RESEARCH ARTICLE

The Effect of Service Quality on Student Satisfaction at Aisyah University of Pringsewu

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh kualitas layanan akademik yang dimiliki oleh Universitas Aisyah Pringsewu terhadap kepuasan mahasisiwa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif deskriptif. Jenis data yang dibutuhkan untuk penelitian adalah data primer dan data sekunder. Pengambilan sampel dilakukan dengan metode probability sampling jenis simple random sampling, dengan jumlah responden sebanyak 198 responden. Teknik analisis data menggunakan analisis deskriptif dan analisis regresi berganda.Berdasarkan hasil uji T terdapat 2 variabel yang berpegaruh yakni variabel *Responsivenss* (daya tanggap) dan variabel *Tangible* (bukti fisik), sedangkan variabel *Reliability* (kehandalan), *Assurane* (Jaminan) dan *Emphaty* (empati) tidak berpengaruh terhadap kepuasan mahasiswa. Hasil dari penelitian ini berdasarkan uji F adalah Kualitas Pelayanan yang terdiri dari *Reliability* (kehandalan), *Responsivenss* (daya tanggap), *Assurane* (Jaminan) , *Emphaty* (empati) dan *Tangible* (bukti fisik) berpengaruh secara simultan dan signifikan terhadap kepuasan mahasiswa

Keywords: kualitas pelayanan, kepuasan mahasiswa

Abstract

This objective of the study was to determine the effect of the quality of academic services owned by Aisyah University of Pringsewu on student satisfaction. The method used in this research is descriptive quantitative method. The types of data needed for research are primary data and secondary data. Sampling was carried out using a probability sampling method of simple random sampling, with a total of 198 respondents. The data analysis technique uses descriptive analysis and multiple regression analysis. Based on the results of the T-test there are 2 variables that have an effect, namely the Responsivenss variable (responsiveness) and Tangible variable (physical evidence), while the Reliability (reliability), Assurance (Assurance) and Emphaty (empathy) has no effect on student satisfaction. The results of this study based on the F test is the Quality of Service which consists of Reliability (reliability), Responsivenss (responsiveness), Assurane (Guarantee), Empathy (empathy) and Tangible (physical evidence) have a simultaneous and significant effect on student satisfaction.

Keywords: service quality; student satisfaction

INTRODUCTION

In the current development and economic development that is increasingly advanced and rapid. At the same time, the demand for human resources is also increasing. Where the sector that is growing rapidly is the education service sector whose goal is to produce quality and superior human resources.

Good service is a must so that students are satisfied with what they get. Good service forms a positive perception of each individual student. The perception will be followed by various actions of appreciation and recommending the university which will have an impact on the sustainability and competitive power of the university now and in the future.

In its activities, higher education institutions must be able to manage the service quality system and its administration. This kind of scope will result in a service system that is transparent, on time, in the right quantity and with the right quality. If such aspects are carried out properly, it will lead to reliability and assurance which includes trust in the implementation, timeliness of education, and guarantee of successful education

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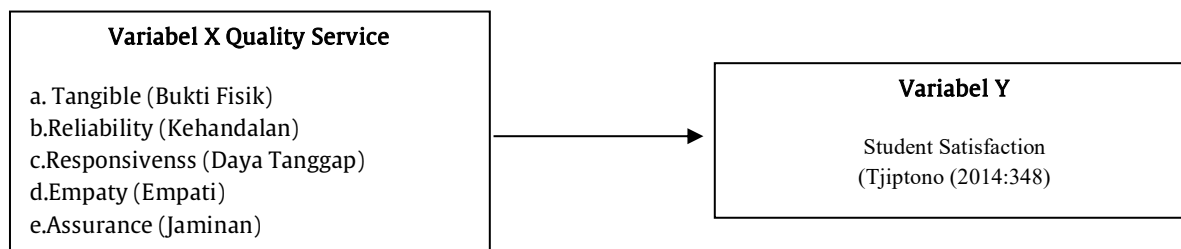
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(Lupriyoadi 2008:163). From this aspect, it will reflect the extent to which the service quality and management of the university can be seen that the university

The correlation between service quality and customer satisfaction can lead to service quality. One possible correlation that is widely agreed upon is that satisfaction helps customers in revising their perceptions of service

quality, Cronin and Taylor (in Tjiptono, 2014: 295-296) based on the results of previous research conducted by Tjiptono (2014), stated that service quality consists of: realibility, Responsiveness, Assurance, Empathy, and Tangible have a positive and significant effect on student satisfaction.

Thinking Framework

Variabel X Quality Service		Variabel Y
a. Tangible (Bukti Fisik) b.Reliability (Kehandalan) c.Responsivenss (Daya Tanggap) d.Empaty (Empati) e.Assurance (Jaminan)	→	Student Satisfaction (Tjiptono (2014:348)

RESEARCH METHODS

The variables used in this research are quantitative research methods. Data collection was carried out on December 16-18, 2020. Before filling out the research scale, respondents were asked to fill out informed consent for their willingness to participate in the study as well as maintaining the anonymity and confidentiality of respondent data. This research was conducted at Aisyah Pringsewu University.

The population in this study was students of Aisyah University of Pringsewu totaling 700 students of the 2020 batch at Aisyah University of Pringsewu. To determine the research sample using a table of determining the number

of samples developed by Issac & Michael (Sugiyono, 2009) with a degree of error of 10%, namely 195 samples.

RESULTS AND DISCUSSION

Descriptive analysis is the condition of the respondents' answers to each variable. The results of the answers are then used to get the tendency of respondents' answers regarding the condition of each variable in the study. The number of samples in this study were 198 respondents from the distributed questionnaires.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	18,7	18,7	18,7
	Female	161	81,3	81,3	100,0
	Total	198	100,0	100,0	

Multiple Linear Regression Analysis Results

Multiple linear regression analysis was used to measure the effect of service quality consisting of physical

evidence, reliability, responsiveness, assurance, empathy on the level of student satisfaction at AisyahUniversity of Pringsewu.

Table. 1
Multiple Linear Analysis

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,476	,872		1,691	,092
Tangibles aspect	,223	,056	,372	3,993	,000
Reliability aspect	,108	,061	,200	1,761	,080
Responsiveness aspect	-,108	,102	-,120	-1,056	,292
Assurance aspect	,224	,089	,210	2,509	,013
Empathy aspect	,131	,070	,191	1,867	,063

a. Dependent Variable: Students Satisfaction

Based on the table, the multiple regression equation model can be formulated as follows:

$Y = a+ b1X1 + b2X2 + b3X3 + b4X4 + b5X5$
$Y = 0.497 + 0.372X1 + 0.200X2 + 0.120X3 + 0.210X4 + 0.191X5$

Based on the above equation can be described as follows:

a. Constant (a) = 0.497. Shows a constant value, that is, if the tangible variables (X1), Reliability (X2), Responsiveness (X3), Assurance (X4), Empathy (X5) = 0,

then the satisfaction of students of AisyahUniversity of Pringsewuremains at 0.497

b. Coefficient X1 (b1) = 0.372. Shows that the Tangibel variable (physical evidence) has a positive effect on student satisfaction atAisyahUniversity of Pringsewu. In other words, if the tangible variable (physical evidence) is increased to one unit, student satisfaction will increase by 0.372.

c. Coefficient X2 (b2) = 0.200. Shows that the reliability variable has a positive effect on student satisfaction at AisyahUniversity of Pringsewu, in other words, if the reliability variable is increased to one unit, student satisfaction will increase by 0.200.

d. Coefficient X3 (b3) = 0.120. Shows that the responsiveness variable has a negative effect on student satisfaction at AisyahUniversity of Pringsewu, in other words, if the responsiveness variable is increased to one unit, student satisfaction will decrease by 0.120.

e. Coefficient X4 (b4) = 0.210. Shows that the Assurance variable has a positive effect on student satisfaction at AisyahUniversity of Pringsewu, in other words, if the Assurance variable is increased to one unit, student satisfaction will increase by 0.210.

f. Coefficient X4 (b4) = 0.191. Shows that the Empathy variable has a positive effect on the satisfaction of 2013 Business Administration students, in other words, if the Empathy variable is increased to one unit, student satisfaction will increase by 0.191.

Partial Significance Test (t Test)

Ho: reliability, responsiveness, assurance, empathy, and tangible have no significant effect on student satisfaction 0: Quality of service consisting of

Ha: reliability, responsiveness, assurance, empathy, and tangible have a significant effect on student satisfaction a: Quality of service which consists of Based on table 1 it can be seen that:

a. The t value of the physical evidence variable is smaller than the t table. Because the value of tcount (3.993),> ttable (1.668) and a significance level of 0.000 <0.05 then H0 is accepted. It is concluded that partially there is no significant effect of physical evidence (X1) on student satisfaction.

b. The value of t count reliability variable is greater than t table. Because the value of tcount (1.761) > ttable (1.668) and a significance level of 0.080 > 0.05, H0 is rejected. It was concluded that partially there was a significant effect of reliability (X2) on student satisfaction.

c. The value of t count of responsiveness variable is greater than t table. Because the value of tcount (1.056) < ttable (1.668) and a significance level of 0.292 > 0.05, H0 is rejected. It was concluded that partially there was no significant effect of the Responsiveness variable (X3) on student satisfaction.

d. The t value of the guarantee variable is greater than t table. Because the value of tcount (2.509) > ttable (1.668) and a significance level of 0.13>0.05, H0 is rejected. It was concluded that partially there was no significant effect of the guarantee variable (X3) on student satisfaction

e. The t value of the empathy power variable is greater than t table. Because the value of tcount (1.867) > ttable (1.668) and a significance level of 0.63 > 0.05, H0 is rejected. It was concluded that partially there was no significant effect of empathy (X4) on student satisfaction.

Simultaneous Significance Test (F Test)

Ho = Service quality which consists of reliability, responsiveness, assurance, empathy, and tangible has no significant effect on student satisfaction

Ha = Service quality which consists of reliability, responsiveness, assurance, empathy, and tangible has no significant effect on student satisfaction

Table. 2
Results of Anova Analysis

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1474,370	5	294,874	67,790	,000[b]
	Residual	835,170	192	4,350		
	Total	2309,540	197			

a. Dependent Variable: Students Satisfaction

b. Predictors: (Constant), Empathy aspect, Tangibles aspect, Assurance aspect, Reliability aspect, Responsiveness aspect

The table above shows the results of processing the F_{count} data of 67.790 with a significance level of 0.000. This shows that $F_{count}>F_{table}$ (67.790>2.35) with a significance level of 0.000 <0.05, then H_0 is rejected and H_a is accepted. Thus it can be concluded that Service Quality which consists of Reliability (reliability), Responsivenss (responsiveness), Assurance (Assurance), Empathy (empathy) and Tangible (physical evidence) significantly influence student satisfaction.

Coefficient of determination

The coefficient of determination (KD) or the value of R Square (R2) is used to determine how big the contribution of the independent variable (X) is: Service Quality which consists of Reliability, Responsiveness, Assurance, Empathy and Physical Evidence on the dependent variable (Y) namely Satisfaction Student. The results of the calculation of the coefficient of determination are carried out using SPSS 22 for Windows which can be seen in the table 3.

Table.3
Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,799[a]	,638	,629	2,086

a. Predictors: (Constant), Empathy aspect, Tangibles aspect, Assurance aspect, Reliability aspect, Responsiveness aspect
b. Dependent Variable: Students Satisfaction

The table shows that the R value is 0.799 and the R square (R2) value is 0.638. This number is used to see how big the Service Quality which consists of Reliability, responsiveness, assurance, empathy and tangible (physical evidence) to student satisfaction simultaneously. To calculate R2 using the coefficient of determination (KD) the following formula is used:

$$KD = r^2 \times 100\%$$
$$= (0.799)^2 \times 100\%$$
$$= 63.8\%$$

This shows that the influence of Service Quality which consists of Reliability, responsiveness, assurance, empathy and tangible (physical evidence)is 63.8 while the remaining 36.2% is influenced by other factors which were not investigated in this study.

CONCLUSION AND SUGGESTION

Based on the results and discussion above, it can be concluded that the Effect of Service Quality consisting of Reliability, responsiveness, assurance, empathy and tangible (physical evidence) Simultaneously on Student Satisfaction at Aisyah University of Pringsewu. Service quality which consists of Reliability, responsiveness, assurance, empathy and tangible (physical evidence) has an influence on the level of Student Satisfaction at Aisyah University of Pringsewu by 63.8 while the remaining 36.2% influenced by other factors not examined in this study.

While partially only the Responsiveness Variable (Responsiveness) with t results and Tangible Variables (Physical Evidence) with results. t resultshas a significant effect on student satisfaction. For service quality variables such as Realiability (reliability), Assurance (guarantee) and Empathy (empathy) have no effect on student satisfaction

Based on the results of the research, the suggestions given are: It is recommended to Aisyah University of Pringsewu to maintain the quality of its services. Especially regarding Tangible (Physical Evidence), Assurance, Empathy because these three variables are variables that affect student satisfaction while Reliability, and Responsiveness in Aisyah University of Pringsewu must further improve these variables, so that then can increase student satisfaction.

The Aisyah University of Pringsewu should try to maintain performance in relation to Empathy and pay attention to the attributes that affect student satisfaction so that it is in line with student expectations. It should maintain the empathy variable with employees who are constantly trying to understand the student needs.

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