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# THE IMPACT OF ACADEMIC SERVICE QUALITY ON STUDENT SATISFACTION

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## Abstract

Implementation of education through higher education is one indicator of high public awareness of the benefits of education. But to prepare high quality education is a major challenge in Indonesia. Many things need to be considered to improve the quality of education services for students. This study aims to measure the level of student satisfaction on academic services with SERVQUAL measuring tool. The research was conducted on computer science and management high school students in Bandung city by using explorative method. Data analysis techniques use structural equation modeling (SEM). The result of research shows that there is a significant influence of SERVQUAL on student satisfaction. The results of this study indicate that by increasing SERVQUAL, student satisfaction on academic services can be achieved.

**Keywords:** *Academic Service Quality, Student Satisfaction.*

## 1. Introduction

Bandung is one of the cities that include many private universities, so it becomes one of the cities of educational destination. Data from Directorate General of Higher Education shows that there are many universities this indicates that there is competition among private universities to win the competition. One way to win this competition is to provide quality academic services so as to provide satisfaction to students in obtaining education in college. The numbers of universities also need to be balanced with improving the quality of academic services.

In the face of competition between private universities, a strategy is needed to understand the needs and wants of the students. To meet the needs and wants of the community in fulfilling education, especially college education, it is necessary for universities to know the needs and wants of the community for education. Elections in universities cannot be separated from the elements of service offered and student satisfaction for education services consumed. In providing services not only product providers emphasize the importance of the service element but also the college which is the core of its business is the service. Service is very dependent on the services provided to consumers in this case is the student. Student satisfaction depends on the element of service provided by the college.

Service user satisfaction in this case the student becomes one of the measures of the success of higher education institution in managing the institution and still pays attention to academic quality as service that must be achieved. This resulted in the educational institutions need to make improvements in service quality and academic continuously by

looking at the gap between services provided with services obtained by students (Qomariah, 2012; Mulyawan and Sidharta, 2014).

Quality of service is an effective way in fulfilling the needs and desires of the community will be higher education. Similarly, STMIK located in Bandung needs to apply the quality of service in order to meet student satisfaction. This is supported by the result of Wibowo (2009) study which stated that service quality has a significant effect on student satisfaction where the dimension of physical evidence represented by lecturers is the most effective aspect of service quality in increasing student satisfaction. In line with that Mansori, Vaz and Ismail (2014) states that the quality of service is a significant factor that affects student satisfaction with the most dominant factor is the physical facility which is the element of tangibles.

The concept of service quality and satisfaction are interconnected with each other. Theoretically, in the process can provide a reference in this study, where the quality of service affects student satisfaction. The creation of customer satisfaction can provide several benefits, among them the relationship between college and student become harmonious, providing a good foundation for the college in improving its image (Tjiptono & Chandra, 2008).

The increasing level of competition in the field of education services encourages universities to prepare competent human resources in providing academic services. Higher Education as an institution of education service providers are required to provide services that can create satisfaction to students as service users, which will ultimately be able to encourage the progress of the Higher Education.

Based on the above description, then the formulation of the problem is how the quality of academic services and student satisfaction and the influence of academic service quality on student satisfaction. The purpose of this study is to determine the quality of academic services and student satisfaction and the influence of academic service quality on student satisfaction.

## **2. Literature Review**

### **Academic Service Quality**

According to Parasuraman, Zeithaml and Berry (1998) Service is an economic activity that produces time, place, form or psychological agitation. Furthermore, the quality of service is the customer's perception of the superiority of a service. Only customers judge the quality of a company's quality service. Based on this understanding can be said that the quality of service can be measured with good quality through the comparison between the services offered with the perception of customer acceptance whether it is in accordance with customer expectations or not.

The main factor in determining satisfaction is the customer's perceptions of the quality of service in this case the quality of service. If the services offered are in accordance with the expected consumer service is good and vice versa. Instruments for measuring service quality such as SERVQUAL and modification have been used by some organizations in the service industry. Something can be said to be qualified if there is a match between the conditions possessed by the object or service desired with the intent of the person it wishes. Thus the quality of service is the extent to which the services provided by the company in accordance with the needs and expectations of the customer or how far the difference between reality with customer expectations for the services they receive.

University services can be viewed from the characteristics, according to Lupiyoadi and Hamdani (2008) states that the characteristics of services at universities are as follows;

1. Higher Education is included in pure service group, where the service is provided supported by work tools or supporting facilities only such as classroom, chairs, tables, books, and so on.
2. Services provided require the presence of service users (students) in this case the customer who came to the institution to get the desired services.
3. The recipient of his services is the person. So it is a service that is based on people, or in services commonly called high contact is the relationship between the service providers with high customers.
4. Relationships with customers based on membership relationships, where the customer has become a member of a particular educational institution. Service delivery system is done continuously and regularly in accordance with the predefined curriculum.

Further Lovelock and Wright (2007) stated that to measure the quality dimensions of educational services provided should be necessary to determine the characteristics of the quality dimensions of the service. The dimensions of service quality in this study adopted from Parasuraman, Zeithaml and Berry (1998), namely tangible, empathy, responsiveness, reliability and assurance.

### **Satisfaction**

Satisfaction is a full-time evaluation in which the chosen alternatives at least produce the same results or exceed expectations, while discontent arises when the results do not meet expectations (Tjiptono & Chandra, 2016). While according to Tsiros, Mittal & Ross (2004) satisfaction is a person's feelings of pleasure or disappointment that result from comparing a product or service's perceived performance. According to Kotler and Keller (2016) a buyer's satisfaction is a function of the product's perceived performance and the buyer's expectations. It can be said that satisfaction is the customer's agreement or customer's disappointment when comparing the personal opinion of the service received with perceived. Customers will compare with other service products when the expectations are met then the customer will be satisfied for the services consumed. Relating to customer satisfaction lies in the ability of organizations to understand the needs and wants and expectations of customers. According to Tjiptono and Chandra (2016) satisfaction is the level of one's feelings after comparing the performance (outcome) that he felt compared to his expectations. This is similar to Kotler and Armstrong (2008) which states that companies should be more trying to increase consumer expectations and balanced with the resulting.

### **3. Research Method**

This research uses explorative method that is to predict make about situation or phenomenon. Analysis predicts things that contain facts, clarifications and measurements, and which will be measured and describe what happens. The location of research is in Bandung with the object of research is 3 (three) STMIK located in Bandung. Population is the overall source of data from research subjects. Research samples using purposive sampling technique to 3 (three) STMIK located in Bandung with criteria 1) Active student, 2) Have followed the activity of recovery for 4 (four) semester, 3) Willing to fill the given questionnaire. The number of samples obtained as many as 175 students.

Data analysis technique used in this research is structural equation modeling (SEM) Partial Least Square (PLS). Based on a review of the study of concepts, theories, and the results of previous research, then the research variables set as follows:

- 1) Variable tangible, as independent variable.
- 2) Empathy variable, as independent variable.

- 3) Variable reliability, as independent variable,
- 4) Variable responsiveness, as independent variable,
- 5) Variable assurance, as independent variable,
- 6) Student satisfaction variable, as the dependent variable

#### 4. Result

Results showed all the indicators that meet the loading value of greater than 0.5 and the results of Cronbachs Alpha, Composite Reliability and Average Variance Extracted, adjusted R squares as follows;

**Tabel 1.**  
**Value of Cronbachs Alpha, Composite Reliability and Average Variance Extracted**

Variables	Cronbachs Alpha	AVE	Composite Reliability
tangible	0.885	0.638	0.913
empathy	0.819	0.584	0.874
reliability,	0.804	0.562	0.865
responsiveness,	0.871	0.610	0.903
assurance,	0.878	0.623	0.908
Satisfaction	0.809	0.569	0.868

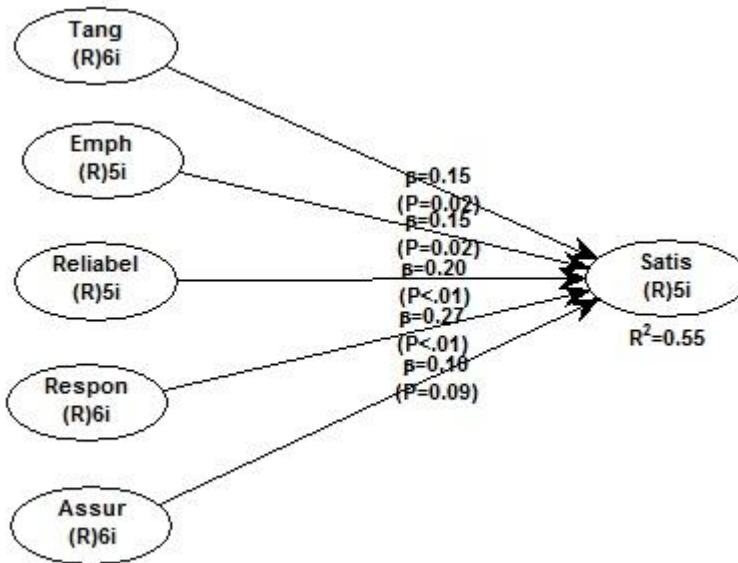
And the calculations of path coefficients show that all have a p value above 0.05 and can said that all hypotheses accepted as shown in the table below;

**Tabel 2.**  
**Path Coefficient, P-values and Decision**

Variables	Path Coefficient	P-values	Description
Tangible-> Satisfaction	0.147	0.023	Accept
Empathy-> Satisfaction	0.150	0.021	Accept
reliability-> Satisfaction	0.201	0.003	Accept
Responsiveness-> Satisfaction	0.267	0.000	Accept
Assurance-> Satisfaction	0.102	0.086	Accept*
adjusted R squares	0.537		

\*All hypotheses with p value 0.05 exclude Assurance accepted at p value 0.1

From the calculation results can be concluded that there is a significant effect of academic service quality on student satisfaction. While the result of structural model as follows:



**Figure 1.**  
**Structural Model**

The tangible variables influenced 0.147, the empathy variables influenced by 0.150, the variable reliability had an effect of 0.201, the responsiveness variable had an effect of 0.267 and the assurance variable had an effect of 0.102 to the student satisfaction variable. While the total influence of 0.537. These results indicate that the quality of academic services is dominantly influenced by responsiveness variables while the smallest influence by the Assurance variable. The results of this study support previous research conducted by Hess, Ganesan, and Klein, (2003); Suffiah, (2011); Mulyawan and Sidharta, (2014); Wibowo, (2009); Rinala, Yudana and Natajaya, (2013); Qomariah, (2012).

## 5. Conclusion

The amount of influence tangible, reliability, responsiveness and empathy to student satisfaction showed good results except assurance. Thus it can be concluded that if tangible, reliability, responsiveness and assurance are improved then student satisfaction will increase as well. This research has some disadvantages that is by using research object only focus on STMIK in Bandung, it is expected that further research can increase the scope of research focus more broadly so that it can generalize the result of research about academic service quality on student satisfaction.

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