

Unleashing Excellence: Integrated Facility Management, Organizational Communication, and Education Service Quality

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Abstract :

The study aims to examine the influence of facility management and organizational communication on the quality of educational services using a quantitative research method with a survey approach. The sample size consists of 35 respondents. Data collection was conducted through questionnaires, and multiple regression analysis was employed for data analysis. The results indicate a significant positive effect of facility management on the quality of educational services (T-statistic = 2.779, $p < 0.05$). Similarly, organizational communication was found to have a significant positive impact on service quality (T-statistic = 3.582, $p < 0.05$). Furthermore, the combined effect of facility management and organizational communication on the quality of educational services was found to be significant (F-value = 8.850, $p < 0.05$). These findings highlight the importance of facilities and infrastructure in delivering quality services and emphasize the crucial role of effective communication in service implementation. The study suggests that institutional managers should prioritize the enhancement of facilities and infrastructure as a policy priority and consider effective communication skills as a prerequisite for recruiting professional educators.

Keywords: *Education Service Quality, Facility Management, Organizational Communication.*

Abstrak :

Penelitian ini bertujuan untuk mengetahui pengaruh manajemen sarana prasarana dan komunikasi organisasi terhadap mutu layanan pendidikan. Penelitian ini menggunakan metode kuantitatif dengan model pendekatan survei. Jumlah sampel dalam penelitian ini sebanyak 35 responden. Teknik pengumpulan data dengan angket (kuesioner) dan teknik analisis regresi berganda. Sedangkan untuk mengetahui pengaruhnya adalah dengan melakukan Uji-t (parsial) dan Uji-f (simultan) dimana hasil penelitian menunjukkan bahwa sarana prasarana berpengaruh signifikan terhadap mutu layanan pendidikan dengan nilai perbandingan T-statistik $2.779 > T$ -tabel 1.692, Kedua, komunikasi organisasi berpengaruh terhadap mutu layanan dengan nilai ($3.582 > 1.692$), Ketiga, manajemen sarana prasarana dan komunikasi organisasi berpengaruh secara simultan terhadap mutu layanan pendidikan dengan nilai F-hitung $8.850 > F$ -tabel 3.28. Sarana dan Prasarana menjadi variabel penting untuk menciptakan layanan berkualitas, sementara komunikasi menjadi kompetensi utama individu dalam pelaksanaan layanan. Adapun factor lain yang berpengaruh terhadap layanan pendidikan antara lain kebijakan, kepemimpinan, budaya madrasah, dan lainnya. Penelitian berimplikasi terhadap pengelola lembaga agar peningkatan sarana prasarana menjadi prioritas kebijakan dan keterampilan berkomunikasi menjadi syarat rekrutmen tenaga pendidikan yang profesional.

Kata Kunci: *Komunikasi Organisasi, Mutu Layanan Pendidikan, Sarana Prasarana*

INTRODUCTION

In Indonesia, the of affordable and high-quality education services poses significant challenges for the education sector.¹ The lack quality of education services can be attributed to internal organizational factors, such as ineffective personal communication, inadequate leadership competence, and insufficient facilities and infrastructure.² However, addressing these factors can lead to the development of a compelling value proposition that attracts public interest. Accreditation policies implemented by educational institutions serve as indicators of the fundamental aspect of enhancing service quality.³

Educational institutions can employ the improvement of education services as a strategic approach to achieve customer satisfaction among students and the community.⁴ The perception of service quality is determined by the extent to which expectations are met. Therefore, the educational service quality heavily relies on the capabilities of service providers. Infrastructure plays a crucial role in facilitating the delivery of high-quality educational services to the community.⁵ Without proper infrastructure, the effectiveness and efficiency of educational activities are compromised.⁶

¹ Robin Goodwin dan Sophie Giles, "Social Support Provision And Cultural Values In Indonesia And Britain," *Journal of Cross-Cultural Psychology* 34, no. 2 (27 Maret 2003): 240-45, <https://doi.org/10.1177/0022022102250227>.

² Safwaan Zamakda Allison, "Islamic Educational Provisions in South Korea and Indonesia: A Comparison," *Journal of Islamic Education Students* 3, no. 1 (2023): 50-61, <http://dx.doi.org/10.31958/jies.v3i1.8772>; Bambang Sumintono dkk., "Becoming a Principal in Indonesia: Possibility, Pitfalls and Potential," *Asia Pacific Journal of Education* 35, no. 3 (3 Juli 2015): 342-52, <https://doi.org/10.1080/02188791.2015.1056595>; Syaiful Sagala, Wildansyah Lubis, dan Gaffar Hafiz Sagala, "Canonical Correlation between Principal Leadership and School Capacity," *International Journal of Management in Education* 13, no. 3 (2019): 256, <https://doi.org/10.1504/IJMIE.2019.100413>.

³ Nelson Duarte dan Ricardo Vardasca, "Literature Review of Accreditation Systems in Higher Education," *Education Sciences* 13, no. 6 (7 Juni 2023): 582, <https://doi.org/10.3390/educsci13060582>; Arie Wibowo Khurniawan dkk., "The Improving of Effectiveness School-Based Enterprise: A Structural Equation Modeling in Vocational School Management," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (1 Maret 2021): 161, <https://doi.org/10.11591/ijere.v10i1.20953>.

⁴ Medi Yansyah, "Effectiveness of Teacher Performance Management in the Implementation of Student Learning," *Journal Corner of Education, Linguistics, and Literature* 1, no. 4 (5 Februari 2022): 227-34; Basab Dasgupta, Ambar Narayan, dan Emmanuel Skoufias, "Measuring the Quality of Education and Health Services: The Use of Perception Data from Indonesia," *World Bank Policy Research Working Paper*, no. 5033 (2009).

⁵ Mellky Yulius, "Strategi meningkatkan mutu pendidikan melalui manajemen sarana dan prasarana pada smk negeri 1 singkawang," *Jurnal Ilmiah Kependidikan XIII*, no. 2 (2020): 246-55, <https://doi.org/DOI:10.30595/jkp.v13i2.6982>.

⁶ Jyotsna Joshi, "Competitiveness, Manufacturing and Infrastructure: The Asian Paradigm," *Journal of Development Policy and Practice* 6, no. 1 (30 Januari 2021): 78-107, <https://doi.org/10.1177/2455133321994210>.

Effective communication within educational organizations is vital in establishing a conducive work culture.⁷ The learning process, which is a key component of education services, is greatly influenced by communication factors. The scope of educational institutions necessitates a harmonious interaction pattern, which, in turn, requires communication competence.⁸ Organizational communication serves as a means to foster tolerance among individuals within the organization, enabling the exchange of information and messages in a network that addresses dynamic and disruptive environments.⁹

The quality of education services refers to the provision of services or academic fulfillment that supports the achievement of goals and expectations of learners within educational institutions.¹⁰ Students and the community are the recipients of education services.¹¹ Enhancing the quality of education services can be employed as a strategy to generate customer satisfaction and establish a favorable institutional brand image.¹² It is important to note that the creation of high-quality education services is a long-term process that cannot be achieved instantly.¹³

RESEARCH METHOD

This research adopts a quantitative approach. The research method used is a survey conducted through a questionnaire, where the researcher distributes

⁷ Fauzan Ahmad Siregar, Lailatul Usriyah, dan ..., "Peranan Komunikasi Organisasi dalam Manajemen Konflik," *Idarah (Jurnal Pendidikan dan Kependidikan)* 5, no. 2 (31 Desember 2021): 163–74, <https://doi.org/10.47766/idarrah.v5i2.147>; Ann Bainbridge Frymier, "Students' Classroom Communication Effectiveness," *Communication Quarterly* 53, no. 2 (3 Mei 2005): 197–212, <https://doi.org/10.1080/01463370500089896>.

⁸ Shelley D Lane, *Interpersonal Communication: Competence and Contexts* (Routledge, 2016).

⁹ Ellen Weber, Eva-Helen Krehl, dan Marion Büttgen, "The Digital Transformation Leadership Framework: Conceptual and Empirical Insights into Leadership Roles in Technology-Driven Business Environments," *Journal of Leadership Studies* 16, no. 1 (28 Juni 2022): 6–22, <https://doi.org/10.1002/jls.21810>.

¹⁰ Maria Granvik Saminathen dkk., "Effective Schools, School Segregation, and the Link with School Achievement," *School Effectiveness and School Improvement* 29, no. 3 (3 Juli 2018): 464–84, <https://doi.org/10.1080/09243453.2018.1470988>; Brian John Caldwell, "Impact of School Autonomy on Student Achievement: Cases from Australia," *International Journal of Educational Management* 30, no. 7 (12 September 2016): 1171–87, <https://doi.org/10.1108/IJEM-10-2015-0144>.

¹¹ Hardi Mulyono dkk., "Effect of Service Quality Toward Student Satisfaction and Loyalty in Higher Education," *The Journal of Asian Finance, Economics and Business* 7, no. 10 (31 Oktober 2020): 929–38, <https://doi.org/10.13106/jafeb.2020.vol7.no10.929>; Muhammad Anggung Manumanoso Prasetyo dan Sukatin Sukatin, "Aspek Psikologis Organisasi Pendidikan Efektif," *ITQAN: Jurnal Ilmu-Ilmu Kependidikan* 12, no. 1 (2021): 83–102, <https://doi.org/10.47766/itqan.v12i1.182>.

¹² Didi Sartika, "Perencanaan Strategi Pemasaran Jasa Pendidikan Sekolah Tinggi Ilmu Tarbiyah (STIT) Simeulue Aceh Melalui Pendekatan Bauran Pemasaran (Marketing Mix)," *Idarah (Jurnal Pendidikan dan Kependidikan)* 3, no. 2 (15 Desember 2019): 1–15, <https://doi.org/10.47766/idarrah.v3i2.557>.

¹³ Romina Ifeoma Asiyai, "Best Practices for Quality Assurance in Higher Education: implications for Educational Administration," *International Journal of Leadership in Education* 25, no. 5 (3 September 2022): 843–54, <https://doi.org/10.1080/13603124.2019.1710569>.

the questionnaire to several individuals (respondents). The survey is conducted to gather opinions, beliefs, and characteristics of a particular object, both in the past and present. The statistical type employed in this research is parametric statistics. Parametric statistics pertains to statistical inference or decision-making that examines population parameters such as means and proportions. The data analysis technique utilized in this research is multiple regression analysis. Multiple regression analysis is employed to measure the relationship between two or more variables that are considered to have a causal relationship and require the separation of independent variables from the dependent variable. The unit of analysis in this research is educational management in MAN 2 Bener Meriah Aceh with a sample size of 35 using total sampling as the sampling technique.

FINDINGS AND DISCUSSION

Hypothesis testing for the variables of facility management (X_1) and organizational communication (X_2) on the educational services quality (Y), whether individually or as a group, involves the use of multiple regression analysis. Multiple regression analysis has three analysis requirements that need to be fulfilled: Normality, homogeneity, and linearity.

Normality

The normality test is conducted to determine whether the data of the dependent variable and the independent variable are normally distributed or not. The normality test in this research utilizes the Kolmogorov-Smirnov formula. The application of the Kolmogorov-Smirnov formula is as follows: if the significance is < 0.05 , it means that the tested data can be categorized as non-normal; if the significance is > 0.05 , it means that the tested data can be categorized as normal.

Table 1. The results of the normality test.

Variable	Result	Decision
Educational Service Quality (Y)	$0.485 > 0.05$	Normal
facility management (X_1)	$0.256 > 0.05$	Normal
Organizational Communication (X_2)	$0.451 > 0.05$	Normal

Based on the normality data in Table 1 using the Kolmogorov-Smirnov formula with the assistance of IBM SPSS-21 software, it shows that the variable of educational service quality (Y) with a value of Asymp.sig.(2-tailed) of $0.485 > 0.05$, which means that the data is normally distributed. The facility management variable (X_1) with a value of Asymp.sig.(2-tailed) of 0.256 , where > 0.05 , indicates that the data is normally distributed. The organizational communication variable (X_2) with a value of Asymp.sig.(2-tailed) of $0.451 > 0.05$ also indicates that the data is normally distributed.

Homogeneity

The homogeneity test is conducted to measure whether the variances of two or more variables are equal or not. The purpose is to determine whether the variables have the same variances or not. Homogeneity testing means that the tested data set has relatively similar characteristics or is homogeneously distributed.

Table 2. The results of the homogeneity test

Variable	Result	Decision
Facility Management (X_1) → Educational Service Quality (Y)	$0.020 > 0.05$	Homogen
Organizational Communication (X_1) → Educational Service Quality (Y)	$0.037 > 0.05$	Homogen
Facility Management (X_1) → Organizational Communication (X_2)	$0.020 > 0.05$	Homogen

From the homogeneity test results in Table 2, it can be concluded that the variable of facility management (X_1) on the quality of educational services (Y) has a result of $0.020 < 0.05$. Therefore, it can be concluded that these two variables do not have significantly equal variances or are not homogenous. The variable of organizational communication (X_2) on the quality of educational services (Y) has a result of $0.037 < 0.05$. Hence, it can be concluded that these two variables do not have significantly equal variances or are not homogenous. The variable of facility management (X_1) on organizational communication (X_2) has a result of $0.020 < 0.05$. Therefore, the conclusion is that these two variables have different variances or are not homogenous.

Linearity

The linearity test is used to determine whether there is a significant linear relationship between the dependent variable and each independent variable that will be tested. The results of the linearity test for each variable that has been tested are as follows:

Table 3 shows the results of the linearity test.

Variable	Result	Decision
Facility Management (X_1) → Educational Service Quality (Y)	$0.378 > 0.05$	Linear
Organizational Communication (X_1) → Educational Service Quality (Y)	$0.644 > 0.05$	Linear
Facility Management (X_1) → Organizational Communication (X_2)	$0.198 > 0.05$	Linear

Based on the linearity test results in Table 3, the facility management variable (X_1) on the quality of educational services (Y) has a deviation from

linearity value of 0.378, where the value of $0.378 > 0.05$. Therefore, the conclusion is that there is a significant linear relationship. The organizational communication variable (X_2) on the quality of educational services (Y) has a deviation from linearity value of 0.644, where the value of $0.644 > 0.05$. Hence, the conclusion is that there is a significant linear relationship. The facility management variable (X_1) on organizational communication (X_2) has a deviation from linearity value of 0.198, where the value of $0.198 > 0.05$. Therefore, it can be said that there is a significant linear relationship.

Hypothesis Testing

Hypothesis testing is used to determine the influence of independent and dependent variables. The hypothesis testing conducted in the study is multiple linear regression analysis using the T-test (partial) and F-test (simultaneous) analysis techniques. Multiple regression analysis examines the relationship between one dependent variable and one or more independent variables. If there is only one independent variable, it is called simple regression, and if there are more than one, it is called multiple linear regression.

The T-test is used to determine the partial and significant relationship between the dependent variable and each independent variable. The F-test, also known as the simultaneous test, is used to determine whether the independent variables (X) collectively have an effect on the dependent variable (Y). The testing process involves the following steps:

H₀: The variation in the changes of the independent variable can explain the variation in the dependent variable.

H_a: The variation in the changes of the independent variable can explain the variation in the dependent variable.

1. Calculate the F-table with the significance level (α) and degrees of freedom ($k-1$; $n-k$), where k is the number of variables and n is the number of respondents.
2. Calculate the F- statistic, which can be obtained from the calculation results in SPSS.
3. If the calculated F- statistic is less than the F-table value or the P- statistic (Sig) is less than 0.05, then H₀ is rejected. On the other hand, if the calculated F-value is greater than the F-table value or the p- statistic (Sig) is greater than 0.05, then H₀ is accepted.

Table 4. The Results of Hypothesis Correlation Coefficients

No	Hypothesis	Sign	Correlation Coefficients	T-test F-test	T- table F- table $\alpha=0.05$	Explanation
1	X1 - Y	0.009	0.190	2.779	1.692	Significant
2	X2 - Y	0.001	0.280	3.584	1.692	Significant
3	X1, X2 - Y	0.001	0.356	8.850	3.28	Significant

In this study, the hypothesis of the impact of management of facilities and infrastructure (X_1) on the quality of education services (Y) was examined. The correlation coefficient for this relationship was found to be 0.190 or 19.0%, indicating a weak positive correlation. The significance level was calculated to be 0.009, which is lower than the predetermined significance level of 0.05. This suggests that the relationship between X_1 and Y is statistically significant.

The T-test was conducted to further analyze the relationship between X_1 and Y . The calculated T- statistic was 1.263, while the critical T-value from the table was 1.692. As the calculated T- statistic is lower than the critical T- statistic, we fail to reject the null hypothesis. This implies that there is insufficient evidence to conclude that the management of facilities and infrastructure (X_1) significantly impacts the quality of education services (Y).

Similarly, the hypothesis regarding the impact of organizational communication (X_2) on the quality of education services (Y) was examined. The correlation coefficient for this relationship was found to be 0.280 or 28%, indicating a moderate positive correlation. The significance level was calculated to be 0.001, which is lower than the predetermined significance level of 0.05. This suggests that the relationship between X_2 and Y is statistically significant.

The T-test results indicated that the calculated T-statistic of 3.584 is greater than the critical T- statistic of 1.692, providing sufficient evidence to reject the null hypothesis. Thus, we can conclude that organizational communication (X_2) has a significant impact on the quality of education services (Y).

Furthermore, a simultaneous hypothesis test was conducted to examine the combined impact of both X_1 and X_2 on Y . The correlation coefficient for this relationship was found to be 0.356 or 35.6%, indicating a moderate positive correlation. The significance level was calculated to be 0.001, which is lower than the predetermined significance level of 0.05. The calculated F-statistic of 8.850 exceeded the critical F-statistic of 3.28, providing strong evidence to reject the null hypothesis. Thus, we can conclude that both the management of facilities and infrastructure (X_1) and organizational communication (X_2) have a significant combined impact on the quality of education services (Y).

These findings suggest the importance of effective management of facilities and infrastructure as well as organizational communication in enhancing the quality of education services.

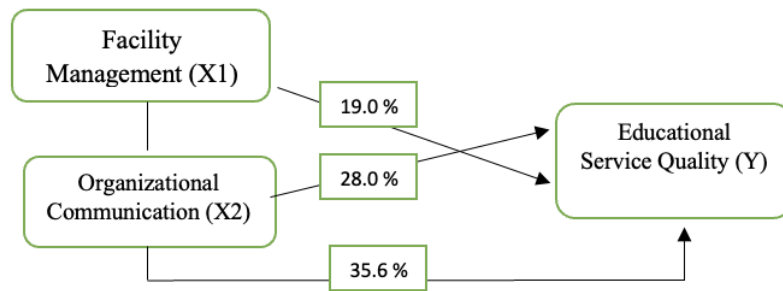


Figure 1. Hypothesis Test Result

Figure 1 illustrates the significant influence of the two independent variables, namely Facilities and Infrastructure Management (X_1) and Organizational Communication (X_2), on the dependent variable, Education Service Quality (Y). The findings indicate that Education Service Quality at MAN 2 Bener Meriah is influenced by Facilities and Infrastructure, accounting for 19.0% of the variance. This statistical result was obtained through rigorous hypothesis testing of the relevant variables. Similarly, Organizational Communication demonstrates a significant influence on Education Service Quality, explaining 28.0% of the variance.

Furthermore, when both variables are examined simultaneously, the combined influence of Facilities and Infrastructure and Organizational Communication on Education Service Quality is estimated to be 35.6%. These results highlight the importance of effective Facilities and Infrastructure Management as well as Organizational Communication in enhancing Education Service Quality.

Analysis

The Impact of Facilities and Infrastructure Management (X_1) on the Quality of Education Services (Y)

The analysis of the SPSS hypothesis test reveals the influence of the facilities and infrastructure variable (X_1) on the quality of education services variable (Y). The statistical significance of the facilities and infrastructure variable (X_1) with a p-value of 0.009 indicates the acceptance of H_1 and the rejection of H_0 . Thus, it can be concluded that the coefficient analysis of facilities and infrastructure (X_1) and the quality of education services (Y) is significant, suggesting a direct influence on the R-square. The R-square value is 0.190 or 19.0%. This value indicates that facilities and infrastructure contribute to 19% of the influence on the quality of education services, while the remaining 81% is attributed to other factors. This finding aligns with the research conducted by Sutrisno and Cynthia, which demonstrates a significant influence of facilities and

infrastructure on the quality of education,¹⁴ amounting to 36.4%. Furthermore, infrastructure alone exerts a 17.0% influence on the quality of education. Therefore, it can be concluded that the facilities variable has the most prominent impact on the quality of education. The coefficient of determination test results (R²) indicate an R-square value of 0.147, suggesting that the combined influence of variables X₁ and X₂ on variable Y accounts for 14.7%, while the remaining 31.9% is influenced by other factors. Similarly, Dewi, Nurmayuli, and Rizky stated in their research that there is a significant relationship between the quality of facilities and infrastructure and satisfaction with educational services.¹⁵

The Influence of Organizational Communication (X₂) on the Quality of Education Services (Y)

The hypothesis test results demonstrate the influence of organizational communication (X₂) on the quality of education services (Y). The statistical significance of organizational communication (X₂) with a p-value of 0.001 indicates the acceptance of H₀ and the rejection of H₁. Consequently, it can be concluded that the coefficient analysis of organizational communication (X₂) and the quality of education services (Y) is significant, suggesting a direct influence on the R-square. The R-square value is 0.280 or 28.0%. This value suggests that organizational communication contributes to 28.0% of the influence on the quality of education services, while the remaining 72% is influenced by other factors. This finding is supported by the research conducted by Khatoon, Lucander, and Seyfried which demonstrates a significant influence of organizational communication on the quality of education services,¹⁶

¹⁴ Sutrisno Sutrisno dkk., "The Influence of The Head of Madrasah and Infrastructure Facilities on The Quality of Education Through Teacher Competence," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (13 Juni 2023): 274–88, <https://doi.org/10.31538/tijie.v4i2.423>; Cynthia L. Uline, "Educational Facility Management," dalam *Educational Facility Management* (Routledge, 2022), <https://doi.org/10.4324/9781138609877-REE69-1>.

¹⁵ Citra Dewi, Desrio Windoro, dan Dwi Naomi Pura, "Management of Physical Education Facilities and Infrastructure," *Journal of Education Technology* 5, no. 2 (20 Juni 2021), <https://doi.org/10.23887/jet.v5i2.34450>; Diannisa Rizky, Neti Karnati, dan Supadi Supadi, "Management of Educational Facilities and Infrastructure in Islamic Junior High School," *Journal of Education Research and Evaluation* 6, no. 1 (22 Februari 2022): 26–35, <https://doi.org/10.23887/jere.v6i1.37070>; Nurmayuli Nurmayuli, "The Management of Facilities and Infrastructures in Educational Institution," *Idarah (Jurnal Pendidikan dan Kependidikan)* 6, no. 1 (30 Oktober 2022): 87–102, <https://doi.org/10.47766/idarah.v6i1.92>.

¹⁶ Markus Seyfried dan Philipp Pohlenz, "Assessing Quality Assurance in Higher Education: Quality Managers' Perceptions of Effectiveness," *European Journal of Higher Education* 8, no. 3 (3 Juli 2018): 258–71, <https://doi.org/10.1080/21568235.2018.1474777>; Henriette Lucander dan Cecilia Christersson, "Engagement for Quality Development in Higher Education: a Process for Quality Assurance of Assessment," *Quality in Higher Education* 26, no. 2 (3 Mei 2020): 135–55, <https://doi.org/10.1080/13538322.2020.1761008>; Sadia Khatoon, Xu Zhengliang, dan Hamid Hussain, "The Mediating Effect of Customer Satisfaction on the Relationship Between Electronic Banking Service Quality and Customer Purchase Intention: Evidence From the Qatar Banking Sector," *SAGE Open* 10, no. 2 (24 April 2020): 215824402093588, <https://doi.org/10.1177/2158244020935887>; Muhammad Anggung Manumanoso Prasetyo dan

contributing 44.30% when examined simultaneously. The remaining 55.70% is influenced by factors such as the availability of work mechanisms.

The Influence of Facilities and Infrastructure Management (X₁) and Organizational Communication (X₂) on the Quality of Education Services (Y)

The SPSS hypothesis test results reveal the influence of facilities and infrastructure management (X₁) and organizational communication (X₂) on the quality of education services (Y). Based on the significance values, facilities and infrastructure management (X₁) has a significance value of 0.009, while organizational communication (X₂) has a significance value of 0.001. Consequently, H₁ is accepted and H₀ is rejected, indicating that the coefficient analysis of facilities and infrastructure management (X₁) and organizational communication (X₂) on the quality of education services (Y) is significant, suggesting a direct influence. The R-square value is 0.356 or 35.6%. This implies that the combined influence of Facilities and Infrastructure (X₁) and Organizational Communication (X₂) on the Quality of Education Services (Y) amounts to 35.6%.

This research is supported by Demir, Subandi, aiming to analyze the partial or simultaneous contribution of facilities utilization and organizational communication to the quality of education services.¹⁷ The study confirms that one way to enhance the quality of education services is to effectively and efficiently provide the necessary facilities and infrastructure while optimizing organizational communication in educational institutions.

CONCLUSION

This study suggest that both facility management and organizational communication have a significant impact on educational service quality. The data analysis results indicate the following, First, the t-test conducted between facility management and educational service quality yielded a significant relationship (p = 0.009), with facility management explaining 19.0% of the

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¹⁷ Subandi Subandi dan Muda Setia Hamid, "Student Satisfaction, Loyalty, and Motivation as Observed from The Service Quality," *Journal of Management and Islamic Finance* 1, no. 1 (17 Juni 2021): 136–53, <https://doi.org/10.22515/jmif.v1i1.3552>; Ahmet Demir dkk., "The Role of E-service Quality in Shaping Online Meeting Platforms: a case Study from Higher Education Sector," *Journal of Applied Research in Higher Education* 13, no. 5 (13 Desember 2021): 1436–63, <https://doi.org/10.1108/JARHE-08-2020-0253>; Sunday C. Eze dkk., "Factors Influencing the Use of e-Learning Facilities by Students in a Private Higher Education Institution (HEI) in a Developing Economy," *Humanities and Social Sciences Communications* 7, no. 1 (27 Oktober 2020): 133, <https://doi.org/10.1057/s41599-020-00624-6>; Muhammad Anggun Manumanoso Prasetyo dan Wirdatul Kifla, "Participatory Leadership and Teacher Motivation in Improving School Quality," *EDUKASI: Jurnal Pendidikan Islam (e-Journal)* 11, no. 2 (2023): 214–29, <https://doi.org/10.54956/edukasi.v11i2.387>.

variance in educational service quality. Second, the t-test conducted between organizational communication and educational service quality revealed a significant relationship ($p = 0.001$), with organizational communication explaining 28% of the variance in educational service quality. Third, the F-test examining the combined influence of facility management and organizational communication on educational service quality yielded a significant result ($F = 8.850$, $p < 0.05$), with facility management and organizational communication together explaining 35.6% of the variance in educational service quality.

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