



THE EFFECTS OF INTERNAL COMMUNICATION, EMPLOYEE ENGAGEMENT, AND QUALITY ASSURANCE PRACTICES ON ACADEMIC SERVICE QUALITY IN PRIVATE HIGHER EDUCATION INSTITUTIONS

**Dita Rachmawati^{1*}, Rio Haribowo², Ratu Nadya Wahyuningratna³, Wylda O. Kowey⁴,
Firman Ashadi⁵, Vera P. Kay⁶**

¹ Prodi D3 Keuangan dan Perbankan, Sekolah Tinggi Ilmu Ekonomi Koperasi Malang, Indonesia

² Prodi Manajemen, Universitas Mulawarman, Indonesia

³ Prodi Ilmu Komunikasi, Universitas Pembangunan Nasional Veteran Jakarta, Indonesia

⁴ Prodi D3 Administrasi Niaga, Politeknik Negeri Ambon, Indonesia

⁵ Prodi PG PAUD, Universitas PGRI Argopuro Jember, Indonesia

⁶ Prodi D3 Administrasi Niaga, Politeknik Negeri Ambon, Indonesia

✉ Email : ditadahlan@gmail.com

ABSTRACT

The aim of the current research is to investigate the effect of Internal Communication, Employee Engagement and Quality Assurance Practices on Academic Service Quality in private higher learning institutions. In this study, a survey method was used as a quantitative method on professors and administrative staff working in private higher education institutions. The purposive sampling method was employed in selecting respondents based on their expertise and knowledge of academic administration procedures and the delivery of academic services to students. Data were collected by means of an online questionnaire through Google Forms, and analyzed using multiple linear regression. The study's findings revealed that Internal Communication, Employee Engagement and Quality Assurance Practices had good and substantial impact on Academic Service Quality. The results show that the implementation of service standards, monitoring, assessment, corrective actions and continuous quality improvement is very important for the delivery of high quality and consistent academic services. The findings also indicate that private higher education institutions need to improve their quality assurance practices, improve the effectiveness of internal communication and improve employee engagement to sustainably improve reliability, responsiveness, accuracy, accessibility and consistency of academic services.

Keywords: *Internal Communication; Employee Engagement; Quality Assurance Practices; Academic Service Quality*

INTRODUCTION

The academic environment is becoming increasingly dynamic, and Academic Service Quality is a key factor for the success and survival of private higher education institutions. Higher education institutions have the obligation not only to provide educational processes with academic requirements, but to be able to provide fast, accurate, consistent, responsive, and aligned services with student needs. Academic Service Quality is the capacity of the higher education institutions to provide several services, which facilitate the academic process such as registration and course enrollment, scheduling classes, learning activities, academic administration, academic advising, examination administration, grade management, and study completion processes (Utomo et al., 2024; Kartika et al., 2020). The quality of these services is now more important than ever before as students have greater expectations of ease of access to information, timeliness of service delivery, procedural transparency, certainty of service and exploitation of digital technology in academic activities. The capacity to deliver high quality academic services is also strategically relevant for private higher education institutions, as they compete for students' recruitment and retention and for building their reputations in light of the increasing availability of educational alternatives (Christine et al., 2022; Sony et al., 2022).

Internal communication is one of the major variables to improve the quality of academic services in the private higher education institutions (Kumalasari et al., 2023). Internal Communication is the process of communication and exchange of information, instructions, policies, feedback, knowledge, among leaders, lecturers, administrative staff, study programs, faculties and different supporting units inside the company (Baskoro et al., 2025). The quality of the academic services depends very much on the consistency of information and coordination among the organizational units, because there are many stakeholders involved in the academic services (Hendratni et al., 2025). All parties concerned should have a common understanding of information about academic calendars, class schedules, curriculum, student registration, examination processes, assessment, academic advice and study completion. In private higher education institutions, apart from Internal Communication, Employee Engagement is expected to play an important role in improving the Academic Service Quality. Employee engagement is the intellectual, emotional and behavioral involvement, passion, devotion and activation employees have in their job and business (Rachmawati & Churiyah, 2024). The quality of service in academic services is mostly determined by the academic and administrative staff in carrying out their duties and interaction with students (Nur et al., 2020; Dunda et al., 2020). The highly engaged workers not only perform their work to meet the formal requirements, but also want to make a greater contribution to the achievement of corporate objectives. Besides, Quality Assurance Practices are also anticipated to be a major factor to improve Academic Service Quality in private higher education institutions (Zakaria et al., 2025; Rafiun et al., 2022). Quality Assurance Practices are Policies, Standards, Procedures, Monitoring, Assessment and corrective measures undertaken in a systematic manner to ensure that the educational processes and outputs meet the defined quality standards (Wiastono & Rachmawati, 2022). This standardization is needed because academic services

encompass many organizational units and persons and without appropriate systems for quality assurance there can be variations in the quality of services (Kayal & Khalife, 2025; Alam et al., 2024).

The study aims to investigate the effect of Internal Communication, Employee Engagement and Quality Assurance Practices on Academic Service Quality in private higher education institutions. This research is very important, because in an effort to improve the quality of academic services it is necessary to provide not only appropriate systems and technology, but also good internal communication, employee involvement in their job and permanent implementation of quality assurance standards. The study is expected to contribute theoretically to the development of the literature in the fields of higher education management, service quality, organizational communication, human resource management and quality management by providing a better understanding of the organizational factors that can enhance Academic Service Quality in private higher education institutions. In this research we analyze three complementary perspectives: the effectiveness of information flow and coordination through Internal Communication, the quality of human resource engagement through Employee Engagement, and the standardization and improvement of processes through Quality Assurance Practices. The three factors together indicate that Academic Service Quality is the result of the interaction of communication, human resources and quality management systems in higher education institutions.

METHODS

The research applied a quantitative approach using survey technique to explore the influences of Internal Communication, Employee Engagement and Quality Assurance Practices on Academic Service Quality in private higher education institutions. The study population consisted of lecturers and administrative staff working in private higher education institutions in Indonesia, including study programs, faculties, academic affairs, administration, student services, information technology, quality assurance, human resources, and other supporting units that play a role in providing academic services. The sampling technique used is purposive sampling with the criteria of respondents as follows; currently working as a lecturer or administrative staff in private higher education institutions, having a minimum work period of 1 year, understanding the process of academic administration and services, involved in communication and coordination with other organizational units, and having experience in providing or supporting services to students. The data were collected through an online questionnaire using Google Forms. All items of the research instrument were rated using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A total of 150 lecturers and administrative staff who met the specified criteria participated in the study and were included in the final data analysis.

Internal Communication was assessed by the criteria of information clarity, information timeliness, communication openness, two-way communication, and cross-unit communication efficacy. Employee Engagement was assessed by energy, devotion, absorption, organizational participation, and readiness to contribute. The quality assurance practices aspects were service standardization, quality monitoring,

internal review, corrective and preventative action and ongoing quality improvement. In contrast, Academic Service Quality was assessed via the categories of service dependability, service responsiveness, information correctness, service accessibility, and academic service consistency. The data were subjected to multiple linear regression analysis to assess the partial and simultaneous impacts of Internal Communication, Employee Engagement, and Quality Assurance Practices on Academic Service Quality. Partial hypothesis testing was performed by t-test with 5% significance level ($\alpha = 0.05$) and the simultaneous effects of the three independent variables were analyzed by F-test. Also, the coefficient of determination (R^2) was utilized to assess the fraction of the variation of Academic Service Quality, which is explained by Internal Communication, Employee Engagement, and Quality Assurance Practices.

RESULT AND DISCUSSION

Based on the results of data analysis of respondents who are lecturers and administrative staff at private higher education institutions in Indonesia, the results show that simultaneously Internal Communication, Employee Engagement and Quality Assurance Practices have a positive and significant effect on the quality of Academic Services. The results of partial hypothesis testing also show that all independent variables have a positive and significant effect on Academic Service Quality, so all the hypotheses of the study are proven. The coefficient of determination is 0.481, meaning that 48.1% of the variance in Academic Service Quality can be explained by Internal Communication, Employee Engagement and Quality Assurance Practices and the remaining variance can be explained by variables outside the study model. The model results indicate that Quality Assurance Practices have the highest impact on Academic Service Quality as compared to Internal Communication and Employee Engagement. These findings indicate that the capacity of higher education institutions to establish service standards, monitor and evaluate, take corrective measures, and facilitate continuous quality improvement is a critical factor in the delivery of reliable, responsive, accurate, accessible, and consistent academic services.

Table 1. Significant Test & Regression Result

Hypothesis	Relationship	B	Beta	t	Sig.	Decision
H1	Internal Communication → Academic Service Quality	0.252	0.241	3.389	0.001	Supported
H2	Employee Engagement → Academic Service Quality	0.218	0.223	3.137	0.002	Supported
H3	Quality Assurance Practices → Academic Service Quality	0.396	0.387	5.512	<0.001	Supported

The result indicates that Internal Communication has a positive and significant effect on the Academic Service Quality of private higher education. This result indicates that the higher the quality of

communication mechanisms within the company, the higher the quality of academic services that can be provided to students. In higher education institutions, academic services are comprised of a variety of units like study programs, faculties, academic affairs units, lecturers, administrative staff, information technology, finance, quality assurance and other supporting units. This condition makes the quality of service extremely dependent on the capacity of the institution to ensure that information flows reliably, rapidly, transparently and consistently across different organizational divisions. Effective Internal Communication assists lecturers and administrators in understanding rules, procedures, timelines, service standards and changes to academic processes. Also, this uniformity of information can lead to less communication errors and differences in the information given to students from different units. Furthermore, two-way communication provides an opportunity for workers to not only receive information from management, but also to provide input on issues and needs that arise during service delivery. The information of personnel who are in direct contact with students can be a useful resource in finding service related issues faster. Internal Communication also enhances the effectiveness of cooperation when an academic problem involves many units. Good coordination can help to solve problems related to students faster and the chances of delays due to unclear responsibilities can be minimized. Information systems and collaboration platforms may also be useful for internal communication, providing faster and more documented access to information in an increasingly digitalized higher education sector. But communication technology is only of optimal benefit if there is an open communication culture and a willingness on the part of each organizational unit to exchange information.

The study results reveal that Employee Engagement positively and significantly affects Academic Service Quality in private higher education institutions. The discovery proves that the quality of student services is significantly affected by the level of personnel involvement in their job and institution. The attitudes, enthusiasm, passion and engagement of lecturers and administrative personnel involved directly or indirectly in various academic service activities may have an impact on students' experiences of the institution. High levels of Employee Engagement typically lead to employees who are more enthusiastic and responsible in their job. They are not only taught how to carry out administrative tasks but the quality of their work and its impact on students are stressed. The engagement in academic service delivery is evidenced by the willingness of personnel to provide clear information, respond promptly to queries, assist students in problem solving and execute services in accordance with established processes and timeframes. Also, active personnel are more willing to help and thus more likely to go the extra mile in service situations when answers beyond usual routines are required. Employee Engagement may also make the workers proactive in identifying gaps in the service and suggesting changes, as they have a great sense of engagement in the success of the organization. Such features are important when considering private higher education institutions in which the quality of the student's experience is created through a series of encounters with lecturers and administrative personnel throughout the educational process. Low levels of participation however may result in services that are more about meeting statutory duties, less responsive and less willing to take the initiative when difficulties develop.

The results show that Quality Assurance Practices have significant positive effect on Academic Service Quality in private higher educational institutions and it is most significant variable in the study model. The findings of this research suggest that the systematic quality assurance techniques are a major foundation for ensuring the consistent delivery of academic services in line with the criteria. The provision of Academic Service Quality cannot be solely based on the individual capacities and dedication of personnel, since the service provision is composed of several organizational units with different features and duties. Quality Assurance Practices provides a framework for institutions to manage such variations through standards, processes, performance indicators, monitoring, assessment and remedial measures. The standardization of services makes academics and administrative staff know the quality of service level that must be obtained including methods, responsibilities, completion timeframes and desired outputs. Monitoring and evaluation helps institutions to check whether the service procedures have been implemented as per the set standards or whether there are gaps that need to be improved. The evaluation may consist of internal quality audits, student satisfaction surveys, analysis of complaints, performance reviews of the units and evaluation of the achievement of the academic service criteria. The data produced by these procedures gives institutions a more objective basis for determining appropriate corrective and preventive actions. The prevalence of Quality Assurance Practices suggests that the stability of the service quality is largely dependent on the capacity of higher education institutions to integrate quality assurance into their operational processes, rather than treat it merely as an administrative process for the completion of documentation requirements. With thorough quality assurance, service-related problems can be identified, their root causes analyzed, remedial actions implemented, and the improvements subsequently evaluated. This cycle allows the quality to be continually improved, so that the quality of service can be sustainably improved over time.

CONCLUSION

The results of this study indicate that Internal Communication, Employee Engagement and Quality Assurance Practice have a positive and significant impact on Academic Service Quality in private higher education institutions. The most dominant effect on the Academic Service Quality variable is Quality Assurance Practices. This implies that the implementation of service standards, monitoring, evaluation, corrective action and continuous quality improvement is a basic foundation in improving the quality of academic services. From the practical perspective, private higher education institutions should enhance Quality Assurance Practices by standardizing academic services, monitoring performance indicators, performing internal quality audits, conducting student satisfaction surveys, managing complaints, carrying out data-based evaluations and continually implementing corrective and preventive actions. Institutions of higher education should also enhance internal communication by providing accurate and timely information, strengthening two-way communication, improving coordination between units, establishing mechanisms for feedback, and using online platforms that support integrated information exchange.

Moreover, Employee Engagement should improve through leadership support, competence development, recognition of employee contribution, participation in decision making and the creation of a work environment that enhances employees' engagement with their job and institution. Considering the greatest impact of Quality Assurance Practices, private higher education institutions should focus on embedding quality assurance into daily service operations instead of treating it as an administrative chore.

REFERENCES

- Utomo, S. B., Setiadi, B., Astuti, E. D., Wahyuningratna, R. N., Hendra, H., & Nusyirwan, N. (2024). The Role of E-Service Quality and Brand Image on Purchase Intention of Smartphone Products. *INTERNATIONAL JOURNAL OF ENGINEERING, SCIENCE*, 5(1), 290-296.
- Kartika, H., Kholil, M., & Bakti, C. S. (2020). Service quality and customer satisfaction in furniture sector. *Journal of Industrial Engineering & Management Research*, 1(2), 103–111.
- Christine, C., Rifai, A. I., & Handayani, S. (2022). Level of service evaluation of pedestrian facility in tourism area: case study Jalan Braga, Bandung. *Citizen: Jurnal Ilmiah Multidisiplin Indonesia*, 2, 748-756.
- Sony, S., Rifai, A. I., & Handayani, S. (2022). The Effectiveness Analysis of Bus Rapid Transit Services (A Case Trans Semarang, Indonesia). *Citizen: Jurnal Ilmiah Multidisiplin Indonesia*, 2, 712-719.
- Kumalasari, E. A., Muthalib, A. A., & Nur, M. (2023). Pengaruh Kepemimpinan Etis dan Keterampilan Komunikasi Terhadap Kinerja Pegawai dengan Motivasi Sebagai Variabel Mediasi pada Inspektorat Daerah Provinsi Sulawesi Tenggara. *Journal of Economics and Business*, 3(2), 171-182.
- Baskoro, S. E., Luthfiana, H., Martini, I. A. O., Hendratni, T. W., Fatchuroji, A., Sawitri, I., ... & Ridwanulloh, M. S. (2025). *Pengantar Manajemen: Buku Ajar*. Star Digital Publishing.
- Estede, S., Darmayasa, D., Mawitjere, P. S., Pranadi, B., Sumakul, G. C., Juansa, A., ... & Hendratni, T. W. *Pengantar Manajemen: Teori, Konsep, dan Wawasan Dasar Ilmu Manajemen serta Perkembangannya*. Henry Bennett Nelson.
- Hendratni, T. W., Ramadhani, A., Sirait, H., Arcana, I. N., Widuri, S. A., Suarjana, I. W., ... & Winatha, M. A. (2025). *Pengantar Bisnis: Buku Ajar*. Star Digital Publishing.
- Rachmawati, D., & Churiyah, M. (2024). Qualitative Digital Analysis Using SWOT to Identify Relationship Between Leadership and Employee Commitment of Chinese Restaurant in East Java, Indonesia. *Jurnal Sistim Informasi dan Teknologi*, 77-81.
- Zakaria, M., Ismail, A., Hendratni, T. W., Putrianti, F. G., Soeprapto, A., & Lubis, F. M. (2025). ANALISIS PENGARUH SELF-LEADERSHIP, WORKPLACE WELL BEING DAN PENGEMBANGAN KARIR TERHADAP EMPLOYEE ENGAGEMENT PADA INDUSTRI JASA. *JURNAL LENTERA BISNIS*, 14(2), 1953-1962.
- Rafiun, J. S., Madjid, R., Nur, M., & Tambunan, R. (2022). The effects of performance allowance and organizational support on work motivation and employee performance at industry and trade office southeast sulawesi province. *International Journal of Applied Science and Research*. <https://doi.org/10.56293/ijasr>.

- Nur, M., Sabilalo, M. A., Kalsum, U., & Makkulau, A. R. (2020). Pengaruh Budaya Organisasi Dan Desain Pekerjaan Terhadap Komitmen Kerja Dan Kinerja Karyawan Perum Bulog Divisi Regional Sultra. *SEIKO: Journal of Management & Business*, 3(2), 134-150.
- Dunda, N., Kamase, J., Asis, N., & Nur, M. (2020). Pengaruh Komitmen Organisasi Dan Locus Of Control Terhadap Kinerja Yang Dimediasi Kepuasan Karyawan Outsourcing Pada Pt. Sederhana Karya Jaya. *Jurnal Sosio Sains*, 6(1), 1-10.
- WIASTONO, A., & Rachmawati, D. (2022). Pengaruh Kualitas Pelayanan Cabang Terhadap Nilai BSQ (Branch Service Quality) Di BCA KCP Malang. *JURNAL EKONOMI, KEUANGAN, PERBANKAN, KEWIRAUSAHAAN DAN KOPERASI*, 3(01), 28-41.
- Kayal, G. G., & Khalife, M. R. (2025). Optimizing quality assurance practices: exploring the Saudi Arabian perspective and their influence on international accreditation and rankings. *Cogent Education*, 12(1), 2482455.
- Alam, M. M., Priti, S. I., Fatema, K., Hasan, M., & Alam, S. (2024). Ensuring excellence: A review of software quality assurance and continuous improvement in software product development. *Achieving sustainable business through AI, technology education and computer science*, 331-346.