



THE INFLUENCE OF SERVICE QUALITY ON STUDENT SATISFACTION

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Abstract- Student satisfaction is an indicator of the quality of graduates in tertiary institutions. Service quality, namely, the ability of lecturers and administrative staff to work professionally, the availability of information technology, and adequate facilities and infrastructure can affect student satisfaction. The purpose of this study was to determine the effect of service quality on student satisfaction at the Tarbiyah and Teacher Training Faculty, Samarinda State Islamic Institute. This research design in this study was survey method. Sampling was carried out using Slovin by a simple random sampling of 83 respondents, from a total population of 485 respondents. Data collection was carried out by using a questionnaire. The data were analyzed by using multiple linear regression, but before doing the analysis, a prerequisite test was conducted. The results of data analysis show that the value of $t_{count} = 0.58$, while the $t_{table} = 0.26$, meaning that t_{count} is greater than t_{table} ($0.58 > 0.26$). The determination coefficient $R^2 =$ was 0.660, which means that human resources, management of information technology, and infrastructure impact by 66% against the level of student satisfaction. While variables other than these two variables contribute 34%. Based on the results of statistical tests it can be concluded that the quality of service has a significant influence on student satisfaction

Keywords: Service Quality, Student Satisfaction, Teacher Training and Education

I. INTRODUCTION

In general, competition in higher education either at the national level or even international level is a positive sign. Thus, the provider of higher education must be able to provide the best service and produce graduates who are well-prepared in the world of work. The most important thing in educating the nation is education. Therefore, education must be managed in line with national education standards so that the goal of the nation can be achieved by making use the means and abilities owned by each university.

Education in Indonesia is currently classified as advanced, we can see that there are several Indonesian universities compete in the world rankings and a large number of foreign students study in various Indonesian universities. However, some universities still need support and guidance in terms of management and finance.

Management in education is defined as how a university can provide excellent service quality to students so that they feel they belong to the university. The service becomes a measurement tool for students to compare the service they received with those from other universities. One of the examples is providing clear and accurate information services and administrative services that are easy and pleasant as well as certainty. Research conducted by (Hwang & Choi, 2019), reported that students are satisfied in terms of tangibility, reliability, responsiveness, empathy, and assurance of service quality. Students feel comfortable and safe with the attention and responsibility carried out by the institution. Good service with full attention and responsibility, adequate facilities, and infrastructure, and they feel safe and comfortable. Service quality has a positive impact on student satisfaction. Furthermore, research conducted by (Rahareng & Relawan, 2017) states that Responsiveness (responsiveness) and Tangible (physical books) affect student satisfaction, while aspects that do not affect student satisfaction are the aspects of Reliability (reliability), Assurance (assurance), and Empathy (empathy). These aspects are then analyzed thoroughly and have a simultaneous and significant effect on student satisfaction. Based on the two studies that have been conducted with a reference to Kotler's opinion that "Good service lies on the employee's effort. It then will make the companies superior to their competitors." In other words, service is the most important thing to do everything (Kotler & Armstrong, 2001).

Zeitham et al. (2006), a tertiary institution has three aspects in managing services, namely: aspects of honesty

and assurance which include trust in the manager, appropriateness of education, and ensuring the success of education. The three aspects that have been mentioned will reflect the management and quality of a university. A university as one of the service providers, must consider customer satisfaction so that teaching and learning activities can run effectively. Zeitham et al. (2006) define that quality is the description of the characteristics and the whole description of a product that has the ability to meet the needs. So, it can be concluded that a good quality service is service that can meet the expectations of a customer.

Service quality can be considered good if the service provided is very satisfying and following what is expected by consumers. If a consumer feels very proud and very satisfied with the services provided, it means that the quality of the service is good. However, if a service is low in quality, it will be far below the average for customer satisfaction and it is very much different from what consumers expect. A service can be said as a good service as in the example of a waiter shows hospitality, speed, and capabilities that are shown directly to consumers.

According to Gronos' opinion in Lupiyoadi (2008) service is an activity that is directly or indirectly carried out by the interaction between customers and the services provided. It is also a problem solving that deals with customer problems. The activity of business and marketing actors is a continuous activity that is connected one another, and it cannot be separated because of the existence of service activities that are abstract in nature, causing customers to have interaction and feel satisfied or dissatisfied with the services that consumers have received from these service providers.

In fulfilling services, as someone who provides services, we must pay more attention to the desires of each consumer, this is because consumers are one of the most important factors in the assessment of the services we have provided. These services are good in terms of service, quality, and other capabilities in fulfilling services (Tjiptono, 2003). Quality in terms of service can be interpreted as an effort to meet consumer demands and needs as well as accuracy in balancing what consumers want. In general, the characteristics of service can be described as follows: 1) *Perishability*, 2) *Intangibility*, 3) *Variability*, 4) *Lack of Ownership*, and 5) *Inseparability*. (Goetsch&Davis, 2000).

Based on the description mentioned above, it can be seen that the quality factor of service is thought to affect students' satisfaction at the IAIN. This is what encourages the author to conduct research related to the effect of service quality on student satisfaction, the Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Samarinda. The problem that arises in conducting this research is whether there is a positive and significant influence either partially or simultaneously of service quality on student satisfaction? Judging from the background and problem formulation, this study aims to determine whether or not there is a positive and significant effect both partially and simultaneously of service quality on student satisfaction. This study is replicating previous research conducted by Rahareng & Relawan (2017) which focused on the effect of academic service quality on student satisfaction. The results of the study showed that there was a positive and significant influence between service quality and student satisfaction of Telkom University Business Administration. According to one of the experts, Gibson (2006) explains that customer satisfaction is the key to organizational success as it satisfies customers and recalculates the efforts needed so that the organization can survive and move forward. Energy, commitment, and flexibility with teamwork promote customer satisfaction through quick response and improved quality.

Based on explanation above concluded that energy, commitment, and flexibility with teamwork promote customer satisfaction through quick response and improved quality. In other words, there must be teamwork in terms of providing services and easy access for customers, and flexibility in improving the quality of a university, such as improving the quality of learning, facilities, and infrastructure to support student learning activities.

II. RESEARCHMETHOD

The design of this study is survey method. A questionnaire as a measuring tool was used to collect the data about service quality and student satisfaction at the Faculty of Tarbiyah and Teacher Training. Before the questionnaire was given to the respondent, it was necessary to test its validity and reliability. After the computation of validity and reliability was done, the questionnaire was distributed to students to obtain data about service quality and student satisfaction. Then the data were analyzed by using linear regression and t-test (t_{test}). To get the accurate results, the authors use EXCEL and SPSS as tools to obtain t-test results for 2 variables, namely service quality as the independent variable and student satisfaction as the dependent variable.

The research was conducted at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Samarinda. This research was conducted for 7 (seven) months. It was started in January and finished in July 2019. The total population in this study were 489 seventh semesters students in the Faculty of Tarbiyah and Teacher Training in the academic year of 2015/2016. The population is distributed to 6 (six) study programs, namely, Islamic religious education, Islamic Education Management, Arabic Language Education, English Tadris, Islamic Education for Islamic Education, and Early Childhood Islamic Education. The distribution is presented in the following table.

Table 1. Research Population

No	Study Program	Number
1	Islamic Religious Education (PAI)	192
2	Management Islamic Education (MPI)	75
3	Arabic Education (PBA)	47
4	Tadris English (TBI)	65
5	Teacher Education Madrasah Ibtidaiyah (PGMI)	65
6	Islamic Education Children Early Age (PIAUD)	45
	Total	489

Source: Students of Tarbiyah and Teacher Training Faculty in Academic Year 2019

To determine a sample of this population, the authors used the Slovin formula (Ferdinand,2014):

$$N = N/1+N(e)^2$$

Where:

n: Sample size / number of respondents N: Population size

e: level of error tolerance in this study, the level of error tolerance was 5%. The calculation for sample size in this research is as follows:

$$n = 489/1+489(5\%)^2 = 83.022$$

Based on the above calculations, the total sample size was 83 students. To determine the sample, the authors used the *proportionate random sampling*, which was taking samples from the sample frame randomly and proportionally. In this technique, the sample was taken randomly by using lottery (Sugiyono, 2008). Therefore, the sample in this study were 83 sixth semester students of the Tarbiyah and Teacher Training faculty in the academic year of 2015/2016. The sample was taken randomly proportionally. Sample from each study program was taken randomly. The number of samples for each study program is presented in the following table:

Table 2. Research Sample

No	Study Program	Number
1	Islamic Religious Education (PAI)	32*
2	Management Islamic Education (MPI)	13
3	Arabic Education (PBA)	10
4	Tadris English (TBI)	11
5	Teacher Education Madrasah Ibtidaiyah (PGMI)	9
6	Islamic Education Children Early Age (PIAUD)	8
	Total	83

*) Number of students in the Islamic Religious Education Study Program (192), FTIK student population (489), then the number of samples taken for the Islamic Religious Education study program is 192: 489/83 = 32 students.

III. RESULT AND DISCUSSION

The data analysis was conducted through several stages, namely testing reliability and validity.

Table 3. Reliability Test Results of Service Quality (X) and Student Satisfaction (Y)

Reliability		
Variables	Service Quality (X)	Student Satisfaction (Y)
Cronbach's Alpha	0.940	0.635

The method that was used to make decisions to perform reliability tests was the 0.6 constraint. According to Sudjana & Ibrahim (2004), "if the reliability value has a value less than 0.6, it can be said to be fair. While 0.7 means accepted and 0.8 is good". Based on the results of the output presented in table 4, the reliability of Cronbach's alpha on the service quality is 0.940. Thus, it can be concluded it is reliable and the reliability is good. For the Student Satisfaction variable, the reliability is 0.635. By referring to the reliability results of the variables, it can be concluded that this study deserved to be continued.

The results from data collection on the variable of service quality was 135.01 and from student satisfaction was 132.92. Before doing a multiple regression analysis, it would be better to do the classical assumption test, namely linearity test and the normality test. The *Kolmogorov Smirnov* or normality test showed the Asymp. Sig. (2-tailed) value for the variable X_1 was 0.077 and the value for Sig Y was 0.061. From the results, it can be concluded that all the variables in this study were normally distributed. Then the results of the linearity test showed that the significance value was $0.678 > 0.05$, which means that there is a linear relationship between the student satisfaction variable (Y) and the service quality variable (X_1).

The results of the calculation between service quality and student satisfaction will be shown in the following table:

Table 4. The correlation of service quality (X1) to student satisfaction (Y)

N	r_{count}	r_{table}	R	Significance	
				Alpha	P
83	0.580	0.215	0.660	0.05	0.000

The results of the hypothesis test above used the partial correlation test which aimed at determining the relationship between service quality and student satisfaction levels. A hypothesis is defined as an opinion which truth is still in doubt and needs to be proven. Therefore, its validity needs to be tested again by collecting data through a research. There are two types of hypotheses in correlation research, namely H_a and H_0 . Of the two types of hypothesis each has a meaning, namely H_a : there is a relationship between two variables ($R \neq 0$) and H_0 : there is no relationship between two variables ($R = 0$) (Arikunto, 2010).

H_0 = Null Hypotheses

H_a = Alternative Hypotheses

By using the correlation test, it was found that there is a relationship between service quality and student satisfaction. The coefficient correlation result was 0.580. The next step was comparing t_{count} value which has greater value than the t_{table} ($0.580 > 0.215$). Because the value of t_{table} is smaller than t_{count} , therefore it can be concluded that H_0 is rejected and H_a is accepted. From this statement, it means that there is a strong relationship between service quality and student satisfaction. It can be concluded that there is a relatively significant relationship between service quality and student satisfaction levels. A relationship is said to be significant and has a positive correlation when the value is $0.000 < \alpha = 0.05$. If the relationship between service quality and student satisfaction is positive, the correlation coefficient is also positive. This shows that the higher the level of service quality, the higher the level of student satisfaction with the services provided will be. Referring to the category of the correlation, the result is in the medium category (0.400 - 0.599). In other other words, the relationship formed between service quality and student satisfaction is in the medium category. The results from the distribution of documentation and questionnaires to 83 students will be explained in the following section.

Service Quality

Goetsch & Davis (2000) stated that quality is a dynamic state associated with product, service, people, processes, and environments that meets or exceeds expectations. Capon (2000) added that quality can be defined as the ability of a product or service to meet and preferably exceed customer expectation. Moreover, Sallies (2010) defined service quality characteristic are more difficult to define than those for physical product the only meaningful performance indicators are those of customer satisfaction. Intangible or soft measures are often as important to success and to the customer as are hard and objective performance indicators. Soft indicator such as care, courtesy, concern, friendliness and helpfulness are often uppermost in customers mind. Customer judge quality by comparing their perceptions of what they receive with their expectation of it. Thus, Service quality is defined as student's assessment on the ability of the activities provided by employees (lecturers, staff, and employees) to fulfill the needs, expectations, and demands of students as customers through the dimensions of (1) *tangible*, (2) *intangible* (tangible/invisible), (3) *reliability*, (4) *responsiveness* (responsiveness), (5) *assurance*, and (6) *empathy*. (Oliver et al., 1998).

The data on service quality from the distribution of questionnaires to 83 students resulted in a minimum score of 99 and a maximum score of 172. The results are shown in the following table:

Table 5. The Distribution Service Quality Frequency

Service Quality	F	%
High	28	43
Medium	35	42
Low	20	24
Total	83	100

According to the table above, 28 students revealed that the service quality was high, then 35 students pointed out that the service quality was medium. The remaining 20 students classified the service quality in the low category. In the percentage section we can see that those who have high service quality were 34%, then the medium percentage was 35%, and those with low percentages were 24%. It could be seen from the table; the high level of service quality was not selected by all students. In conclusion, family conflict was placed the highest as the factor contributing to the service quality. The percentage of each factor was 35% and 42% respectively and categorized as moderate level.

Student satisfaction

Based on the results obtained from the questionnaire, the minimum satisfaction level of students was 103, while the maximum level of student satisfaction was 159. The distribution of the data is presented below.

Table 6. Distribution of Student Satisfaction Frequency

Student Satisfaction	F	%
High	21	25
Medium	36	43
Low	27	32
Total	83	100

Based on the table above, we can see that students who have a high level of satisfaction are 21, then those with a moderate level of satisfaction are 36, then the remaining 27 is in the low level of satisfaction. Then in the percentage section we can see that those who have a high level of satisfaction are 25%, then the moderate percentage is 43%, and those who have a low percentage are 32%. We can see from the table that not all students have a high level of satisfaction. Meanwhile, the more dominant one is at a moderate level of satisfaction.

IV. DISCUSSION

Student satisfaction is an indicator of the quality of graduates in tertiary institutions. Service quality, namely, the ability of lecturers and administrative staff to work professionally, the availability of information technology and adequate facilities and infrastructure can affect studentsatisfaction. Based on table 4, it illustrates that the t_{count} is 0.58 while the t_{table} is 0.22. These results indicate that t_{count} is greater than t_{table} ($t_{count} (0.58) > t_{table} (0.22)$). The results of this analysis prove that the quality of service has a significant effect on student satisfaction at the Faculty of Tarbiyah and Teacher Training.

The results of the above research are in line with research conducted by , that there is a significant positive relationship between student satisfaction and campus facilities. Furthermore, several similar studies show that service quality has a significant effect on student satisfaction, for example Naik & Gantasala (2010) focuses on Servqual and its effect on customer satisfaction; Munna et al., (2009) conducted relationship between service quality and hotels' customer, Lee & Hur, (2018), facility and service quality have a good effect on visitor satisfaction at baseball league, Zurni Zahara Samosir (2005) focused on library services, Doni Marlius (2018); Yenni Yuniarti (2014) did a study of facilities and infrastructure on student satisfaction (responsiveness, physical evidence, empathy, and assurance).

Even though some of the above studies have similarities with the research conducted by the author, the satisfaction level of the students varies, for example 27% of students have high satisfaction, 43% have moderate satisfaction, 30% have low satisfaction. The factors that affect student satisfaction on service quality were the competence of lecturers and academic staff, the availability of adequate facilities and infrastructure and the management of academic information systems (SIKAD).

V. CONCLUSION

Based on the results of statistical analysis, it was showed that t_{count} (0,94) was higher than t_{table} (0.63) therefore H_{0is} rejected while H_1 was accepted. It can be concluded that service quality has a significant positive effect on students satisfaction at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Samarinda in the 2015 academic year. The factors that affect student satisfaction were lecturers and academic staff who are professional in their fields, adequate facilities and infrastructure, and academic information system services that accelerate the process of academic activities.

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