

# PERCEPTION OF STUDENTS TO QUALITY OF SERVICE AT UPBJJ-UT DENPASAR

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## Abstract

This research aims to analyze the level of student perceptions to service quality, to analyze the level of student satisfaction to the quality of service and to analyze the influence of service quality to the student satisfaction. Quality of service examined include the registration services, the course materials services, the learning assistance services especially tutorial, the examination services, and administrative services. The results showed the level of student perceptions to service quality between satisfying and very satisfying, the level of student satisfaction with respect to quality of service between satisfying and very satisfying. In this research, the quality of services which affect significantly to student satisfaction are examination services, learning assistance services and administrative services. To maintain and improve the quality of service and the student satisfaction then examination services, learning assistance services and administrative services need to be maintained and improved, including the registration services and course materials services that have no effect in this study significantly but also need to be maintained and enhanced it's quality of service.

Keywords: Student perceptions, service quality, student satisfaction.

## 1. INTRODUCTION

The Unit of Distance Learning Program of Universitas Terbuka Denpasar (UPBJJ-UT Denpasar) as an institution that provides high education services openly and distantly in the area of Bali always provide the best service for students, prospective students, alumni, and society in general. The services provided mainly to the students in the form of registration services, course materials services, learning assistance services, examination services, and administrative services.

The quality of the service needs to be measured by the perception of the students who get the service. Good service quality will create a competitive advantage. With good service quality will lead to student satisfaction. Students who have been satisfied with the service that they received then will increase their loyalty and behavior. Loyalty is related to student retention to continue their studies. While the behavior associated with the delivery of learning experiences to others. Students who are satisfied with the service that they received then will communicate their experiences to the community. Student behavior is indirectly can be regarded as an efficient and effective promotion agency. Several studies have shown that efficient and effective promotion is word of mouth.

Quality of service is continually improved in order to obtain sustainable competitive advantage as well. Student perceptions research on service quality and student satisfaction needs to be done to improve service quality.

The purpose of this research is to analyze the student perceptions toward the quality of service provided by UPBJJ-UT Denpasar, to analyze the level of the student satisfaction to the quality of services provided by UPBJJ-UT Denpasar, and to analyze the influence of the quality of service provided by UPBJJ-UT Denpasar to the student satisfaction.

Higher education is a service industry that is growing very rapidly every day exposed to the process of globalization (Damme, 2001; O'Neil & Palmer, 2004). Quality of service emphasizes on student satisfaction is a field of research that emerged in the last decade. In order to attract students, serve their needs, and sustain them, higher education providers are actively involved in understanding

student expectations and perceptions of service quality. Providers of higher education require adaptation of measurement techniques of service quality as in the business sector (Nadiri *et al.*, 2009). Most of the conceptual frameworks for measuring service quality are based on marketing concepts (Gummesson, 1991). This conceptual framework measures quality through consumer perceptions (Gronroos, 1984).

According to Henning-Thurau *et al.*, (2001) education services including service marketing. Educational services have unique service characteristics namely intangibility, heterogeneity, inseparability, and perishability (Parasuraman, 1986). Quality of service can not be measured objectively (Patterson & Johnson, 1993). In the service literature, the focus is on perceived quality which is the result of comparison of customer service expectations with actual performance perceptions (Zeithaml *et al.*, 1990).

Student satisfaction is often used to access the quality of education where its ability to demonstrate strategic needs is of vital importance (Cheng, 1990). The conceptualisation of service quality, its relation to satisfaction and value constructs and evaluation methods has become the central theme of the education sector lately (Oldfield & Baron, 2000).

Various studies related to service quality and customer satisfaction have been performed. Amin and Isa (2008) have examined the relationship between perceptions of service quality and customer satisfaction to Malaysian Islamic banking. Hossain and Leo (2009) examine customer perceptions of service quality at retail banking in the Middle East (case study: Qatar). Quality of service, satisfaction, and intention of behaving, low cost airline transport research in Thailand has been done by Saha and Theingi (2009). A similar study with Saha and Theingi's research but in fast-food restaurants has been done by Qin *et al.*, (2009). While research on student perception of service quality in higher education has been done by Nadiri *et al.*, (2009). Research on the quality of service and customer satisfaction in various fields continues to grow in the future.

## **2. METHODOLOGY**

This research is conducted to achieve the purpose of research that has been determined that is to know the perception of students to service quality and student satisfaction so that the design of this study is an exploratory study that aims to obtain information or data as much as possible from respondents who are cross sectional. This research is a quantitative research and the research environment is field research (field study). The research was conducted at UPBJJ-UT Denpasar with student respondents of Non-Pendas (regular) Program, FISIP (Faculty of Social and Political Sciences) and FEKON (Faculty of Economics) but not for new students. The choice of the two faculties because the number of students are a lot and their student ever follow the face to face tutorial.

The research instrument or data collection tool that will be used in this research is a self-administered questionnaire. Each variable will be measured with different question items. All of the instruments used in this study were developed from the adoption of Quality Assurance System guidelines of Universitas Terbuka (Simintas-UT) JJ02-RK01a-R11.0 about Student Non-Pendas (regular) Assessment Questionnaire to UT services and information submitted by some students at pre-survey with in depth interview techniques. Measurements use the Likert scale starting from the number 1 "strongly disagree" to the number 7 "strongly agree".

## **3. RESULTS AND DISCUSSIONS**

Student perception research to service quality at UPBJJ-UT Denpasar aims to analyze level of student perception to service quality, to analyze level of student satisfaction to service quality, and to analyze the influence of service quality to student satisfaction. The quality of services under study includes registration services, course materials services, learning assistance services especially tutorials services, examinatin services, and administrative services. Samples taken are Non-Pendas students who ever get the five services. To measure the quality of the service use an instrument composed from the adoption of the Quality Assurance System guidelines of the Universitas Terbuka (Simintas

UT) JJ02-RK01a-RII.0 on June 25, 2013 about Student Non-Pendas (regular) Assessment Questionnaire to UT services and interview results with several respondents.

The registration service variables consist of 11 indicators, the course materials services consist of 10 indicators, the learning assistance services consist of 12 indicators, the examination services consist of 12 indicators, the administrative services consist of 3 indicators and student satisfactions consist of 8 indicators. To measure student perception to service quality and student satisfaction use Likert scale 1 to 7. Value 1 is the lowest value of "strongly disagree", value 4 as middle value "quite agree", while value 7 is the highest value "strongly agree".

In order for the instrument to measure the concept in question accurately then tested the validity of the instrument. Test validity uses Confirmatory Factor Analysis (CFA). The result of analysis using SPSS software shows KMO (Kaiser-Meyer-Olkin) value of all variables  $> 0.90$  except TU (administrative services) variable value KMO = 0.76. That value is very good so it is worth doing for further analysis in this research. According to Hair *et al.*, (2006) a variable can be said to be valid if the value of KMO  $\geq 0.50$ .

In addition to the validity test also need an instrument reliability test. Reliability test aims to determine the stability and consistency level of measuring instruments that are used in measuring a concept. To test the level of reliability, Cronbach's coefficient alpha is usually used which indicates how far the items in the study are positively correlated with each other. Reliability test results show all variables are worth Alpha  $> 0.93$  this value is very good for a reliable instrument. According to Hair *et al.*, (2006) an instrument is said to be reliably if its value is  $\geq 0.70$ .

To determine level of student perception to a construct or variable use the mean value of the indicators. The level of student perceptions to the quality of the registration service indicates a mean value of 5 to 6. That mean value means agree and strongly agree to the registration service provided. So the level of student perceptions to the quality of registration services is between satisfying and very satisfying. High level of perception is on the indicator of accuracy of registration data on Payment Information Sheet (LIP) = 5.91 and ease of paying tuition = 5.90. While the lowest level of perception is the ease of obtaining a new catalog = 5.40. To further improve the quality of registration services then the availability of new catalogs should be sufficient to a number of students or can also socialize new catalogs accessible on the UT website.

The level of student perceptions to the quality of course materials service shows the mean value of 5 to 6. That mean value means agree and strongly agree to the service of the given course materials. So the level of student perceptions to the quality of course materials service is between satisfying and very satisfying. High level of perception is on the indicator of course materials written by highly competent lecturers and experts in the their field = 5.71 and paper is used by course materials are good quality = 5.70. While the lowest level of perception is the speed of acceptance of course materials = 3.18. To further improve the quality of course materials services then the speed of acceptance of course materials need to be improved again. This course materials are used by students to learn a subject matter so that they need more quickly are accepted by students in order to they can be studied immediately for examination preparation.

While the level of student perceptions to the quality of learning assistance service shows a mean value of 5 to 6. That mean value means agree and strongly agree to the service of the given learning assistance. So the level of student perceptions to the quality of learning assistance services is between satisfying and very satisfying. A high level of perception is the use of face-to-face tutorials in understanding the course material = 5.73 and face-to-face tutor has a high competency = 5.67. While the lowest level of perception is the ease of getting face-to-face tutorial service = 5.25. To further improve the quality of learning assistance services then the ease of getting a face-to-face tutorial needs to be improved again. This face-to-face tutorial can help the student in studying the course. However the policy of organizing face-to-face tutorials can be implemented if the number of students is at least 20 students. To be able to meet the number of students at least 20 students per course then the face-to-face tutorial service needs to be socialized to students so they can follow the tutorial offered. So that students who want the holding of tutorials certain courses can be realized.

The level of student perceptions to the quality of examination service shows the mean value of 5 to 6. That mean value means agree and strongly agree to the examination service provided. So the level of student perceptions to the quality of the examination service is between satisfying and very satisfying.

High level of perception is on the indicator of the completeness of the examination script = 5.93 and ease get KTPU (examination card) = 5.92. While the lowest level of perception is the speed of service of examination result case = 5.58. To further improve the quality of the examination service then the speed of examination result case service is increased again. Examination result case is very diverse for example the student does not get out of grade because at the examination of the end of semester different signatures between the attendance and the test answer sheet. Other case, students are not signatures on the test answer sheets or on examination attendance. This examination result case needs to be handled faster so that the student can find out immediately and surely the course taken successful or not because it will be related to the taking of courses in the next semester.

While the level of student perceptions to the quality of administrative service shows the mean value of 5 to 6. That mean value means agree and strongly agree to the administrative services provided. So the level of student perceptions to the quality of administrative services is between satisfying and very satisfying. A high level of perception is on indicator of the speed of making a letter = 5.43. While the lowest level of perception is the caring officers = 5.28. To further improve the quality of administrative services then the caring officers need to be improved again. The officers of student service as the vanguard that directly related to the students as the customer needs to provide excellent service. To improve the awareness of officers to students can be done with customer service training or public speaking training.

In addition to determining the level of students perceptions to five variables of service quality discussed above, it is necessary to also determine level of student perceptions to student satisfaction. The results of data analysis showed a mean value of 5 to 6. That mean value of the mean agree and strongly agree to the satisfaction of the perceived and experienced by students. So the level of student perceptions to student satisfaction is between satisfying and very satisfying. High level of perceptions are the indicator I was satisfied with administrative services = 5.58 and I was satisfied with the student service = 5.58. While the lowest level of perception is I feel satisfied with online tutorial service = 5.33. To further increase student satisfaction then the learning assistance services especially online tutorials need to be improved again. This online tutorial as a service to the students to be able to discuss courses topics with a tutor or with fellow students wherever they are. This online tutorial service can help students learn course material that needs to be discussed with the tutor. This online tutorial also contributes to a final grade of 30%. Online tutorials can be followed by students free (no fee). Because of the importance of online tutorials for students then the quality of service needs to be improved again.

The relationship between the quality of registration services, course materials services, learning assistance services, examination services and administrative services with student satisfaction are evident from the results of data analysis. The relation between registration service and student satisfaction is 0.737, the relation between course materials service and student satisfaction is 0.727 the relation between learning assistance service and student satisfaction is 0.772, the relation between examination service and student satisfaction is 0.786 as well as relationship between administrative service and student satisfaction is 0.740. All service quality variables have a strong relation with student satisfaction because the all correlation value is  $> 0.70$  close to 1.00. The closer the value of 1.00 then the correlation between the variables are stronger.

To see the effect of quality of registration service, course materials service, learning assistance service, examination service, and administrative service to student satisfaction then multiple linear regression with stepwise method is applied. All the independent variables are analyzed jointly, the independent variables that have no effect on the dependent variable then are issued gradually. The results of analysis there are 3 models seen from the predictors that affect the dependent variable. In this study taken model 3 with the predictor of examination service, learning assistance service, and administrative service that affect student satisfaction, R square number is 0.718. This R square means that 71.8% of student satisfaction variations can be explained by the variable of examination service, learning assistance service, and administrative service. While the remaining 28.2% is explained by other causes. The result of ANOVA or F test obtained F calculated 136.914 with a significance level of 0.000. Since the probability (0000) is much smaller than 0.05 then the regression model can be used to predict student satisfaction.

The result of coefficient analysis describes the regression equation  $KM=0.633+0.364UJ+0.330BB+0.185TU$  where KM is student satisfaction, UJ is quality of examination service, BB is quality of learning assistance service and TU is quality of administration service. Constant of 0.633 states

without the quality of examination service, the quality of learning assistance services and the quality of administrative services then the student satisfaction of 0.633. Regression coefficient of 0.364 states that each addition of 1 unit of examination service quality will increase student satisfaction of 0.364. The regression coefficient of 0.330 states that each addition of 1 unit of learning assistance service quality will increase student satisfaction of 0.330. While the regression coefficient of 0.185 states that each addition of 1 unit of administrative service quality will increase student satisfaction of 0.185.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and discussion above then the research aimed to analyze the level of student perceptions to service quality, to analyze the level of student satisfaction to service quality and to analyze the influence of service quality to student satisfaction, it can be concluded as follows:

- a. The level of student perceptions to the quality of service consisting of registration services, course materials services, learning assistance services, examination services and administrative services at UPBJJ-UT Denpasar are between satisfying and very satisfying.
- b. The level of student satisfactions to the quality of service at UPBJJ-UT Denpasar are between satisfying and very satisfying.
- c. The quality of services that affect the student satisfactions at UPBJJ-UT Denpasar are the examination services, learning assistance services, and administrative services.

Based on the conclusion above then the research suggestions are as follows:

- a. To improve student satisfaction on the quality of service then it is necessary to consider the examination services, learning assistance services especially tuorial both face-to-face tutorials and online tutorials and administrative services because those services in this study significantly influence student satisfaction.
- b. Although the registration services and course materials services in this study did not significantly influence but to keep improving the quality of service and student satisfaction then the registration services and course materials services need to be considered as well.
- c. For further research, it is suggested to add one variable of service quality that is credit transfer service to see student perception on the service for student who apply for credit transfer.
- d. The scope of the research needs to be extended not only for students of the Non-Pendas (regular) Program but may also include students of the Pendas (primary teacher education) Program.

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