

ACADEMIC SERVICE IMPROVEMENT IN PRIVATE HIGHER EDUCATION INSTITUTION USING PUBLIC SATISFACTION INDEX APPROACH (CASE STUDY at BANTEN PROVINCE-INDONESIA)

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Abstract

Measuring the quality of service in the field of education, especially higher education of the users of the service has not been expanded significantly. This is different from the financial services, where traditionally many researchers' focus their efforts to measure the quality of service. However, the change of attitude in agency operations, which previously looked at college as a nonprofit organization, now try to gain a competitive edge against their competitors As a consequence, universities must be able to change their perspective as an organization that is non-profit in its operations in a highly competitive market. Based on the background, the general objectives to be achieved in this study are as follows: Identify the dimensions of service quality in higher education industry, to analyze the effect of service quality on customer satisfaction, develop a model Community Satisfaction Index in higher education services industry that can foster a consistent level of customer. From the results of this study are expected to obtain information on the implementation of the principles of management of high-quality education and meet the expectations of the community, to improve the ability and competence of graduates, and can provide continuous quality service.

Keywords: *Academic Service Improvement, continuous quality service, Public Satisfaction Index*

BACKGROUND

Higher Education as an organization engaged in the service industry education should be responsive to the changes that have been mentioned above with constantly increase the professionalism of performance across all components of the organizers of Higher Education, Higher Education so that the user does not lose the loyalty of his services.

Colleges have experienced a lot of things change and have become the front line in the face of pressure changes. Whether it is caused by a factor of political, social and economic. The other side is the risk that a college student only become the object of educational institutions without voting rights when the cost of education is increasing, along with the difficulty of living expenses. This condition usually occurs because the

private colleges are still very dependent on donor contributions education good infrastructure (SPP) and the contribution of student development, which amount is determined by their respective colleges. However, the number of students who enroll each year is increasing.

Measuring the quality of service in the field of education, especially higher education of the users of the service has not been expanded significantly. This is different from the financial services, where traditionally many researchers' focus their efforts to measure the quality of service (Sultan and Wong, 2010). However, the change of attitude in agency operations, which previously looked at college as a nonprofit organization, now try to gain a competitive edge against their competitors (Oldfield and Baron, 2000). As a consequence, universities must be able to change their perspective as an organization that is non-profit in its operations in a highly competitive market (Oldfield and Baron, 2000).

In the current economic conditions as well as the possibility of a decrease in the number of new students, the college must realize that they are a business institution, which always compete in the resources and potential of their customers (Ganesh and Paswan, 2009). This means that colleges must always looking for ways to get their competitive advantage. In other words, universities should be able to provide quality service and satisfying the students, who in some ways they are "customer participation," to get continuity atmosphere of competitive services (DeShields et al., 2005). Overall, the college can only be successful so their customers get what they expect to be paid, at the level of quality that they can receive (DeShields et al., 2005). This is where the importance of the role of Community Satisfaction Index in achieving competitive advantage, which means also stressed the need for a better understanding on the role of Community Satisfaction Index in college.

In the context of the researchers interested in measuring the quality of service. Apart from all kinds of difficulties that have been faced by many previous researchers in conducting the definition and measuring service quality due to the unique characteristics of the service itself, its specifications, its intangibility, association, and its perishability (Zeithaml et al., 1985). This study aimed to investigate the perception of quality of services at the College of Economics which is in the province of Banten from the perspective of its customers, in this case the students. Root of the problem in this research is the need for consistency of service-level determination to maintain service quality tend to fluctuate according to fluctuation in the number of students. The emergence of these problems, among others caused by:

- a. Quality of service has a very close relationship with the growth of the organization,
- b. The possibility of a reduction in the number of prospective students,
- c. Universities should be aware that they are business institutions, competing in resources and potential customers,
- d. Universities should be able to provide quality service and satisfying the students, who in some ways they are "customer participation," to get continuity atmosphere of competitive services.

Formula of the problem into a picture or a chart as follows:

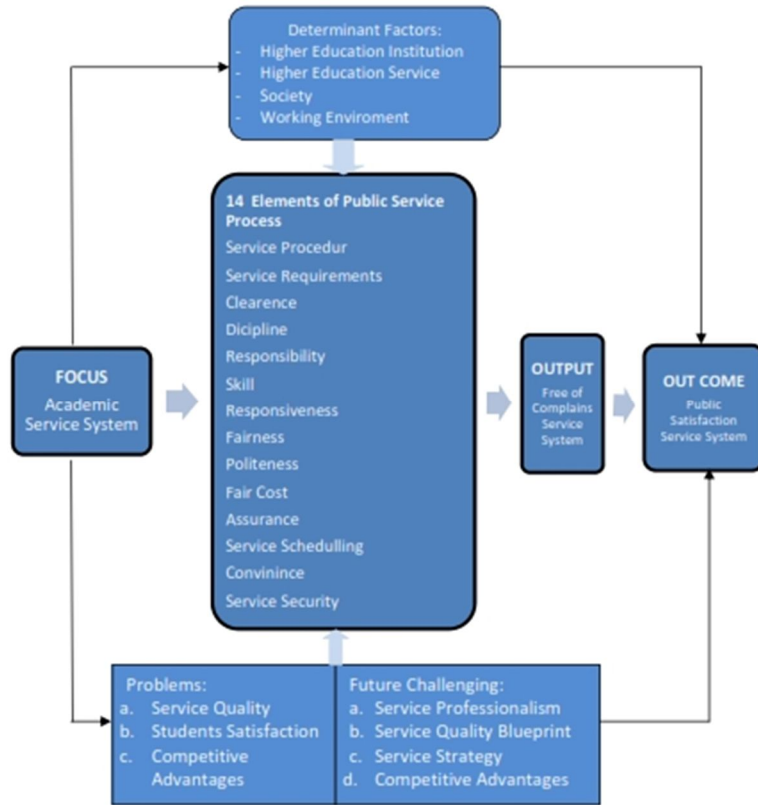


Figure 1. Design Concept of Research Topic

Based on the background as well as the formulation of the problem which has been described previously, the general objectives to be achieved in this study are as follows:

1. Identify the dimensions of service quality in higher education industry.
2. To analyze the effect of service quality on customer satisfaction
3. Develop a model Community Satisfaction Index in higher education services industry that can foster a consistent level of customer.

From the results of this study are expected to obtain information on the implementation of the principles of management of high-quality education and meet the expectations of the community, to improve the ability and competence of graduates, and can provide continuous quality service.

LITERATURE REVIEW

Implementation of this research is based on several assumptions in theory improving the quality and TQM. Quality is defined as a product or service that qualifies or wishes of the customer, where the customer can use or enjoy the product or service with a very contented and he became a regular customer. According to Philip B. Crosby (1986), the degree of quality is the ability of a product or service to meet user satisfaction as well as the producing. According Gasperz (1997), the quality or qualities are the characteristics of a product which consists of goods and services that support its ability to meet the needs

that have been specified or anything that provides customer satisfaction in accordance with the requirements and needs of the customer.

Quality is:

- 1) *Fitness for purpose or use (Juran, 1988)*
- 2) *Conformance to requirement (ISO 8402, 1986) (Crosby, 1986)*
- 3) *The totality of feature and characteristics of a product or service that bear on its ability to satisfy stated or implied need.*

METHOD

The research process in this paper relates to the implementation of service functions in improving the quality of academic services, therefore, to get the depth answers about the existing problems, the research design used in this study is a qualitative research design. "Qualitative research as a complex picture, studying words, a detailed report of the views of respondents, and to conduct a study on the situation of that nature". (Creswell, 1998: 34).

The method used in this research is descriptive method, the study aims to describe or explain the event or events ongoing at the time of the study, regardless of before and afterwards (Sudjana, 2000-52). This research is descriptive research with quantitative approach. Descriptive research is research conducted to determine the value of an independent variable, either one or more independent variables without making comparisons, or connect between variables with each other. The reason researchers use quantitative descriptive research because in accordance with the nature and purpose of the study is to be obtained, as well as trying to get an overview of the implementation of the service function in the academic activities in universities. The data obtained are then processed, forecasted, as well as inferred.

Data collection techniques used in this study is a non-test technique using the data collection instrument was a questionnaire, which revealed data about:

- Rate / attitudes of students in academic services provided by academic staff, in this case the perception of academic services measured through student self-designed based on the references referred to in this study.
- The level of student satisfaction, the instrument developed by the references referred to in this study.

In this study, the population used is Economic Higher Education in Banten. While the object of this research is the students active Economic Higher Education in Banten. In this study sample used was taken by accidental sampling or better known as incidental sampling that samples taken from every student who came to study in Economic Higher Education in Banten Province and met by investigators.

Analytical procedures performed in this study to conduct an analysis and interpretation of from baseline to the end where the analysis and interpretation done by the guidelines in the initial concept and theoretical basis related to research problems namely data collection, data processing, data verification and the preparation of community satisfaction index. A major source of qualitative research through words and actions as well as documentation of sources:

1. Students all forces
2. Lecturers and staff
3. Alumni

RESULT AND DISCUSSION

Based on research data collected both for the dependent variable (Y) and independent variables (X1, X2, X3, X4, X5, X6, X7, X8) were processed using SPSS 21, the obtained results of calculation of linear regression as follows :

Table 1
Results Of Calculation Of Linear Regression

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	4.474	.746		5.996	.000
	Teaching	-.103	.052	-.335	-1.985	.048
	Research	.083	.076	.219	1.098	.272
	Community_Service	.148	.053	.283	2.798	.005
1	Tangibility	.033	.037	.031	.871	.384
	Reliability	.002	.037	.002	.060	.952
	Responsiveness	.066	.042	.067	1.584	.114
	Assurance	.167	.037	.163	4.491	.000
	Empathy	.343	.041	.340	8.289	.000

a. Dependent Variable: Public_Satisfaction

According to the table above can be obtained by multiple linear regression equation as follows:

$$Y = 4,474 + (- 0,103)X_1 + 0,083X_2 + 0,148X_3 + 0,033X_4 + 0,002X_5 + 0,066X_6 + 0,167X_7 + 0,343X_8$$

Where as :

(4,474) = the independent variable is customer satisfaction which consists of Teaching, Research, Service In Community, direct evidence, Reliability, Responsiveness, Assurance and Empathy has a positive relationship with increased customer satisfaction. Customer satisfaction constant value of 1.919 indicates that the increase in services provided will influence the customer satisfaction perceived by the customer.

(- 0,103)X₁ = Teaching variable coefficient which means any increase in variable Teaching by 1%, then increased customer satisfaction (- 0.103) assuming variable (Research, Devotion the Community, direct evidence, Reliability, Responsiveness, Assurance and Empathy) more constant.

0,083X₂ = Research variable coefficient which means any increase in variable Research by 1%, then increased customer satisfaction 0.083 assuming other variables (Teaching, the Community Service, Direct Evidence, Reliability, Responsiveness, Assurance and Empathy) constant.

0,148X₃ = the coefficient of the Community Service variable which means any increase in the Community Service variable equal to 1%, then increased

customer satisfaction 0.148 assuming other variables (Teaching, Research, direct evidence, Reliability, Responsiveness, Assurance and Empathy) constant.

0,033X₄ = Direct Evidence variable coefficient which means any increase in variable direct evidence by 1%, then the customer satisfaction will decrease 0.033 assuming other variables (Teaching, Research, Service In Community, Reliability, Responsiveness, Assurance and Empathy) constant. Direct Evidence variable coefficient which means any increase in variable direct evidence by 1%, then the customer satisfaction will decrease 0.033 assuming other variables (Teaching, Research, Service In Community, Reliability, Responsiveness, Assurance and Empathy) constant.

0,002X₅ = Reliability variable coefficient which means any increase in variable Reliability by 1%, then increased customer satisfaction 0,002 assuming other variables (Teaching, Research, Service In Community, direct evidence, Responsiveness and Empathy Assurance) constant.

0,066X₆ = Response variable coefficient which means that any increased responsiveness variable equal to 1%, then increased customer satisfaction 0,066 assuming other variables (Teaching, Research, Service In Community, direct evidence, Reliability, Assurance and Empathy).

0,167X₇ = Security variable coefficient which means any increase in variable guarantee of 1%, then increased customer satisfaction 0.167 assuming other variables (Teaching, Research, Service In Community, direct evidence, Reliability, Responsiveness and Empathy) constant.

0,343X₈ = Empathy variable coefficient which means any increase in variable Empathy by 1%, then increased customer satisfaction 0,002 assuming other variables (Teaching, Research, Service In Community, direct evidence, Reliability, Responsiveness and Assurance) is constant.

The standard error of 0.746 means that all variables were calculated in SPSS has a confounding variable rate of 0,746. Multiple regression results above indicate that the independent variables namely Research, the Community Service, Direct Evidence, Reliability, Responsiveness, Assurance and Empathy positive effect on the dependent variable namely customer satisfaction. While variable Teaching negative effect on customer satisfaction. In which each of the rise in the independent variable will be followed by an increase in the dependent variable. In addition, from these results it can be seen that the independent variable is the dominant variable Empaty at 0.343. Simultaneous test or F test is a test together to test the variables significantly influence the quality of services consisting of Teaching, Research, Service In Community, Direct Evidence, Reliability, Responsiveness, Assurance and Empathy and jointly to variable customer satisfaction. Briefly and simply, the relationship between variables (X1-X8) to the Public Satisfaction (Y) and its magnitude can be seen in the image below:

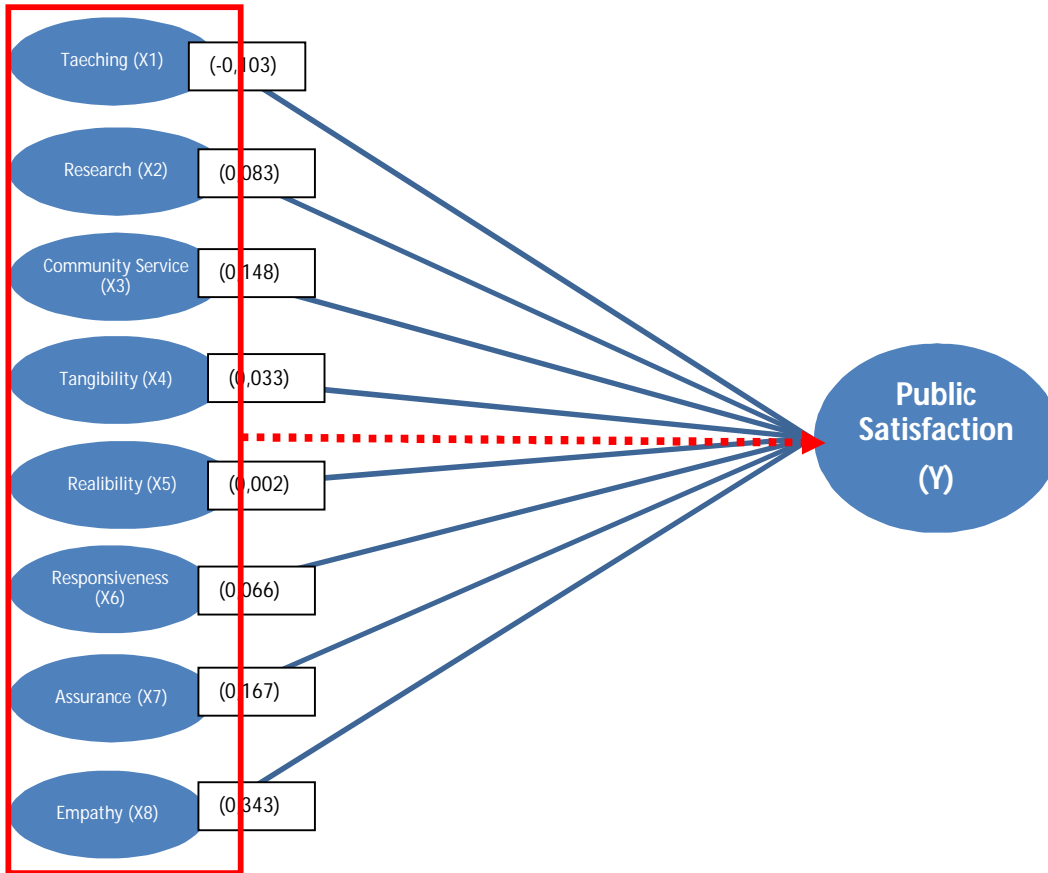


Figure 2. Relationships among variables of the Public Satisfaction

Teaching has significant effect on Public Satisfaction. Teaching is the ability of the lecturer in the relationship, good communication, attention, and understand the needs of students in the context of teaching and learning in higher education institutions, such as attention to the students, the responsibility of security and comfort as well as priority to the interests of students. The higher the teaching abilities displayed by the teaching staff the more it will affect Public Satisfaction.

The research significantly has public satisfaction influence. Research is the ability lecturer in running one of the obligations of the Tri Dharma of Higher Education. Research capabilities will create lecturer to thrive personally which will ultimately be distributed to students. The higher the research ability displayed by the teaching staff of higher education institutions, the more it will affect Public Satisfaction.

Community Service has significant effect on satisfaction. Community Service is the ability lecturer in running one of the obligations of the Tri Dharma Higher Education. The ability of Community Services will make the lecturer thrive personally and also help the development of society. In the end it helps to socialize higher education institution to the surrounding community. It also helps in the development of good name and reputation of the college. The ability of community service will make the lecturer thrive personally that will ultimately be distributed to students. The higher the research ability displayed by the teaching staff of higher education institutions, the more it will affect Public Satisfaction.

Tangibility has significant effect on Public Satisfaction. Tangibility is the physical of

higher education institutions, such as interior and exterior good, neatness and cleanliness of the room as well as the advanced technology used. Tangibility of this can affect the comfort and smoothness in providing services to every student. It can be seen from most of the respondents who expressed his approval, meaning the physical conditions at higher education institutions are in accordance with the desire of students. The more support the physical conditions in the higher education institutions, it will affect Public Satisfaction. Higher education institutions in providing the type of services, the manager has to develop using modern equipment, supplies and personnel provided with complete knowledgeable staff duties.

Forms of provision of quality service as Tangibility provided by higher education institutions operationally reflected in the availability of the tools, the tools they used in the service of the college to customer satisfaction. Seen Tangibility indicated the appropriate application in providing services to consumers and dealing with consumer satisfaction with services received. That is Tangibility of the quality of service, is essential in enhancing customer satisfaction with services received.

This concepts and theories expressed by Lupiyoadi (2001) which states that the quality of service of tangibility in a marketing services is determined by the form of using the equipment, availability the equipment which met the individual capacities of the marketing aspect to provide a quality of service which can satisfy consumers.

Reliability has significant effect on Public Satisfaction. Reliability is the ability to provide promised service with immediate, accurate and satisfying by higher education institutions, such as the precise time when the promise, honest in service and try to avoid mistakes. This means the company provides its services right since the first moment. Reliability here is the extent to which employees can rapidly responsive in understanding and addressing the problems faced by the students. The more reliable the results shown by the employees of the problems faced by the students will be quickly resolved. The higher level of reliability higher education institutions, then it will affect Public Satisfaction. The management has to be aware of the meaning of an edge over the competition services. Realize also that the current paradigm of care has undergone a change of the paradigm of service that leads to services that are economical. To give satisfaction to the paradigm change, then the higher education has developed a form of service quality of service reliability that leads to an independent, professional and superior. The forms of these services relating to the quality reliability of a process of fast service, major service attitude and instill confidence in every consumer.

Reliability of institution on customer satisfaction which are: (1) the services provided to consumers quickly, (2) the attitude of the staff of institutions in providing services to each consumers and (3) the attitude of the staff of higher education institutions Economic Higher Education in Banten in instilling confidence to every customer.

Reliability demonstrated appropriate in providing services to consumers and affects customer satisfaction with services received. That is, reliability in service quality, need to be maintained and improved, so as to give satisfaction to the consumer.

Concepts and theories that support expressed by Hamzenah (2003) that in order to win a competition in the marketing services, the focus of each service should be relying on the reliability owned in competing standards according to the feasibility of services. Aspects of reliability that must be considered is the prompt delivery, service attitude primary and instill confidence.

Responsiveness significant effect on Public Satisfaction. Responsiveness is the desire of the employee / lecturer / lecturer in higher education institutions Economic Higher Education in Banten, which is under the coordination of Kopertis IV and accredited B to help the students and provide services with the response, as ready to help the students, the speed in service and smooth communication. Responsiveness here can mean response or alertness of employees / staff of teachers in helping students and provide fast service. The higher the responsiveness shown by the employees of the problems faced by the students will be quickly resolved. The higher the level of responsiveness of higher education institutions, then it will affect Public Satisfaction.

Various forms of the services provided by higher education institutions Economic Higher Education in Banten certainly expect their responsiveness over the quality of service given the appropriate level of satisfaction as a consumer society. Very reasonable that in providing a pleasant service, proficiency in service, creating a positive feedback in response to the tradeoffs between higher education institutions and students to give each other positive feedback to the process of providing quality primary care.

The forms of service that should be given is determined by the attitude of, professions and in response to consumer complaints. Responsiveness shown to consumers, namely: (1) the appearance and facial features staff / faculty higher education institutions in providing services to consumers, (2) control, finesse and skill of the staff / faculty higher education region in providing services to consumers and (3) the response of staff / faculty higher education institutions for services provided.

Demonstrated responsiveness staff / faculty higher education institutions region corresponding application in providing services to consumers and dealing with consumer satisfaction with services received. Responsiveness in service quality should be improved and important in influencing the level of customer satisfaction.

Concepts and theories that support expressed by Yazid (1999) that a lot of marketing services involve the level of responsiveness of a consumer to provide a service that can satisfy consumers. Responsiveness concrete forms that can be shown by service providers to consumers is their response to the tradeoffs between higher education institutions and students to give each other positive feedback to the process of providing quality primary care.

Satisfaction guarantee significant effect on society. Security is the knowledge, ability, courtesy, and trustworthiness owned by the employees / staff teaching higher education institutions, and accredited B to help students, such as service courteous, skilled the duties and conduct adequate knowledge. The higher the assurance shown by the employees / staff teaching higher education institutions, then it will affect Public Satisfaction. Today, staff / faculty higher education institutions has to reform its various activities to foster consumer confidence guarantee for providing the quality of service that can be shown. Whether in the form of confidence in the service is operational, technical and managerial in order to give satisfaction to the consumer. Forms of collateral in the form of a convincing attitude, motivation shown, the suitability of the various services colleges must give a special value that can be believed by any consumer on the quality of services provided.

Assurance shown correspond in providing services to consumers and affects customer satisfaction with services received. The guarantee of a concern to higher education should be improved in order to give satisfaction to the consumer for services provided.

Concepts and theories that support expressed by Oemi (1995) states that the basics of a services in establishing a partnership is the belief that grown to consumers, so that loyalty is given greatly affect the level of consumer satisfaction. Consumers will believe the service provided when aspects of service quality assurance convincing filled form of attitudes, motivation shown, the suitability of the various services provided.

Empathy has significant effect on Public Satisfaction. Empathy is the ease in relationships, good communication, personal attention, and understand the needs of students by employees / staff teaching higher education institutions, such as attention to the students, the responsibility of security and comfort and put the interests of students. The higher the empathy shown by the employees / staff teaching higher education institutions, it will affect Public Satisfaction. Service of higher education institutions to date has been to provide a quality of service that leads to the improvement of the value of empathy offered to consumers, so that consumers can assess satisfaction with services received really satisfying.

Operationally, the manager of higher education institutions to date has developed an empathy that is aimed at consumers in the form of attitudes and characters shown in the form of faster service processes, not favoritism and give confidence to consumers.

Empathy shown quite appropriate in providing services to consumers and affects customer satisfaction with services received. Or in other words, empathy should be improved in increasing customer satisfaction with the services received. Concepts and theories that supported by Tjiptono (2002) suggests that empathy in the quality of service is an aspect of seriousness, coaching, counseling and give the image of the pattern of development of marketing services that must be met in order to provide impact on customer satisfaction.

Out of the eight variables which are affecting the public satisfaction, the most dominant variable is Empathy which is shown by t- test results. At 4:20 table Empathy variable has a value of t count (8289) > t-table (1.963) compared with other variables, with significance required.

CONCLUSION

From these results we can conclude that loyalty can be built from the variable student teaching, research, community service, responsiveness, direct evidence, reliability, assurance and empathy through student satisfaction and student loyalty can also be constructed from the variable quality of service through student satisfaction. Indicators of each of the variables that affect the loyalty of students have been described above. In this study, student satisfaction is influenced by many variables. To optimize the quality of service is an important key to building loyalty student. Therefore, the things that need attention include:

- Encourage increased ability and insight Lecturer, for example by encouraging lecturers to continue their studies, sending lecturers to participate in seminars, training, or scientific discussion.
- Adding an existing student media, so that the learning process is not boring.
- Making good atmosphere on campus, in a way to establish good communication between personal on campus.
- Increase the type and number of books in the library, so that students have become

more insight. This allows students to be able to discuss issues related to the subject.

- Increase the number of lecture halls.
- Make a lecture hall as comfortable as possible, for example by observing the layout of space and good lighting.
- Building a system of good service to students, for example, the delivery time schedule of lectures and scholarships.
- Makes it easy for students to gain access to information on all matters related to universities, for example by creating a website.
- Lecturers and employees are expected to be friendlier in serving students.

SUGGESTION

Based on the conclusion, it is recommended as follows:

1. It is recommended in the future, the implementation of service quality dimensions by managers of higher education institutions into consideration for the provision of these services in accordance with the increase in student satisfaction has decreased.
2. It is recommended that the quality of service that gives effect to increase student satisfaction through:
 - a. Responsiveness constantly improved level of understanding of a manager in showing a good attitude in serving students.
 - b. Warranty constantly improved by demonstrating a commitment expectation satisfactory service to students.
 - c. Direct evidence can be improved by equipping modern equipment.
 - d. Continually improved by showing empathy and caring attitude to serve every student.
 - e. Reliability continues to be enhanced by serving students are not discriminatory.
3. It is recommended that the dimensions of service quality based on the teaching that showed a significant effect of weak to be a concern with providing reliable teaching staff, which will give effect to student satisfaction.

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