

The Effect Of Classroom Management, Digital Literacy And School Environment Quality On Educational Service Quality In Higher Education Institutions

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ABSTRACT

Penelitian ini mengkaji bagaimana praktik manajemen kelas bersama dengan keterampilan literasi digital dan kondisi lingkungan sekolah memengaruhi penyampaian layanan pendidikan di lembaga pendidikan tinggi. Latar belakang penelitian ini menunjukkan perlunya peningkatan layanan pendidikan tinggi karena persaingan internasional dan transformasi digital pendidikan. Para peneliti melakukan studi mereka melalui pendekatan penjelasan kuantitatif yang menggunakan data survei yang dikumpulkan dari 200 mahasiswa aktif yang dipilih melalui pengambilan sampel bertujuan. Para peneliti melakukan analisis data melalui regresi linier berganda setelah mereka menetapkan validitas dan reliabilitas serta memvalidasi asumsi klasik mereka. Hasil penelitian menunjukkan bahwa kualitas layanan pendidikan mendapat manfaat dari praktik manajemen kelas dan keterampilan literasi digital serta kondisi lingkungan sekolah yang menciptakan efek positif yang substansial. Studi ini menyajikan kontribusi teoritis yang meningkatkan penelitian tentang manajemen pendidikan dan kualitas layanan pendidikan tinggi melalui demonstrasi empiris faktor-faktor yang menentukan kualitas layanan pendidikan. Temuan penelitian memberikan panduan strategis kepada pengelola lembaga pendidikan tinggi yang dapat mereka terapkan untuk menciptakan kebijakan dan praktik yang akan meningkatkan pembelajaran bersama dengan teknologi pendidikan dan manajemen lingkungan kampus, sehingga meningkatkan layanan pendidikan.

The research study examines how classroom management practices together with digital literacy skills together with school environmental conditions create an effect on educational service delivery at higher education institutions. The research background establishes the need for higher education service improvement because of international competition and educational digital transformation. The researchers conducted their study through a quantitative explanatory approach which used survey data collected from 200 active students who were selected through purposive sampling. The researchers performed data analysis through multiple linear regression after they established both validity and reliability and validated their classical assumptions. The study results show that educational service quality benefits from classroom management practices and digital literacy skills and school environmental conditions which create positive substantial effects. The study presents theoretical contributions which enhance research on educational management and higher education service quality through its empirical demonstration of factors that determine educational service quality. The research findings provide higher education institution managers with strategic guidance which they can apply to create policies and practices that will improve



learning together with educational technology and campus environment management, thus enhancing educational services.



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INTRODUCTION

Educational service quality indicators assess how well higher education institutions meet their student educational service requirements and expectations. The current global educational competition requires universities to achieve two objectives because they must develop competent graduates and deliver effective educational services which enhance student learning experiences (Riyanti & Rukiyanto, 2024). Educational service quality consists of three components which include academic elements administrative elements and supporting facilities that cover all interactions between lecturers and students and educational staff members. Educational service quality creates three positive outcomes which include student satisfaction and institutional reputation and national and international university competitiveness (Sadikin et al., 2023). Educational institutions need to maintain high educational service quality because poor service quality leads to two problems which include student trust decrease and institutional reputation damage (Sappaile et al., 2024). Educational institutions need better educational service quality because this service enables them to manage educational changes while meeting the needs of their different stakeholders (Prayitno et al., 2024).

The evaluation process for classroom management abilities requires assessment through three particular skills which teachers must exhibit. Higher education institutions need to handle classroom management processes because their requirements extend beyond basic classroom discipline to include lesson planning and timetable management and appropriate educational approach selection and development of interactive teaching spaces (Biringkanae et al., 2023). Schools use effective classroom management techniques which allow students to participate in educational activities while providing them vital learning experiences (Farawowan et al., 2023). The educational services which schools provide direct impact on how students perceive the quality of services their institution delivers (Sonhaija et al., 2020). The combination of digital learning media and online educational resources together with learning management systems establishes a learning environment which allows students to study at their own speed while they access course materials (Mallarangan et al., 2024). Students who possess advanced digital processing skills can better access academic resources which leads to improved learning results (Lubis et al., 2023). Students with low digital literacy skills face difficulties when using educational technology because this results in their reduced ability to evaluate educational service quality. Digital literacy skills function as a basic requirement for educational service quality assessment at higher educational institutions during the ongoing digital transformation process (Darmawan et al., 2023). The complete school environment assessment includes all academic spaces and social areas together with all physical locations on campus (Ramli et al., 2023). A secure and pleasant campus environment establishes ideal learning conditions which lead to higher student satisfaction rates. Students believe educational services reach their highest quality when learning facilities meet minimum requirements and classrooms provide suitable spaces and technology is available and social interactions create a positive atmosphere (Yahya et al., 2023). The academic environment provides support for students which builds positive relationships between academic staff and students while it helps students to achieve their learning objectives (Khoir & Haribowo, 2023). Students face multiple learning obstacles because the campus environment offers them only minimal assistance which results in decreased educational performance and reduced academic service delivery (Haribowo et al., 2025). Educational institutions use school environments as a fundamental component which determines their delivery of educational services to students (Utomo et al., 2023; Nugroho, 2019).

The research investigates how classroom management staff digital literacy skills and school environmental conditions affect educational services offered by higher education institutions. The research will provide new evidence about the factors that determine educational service quality through

its theoretical contributions to educational management and educational service quality research. The research study uses pedagogical approaches together with technological methods and educational assessment techniques to investigate service quality in higher education. The research findings will help higher education institution managers develop policies and strategies that enhance educational service quality. The study results will help higher education institutions enhance student satisfaction and institutional reputation and sustain their competitive advantage in higher education.

METHOD

The research study employed a quantitative research method which used an explanatory research design to determine the effects of classroom management techniques and digital literacy capabilities and educational environment conditions on higher education institutional educational service delivery. The researchers collected data through a structured survey which included a questionnaire that used a five-point Likert scale to assess current students at various universities throughout Indonesia. The study required participants to meet specific criteria which included being active students who reached their third semester and had taken both in-person and online classes and had used the academic service system of their educational institution. The research study required 200 participants who fulfilled all necessary criteria to conduct multiple linear regression analysis. The study employed a validity assessment which assessed item-total correlation to establish instrument validity when the coefficient reached 0.30 at a significance level below 0.05 and a reliability assessment which used Cronbach's Alpha that needed to exceed 0.70. The research team conducted classical assumption tests that included normality testing and multicollinearity assessment and heteroscedasticity testing to verify the regression model's suitability before conducting the main analysis. The researchers used multiple linear regression to study the impact of independent variables on educational service quality through their individual and combined effects.

RESULT AND DISCUSSION

The multiple linear regression analysis results show that the research model achieves simultaneous significance because the F-test value reaches a significance level of 0.000. The three factors of classroom management digital literacy and school environment quality create a significant impact on educational service quality in higher education institutions. The three independent variables from the research model explain 69 percent of educational service quality variations according to the coefficient of determination R^2 which shows 0.69 while other factors affect the remaining portion. The t-test results show that all independent variables produce positive regression coefficients with significance values below 0.05 which leads to the acceptance of all research hypotheses.

The research demonstrates that effective classroom management methods enable improved educational delivery which assists universities because classroom management functions as a vital component for educational activities. The research demonstrates that teachers need to control classroom activities while they develop learning materials and create learning settings which permit students to move between structured activities and free time. Through their classroom management practices teachers develop learning environments which help students participate in class activities while developing their critical thinking skills through active learning methods. Classroom management systems which operate effectively help teachers to decrease interruptions while keeping order and reaching their educational goals through more effective student interactions. University instructors use classroom management techniques to control educational spaces because these techniques help them demonstrate their teaching abilities while meeting student requirements. The educational system achieves its maximum effectiveness through classroom management systems which create beneficial outcomes that support both student academic achievements and their satisfaction with institutional educational services which the institution uses to assess educational performance and student support systems. Teachers need to develop their classroom management abilities through continuous professional training which includes learning about teaching methods because this process leads to better educational services and helps schools succeed in the competitive environment of higher education.

The research results demonstrate that digital literacy improves educational service quality at higher education institutions. The finding shows that students and lecturers who effectively use digital technology improve the quality of educational services. Digital literacy enables learners to access online learning platforms and digital media and academic information systems which create a flexible and

interactive and effective learning process. Students who possess high digital literacy skills can access learning resources and complete academic tasks faster and experience enhanced learning opportunities. Users with low digital literacy struggle to use educational technology, which causes them to perceive service quality at educational institutions as lower. Digital literacy skills development serves as a critical element that enhances educational service quality during the digital transformation process at higher education institutions.

The research findings show that school environment quality in higher education institutions provides positive effects on educational service quality. The finding shows that both physical and social aspects of the campus environment establish the learning conditions that students experience at the educational institution. Students at educational services experience higher comfort levels because the campus environment provides them with safety and their learning facilities meet their requirements. Positive social relationships between students and faculty members together with the academic climate create an improved educational environment for students at the institution. Students perceive service quality better when the educational environment provides them with strong academic support and positive social connections. Sustainable educational service quality depends on campus environment improvements because it functions as the primary method for achieving this goal.

CONCLUSION

The research demonstrates that educational institutions enhance their academic services through the combination of classroom management techniques and digital literacy skills and school infrastructure requirements. The research results show that higher education institutions achieve service quality through two factors which include academic success and the functioning of classroom management systems and digital technologies and campus environment elements. When teachers use effective classroom management techniques their students experience better learning results. Digital literacy provides multiple advantages to educational institutions because it enhances their operational ability and increases their work efficiency and it enables them to create innovative educational solutions. The school environment quality establishes both physical spaces and social settings that help students feel comfortable and satisfied. Educational service quality in higher education institutions depends on three essential factors which determine its overall quality. The research results show that higher education institutions need to establish continuous training programs which will help their lecturers develop better classroom management skills. Educational institutions should enhance digital literacy skills for their faculty members and students through training programs which focus on educational technology and through creating necessary digital resources. The educational institution must enhance its learning environment through creation of suitable study spaces and development of a secure and pleasant campus atmosphere and establishment of an encouraging academic environment.

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