

# servis\_quality\_263-271.pdf

*by*

---

**Submission date:** 09-Aug-2021 09:37AM (UTC+0700)

**Submission ID:** 1629330813

**File name:** servis\_quality\_263-271.pdf (303.91K)

**Word count:** 4172

**Character count:** 22746



## **International Journal of Business and Management Science**

(ISSN 1985-692X)

[www.safaworld.org/ijbms](http://www.safaworld.org/ijbms)<sup>12</sup>

Submission email: [ijbms.submission@safaworld.org](mailto:ijbms.submission@safaworld.org)

Chief Editor

**Mohammad Safa**

Special Issue Editors

**Siti Ridloah**

**Angga Pandu Wijaya**

**Kris Brantas Abiprayu**

Universitas Negeri Semarang (UNNES), Indonesia

### **Universities Academic Service Quality to Student Satisfaction**

**<sup>a</sup>Kardoyo, <sup>b</sup>Lola Kurnia Pitaloka\*, <sup>c</sup>Bayu Bagas Hapsoro**

<sup>abc</sup> Faculty of Economics, Universitas Negeri Semarang, Semarang, Indonesia

\*Corresponding author: [lolakp@mail.unnes.ac.id](mailto:lolakp@mail.unnes.ac.id) ✉

---

<sup>1</sup> Copyright @ 2025, Mohammad Safa: Unless otherwise noted, copyrights for the texts which comprise all issues of the *International Journal of Business and Management Science* (IJBMS) are held by the copyright owner. Items published by IJBMS may be freely shared among individuals, but they may NOT be republished in any medium without written consent from the copyright owner. In order to discuss any relevant issues or acquire permission for reprint or reuse of data, please contact the editors at [ijbmseditors@safaworld.org](mailto:ijbmseditors@safaworld.org).

<sup>2</sup> Disclaimer: Facts and opinions published in the *International Journal of Business and Management Science* (IJBMS) express solely the opinions of the respective author(s). Author(s) are responsible for citing sources and the accuracy of their references. The editors cannot be held responsible for any lacks or possible violations of third parties' rights. If any misconduct found in any published items, the relevant party may contact the editors for suggestions.

**Abstract:** Higher education business offering services in the field of education where the main focus on the service business that runs in the services sector. This study used the exploratory methods and used questionnaire method for the collection of data. The populations in this research were all students active in the Faculty of Economics, Universitas Negeri Semarang. The samples in this study using stratified random sampling, with the number of samples obtained for this research were 360 students. This study answered three hypotheses that have been formulated and are accepted. The quality of academic services has a considerable influence on student satisfaction and confidence variables into partial intervening variables in this study due to the variable X has been able to influence the variable Y without having given intermediary other variables. However, in this study revealed some indicators that should be deleted, because it is not relevant to the situation of students in Indonesia.

**Keywords:** Service Quality; Student Satisfaction; Universities; Trust; Academic

## INTRODUCTION

Education is essential for people in the current era because education is one measure of the success rate for someone to show who he is. Because it has become imperative, educational needed not only in basic education but also have reached the stage of higher education. The human need for higher education is increasing, making the number of higher educations in Indonesia raised up to 3,276 institutions which consists of public higher education and private higher education.

The numerous numbers of Higher education institutions resulted in intense competition among them. Higher education is like a business that attracted many entrepreneurs because of the number of consumers in need. Every year, consumers will be college will certainly increase in numbers. Higher education business offering services in the field of education where the main focus on the service business that runs in the services sector. A high competition in getting the students, make higher education can clean themselves quickly in order not to lose the other universities. This is not only done by private higher education, even public higher education are also doing it. Because the students are no longer concerned in public higher education.

Semarang is in Central Java province which contributed high number of higher educations in Indonesia. The number of universities in Central Java, there were 265 who shared in some form that is colleges, polytechnics, institutions, and universities. Private colleges already rife that stand in Semarang even many higher education recently established. This phenomenon occurs because of increasing human population and increasing students who enter college each year. The increasing populations of students who go to college are not accompanied by an increase in revenue from existing universities. As a result, many students who don't get the bench of higher education. The phenomenon was taken chances by several people to set up new high student. The quality of private higher education to be better the last few years, so they are not afraid to compete with public higher education. Especially because the private higher education competition is more stringent than public higher education, then they put the quality of their service to students. The problem is what encourages higher education to keep improving the quality of services mainly academic services.

Service quality should start from the needs of customers end up with satisfaction. Satisfaction is very important for any organization but satisfying customers is not enough. Many companies in this case means that higher education rely on student satisfaction to be used as guidelines by the universities so that students can trust the services offered. Trust becomes important to be able to influence the level of student satisfaction. Trust as statements that involve convincing positive expectations with regard to a person in a risk in this case is the trust of students on academic services provided by the college. Partnership with students is built on trust and commitment.

## LITERATURE REVIEW

Yousapronpaiboon (2014) states that the student satisfaction can be determined from the level of trust to the higher education. Especially in the field of academic services, trust is needed to enhance student satisfaction. Academic services in research conducted at the university of Thailand is the belief in students to faculty to provide knowledge and being a role model and the trust given to administrative personnel for students undergoing study at the higher education. Different things to the research conducted by Schlesinger, Cervera and Pérez-Cabañero (2017) where the trust is not able to intercede to increase student satisfaction with service quality in the field of academics. Trust is a process, while satisfaction is the end result. Although students have to believe in the process, but it doesn't mean he will demonstrate a high level of satisfaction for his own satisfaction is the result of one's reality and expectations.

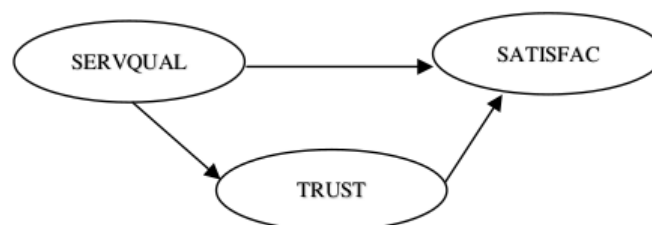
In addition, Quality is a dynamic condition associated with products, services, people, processes and environments. Service is an activity that is invisible that occurs due to the interaction between consumers and employees provided by the service provider company. According to Smith, Smith and Clarke (2007), in general, customer perception of service quality can be measured and evaluated through service quality dimensions, namely, (1) Tangibles, which include physical facilities, employee performance, the equipment used and the physical presentation; (2) Reliability, namely the ability to deliver the promised services are reliable and precise ; (3) Responsiveness, namely the willingness or readiness of employees to provide service and help consumers; (4) Assurance, which knowledge, courtesy and ability of employees to gain the trust of customers and (5) Empathy, the care and attention of companies individually to the consumer.

Trust arises because students assess the quality of services with what they see, understand and what they feel. Therefore, it is important for universities to build student confidence in the academic field that builds trust students to the performance of educators and education personnel. In Tschannen-Moran and Hoy (2001) there are five dimensions' measure of confidence that is, (1) Benevolence namely the belief that one party will be protected and will not be harmed by the trust; (2) Competence: the ability possessed by a party in terms of skills and knowledge; (3) Honesty namely the extent to which a statement may be fulfilled; (4) openness the disclosure to provide information needed by the customer.

Satisfaction would arise if the needs and desires of a consumer can be met. Satisfied or not a customer of a product is determined by the behavior that appears after consuming the product, in this study we called it student. Students said as a

customer because he paid educational services for studying. It is certainly accompanied by the desired anticipations in the educational process in higher educational institutions. With reference to the expectations of the course each student has a different perception between one another. According to Sigala, Christou, Petruzzellis, D'Uggento and Romanazzi (2006) there are several indicators of student satisfaction, namely, (1) Reliability, a comparison between the expectations of the consumers' perception of the ability to provide services that have been promised to quickly and precisely. Covering the speed of service delivery, qualified people who provide service and promptness of service delivery; (2) Product-related Information, including facilities and infrastructures, accuracy suggestions and explanations, and (3) Commercial Colleges, includes hospitality services and facilities for obtaining information. The purpose of this study was to see if there is influence between service quality academic fields to the trust of students, analyze the influence of the trust students to student satisfaction.

Based on previous literature review, the study proposes three hypotheses, which are consist of: (H<sub>1</sub>) Quality of academic services effect positively on student satisfaction, (H<sub>2</sub>) Quality of academic services effect positively on trust, and (H<sub>3</sub>) Trust effect positively on student satisfaction. Figure 1 is a model developed for this study describing the summary of the hypotheses.



**Figure 1:** Theoretical model

## METHODS

### Research Design

This study used an exploratory method to make description of a situation or phenomenon. This method explained a correlation, test the hypothesis, make a prediction and get the implicit meaning from a problem that want to be done. Location for this study is in one of a public university in Semarang, Universitas Negeri Semarang. This study wanted to know the student satisfaction about academic service quality there. Data used for the study is primer and used a questionnaire method to collect data.

### Population and Sample

The populations in this research were all students active in the Faculty of Economics, Universitas Negeri Semarang, and batch 2015 to 2018. The population is limited to eight semesters for students who are considered active are students who still follow the lecture activities undertaken following the semester. The total

population in this study is 3596 students, including student department in Economics Education, Accounting, Management and Economic Development.

The samples in this study using stratified random sampling. Random sampling and stratified to be fairer. Because it will take students from all disciplines and all the forces, determination of the number of samples used Solving formula. From the calculation formula, the number of samples obtained for this research were 360 students who will be divided equally to the four batches and all the department.

### Variables Description

This study employs three variables *i.e.* service quality, student's satisfaction and trust. Service quality is a dynamics condition related with product, service, human, process and environment exceeds expectations. A service is an invisible activity that happened because there is an interaction between consumer and staff provided by the service provider company (Khoo and McGregor, 2017). Students satisfaction is the level of perceived state of someone which result from compare each product and related to someone expectations. Satisfaction is a function of the difference between perceived performance and expectations. So we can have the conclusion that student's satisfaction is a feeling level of the students after know what he get in the higher education. And trust is a positive expectations, assumption or belief from someone cognitive process that show to others that he can behave as expected and needed.

### Data Analysis

This study used Partial Least Square (PLS) and helped by warpPLS 5.0. PLS is a structural equation model that variant based simultaneously can do the model testing as well as do the model measurement. The model measurements used to validity and reliability test while the structural model used to causality test (hypothesis test with the prediction model). There are two data analysis method that is descriptive statistics to provide an overview about the object of research and describe about an event that was collected in this study. The second method is inferential statistics analysis is a statistics technique that used to analysis the sample and the result can be uses to describe population.

## RESULTS AND DISCUSSION

Common methods bias used to count for errors in measurement. In this study, a common test method may be seen from the full value of collinearity VIFs which is full collinearity test results which include vertical and lateral multicollinearity. The criteria for full collinearity VIFs is to be  $<3.3$  (See Table 1). The model that is free of the problem with the bias test can be continued to be analyzed.

The test model will be seen from the results and the value of the model that came out in the SEM analysis that has been done. This model testing criteria are set equal to the model fit and quality indices. The results of model fit and quality indices of our model can be seen in Table 2 below.

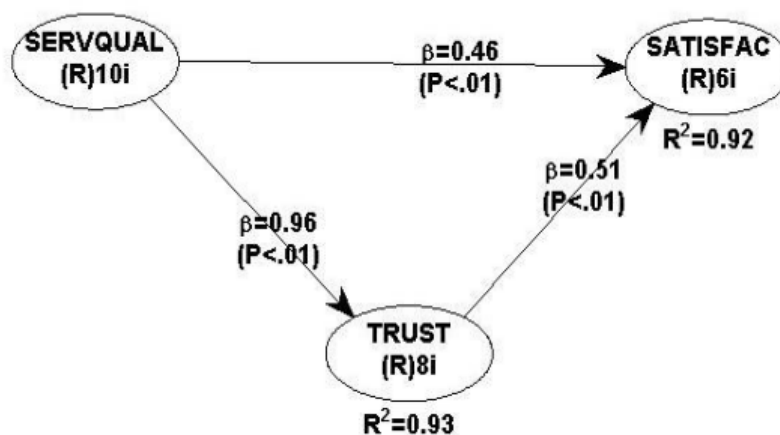
**Table 1:** Full Value Collinearity VIFs

Variables	Full collinearity VIFs
Academic Service Quality	1.425
Trust	1.206
Student satisfaction	1.540

**Table 2:** Fit and quality indices criteria

Fit and quality indices	Fit criterion	Results Analysis	Information
APC	P > 0.05	40148 P < 0.001	Well
ARS	P > 0.05	0037 P < 0.001	Well
Aars	P > 0.05	0040 P < 0.001	Well
AVIF	Acceptable if <= 5, ideally <= 3.3	1.050	Ideal
AFVIF	Acceptable if <= 5, ideally <= 3.3	1.023	Ideal
GoF	Small > = 0.1, medium > = 0.25, large > = 0.36	0.076	Ideal (Small)
SPR	Acceptable if > = 0.7, ideally = 1	1.000	Ideal
RSCR	Acceptable if > = 0.9, ideally = 1	1.000	Ideal
SSR	Acceptable if > = 0.7	1.000	Ideal
NLBCDR	Acceptable if > = 0.7	0.875	Ideal

The table above shows that the results of the model fit and quality indices of this research has been qualified for the processing and analysis of data because the data used in the model is good or ideal. After testing and quality indices model fit hypothesis test. The purpose of testing this model is to look at the direction and magnitude of the coefficient relationship between variables. The following research model that has been tested.



**Figure 1:** Research model

Model testing above illustrates the flow from the analysis of the model in this study. We can see on the model, all coefficient is significant each other. As already described, the variables that have an influence is eligible p value < 0.01, respectively. Data testing of models is presented in Table 3.

**Table 3: Research Model**

Lane	Coefficient	P Value
Academic Service Quality to Trust	0.96	P < 0.01
Trust to Student Satisfaction	0.51	P < 0.01
Academic Service Quality to Student Satisfaction	0.46	P < 0.01

Based on the examination table above shows that the academic service quality to the trust, coefficient number is 0.96 with a p value of  $p < 0.01$  which means that the quality of academic services affects the trust of students. Although the level of the effect is not too big, but it is the service quality is seen to increase the trust of high education students. Hence the hypothesis there is the influence of service quality to trust Faculty of Economics UNNES, accepted. One indicator of the service quality is the assurance which includes knowledge, courtesy and ability of employees to gain the trust of customers. The indicator has become the most powerful indicator of satisfaction indicators among other academic services. To feel the quality of academic services, need the trust in students to educators and faculty member. Sultan and Wong (2014) also expressed the same general service quality strongly influence student trust. Good service quality will generate trust from the students to the college. These results were obtained from Sultan and Wong (2013) research. The degree of influence of service quality to trust in their study were very high visible results differ from the results obtained in the study authors. Trust came into being as an understanding of the student and the process that they felt it was very good, so when the student does not feel any good academic service quality, they would not believe anymore to a high education.

Trust significant on student satisfaction with significant value is quite high. So, the hypothesis there is the influence of the trust to student satisfaction Faculty of Economics UNNES, accepted. The results of this study concur with those Brochado (2009) because of student satisfaction was visible on whether a student believe it or not against colleges that he occupied. Although the service quality in a given academic field has been good, but if the student does not have confidence in the college, then still a student will never be satisfied with the provided service quality. But there is one indicator that made the difference in this study with previous research. Indicators in this study embraced the belief of some previous studies that as many as four indicators namely benevolence, competence, honesty and openness. Indicator openness is the openness required to provide customer information does not apply to students of the Faculty of Economics UNNES. Whereas in the earlier study, these indicators become a very important indicator to measure confidence. The openness of the system is not too ignored in Indonesia. The system is already very high confidence despite knowing only a short reason is not reason more detail. Students in Indonesia are less likely to take notice of the information provided, thus making openness indicators as indicators are not needed in this research.

Academic service quality significant to student satisfaction with the high level of significance and p value  $< 0.01$ , respectively. Hence the hypothesis there is the influence of the quality of academic services to the satisfaction of the students, accepted. Service quality is identified with customer satisfaction and in all studies did produce that quality of service must have an effect on customer satisfaction. Poor service quality especially in companies that are run in services, it is impossible to make customers be satisfied (Abouchedid and Nasser, 2002). Unless the company



is a monopolist or just one company that sells services or products and there was no rival again. In contrast to companies that have a lot of competitors, they should improve the quality of service in order to retain customers. Likewise, the college, the more widespread the newly established universities, especially in the competition is the quality of academic services become the main scourge for can keep customers so they can get new students. This research together with research produced by Malik, Danish and Usman (2010) in which the quality of services in the academic field effect on student satisfaction. The effects produced are also significant and positive, which means if the quality of service is bad then the level of student satisfaction will also be low and vice versa if the high academic service satisfaction is also high student satisfaction. However, there are several indicators of the quality of academic services that should be eliminated is the curriculum. The curriculum does not imply more to determine the level of student satisfaction as a student here it is only receiving a curriculum that has been created. Students do not really know and do not feel the impact if there is a change in the curriculum. Indicators curriculum does not give effect to the satisfaction of the students, it will be more effective if the indicator curriculum abolished.

Apparently, this is not supported by research conducted by Chong and Ahmed (2014) while in UNNES student satisfaction can be affect from curriculum, but in Malaysia, student satisfaction also can be seen from their satisfaction to the curriculum. They need to know about the curriculum and how lecturers realize that to be a class for them. Malaysia student criticize the curriculum when the curriculum not according with current time. Such as, now we life in the digital era, so the curriculum must be including all about digital for the class. It is not related with Indonesia student that they just take what something give to them. It is why, aspect curriculum must be deleted from academic aspect indicators because it not related for the Indonesia student.

The research model in this study shows the number of  $R^2$  of 0.93 or close to 1, which means the model in this study are in accordance to the variable trust can be an intervening variable between satisfaction and quality academic services to students. However, in this study the variables of trust only a partial intervening variable not be full intervening variables. This is due to the variable quality of academic services is already an effect on student satisfaction. The results in this study instead service quality academic degree of influence on student satisfaction if through the variable trust even be smaller than if directly from the variable X to variable Y. Overall in this study resulted in the entire hypothesis is accepted and eliminate some of the indicators that correspond to where the study was conducted. The distinction of this study with previous research into the renewal is eliminating indicators belief that openness in the variable effect of variable value becomes higher confidence and can become a full intervening variable between academic service quality variable to student satisfaction variable.

## CONCLUSION

Conclusion from this research is good academic aspect service quality can make student have a more trust to high education. The high student trust will make a student satisfaction to high education will be high too. But there are some indicators

that must be eliminated for this research so that can be related for the student of Faculty of Economics Universitas Negeri Semarang. Openness from trust variable and curriculum from academic aspect service quality variable. Both of them make the variable of trust and academic aspect service quality become so weak to student satisfaction, so it should be deleted. Last, the variable of trust can be the intervening variable for academic aspect service quality and student satisfaction but the trust variable only can be partial intervening.

### LIMITATION OF THE RESEARCH

This study only measures students of Faculty of Economics, Universitas Negeri Semarang. Research to determine broader aspect of service quality especially on Higher Education is needed, to improve student satisfaction during their study.

### REFERENCES

- Abouchedid, K. and Nasser, R. (2002). Assuring quality service in higher education: registration and advising attitudes in a private university in Lebanon. *Quality Assurance in Education*, 10(4): 198-206.
- Brochado, A. (2009). Comparing alternative instruments to measure service quality in higher education. *Quality Assurance in Education*, 17(2): 174-190.
- Chong, Y.S. and Ahmed, P. (2014). A phenomenology of university service quality experience. *International Journal of Educational Management*, 28(1): 36-52.
- Khoo, S., Ha, H. and McGregor, S.L. (2017). Service quality and student/customer satisfaction in the private tertiary education sector in Singapore. *International Journal of Educational Management*, 31(4): 430-444.
- Malik, M.E., Danish, R.Q. and Usman, A. (2010). The impact of service quality on students' satisfaction in higher education institutes of Punjab. *Journal of Management Research*, 2(2): 1-11.
- Schlesinger, W., Cervera, A. and Pérez-Cabañero, C. (2017). Sticking with your university: the importance of satisfaction, trust, image, and shared values. *Studies in Higher Education*, 42(12): 2178-2194.
- Sigala, M., Christou, E., Petruzzellis, L., D'Uggento, A.M. and Romanazzi, S. (2006). Student satisfaction and quality of service in Italian universities. *Managing Service Quality: An International Journal*, 16(4): 349-364.
- Smith, G., Smith, A. and Clarke, A. (2007). Evaluating service quality in universities: a service department perspective. *Quality assurance in education*, 15(3): 334-351.
- Sultan, P. and Wong, H.Y. (2013). Antecedents and consequences of service quality in a higher education context. *Quality assurance in education*, 21(1): 70-95.
- Sultan, P. and Wong, H.Y. (2014). An integrated-process model of service quality, institutional brand and behavioural intentions. *Managing Service Quality*, 24(5): 487-521.
- Tschannen-Moran, M. and Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7): 783-805.
- Yousapronpaiboon, K. (2014). SERVQUAL: Measuring higher education service quality in Thailand. *Procedia-Social and Behavioral Sciences*, 116: 1088-1095.

ORIGINALITY REPORT

19%

SIMILARITY INDEX

6%

INTERNET SOURCES

17%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

- 1** Kardoyo Kardoyo, Lola Kurnia Pitaloka, Rozman Rozman, Bayu Bagas Hapsoro. "Analyzing Universities Service Quality to Student Satisfaction; Academic and Non-Academic Analyses", International Journal of Higher Education, 2019  
Publication **11%**
- 2** eprints.unm.ac.id  
Internet Source **4%**
- 3** Angrian Permana, M. Havidz Aima, Eny Ariyanto, Adi Nurmahdi. "The Effect Of Academic Service Quality On Satisfaction And Loyalty Of Students University", Jurnal Ecodemica: Jurnal Ekonomi, Manajemen, dan Bisnis, 2020  
Publication **2%**
- 4** ijournals.in  
Internet Source **2%**

Exclude quotes  On

Exclude bibliography  On

Exclude matches  < 2%

# servis\_quality\_263-271.pdf

GRADEMARK REPORT

FINAL GRADE

**/0**

GENERAL COMMENTS

**Instructor**

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9