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**CUSTOMER SATISFACTION IN HIGHER EDUCATION AT UIN  
BANDUNG: SYSTEMATIC LITERATURE REVIEW****Heri Setiawan<sup>1</sup>, Rohanda<sup>2</sup>**

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**Abstract**

*This research aims to explore the factors influencing service satisfaction at UIN Bandung by utilizing a Systematic Literature Review (SLR) methodology. Five key factors analysed in this study include: (1) Strengthening Social and Psychological Support, (2) Improving Campus Facilities, (3) Enhancing Student Participation and Feedback in Decision-Making, (4) Quality of Teaching and Curriculum, and (5) Campus Environment and Academic Culture. The findings from the literature review reveal that student satisfaction is significantly impacted by adequate social and psychological support, alongside campus facilities that enhance the teaching and learning process. Additionally, active involvement of students in decision-making and feedback provision fosters a sense of belonging to the campus, thereby increasing satisfaction levels. Moreover, high-quality teaching, paired with a relevant and innovative curriculum, is essential for delivering a fulfilling academic experience. An inclusive and positive campus environment also plays a significant role in enhancing student satisfaction. This research offers valuable insights for enhancing service quality at UIN Bandung by addressing the factors that have a proven effect on student satisfaction.*

*Keywords: student satisfaction, service quality, systematic literature review (slr), higher education, campus facilities*

**Introduction**

Higher education institutions are pivotal in nurturing skilled and competitive human resources. As centers of knowledge, technology, and the arts, universities bear the weighty responsibility of not only imparting academic knowledge but also shaping character, enhancing social skills, and fostering personal growth among students. A key indicator of an institution's success is its ability to manage student satisfaction effectively, as this reflects how well it meets students' expectations and needs. The Law of the Republic of Indonesia Number 12 of 2012 on Higher Education mandates that universities create a conducive and inclusive learning environment. Upholding principles of openness and transparency in campus administration is essential for building students' trust in their institution.

At UIN Bandung, student satisfaction is particularly critical as it influences the effective implementation of the tri dharma of higher education-education, research, and community service. Students at UIN Bandung are expected to serve as ambassadors, integrating general knowledge with Islamic teachings in their lives and professions. Therefore, it's imperative that the management of student satisfaction extends beyond academic performance to include spiritual fulfilment, moral development, and enriching social interactions within the campus community.

With escalating societal expectations for the quality of Islamic higher education, UIN Bandung must continuously strive to enhance its educational services. This enhancement should focus not only on teaching quality but also on improving facilities, administrative processes, and religious guidance. Effective student satisfaction management is crucial in ensuring that students feel valued, motivated, and committed to their studies while also being empowered to contribute positively to society and the Muslim community.

Despite these aspirations, UIN Bandung faces several challenges in bolstering student satisfaction and fulfilling expectations, as evidenced by the strategic plan data for 2024. It is imperative to address these shortcomings to create an environment where students thrive academically and personally.

UIN Bandung, a prominent State Islamic University located in West Java, plays an essential role in educational services for both local and international communities. Customer satisfaction is vital for the ongoing success of teaching and learning within higher education institutions. However, real-life experiences often diverge from anticipated outcomes. This discrepancy is highlighted by occurrences where students have taken to the streets to protest their dissatisfaction with university services. Such situations reveal that customer satisfaction involves a gap between what is expected and what is actually provided, suggesting that it is measured by comparing expectations with the value of received services. Addressing student satisfaction is a priority for UIN Bandung, and as student expectations continue to grow, the university is driven to maintain and enhance the quality of its offerings.

The enhancement of educational quality at UIN Bandung can be achieved by focusing on the student experience, emphasizing their satisfaction as the primary customers. This approach acknowledges that students play a vital role in the higher education system, and their satisfaction greatly influences the quality of learning. UIN Bandung needs to understand and meet the needs of students by improving teaching methods, learning facilities, and support services. By continually prioritizing student satisfaction, UIN Bandung can enhance academic achievement and cultivate an image as a university that genuinely cares for its students.

## **Methods**

The Systematic Literature Review (SLR) method is a structured approach for analyzing and synthesizing relevant research to address specific research questions. In the study of student satisfaction with higher education services, the SLR method is employed to identify, evaluate, and integrate findings from journals indexed in Scopus. The SLR begins with the determination of specific keywords such as feelings of happiness, happy, appreciate, believe, and proud, which serve as the foundation for the search. These indicators are designed to capture research focused on student satisfaction with campus services.

The literature search process is conducted through the Scopus database, as this platform provides articles from highly reputable sources and has a global reach. The initial selection involves screening based on titles, abstracts, and keywords to ensure that the obtained articles align with the research focus. The next step is to assess the quality of the articles using inclusion criteria such as publication in Q1 or Q2 indexed journals, topic relevance, and time feasibility (the last ten years, 2014-2024). After selecting the articles, data is analyzed using a thematic synthesis approach to identify patterns, trends, and gaps in the related research.

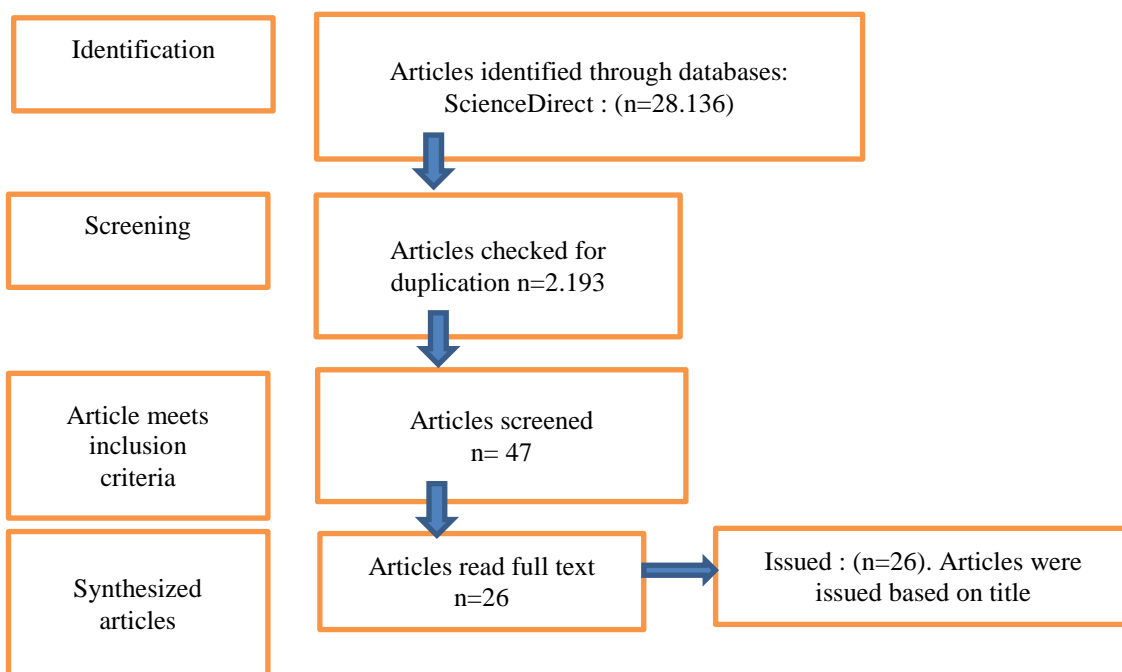
This SLR methodology ensures that the resulting study possesses a high level of credibility as it is derived from scientifically verified research. In the context of student

satisfaction, the SLR provides in-depth insights into the factors influencing student satisfaction, its impact on the campus, and the strategies employed by campuses in formulating policies. With this approach, the study generates a comprehensive understanding that can serve as a foundation for developing higher education service policies for students.

**Results and Discussion**

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed in this research, which consists of several stages. The initial stage involved the search for articles, during which a total of 28.136 articles were identified within the period from 2014 to 2024. Subsequently, the process continued with the screening stage, where these articles were further analyzed. After the screening process, 47 articles were selected to proceed to the next stage.

The next stage involved the quality evaluation of the articles, where each article was examined to ensure its reliability and quality. The results of this evaluation stage yielded 26 articles that met the criteria and were deemed suitable for inclusion in the final literature review report. This reflects a rigorous and systematic article selection process in accordance with the PRISMA guidelines.



**Chart 1. PRISMA diagram**

Researchers conducted a decision-making process regarding the articles found that were related to this research problem, as well as identifying each article contained in each database accessed.

**Table 1. Student Satisfaction with Higher Education Institutions Literature Review**

<b>Title and Researchers</b>	<b>Objective</b>	<b>Results</b>
The definition and measurement of sense of belonging in higher education: A systematic literature review with a special focus on students' ethnicity and generation status in higher education.  Aike S. Dias-Broens, 2024	The primary objective of this systematic literature review is to clarify the definitions and measurement approaches related to the sense of belonging among students in higher education, with a particular emphasis on how these experiences differ based on students' ethnicity and generation status.	The results of the review indicate that sense of belonging is a multifaceted construct that significantly influences students' academic engagement and retention.
A conducive learning environment in international higher education: A systematic review of research on students' perspectives.  Xiaoming Xu, 2022.	The primary objective of this systematic review is to synthesize research findings related to the perceptions of international students regarding their learning environments.	The results of the review indicate that a conducive learning environment is characterized by several critical factors. Firstly, the presence of supportive faculty and staff is essential for fostering a sense of belonging and academic success among international students.
Does interest fit between student and study program lead to better outcomes? A meta-analysis of vocational interest congruence as predictor for academic success.  Nicky de Vries, 2024.	The primary objective of this meta-analysis is to investigate the relationship between vocational interest congruence—defined as the alignment between a student's interests and their chosen study program—and various measures of academic success.	The results of the meta-analysis indicate a positive correlation between vocational interest congruence and academic success.
Effects of flipping the classroom on learning outcomes and satisfaction: A meta-analysis.  David C. D. van Alten, 2019	The primary objective of this meta-analysis is to assess the effectiveness of the flipped classroom approach compared to traditional teaching methods	The results of the meta-analysis indicate that the flipped classroom model generally leads to positive outcomes in both learning performance and student satisfaction.
Conceptualizing mentoring in higher education: A systematic literature review.  Wendy Nuis, 2023.	The primary objective of this systematic literature review is to gather and analyze the diverse perspectives on mentoring in higher education.	The results of the review indicate that mentoring in higher education is a multifaceted concept that encompasses various dimensions, including emotional, academic, and professional support.
A systematic review of the key components of online peer feedback practices in higher education.  Xingshi Gao, 2024	The primary objective of this systematic review is to explore the various components that characterize successful online peer feedback practices	The results of the review indicate several key components that are critical for effective online peer feedback practices. Firstly, the study finds that clear guidelines and structured frameworks for

		providing feedback significantly enhance the quality and usefulness of peer assessments.
A systematic review of the association between social and emotional competencies and student engagement in youth.	The primary objective of this systematic review is to identify and analyze the key components of social and emotional competencies that are associated with student engagement.	The results of the review indicate a significant positive association between social and emotional competencies and various forms of student engagement
Anabela Caetano Santos, 2023		
Self-regulated learning strategies in continuing education: A systematic review and meta-analysis.	The primary objective of this systematic review and meta-analysis is to identify and analyze the various self-regulated learning strategies employed by learners in continuing education.	The results of the review indicate that self-regulated learning strategies have a significant positive effect on academic achievement in continuing education contexts. The meta-analysis reveals that learners who actively engage in self-regulation—such as goal setting, self-monitoring, and self-reflection—tend to achieve better academic outcomes compared to those who do not utilize these strategies.
(Hemmler & Ifenthaler, 2024)		
Reflection literacy: A multilevel perspective on the challenges of using reflections in higher education through a comprehensive literature review.	The primary objective of this systematic review is to define and conceptualize reflection literacy within the context of higher education. The authors seek to analyze various studies to understand how reflection literacy is operationalized, the challenges educators and students face in engaging with reflective practices, and the potential impact of these practices on student learning and engagement.	a critical component of effective learning in higher education, as it fosters deeper understanding and critical thinking among students. The findings highlight several key challenges associated with implementing reflective practices, including a lack of clear definitions and frameworks for reflection literacy,
Cecilia. K. Y. Chan, 2021		
A systematic review of the role of learning analytics in enhancing feedback practices in higher education.	objective of this systematic review is to identify and analyze the various ways in which learning analytics can be integrated into feedback practices in higher education.	the critical role of learning analytics in transforming feedback practices in higher education. By leveraging data-driven insights, educators can provide more effective and personalized feedback, ultimately leading to improved student learning outcomes and engagement.
(Banihashem et al., 2022)		
A systematic review on evidences supporting quality indicators of bilingual, plurilingual and multilingual programs in higher education.	The primary objective of this systematic review is to analyze the literature on bilingual, plurilingual, and multilingual programs to establish a set of quality indicators that can be used	The review also identifies challenges such as resource limitations, varying levels of institutional support, and the need for ongoing research to assess the long-term

Fernando D. Rubio-Alcalá, 2019	to evaluate and improve these educational initiatives.	effectiveness of these programs.
Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education.	The primary objective of this systematic review is to analyze the various blended learning models implemented in higher education and to evaluate their impact on student learning experiences and academic performance.	The results of the review indicate that blended learning can significantly enhance the flexibility of learning environments, allowing students to engage with course materials at their own pace and according to their individual learning preferences.
Claude Müller, 2021.		
A research synthesis of the impacts of successful educational actions on student outcomes.	The primary objective of this research synthesis is to gather evidence from multiple studies to understand which educational actions are most effective in improving student outcomes.	the article underscores the significance of implementing evidence-based educational actions to enhance student learning and outcomes in higher education.
Translating neuroscience to early childhood education: A scoping review of neuroscience-based professional learning for early childhood educators.	objective of this scoping review is to examine the current state of research regarding the application of neuroscience in professional learning for early childhood educators.	the article underscores the potential of neuroscience to inform and enhance professional learning for early childhood educators. By effectively translating neuroscience findings into practical strategies, educators can improve their teaching practices and better support the developmental needs of young children.
Kerryann Walsh, 2024		
Supervising graduation projects in higher professional education – A literature review.	objective of this literature review is to synthesize research findings related to the supervision of graduation projects, focusing on how effective supervision can enhance the quality of student work, improve learning outcomes, and support students in their transition from education to professional practice.	the article underscores the significance of effective supervision in the context of graduation projects in higher professional education. By implementing best practices and addressing the challenges identified in the literature, educational institutions can improve the quality of supervision and, ultimately, enhance student outcomes in their graduation projects.
Irene van der Marel, 2022.		
Effective master's thesis supervision – A summative framework for research and practice.	objective of this article is to create a summative framework that encapsulates the essential elements of effective master's thesis supervision	the article underscores the significance of effective master's thesis supervision in higher education. By implementing the identified best practices and addressing the challenges associated with supervision, educational institutions can enhance the thesis experience for students and improve overall academic success.
Therese Grohnert, 2024		

<p>Uncovering important 21st-century skills for sustainable career development of social sciences graduates: A systematic review.</p>	<p>The primary objective of this systematic review is to analyze existing literature on the 21st-century skills relevant to social sciences graduates and to highlight the skills that are most frequently associated with successful career outcomes.</p>	<p>the article underscores the importance of equipping social sciences graduates with essential 21st-century skills to enhance their employability and career development</p>
<p>(Karaca-Atik et al., 2023)</p>		
<p>Domains and predictors of first-year student success: A systematic review.</p>	<p>The objective is to identify key factors that influence academic performance, retention, and overall student satisfaction during the critical transition from high school to college or university.</p>	<p>By focusing on these domains and predictors, educational institutions can develop targeted interventions and support systems to enhance the success of first-year students.</p>
<p>(Van der Zanden et al., 2018)</p>		
<p>How do physical or sensory early childhood education and care environment factors affect children's social and emotional development? A systematic scoping review.</p>	<p>The objective is to synthesize existing literature to understand how these environmental factors contribute to or hinder children's emotional and social growth during their formative years.</p>	<p>the article underscores the critical role of physical and sensory factors in early childhood education environments in shaping children's social and emotional development.</p>
<p>(Tamblyn et al., 2023)</p>		
<p>Escape education: A systematic review on escape rooms in education.</p>	<p>The objective is to systematically review existing literature on the use of escape rooms in various educational contexts, focusing on their impact on student engagement, learning outcomes, and the development of essential skills.</p>	<p>the article underscores the potential of escape rooms as an innovative educational tool that can enhance student engagement and learning outcomes. By addressing the identified challenges and implementing best practices, educators can effectively integrate escape rooms into their teaching strategies, thereby enriching the educational experience for students.</p>
<p>(Veldkamp et al., 2020)</p>		
<p>The association between teacher leadership and student achievement: A meta-analysis.</p>	<p>objective of this meta-analysis is to evaluate the impact of various dimensions of teacher leadership on student achievement across different educational contexts.</p>	<p>article emphasizes the importance of teacher leadership in enhancing student achievement. By focusing on effective leadership practices and providing support for teacher leaders, educational institutions can create a positive impact on student learning outcomes.</p>
<p>(Shen et al., 2020)</p>		
<p>Student's activity and development: Disentangling secondary issues from the heart of the matter.</p>	<p>article is to systematically analyze the literature surrounding student activities and their impact on development, focusing on how various types of student engagement—such as academic,</p>	<p>article underscores the significance of student activities in shaping developmental outcomes and highlights the need for a focused approach to</p>

(Bulle, 2019)	social, and extracurricular activities—contribute to overall student growth.	understanding the core issues that impact student engagement.
Toward a taxonomy of entrepreneurship education research literature: A bibliometric mapping and visualization.	The objective is to utilize bibliometric analysis to map the landscape of entrepreneurship education literature, identify key themes, trends, and gaps in the research, and propose a taxonomy that categorizes the various aspects of entrepreneurship education.	By identifying key themes, trends, and gaps, the study provides a foundation for future research and practice in entrepreneurship education, ultimately contributing to the enhancement of educational programs in this field.
Katharina Fellnhofer, 2019. Reviewing the research on instructional development programs for academics. Trying to tell a different story: A meta-analysis.	The objective is to evaluate the effectiveness of these programs in enhancing teaching practices and improving student learning outcomes, while also identifying gaps in the current research and proposing directions for future studies.	By focusing on best practices and addressing the identified gaps, educational institutions can better support their faculty and ultimately foster a more effective learning environment for students.
(Ilie et al., 2020) Using Q methodology: Sorting out subjectivity in educational research.	The primary objective of this article is to demonstrate the effectiveness of Q methodology in educational research, particularly in examining subjective opinions, beliefs, and attitudes of participants.	the article underscores the potential of Q methodology as a powerful tool for exploring subjectivity in educational research. By effectively capturing and analyzing individual perspectives, researchers can gain valuable insights that inform educational practices and policies.
(Lundberg et al., 2020)		

The sense of belonging is crucial for students, as it encompasses their feelings of acceptance, value, and connection to both the academic and social aspects of campus life. At UIN Bandung, the quality of campus services both academic and non-academic plays a vital role in nurturing this sense of belonging. Services that adequately fulfil students' needs, such as providing suitable facilities, efficient administrative support, and spaces conducive to social interaction, are essential for fostering emotional connections between students and the university.

UIN Bandung provides a range of facilities for students, including comfortable study rooms, reliable Wi-Fi, and an easily accessible comprehensive library. These amenities not only aid academic pursuits but also offer comfort and promote a sense of belonging to the campus community. Furthermore, social support systems like student organizations, mentorship programs, and counselling services bolster students' connections to UIN Bandung. Ultimately, a strong sense of belonging in higher education significantly enhances students' well-being and academic success (Dias-Broens et al., 2024).

The quality of the environment plays a crucial role in shaping users' or students' perceptions and experiences related to the services they receive. This highlights the importance for institutions and service providers to focus on creating a supportive atmosphere, as it can greatly influence user satisfaction with their services. Van Alten et al.,(2019) points out that students in enhanced classroom settings achieve significantly

better learning outcomes than those in traditional classrooms, while also reporting similar levels of satisfaction with their learning environment

Good campus services not only influence students' sense of belonging but also have a direct impact on their satisfaction. When students feel accepted and valued by the university, they are more likely to engage in both academic and non-academic activities, which in turn enhances their satisfaction with their educational experience at UIN Bandung. A strong sense of belonging encourages students to actively participate in various campus activities, such as student organizations, seminars, and other social events. They will feel more connected to the university and more satisfied with the experiences they have during their education. Conversely, if campus services are lacking, this can lead students to feel unappreciated or neglected, ultimately diminishing their sense of belonging and satisfaction with the university. Additionally, the alignment between students' interests and their chosen study programs significantly affects their satisfaction. When students select programs that match their interests and talents, they tend to feel more motivated, engaged, and satisfied with their academic experiences. This alignment allows students to perceive the relevance between the material they are studying and their career goals, thereby boosting their confidence and satisfaction with the learning process. The underlying assumption is that good choices reflect the alignment between the program and the students' vocational interests (de Vries et al., 2024).

Conversely, if the chosen study program does not align with students' personal interests, they may feel dissatisfied, less motivated, or even struggle to keep up with their coursework. This can lead to a decline in academic performance, dissatisfaction with the campus experience, and may also affect student retention rates in higher education. Therefore, it is important for higher education institutions to consider the alignment of students' interests when determining study programs and to provide clear information that supports the process of selecting the appropriate study program for students. This can enhance their satisfaction and academic success.

To enhance students' sense of belonging and satisfaction, UIN Bandung needs to continuously innovate in providing better services. Several strategies that can be implemented include:

#### **Improvement of Administrative Systems.**

Faster and more efficient administrative processes, such as easily accessible online course registration and more transparent scholarship applications, will reduce the administrative burden on students and increase their satisfaction. By implementing these policies to enhance entrepreneurial spirit, designing effective policy instruments, and ultimately improving social welfare (Fellnhofer, 2019).

#### **Strengthening social and psychological support**

Strengthening social and psychological support is essential for fostering a positive campus environment. Providing counseling services for students who are experiencing stress or difficulties in adjusting to campus life is crucial. These services play a vital role in ensuring students' mental well-being, which can greatly enhance their sense of belonging and overall satisfaction at UIN Bandung. Engagement in the academic and social aspects of university life is a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions (Santos et al., 2023). When students feel supported, they are more likely to participate actively and positively in campus activities. This involvement contributes to their satisfaction and motivation, as evidenced by their attitudes towards participation (Rubio-Alcalá et al., 2019).

### **Increasing Student Participation in Decision-Making:**

Providing more opportunities for students to engage in the decision-making processes on campus, through student organizations or discussion forums, will give them a sense of ownership over the decisions made and enhance their involvement in campus life. According to Gao et al., (2024), insights into the components and potential relationships among these components (feedback) shape and influence its implementation and effectiveness in the context of higher education.

### **Institutional Perspective**

From an institutional perspective, inflexible policies or curriculum structures can hinder the integration of reflection into learning. Finally, socio-cultural factors, such as the norms and values present in the university environment, can also influence how open or comfortable students feel in sharing their reflections. Factors related to student learning, teacher pedagogy, institutional aspects, and socio-cultural influences can impede initiatives to promote student reflection at the university level (Chan & Lee, 2021).

### **Quality of Teaching and Curriculum:**

The quality of teaching is one of the main factors influencing student satisfaction. At UIN, a curriculum that is relevant to the development of knowledge and technology, along with teaching based on Islamic values, significantly contributes to students' academic experiences. Competent, innovative lecturers who can adapt to more interactive teaching methods also play a crucial role in enhancing student satisfaction. A competency-based curriculum can improve student satisfaction with campus services (Nuis et al., 2023).

### **Academic and Non-Academic Facilities:**

The facilities available on campus, such as comfortable classrooms, a library with a comprehensive collection of books, and adequate access to information technology, contribute to students' comfort and satisfaction. Additionally, non-academic facilities such as prayer rooms, study spaces, and sports and recreational facilities can enhance students' experiences on campus. Higher education institutions strive to provide more flexibility and individualization, which is generally realized through the use of new technologies and applied in the design of online or blended learning to improve service quality and student satisfaction (Claude Müller, 2021).

### **The Campus Environment And Academic Culture**

The campus environment and academic culture play a crucial role in shaping student satisfaction. At UIN, the combination of scientific knowledge with training in Islamic values creates a supportive atmosphere that benefits both students and faculty. This integrated approach promotes a sense of community and mutual support, which enhances the overall learning experience. According to Xu et al., (2022), understanding and optimizing the learning environment is key to improving service satisfaction for students.

### **Administrative Services and Accessibility:**

Ease of access to administrative services, such as course registration, scholarship management, thesis supervision, and other information services, also plays a significant role in enhancing student satisfaction. Supervisors hold a key role in higher education teaching, which creates an evidence-based picture of the elements that make thesis

supervision effective (Grohnert et al., 2024). A transparent and efficient administrative process can reduce confusion and frustration among students, allowing them to focus more on the learning process. By meeting the needs and expectations of students regarding their learning environment, service satisfaction can be achieved (Dias-Broens et al., 2024).

### **Conclusion**

The conclusion emphasizes the key role of service satisfaction in higher education, particularly at UIN Bandung, highlighting the interconnection between a sense of belonging and overall student contentment. It underscores the importance of quality services, both academically and non-academically, in fostering an environment where students feel accepted and valued. Facilities that cater to students' academic and social needs like comfortable study areas, reliable Wi-Fi, accessible libraries, and supportive student organizations are vital in enhancing students' feelings of belonging on campus. Student satisfaction relies on several factors, including efficient administrative services, the quality of education, and how well students' interests align with their chosen programs. When students see that their studies resonate with their personal interests and strengths, their motivation and engagement levels rise, leading to greater satisfaction. To boost this sense of belonging and satisfaction, UIN Bandung can implement strategies such as streamlining administrative processes, improving support facilities, enhancing social and psychological resources, and encouraging student involvement in decision-making. Furthermore, relevance in teaching and curriculum flexibility can play crucial roles in enhancing satisfaction. In summary, the research indicates that various elements administrative efficiency, facility quality, social support, and alignment of interests with study programs significantly impact student satisfaction. It suggests that UIN Bandung and similar institutions should continually innovate and improve service quality to foster an educational environment that promotes student development and well-being.

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