

QUALITY OF EDUCATION SERVICES AND THEIR EFFECT ON STUDENT SATISFACTION : SURVEY AT VOCATIONAL ACADEMY IN BANDUNG CITY

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ABSTRACT

It is critical to offer excellent education services in light of universities' critical role in creating graduates who are knowledgeable and capable of competing in the global age. The following step will be influenced by whether you are unsatisfied, satisfied, or very pleased. Students that are pleased with the educational services they have gotten will spread the word. The goal of this research was to see how much of an impact educational service quality had on student happiness. This research used a quantitative technique with verification analysis. This research is confirmatory since it examines the hypothesis to make inductive or general choices. This research employs a questionnaire as a data gathering method. The author utilized Slovin to determine the number of samples used in this research since it is known that the population has more than 100 respondents. Path analysis is used in this study. Student happiness is influenced in part by the quality of educational services. This demonstrates that if the Quality of Education Services is correctly developed and maintained, Bandung City Vocational Academy students would be happy and favorably react to the campus.

Keywords : Education Service Quality; Student Satisfaction.

INTRODUCTION

Indonesia, which has thousands of islands and millions of inhabitants, has never been separated from studying the education of its nation's children. Education's role in Indonesia is very important to give birth and create a quality generation (Rahmat, 2016). The progress of the times supported by communication and information technology can lead the current generation to an advanced civilization. To achieve a quality generation, it is necessary to create an educational program that is organized and managed professionally (Firdianti, 2018).

Professionally managed educational program management is an institution that can carry out management functions, is consistent in carrying it out, and is sustainable in managing resources so that educational goals are achieved to educate the nation (Arifin, 2017). Education is very essential and plays a critical role in development since it aims to improve the quality of human resources. Education is a cultural inheritance activity that transforms cultural values from one generation to the next. These cultural

values are passed down from earlier generations to current and future generations (Yuristia, 2018).

The development of higher education in Indonesia today is a hope that is used as a benchmark to face the problems and challenges of globalization in higher education (Wayong, 2017). This is because there are many universities in Indonesia. Based on data available at <https://pddikti.kemdikbud.go.id/> there were 4,593 universities, with details of 3,044 private universities, 1,240 foreign universities, 122 state universities, and state universities. as many as 187 universities. (Figure 1)

Referring to the importance of universities' role in producing competent and competent graduates to compete in the global era, it is important to provide quality educational services (Winarsih, 2017). The implementation of excellent education is anticipated to maximize students' potential and give opportunity for pupils to develop interests, abilities, and competences that must be mastered in order for them to compete and make constructive contributions to the nation's development—progress (Mukhid, 2007).

The satisfaction of its students can measure the success of a university. This is in line with Wijaya (2012), who argues that customer satisfaction with educational services is one of the determinants of success. Feeling dissatisfied, satisfied, or very satisfied will affect subsequent actions. Satisfied students will convey positively about the services they use/consume. Dissatisfied students will react differently. Dissatisfied students can try to reduce their dissatisfaction by leaving or moving to another college or try to reduce dissatisfaction by seeking information that can reinforce high service values (avoiding information that can strengthen their low scores) (Hidayah, 2020). If the institution raises high student expectations, students may be disappointed if it fails to meet them. The institution sets student expectations too low, so the institution cannot attract enough prospective students even though the students will be satisfied (Bhakti & Rahmawati, 2018).

Ideally, suppose an academy/college can provide quality services, accompanied by good competence from teachers and teaching staff. In that case, this will show how much an academy/university can produce good accreditation (Amin, 2018). However, of the 53 universities, both private and public, in Kopertis Region IV, Greater Bandung Region, there are eight universities with A accreditation or 15%, followed by PT with C

accreditation, namely 20 universities or 38% and 23 universities. have Accreditation B or 43%. This fact shows a core problem: the lack of universities with the best standards. At first glance, there are still many universities with C accreditation, describing the condition of the current quality of higher education institutions that are still low. This fact is not in line with the expectations of the government, which has issued a circular letter to encourage the improvement of academic service performance, which is reflected in the acquisition of institutional accreditation and accreditation of good study programs (Kardoyo & Nurkhin, 2016).

Seeing the phenomenon of college accreditation in Bandung, which is still below the best standard, and some management problems, universities need to develop, including human resources through excellent service. This is also seen in the accreditation of institutions still ranked C (based on the data listed in the BAN-PT). In addition, in terms of the quality of services carried out in almost all universities in Bandung, there is one common problem. Due to the development of universities in the city of Bandung and academic services that are not excellent, this is because all the attention emphasized by the management of the pharmacy academy generally only prioritizes the number of new student admissions without any consideration of improvement. Quantity and quality of teachers and education personnel to support academic activities (Sulastri, 2017). So, the comparison between students, lecturers, and teaching staff is not proportional. So that the lack of competent lecturers and teaching staff is also an existing problem (Wibowo, 2009).

Education as a service product is intangible, but it may satisfy users' demands for educational services that are handled with or without the assistance of physical items, and the process is an interaction (Faizin, 2017). This does not result in the transfer of rights or ownership between service providers and service users. Services include all economic activities that generate outputs in the form of non-physical products or constructions that are typically consumed when they are produced and provide added value to the form, such as practicality, suitability, comfort, and health, which in turn is required to draw the tongue first (Wiyono). 2020). Meanwhile, education services are labor- and capital-intensive, making them complicated. Thus, Education Services include all educational activities that value service in the process (Munir, 2020).

The following issues may be detected based on the context of the mentioned problem: How much effect does the Bandung Vocational Academy's Quality of Education Services have on student satisfaction? In this research, the authors infer a preliminary hypothesis based on the description of the issue and the framework of thinking described above: The impact of educational service quality on student satisfaction at HIGHER EDUCATION in Bandung is good.

LITERATURE REVIEW

Education Services

The factors of service quality may be used to enhance the institution's services. Educational institutions are businesses that provide services to both internal and external clients. Internal stakeholders comprise all educational entities (such as foundations, study programs, and student activity units) as well as the players (such as students, teachers, administration, and other staff). Alumni, parents of government students, and the general public are examples of external stakeholders (Juhana & Mulyawan, 2015).

According to Sutisna (2009), educational institutions provide two types of services:

1. Basic Service

In carrying out their responsibilities, the principal is aided by professional school staff engaged in the school system in satisfying the requirements of students connected to student services in schools:

- a. Teaching service personnel consist of people whose main responsibility is teaching, such as classroom teachers, extracurricular activities teachers, tutors, and others.
- b. Admission service personnel, including those who direct, lead, and supervise other personnel in the school's operation and parts.
- c. School facility service personnel include library staff, learning resource centers, language laboratories, technical experts, and personnel involved in the teaching or student service function.
- d. Student or student service personnel, including specialists whose responsibilities include guidance and counseling, psychological and health examinations, medical

advice and treatment, testing and research, work placement and follow-up, and coordination of student activities.

2. Help Service

In the fast-changing dynamics of society, as we are experiencing today, schools play an important role by providing many services expected from schools, including:

a. Library service

The library is one of the learning facilities that can be a force to educate the nation. Libraries have an important role as a bridge to mastery of science. Libraries make an important contribution to the disclosure of scientific information.

b. School building and yard services

Systematically maintaining school buildings can generate huge profits for school operations. This can be demonstrated by continuous improvement in maintenance to ensure the best condition of the school building. To create a comfortable learning environment, promote health and safety, protect school property, and promote an appropriate public image.

c. Health and safety services

An important goal of education in schools is physical and mental health, so schools introduce physical and health education programs. The attention of schools is therefore directed to creating better health and a more helpful physical environment for the learning process.

To clarify the form of services provided, several dimensions are needed to assess the quality of educational services.

According to Tjiptono and Chandra (2016), Barry et al. discovered five variables of service quality in the following order of customer importance:

1. Reliability

The capacity of educational institutions to provide promised services correctly and consistently.

2. Responsiveness

We appreciate your desire and capacity to assist service users (students, stakeholders, and the community) in responding to their needs as fast as possible..

3. Guarantee

Knowledge, competence, civility, and respect for pupils are all components of assurance. Guarantees are reliable and devoid of risk and uncertainty. "Educators must have academic credentials and competences as learning agents, be physically and psychologically sound, and have the potential to accomplish national education objectives," stated Article 28 of Government Regulation No.19 of 2005. Employee knowledge and civility, as well as their ability to instill confidence and trust in service users (students, stakeholders, and the community).

4. Empathy

It indicates that educational institutions are committed to care for service consumers, provide them personal attention (students, stakeholders, and the community), and maintain convenient operation hours.

5. Physical evidence

Concerned with the physical appearance of buildings, equipment/equipment, staff, and communication materials.

Student Satisfaction

Student satisfaction is an expectation compared to the level of service or results perceived by a person. For example, students will feel satisfied with the performance or services provided following the desired expectations. According to Garbarino et al. in Tjiptono (2015), the dimensions of student satisfaction include:

1. Happy meaning that satisfied students will show a sense of pleasure for what has been given by the school.
2. Share positive information means that satisfied students will share positive information, such as recommending schools as places to gain knowledge and telling their close relatives about the advantages of the school.
3. No complaints mean that there are no significant complaints about what has been given by the school.

In measuring customer satisfaction in service, the indicators of student satisfaction, according to the thoughts developed by Tjiptono (2015), are as follows: Conformity of expectations Is the level of conformity between product performance expected by students and those felt by students.

METHOD

Method is a method of work that can be used to obtain something. While the research method can be interpreted as a work procedure in the research process, both in searching for data or disclosing existing phenomena (Zulkarnaen, W., Amin, N. N., 2018). The research method used is verification with a quantitative approach, and the formulation of the problem limits the existing problems. Sugiyono (2018) states that the verification research method is a method that aims to determine the relationship between two or more variables. This method is also used to test the effect or form of a causal relationship between the problems investigated or proposed in the hypothesis. Depending on the purpose, this research is to test hypotheses to make decisions inductively or generalize, so this research is confirmatory. This study uses a data collection technique, that is, a questionnaire. Determination of the number of samples used by the author in the study with the Slovin formula because it is known that the population is more than 100 respondents and analysis using *path analysis*.

RESULTS AND DISCUSSION

Verification Analysis Results

Path analysis is used to evaluate the direct and indirect effects of a set of variables, referred to as independent variables (X), on other variables, referred to as dependent variables (Y). Because route analysis is utilized, the Product Moment Correlation Coefficient must be calculated. (Table 2)

The correlation analysis between study variables is described in the table above; the correlation analysis findings are interpreted as follows: Education Service Quality (X) and Student Satisfaction (Y) have a correlation value of 0.885. Based on the correlation coefficient interpretation guideline, the correlation value of 0.885 falls into the strong association group. This will be used subsequently to determine the coefficient of determination, which will be used to quantify the amount of the independent variable's indirect influence on the dependent variable.

Based on the calculation using SPSS ver 25, the findings of the path coefficient calculation are as follows: (Table 3)

The route coefficient for each variable X to Y is shown in the table 3, in the Standard Coefficient column. The path coefficient of the variable Education Service Quality (X) on student satisfaction (Y) is 0.714, or 71.4 percent. (Figure 2)

Hypothesis testing

To prove whether the hypothesis states that the Quality of Education Services affects Student Satisfaction, it is necessary to test the hypothesis.

Partial Hypothesis Test Results (t-test)

The test with the test statistic that will be used is the t-test with degrees of freedom $nk-1$ which means $86-2-1 = 83$

According to table 4, the t-count X is 34,626, and with $(nk-1)$, $86-2-1 = 83$, which is in the probability level $(\alpha) 0.05$, the t-table value is 1.988, thus the choice is: 1) t arithmetic X of 34,626 is more than t table of 1,988, indicating that there is an influence between X and Y. The following is an explanation for the statement: (Figure 3)

Based on Figure 3, it is known that if $t\text{-count} > t\text{-table}$, then H_0 is in the rejection region, which means that H_0 is accepted and X and Y have an impact. Based on this, it is hypothesized that the Quality of Educational Services (X) has a considerable impact on Student Satisfaction.

The findings of a study that calculated the analysis of the hypothesis test (t-test) on the influence of the Quality of Education Services on student satisfaction indicate positive and significant effects on the level of student satisfaction. It also demonstrates that various criteria, including physical evidence (tangible), empathy (empathy), reliability (reliability), responsiveness (responsiveness), and certainty, impact the degree of student satisfaction with the Quality of Educational Services (assurance). The quality of educational services is a barometer for whether students would be satisfied if they get high-quality services. Students who are happy with the services given will have a good influence on the school.

The outcomes of this research corroborate Kotler and Armstrong's (2018) idea that service quality is the sum of the attributes of products or services that demonstrate their capacity to meet customer demands, both tangible and intangible. Student happiness will be considered high if the campus's services are likewise high, and vice versa.

Huwaida, H., and Imelda, S. (2018) conducted research on the "Effect of Quality Education Services on Student Satisfaction in the Department of Business Administration, Banjarmasin State Polytechnic," which supports the findings of this

study. According to the findings of this research, there is a considerable relationship between service quality and student happiness.

CONCLUSION

The following conclusions may be derived from the study and discussion of the Effect of Education Service Quality on Student Satisfaction: 1) The quality of educational services has an impact on student satisfaction. This shows that if the Quality of Education Services has been prepared and maintained properly, then the Bandung City Vocational Academy students will feel satisfied and positively respond to the campus. Vice versa, if the campus cannot provide good quality educational services, students will feel disappointed and dissatisfied with the campus and will negatively respond to the campus.

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FIGURE AND TABLE

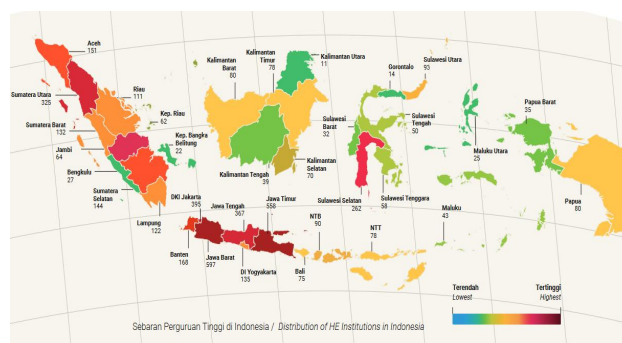


Figure 1. Distribution of Universities in Indonesia
Source: <https://pddikti.kemdikbud.go.id> (2022)

Table 2. Pearson Correlation Coefficient

		Correlations	
		Quality of Educational Services	Student Satisfaction
Quality of Educational Services	Pearson Correlation	1	.885 **
	Sig. (2-tailed)		.000
	N	80	80
Student Satisfaction	Pearson Correlation	.885 **	1
	Sig. (2-tailed)	.000	
	N	80	80

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

Table 3. Coefficient Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-9.535	1.302		-7.323	.000
	Quality of Educational Services	.511	.015	.714	34.626	.000

a. Dependent Variable: Student Satisfaction

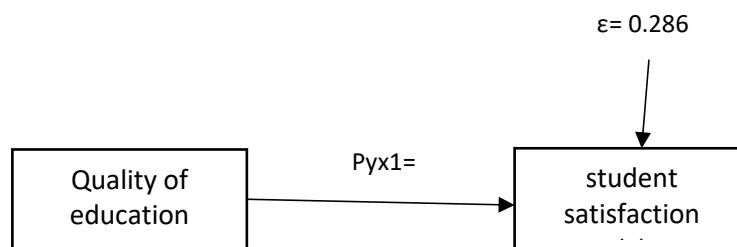


Figure 2. Path Diagram of an Empirical Causal Relationship X to Y

Table 4. Testing the Effect of Education Service Quality Variables on Student Satisfaction

Structure	Path coefficient	t- count	t- table	P-value	Results
y_{x1}	0,714	34,626	1.988	0.000	H0 is rejected; there is an influence between X and Y

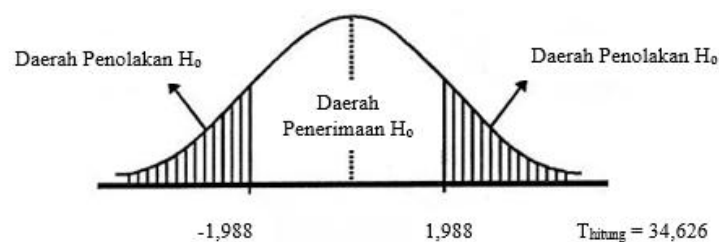


Figure 3. Hypothesis Testing Curve X Against Y