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# MEASURING THE QUALITY OF HIGHER EDUCATION SERVICES BY INTEGRATING SERVQUAL AND SERVPERF IN IMPROVING STUDENT SATISFACTION

Monika Tiarawati, Sri Setyo

monikatiarawati@unesa.ac.id
srisetyo@unesa.ac.id

## ABSTRACT

Higher Education is one of the providers of pure education services. In general, the purpose of education in the universities in the creation of high-quality human resources and highly competitive and has the competence to suit the needs of the workplace. Competency of Learning outcomes will be realized through a teaching-learning process. The reciprocal relationship between providing the service and being served is essentially mutual. The condition of mutual need condition should be the value owned and understood together in strengthening the goals to be achieved. Universities are expected to be able to design a systemic service system in building student satisfaction, considering the level of student interaction on campus is very high. This study measures the quality of service and service performance in the Faculty of Economics of Unesa which affects the satisfaction of students in the Faculty of Economics of Unesa.

**Keywords:**
Servqual, Servperf, Student satisfaction

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## INTRODUCTION

College or higher education is one of the providers of pure education services. The aim of the education in higher education is the creation of high quality and highly competitive human resources and has the competence to meet the needs of the workplace. Learning Outcomes Competence will materialize through the teaching and learning process done both in class and outclass.

The College as a service provider needs a student presence that serves as the main customer in addition to other stakeholders who are very important to the existence of higher education. For students who need services from colleges will have a high contact interaction. This means that customers (students) and service providers (colleges) will interact intensely during the service process. The interaction between college and students will take place when the student is in the campus environment with the activities performed can be in the form of guidance with lecturers, follow lectures, program courses, making tuition fees, conducting advisors, and activities in the library. All activities conducted by the student are mostly related to the college service.

College students have expectations such as employment opportunities, career development, and the presence of satisfaction, pleasure, and pride as students in such colleges (Bowen in Alma, 2005). The sacrifices made by the students are tuition fees, time spent calculated as opportunity cost, as well as their hard-earned coursework, must be balanced by the services that correspond to the student expectations, given by the college. All the value chains in the educational institutions must create value-added for students. All personnel, as well as the educational process as the main value chain, must be able to provide students satisfaction (Alma, 2005).

Service quality according to Lewis and Booms (2005) is defined as the size of how good the service level is given, able to suit customer expectations. This means that the quality of service can be embodied through the fulfillment of customer needs as well as accuracy and speed in its delivery to balanced customer expectations.

According to Parasuraman, et. Al 2008 two main factors affecting the quality of the service, customer perception of the real service they receive (perceived service) and the actual service is expected/ desirable (expected service). Customer perception started from consumer needs to consumers' perception of the quality of service they receive, so service providers need to consider quality imagery from a consumer point of view or customer. Customer or consumer expectations have a big role as a comparative factor in evaluating quality evaluation.

The relationship between providing the service and being served is essentially mutual. The mutual condition should be a value that owned and understood together to establish the goals. The value of mutual need is based on a mutual understanding that will develop each other's needs. Both have different interests and needs, that could raise a conflict of interest, for it requires a mutually agreed value so that the entire interest can be optimally accommodated.

More and more colleges have begun considering service quality management. Certainly not only in the academic field, but covers all other areas such as facilities, infrastructure, and environment/ academic atmosphere. If the com-

pany requires the standardization of ISO *(International Standardization Organization)*, as well as the educational institution.

The college is now filled with the intercollegiate competition that begins to observe and prioritize quality management including improving the quality of services both in academic and physical facilities/ infrastructure. In some colleges, the structure of the organization began to include a quality assurance Unit that specifically controls the quality of academic services at the course level. At the faculty level, the academic quality control is the quality assurance cluster (GPM). With the quality control in universities, demonstrate the improvement of quality or quality of service prepared by the college. Hopefully, students as the main customer will feel the quality of satisfactory service that is following the expectations before entering the selected colleges.

**Service Quality**

The SERVQUAL method developed by Parasuraman is one of the models that can be used to measure the quality of the service based on a multi-item scale designed to measure customer expectations and perception, as well as gaps in Among them, especially in the main dimensions of service quality.

Service Quality According to Zeithaml and Bitner (1996) is all economic activity that results not in the form of physical products, usually consumed at the same time as the time produced and provides added value to the consumer in form of comfort, entertainment, pleasure, and satisfaction.

Service Quality can be measured with indicators: tangible, reliability, assurance, responsiveness, empathy.

**Service Performance**

SERVPERF is a method of measuring service quality developed by Cronin and Taylor states that the size of service quality is the performance of services received by consumers, where consumers can only assess the quality of a service they truly felt.

In measuring the quality of service using the method SERVPERF, the measurements are performed through service performance. The SERVPERF method is an approach based on performance in measuring service quality.

This study is interested to discuss service quality and service performance in improving student satisfaction at the Faculty of Economics of Unesa.

## LITERATURE REVIEW

### Service Quality

Quality of service according to Lupiyoadi (2008:76) is the result of distribution and logistics activities, where the service is given to consumers to achieve satisfaction. According to Kotler (2001), the sense of service can be made clear by knowing the main characteristics that distinguish it from the goods, namely:

1. Intangibility (intangible), unlike items that are objects, tools or objects while services are deeds, performance or effort.
2. nseparability (inseparable), generally manufactured services and consumed simultaneously.
3. Variability (variable) means that many variations of the shape, quality, and type depend on who, when and where the service is produced.
4. Perishability (the durability), cannot be saved, this does not become a problem if the request is fixed because to prepare the requested service is

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easy but when fluctuate, various problems arise.

The basic concept of quality of a service (services) or the quality of a product can be defined as fulfillment that can exceed the wishes or expectations of customers (consumers). Zeithaml, Berry, and Parasuraman (Yamit, 2001:10) have conducted various studies on several types of services and successfully identified the five dimensions of characteristics used by customers in evaluating service quality. The five dimensions of service quality characteristics are: 1) Tangibles (direct proof), including physical facilities, equipment, officers, and means of communication, 2) Reliability, which is the ability to provide service immediately and satisfactorily and in accordance with the promised, 3) Responsiveness, staff wishes to assist customers and provide service with responsiveness, 4) Assurance, which includes the ability, courtesy, and trustworthiness of the staff, free from danger, risk or doubt, 5) Empathy which includes ease of relationship, good communication and sincere attention to customer needs.

**Customer Satisfaction**

According to Zeithaml, et al. (2000) satisfaction is the customer fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provides a pleasurable level of consumption-related fulfillment. Lupiyoadi (2001) states that the satisfaction or dissatisfaction of a product or service as the end of a sales process provides its impact on the customer's behavior of the product. The establishment of a customer's attitude and behavior pattern towards the purchase and use of a product or service is a result of their previous experience.

The satisfaction dimension in this study refers to the theories of Kotler and Armstrong, consisting of Complaints and advice system, Customer satisfaction Survey, and Service Quality

Judging from the intensity of the relationship between the service provider and the given service, the implementation of education belongs to the category high contact service, because the interpersonal skills of service provider staff are crucial aspects, for example performance lecturer becomes the main emphasis that in the education service there is very intense interaction between students as customers with lecturers and other educators. The implementation of education is specifically mentioned as activities that emphasize the professional aspect of service also there are three other dimensions of Service factory, Mass service, and service The shop.

To maintain the quality of services, there are several efforts, especially in maintaining services in the education that is a people-based service that can be applied in the implementation of education, are:

**First,** invest in the process of recruitment, selection, programming, training and employee development. Through the efforts of education, the institution will have a professional lecturer, competent and able to provide the best service. Having education as an auxiliary that has adequate skills and abilities, has high motivation and always develop its capabilities following the demands of needs.

**Second,** standardize the process of service performance process (standardization) or industrialization of services by promoting educational programs, improving qualifications and professionalism of educators, encouraging an increase in the

number of large teachers and expertise through research in various areas of education. Programs that are currently being developed in an educational institution to establish a standard of service, among others through the preparation of Standard Operational Procedures (SOP) as one of the activities in the program of Quality assurance Unit. Every aspect of the activities undertaken in the implementation of education each has an SOP that has a quality indicator thus the unit of education has a quality feature with clear standards.

**Third,** do service customization, increase the interaction between educational institutions with the community and the enterprise so that what is produced in the education according to the needs of society and the fieldwork. Linkages and understandings between educational products and demands is a key aspect so that education unit graduates are directly accepted by the community or the workforce. Service Customization is closely related to customer satisfaction, which is produced by the education institution following the expectations of society. Ready-made education graduates be the aim of the educational institution, therefore education should be oriented to the needs and demands of technological developments, in this context also the institution made efforts to adjust the curriculum as well as other policies relating With the suitability of education to the needs, such as the anticipated local needs through a local content curriculum.

**Fourth,** doing the *treasure Study,* monitoring customer satisfaction, both passively, and with research and survey to the field. This will be very effective to see the condition of the alumni or graduates in the field, to provide *feedback* to improve the curriculum and the opening of courses needed by the Community. This aspect is still related to *customer satisfaction,* educational results that suit the needs. Therefore, education institutions need to make a monitoring effort needs and customer satisfaction-about the extent to which education outcomes can be applied in the workforce or everyday life. Field Survey to ensure relevance to the needs and capture of inputs-something new and needed by the community. Answering the needs and anticipation of development is generally done through educational innovations. If the above elements can be implemented in an educational institution, then this will have implications for the satisfaction of students.

## METHODOLOGY

This research is causal research and the obtained data is analyzed quantitatively. This study is researching on certain populations and samples, sampling techniques performed in purposive sampling, where the characteristics of the respondent have been predetermined, students at the Faculty of Economics Unesa who know the quality of and services at the Faculty of Economics Unesa. Data collection using research instruments, research instrument for further validity test and reliability test. While data analysis is quantitative to test a predetermined hypothesis.

This study examines the perceived satisfaction variables of 110 students at the Faculty of Economics of Unesa. The population in this study was all active students at the Faculty of Economics of Unesa. The number of samples in this study was the respondents of 110 students with sampling techniques conducted nonprobability sampling and is a saturated sample, in which all students at the Faculty of Economics Unesa used as respondents.

The research design as follows:

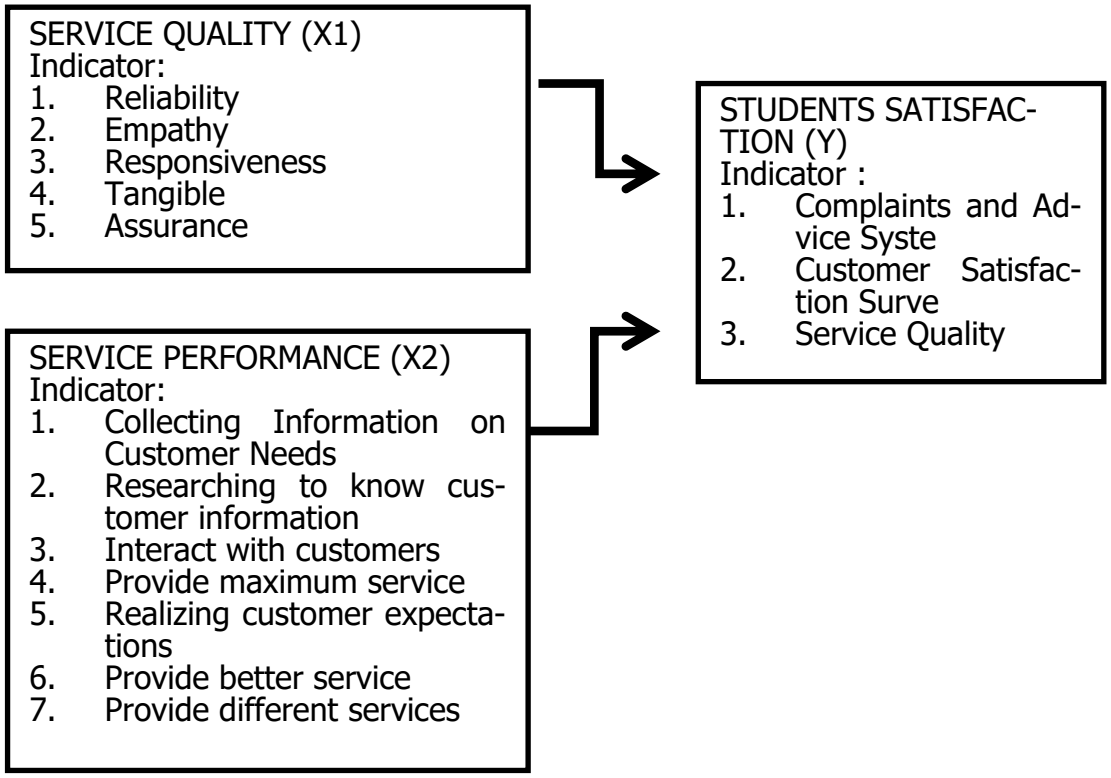


**Figure 1. Research Design**

## FINDINGS AND DISCUSSION

The result of the validity test shown in Table 4.1. The results of the validity test showed that all items statement of each construct has a factor loadings greater than 0.30. Thus the test results validity of all statement items in each construct can be declared valid and can be used as a measuring instrument of service quality and service performance.

**Table 1. Result of Validity Test**

| Variable | R-stat | Conclusion |
|---|---|---|
| *Service Quality* (X1) | 0,569 | Valid |
| (X1.1.1) | 0,436 | Valid |
| (X1.1.2) | 0,361 | Valid |
| (X1.1.3) | 0,589 | Valid |
| (X1.2.1) | 0,807 | Valid |
| (X1.2.2) | 0,820 | Valid |
| (X1.3.1) | 0,681 | Valid |
| (X1.3.2) | 0,804 | Valid |
| (X1.3.3) | 0,607 | Valid |
| (X1.4.1) | 0,731 | Valid |
| (X1.4.2) | 0,660 | Valid |
| (X1.4.3) | 0,710 | Valid |
| (X1.5.1) | 0,677 | Valid |
| (X1.5.2) | 0,716 | |
| (X1.5.3) | | |
| *Service perfor-mance* | 0,434 | Valid |
| (X2) | 0,832 | Valid |
| (X2.1) | 0,783 | Valid |
| (X2.2) | 0,626 | |
| (X2.3) | 0,809 | |
| (X2.4) | 0,923 | |
| (X2.5) | 0,755 | |
| (X2.6) | | |
| (X2.7) | | |
| Kepua-san(Y) | 0,916 | Valid |
| (Y.1.1) | 0,844 | Valid |
| (Y.1.2) | 0,786 | Valid |
| (Y.1.3) | 0,748 | Valid |
| (Y.2.1) | 0,946 | Valid |
| (Y.2.2) | 0,927 | Valid |
| (Y.3.1) | 0,619 | Valid |
| (Y.3.2) | 0,499 | Valid |
| (Y.3.3) | | |

Source: data processed by research-

SPSS provides facilities to measure reliability with the Cronbach Alpha (a) statistical test. A variable is said to be reliable if it delivers a Cronbach alpha value bigger than 0.70 (Nunnally, 1994 in ghozali, 2013:48). The results of the reliability test are as follows:

**Table 2. Reliability Test**

| Variable | Alpha Cronbach | Critical Value | Conclusion |
|---|---|---|---|
| Service Quality (X1) | 0,894 | 0,70 | Reliable |
| Service performance (X2) | 0,866 | 0,70 | Reliable |
| Students Satisfaction (Y) | 0,918 | 0,70 | Reliable |

Source: data processed by the researcher

Figure 2 shows a *normal probability plot* that is generated from the regression model. Based on figure 2 appears that the dots are spreading around the diagonal line and following the direction of the diagonals line, this result indicates that the data spread is a normal distribution.

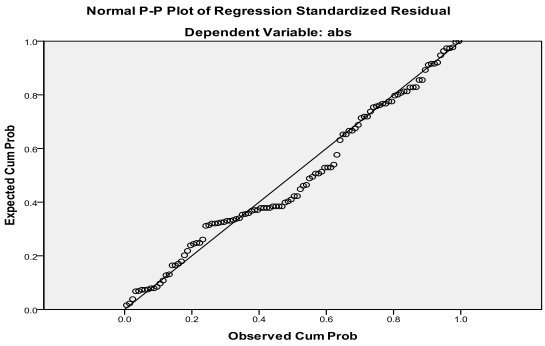


**Figure 2. Normal P-Plot**
Source: data processed by the researcher

Multicollinearity is indicated by a value of tolerance ≤ 0.10 or VIF ≥ 10. The multicollinearity test results showed in Table 3. It showed that this research does not occur a strong correlation between independent variables so that this regression model can still be tolerated.

**Table 3. Multicollinearity Result**

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | (Constant) | 1.666 | 1.824 | | .914 | .363 | | | | | |
| | TOTALX1 | .194 | .054 | .308 | 3.612 | .000 | .729 | .330 | .202 | .430 | 2.326 |
| | TOTALX2 | .703 | .108 | .557 | 6.532 | .000 | .790 | .534 | .365 | .430 | 2.326 |

a. Dependent Variable: TOTALY

Source: data processed by the researcher

**Table 4. Heteroscedasticity Result**

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | (Constant) | 1.666 | 1.824 | | .914 | .363 | | | | | |
| | TOTALX1 | .194 | .054 | .308 | 3.612 | .000 | .729 | .330 | .202 | .430 | 2.326 |
| | TOTALX2 | .703 | .108 | .557 | 6.532 | .000 | .790 | .534 | .365 | .430 | 2.326 |

a. Dependent Variable: TOTALY

Source: data processed by the researcher

Based on table 4, showed that heteroscedasticity does not occur meaning that the research has the occurrence of residual variance in a period of observation with another period of observation.

## DISCUSSION

In the service quality variable, the average respondent's response is 3.30 with the result 'quite agreed'. In the service performance variable, the average respondent's response was 3.24 with the result ' quite agreed'. Overall the average respondent's response to the students' satisfaction variable (Y) is 3.4 with the result ' quite agreed'.

**Tabel 5. Coefficients Multiple linear regression**

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 1.668 | 1.826 | | .914 | .363 | | |
| | TOTALX1 | .193 | .054 | .307 | 3.597 | .000 | .430 | 2.327 |
| | TOTALX2 | .704 | .108 | .558 | 6.536 | .000 | .430 | 2.327 |

a. Dependent Variable: TOTALY

Source: data processed by the researcher

Table 5 showed magnitude of service quality ($x_1$) and service performance ($x_2$) to student satisfaction (Y). The magnitude of service quality and service performance can be seen in the following equation:

$$\mathbf{Y = 1{,}668 + 0{,}193X_1 + 0{,}704X_2}$$

**Description:**

Y = Estimated value of students satisfaction variables
X1 = Service Quality variable value
X2 = Service performance variable value

Service quality and service performance testing for student satisfaction resulted in R (correlation) and $R^2$ (coefficient of determination) values as follows:

**Table 6. The goodness of Fit Test**

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .815[a] | .665 | .658 | 3.19879 | .665 | 106.086 | 2 | 107 | .000 |

a. Predictors: (Constant), TOTALX2, TOTALX1

b. Dependent Variable: TOTALY

Source: data processed by the researcher

Table 6 indicated that 65,8% of student satisfaction can be explained by the variation of service quality and service performances.

Based on the results of observation and the results of the distribution of the questionnaires given to 110 students of faculty Economics of Unesa, obtained results indicating the significant influence of the service quality and service performance variables on student satisfaction.

In this study, the service quality variable has a t-stat value of 3.597 with a significance value of 0.000 which is smaller than 0.05. The result shows that service quality has a significant effect on student satisfaction.

The results of this study supported by Moshe Sharabi indicating that service quality provides good implications on higher education. Further Gareth Smith and Allison Smith in his research showed that service quality is one of the most important factors for generating excellence to differentiate others. While according to Parasuraman et al, service quality is the first measuring instrument developed in measuring the quality of service. This research is also supported by the research results from Iva Nurdiana that service quality with satisfaction is a unity that cannot be separated. In this research, service quality is measured by the indicators of reliability, empathy, responsiveness, tangibles, and assurance. So it can be concluded that the better service quality felt by the customer, the customer will be satisfied with the quality of service provided. As a form of perceived satisfaction, customers will likely do word of mouth (WOM).

The service performance variable has a value of t-stat of 6.356 with a significance value of 0.000 which is smaller than 0.05. The result of the calculation indicates a significant influence on service performance variables on student satisfaction. The results of this study supported by Scott and Kleiner which showed that among several methods used to measure service quality, service performance was the most effective method considered. This is because service performance shows real and direct service performance that can be perceived by the customer. Also, this research supported the research results from Diah Dharmayanti which shows that the service performance affects customer satisfaction and follow customer loyalty. Quoting from Cronin and Taylor (1992 and 1994) stating that the size of the quality of service/service is the performance of the services/services received by the consumer itself and consumers can only assess the quality of their truly service Feel. Furthermore, according to Cronin and Taylor said that the size based on service performance will better reflect the quality of service.

## CONCLUSION

It can be concluded that there is a partial influence of service quality and service performance in the Faculty of Economics of Unesa towards the perceived satisfaction of students. The data processing results show that service performance has a more dominant influence on student satisfaction compared to service quality.

Further researchers are advised to research the independent variables used in this research, such as integrating service quality with hedperf, or also to measure quality services using the canoe method. In measuring the quality of service, preferably not only on the educational institutions but also can measure the other institutions engaged in the service by integrating various measuring methods.

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