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Abstract- The education process in higher school is now become a big concern especially dealing with the students on its environmental setting. The main concern is related to the commitment, satisfaction, and performance/ achievements of students which support the college climate as expected. Regarding this topic, it is necessary to conduct research to see the level of students' commitment, satisfaction, and performance/ achievements, particularly at Economics College STIE Galileo Batam. Therefore, this study focuses on this topic of investigation. This research is quantitative research involving 33 respondents taken from students who studied at STIE Galileo. The purpose of this study was to look at the stages of commitment, satisfaction, performances/ achievement of students at STIE Galileo. The research data was collected through a questionnaire which was then processed using SPSS statistics. The descriptive frequency analysis and Mean Score were directed to see the levels of students' commitment, satisfaction, and performance/ achievement. The descriptive analysis result shows that the commitment and satisfaction are in the high category level, while the students' performance/ achievement is in the level of both good and very good category.

Keywords: *commitment; satisfaction; performance.*

GJMBR-A Classification: *JEL Code: M19*



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Students' Commitment, Satisfaction and Performance at Economics College Stie Galileo Batam Indonesia

Hazriyanto [α], Putu Rani Susanthi [σ] & Badaruddin Ibrahim [ρ]

Abstract- The education process in higher school is now become a big concern especially dealing with the students on its environmental setting. The main concern is related to the commitment, satisfaction, and performance/ achievements of students which support the college climate as expected. Regarding this topic, it is necessary to conduct research to see the level of students' commitment, satisfaction, and performance/ achievements, particularly at Economics College STIE Galileo Batam. Therefore, this study focuses on this topic of investigation. This research is quantitative research involving 33 respondents taken from students who studied at STIE Galileo. The purpose of this study was to look at the stages of commitment, satisfaction, performances/ achievement of students at STIE Galileo. The research data was collected through a questionnaire which was then processed using SPSS statistics. The descriptive frequency analysis and Mean Score were directed to see the levels of students' commitment, satisfaction, and performance/ achievement. The descriptive analysis result shows that the commitment and satisfaction are in the high category level, while the students' performance/ achievement is in the level of both good and very good category. Thus, it is necessary to pay attention to students' commitment, satisfaction, and performance/ achievement considering the levels that have been achieved at this point. For future researches, it is necessary to consider other factors that are not examined in this study such as leadership, college climate, larger sample size and other analytical tools such as; SEM SmartPLS and Winsteps Rasch Model. In addition, future researchers are also able to reassess from a demographic perspective, for example by sexual category.

Keywords: commitment; satisfaction; performance.

I. Introduction

The organizational management in higher education now places the key attention, which in fact it becomes increasingly competitive that requires universities to be able to maximize their resources to survive and compete with other tertiary institutions both in terms of funding and quality. Various problems faced by the institutions for instance services, facilities, lecturers, students, infrastructure and many other aspects need to be addressed wisely by universities in order to achieve their stated goals. The commitment, satisfaction, and achievement of students are also some essential points to be given appropriate treatment in the process of implementing eligible education at college.

Job satisfaction refers to the general attitude of an individual toward his/her works, job involvement deals with the stage to what extent a person sided psychologically to his/her work and considered their performance as a measure of self-image. Besides, organizational commitment is the stage to what extent a person sits with a particular organization and is interested in perpetuating the position in the organization (Robbins & P. Stephen, 2001).

Students who acquire satisfaction in learning process show solemnity through achievements. Satisfaction is a crucial factor that can contribute to improving students' achievement as well as commitment. Students with satisfaction tend to have greater achievement compared to the ones who are less satisfied (Robbins & P., 2006).

According to Robbins & Judge (2008) commitment is a condition of a person perpetuates his/her position in the organization instead of leaving it. Meanwhile, Kotler & Philip (2003) defines satisfaction as a feeling of joy or disappointment experienced by an individual by making a comparison between opinions about achievement with expectations.

Two-factor theory and Value theory Wibowo (2011) suggests that satisfaction and dissatisfaction are part of motivators and hygiene factors. Whereas, achievement comes from the notion of performance and performance is also interpreted as work results or work performance, essentially work performance has a broader meaning, not only as of the result of work but also includes how the work process takes place (Wibowo, 2011).

Based on some results of the previous studies related to commitment, satisfaction, and performance/ achievement in the college environmental setting, it showed that the mean value of work satisfaction (3.60) was in the high category (Lu & Gursoy, 2016). On the other hand, the result showed that the mean value of commitment (4.13) was in the high category (Cooper, Stanley, Klein, & Tenhiälä, 2016). The other results showed that the mean value of commitment (3.65) was in the high category, satisfaction with the mean value (3.33) was in the moderate/fair category, while the

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performance with mean value (3.75) was in a good category (Yiing & Ahmad, 2009).

Formulation of the problems of this research is:

1. How is the commitment of students at STIE Galileo Batam?
2. How is the satisfaction of students at STIE Galileo Batam?
3. How is the performance/ achievement of students at STIE Galileo Batam?

The purposes of this research are:

1. To identify the commitment of students at STIE Galileo.
2. To know the satisfaction of students at STIE Galileo.
3. To observe the performance/ achievements of students at STIE Galileo.

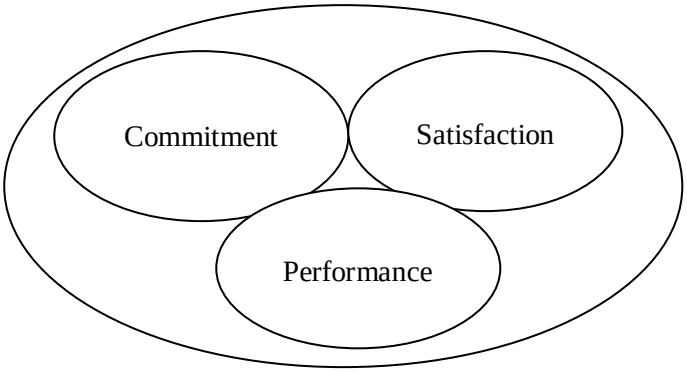

Figure 1: Frameworks of Thought

II. Research Methods

This research took place at Economics College STIE Galileo Batam. The study was conducted on December 2018 to March 2019 where the respondents were the students of STIE Galileo with a sample of 33 respondents. The type of research is a quantitative descriptive study using questionnaires as the data instruments which were distributed to students at STIE Galileo environment. The data collected through questionnaires were processed using SPSS statistics. The data analysis was done in frequency and descriptive analysis by considering the mean value of each variable item.

The variable in this study, consisting of:

i. Commitment
ii. Satisfaction
iii. Performance

The instrument items used in this study were 41 items, namely; 13 commitment items, 16 satisfaction items, and 12 performance items. The items were adapted and adjusted from the research questionnaire (Hazriyanto & Ibrahim, 2019).

III. Results and Discussions

The results of this study involved 33 students at STIE Galileo as the respondents. The results of the analysis frequency of commitment, satisfaction, and performance can be seen in the frequency table below. The commitment frequency analysis results consist of 13 commitment items as shown in the following table:

Table 1: Com 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.1	6.1	6.1
	Bad	1	3.0	3.0	9.1
	Fair	7	21.2	21.2	30.3
	Good	17	51.5	51.5	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Based on Table 1 above, it can be implied that 51.5% of students' response on Commitment1 (Com1) item is in the good category level and 3.0% is in a bad category.

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Table 2: Com 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	4	12.1	12.1	18.2
	Good	17	51.5	51.5	69.7
	Very Good	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

The result displayed in table 2 shows 51.5% students' response on Commitment2 (Com2) item is in good category level and 3.0% is in the bad and poor category.

Table 3: Com 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	5	15.2	15.2	18.2
	Good	17	51.5	51.5	69.7
	Very Good	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

Table 3 displays 51.5% students' response on Commitment 3 (Com3) item is in good category level and 3.0% is in a bad category.

Table 4: Com 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	4	12.1	12.1	15.2
	Good	20	60.6	60.6	75.8
	Very Good	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

The result shows on table 4 that 60.6% of students' response on Commitment4 (Com4) item is in good category level and 3.0% is in a bad category.

Table 5: Com 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	5	15.2	15.2	15.2
	Good	21	63.6	63.6	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

On table 5, it is shown 63.6% students' response on Commitment5 (Com5) item is in good category level and 15.2% of them is in a fair category.

Table 6: Com 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	9.1	9.1	9.1
	Fair	11	33.3	33.3	42.4
	Good	16	48.5	48.5	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Result revealed in table 6 identifies 48.5% students' response on Commitment6 (Com6) item is in good category level and 9.1% is in bad and poor category level.

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Table 7: Com 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.1	6.1	6.1
	Bad	1	3.0	3.0	9.1
	Fair	7	21.2	21.2	30.3
	Good	17	51.5	51.5	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

It is shown in table 7 that 51.5% of students' response on Commitment7 (Com7) item is in the good category level and 3.0% is in a bad category.

Table 8: Com 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	6	18.2	18.2	21.2
	Good	18	54.5	54.5	75.8
	Very Good	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

Table 8 presents 54.5% students' response on Commitment 8 (Com8) item is in good category level and 3.0% is in a bad category.

Table 9: Com 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	8	24.2	24.2	24.2
	Good	16	48.5	48.5	72.7
	Very Good	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

At table 9 above, it is presented that 48.5% of students' response on Commitment9 (Com9) item is in good category level and 24.4% is in the fair category level.

Table 10: Com10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	12	36.4	36.4	39.4
	Good	13	39.4	39.4	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Result of test displayed in table 10 ensues 39.4% students' response on Commitment10 (Com10) item is in good category level and 3.0% is in bad category level.

Table 11: Com11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	7	21.2	21.2	21.2
	Good	13	39.4	39.4	60.6
	Very Good	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

Table 11 shows 39.4% students' response on Commitment11 (Com11) item is in very good and good category level, while 21.2% is in fair category level.

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Table 12: Com12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	9	27.3	27.3	33.3
	Good	18	54.5	54.5	87.9
	Very Good	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

Table 12 displays 54.5% students' response on Commitment12 (Com12) item is in good category level and 3.0% is in bad and poor category level.

Table 13: Com13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	2	6.1	6.1	6.1
	Fair	14	42.4	42.4	48.5
	Good	14	42.4	42.4	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

It is revealed in table 13 that 42.4% of students' response on Commitment13 (Com13) item is in fair and good category level, meanwhile, 6.1% is in a bad category. In the following tables are displayed the result of the satisfaction frequency analysis.

Table 14: JS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	8	24.2	24.2	24.2
	Good	13	39.4	39.4	63.6
	Very Good	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

Result of the test as shown in table 14 indicates 39.4% students' response on Satisfaction1 (JS1) item is in good category level and 24.4% is in fair category level.

Table 15: JS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	9	27.3	27.3	30.3
	Good	13	39.4	39.4	69.7
	Very Good	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

On table 15 is displayed 39.4% students' response on Satisfaction2 (JS2) item is in good category level and 3.0% is in bad category level.

Table 16: JS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	7	21.2	21.2	27.3
	Good	12	36.4	36.4	63.6
	Very Good	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

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Table 16 reveals 36.4% of students' response on Satisfaction3 (JS3) item is in good and very good category level, meanwhile 3.0% is in bad and poor category level.

Table 17: JS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	9.1	9.1	9.1
	Fair	7	21.2	21.2	30.3
	Good	14	42.4	42.4	72.7
	Very Good	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

It is shown in table 17 that 42.4% of students' response on Satisfaction4 (JS4) item is in good category level and 9.1% is in bad category level.

Table 18: JS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	9	27.3	27.3	30.3
	Good	20	60.6	60.6	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

The result in table 18 sees 60.6% students' response on Satisfaction5 (JS5) item is in good category level and 3.0% is in a bad category.

Table 19: JS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	8	24.2	24.2	27.3
	Good	17	51.5	51.5	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Table 19 reveals 51.5% students' response on Satisfaction6 (JS6) item is in good category level and 3.0% is in bad category.

Table 20: JS7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	11	33.3	33.3	39.4
	Good	15	45.5	45.5	84.8
	Very Good	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

On the other hand, table 20 shows 45.5% students' response on Satisfaction7 (JS7) item is in good category level and 3.0% is in bad and poor category level.

*Table 21:*JS8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	7	21.2	21.2	21.2
	Good	19	57.6	57.6	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

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It is displayed in table 21 that 57.6% of students' response on Satisfaction8 (JS8) item is in good category level, meanwhile, 21.2% is in a very good and fair category.

Table 22: JS9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	8	24.2	24.2	24.2
	Good	19	57.6	57.6	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Table 22 indicates 57.6% students' response on Satisfaction9 (JS9) item is in good category level and 18.2 % is in a very good category level.

Table 23: JS10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	9	27.3	27.3	27.3
	Good	17	51.5	51.5	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

It is seen in table 23 that 51.5% of students' response on Satisfaction10 (JS10) item is in good category level and 21.2% is in the very good category.

Table 24: JS11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	8	24.2	24.2	27.3
	Good	18	54.5	54.5	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Table 24 shows 54.5% students' response on Satisfaction11 (JS11) item is in good category level and 3.0% is in bad category.

Table 25: JS12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Fair	12	36.4	36.4	39.4
	Good	17	51.5	51.5	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

As seen in table 25, 51.5% students' response on Satisfaction12 (JS12) item is in good category level and 3.0% is in poor category.

Table 26: JS13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	11	33.3	33.3	39.4
	Good	9	27.3	27.3	66.7
	Very Good	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

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On the other hand, table 26 displays 33.3% students' response on Satisfaction13 (JS13) item is in very good and category level while 3.0% is in the bad and poor category.

Table 27: JS14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	2	6.1	6.1	6.1
	Fair	14	42.4	42.4	48.5
	Good	10	30.3	30.3	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Table 27 states 42.4% of students' response on Satisfaction14 (JS14) item is in the fair category level and 6.1% is in a bad category.

Table 28: JS15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	9.1	9.1	9.1
	Fair	17	51.5	51.5	60.6
	Good	9	27.3	27.3	87.9
	Very Good	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

In table 28 is shown 51.5% students' response on Satisfaction15 (JS15) item is in the fair category level and 9.1% is in a bad category.

Table 29: JS16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat Tidak Baik	1	3.0	3.0	3.0
	Fair	14	42.4	42.4	45.5
	Good	15	45.5	45.5	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

The last satisfaction item test is seen in table 29 that 45.5% of students' response on Satisfaction16 (JS16) item is in good category level and 3.0% is in a bad category. Additionally, the result of the 12 items of performance frequency test is explained in the following tables.

Table 30: Perf1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	8	24.2	24.2	24.2
	Good	10	30.3	30.3	54.5
	Very Good	15	45.5	45.5	100.0
	Total	33	100.0	100.0	

The first performance item test is displayed in table 30 that 45.5% students' response on Performance1 (Perf1) item is in very good category level and 24.2% is in a fair category.

Table 31: Perf 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	12	36.4	36.4	36.4
	Good	16	48.5	48.5	84.8
	Very Good	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

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Second performance item is shown in table 31 indicates 48.5% students' response on Performance2 (Perf2) item is in very good category level and 15.2% is in a very good category.

Table 32: Perf 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	10	30.3	30.3	33.3
	Good	16	48.5	48.5	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

It is seen in table 32 that 48.5% of students' response on Performance3 (Perf3) item is in the good category level and 3.0% is in a bad category.

Table 33: Perf 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	9	27.3	27.3	33.3
	Good	19	57.6	57.6	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Table 33 shows 57.6% students' response on Performance4 (Perf4) item is in good category level and 3.0% is in the bad and poor category.

Table 34: Perf 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	9.1	9.1	9.1
	Fair	10	30.3	30.3	39.4
	Good	8	24.2	24.2	63.6
	Very Good	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

As seen in table 34, 36.4% students' response on Performance5 (Perf5) item is in very good category level and 9.1% is in a bad category.

Table 35: Perf 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	3	9.1	9.1	12.1
	Fair	8	24.2	24.2	36.4
	Good	15	45.5	45.5	81.8
	Very Good	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Test result on table 35 indicates 45.5% students' response on Performance6 (Perf6) item is in good category level and 3.0% is in the poor category.

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Table 36: Perf 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	3.0	3.0	3.0
	Fair	10	30.3	30.3	33.3
	Good	15	45.5	45.5	78.8
	Very Good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

In table 36, it is shown 45.5% students' response on Performance7 (Perf7) item is in good category level and 3.0% is in a bad category.

Table 37: Perf 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Fair	10	30.3	30.3	33.3
	Good	17	51.5	51.5	84.8
	Very Good	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

Table 37 reveals 51.5% students' response on Performance8 (Perf8) item is in good category level and 3.0% is in poor category level.

Table 38: Perf 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	9	27.3	27.3	27.3
	Good	19	57.6	57.6	84.8
	Very Good	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

As shown in table 38, 57.6% students' response on Performance9 (Perf9) item is in good category level and 15.2% is in a very good category.

Table 39: Perf10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Bad	1	3.0	3.0	6.1
	Fair	12	36.4	36.4	42.4
	Good	16	48.5	48.5	90.9
	Very Good	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

The following test result is stated in table 39 which 48.5% students' response on Performance10 (Perf10) item is in good category level and 3.0% is in the bad and poor category.

Table 40: Perf 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Fair	8	24.2	24.2	27.3
	Good	16	48.5	48.5	75.8
	Very Good	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

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On table 40 is displayed 48.5% students' response on Performance11 (Perf11) item is in good category level and 3.0% is in poor category level.

Table 41: Perf 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.1	6.1	6.1
	Bad	2	6.1	6.1	12.1
	Fair	10	30.3	30.3	42.4
	Good	11	33.3	33.3	75.8
	Very Good	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

The last performance item test result is shown in table 41 that 33.3% of students' response on Performance12 (Perf12) item is in good category level and 6.1% is in the bad and poor category. The result of the descriptive analysis test of each variable's mean score is described in the following tables.

Table 42: Descriptive Statistics of Commitment

Item	N	Minimum	Maximum	Mean	Notes
Com1	33	1	5	3.73	High
Com2	33	1	5	4.03	High
Com3	33	2	5	4.09	High
Com4	33	2	5	4.06	High
Com5	33	3	5	4.06	High
Com6	33	2	5	3.58	High
Com7	33	1	5	3.73	High
Com8	33	2	5	4.00	High
Com9	33	3	5	4.03	High
Com10	33	2	5	3.79	High
Com11	33	3	5	4.18	High
Com12	33	1	5	3.70	High
Com13	33	2	5	3.55	High
Total of average				3.89	High

The result of the descriptive analysis test for commitment variable in table 42 can be identified that the average score of the commitment items is in the range of 3.55 to 4.18 with a total average of 3.89 which signifies a high level of category. This means that the average commitment items are in the high commitment category level. The results of this study are in line with prior research (Cooper et al., 2016).

Table 43: Descriptive Statistics of Satisfaction

Item	N	Minimum	Maximum	Mean	Notes
JS1	33	3	5	4.12	High
JS2	33	2	5	3.97	High
JS3	33	1	5	4.00	High
JS4	33	2	5	3.88	High
JS5	33	2	5	3.76	High
JS6	33	2	5	3.91	High
JS7	33	1	5	3.67	High
JS8	33	3	5	4.00	High
JS9	33	3	5	3.94	High
JS10	33	3	5	3.94	High
JS11	33	2	5	3.88	High
JS12	33	1	5	3.64	High
JS13	33	1	5	3.85	High
JS14	33	2	5	3.67	High
JS15	33	2	5	3.42	High
JS16	33	1	5	3.58	High
Total of average				3.83	High

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The results of the Satisfaction descriptive analysis in table 43 is described that the average score of satisfaction items is in the range of 3.42 to 4.12 with an overall average score of 3.83 that is in the high category level. This means that the average item of satisfaction is in the category of high satisfaction level. The results of this study are in line with previous research (Lu & Gursoy, 2016).

Table 44: Descriptive Statistics of Performance

Item	N	Minimum	Maximum	Mean	Notes
Perf1	33	3	5	4.21	Very Good
Perf2	33	3	5	3.79	Good
Perf3	33	2	5	3.82	Good
Perf4	33	1	5	3.67	Good
Perf5	33	2	5	3.88	Good
Perf6	33	1	5	3.67	Good
Perf7	33	2	5	3.85	Good
Perf8	33	1	5	3.76	Good
Perf9	33	3	5	3.88	Good
Perf10	33	1	5	3.58	Good
Perf11	33	1	5	3.91	Good
Perf12	33	1	5	3.64	Good
Total of average				3.81	Good

The results of the Performance descriptive analysis test displayed in table 44 explains that the average score of performance items is in the range of 3.58 to 4.21 with a total overall average of 3.81 that is in the good and very good category. This means that the average performance items are in the category of good performance level. The results of this study are in line with the preceding research (Yiing & Ahmad, 2009).

IV. Summary

Regarding the findings and discussions above, it can be concluded that:

a) Commitment

The result of the commitment descriptive analysis test is in the high category. This result means that the level of STIE Galileo students' commitment is at a high level of commitment. This matter needs to be maintained continuously considering the commitment level of the students is in good point. Besides, it is also necessary to pay close attention to other factors apart from commitment such as motivation and others.

b) Satisfaction

The result of the satisfaction descriptive analysis is similarly in the high category. This point clarifies that the average level of STIE Galileo students' satisfaction is in the high category. Thus, this thing needs to be minded and preserved since the level of satisfaction is at a high level of satisfaction. In addition, it is also necessary to consider the other factors out of satisfaction such as the environmental setting and others.

c) Performance

The result of the performance descriptive analysis test is in both good and very good category. This finding implies that the average STIE Galileo students' performance is at a good level of performance. Therefore, it is considered compulsory to keep and maintain this good performance level. On the other hand, it is important to also look for other factors such as leadership and others.

For future researches, it is recommended to conduct research by taking into account the demographic factors, larger sample sizes, and other statistical analysis tools such as SEM Amos, SEM SmartPLS, and other analytical tools adjusted based on the needs.

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