

## DETERMINANTS OF STUDENT SATISFACTION IN NON-FORMAL MANDARIN LANGUAGE COURSES

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### ABSTRACT

This inquiry explores the specific elements driving student fulfillment within the landscape of non-formal Mandarin education in Surabaya, with a primary lens on service quality, instructor quality, and administrative support. Given the surging popularity of Mandarin proficiency, educational centers face heightened rivalry, positioning student satisfaction as a vital benchmark for institutional efficacy and academic success. Utilizing a quantitative framework, the study gathered insights from 58 individuals who engaged in Mandarin programs over the preceding year. Through multiple linear regression, the research analyzed how independent factors—individually and collectively—shape the student experience. The empirical evidence reveals that both service quality and instructor quality exert a meaningful, positive impact on satisfaction levels, with the instructor's performance emerging as the primary catalyst. Conversely, while administrative support correlates positively with satisfaction, its statistical significance remains marginal, indicating its role is foundational rather than a primary driver. These outcomes underscore the necessity for institutions to prioritize teaching standards and consistent service output to bolster student loyalty, while maintaining administrative efficiency to facilitate the broader learning journey.

Keywords : Service Quality; Instructor Quality; Administrative Support; Student Satisfaction

### ABSTRAK

*Penelitian ini mengeksplorasi elemen spesifik yang mendorong pemenuhan siswa dalam lanskap pendidikan Mandarin non-formal di Surabaya, dengan fokus utama pada service quality, instructor quality, dan administrative support. Mengingat meningkatnya popularitas kemahiran bahasa Mandarin, pusat-pusat pendidikan menghadapi persaingan yang semakin ketat, menempatkan student satisfaction sebagai tolok ukur vital bagi kemandirian institusional dan keberhasilan akademis. Menggunakan kerangka kerja kuantitatif, studi ini mengumpulkan wawasan dari 58 individu yang terlibat dalam program bahasa Mandarin selama tahun sebelumnya. Melalui regresi linier berganda, penelitian ini menganalisis bagaimana faktor-faktor independen—secara individual maupun kolektif—membentuk pengalaman siswa. Bukti empiris menunjukkan bahwa service quality dan instructor quality memberikan dampak positif dan signifikan terhadap tingkat kepuasan, dengan kinerja instruktur muncul sebagai katalis utama. Sebaliknya, meskipun administrative support berkorelasi positif dengan kepuasan, signifikansi statistiknya tetap marginal, menunjukkan bahwa perannya lebih bersifat fondasional daripada pendorong utama. Hasil-hasil ini menggarisbawahi perlunya lembaga-lembaga untuk memprioritaskan standar pengajaran dan output layanan yang konsisten untuk meningkatkan loyalitas siswa, sambil mempertahankan efisiensi administrasi untuk memfasilitasi perjalanan pembelajaran yang lebih luas.*

Kata Kunci : Kualitas Layanan; Kualitas Instruktur; Dukungan Administratif; Kepuasan Siswa

### INTRODUCTION

The increasing relevance of Mandarin language proficiency in Indonesia has become more visible in recent years, particularly in urban areas such as Surabaya. This development is closely linked to expanding economic, educational, and cultural interactions with China, which

have encouraged individuals to acquire practical language skills that support both academic advancement and career opportunities. As a result, Mandarin is no longer viewed as a niche language but as a strategic competence that enhances competitiveness in a globalized environment. Alongside this trend, the growth of non-formal language education institutions has accelerated significantly. Unlike formal education systems, non-formal courses offer flexible learning arrangements, including short-term programs, modular classes, and adaptive schedules that cater to diverse learner needs. In Surabaya, the availability of such programs has created a highly competitive environment among course providers, where students have multiple options and can easily compare learning experiences across institutions.

In this context, student satisfaction becomes a critical factor that reflects the perceived quality of learning experiences. Satisfaction is not only associated with students' immediate evaluation of a course but also influences their willingness to continue learning, recommend the program to others, and maintain long-term engagement. Therefore, understanding the factors that shape student satisfaction is essential for institutions aiming to sustain their competitiveness and improve service performance. Student satisfaction in non-formal education is influenced by multiple dimensions that extend beyond academic outcomes. It involves the interaction between instructional effectiveness, service delivery, and institutional support systems. Among these, service quality plays an important role in ensuring that learning processes are delivered consistently and without disruption. Reliable scheduling, accessible materials, and supportive facilities contribute to a smoother learning experience, allowing students to focus on the learning process itself. In addition to service aspects, instructor quality represents a core component of the learning experience. In language education, the role of the instructor is particularly significant, as learning requires continuous interaction, explanation, and feedback. The ability of instructors to communicate clearly, engage students actively, and provide constructive feedback directly affects students' understanding and confidence in using the language. As a result, instructor quality is often perceived as a central determinant of satisfaction.

Another dimension that supports the learning process is administrative support, which includes communication, coordination, and operational services. Although administrative functions are not directly related to teaching activities, they contribute to the overall learning experience by ensuring that processes such as registration, scheduling, and information delivery run efficiently. When administrative systems function properly, students experience fewer obstacles during the learning process. Despite the importance of these factors, existing studies tend to focus on formal education settings or online learning environments, while empirical research on non-formal Mandarin language courses in Indonesia remains relatively limited.

Furthermore, previous research often examines service quality, instructor quality, and support systems separately, rather than integrating them into a single analytical framework. This creates a gap in understanding how these variables interact in shaping student satisfaction within non-formal learning contexts. This study is to investigate the impact of administrative support, instructor quality, and service quality on student satisfaction in non-formal Mandarin language courses in Surabaya. This study aims to provide a more thorough knowledge of the factors that influence student happiness by examining these variables concurrently. It is anticipated that the results would help non-formal language education institutes improve their services and develop more efficient teaching methods.

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### Theoretical Framework

Student satisfaction is widely recognized as a fundamental indicator in evaluating the effectiveness of educational services. It reflects the extent to which students' learning experiences meet or exceed their initial expectations. From the perspective of expectation–confirmation theory, satisfaction is formed when perceived performance aligns with or surpasses expectations, while dissatisfaction occurs when there is a gap between expectations and actual experiences. In educational contexts, particularly in non-formal learning environments, student satisfaction encompasses more than academic outcomes. It includes the overall learning experience, such as how materials are delivered, how instructors interact with students, and how supportive the institutional environment is. Unlike formal education, where students often have limited alternatives, non-formal education institutions operate in a competitive market where students actively choose services based on perceived value. As a result, student satisfaction becomes a critical determinant of institutional success.

Non-formal language course providers rely on student retention and positive word-of-mouth as key elements for sustaining their operations. When students perceive their learning experience positively, they are more likely to continue to higher levels, remain engaged in the program, and recommend the institution to others. Conversely, negative experiences may lead to discontinuation and the spread of unfavorable perceptions that can affect institutional reputation. For this reason, understanding the factors that shape student satisfaction becomes essential for improving service performance and maintaining competitiveness. Student satisfaction is widely viewed as a multidimensional concept influenced by both instructional and supporting aspects of the learning experience. Prior studies have highlighted service quality, instructor quality, and administrative support as important contributors to student satisfaction (Alqurashi, 2019; Baber, 2020). These dimensions capture different roles within educational services, where instructional quality is directly linked to learning effectiveness, while service and administrative elements

help ensure that the learning process runs smoothly. In the context of language learning, these factors become particularly important. The process of acquiring a language requires continuous interaction, practice, and timely feedback, placing instructor quality at the center of the learning experience. At the same time, consistent service delivery supports effective learning, and administrative processes help maintain an organized and accessible environment. Considering these factors together allows for a more comprehensive understanding of student satisfaction in non-formal Mandarin language courses.

### **Service Quality and Student Satisfaction**

Service quality refers to the ability of an institution to deliver services that meet or exceed students' expectations in a consistent and reliable manner. This concept is widely grounded in the SERVQUAL framework, which emphasizes reliability, responsiveness, and overall service performance as key dimensions in evaluating service quality (Parasuraman et al., 1988). In educational settings, service quality includes various aspects such as the reliability of the learning system, accessibility of learning materials, consistency of scheduling, and the availability of supporting facilities. In the context of Mandarin language courses, service quality plays an important role in shaping students' learning experiences. A well-structured learning system allows students to access materials easily, follow a clear learning path, and participate in classes without disruption. These conditions contribute to a more effective and enjoyable learning process. When students perceive that the institution provides reliable and well-organized services, they are more likely to evaluate their learning experience positively. Conversely, poor service quality may create obstacles that hinder the learning process. Issues such as inconsistent scheduling, limited access to materials, or technical difficulties in online learning systems can lead to frustration and reduce student engagement. Over time, these negative experiences may influence students' overall perception of the institution and decrease their level of satisfaction.

Empirical evidence indicates that service quality plays an important role in shaping student satisfaction (Al-Fraihat et al., 2020; Limbu, 2023). This influence is reflected in how well learning services support accessibility, efficiency, and overall value perceived by students. In service-based environments, these aspects are closely associated with perceived trust and value, which contribute to user satisfaction (Sharma & Sharma, 2019). When learning systems operate smoothly and resources are easily accessible, students tend to evaluate their learning experience more positively. In this context, service quality also influences how students assess the benefits of the course relative to the time and effort invested. A higher level of service quality strengthens perceived value, which in turn contributes to increased satisfaction. Based

on this reasoning, service quality is expected to have a direct positive effect on student satisfaction.

**H1: Service Quality has a positive and significant effect on Student Satisfaction.**

**Instructor Quality and Student Satisfaction**

Instructor quality is one of the most critical determinants of student satisfaction, particularly in language learning environments where interaction plays a central role. It refers to the instructor's ability to effectively deliver content, facilitate learning, provide feedback, and engage students in the learning process. In Mandarin language learning, instructor quality becomes especially important due to the nature of language acquisition. Students require continuous guidance in pronunciation, grammar, and communication skills, which cannot be fully achieved through self-study alone. Instructors play a key role in providing real-time correction, explaining complex concepts, and encouraging active participation. An instructor who is able to deliver clear explanations, create an interactive learning environment, and provide constructive feedback can significantly enhance students' understanding and confidence. These factors contribute to a positive learning experience and increase students' overall satisfaction. On the other hand, ineffective instruction may lead to confusion, reduced motivation, and lower satisfaction levels.

Previous studies indicate that instructor-related factors are among the strongest predictors of student satisfaction (Martin et al., 2019; Sena et al., 2023). This is because instructors serve as the primary interface between students and the learning content. Their ability to communicate effectively and support students directly influences how students perceive the quality of the course. Furthermore, instructor quality also affects emotional aspects of learning, such as comfort, enjoyment, and motivation. Students who feel supported and encouraged by their instructors are more likely to develop a positive attitude toward learning. Therefore, instructor quality is expected to have a strong and significant influence on student satisfaction.

**H2: Instructor Quality has a positive and significant effect on Student Satisfaction.**

**Administrative Support and Student Satisfaction**

Administrative support refers to non-academic services that facilitate the learning process, including communication with students, registration procedures, scheduling coordination, and payment systems. These services play an important role in ensuring that the learning process runs smoothly and without unnecessary disruptions. Effective administrative support contributes to a more organized and convenient learning experience, where students can focus on learning activities without being hindered by operational issues. Clear and responsive communication helps students understand course requirements and schedules, while efficient

administrative procedures reduce the time and effort required to complete registration and payment processes. As a result, administrative support can contribute positively to students' overall perception of the institution. However, compared to instructional quality and core service delivery, administrative support is generally considered a supporting factor rather than a primary determinant of satisfaction. Students tend to place greater emphasis on their direct learning experiences, particularly interactions with instructors and the effectiveness of the teaching process. In this context, administrative services are often perceived as basic requirements that are expected to function properly, rather than as elements that actively enhance satisfaction.

Previous studies suggest that administrative support has a positive relationship with student satisfaction, although its influence is typically weaker compared to other factors (Baber, 2020). This condition indicates that administrative support may function as a "hygiene factor," where inadequate services can lead to dissatisfaction, but adequate services do not necessarily increase satisfaction significantly. Based on this reasoning, administrative support is expected to have a positive influence on student satisfaction. However, due to its role as a supporting factor, the strength of its effect may be relatively limited compared to core learning variables.

### **H3: Administrative Support has a positive and significant effect on Student Satisfaction.**

#### **Conceptual Framework**

The research is built upon a theoretical model that positions service quality, instructor quality, and administrative support as the primary independent variables driving student satisfaction, which serves as the dependent variable. These dimensions constitute the fundamental pillars of the educational service encounter within the specific environment of non-formal language instruction. Instructor quality is intrinsically linked to the fundamental pedagogical process, playing a pivotal role in determining the depth of student comprehension and their level of active participation. Service quality facilitates educational delivery by guaranteeing that the underlying learning systems, instructional resources, and academic timetables function with consistency and efficacy. Meanwhile, administrative support addresses the operational infrastructure of the educational setting, assisting in the preservation of organizational structure and ease of access for learners. Collectively, these interconnected dynamics establish the foundation of the research framework, under the premise that every independent factor exerts a direct impact on the level of student satisfaction within non-formal Mandarin language programs.

## RESEARCH METHOD

Method is a method of work that can be used to obtain something. While the research method can be interpreted as a work procedure in the research process, both in searching for data or disclosing existing phenomena (Zulkarnaen, W., et al., 2020).

### Research Design

This study employs a quantitative explanatory research design to examine the causal relationships between service quality, instructor quality, administrative support, and student satisfaction in non-formal Mandarin language courses. The explanatory approach is appropriate because the study seeks to investigate how variations in the independent variables contribute to changes in student satisfaction as the dependent variable. In this framework, service quality, instructor quality, and administrative support are positioned as independent variables that are expected to directly influence student satisfaction. Service quality reflects the consistency and reliability of learning services, instructor quality represents instructional effectiveness and interaction, while administrative support captures operational and communication assistance provided by the institution. Student satisfaction represents students' overall evaluation of their learning experiences. A quantitative approach was selected because it allows the variables to be measured numerically and analyzed statistically. Multiple linear regression analysis was applied to evaluate both the simultaneous and partial effects of the independent variables on student satisfaction. Through this approach, the study identifies the relative contribution of each factor in explaining variations in student satisfaction within non-formal Mandarin language learning contexts.

### Population and Sample

The study targeted individuals in Surabaya who had enrolled in non-formal Mandarin language courses within the last year, ensuring that the data reflected recent learning experiences. A purposive sampling approach was employed to select respondents based on specific criteria, including residence in Surabaya, being at least 13 years old, and having recent or current participation in a non-formal Mandarin language program. A total of 58 valid responses were collected between December 2025 and March 2026. The sample size is considered adequate for multiple linear regression analysis based on the recommendation of Hair et al. (2019), which suggests a minimum of 15–20 observations for each independent variable included in the model. Since this study involves three independent variables, the minimum recommended sample ranges from 45 to 60 respondents. Therefore, the sample used in this study satisfies the acceptable requirement for regression analysis and is sufficient to generate statistically reliable estimates.

### Variables and Measurement

This study involves one dependent variable and three independent variables. The dependent variable is student satisfaction (Y), while the independent variables consist of service quality ( $X_1$ ), instructor quality ( $X_2$ ), and administrative support ( $X_3$ ). Student satisfaction refers to students' overall evaluation of their learning experiences and reflects the extent to which the course meets their expectations. The variable was measured using indicators such as overall satisfaction, perceived improvement in learning outcomes, intention to continue learning, and willingness to recommend the course to others. Service quality refers to the institution's ability to provide reliable and consistent learning services. This variable includes dimensions related to system reliability, accessibility of learning materials, consistency of class schedules, and supporting learning facilities. Instructor quality represents the effectiveness of instructors in delivering learning content and facilitating student understanding. The indicators include clarity of explanation, pronunciation guidance, quality of feedback, teaching effectiveness, and interaction with students during the learning process. Administrative support refers to non-academic services that facilitate and support the learning process. This variable includes responsiveness, clarity of communication, registration procedures, scheduling coordination, and administrative assistance provided by the institution.

The indicators used in this study were adapted from established theoretical frameworks and prior empirical studies. Service quality indicators were developed based on the SERVQUAL framework proposed by Parasuraman et al. (1988), particularly emphasizing reliability, responsiveness, and supporting facilities. Instructor quality indicators were adapted from previous studies on instructional effectiveness and student engagement (Martin et al., 2019; Sena et al., 2023). Administrative support indicators were derived from prior research examining institutional support and operational service effectiveness in educational settings (Baber, 2020). Meanwhile, student satisfaction indicators were adapted from studies related to perceived learning outcomes and overall educational satisfaction (Alqurashi, 2019; Eom & Ashill, 2016). All variables were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A five-point Likert scale was employed because it is widely recognized as an effective measurement tool for capturing perceptions, attitudes, and satisfaction in educational service research. The scale provides sufficient variability for statistical analysis while remaining simple and easily understood by respondents (Hair et al., 2019). In addition, the five-point format helps reduce respondent confusion and improves response consistency, particularly in perception-based studies involving student evaluations. The detailed measurement items for each variable are presented in Table 2. During the instrument refinement process, one indicator of administrative support (X3.4) was removed

because it did not contribute adequately to the internal consistency of the construct. Therefore, only the retained indicators were included in the final analysis.

#### **Data Collection Procedure**

Data were collected through an online questionnaire distributed using Google Forms between December 2025 and March 2026. The questionnaire items were adapted from previous studies and adjusted to the context of non-formal Mandarin language courses. Prior to distribution, the instrument was reviewed to ensure clarity and relevance to the research objectives. Participants were informed about the purpose of the study and assured that their responses would remain confidential and be used solely for academic purposes. Participation was voluntary, and respondents were encouraged to provide answers based on their actual learning experiences. After the data collection period ended, all responses were screened to remove incomplete or inconsistent submissions before proceeding to statistical analysis.

#### **Data Analysis Technique**

The evaluation of data for this research was performed using JASP software to analyze the relationships between the study variables. Descriptive statistics were calculated to provide an overview of the data distribution, including mean, standard deviation, minimum, and maximum values. Validity testing was conducted using Pearson correlation to examine the association between each indicator and the total construct score. Indicators with correlation coefficients greater than 0.30 were considered valid. Reliability testing employed Cronbach's Alpha to assess the internal consistency of each construct, with values exceeding 0.70 regarded as acceptable (Hair et al., 2019).

The classical assumption tests were conducted to ensure that the dataset satisfied the statistical requirements for multiple linear regression analysis. These tests are necessary to produce unbiased, consistent, and reliable regression estimates. Normality testing was performed using the Shapiro-Wilk test to verify that the residuals were normally distributed. Multicollinearity testing was conducted using the Variance Inflation Factor (VIF) to ensure that the independent variables were not highly correlated with one another, with VIF values below 10 considered acceptable. In addition, heteroskedasticity testing was performed to confirm that the variance of residuals remained constant across observations. After all assumptions were satisfied, multiple linear regression analysis was applied to examine the simultaneous and partial effects of service quality, instructor quality, and administrative support on student satisfaction. The overall significance of the regression model was evaluated using the F-test, while the individual effects of each independent variable were analyzed using t-tests with a significance level of 5% ( $\alpha = 0.05$ ).

### Regression Model

The regression model used in this study is formulated as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

where Y represents student satisfaction,  $X_1$  denotes service quality,  $X_2$  denotes instructor quality,  $X_3$  denotes administrative support,  $\beta_0$  is the intercept,  $\beta_1$ – $\beta_3$  are regression coefficients, and  $\varepsilon$  represents the error term. The regression coefficients indicate the direction and magnitude of the relationship between each independent variable and student satisfaction. A positive coefficient implies that an increase in the independent variable is associated with an increase in student satisfaction, assuming other variables remain constant. In this study, instructor quality has the largest regression coefficient, indicating that it is the strongest predictor of student satisfaction among the variables examined. The error term ( $\varepsilon$ ) represents other external factors influencing student satisfaction that are not included in the regression model.

## RESULTS AND DISCUSSION

### Respondent Characteristics

A total of 58 valid responses were successfully collected and used in this study. All respondents met the predetermined criteria, particularly having participated in non-formal Mandarin language courses in Surabaya within the past 12 months. This ensures that the data reflect recent learning experiences, allowing respondents to provide relevant and reliable evaluations of the variables examined. In general, the respondents represent a diverse group of learners, including students and working individuals. This diversity reflects the actual condition of non-formal Mandarin language courses, where participants enroll for various purposes such as academic development, career advancement, and personal interest. Such variation enhances the representativeness of the data and provides a broader understanding of student perceptions toward service quality, instructor quality, and administrative support.

### Descriptive Statistics

Descriptive statistics were used to identify general trends in respondents' perceptions across all variables. The results are summarized in Table 1. The mean values for all variables exceed 4.00, indicating that respondents tend to evaluate their learning experience positively. Among the variables, instructor quality ( $X_2$ ) records the highest mean score (4.549), suggesting that teaching performance is perceived as the most influential aspect. In contrast, student satisfaction (Y) shows the lowest mean value (4.279), although it still remains within a high range. The relatively small standard deviation values indicate a consistent pattern of responses, reflecting limited variation among respondents. This suggests that respondents share similar perceptions regarding the variables examined in this study.

### **Measurement Items**

The measurement items used to evaluate each variable are presented in Table 2. All constructs were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). During the data refinement process, one indicator under the administrative support variable (X3.4) was removed because it reduced the internal consistency of the construct. After the removal of this indicator, the reliability value improved and met the acceptable threshold. Therefore, the remaining indicators were retained for further statistical analysis.

### **Validity and Reliability Analysis**

The validity and reliability tests were conducted to ensure that all measurement instruments used in this study were appropriate and consistent for statistical analysis. Item validity was evaluated using Pearson correlation because it measures the degree of association between each indicator and the total construct score. Following the recommendation of Hair et al. (2019), indicators with correlation coefficients greater than 0.30 were considered valid. The results of the validity test are presented in Table 3 and indicate that all indicators satisfied the required threshold, confirming that the measurement items were valid and suitable for further analysis. Reliability testing was performed using Cronbach's Alpha to assess the internal consistency of each construct. According to Hair et al. (2019), a Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability and demonstrates that the indicators consistently measure the intended variable. The reliability results are summarized in Table 4.

During the reliability testing process, indicator X3.4 was removed because it reduced the internal consistency of the administrative support construct. Before the removal, the Cronbach's Alpha value for administrative support was 0.648, which was below the acceptable threshold. After eliminating X3.4, the Cronbach's Alpha value increased to 0.707, indicating acceptable reliability and improved construct consistency. The final reliability results show that all variables achieved acceptable to high reliability levels. Instructor quality (0.864) and student satisfaction (0.894) demonstrated high reliability, while service quality (0.785) and administrative support (0.707) also met the acceptable reliability standard.

### **Regression Analysis**

#### **Model Summary**

The statistical output for the regression analysis is consolidated in Table 5. Based on the results, the model yielded an R-Square value of 0.792, which demonstrates that 79.2% of the variance observed in student satisfaction is attributable to the combined influence of service quality, instructor quality, and administrative support. The unexplained portion, amounting to 20.8%, is linked to external factors that were not included in the current research framework.

These figures signify that the proposed model possesses high explanatory power, as the chosen independent variables account for a significant majority of the fluctuations in student satisfaction.

#### **ANOVA (Simultaneous Effect)**

The simultaneous effect of the independent variables on student satisfaction was tested using ANOVA, as presented in Table 6. The results show that the regression model is statistically significant, with an F-value of 68.38 and a significance level of  $p < 0.001$ . This indicates that service quality, instructor quality, and administrative support simultaneously have a significant effect on student satisfaction.

#### **Coefficient Test (Partial Effect)**

The results indicate that service quality (X1) has a positive and statistically significant effect on student satisfaction ( $\beta = 0.357$ ,  $p < 0.001$ ), indicating that improvements in service reliability, accessibility, and learning support contribute meaningfully to students' overall evaluation of their learning experience. Similarly, instructor quality (X2) shows a strong and significant positive effect ( $\beta = 0.636$ ,  $p < 0.001$ ), and represents the most dominant predictor in the model. This finding confirms that instructional effectiveness—particularly clarity, interaction, and feedback—plays a central role in shaping student satisfaction in language learning contexts. In contrast, administrative support (X3) demonstrates a positive but statistically non-significant effect on student satisfaction ( $\beta = 0.065$ ,  $p = 0.451$ ). This result indicates that although administrative services contribute positively, their effect is not strong enough to significantly influence student satisfaction. Therefore, H3 is not supported.

#### **Regression Model**

The regression equation derived from the analysis can be written as follows:

$$Y = -1.720 + 0.464X_1 + 0.789X_2 + 0.090X_3$$

This equation indicates that service quality, instructor quality, and administrative support have positive relationships with student satisfaction. The coefficient of 0.464 indicates that each one-unit increase in service quality is associated with a 0.464 increase in student satisfaction, assuming other variables remain constant. Similarly, the coefficient of 0.789 shows that instructor quality has the strongest contribution to student satisfaction among the variables examined. Meanwhile, the coefficient of 0.090 indicates that administrative support has the smallest contribution to student satisfaction. The negative constant (-1.720) represents the baseline value of student satisfaction when all independent variables are assumed to be zero. Overall, the model suggests that improvements in instructional quality and service delivery contribute substantially to enhancing student satisfaction in non-formal Mandarin language courses.

## Discussion

The non-significant effect of administrative support suggests that students do not consider administrative services as a primary determinant of satisfaction. Instead, administrative functions appear to operate as a baseline or hygiene factor, where their presence is expected and taken for granted. This finding aligns with prior research (Baber, 2020), which suggests that administrative support contributes to satisfaction only when service failures occur. In this context, as long as administrative processes—such as scheduling, communication, and registration—function adequately, they do not significantly enhance satisfaction. However, poor administrative performance may still lead to dissatisfaction. This asymmetrical effect explains why administrative support does not emerge as a statistically significant predictor in the regression model. These findings highlight that students place greater emphasis on core learning experiences, particularly instructor performance and service delivery, rather than on supporting administrative processes. Therefore, while administrative support remains necessary, its role is primarily to prevent dissatisfaction rather than actively increase satisfaction.

## CONCLUSION

### Conclusion

This study aims to examine the influence of service quality, instructor quality, and administrative support on student satisfaction in non-formal Mandarin language courses in Surabaya. Based on the results of the multiple linear regression analysis, it can be concluded that the proposed model demonstrates strong explanatory power, with 79.2% of the variance in student satisfaction explained by the three independent variables included in the model. The findings show that service quality and instructor quality have a positive and statistically significant effect on student satisfaction. Among these variables, instructor quality emerges as the most dominant factor influencing student satisfaction. This indicates that teaching effectiveness, including clarity of explanation, interaction, and feedback, plays a central role in shaping students' learning experiences. In the context of language learning, where communication and engagement are essential, the role of instructors becomes particularly critical in determining how students perceive the overall quality of the course.

Service quality also contributes significantly to student satisfaction. The results suggest that reliable learning systems, accessible learning materials, and consistent course delivery help create a positive and effective learning environment. These aspects reduce potential barriers during the learning process and allow students to focus more on developing their language skills. In contrast, administrative support shows a positive but non-significant effect on student satisfaction. This finding indicates that administrative services function as a supporting factor rather than a primary determinant of satisfaction. As long as administrative processes operate

efficiently, they do not significantly enhance satisfaction; however, poor administrative performance may still lead to dissatisfaction. Overall, the results confirm that student satisfaction in non-formal Mandarin language courses is primarily driven by instructional quality and core service delivery, while administrative aspects play a more limited role.

### **Practical Implications**

The findings of this study provide several practical implications for non-formal Mandarin language course providers. First, institutions should prioritize the development of instructor quality as a primary strategy to enhance student satisfaction. This can be achieved through continuous training, improvement of teaching methods, and the implementation of interactive learning approaches. In language learning contexts, particular attention should be given to pronunciation guidance, speaking practice, and real-time feedback, as these directly influence students' learning outcomes. Second, maintaining high service quality is essential to support an effective learning experience. Institutions should ensure that learning systems are reliable, materials are easily accessible, and class schedules are consistent. A well-organized learning system helps reduce disruptions and enhances students' overall perception of the course. Third, although administrative support does not have a significant direct impact on student satisfaction, it should not be overlooked. Efficient administrative processes, such as clear communication, smooth registration systems, and responsive support, are necessary to maintain a positive learning environment. Institutions should focus on maintaining administrative efficiency as a basic service standard to prevent dissatisfaction.

### **Research Limitations**

This study has several limitations that should be considered when interpreting the results. First, the use of purposive sampling and a relatively small sample size of 58 respondents may limit the generalizability of the findings. The results may not fully represent all students enrolled in Mandarin language courses in different regions or institutional settings. Second, this study employs a cross-sectional design, which captures student perceptions at a single point in time. As a result, it does not account for possible changes in satisfaction over time or across different stages of the learning process. Third, the study focuses on three independent variables, which, although relevant, may not fully explain all factors influencing student satisfaction. Other variables, such as learning motivation, pricing, teaching methods, and learning environment, may also play important roles but were not included in this study.

### **Recommendations for Future Research**

Based on the limitations of this study, several directions for future research can be considered. Future studies are encouraged to involve larger and more diverse samples in order to improve the generalizability of the findings. Conducting research across different regions or

educational settings may also provide broader insights into student satisfaction in language learning. Further research may also expand the model by incorporating additional variables such as learning motivation, perceived value, pricing, or technology acceptance. Including these factors could help explain the portion of variation in student satisfaction that remains unaccounted for in this study. In addition, applying a longitudinal research design would allow future studies to explore how student satisfaction changes over time. This approach can provide a deeper understanding of how learning experiences, instructional quality, and service delivery influence satisfaction at different stages of the learning process.

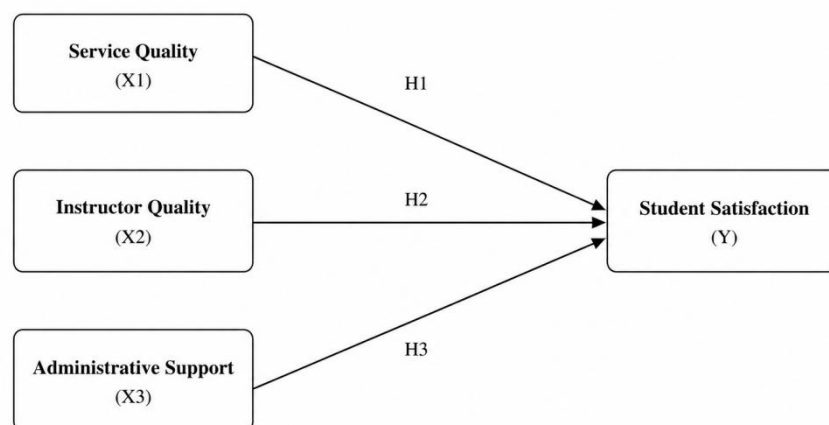
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### PICTURE AND TABLE



**Figure 1.** Conceptual Framework  
Source: Author's elaboration (2026)

**Table 1.** Descriptive Statistics

Variables	Mean	Std. Deviation	Minimum	Maximum
Service Quality (X1)	4.359	0.433	3.500	5.000
Instructor Quality (X2)	4.549	0.455	3.333	5.000
Administrative Support (X3)	4.293	0.406	3.400	5.000
Student Satisfaction (Y)	4.279	0.564	2.667	5.000

**Table 2.** Measurement Items

Variables	Indicator Code	Measurement Item
Service Quality (X1)	X1.1	Learning facilities support the Mandarin learning process
	X1.2	The learning system operates smoothly
	X1.3	Learning materials are accessible and easy to understand

	X1.4	Classes are conducted according to schedule
	X1.5	The learning environment is comfortable
	X1.6	Overall service quality is good
Instructor Quality (X2)	X2.1	The instructor explains the material clearly
	X2.2	The instructor provides proper pronunciation guidance
	X2.3	The instructor is patient and friendly
	X2.4	The instructor provides constructive feedback
	X2.5	The instructor motivates students to learn
	X2.6	Overall instructor quality is satisfactory
Administrative Support (X3)	X3.1	Schedule information is clearly communicated
	X3.2	Administrative staff respond promptly
	X3.3	The registration process is easy
	X3.5	Administrative staff support the learning process
Student Satisfaction (Y)	Y01	I am satisfied with my learning experience
	Y02	The course meets my expectations
	Y03	My Mandarin skills have improved
	Y04	I intend to continue learning
	Y05	I would recommend this course to others
	Y06	I am very satisfied overall

Table 3. Validity Test Results

Variables	Indicators	Criterion	Result
Service Quality (X1)	X1.1 – X1.6	$r > 0.30$	Valid

Instructor Quality (X2)	X2.1 – X2.6	$r > 0.30$	Valid
Administrative Support (X3)	X3.1, X3.2, X3.3, X3.5	$r > 0.30$	Valid
Student Satisfaction (Y)	Y01 – Y06	$r > 0.30$	Valid

Table 4. Reliability Test Results

Variables	Number of Items	Cronbach's Alpha	Interpretation
Service Quality (X1)	6	0.785	Reliable
Instructor Quality (X2)	6	0.864	Highly Reliable
Administrative Support (X3)	4	0.707	Acceptable
Student Satisfaction (Y)	6	0.894	Highly Reliable

Table 5. Model Summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
Regression Model	0.890	0.792	0.780	0.265

Table 6. ANOVA Results

Regression Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.35	3	4.785	68.38	< 0.001
Residual	3.779	54	0.070		
Total	18.13	57			

Table 7. Regression Coefficients

Variables	Standardized Beta	t-value	Sig.	Decision
Service Quality (X1)	0.357	4.138	< 0.001	Supported
Instructor Quality (X2)	0.636	9.152	< 0.001	Supported
Administrative Support (X3)	0.065	0.760	0.451	Not Supported