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# STUDENT PERCEPTION OF THE QUALITY OF SERVICE IN THE MASTER OF MANAGEMENT STUDY PROGRAM OF UNIVERSITAS TEKNOLOGI YOGYAKARTA

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**Abstract:** Quality of service is a major supporter in building public trust in the quality of services in the field of education. As users of services in the field of education, student satisfaction needs to be a priority and attention in providing service. This paper aims to analyze student perceptions of service quality and analyze the effect of service quality gaps on the expectations of students of the MM-UTY Program, with a case study in the Master of Management Study Program of the Universitas Teknologi Yogyakarta (Prodi MM-UTY). The concept used as the analysis was service quality, with data collection methods carried out through observation, questionnaires, and interviews. The analytical method used to test the research instrument was factor analysis to test the construct validity and reliability. The results of this study indicate the perception of student satisfaction with the quality of services conducted by the Prodi MM-UTY. Likewise, the average Gap score is positive so that the quality of service at this time is sufficient to meet the expectations and desires of students, which in general need to be maintained. However, partially, there are still some services in Prodi MM-UTY experiencing gaps so that it is necessary to improve the quality of sustainable services.

**Keywords:** Quality of Service; Student Perceptions; Satisfaction; Prodi MM-UTY.

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## Introduction

The advancement of science and technology is now followed by an ever-increasing stream of internationalization that is affecting education. The presence of globalization accompanied by technological disruption can not be avoided, especially in the field of education services. Educational globalization is carried out so that market needs can be met with a skilled workforce. Educational institutions, as educational service providers, must always be ready to meet the needs of the community by improving the quality of education services and the quality of graduates to enable them to compete in the global market. After the establishment of free trade during the ASEAN Economic Community and the Industrial Revolution 4.0 at that time, Indonesian higher education has to produce graduates who

are ready to work in the sector in order to compete with foreign workers. Universitas Teknologi Yogyakarta (UTY), as one of the private higher institutions in Indonesia, holds a Masters in Management (MM) postgraduate program as part of the Faculty of Economics and Management. This program has been held since 2006 based on Director General of Higher Education Decree No. 4891/D/T/2006 with 'B' accreditation based on BAN-PT RI SK code: 011/BAN-PT/Ak-IX/S2/VIII/2011 dated 12 August 2011. MM-UTY is a member of AACSB International (The Association to Advance Collegiate Schools of Business), founded in 1916 and consists of more than 1,350 educational institutions, companies, and organizations in 83 countries. AACSB's mission is to increase leadership and higher-value services. (<http://uty.ac.id/>)

The MM-UTY program has the vision to become an excellent MM program in Indonesia in 2022, and its mission is to create value for better development, transforming innovation in business transformation, and building a knowledge-based society in helping with problem-solving). (<Http://uty.ac.id/>)

The MM-UTY program is an educational institution that has an essential function in society, especially in the role of state education. If educational institutions are seen as different from social aspects, the quality of service becomes very important for the development of educational institutions. Competition between private and state educational institutions will also become increasingly tight. This condition is very important for educational institutions, such as MM-UTY, to recognize and meet the needs of students in education services and facilities.

In the MM-UTY service process, it is still necessary to improve the quality of service in organizing this activity, among others, due to complaints felt by students including the lack of supporting facilities, student interaction, student recruitment, and non-academic activities, as the results of the initial questionnaire recapitulation distributed to ten MM-UTY students who gave results of student satisfaction with supporting facilities 15%, student interaction 10%, student recruitment 15%, non-academic activities 4%, academic services 15%, curriculum quality 20%, campus environment 10%, institutional collaboration/industry 10%. It is not much different from the results of research by Martins, Dastane (2014), Mansori, Vaz, and Ismail (2014), Jain, Sinha, and Sahney (2011) who examine the common obstacles faced by students in Malaysia arising from the aspect of supporting facilities for students whose effects on satisfaction are not yet optimal in getting the services.

Tjiptono, Chandra (2016) argues that "Satisfaction is the level of feeling after comparing the perceived performance with its expectations." Schnaars (1993) in Tjiptono, Chandra (2016) states that "The purpose of service is to create satisfaction." Parasuraman (1992) stated that "In evaluating educational services that are intangible, attributes are generally used: (1) direct evidence (tangibles) including physical facilities, equipment, employees, and communication facilities; (2) reliability, namely the ability to provide the promised service immediately, accurately and satisfactorily; (3) responsiveness, which is the desire of staff and employees to help students and provide services responsively; (4) guarantees include the knowledge, abilities, courtesy, and trustworthiness of staff, free from danger,

risk or doubt; and (5) empathy includes the ease of relationships, good communication, personal attention, and understanding the needs of students " (Kotler, Keller, 2012). Therefore, in this paper, the researcher analyzes how student satisfaction with the service quality of the MM-UTY Program. By knowing student satisfaction, it can also be seen how far the level of success of services available from the MM-UTY Program. In principle, MM-UTY, like other higher education institutions, must understand the quality produced in order to achieve excellent service for students. Quality of service should be evaluated in order to measure student satisfaction.

Long-term relationships that are mutually beneficial with educational institutions can occur because of the quality of service that provides special encouragement for students. Emotional ties that occur allows educational institutions to understand the specific expectations and needs of students. Educational institutions can also improve the quality of service by maximizing student experiences that make them happy and minimize the experiences of students who make them less happy. To find out the experiences of students to improve the quality of service easily, the researcher identifies the problems at MM-UTY in order to find out the perception (factual) perceived and expectations of services desired by students. After finding student complaints, MM-UTY easily finds a way to improve service quality.

Perception, according to Bimo Walgito (2010, pp 99), is "since the individual was born, since then the individual is related to the world around him. From then on, the individual directly receives stimulus from outside himself, and it is related to perception".

Thus, there are several research questions, as follows:

1. What is the factual perception of the gap in student satisfaction with the service quality of the MM-UTY Program?
2. How does the quality gap of service quality affect the expectations of MM-UTY students?

The objectives of this study are as follows:

1. Analyzing factual perceptions of student satisfaction gaps in the quality of services of the MM-UTY program.
2. To analyze the effect of service quality gaps on MM-UTY Program students' expectations.

## **Literature Review and Hypotheses Development**

Mansori, Vaz, and Ismail (2014) analyzed the effect of the quality of educational services on satisfaction with higher institutions in Malaysia. Furthermore, Mansori, Vaz, and Ismail (2014) research are taking measurements of the quality of education services in 5

dimensions of service quality by Kotler, Keller (2012), namely Reliability, Responsiveness, Assurance, Empathy, and Tangibles. The background of the research conducted by Mansori, Vaz, and Ismail (2014) that Higher Education is one of the educational services organizations engaged in education, needs to evaluate the quality of educational services of its students. Measurement of the quality of educational services is done by knowing the difference between the perception and satisfaction of students. The hypothesis in this study is that there is a positive relationship between the gap (the difference between the performance of the quality of existing educational services with the quality of educational services expected by students) of the quality of educational services with student satisfaction. The study was conducted by distributing 201 questionnaires to students in Higher Education study programs in Malaysia. The sampling procedure was by purposive sampling, which was sampling in accordance with the objectives of the study. The analysis was performed by Gap analysis and statistical analysis of multiple linear regression. The results obtained from this study are that college student satisfaction is only influenced by variable X1 (reliability gap) but not influenced by variable X2 (responsiveness gap), variable X3 (assurance gap), and X4 (empathy gap). The two variables, namely X1 (reliability gap) and X5 (tangibles gaps), are significant at  $\alpha$  below 5%.

Jain, Sinha, and Sahney (2011) took the title "Conceptualizing service quality in higher education." Measurement of service quality using five servqual dimensions from Parasuraman (2007), which is broken down into 8 (eight) endogenous variables and 2 (two) mediator variables. Endogenous variables consist of Academic Services, Student Recruitment, Academic Services, Curriculum Quality, Non-Academic Activities, Supporting Facilities, Student Interaction, and Campus Environment. Mediator variables consist of the quality of college programs and the quality of life of the Campus Environment. The study was conducted by distributing questionnaires to students in several universities in India. The data from the interview was used to support the results of the questionnaire. Sampling was done by purposive sampling, while the number of samples taken by simple random sampling technique of 100 respondents. The results obtained are the level of student satisfaction in the Academic Services variable. This attribute is considered important and satisfied by students. The attributes that are considered important, and students feel less satisfied are: Campus Environment, Supporting Facilities, Non-Academic Activities, and Academic Services.

Indrawati's research (2011) was carried out in Malang under the title "The Effect of Educational Institution Service Quality on Student Satisfaction and selected six Arithmetic Mental Education Institutions that carry out arithmetic mental education programs starting from elementary level, intermediate level to advanced level which have been registered at the Ministry of Education of Malang City by Community Education Sie". In accordance with the research objective, which is to analyze the dimensions of service quality (reliability, physical evidence, responsiveness, assurance, empathy) and student satisfaction, as the target population of the study is parents of learning citizens who follow the arithmetic mental education program at the Arithmetic Mental Education Institute at Malang city.

Wahyuningsih, Noviani (2013) took the title "Satisfaction of FKIP UNS Students on Academic Administration Service Quality" which aims to determine the effect of the quality of academic administration services at Faculty of Teacher Training and Education UNS together with student satisfaction; and determine the influence of the quality of academic administrative services in Faculty of Teacher Training and Education UNS in part for student satisfaction. If the student's assessment of the dimensions of the quality of services provided is not good, it has an impact on student satisfaction.

Wiraubaya (2016) states, "Consumer perception of service quality is defined as the process of giving meaning to service quality. Perception can influence the actual behavior of consumers. Consumer perceptions of positive service quality will show customers feel satisfied. Thus, consumers' perceptions of the quality of services that are getting better will be able to influence the repeat purchase of services or products. Thus, the formation of loyalty to a high service or product ".

### Conceptual Framework

The paradigm of this thesis research can be described as follows:

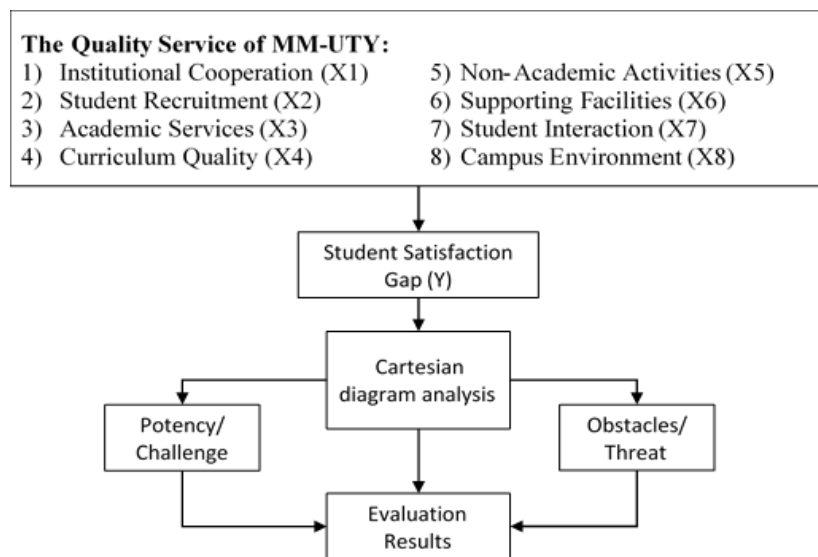


Figure 2.2 Research Model

Source: Replication from Jain, Sinha, and Sahney (2011)

Jain, Sinha, and Sahney (2011) breaks up 5 (five) main dimensions of education services (Kotler, Keller 2012), (Tjiptono, Chandra 2016) which are the main points for educational services in this study into 8 (eight) variables, namely:

1. Supporting Facilities (X6) and Campus Environment (X8) are tangibles (direct evidence)
2. Curriculum Quality (X4) is reliability.
3. Academic Services (X3) and student interaction (X7) are responsiveness.
4. Student Recruitment (X2) is a guarantee of the quality of MM-UTY education.

5. Institutional Cooperation (X1) and Non-Academic Activities (X5) are empathy for existing services.

### **Research Hypothesis**

According to Mansori, Vaz, and Ismail (2014), "Hypothesis is a proportion, a principle condition that is considered to be true and perhaps without confidence so that a logical consequence can be drawn and this method is then carried out testing about the truth by using existing data." In connection with the research conducted, the following hypothesis was formulated:

1. It is hypothesized that there is no gap in student satisfaction between perception (factual) and expectations of the service quality of the MM-UTY program using SERVQUAL analysis.
2. It is hypothesized that the service quality of the MM-UTY Program in the Cartesian Diagram enters the Quadrant I (both factually and hopefully)

## **Research Method**

### **Research Design**

Several methods can be used to measure student satisfaction, including Service Quality (Servqual). When assessing perceptions (factual), expectations, and corresponding weights on servqual, it will result in a person's assessment of subjective qualitative criteria that tend to appear biased. By looking at the boundaries contained in this servqual, integration, and other steps to achieve objective and realistic results were applied.

The servqual method was a method used to determine quality criteria that must be improved by service quality according to the gap between perception (factual) and student expectations. The servqual method itself has two parts: judgment and weighting. The assessment was carried out by distributing questionnaires, where participants stated their perceptions (factual) and their expectations (expectations). Weighting was done by distributing questionnaires in which a participant gave a weighting (constant sum rating scale) to the five main dimensions of education services.

### **Method of Collecting Data**

The data acquisition in this study was carried out using the following methods:

1. Questionnaire: namely collecting data by collecting respondents' answers, in this case, the MM-UTY Study Program students on the questions contained in the questionnaire to find out the answers about the problem under study.

2. The interview method aimed to collect several data about the object of research concerned with the managerial side of MM-UTY.

**Data Measurement Method**

It contained questions to find out data about student reactions based on a questionnaire that was measured using a 5-point Likert scale. With this scale, respondents were asked to respond to each question by choosing one of five available answer choices, namely (1) Very Dissatisfied, (2) Not Satisfied, (3) Neutral, (4) Satisfied, and (5) Very Satisfied.

**Sample Determination Method**

The population used in this study were all MM-UTY students. The sampling technique used in the study was the simple random sampling method, where samples were taken randomly without using specific considerations or criteria (Sugiyono, 2007).

When the study was conducted in January 2016, it was known that the MM-UTY student population numbered 274 people, then by using the formulas of Slovin, Krejcie, and Morgan in Sugiyono (2007), namely:

$$\text{Slovin formula} : n = \frac{NZ^2 \frac{P(1-P)}{\alpha/2}}{(N-1)d^2 + Z^2 \frac{P(1-P)}{\alpha/2}} \tag{3.1}$$

where:

- $n$  = Sample size
- $N$  = Population size = 274 people (MM-UTY Students)
- $\alpha$  = Error level = 5%
- $Z$  = Standard deviation for a standard normal curve
- $Z_{5\%}$  = 1.96 from Table I (Sugiyono, 2007: 371)
- $P$  = Proportion (opportunity function) of the population = 0.5 (Sugiyono, 2007: 70)
- $d$  = Estimating error (error level) = 5%

Will be obtained:

$$\text{Slovin formula} : n = \frac{(274)(1.96)^2(0.5)(1-0.5)}{(274-1)(0.05)^2 + (1.96)^2(0.5)(1-0.5)} = 160.17$$

Thus, the sample in this study amounted to 160 people.

**Analysis Method**

Factor Analysis

According to Sugiyono (2007), "In analyzing data with factor analysis, a construct validity test and a construct reliability test are first performed." This validity test was carried out to test the research instruments.

In this study, the validity of the instrument was tested on 160 respondents with 40 statement items (Ghozali, 2011).

1. The Kaiser Meyer Olkin (KMO) test was used as a validity test to determine the adequacy of the sample or measurement of sample eligibility. Factor analysis is considered valid (feasible) if the magnitude of  $KMO > 0.5$  and the degree of correlation between items with the Measure of Sampling Adequacy (MSA) criteria  $> 0.5$
2. Bartlett's test of Sphericity was used as a reliability test that the items in the sample are reliable with a significance  $< 0.05$ .

The steps to be taken in operating the factor analysis were by transforming the data. It was by converting the data on the ordinal scale into data on the interval scale using the successive interval method. Then, the data used to solve the problem would be processed by factor analysis using the SPSS v23 program for Windows. In this study, the factor analysis used was exploratory factor analysis, in which some of the items studied were still scattered, or there was no grouping of factors. Thus, some observational items would then form factors which would then be interpreted to determine what latent variables were obtained.

The determination of the number of factors was based on the eigenvalue for each factor that occurs. The main factor chosen was a factor with an eigenvalue greater than 1.

Factor rotation is done to facilitate the interpretation of items in determining the items listed in the factor because some items have a strong relationship with more than one factor or if some factor loading of items has a value that is below the smallest predetermined. This study used varimax rotation, which is an orthogonal factor rotation method that minimizes the number of elements with high loading on a factor.

Factor interpretation is made by grouping elements that have a high factor loading into that factor. A factor loading was of at least 0.55 to interpret the results of this study. Items with a loading factor of less than 0.55 were excluded from the model.

#### Hypothesis Testing (Calculation of Gap Values)

To find out the level of satisfaction of MM-UTY students, it could be done as follows:

1. Calculating the expectation value and perception value (factual) of each question.
2. The way was by adding up the respondent's chosen value to one question and then divided it by the number of respondents (average value).
3. Calculating the difference between the expected value and the perceived value (factual) of each question. This result was called the Gap value
4. Calculating the weighting value of the eight variables. The total weight of eight variables was 100%.
5. The Gap value of each question was then multiplied by the weight value of the dimension. The result was  $\text{Gap} \times \text{Weight}$ .



6. Adding up the Gap x Weight results for each question so that the Final Gap score was obtained. Conclusions on the Final Gap value were:

- -4 < Final Gap ≤ -2.4 : very dissatisfied
- -2 < Final Gap ≤ 0 : not satisfied
- 0 < Final Gap ≤ 2 : satisfied
- 2 < Final Gap ≤ 4 : very satisfied

## Result and Discussion

### Validity and Reliability Test Results

Based on the Kaiser-Meyer-Olkin (KMO) test, the values obtained were 0.819 (Performance) and 0.815 (Expectation), where the numbers were above 0.5. All statement items submitted to respondents were valid; thus, factor analysis could be further processed. From the results of the Bartlett Test of Sphericity, the value obtained was 4166 for Performance with a significance of 0,000 and 4179 for Expectation with a significance of 0,000. It means that between items, there is a correlation (significant <0.05), and the reliability of all variables is reliable/high.

### Factor Analysis Test Results

A matrix of factors formed before rotation showed results that could not be clearly distinguished so that it was difficult to interpret. The problem could be tried by rotating the factors so that all the factors analyzed in the model could be easily explained. Varimax rotation was used in this study, where varimak rotation was chosen because it was easier to analyze theory or previous research. After rotation, it could be seen that the 40 items developed into eight factors, which were variables that represent factors in determining student satisfaction with MM-UTY service quality.

### Results of Calculation of Service Quality Gap Value

**Table 1** Average Gap of Service Quality Variables

	Variable	Performance	Expectation	Gap	Std. Deviation	Status
X3	Academic Services	3.79	3.60	0.19	1.20	Positive
X4	Curriculum Quality	3.58	3.52	0.06	1.40	Positive
X8	Campus environment	3.56	3.51	0.05	1.34	Positive
X6	Supporting facilities	3.62	3.68	-0.06	1.13	Negative
X2	Student Recruitment	3.58	3.60	-0.02	1.24	Negative
X5	Non-Academic Activities	3.64	3.57	0.07	1.26	Positive
X7	Student Interaction	3.61	3.69	-0.08	1.34	Negative
X1	Institutional Cooperation	3.56	3.59	-0.03	1.25	Negative

**Source:** Primary data processed

Gap score is a calculation of the difference between the expected value and the perceived value of each question. This result is called the Gap value.

**Student Satisfaction Calculation Results**

**Table 2:** Student Satisfaction of MM-UTY Service Quality

Variable	Gap	Interest Weight	Student Satisfaction	Status
X3 Academic Services	0.19	21.02%	0.040	Satisfied
X4 Curriculum Quality	0.06	20.64%	0.013	Satisfied
X8 Campus environment	0.05	4.25%	0.002	Satisfied
X6 Supporting facilities	-0.06	15.19%	-0.009	Not satisfied
X2 Student Recruitment	-0.02	15.36%	-0.003	Not satisfied
X5 Non-Academic Activities	0.07	4.08%	0.003	Satisfied
X7 Student Interaction	-0.08	9.74%	-0.008	Not satisfied
X1 Institutional Cooperation	-0.03	9.70%	-0.003	Not satisfied
Average	0.02	12.50%	0.004	Satisfied

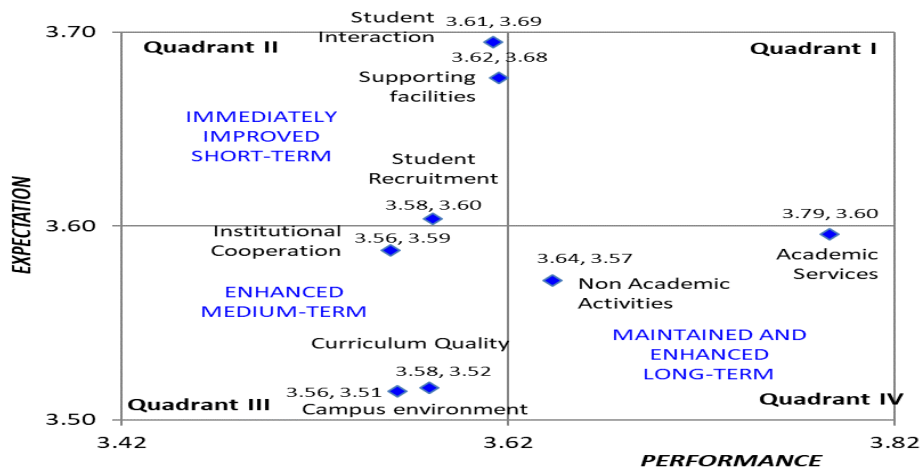
(Source: Primary data processed)

Student satisfaction on MM-UTY service quality could be seen from the Gap multiplication score of service quality with importance weight. The results of the Gap and Weight multiplication of each question were in order to obtain the Final Gap value.

Based on the results of student satisfaction, it can be seen that the average score of student satisfaction on service quality, on average, is 0.004. This positive score shows that students are satisfied with the services available at the Master of Management Study Program, UTY.

**Cartesian Diagram Analysis**

Based on the Cartesian Diagram in Figure 2, the results show that the majority of service quality variables are in Quadrant II and Quadrant IV.



**Figure 2** Cartesian Diagram of Service Quality in MM-UTY Yogyakarta

Source Primary data processed

It means that the quality of existing services is good but not what students expect, so the right strategy, for now, is to improve the quality of existing services for the better.

### **Marketing Education Services**

The theory and practice of marketing initially developed from the sale of physical products alone, but then this developed into the sale of intangible products called services. The traditional 4P marketing approach that includes price, promotion, product, and place usually always works well on physical products but is not good when applied to educational services.

According to Tjiptono, Chandra (2016) in the education services business, additional 3P marketing needs to be added, namely:

1. People.

More educational services are determined by people, from the selection, training, and motivating employees to be reliable in dealing with students to create student satisfaction.

2. Physical evidence.

Educational services institutions must be able to provide physical evidence to show the quality of their education services, for example, cleanliness, available facilities, interior design.

3. Process.

Educational services institutions can design a process of delivering superior educational services to their students.

According to Tjiptono, Chandra (2016), "Actually the strict difference between educational goods and services is often difficult to do. It is because the purchase of an item is often accompanied by certain educational services (e.g., installation, guarantee provision, training, and operational guidance, maintenance, and repairs) and vice versa the purchase of an educational service often also involves items that complement it (for example drugs in services health and food education in restaurants). Nevertheless, educational services are any actions that can be offered by one party to another party, which are basically intangible and do not result in ownership of something. Production of educational services can be related to physical products or not".

From this definition, it seems that educational services have always been a factor in interactions between students and service providers in educational services, even though the parties involved are not always aware. Educational services are not products, but educational services are processes or activities, and these activities are not tangible.

### Quality of Education Services

The definition of the quality of educational services is basically based on efforts to meet the needs and desires of students and the provision of delivery to balance student expectations. Based on this, the quality of education services is a comparison between educational services received or found (perceived service) with the quality of education services expected from students. If the perceived quality of educational services is the same as the quality of educational services it is assumed, the quality of education services is considered as good and satisfying, but if the perceived quality of educational services exceeds student expectations, the quality of educational services is considered as ideal or quality. In addition, if the education services received are lower than projected, the quality of education services is considered poor.

Therefore, two main factors affect the quality of education services, namely expected service, and perceived service. Thus, it can be said that whether or not the quality of education services depends on the ability of education service providers to meet student expectations consistently.

According to Behdioglu, Sener (2014), "The total quality of an education service consists of three main components, namely:"

1. Technical Quality, that is, components related to the quality of education service output received by students. According to Parasuraman, technical quality can be broken down into:
  - a. Search Quality is the quality that students can evaluate before buying, for example, price.
  - b. Experience Quality is the quality that can only be evaluated by students after consuming educational services, for example, timeliness, speed of service.
  - c. Credence Quality is the quality that is difficult for students to evaluate even though they have consumed an educational service, for example, the quality of operations.
2. Functional Quality is components related to the quality of delivery of education service.
3. Corporate Image is the profile, reputation, general image, and special appeal of an educational institution.

Thus, based on the elements mentioned above, it can be concluded that the results of education services and the way they deliver is a factor used to assess the quality of education services. Therefore, students are directly involved in the process of education services, which can make it very difficult to determine the quality of educational services.

Quality must start from the needs of students and end with their perceptions. It means that a good quality image is not based on the perception of education service providers, but on the perception of students, because students who consume and directly benefit

from student education services. Educational institutions so that students themselves determine and evaluate the quality of educational services. However, it should be noted that the performance of educational services is often inconsistent, directing students to use intrinsic and extrinsic instructions for educational services as a reference.

Intrinsic cues are related to the outputs and delivery of educational services themselves. Students will depend on this information if they are at the place of purchase or if the intrinsic cues are search quality and high production value, while extrinsic cues are complementary elements of educational services. These extrinsic cues are used in evaluating education services if evaluating intrinsic signals requires a lot of time and effort, and if assessing intrinsic cues is experience quality and credence quality. Extrinsic cues are also used as indicators and education if there is not enough information.

### **Quality Dimensions of Education Services**

Educational institutions must know what kind of education services that are expected by students and then translated into real education services so that at least the quality of educational services provided by educational institutions, and students feel the same as the quality of education services expected by students. Achieving this certainly needs to be supported by knowledge about the dimensions of the quality of education services desired by students. According to Mansori, Vaz, and Ismail (2014), five dimensions are generally used by students in assessing the quality of educational services, namely:

1. Reliability, namely the ability to carry out educational services as promised correctly and reliably according to student expectations as reflected by timeliness, the same service for all students, and without errors.
2. Responsiveness, which is the ability to help and provide fast educational services to students. If someone experiences failure quickly deals with failure professionally.
3. Assurance is the knowledge and ability of workers in carrying out tasks spontaneously, which guarantees good performance to create student trust and confidence.
4. Empathy, namely caring in giving voluntary personal attention to each student.
5. Tangibles are the appearance of physical facilities, equipment, workers, and communication media.

Besides being understood, the dimensions of the quality of education services must also be seeking realization. It is an arduous task for educational institutions, so in reality, complaints often raised by students as a result of students being dissatisfied with the educational services they feel. Thus, it proves that gaps often arise due to differences in perception between the management of educational institutions with students.

Parasuraman in Mansori, Vaz, and Ismail (2014) formulated a model of quality of education services that highlights the main requirements for delivering the expected

quality of education services. This model identifies five gaps that cause failure in delivering education services. The five gaps are:

1. Gap 1, which is the gap between student expectations and management perceptions caused by management errors in understanding student expectations.
2. Gap 2 is the gap between management's perceptions of student expectations and the specifications of the quality of education services due to management's inability to set precise and explicit performance standards.
3. Gap 3 is the gap between the quality specifications of educational services and the delivery of educational services caused by the inability of human resources in educational institutions to meet established performance standards.
4. Gap 4 is the gap between the delivery of education services and external communication caused by the inability of educational institutions to fulfill their promises that have been communicated externally.
5. Gap 5, which is the gap between student expectations and the reality of educational services received or felt as a result of not meeting the expectations of students. This gap occurs due to the emergence of gaps 1 to 4.

The benefits of creating and maintaining quality far outweigh the costs of achieving it. The quality of education services that is superior and consistent can foster student satisfaction which will ultimately provide various benefits, namely:

1. The relationship between educational institutions and students becomes harmonious
2. Provides a good basis for repeat purchases
3. Can encourage the creation of student loyalty
4. Forms word of mouth recommendations that benefit educational institutions
5. The reputation of educational institutions is good in the eyes of students
6. Profit can be increased.

#### Student Satisfaction

Of all the activities carried out by an educational institution, it will ultimately lead to the value that will be given by students regarding perceived satisfaction. Satisfaction is the level of one's feelings after comparing the perceived performance or results with the desired expectations. If performance is the same as expectations, students will feel satisfied. Satisfied students will be loyal longer, be less sensitive to prices, and make good comments about educational institutions (Tjiptono, Chandra, 2016).

From this understanding, it can be said that basically the understanding of student satisfaction includes the difference between expectations and perceived performance or results. The concept of student satisfaction is as follows:

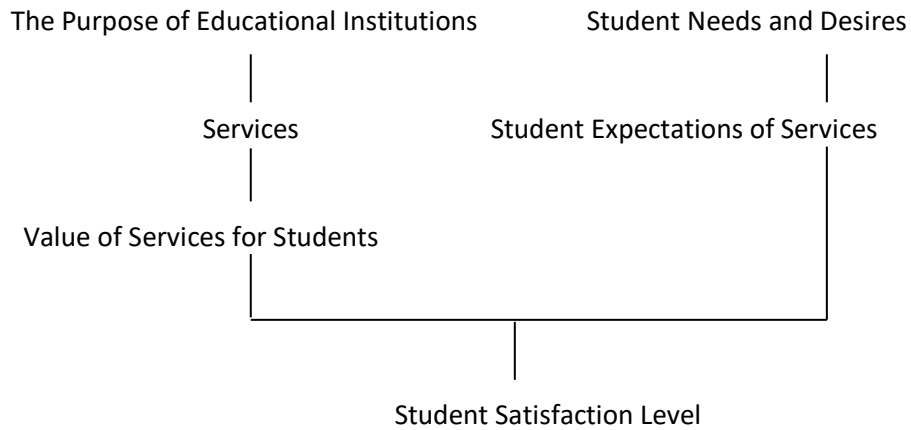


Figure 2.1 Student Satisfaction Scheme

Source: Tjiptono, Chandra (2016)

Student satisfaction depends on offering performance concerning student expectations. From the above definition, an understanding is obtained that satisfaction is a function of perceived performance and expectations. If performance is lower than expectations, students are disappointed. If performance is in line with expectations, students are satisfied. If the performance exceeds expectations, students are very satisfied and happy.

#### Student Satisfaction Gaps

Mathematically, student satisfaction can be described as follows:

$$S = (P_i - E_i) I$$

Explanation:

- S = student satisfaction level,
- P<sub>i</sub> = student's perceived performance,
- E<sub>i</sub> = student expectations and
- I = importance weights of service quality attributes.

Based on the mathematical formula above, student attitudes are influenced by student expectations, service performance, and the level of importance of service quality attributes. In a case of student satisfaction with service by a postgraduate study program, the availability of attendance that is always organized and on time can be considered to be important and good in supporting educational activities but can be unexpected for students. Quality Academic Service Facilities can be considered important by students, but students do not really expect high-quality Academic Services because high-quality Academic Services will actually burden the operational costs of education.

There are 3 (three) possibilities that occur from the level of student satisfaction, namely:

1.  $S < 0$ ; it means that the performance is lower than expectations; students are disappointed.

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2.  $S = 0$ ; it means that performance is in line with expectations; students are satisfied.
3.  $S > 0$ ; it means that the performance is higher than expectations; students are satisfied and happy.

Thus,  $S$  = level of student satisfaction has the same understanding as to the service quality model from Mansori, Vaz, and Ismail (2014).

Approaches based on student interests (student-oriented) should be done more systematically and effectively. The procedure to briefly identify student satisfaction can be carried out as follows:

1. Identify factors of student preference for similar services circulating in educational institutions.
2. Identify the reasons why students choose the service.
3. Identify the salient characteristics in the preferred service.
4. Identify the causes of students using these services.
5. Use findings in the field as a means of evaluating the services sold.
6. Develop services in accordance with the wishes of students, by modifying.
7. Add or change at all with a new appearance.
8. Package services in interesting ways with, for example, colors.
9. Other sizes or additions are based on findings in the field.

## Conclusion

The quality of services available in the MM-UTY study program is currently felt satisfied by students in general. It is indicated by the results of the average Gap score, which is positive so that the quality of existing services is sufficient to meet the expectations and desires of students. In the review of each service quality variable, the results obtained four variables (academic services, curriculum quality, campus environment, and non-academic activities) have a positive gap, meaning that these variables must be maintained and improved again for the better; and four variables (supporting facilities, student recruitment, student interaction, and institutional collaboration) have a negative gap, meaning that these variables are below student expectations and must be increased immediately.



Based on the Cartesian Diagram, the results show that overall, the quality of services in quadrant I is that the quality of service is considered good and is expected to be high by students. In general, the right strategy, for now, is to fix and improve the quality of existing services. Based on the results of the mapping using the Cartesian diagram, a partial strategy can be carried out, namely Academic Services and Non-Academic Activities, which are variables that need to be maintained, while Student Interaction, Supporting Facilities, and Student Recruitment in the short term still need to be improved. The variable Institutional Cooperation, Quality Curriculum, and Campus Environment in the medium term also needs to be improved.

### Suggestions

In general, MM-UTY study program managers need to maintain the current quality of services, and some quality services that have high gaps need to be evaluated, improved, and a priority in efforts to increase student satisfaction, especially concerning supporting facilities, institutional collaboration, student interaction, and student recruitment.

The researcher hopes for further researchers to study more sources and references related to the research. It is intended so that the results of his research can be better and more complete. In addition, further research is expected to find other indicators to measure variables to be studied and to use different research methods than those used.

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