

THE EFFECT OF QUALITY SERVICES AND FACILITIES ON STUDENT SATISFACTION

Uswah¹, Euis EVICASARI², Tuti SUGIARTI³

MUHAMMADIYAH SCHOOL OF PHARMACY

uswahstfm@gmail.com¹, euissevica72@gmail.com², annisadien2003@gmail.com³

ABSTRACT

In principle, prioritizing stakeholders' satisfaction is the philosophy of all educational institutions including Sekolah Tinggi Farmasi Muhammadiyah located in Tangerang Banten. Quality services in high education are services that can meet the needs of students and their expectations. Thus, this study aims to determine the effect of service quality (reliability, responsiveness, empathy, guarantee, direct evidence (physical evidence) on the satisfaction of students who use services and facilities. In addition, this study also aims to determine the most influential dimensions of service quality in providing satisfaction to students. The samples were 24 people from all population of 460 students, where the research data was collected through questionnaires. Validity instruments were tested using the construct validity test and reliability instruments were tested using the Cronbach Alpha. SPSS Statistics 24.00 was employed to analyze frequency statistics. Hypothesis results that have been tested on the frequency table are 95% internal evidence evidence (a-5%). The results of the study show that the dimensions of reliability, responsiveness, assurance, empathy, and tangible have a positive effect on student satisfaction.

Keywords: *Facilities; Satisfaction; Service; higher education*

ABSTRAK

Pada prinsipnya, mengutamakan kepuasan stakeholders adalah Filosofi dari semua lembaga pendidikan tak terkecuali Sekolah Tinggi Farmasi Muhammadiyah Tangerang Banten. Layanan yang berkualitas di pendidikan tinggi adalah layanan yang dapat memenuhi kebutuhan mahasiswa dan harapan mereka. Dengan demikian Penelitian ini bertujuan untuk mengetahui pengaruh kualitas pelayanan (reliabilitas, responsif, empati, jaminan, bukti langsung (bukti fisik) terhadap kepuasan mahasiswa yang menggunakan layanan dan fasilitas. Selain itu penelitian ini juga bertujuan untuk mengetahui dimensi kualitas layanan yang paling berpengaruh dalam memberikan kepuasan kepada mahasiswa. Sampel yang diambil adalah sebanyak 24 orang dari 460 orang sebagai Mahasiswa di Sekolah Tinggi Farmasi Muhammadiyah Tangerang, dimana data penelitian ini dikumpulkan melalui kusioner. Instrumen validitas diuji dengan menggunakan uji konstruk validir dan intrumen realibilty diuji dengan menggunakan Cronbach Alpha. Aplikasi yang digunakan untuk menganalisa statistics frequency adalah IBM SPSS Statistics 24. Hasil hipotesis yang telah diuji pada frequency table 95% bukti internal convidence (a-5%). Hasil penelitian menunjukkan bahwa dimensi reliability, responsiveness, assurance, empathy, dan tangible berpengaruh positif terhadap kepuasan mahasiswa.

Kata kunci : *Fasilitas; Kepuasan; Pelayanan; pendidikan tinggi*

INTRODUCTION

The tertiary institutions are demanded to provide high quality services, namely services that can meet the needs and expectations of students. Parasuraman (1991) pointed out that "service quality is a comparison between services expected by consumers and the services they receive." In other words, if the service received or felt is in accordance with what is expected by the user, the quality of service is perceived as good and satisfying. If the services or services received exceed student expectations, the quality of service is perceived as an ideal quality. But conversely if the service received is lower than expected, the perceived quality of service is poor. Quality of service must start from the user's needs and end on the user's response. User response to the quality of service itself is a comprehensive assessment of the excellence of a service. The service quality model that is popular and has been used as a reference in service marketing research is a service quality model developed by Parasuraman (1991). Servqual used as a reference for measuring service quality are as follows: (1) reliability, (2) assurance, (3) responsiveness, (4) empathy (empathy) and (5) direct evidence (tangibles).

Sekolah Tinggi Farmasi Muhammadiyah Tangerang in providing services to users is guided by the dimensions specified in servqual. However, the application of the servqual dimension does not directly guarantee user satisfaction, therefore, it is necessary to find out the application of servqual at the Muhammadiyah Pharmacy College in Tangerang so that the services provided can satisfy users, especially students. The results of the study of Zulganef (2003) concluded that the physical environment (tangibles) is the dimension of service quality that most distinguishes whether or not users use services. The results of this study are also supported by (Mulanjari, 1999) which proves the dimensions of guarantee and direct evidence are the dimensions of service quality that most satisfy students in using services and facilities. Evidence shows also clearly that students with satisfaction are less likely to drop out than students who feel less satisfied (Pascarella & Terenzini, 1991). Nonetheless, student satisfaction is an interesting idea that can also be studied on a more general basis, not least because studies show that the factors considered to be most relevant for student satisfaction vary somewhat between institutions and subject areas (Begnum & Stjernù, 2000, Gaell, 2000, Meiklejohn et al., 1997, Torper, 1997). This is understandable due to differences in the study programs offered, location, size and complexity of the institutions. Big, complex institutions are likely to have less satisfied students than smaller, more straightforward units (Wiers-Jenssen, Stensaker, and Grøgaard).

This study focuses on student satisfaction, which is seen as students' assessments of the services and facilities provided by colleges. Thus, the research questions are as follows: (1) How does the influence of the quality of services and facilities (reliability, responsiveness, assurance, empathy, and direct evidence) on student satisfaction using services and facilities, (2) Which quality dimension most influences student satisfaction in using services and facilities.

METHODS

Research Design

This study employed a survey method that uses a questionnaire, as a tool for data collection with the unit of analysis is Sekolah Tinggi Farmasi Muhammadiyah Tangerang (the College of Pharmacy Students of Muhammadiyah Tangerang, STFM in short). The population of this study was all STFM students enrolled in 2019 - 2020 as many as 460 people. Sampling is done using the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Population (N) is 460 people, the level of error (e) is 5%, so, the amount of sampling (n) is as follows.

$$n = \frac{460}{1 + 460(0,05)^2}$$

n = 24 orang

In this study there are several variables that will be measured. To explain the variables, it is necessary to have an operational definition of each variable in an effort to understand the research. (1) Reliability is the ability to provide services as promised and can be relied upon. The indicators are fulfillment of promises, problem solving and employee attitudes. (2) Responsiveness is the willingness and readiness of employees to help students and provide services responsively. The indicator is prioritizing the interests of students and responsiveness to student complaints. (3) Assurance / assurance that is trustworthy, free from doubt. The indicator is giving rise to the trust and confidence of students in service and security in using facilities. (4) Empathy, which includes relationships, communication, personal attention and understanding student needs. The indicators are attention to students, responding to students' needs and communication. (5) Direct evidence / tangibles are physical facilities, equipment, appearance. The indicators are visual facilities, library materials owned, professionalism of employees, technology and equipment.

Overall the variables are measured using a unit of measure Likert Scale, because the Likert Scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert Scale, the measured variables are translated into indicator variables. Then, it is referred to as a starting point for compiling instrument items, which can be statements or questions outlined in the form of questionnaires.

Descriptive statistics are used to describe the research data, while to determine the effect of independent variables on the dependent variable used multiple linear regression analysis using statistical program for SPSS (Statistical Package for Social Sciences) computer program (Singgih, 2002). The data in this study were obtained through observation, which was giving an online questionnaire; the questionnaire was given to students as respondents.

Data Collection Methods and Analysis

The data analysis model used in this study is statistics frequency to determine the dimensions of reliability, capture power, assurance, empathy and direct evidence that has an overall effect on student satisfaction. The following is a graph of questionnaire values which shows the results of the variable values:

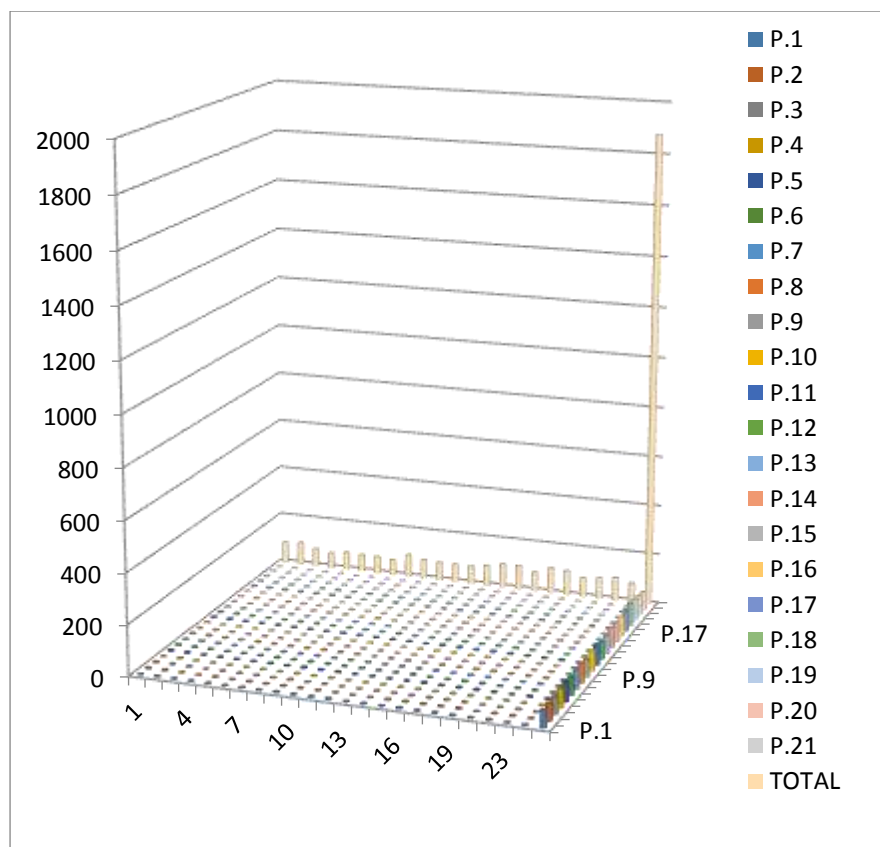


Figure 1. Questionnaire Value Graph

Information :

1 - 24 = correspondent number

P.1 - P.21 = question questionnaire

Total = value of correspondent

Amount = the value of each question

Display responses to the following question chart showing the results of the answers to the questions the picture was taken as 1 sample. To find out the influence of the dimensions of reliability, responsiveness, assurance, empathy and direct evidence of student satisfaction, it was tested simultaneously with a confidence level of 95% ($\alpha = 0.05$)

FINDINGS AND DISCUSSION

Validity and Reliability Test Results

The number of samples for the validity test was 24 respondents. The following results were tested for reliability with a confidence level of 95% with an alpha value of 0.671.

The results of the dimensions of reliability, responsiveness, assurance, empathy and direct evidence can be seen from the following table description:

Table 1. Value Test Results

Questionnaire Description		Scores				
	Reliability	1	2	3	4	5
1	Service procedures are not complicated		8	9	6	
2	The service process is fast and appropriate according to procedure		6	10	4	1
3	Neat and orderly administrative activities		8	8	6	1
4	Staff provide satisfying service		1	14	6	1
	Responsiveness					
5	Staff shows high work discipline		3	13	3	3
6	Providing fast and good responses to customer needs		4	13	6	
7	The procedure for delivering information is clear and easy to understand		1	12	8	2
8	The staff is always there on schedule		2	12	6	3
9	The existence of guarantees in case of errors in the work of staff		3	15	4	
10	Staff have the ability, knowledge, and skills in doing the task			15	5	3
	Empathy					
11	The staff has a polite, friendly, honest and trustworthy attitude		2	12	4	5
12	Providing ease in accessing administrative services		5	11	5	1
13	Staff on duty wholeheartedly in providing services		3	12	8	
	Assurance					
14	The queue is too long to get service		1	6	6	6
15	Staff communication with service users runs well and smoothly		1	15	6	
16	The staff gives fair treatment to each service user			15	7	1
	Tangible					
17	The service room and waiting room are comfortable			9	10	3
18	Neat and polite staff			7	11	5
19	The office room is neat and clean		2	8	12	5
20	The information provided is trustworthy and reliable	1		13	4	3
21	Informatics Engineering in the room works well and reliably	1	2	15	4	
	Total score	2	52	244	131	43

From the table above it can be seen that the highest score obtained by a value of 3 with a total of 244 of the total of each dimension and the smallest value is 1 with a number 2 of the total of each

dimension, it indicates that student satisfaction with the influence of school services and facilities is still high enough.

Hypothesis test

The results of the analysis can be seen in Table 2 below as one of the samples taken from the SPSS application.

Table 2. Statistics Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	33,3	33,3	33,3
	3	9	37,5	37,5	70,8
	4	6	25,0	25,0	95,8
	67	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

It can be explained that one of the samples above is the highest value of the question variable obtained in the first question with a value of 3 frequency scores 9 and percent 37.5%, valid percent 37.5%, cumulative percent 95.8%.

Table 3. Total frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	2	8,3	8,3	8,3
	69	1	4,2	4,2	12,5
	70	1	4,2	4,2	16,7
	73	3	12,5	12,5	29,2
	74	1	4,2	4,2	33,3
	75	1	4,2	4,2	37,5
	77	2	8,3	8,3	45,8
	79	2	8,3	8,3	54,2
	84	2	8,3	8,3	62,5
	87	1	4,2	4,2	66,7
	93	2	8,3	8,3	75,0
	94	1	4,2	4,2	79,2
	98	2	8,3	8,3	87,5
	100	1	4,2	4,2	91,7
	103	1	4,2	4,2	95,8
	1879	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Based on table 3 above it can be seen that the total of 24 respondents the highest value is 3 of all existing values with a score of 244 from the total of each dimension and the smallest value is 1 with a number of 2 from the total of each dimension.

Satisfaction Test Results Calculate the percentage of respondents' satisfaction with the formula

$$\% \text{ Satisfaction} = \frac{\text{Total score of results}}{\text{maxscore}} \times 100\%$$

After obtaining a range of each category, the criteria obtained for each category are as follows:

1. Category not satisfied: 32%
2. Unsatisfied categories: 33% - 49%
3. Fairly satisfied categories: 50% - 66%
4. Satisfied categories: 67% - 83%
5. Very satisfied category: 84% - 100%

a. Satisfaction Reliability

$$\% \text{ satisfaction} = \frac{149}{196} \times 100\%$$

$$\% \text{ satisfaction} = 76\% \text{ (Satisfied)}$$

b. Responsiveness satisfaction

$$\% \text{ satisfaction} = \frac{196}{197} \times 100\%$$

$$\% \text{ satisfaction} = 99\% \text{ (Very Satisfied)}$$

c. Empathy Satisfaction

$$\% \text{ satisfaction} = \frac{128}{211} \times 100\%$$

$$\% \text{ satisfaction} = 60\% \text{ (Quite Satisfied)}$$

d. Assurance Satisfaction

$$\% \text{ satisfaction} = \frac{124}{223} \times 100\%$$

$$\% \text{ satisfaction} = 55\% \text{ (Quite Satisfied)}$$

e. Tangible Satisfaction

$$\% \text{ satisfaction} = \frac{175}{310} \times 100\%$$

$$\% \text{ satisfaction} = 56\% \text{ (Quite Satisfied)}$$

f. Value of Overall Satisfaction

$$\% \text{ satisfaction} = \frac{175}{310} \times 100\%$$

$$\% \text{ satisfaction} = 63\% \text{ (Quite Satisfied)}$$

Satisfaction is a sense of happiness and joy that people get when their individual needs and desires are met. Educational institutions employ certain methodologies to determine the level of satisfaction of their students with respect to the services and programs they provide in order to better serve student needs and fulfill student aspirations (Qureshi, Shaukat and Hijazi, 2011). Identifying the student satisfaction factors means answering student satisfaction questions about educational services, how much students trust them and whether current students are going to encourage prospects to take part in the institution. According to Majeed and Ziadat (2008), measurement of student satisfaction for educational institutions is considered a competitive concern as satisfaction is close to accounting for profit and loss in businesses. If satisfaction is high, the university gains considerably because of knowledge, experience and tailored skills offered to the students. Students should accept their academic achievement and academic life and talk highly about the college, because the ultimate aim is to reach

the high level of quality of service. Thus, it is highly imperative for educational institution to improve the service quality to improve student satisfaction.

The findings of the results are similar to the research conducted by Ali, Zhou, Hussain, Nair, and Ragavan (2016), which the respondents are mostly international students. The results show that all five dimensions of quality higher education affect the satisfaction of students, which in turn affect institutional image and together influence student loyalty as well. It indicates the importance of quality to student satisfaction. This study also focuses on the dimensions of quality, which affect the student satisfaction as follows.

The effect of reliability dimensions on student satisfaction

The results of this study are consistent with the results of research conducted by Mulanjari (1999), which states that the attitudes and behavior of employees tend to have more influence on the interests of users of services and facilities.

The effect of responsibility dimensions on student satisfaction

The results of this study are in line with the results of research conducted by Asrukin (2000), which states the speed of service provided by employees is a major factor causing students to often use services and facilities.

The effect of assurance dimensions on student satisfaction

For users of services and facilities, the most important aspect is the availability of information sources they need such as books, journals both printed and electronic, as explained by Roesma (1991) that the function of higher education facilities is "to improve the quality of education and research in a tertiary institution.

The effect of empathy dimension on student satisfaction

The results of this study are consistent with the results of research conducted by Mulanjari (1999), which states that the dimension of empathy is a dimension of service quality that is very important for students.

The effect of direct evidence dimensions on student satisfaction

The results of this test are also evidenced by the descriptive analysis data and direct evidence dimensions that the respondents stated strongly agree and agree more than the respondents, who expressed doubt, disagree and strongly agree.

CONCLUSIONS

Based on the findings and the discussion, it is concluded that quality of service including reliability, responsiveness, assurance, empathy, direct evidence) affects the satisfaction of student satisfaction in using services and facilities. Among all the dimensions of the service quality, responsiveness quality greatly affects student satisfaction in using services and facilities. The study highlights the importance of services and facilities in fulfilling student satisfaction as to make them feel happy and joyfull in absorbing the lessons and knowledge, which finally improve the students' competency and skill.

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