



Internal Marketing Analysis and Service Quality on Student Satisfaction as Consumers

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ABSTRACT

This study aims to analyze the effect of internal marketing and service quality on student satisfaction at the Sekolah Tinggi Ilmu Ekonomi Sakti Alam Kerinci (STIE-SAK). The sample is 135 students. The sampling technique in this study was carried out by using non-probability sampling method. Data analysis using SPSS Version 25. Results the F test shows that the internal marketing and service quality variables simultaneously have a significant effect on student satisfaction. the effect of internal marketing and service quality on satisfaction is 48.8%.

Keywords: Internal marketing, service quality and student satisfaction.

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INTRODUCTION

Higher education is an institution that plays a role in improving the quality of humans, the quality of personal life and in social life. In higher education, there is a process of forming the nation's social which will determine the culture of future generations. College is a place to produce thinkers and pioneers of scientific and technological progress (Mohamed et al. 2012). Currently the demand for higher education services is increasing. This is because the needs and desires of the community for higher education are increasing, this is also driven by the level of competition in the world of work that is increasingly widespread and requires every individual to have a certain level of education, expertise or skills so that they can compete and innovate optimally. This situation greatly affects the existence of higher education institutions in Indonesia, both public and private universities (Ogbari et al. 2018; Syafrina 2021).

according to Iskanto (2012) For most people, the current uncertain economy is not something that should be used as a barometer to continue their education to high school, they only care about quality education. Facing the autonomy plan for higher education management, Indonesian higher education faces the challenge of improving the quality of its resources so that it is able to produce highly competitive outputs. This demand for quality improvement aside from coming from the academic community as part of the organization, also comes from the community (Anggrainy, Darsono, and Putra 2018; NURHAYANA 2021).

College is one of the organizations engaged in services, for that internally the role of employees or staff is very decisive in providing satisfaction to customers. According to Kotler (2002)

in addition to internal marketing, there are other types of marketing, namely external marketing (marketing using the 4P product, price, promotion, publicity) and interactive marketing (marketing by service companies who recognize that the value of service quality is highly dependent on the quality of buyer interaction and The concept of internal marketing originated from the field of service marketing which initially concentrated on how everyone was involved in the process of delivering services and could continuously improve the quality of interaction and service provided to customers (AL-Mhasnah et al. 2018; Angelova and Zekiri 2011). Internal marketing is marketing by service providers to effectively train and motivate employees who deal with customers and all employees who are tasked with providing support services to work as a team to satisfy customers. (Iskamto and Risman 2018; Syahsudarmi 2021).

Private universities, such as STIE-SAK must be able to create quality services that are environment-oriented in order to help attract, educate and retain quality graduates. Thus, study programs that are able to improve service quality will be recognized and trusted by customers and stakeholders and are able to face increasingly competitive competition. The key to the success of the program in improving quality in most private industrial sectors is strongly influenced by management involvement, quick decision making, way of thinking, measuring and knowledge of employees. Companies that can provide quality services so that consumers feel satisfied will create consumer loyalty on the contrary (Iskamto 2020; Iskamto, Ghazali, and Aftanorhan 2020).

A consumer who is satisfied with the service received can develop various attitudes and behaviors that reflect a sense of loyalty (Iskamto 2017). For example, making positive communication (recommend) with other potential college customers, as well as by showing the intention to return to being a student by taking other study programs offered by the same university. Along with the development of the era of globalization, universities, especially Sekolah Tinggi Ilmu Ekonomi Sakti Alam Kerinci (STIE-SAK), must plan a program to improve the quality of services provided by considering the gap between the expected service and the perceived service. (Irawati 2012; Iskamto 2015). With changes in the services provided, universities such as STIE-SAK are expected to progress rapidly if they create satisfaction through the products or services provided. One of the factors that the community considers when choosing a university is the demand for the college whether it can produce quality graduates both physically and non-physically, therefore universities such as STIE-SAK are really required to provide quality education services. according to the demands and expectations of external customers (Alhempri and Supeno 2021; Becker 1993).

Formulation of the problem

1. Is there any effect of internal marketing and service quality on STIE-SAK student satisfaction simultaneously and partially?
2. How big is the influence of internal marketing and service quality on STIE-SAK student satisfaction simultaneously and partially?

Research purposes

1. To determine the effect of internal marketing and service quality on STIE-SAK student satisfaction simultaneously and partially.
2. To determine the effect of internal marketing and service quality on STIE-SAK student satisfaction simultaneously and partially.

RESEARCH METHOD

This research is a quantitative research. Primary data sources were obtained through the distribution of questionnaires. The sampling technique in this study was carried out by using the non-probability sampling method used was accidental sampling. Data processing and hypothesis testing using SPSS version 25. The sample of this study was 135 people who were STIE-SAK students (Kerinci Natural High School of Economics).

RESULTS AND DISCUSSION



Simultaneous Test

The following are the results of the regression using SPSS 25, namely:

Table 1: ANOVA . Output

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|------------|----------------|-----|-------------|-------|-------|
| 1 | Regression | 9.160 | 2 | 4.580 | 4.787 | .004b |
| | Residual | 768.321 | 132 | 5.821 | | |
| | Total | 777.481 | 134 | | | |

a. Dependent Variable: Customer Satisfaction

b. Predictors: (Constant), Service Quality, Internal Marketing

From table 1 it is known that the calculated F value is 4.787 with a significance level of 0.004(b), so F arithmetic $4.787 > F$ table 4.023 then H_0 is rejected and H_a is accepted, meaning that internal marketing and service quality together have a significant influence on student satisfaction.

Coefficient of Determination

The following is a summary model table from the regression results using SPSS.

Table 2: Model Summary

| 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 | .221a | .488 | .483 | 2,41259 | .488 | 4,787 | 2 | 132 | .004 |

a. Predictors: (Constant), Service Quality, Internal Marketing

Score R^2 of 0.488 if the percentage becomes 48.8%. This means that the influence of internal marketing and service quality on STIE-SAK student satisfaction is 48.8%, while the remaining 51.2% is influenced by factors not examined in this study.

Influence Internal Marketing and Service Quality on Student Satisfaction

The following are the results of the regression.

Table 3: Multiple Regression Results

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | t | Sig. |
|-------|--------------------|----------------------------------|------------|-----------------------------------|-------|------|
| 1 | (Constant) | 68.051 | 7.346 | | 9.263 | .000 |
| | Internal Marketing | .083 | .081 | .088 | 3.717 | .001 |
| | Service quality | .062 | .085 | .063 | 2.026 | .004 |

a. Dependent Variable: Customer Satisfaction

Based on the table listed above, the regression model equation can be made as follows: $Y = 68.051 + 0.0883X_1 + 0.062X_2$. The regression coefficient of internal marketing and service quality on STIE-SAK student satisfaction is positive, meaning that the better the level of internal marketing and service quality, the higher the trend of STIE-SAK student satisfaction. The constant of 68,051 states that if there is no increase in the value of the internal marketing variable (X_1) and service quality (X_2), the satisfaction of STIE-SAK students is 68,051.

Influence Internal Marketing on Student Satisfaction

Table 3 above also illustrates that the t count for the internal marketing variable (X_1) is 3.717 with a significance level of 0.001, then the t count is $3.717 > t$ table 2.006, then H_0 is rejected and H_a is

accepted, meaning that internal marketing has a significant influence on STIE student satisfaction. - SAK. The large influence contributed by internal marketing on STIE-SAK student satisfaction is explained in the table of SPSS processed results below:

Table 4: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
|-------|-------|----------|-------------------|----------------------------|-----------------|----------|-----|-----|---------------|
| 1 | .229a | .524 | .0016 | 2.40830 | .524 | 4.091 | 1 | 133 | .001 |

a. Predictors: (Constant), Internal Marketing

In Table 4 above, it can be seen the value of the internal marketing variable (X1). The value of R square above will be changed in the form of percent in order to find out how much internal marketing contributes to STIE-SAK student satisfaction. Score R^2 of 0.524 if the percentage becomes 52.4%.

Service quality on the satisfaction

Table 3. above also illustrates that the t count for the service quality variable (X2) is 2,026 with a significance level of 0,004, then t count 2,026 > t table 2,006, then Hoditolak and Hadi Accept, meaning that service quality has a significant influence on student satisfaction STIE- SAK. The large influence contributed by the quality of service to STIE-SAK student satisfaction is described in the table of the following SPSS processed results:

Table 5: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
|-------|-------|----------|-------------------|----------------------------|-----------------|----------|-----|-----|---------------|
| 1 | .128a | .163 | .004 | 2,41291 | .163 | 4.039 | 1 | 133 | .004 |

a. Predictors: (Constant), Service Quality

In Table 5 above, it can be seen the value of the service quality variable (X2). The value of R square above will be changed in the form of percent to find out how much service quality contributes to STIE-SAK student satisfaction. Score R^2 of 0.163 if the percentage becomes 16.3%.

CONCLUSION

It was found that Simultaneously the calculated F value is 4.787 with a significance level of 0.004(b), so F arithmetic is 4.787 > F table 4.023. Partially, the t-count for the internal marketing variable (X1) is 3.717 with a significance level of 0.001, then the t-count is 3.717 > t-table 2.006. Partially, the t-count for the service quality variable (X2) is 2.026 with a significance level of 0.004, then the t-count is 2.026 > t-table is 2.006. The simultaneous influence of internal marketing and service quality on STIE-SAK student satisfaction is 48.8%, while the remaining 51.2% is influenced by factors not examined in this study. The partial effect of the internal marketing variable (X1) on STIE-SAK student satisfaction is 52.4%.

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