Articles

BUSINESS DEVELOPMENT THROUGH A BUSINESS MODEL CANVAS APPROACH AT ELFATH MSMES
Erika Luthfi Afifah, Ito Setiawan
🔗DOI https://doi.org/10.35129/simak.v20i02.363

PDF
📄 Page 186-201

ASPECTS OF PEOPLE AND CULTURE IN INDUSTRIAL TRANSFORMATION 4.0 IN BANKING INDUSTRY
Margaret Sihombing, Setyo Riyanto
🔗DOI https://doi.org/10.35129/simak.v20i02.366

PDF
📄 Page 202-212

EFFECT OF INTERPERSONAL COMUNICATION, REWARD, AND PUNISHMENT ON PERFORMANCE OF EMPLOYEES
Fatmasari Fatmasari, Nurdiana Nurdiana
🔗DOI https://doi.org/10.35129/simak.v20i02.368

PDF
📄 Page 213-228

THE EFFECT OF HYGIENE FACTORS AND MOTIVATING FACTORS ON ASN JOB SATISFACTION AT THE TULUNG SELAPAN DISTRICT OFFICE
Windi Lawinsi, Asmanita Asmanita
🔗DOI https://doi.org/10.35129/simak.v20i02.367

PDF
📄 Page 229-242

ANALYSIS OF BANKING EFFICIENCY USING THE DEA (DATA ENVELOPMENT ANALYSIS) METHOD AT MESTIKA BANK WHICH IS LISTED ON THE INDONESIA STOCK EXCHANGE
Cindy Jessica, Thomas Sumarsan Goh, Elidawati Elidawati
🔗DOI https://doi.org/10.35129/simak.v20i02.364

PDF
📄 Page 243-255

ANALYSIS OF CAPITAL INTENSITY, SALES GROWTH, AND AUDIT COMMITTEE ON TAX AGGRESSIVENESS
Michaela Janice Ved, Julianti Sjarief
🔗DOI https://doi.org/10.35129/simak.v20i02.372

PDF
📄 Page 256-272

DETERMINANTS OF THE LEVEL OF COMPLETION FOLLOWING UP RECOMMENDATIONS ON THE AUDIT RESULTS OF BPK RI TO LOCAL GOVERNMENTS
Ken Yulita Maulydina Kusumarini, Novita Weningtyas Respati
🔗DOI https://doi.org/10.35129/simak.v20i02.373

PDF
📄 Page 273-286

RELATION BETWEEN SERVICE QUALITY AND CUSTOMER SATISFACTION
Agatha Septianna Sri Ratnasari, Antonny Wijaya, Prisca Yeniyati
🔗DOI https://doi.org/10.35129/simak.v20i02.374

PDF
📄 Page 287-297

THE EFFECT OF HUMAN RESOURCES COMPETENCE, GOAL ORIENTATION, BUDGET USE, AND MONITORING AND EVALUATION ON PERFORMANCE-BASED BUDGET MANAGEMENT SYSTEMS IN MANAGEMENT AGENCY REGIONAL FINANCE OF EAST LUWU REGENCY
Adri E., Paulus Tangke, Yakobus K. Bangun
https://doi.org/10.35129/simak.v20i02.371

PDF
📄 Page 298-326

THE EFFECT OF PRICE AND PRODUCT COMPLETENESS ON CONSUMER PURCHASE DECISIONS AT INDOMARET DIPONEGORO TAKALAR
Muchran Muchriady, Muchran Murniady, Mursalim Mursalim
🔗DOI https://doi.org/10.35129/simak.v20i02.370

PDF
📄 Page 327-342

THE EFFECT OF TAX PLANNING AND POLITICAL COSTS ON PROFIT MANAGEMENT WITH PROFITABILITY AS MODERATING VARIABLES
Sri Nofita Salama, Fransiskus Randa, Suwandy Ng
🔗DOI https://doi.org/10.35129/simak.v20i02.369

PDF
📄 Page 343-373

ANALYSIS OF VILLAGE FUND MANAGEMENT ON DEVELOPMENT AT PALALAKKANG VILLAGE
Muchriady Muchran, Firman Syah, Nuryahya Nuryahya, Murniady Muchran
🔗DOI https://doi.org/10.35129/simak.v20i02.375

PDF
📄 Page 374-384

RELATION BETWEEN SERVICE QUALITY AND CUSTOMER SATISFACTION: DOES IT MATCH WITH UNIVERSITY VALUES

AGATHA SEPTIANNA SRI RATNASARI[1,2]
ANTONNY WIJAYA[3]
PRISCA YENIYATI[4]
CATHOLIC UNVERSITY OF MUSI CHARITAS

ABSTRACT

The purpose of this research is to analyze the relation between service quality and customer satisfaction within Musi Charitas Catholic University. The result of this study will help management to improve service quality and satisfaction among the students and hopefully all variables will also fit and match with university values i.e. CHAMPION. 300 questionnaires were distributed to the students from 4 faculties using convenience sampling technique, but only 214 questionnaires available to be processed. The result shows that Service Quality 61,6% significantly have positive impact related to customer satisfaction, and the rest of it 38,4% related with other factors.

Keywords: Service Quality, Customer Satisfaction, Customer Values, Quality Measurement

[1] *Corrsepondence Author*

[2] *E-mail: agatha@ukmc.ac.id*

[3] *E-mail: awijaya@ukmc.ac.id*

[4] *E-mail: prisca@ukmc.ac.id*

1. INTRODUCTION

Facing globalization era, companies must be continuously improve its ability to serve its customers and must have the advantage of competing better than existing competitors. To achieve its goals, the company must be able to give satisfaction to its customers. Customer satisfaction is the one important tool to capture competitive advantage. There are many ways to create customer satisfaction. Measurement of service quality is important to find out the achievement of customer satisfaction. According to providing quality service is considered as an essential strategy for success in today's competitive environment (Parasuraman, 1985); (Zeithaml, Berry, & Parasuraman, 1996). They used five dimensions of service quality in their research.

The concept of service quality has been extended to a higher education context. Higher education plays an important role in the development of a country, as it promotes social, cultural, and economic development and promotes active citizenship while instilling ethical values for citizens. The quality of services will affect student satisfaction. Student satisfaction as the favorability of the students subjective evaluation on the various outcomes they experience associated with education. Student satisfaction is being shaped continually by repeated experiences in campus life (Elliot & Shin, 2002).

Musi Charitas Chatolic University was located in Palembang, South Sumatera Province, and established in 2015. This university is one of universities which have the vision to grow bigger and ready to compete with others. This university is the result of a merger from 3 colleges under 2 different foundation: STIE Musi, STT Musi from Musi Foundation and STIKes Perdhaki Charitas from Karya Kasih Foundation. The university values are CHAMPION, the abbreviation from Charity, which means an organization set up to provide help and raise money for those in need; Humanity, which means the human race, human being collectively; Altruism, means the belief in or practice of disinterested and selfless concern for the well being of others; Managing Capacity, refers to the actions of ensuring business maximises its potential activities and output at all times and under all conditions; Persistent, means continuing firmly or obstinately in a course of action in spite of difficulty or opposition; Integrity means the quality of being honest and having strong moral principles, moral uprightness; Open Minded, means willing to consider new ideas, unprejudiced; and Novelty means the quality of being new, original or unusual. The values, it provides a common purpose that all of the community from the campus, all employees and all students should understand, work towards and live by. Once the organisations define and promote the values, hopefully employees come to understand the behaviours that are expected of them that will lead to success. The result of this research are expected to continuously improve the service quality and satisfaction of the students to be successful in the future particularly in today's highly competitive, dynamic and complex environments and trying to find out whether the service quality already fit and match with the values.

2. LITERATURE REVIEW

In the era of globalization almost every company is facing fierce competition. Due to rapid competition in the service industry have made many organizations concentrate on meeting their stakeholders needs (Zammuto et al., 1996). Customer satisfaction is a principal element in achieving the goals in an organization and is a basic standard of excellence performance by the service organization (Munusamy & Chelliah, 2011). Customers will be more satisfied with the high service quality. So the satisfaction of customers depends on the expectation of the customer about the service quality and perception of the customers about the service quality (Sigala, 2004). Service quality and customer satisfaction are basically two different issues but can be highly interrelated. Quality is seen as a general attitude, while satisfaction is related to particular transaction (Gruber et al., 2010) relate perceived quality as an antecedent to satisfaction.

Service quality in the field of higher education can be defined as the difference between student expectation and perception against their actual experience. Alridge and Rowley (2001) in particular suggested that the perceived service quality of students is an antecedent to student satisfaction. Hoffman and Bateson (1997) defined SERVQUAL as an attitude that is established by a long-term assessment on overall performance. The quality of services in the education sector has been the subject of numerous studies, because this matter is important for the sustainability of the education sector. A number of studies have been conducted, which indicate the importance of measuring the quality of services in higher education (Quinn et al, 2009). However, there is no consensus on the dimensions and antecedents of the quality measurement of services perceived by students (Sultan & Wong, 2012). Consequently, there is no consensus on the best way to determine and measure the quality of service (Clewes, 2003) . Parasuraman et al. (1988) has developed a SERVQUAL approach to find out the satisfaction of the services. The SERVQUAL model is based on analysis of gap between the expectations of the customers and perceived service quality. In this research, service quality is defined as the degree of overall excellence service that meets users' or students expectations. Based on the SERVQUAL scale proposed by Parasuraman et al. (1988), service quality is deemed as having five dimensions-tangibles, responsiveness, reliability, assurance, and empathy (table 1).

The five dimensions of service quality were expexted to have good fit and match with university values when customer satisfaction of the students were good really managed. Tangibles matched with managing capacity and novelty; Reliability matched with Persistent, Integrity, and Open Minded; Responsiveness matched with Charity, Humanity, Altruism, Integrity, Open Minded; Assurance matched with Managing Capacity, Persistent, Integrity; while Emphaty matched with Charity, Humanity, and Altruism.

There were five dimensions of service quality as mentioned below by various researchers:

Tangibles refer to the appearance of physical factors such as equipment, facilities used by a service based company as well as to the appearance of service employees. Aspects in the tangibles factor are factors like up-to-date equipment,

physical facilities are visually appealing and materials are visually appealing. However, Jingyan et al., (2010), found that only three dimensions of service quality (tangible, responsiveness, and empathy) have a significant relationship with students satisfaction.

Empathy refers to caring and individualized attention that the firm provides to its customers. This means, organization should understand the problem of customers and results must favor customers with individual personal attention. Empathetic organizations shouldn't lose touch with customers. As such, empathetic organizations understand the needs of their customer and make their services accessible to them (Zeithaml et al., 2008). Meanwhile, assurance includes competence, courtesy, credibility, and security. This dimension involves capabilities such as delivering services with respect, polite, and effective communication.

Competence in particular refers to knowledge and skill of an organization in delivering services. Such knowledge and way to interact with customer should inspire confidence in an organization (Gao & Wei, 2004). Reliability can be defined as the ability to perform the service in an accurate and dependable manner. It means that the company provides a service to its customers at a time without making any errors and delivers what it promised during the time that was agreed upon. Reliability is considered as the most important dimension of service quality (Zeithaml et al, 2008). However, Jingyan, et al., (2010), found that reliability and assurance have not significant relationship against students satisfaction.

The responsiveness dimension relates to the willingness of the company to assist its customers in providing them with a good, quality, and fast service. It means that the employees are ready to help customers and respond to their demand as well as to notify customers when service is available. Customer satisfaction: it is defined as the end state of psychological process. Sapri et al., (2009) mentioned that customers satisfaction is a short-term attitude that results from the evaluation of customers of their experience with the education service received. On the other hand, Kotler and Clarke (1987) defined satisfaction as the desirable outcome of a task or job that pleases one's esteem. The results showed a significantly positive relationship between overall service quality and user satisfaction. In addition, all service dimensions have a significant impact on user satisfaction except responsiveness (Wang & Shieh, 2006).

3. RESEARCH METHOD

Based on the purpose of this research, the type of research used is explanatory research. The population for this research is students at Unika Musi Charitas. The respondents of the sample were taken randomly from Universities with convenience technique sampling. Almost 300 students were contacted to fill the questionnaire but only 214 students complete the questionnaire . The data were analysed using SPSS version 16 program. The research model as shown in Figure 1 consists of two parts namely: Service Quality and Customer Satisfaction. Service Quality consists of five dimensions: (1) tangible, (2) reliability, (3) responsiveness, (4) assurance, and (5) empathy. While Customer Satisfaction includes the performance of an organization's product and services compared to expectation of a customer. The questionnaire

consists of two parts: service quality and customer satisfaction. The questionnaire for service quality contains 23 questions for the five dimensions of service quality; while for customer satisfaction consists of 5 questions. The questionnaire uses a Likert five scale that is 1 = Strongly Disagree to 5 = Strongly Agree.

Figure 1. Conceptual Framework

Independent Variable   Dependent Variable

SERVQUAL

| Tangibles |
| Reliability |
| Responsiveness |
| Assurance |
| Emphaty |

| CUSTOMER SATISFACTION |
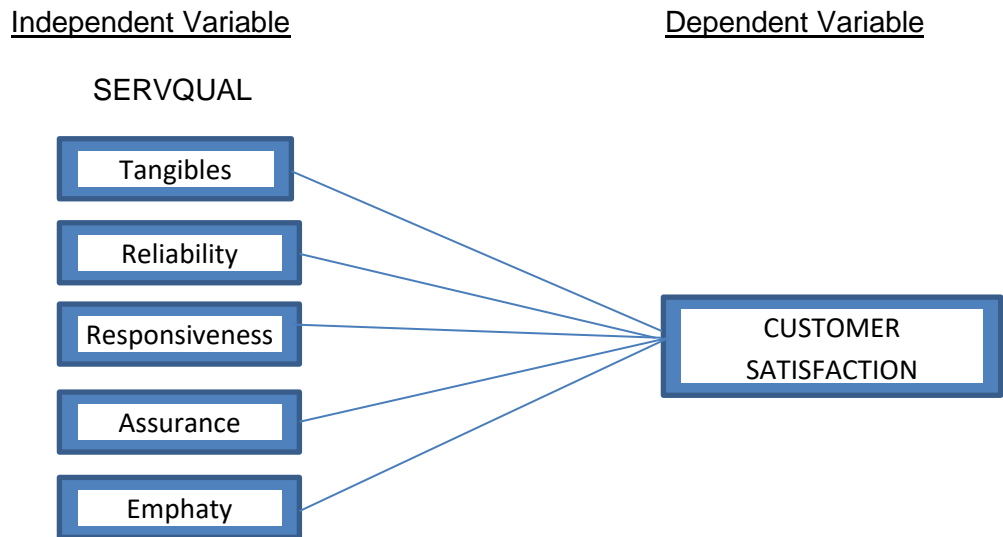
The main target of this study is to investigate the relationship between service quality and customer satisfaction among the students of the university. Therefore, we proposed five hypotheses for this research model as followed:
- H1: Tangible component of service quality has positive impact on customer satisfaction;
- H2: Reliability component of service quality has positive impact on customer satisfaction;
- H3: Responsiveness component of service quality has positive impact on customer satisfaction;
- H4: Assurance component of service quality has positive impact on customer satisfaction;
- H5: Empathy component of service quality has positive impact on customer satisfaction.

Operational Variables:
Service Quality operationally defined as the degree of overall excellence of the university that meets students expectations.

Table 1. Dimensions of Service Quality

Dimension	Description
Tangibility	the appearance of the physical university surroundings and facilities, equipment, personnel and the way of communication
Reliability	the degree to which the university provides the services accurately and in a dependable manner
Responsiveness	the degree to which the university is willing to help its students in supporting them with a good, quality and fast service
Assurance	means that customer feel secure with knowledge and courtesy of university staff and their ability to portray trust and confidence among students
Empathy	The degree to which the university cares and gives individualized attention to its" students, to make the customers feeling extra valued and special

Customer Satisfaction it is a measure of how products and services provided by the university meet or exceed students expectation.

4.   RESULT AND DISCUSSION

Reliability test was conducted on the dependent variable i.e. customer satisfaction, and independent variables service quality factors i.e. tangibles, reliability, responsiveness, assurance, and empathy. The values of Cronbachs Alpha of the study variables are shown in table 1. As shown, the reliability coefficient of the study variables exceeded the minimum acceptable level of 0.60 (Nunnally, 1978). The results show the Cronbach"s Alpha value for dependent variables, customer or student's satisfaction, and for the independent variable; tangibility, reliability, responsiveness, assurance, and empathy are all above 0.7 which is considered as good or reliable.

Table 2. Reliabililily Test

Variable	Cronbach's Alpha Value	Cronbach's Alpha Standard	Description
Tangibility	0,813	0,70	Reliable
Reliability	0,808	0,70	Reliable
Responsiveness	0,841	0,70	Reliable
Assurance	0,817	0,70	Reliable
Emphaty	0,814	0,70	Reliable
Customer Satisfaction	0,783	0,70	Reliable

From the above table, most of the variables have Cronbach's Alpha Standard > 0,70. Tangibility variable has Cronbach's Alpha 0,813, Reliability variable   has

Cronbach's Alpha 0,808, Responsiveness Variable has Cronbach's Alpha 0,841, Assurance has Cronbach's Alpha 0,817, Emphaty has Cronbach's Alpha 0,814, and Customer Satisfaction has Cronbach's Alpha 0,783. All variables are reliable.

Correlation analysis   is done to see relationship between all variables. There is significant relationship between Service Quality and Customer Satisfaction. From the correlation matrix shows that all variables of tangibles, reliability, responsiveness, assurance, empathy correlate with the dependent variable, customer satisfaction.
The relationship of tangibles, reliability, assurance and empathy with customer satisfaction are   positive and strong, while responsiveness, the relationship with customer satisfaction is positive and weak. The resulting correlation matrix is shown in Table 3 below:

Table 3. Correlation Matrix

		Customer satisfaction	Tangibles	Reliability	Responsiveness	Assurance	Emphaty
Customer satisfaction	Pearson Correlation	1	.661**	.614**	.382**	.604**	.566**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	214	214	214	214	214	214
Tangibles	Pearson Correlation	.661**	1	.524**	.339**	.400**	.550**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	214	214	214	214	214	214
Reliability	Pearson Correlation	.614**	.524**	1	.518**	.476**	.561**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	214	214	214	214	214	214
Responsiveness	Pearson Correlation	.382**	.339**	.518**	1	.390**	.478**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	214	214	214	214	214	214
Assurance	Pearson Correlation	.604**	.400**	.476**	.390**	1	.545**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	214	214	214	214	214	214
Empathy	Pearson Correlation	.566**	.550**	.561**	.478**	.545**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	214	214	214	214	214	214

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4. The Result of Hypotheses

Hypotheses	Resuts
H1: Tangible component of service quality has positive impact on customer satisfaction	Supported
H2: Reliability component of service quality has positive impact on customer satisfaction	Supported
H3: Responsiveness component of service quality has positive impact on customer satisfaction	weakly supported
H4: Assurance component of service quality has positive impact on customer satisfaction	Supported
H5: Empathy component of service quality has positive impact on customer satisfaction	Supported

From the above table, shown the result of hypotheses that most of the hypotheses were supported. Tangible, Reliability, Assurance and Empathy were good supported. All of the variables has positive impact on customer satisfaction. Only Responsiveness variable result have weakly supported.

Table 5. Regression Analysis
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785[a]	.616	.607	1.82581

a. * Predictors: (Constant), Tangible, Reliability, Responsiveness, Assurance, Empathy

b. Dependent Variable: Costumer Satisfaction

Table 5 shows the variation in dependent variable due to independent variable. As the value of adjusted R square was 0.616 which showed that 61.6% of variation in customer satisfaction was being explained by all independent variables. While the rest of 38.4% influenced by other variables that are not included in this model.

5. CONCLUSION

The results of this research show that the tangibles, reliability, responsiveness, assurance and empathy variables have a positive effect on customer satisfaction. This study also shows that the aspects of tangibles, the appearance of the physical university surroundings and facilities, equipment, the aspects related to buildings, such as office building, comfort and cleanliness of the building and other aspects such of reliability, the degree to which the university provides the services accurately and in a dependable manner has the strongest relationship with customer or students satisfaction. It means that students are concerned with tangible. The other

aspects such as reliability and assurance also shows strong relationship with students satisfaction. The aspects of empathy has moderate relationship with students satisfaction. Meanwhile, the results shows that the aspects of responsiveness, the degree to which the university is willing to help its students in supporting them with a good, quality and fast service. It means that the employees and educators or lecturer are ready to help the students and respond to their demand as well as to notify customers when service is available has weak relationship with students satisfaction. This results supported Wang and Shieh research in Chang Jung Christian University (CJCU) Library (2006). The results showed a significantly positive relationship between overall service quality and user satisfaction. In addition, all service dimensions have a significant impact on user satisfaction except "responsiveness". Therefore, Unika Musi Charitas needs to improve this aspect of responsiveness. Mostly of the aspects of Service Quality are fit with the university values, but in term of better improvement, the management of university need to remind continuously to the community regarding the implementation of CHAMPION, especially Charity, Humanity, Altruism and Open Minded.

REFERENCE

Alridge, S. & Rowley, J. (2001). Conducting a withdrawal survey. *Quality Assurance in Higher Education*, *7*(1), 55-63

Clewes, D. (2003). A student-centered conceptual model of service quality in higher education, *Quality in Higher Education*, Vol. 9 No. 1, pp. 69-85

Elliott, K.M. and Shin, D. (2002). Student satisfaction: an alternative approach to assessing this important concept *Journal of Higher Education Policy and Management*, Vol. 24 No. 2 pp 197 – 200

Gao, Y., & Wei, W. (2004). Measuring Service Quality and Satisfaction of Student in Chinese Business Education. *The Sixth Wuhan International Conference on E- Business.*

Gruber, T., Voss, R., & Glaser, Z.M. (2010). Examining student satisfaction with higher education services using a new measurement tool. *International Journal of Public Sector*

Hoffman K. D., & Bateson J.E.G. (1997). *Essentials of Service Marketing.* United States of America : Goerge Provol.

https://www.researchgate.net/publication/276090948 Service Quality and Customer Satisfaction*: A Case Study of Hotel Industry in Vietnam Article in Asian Social Science · March 2015.*

Jingyan, L., Xiaochen, D., & Yuhong, L. (2010). Research on Relationship of Customer Satisfaction in Chinese Higher Education, 399-402.

Kotler and Clarke. (1987).*Marketing for health care organizations* : Philip Kotler and Roberta N. Clarke, Englewood Cliffs, N.J.: Prentice-Hall, 1987

Munusamy ,J and Chelliah, S. (2011). An investigation of impact of service strategy on customers" satisfaction in the budget airline industry in Malaysia: a case study of air Asia. *Contemporary Marketing Review,* **1**(1), pp 1-13.

Nunnally, J.C. (1978). *Psychometric Theory.* New York, NY: McGraw Hill.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L.(1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *The Journal of Marketing, 49* (4), 41-50.

Parasuraman, A, Zeithaml, V and Berry . (1988). SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality *Journal of Retailing*, 64 (1), pp 12-40.

Quinn A, Lemay G, Larsen P and Johnson D M. (2009). Service quality in higher education *Total Quality Management*, Vol. 20 No. 2, pp. 139 - 152 .

Sapri et al., (2009) Factors That Influence Student's Level of Satisfaction With Regards To Higher Educational Facilities Services, *Malaysian Journal of Real Estate Volume 4 No 1*, pp 37

Sigala, M .(2004). Investigating the factors determining e-learning effectiveness in tourism and hospitality education *Journal of Hospitality & Tourism Education*, 16 (2) pp 11-21.

Sultan P and Wong H Y, (2012). Service quality in a higher education context: an integrated model, *Asia Pacific Journal of Marketing and Logistics*, **Vol. 24** No. 5, pp. 755 -784

Wang, I,M. & Shieh, C.J. (2006). 9 Department of International BusinessChang Jung Christian University Taiwan *R.O.C. Journal of Information & Optimization Sciences Vol. 27 No. 1,* pp. 193–20.

Zammuto, R., Keaveney, S., O., & Connor, E. (1996). Rethinking student services: assessing and improving service quality. *Journal of Marketing in Higher Education,* 7 (1), 45-70.

Zeithaml, V.A., Bitner, M.J. & Gremler, D. D. (2008). *Services Marketing: Integrating Customer Focus across the Firm*, 5th Ed., McGraw-Hill, Boston, MA.