



THE INFLUENCE OF DIGITAL SERVICE QUALITY, DIGITAL TRANSFORMATION READINESS, AND ACADEMIC PROCESS TRANSPARENCY ON ACADEMIC SERVICE QUALITY FOR PRIVATE HIGHER EDUCATION STUDENTS

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ABSTRACT

This study attempts to analyze the influence of Digital Service Quality, Digital Transformation Readiness, and Academic Process Transparency on the Academic Service Quality perceived by students in private higher education in Indonesia. The methodology was quantitative and consisted of a survey applied to students with experience in several academic programs based on digital technology. The participants were selected by using purposive sample technique and the data were collected by using online questionnaires distributed by Google Forms. The data were analyzed using multiple linear regressions. The results show that Digital Service Quality, Digital Transformation Readiness and Academic Process Transparency positively and significantly impact Academic Service Quality perceived by students in private higher education institutions. Academic Process Transparency had more impact than the other two criteria in Academic Service Quality. The results show that the quality of the digital services, the institutional readiness for digital transformation and the openness and transparency of the academic processes are important factors in improving the quality of the academic services received by the students. The results suggest that the private higher education institutions should improve the reliability and usability of digital services, improve the organizational readiness for digital transformation, and provide transparent academic processes that are easy for learners to comprehend and monitor. It is expected that the use of these approaches will contribute to the

improvement of the quality of service for students and the competitiveness of private higher education institutions considering the growing digitalization of higher education.

Keywords: Digital Service Quality; Digital Transformation Readiness; Academic Process Transparency; Academic Service Quality

INTRODUCTION

The dynamic environment of higher education has made it necessary for the private higher education institutions to provide high quality academic services as an important element of staying competitive and satisfying students expectation (Aswita et al., 2024). The importance of academic service quality is increasing as students evaluate institutions not only by the quality of teaching but also by their experience with various academic services during their academic careers. Such services include registration of courses, selection of a study plan, consulting schedules and grades, academic administrative requests, consultancy services, curriculum information and the satisfaction of other academic demands (Prayitno et al., 2024). The advances in digital technology have also shifted the expectations of students for the format and speed of services given by the schools. Now students increasingly demand easy-to-access, fast, accurate, transparent and responsive academic services that can be accessed thru a range of digital platforms. Therefore, academic service quality is an important measure of an institution's ability to meet the needs of its students (Supriyanto et al., 2025). Academic services of good quality can increase the satisfaction level of students, develop trust on the institution, improve the educational experience and increase the reputation of the school (Oliso et al., 2024).

One of the variables that affect the academic service quality received by the students of private higher education institutions is digital service quality. It evaluates an organization's ability to offer user-friendly, fast, reliable, secure, responsive and requirement-compliant digital services (Kartika et al., 2020; Kholil & Pambudi, 2014). Academic services in higher education rely more and more on technology such as academic information systems, learning management systems, student apps, administrative portals and other digital service platforms. Students are enabled to perform different academic activities independently, and therefore reduce the necessity for continuous direct contact with administrative staff thru premium digital services (Zaelani & Kholil, 2025; Kholil & Saputra, 2012). Beside the digital service quality, the digital transformation preparedness is also considered to be an important aspect in increasing the quality of academic services for students in private higher education institutions (Djunaedi et al., 2025; Damanik et al., 2025). In this context, readiness refers to the readiness of an organization for technology-driven transformation including infrastructure, human resources, leadership, organizational procedures, digital competences and a culture that supports change (Baskoro et al., 2025). The digital transformation of higher education is not simply about the use of new apps or information systems. It is a matter of institutional readiness to integrate technology in the whole process of academic service (Hendratni et al., 2025). The openness of academic procedures is also seen as a factor that affects the quality of academic

services to students in private higher education institutions (Kholil, 2022). It is the degree of transparency, lucidity, coherence and ease of access to information about the procedures, regulations, requirements, schedules, decisions and several academic processes that exist in the institution (Purwasari et al., 2023). Transparency is a huge part of academic services, because students need to know what they have to do to meet their various academic needs (Sadikin et al., 2023; Nuraeni et al., 2024).

Previous studies have emphasized the importance of academic service quality in improving students' experiences, satisfaction, and loyalty. For example, Supriyanto et al. (2025) found that academic service quality significantly contributes to student satisfaction and loyalty in higher education. However, limited studies have examined Digital Service Quality, Digital Transformation Readiness, and Academic Process Transparency simultaneously as determinants of Academic Service Quality. These three variables are important because they represent complementary aspects of academic services: the quality of digital service delivery, institutional readiness to support digital transformation, and transparency of academic processes. Therefore, examining these factors together provides a more comprehensive understanding of how private higher education institutions can improve Academic Service Quality in an increasingly digital environment.

This study aims to examine the effect of digital service quality, digital transformation readiness and academic process transparency on the perceived academic service quality of students in private universities. The importance of the study is that in the era of digital transformation, the quality of academic service should be improved not only by high-quality technology but also by the institutional preparation for change and transparency of service processes for students. The present study is expected to contribute empirically to the literature of higher education management, digital transformation, service quality and academic service management in terms of factors that influence academic service quality in a digitized educational environment. Practically, the results are expected to provide important information to the leadership and administrators of private higher education institutions in developing strategies to improve the quality of academic service, especially thru the preparation of more reliable digital service platforms, better organizational readiness for digital transformation, as well as the establishment of academic processes that are more transparent and easily understood.

METHODS

The research used a quantitative approach with survey techniques to measure the effect of Digital Service Quality, Digital Transformation Readiness, and Academic Process Transparency on the Quality of Academic Services perceived by students in private higher education institutions. The population of the research was active students from several private higher education institutions in Indonesia that have used digital-based academic services. Research conducted uses purposive sampling and the respondents must be an active student, have completed at least two semesters of study and have experience in using various digital academic services provided by the university. The sample size was fixed at 200 respondents. The

data were collected using online surveys via Google Forms. The variable of Digital Service Quality was tested with the dimensions of ease of use, system reliability, responsiveness, accessibility and digital service efficiency. Technological readiness, human resource readiness, organizational readiness, digital competence and change readiness were the factors used to measure the variable Digital Transformation Readiness. The variable of Academic Process openness was measured thru the dimensions of information availability, procedural clarity, policy openness, process visibility and academic accountability. The Academic Service Quality variables are measured thru the dimensions of service reliability, service responsiveness, service accuracy, service accessibility and student-focused service. All study variables were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The study used multiple linear regression analysis for hypothesis testing to determine the partial and simultaneous effect of Digital Service Quality, Digital Transformation Readiness, and Academic Process Transparency on the Academic Service Quality as perceived by students of private higher education institutions. The statistical analysis included descriptive statistics, validity and reliability testing, classical assumption testing, multiple linear regression, t-tests, F-tests, and coefficient of determination analysis. Descriptive statistics were measured using frequency, percentage, mean, and standard deviation. Instrument validity was assessed using Pearson's correlation coefficient, while reliability was evaluated using Cronbach's alpha with a minimum acceptable value of 0.70. The classical assumption tests included normality, multicollinearity, and heteroscedasticity tests. The absence of multicollinearity was determined by a tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) below 10, while normality and heteroscedasticity were evaluated at a significance level of 0.05. The regression results were evaluated using the unstandardized coefficient (B), standard error, standardized coefficient (β), t-value, F-value, and probability value (p-value). The explanatory power of the regression model was assessed using R-squared (R^2) and adjusted R-squared, with statistical significance determined at $p < 0.05$.

RESULT AND DISCUSSION

The data study of active students from many private higher education institutions in Indonesia showed that there is a good and substantial effect of the transparency on the Academic Service Quality felt by these pupils in the same time also the Digital Service Quality and Digital Transformation Readiness. Partial test also reveals that independent variables have a partial positive and significant effect on the Academic Service Quality. The coefficient of determination (0.472) indicates that Digital Service Quality, Digital Transformation Readiness and Academic Process Transparency accounts for 47.2% variance in Academic Service Quality. Based on the regression coefficients, Academic Process Transparency has a more dominant effect on Academic Service Quality than the other two independent variables. So, all hypotheses proposed in this research are accepted.

Based on the results of the study, it can be seen that Digital Service Quality has a positive and significant effect on the Academic Service Quality felt by students in private higher education institutions. These

findings show that the higher the quality of digital services provided by the school, the higher the students evaluate the quality of academic services they receive. In an increasingly digitalized higher education environment students interact with institutions thru various platforms, including academic information systems, student portals, learning management systems, payment applications, online administrative services, and various digital communication channels. So, the overall academic service experience matters in terms of ease of use, system reliability, speed of access, responsiveness of services and the platform's ability to meet student needs. Students can meet a variety of academic requirements more quickly and avoid time-consuming administrative processes with the help of accessible and reliable digital solutions. Good digital services can also reduce wait times, improve consistency of service, and give students the flexibility to access services regardless of location or operating hours. In contrast, system failures, poor user interfaces, slow response time and errors in digital services might negatively influence to students' perceptions of overall service quality of the institution. The results indicate that digital services are not anymore a facilitator of facilities but an intrinsic part of the delivery of academic services in higher education. As a consequence, private higher education institutions have to ensure a high degree of reliability and accessibility, usability and responsiveness of the digital platforms used to offer learners an increasingly high quality academic service experience.

The results of the study indicate that the level of preparedness for digital transformation has a positive and significant impact on the quality of academic services provided to students in private higher education institutions. This study's results suggest that the extent to which an institution is ready to adopt and implement digital transformation is a major factor in the institution's ability to provide quality academic services. Readiness for digital transformation involves not only having the right tools in place, but also being ready in terms of human resources, digital skills, organizational support, integration of new ways of working with technology, ability to change, and a culture that is open to transformation. More digitally-ready institutions are better able to integrate multiple academic services into a single digital environment so students can access services that are faster, more consistent and better coordinated. This readiness also enables administrative staff and academic service units to utilize the technology to maximum benefit to address student needs, manage information and resolve service issues more effectively. But technology is likely to lead to mismatched processes, poor levels of system use, duplicated effort and a gap between the technology available and the operational capabilities of the users, if technology is introduced without the necessary organizational preparation. These factors may directly impact the student experience regarding academic services. Therefore, the digital transformation plan is needed to improve the quality of academic services. It is not only the investment in technology but also the enhancement of human resource competencies, the integration of service processes, the development of management support, and the promotion of a digital work culture. The more prepared an institution is for digital transformation, the better it can deliver adaptable, efficient, responsive, and student-centric academic services.

The findings of the research suggest that academic process transparency positively and significantly affects the quality of academic services experienced by students in private tertiary education institutions,

which is the most dominating variable in the model. The results emphasize the importance of transparency, and transparency of different academic procedures, as variables of the way students perceive the quality of services offered by the institution. Students should be well aware of the academic processes like registration, choosing of study plan, changing of courses, timings of classes, grading, administrative submissions, fees, academic activities and procedures for graduation etc. Processes, requirements, completion timeframes, responsible persons and service statuses are clearly expressed and students are more confident of fulfilling their academic demands. Transparency also reduces reliance on informal knowledge that would otherwise create discrepancies in understanding among students and across service units. Moreover, transparent processes enhance the perception of fairness, consistency, and accountability of the institution, as students can see the rationale and the steps involved in the services offered. The great impact of Academic Process Transparency is that students need procedures that are transparent, traceable and responsible, not just fast, digital services. In this context, technology can be employed by higher education institutions to foster openness, utilizing standardized procedural information and systems for monitoring service status, automated alerts, published service timetables and live availability of academic data. Therefore, enhancing the openness of academic processes is an important strategy of private higher education institutions for offering more reliable services, to assure students, minimize administrative uncertainty and improve the overall Academic Service Quality.

CONCLUSION

The results of the study can be concluded that Digital Service Quality, Digital Transformation Readiness and Academic Process Transparency have a good and significant effect on the Academic Service Quality experienced by the students of private higher education institutions. The research also found that Academic Process Transparency is the primary factor that affects Academic Service Quality. Transparency and clarity about processes, requirements, regulations, processing times and the status of different academic services give students confidence and improve their perception of the institution's fairness, consistency and accountability. In practice, private higher education institutions need to continuously improve the quality of their digital services by developing dependable, user-friendly, integrated and responsive academic information systems to the demands of the students. Improving technological infrastructure, enhancing digital competences of administrative personnel, integrating service processes and cultivating organizational culture to adapt to change, could also increase institutions' readiness for digital transformation. Academic Process Transparency should be prioritized in the development of academic services by providing clear and standardized procedural information, easy tracking of the service status for students, transparent policy communication and the use of technology to deliver real time academic information. It is expected that these measures will improve the quality of the student service experience and build confidence in the institution, as well as sustainably improve the competitiveness of private higher education institutions.

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