments. Based on the results of the study, it can be concluded that the performance of lecturers has an influence on students' behavioral intentions in UKMC. Statistically, the performance of lecturers is considered high by UKMC students.

Based on the results of the study, it can be said that the ability of UKMC lecturers (lecturer abilities) based on the perceptions of students has a high value. In other words, the ability of lecturers to be disciplined, responsible, deliver material well, and have extensive and in-depth knowledge have been assessed well by UKMC students. The same is true for the components of lecturer attitudes whose overall questions are answered in agreement until the students strongly agree to them. UKMC lecturers are considered to have humorous and enthusiastic nature, have their characteristics, and provide motivation and inspiration for critical thinking. In terms of lecture

material, content that is weighted according to the rules and standards and interesting stuff by the lecturer is also considered to be high (course load). This rule indicates that UKMC lecturers have been disciplined in terms of teaching materials that are following Syllabus, Semester Learning Plans (RPS), and RTP (Learning Task Plans). The content taught by the lecturer has been relevant to the course or department they are taking and delivered in an exciting way that challenges their mindset to think critically to continue to study the material (course material).

Higher education is an essential entity in giving birth to graduates who are qualified in terms of academics or morals. One crucial component in supporting this is Human Resources (HR), namely lecturers (Zahraini, 2014). Lecturers are essential benchmarks in terms of guaranteeing the quality of a college. In higher education institutions, the performance assessment of lecturers aims to improve the quality of teaching, self-development of lecturers, increase student satisfaction with a lesson, improve lecturer job satisfaction, achieve study program/faculty/university goals, and improve community assessment of faculty/universities (Harisantoso, 2011). The performance of lecturers who are considered to be quite high illustrates students' behavioral intentions to be loyal to universities. Students assess that the quality of lecturers also determines the quality of UKMC so that they tend to promote UKMC to various parties. The quality of lecturers possessed by UKMC is also very closely related to the values of the UKMC CHAMPION itself because the performance of lecturers is a benchmark in achieving the Tri Dharma of Higher Education. In applying CHAMPION norms to students, lecturers are a necessary means of implementation and delivery because they interact directly with their students. However, the champion values also need to be applied by the lecturer first. Lecturer performance measurement is also useful to see whether the lecturer has performed the Tri dharma of higher education, which describes the implementation of the champion values.

Effect of Academic Service Quality on Students Intention Behavior

The quality of academic services in this study was measured by 4 (four) indicators consisting of Reliability, Assurance, Responsiveness, and Empathy. In the variable quality of academic services based on student perceptions, the average statistical assessment results show results that are not too high. In other words, students still feel dissatisfied with the academic services provided by the university. Both in terms of reliability related to administrative processes, alertness of employees in providing services, and willingness to pay more attention when students are experiencing academic problems. The disability of academic services also causes students to tend to tell stories or find solutions to parties outside the university, rather than to private parties such as employees and academic supervisors. However, this did not have a significant effect on students' behavioral intentions. Apart from student dissatisfaction with educational services, students still assume that UKMC has a good reputation and can produce graduates with bright employment prospects so that they do not hesitate to promote UKMC to external parties.

The University is a non-profit organization whose primary purpose is to provide educational services. The element of service should be emphasized more. The quality of academic services can be in the form of administrative systems or student interactions with related employees. Based on the measurement of the variable quality of academic services, the human resources associated with this are the employees. The reformulate service standards that must be achieved by lecturers and employees as well as evaluation of administrative information systems

that facilitate students in clarifying regulatory matters. In the champion contained the values of goodness that should be carried out thoroughly by the civitas academica. These values should be capable and implemented in all aspects of the university, including administration systems and services to students.

CONCLUSION

The results of this study indicate that student behavior intention is influenced by culture, lecturer performance, and quality of academic services. Although statistically, the influence is still low or small, this again shows that cultural background will influence students to think and behave. Also, the performance of UKMC lecturers is also considered to have been good based on student perceptions. The opposite occurs in the variable quality of academic services, where students feel the lack of academic service facilities they get. Based on the results of the study, good cultural factors and lecturer performance and even though the quality of academic services that are less satisfactory will still influence students in behaving positively in their contribution to UKMC.

Some suggestions that can be given in this study are; first, the next researcher is expected to be able to use a model or analytical tool that is more in line with the population or sample to overcome the obstacles when processing data. Second, the next researcher can use a more appropriate sampling technique, such as cluster sampling or strata so that it can genuinely represent the sample. Third, further research is expected to add several approaches such as depth interviews or interviews, FGDs or Forum Group Discussions, Field-notes, and other means.

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Student Behavior Intention: An Analysis of Culture, Lecturer Performance, and Academic Services Quality

A Case Study in Musi Charitas Catholic University

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Abstract



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