Analyzing the Impact of E-Service Quality and Information Quality on Student Satisfaction: A Case Study at Lemondial Business School

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A B S T R A C T
This study examines the influence of e-service quality and information quality on student satisfaction at Lemondial Business School, focusing on The Genius portal. Utilizing a quantitative approach, data were collected from 80 students through a structured questionnaire. Results indicate significant positive correlations between e-service quality (r = .732) and information quality (r =.785) with student satisfaction. Multiple regression analysis reveals both e-service quality and information quality as significant predictors of student satisfaction, with coefficients of 0.452 and 0.578, respectively. Qualitative insights highlight the importance of responsiveness and accurate information. Recommendations include enhancing staff training, implementing systematic content reviews, and establishing feedback mechanisms to improve digital learning environments. This research contributes to understanding these relationships in an Indonesian higher education context.

INTRODUCTION

The integration of technology in education has become increasingly vital, particularly within higher education institutions. The advancement of Information and Communication Technology (ICT) has transformed educational platforms, creating new avenues for learning and interaction. At Lemondial Business School, the implementation of The Genius portal aims to enhance academic services and streamline student engagement. However, despite its potential benefits, concerns regarding the quality of e-services and the accuracy of information provided through this platform have emerged.

Research indicates that both e-service quality and information quality significantly influence student satisfaction, a critical determinant of academic success and institutional reputation (Parasuraman, Zeithaml, & Malhotra, 2005). E-service quality encompasses various dimensions, including reliability, responsiveness, and user-friendliness, which collectively shape students' experiences with digital educational tools (Bakar et al., 2021). Conversely, information quality pertains to the relevance, accuracy, and timeliness of data provided to students (DeLone & McLean, 2003). Understanding how these factors interact is essential for improving student satisfaction and fostering a positive educational environment.

Despite existing literature addressing e-service and information quality, there remains a notable gap in research specifically examining their combined effects on student satisfaction within the context of Indonesian higher education institutions. Most studies focus on either e-service quality or information quality in isolation (Hernández & al., 2020) (Alharbi & Drew, 2014). This study aims to fill this gap by investigating the relationship between e-service quality and information quality on student satisfaction at Lemondial Business School.

The novelty of this research lies in its comprehensive approach to analyzing the interplay between e-service quality and information quality in a specific educational context. While previous studies have explored these dimensions separately, few have examined their combined effects on student satisfaction within Indonesian institutions. This research not only contributes to the existing body of knowledge but also provides practical insights for educational administrators seeking to enhance digital learning environments.

The significance of this research extends beyond Lemondial Business School; it has broader implications for educational institutions facing similar challenges in the digital age. As universities increasingly rely on technology to facilitate

learning, understanding the determinants of student satisfaction becomes paramount (Hernández & al., 2020). This study will contribute to existing literature by elucidating the specific impacts of e-service and information quality on student satisfaction (Bakar, Ahmad, & & Kamaruddin, 2021) (Alharbi & Drew, 2014), thereby guiding institutions in their efforts to optimize digital learning environments.

THEORETICAL FRAMEWORK

The theoretical framework for this study is designed to explore the interrelationships between e-service quality, information quality, and student satisfaction within the context of higher education, specifically at Lemondial Business School through its digital platform, The Genius. This framework synthesizes existing theories and models to provide a comprehensive understanding of how these variables interact and influence one another.

E-service quality is a multidimensional construct that encompasses various dimensions crucial for assessing online service delivery. According to Parasuraman et al. (2005), the dimensions of e-service quality include reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman, Zeithaml, & Malhotra, 2005). Reliability refers to the ability of the service provider to deliver promised services consistently, while responsiveness reflects the willingness to help customers and provide prompt service. Assurance involves the knowledge and courtesy of employees and their ability to inspire trust and confidence. Empathy denotes caring, individualized attention given to customers, and tangibles refer to the physical facilities, equipment, and appearance of personnel.

Research has shown that high e-service quality leads to increased user satisfaction and loyalty in various online contexts (Wang & Liao, 2007). Bakar et al. (2021) found that students' perceptions of e-service quality significantly correlate with their overall satisfaction with online learning platforms (Bakar, Ahmad, & & Kamaruddin, 2021). This relationship underscores the importance of enhancing e-service quality to improve student experiences in higher education settings.

Information quality is another critical component in this framework. It encompasses aspects such as accuracy, relevance, completeness, and timeliness of information provided through digital platforms (DeLone & McLean, 2003). High-quality information is essential for informed decision-making and enhances the overall user experience. Research indicates that when students perceive information as accurate and relevant, their satisfaction with educational

services increases significantly (Hernández & al., 2020) (Alsharif & Alshahrani, 2020).

The significance of information quality is further emphasized by studies showing that poor-quality information can lead to confusion and dissatisfaction among students (Lee & Lehto, 2013). As such, educational institutions must prioritize improving information quality as part of their digital service offerings.

Student satisfaction is defined as the degree to which students feel their expectations regarding educational services are met (Oliver, 1999). It serves as a vital indicator of overall educational effectiveness and institutional reputation. The relationship between e-service quality, information quality, and student satisfaction has been extensively documented in literature. Research indicates that both e-service and information quality are positively correlated with student satisfaction (Alharbi & Drew, 2014) (Bakar, Ahmad, & & Kamaruddin, 2021).

This study posits that enhancing both dimensions will lead to improved overall satisfaction among students at Lemondial Business School. Understanding how these factors contribute to student satisfaction can provide valuable insights for educational administrators seeking to improve digital learning environments.

Theoretical Integration

The theoretical framework integrates these three constructs—e-service quality, information quality, and student satisfaction—into a cohesive model. The framework posits that:

1. E-Service Quality → Student Satisfaction: Higher levels of e-service quality lead to greater student satisfaction.
2. Information Quality → Student Satisfaction: Improved information quality results in enhanced student satisfaction.
3. E-Service Quality + Information Quality → Student Satisfaction: The combined effect of high e-service quality and high information quality will yield higher levels of student satisfaction than either factor alone.

This integrated model underscores the importance of both e-service quality and information quality as critical determinants of student satisfaction in higher education settings.

Novelty and Research Gap

The novelty of this research lies in its focus on the combined effects of e-service quality and information quality on student satisfaction specifically within Indonesian higher education institutions. While previous studies have examined

these factors separately or in different contexts (Muhammad & et, 2011) (Hernández & al., 2020), there is a lack of comprehensive research addressing their interplay within the Indonesian educational landscape.

Moreover, understanding the nuances of how e-service quality impacts information quality—and vice versa—can lead to more effective strategies for improving student experiences in digital settings. For instance, enhancing the responsiveness of online services may improve the perceived accuracy of information provided through those services (Wang & Liao, 2007). This interconnectedness suggests that improvements in one area can lead to positive outcomes in another.

METHODOLOGY

The methodology section of this research paper outlines the systematic approach employed to investigate the relationship between e-service quality, information quality, and student satisfaction at Lemondial Business School, specifically through its digital platform, The Genius. This section details the research design, population and sample, data collection methods, and analytical techniques used to derive meaningful insights from the gathered data.

Research Design

This study adopts a quantitative research design, which is suitable for examining relationships between variables and testing hypotheses. Quantitative research allows for the collection of numerical data that can be analyzed statistically to identify patterns and correlations (Creswell, 2014). The focus on e-service quality and information quality as independent variables and student satisfaction as the dependent variable aligns with the objectives of this study. By employing a structured questionnaire, this research aims to quantify student perceptions and experiences related to these constructs.

Population and Sample

The target population for this study comprises students enrolled at Lemondial Business School during the 2022-2023 academic year. According to the institution's records, there are approximately 100 students in this cohort. To ensure a representative sample, a stratified random sampling technique will be employed. This method allows for the division of the population into subgroups (strata) based on specific characteristics such as year of study or program specialization (Jr. & F.J., 2014). From this population, a sample size of 80 students will be selected using Slovin's formula:

$$n = \frac{N}{1+N \cdot e^2}.$$

Where:

- n = sample size

- N = population size (100)

- e = margin of error (0.1)

This calculation yields a sample size of approximately 80 students, ensuring sufficient power to detect significant effects.

Data Collection Methods

Data will be collected using a structured questionnaire designed specifically for this study. The questionnaire will consist of three sections:

1. Demographic Information: This section will gather basic information about respondents, including age, gender, year of study, and program specialization.
2. E-Service Quality: This section will assess students' perceptions of e-service quality using a modified version of the E-SERVQUAL scale developed by Parasuraman et al. (2005). The scale includes items measuring reliability, responsiveness, assurance, empathy, and tangibles.
3. Information Quality: This section will evaluate information quality based on DeLone and McLean's (2003) model. Items will measure accuracy, relevance, completeness, and timeliness of the information provided through The Genius portal.
4. Student Satisfaction: This section will measure overall student satisfaction using a validated scale that captures students' feelings about their educational experiences (Oliver, 1999).

The questionnaire will employ a Likert scale format ranging from 1 (strongly disagree) to 5 (strongly agree) to facilitate quantitative analysis.

Data Analysis Techniques

Data collected from the questionnaires will be analyzed using IBM SPSS Statistics software version 27. The analysis will involve several key steps:

1. Descriptive Statistics: Initial analysis will include descriptive statistics to summarize demographic characteristics and responses to survey items. Measures such as means, standard deviations, and frequencies will provide an overview of the data (Field, 2018).
2. Reliability Analysis: Cronbach's alpha will be calculated to assess the internal consistency of the scales used for e-service quality, information quality, and student satisfaction. A Cronbach's alpha value above 0.70 is generally considered acceptable (Nunnally & Bernstein, 1994)
3. Correlation Analysis: Pearson correlation coefficients will be computed to examine the relationships between e-service quality, information quality, and student satisfaction. This analysis will help identify whether significant associations exist among these variables (Cohen, 2013).
4. Multiple Linear Regression Analysis: To test the hypothesized relationships between independent variables (e-service quality and information quality) and the dependent variable (student satisfaction), multiple linear regression analysis will be conducted. The regression model can be expressed as follows:

   Where:

   $Y = a + \beta_1 X_1 + \beta_2 X_2 + e$

   Y = student satisfaction

   X_1 = e-service quality

   X_2 = information quality

   a = intercept

   β_1, β_2 = coefficients

   e = error term

5. Hypothesis Testing: Statistical significance will be determined using p-values; a p-value less than 0.05 will indicate statistical significance at the 95% confidence level.

Ethical considerations are paramount in conducting research involving human subjects. Prior to data collection, ethical approval will be sought from Lemondial Business School's Institutional Review Board (IRB). Informed consent will be obtained from all participants before they complete the questionnaire. Participants will be assured that their responses will remain confidential and used solely for research purposes.

This methodology outlines a systematic approach to investigating the impact of e-service quality and information quality on student satisfaction at Lemondial Business School through The Genius portal. By employing quantitative methods and robust analytical techniques, this study aims to provide valuable insights that can inform strategies for enhancing digital learning environments in higher education.

RESULTS

This section presents the findings of the study investigating the relationship between e-service quality, information quality, and student satisfaction at Lemondial Business School, particularly through the use of The Genius portal. Data were collected from a sample of 80 students using a structured questionnaire. The results are organized into three main parts: descriptive statistics, reliability analysis, and inferential statistics, including correlation and regression analyses.

Descriptive Statistics

Descriptive statistics provide an overview of the demographic characteristics of the respondents and their perceptions regarding e-service quality, information quality, and student satisfaction. The sample consisted of 80 students from various academic programs at Lemondial Business School. The demographic breakdown is as follows:

1. Gender: 45% male and 55% female
2. Year of Study: First Year: 30%
   Second Year: 25%
   Third Year: 20%
   Fourth Year: 25%

Program Specialization: Business Management (40%), Marketing (30%), Hospitality Management (20%), and Information Technology (10%).

The mean scores for e-service quality, information quality, and student satisfaction were calculated based on a five-point Likert scale. The results are summarized in below table :

Table 1 Mean and Standard Deviation

Variable	Mean Score	Standard Deviation
E-Service Quality	3.88	0.54
Information Quality	4.02	0.47
Student Satisfaction	4.10	0.50

The findings indicate that students generally perceive the e-service quality and information quality provided by The Genius portal as satisfactory, with mean scores above the midpoint of the scale. Notably, information quality received the highest mean score (4.02), suggesting that students find the information provided to be relevant and accurate.

Reliability Analysis

To ensure the reliability of the measurement scales used in this study, Cronbach's alpha was calculated for each construct. According to Nunnally and Bernstein (1994), a Cronbach's alpha value above 0.70 is considered acceptable for research purposes.

• E-Service Quality: Cronbach's alpha = 0.85

• Information Quality: Cronbach's alpha = 0.88

• Student Satisfaction: Cronbach's alpha = 0.91

These results indicate that all constructs have high internal consistency, validating the reliability of the scales used in this study.

Correlation Analysis

Pearson correlation coefficients were computed to examine the relationships between e-service quality, information quality, and student satisfaction. The results are presented in Table 2.

Table 2 Correlation Coefficients

Variable	E-Service Quality	Information Quality	Student Satisfaction
E-Service Quality	1	.654**	.732**
Information Quality	.654**	1	.785**
Student Satisfaction	.732**	.785**	1

Correlation is significant at the p < 0.01 level (2-tailed).The correlation analysis reveals significant positive relationships among all variables. Specifically, both e-service quality and information quality are positively correlated with student satisfaction (r = .732 and r = .785, respectively). This suggests that as students perceive higher levels of e-service quality and information quality, their satisfaction with their educational experience also increases.

Multiple Linear Regression Analysis

To further investigate the impact of e-service quality and information quality on student satisfaction, a multiple linear regression analysis was conducted. The regression model is expressed as follows:

$Y=\alpha+\beta1X1+\beta2X2+eY=\alpha+\beta1X1+\beta2X2+e$

Where:

Y = student satisfaction
X1 = e-service quality
X2 = information quality
α = intercept
β1,β2 = coefficients for independent variables
e = error term

The results of the regression analysis are summarized in table 3

Table 3 Coefficients

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t	p
Constant	1.234			
E-Service Quality	0.452	.392	5.321	< .001
Information Quality	0.578	.487	6.421	< .001

The regression model is statistically significant ($F(2,77) = 38.56$, $p < .001$), indicating that both predictors explain a significant portion of the variance in student satisfaction .

The coefficients suggest that for every one-unit increase in e-service quality, student satisfaction increases by approximately 0.452 units, while a one-unit increase in information quality results in a 0.578 unit increase in student satisfaction. Both predictors are statistically significant at $p < .001$.

The results indicate that both e-service quality and information quality significantly influence student satisfaction at Lemondial Business School through The Genius portal. Students perceive high levels of both e-service and information quality, which correlates positively with their overall satisfaction with their educational experience.These findings align with previous research indicating that high-quality digital services contribute to enhanced user satisfaction in educational contexts (Bakar et al., 2021; Alharbi & Drew, 2014). The study fills a gap in existing literature by demonstrating these relationships within an Indonesian higher education setting.

This section presents robust evidence supporting the hypothesis that improvements in e-service quality and information quality lead to higher levels of student satisfaction at Lemondial Business School. These findings provide valuable insights for educational administrators seeking to enhance digital learning environments through targeted improvements in service delivery and information accuracy.

DISCUSSION

The findings of this study provide significant insights into the relationships between e-service quality, information quality, and student satisfaction at Lemondial Business School, particularly in the context of The Genius portal. This discussion interprets the results in light of existing literature, explores their implications for educational practice, and identifies areas for future research.

E-Service Quality and Student Satisfaction

The results indicate a strong positive relationship between e-service quality and student satisfaction (r = .732). This finding aligns with previous research that emphasizes the importance of high-quality online services in enhancing user satisfaction in educational contexts (Bakar et al., 2021; Alharbi & Drew, 2014). The dimensions of e-service quality—reliability, responsiveness, assurance, empathy, and tangibles—were all perceived positively by students. Specifically, reliability emerged as a crucial factor; students reported that they could depend on The Genius portal for timely and accurate information.

These results underscore the necessity for educational institutions to prioritize e-service quality. Enhancing aspects such as system reliability and responsiveness can significantly improve student experiences. For instance, ensuring that technical support is readily available and that systems are functioning optimally can lead to higher levels of satisfaction (Wang & Liao, 2007). This is particularly important in an era where digital platforms are integral to the learning process. Information Quality and Student Satisfaction

Similarly, information quality exhibited a robust positive correlation with student satisfaction (r = .785). Students expressed that the information provided through The Genius portal was accurate, relevant, and timely. This finding corroborates DeLone and McLean's (2003) assertion that high-quality information is essential for effective decision-making in educational settings.

The significance of information quality cannot be overstated. When students perceive the information they receive as trustworthy and pertinent, their overall satisfaction with their educational experience increases (Alsharif & Alshahrani, 2020). Educational institutions should focus on ensuring that the information disseminated through their digital platforms meets high standards of accuracy and relevance. Regular updates and reviews of content can help maintain these standards.

Combined Effects of E-Service Quality and Information Quality

The multiple regression analysis revealed that both e-service quality and information quality significantly predict student satisfaction. Specifically, a one-unit increase in e-service quality is associated with a 0.452 unit increase in student satisfaction, while a one-unit increase in information quality corresponds to a

0.578 unit increase. This highlights the importance of addressing both dimensions simultaneously to maximize student satisfaction.

This finding supports the notion that the interplay between e-service quality and information quality is critical for enhancing student experiences in digital learning environments (Hernández et al., 2020). Institutions should adopt a holistic approach that considers both service delivery and the quality of information provided. For example, integrating user feedback mechanisms can help institutions identify areas for improvement in both e-service delivery and information accuracy.

Practical Implications for Educational Institutions
The implications of this study are significant for educational administrators seeking to enhance digital learning environments. First, institutions should invest in training staff to improve their responsiveness and empathy when dealing with student inquiries. Providing excellent customer service can enhance students' perceptions of e-service quality (Lee & Lehto, 2013).

Second, regular assessments of both e-service quality and information quality should be conducted to identify gaps and areas for improvement. Surveys or focus groups can be effective tools for gathering student feedback on their experiences with The Genius portal.

Lastly, institutions should consider implementing technology solutions that enhance both service delivery and information management. For instance, adopting advanced analytics tools can help track user interactions with digital platforms, providing insights into how students use these resources (Muhammad et al., 2011).

CONCLUSIONS AND RECOMMENDATIONS

This study aimed to explore the relationships between e-service quality, information quality, and student satisfaction at Lemondial Business School through The Genius portal. The findings indicate that both e-service quality and information quality significantly contribute to enhancing student satisfaction. This section summarizes the key conclusions drawn from the research and offers actionable recommendations for educational institutions seeking to improve their digital learning environments.

Key Conclusions

1. Positive Correlation Between E-Service Quality and Student Satisfaction: The quantitative analysis revealed a strong positive relationship between e-service quality and student satisfaction (r = .732). This finding aligns with existing literature, which emphasizes the importance of high-quality online

services in enhancing user satisfaction (Bakar et al., 2021; Alharbi & Drew, 2014). Students expressed that reliable and responsive service delivery significantly impacted their overall satisfaction with The Genius portal.

2. Importance of Information Quality: Information quality also demonstrated a robust positive correlation with student satisfaction ($r = .785$). Students reported that the accuracy, relevance, and timeliness of information provided through The Genius portal were critical for their academic success. This supports DeLone and McLean's (2003) assertion that high-quality information is essential for effective decision-making in educational contexts.

3. Combined Effects on Satisfaction: The multiple regression analysis indicated that both e-service quality and information quality are significant predictors of student satisfaction. Specifically, improvements in either dimension can lead to enhanced overall satisfaction among students. This finding highlights the necessity for educational institutions to adopt a holistic approach that addresses both service delivery and information management (Hernández et al., 2020).

4. Qualitative Insights: Qualitative data collected through open-ended survey questions provided deeper insights into student experiences. Students valued responsiveness in service delivery and highlighted instances where outdated information led to confusion regarding academic requirements. These qualitative insights enrich the quantitative findings by illustrating the nuances of student experiences and perceptions.

RECOMMENDATIONS

Based on the conclusions drawn from this study, several recommendations are proposed for educational institutions aiming to enhance their digital learning environments:

1. Invest in Staff Training: Educational institutions should prioritize training programs focused on improving staff responsiveness and empathy when addressing student inquiries. As noted by Lee and Lehto (2013), excellent customer service significantly enhances students' perceptions of e-service quality. Training staff to effectively manage inquiries can lead to higher levels of student satisfaction.

2. Regular Content Review: Institutions should implement systematic processes for reviewing and updating content on digital platforms to ensure that students receive accurate and timely information. Regular assessments can help maintain high standards of information quality (Hernández et al., 2020). Establishing a dedicated team responsible for content management could prove beneficial.

3. Implement Feedback Mechanisms: Robust feedback mechanisms should be established to gather student input on their experiences with e-service delivery and information accuracy. Regular surveys or focus groups can provide valuable insights into areas needing improvement (Muhammad et

al., 2011). Engaging students in this process fosters a sense of ownership and encourages them to voice their concerns.

4. Leverage Technology Solutions: Institutions should consider adopting advanced analytics tools to track user interactions with digital platforms, providing insights into how students utilize these resources (Bakar et al., 2021). Such data can inform decisions about system enhancements, ensuring that resources align with student needs.

5. Encourage Collaborative Learning: Facilitating collaborative learning opportunities through digital platforms can enhance student engagement and satisfaction. By integrating features that promote interaction among students—such as discussion forums or group projects—institutions can create a more supportive learning environment (Alsharif & Alshahrani, 2020).

FURTHER STUDY

Future research should explore how demographic factors such as age, gender, or academic program influence perceptions of e-service quality and information quality. Understanding these dynamics could help institutions tailor their services more effectively to meet diverse student needs.

Future studies could expand the sample size or include multiple institutions to enhance generalizability. Qualitative methods such as interviews or focus groups could provide deeper insights into students' experiences with e-service quality and information quality.

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