Services Quality Of Islamic University

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Abstract: This study is to determine the level of student satisfaction with the service quality of islamic university. The study sample was 83 people based on accidental sampling, using Performance-Importance Analysis. The results of this study found that high religious students who received administrative and academic services were in the very satisfied category with a value of 98.3%. However, there is a service that must be a concern of the university, namely the ability of the university to respond or act quickly in solving problems faced by students. In addition, the quality of service that is prioritized is not very important for students, so the implementation seems ordinary because students are quite satisfied with the service. Services included in this category are representative service rooms, complete learning, attractive-looking staff, fast and appropriate services, and complicated procedures..

Abstrak: Penelitian dilakukan untuk menentukan tingkat kepuasan mahasiswa dengan kualitas layanan universitas Islam. Menggunakan sampel 83 orang yang diambil dengan *accidental sampling*, teknik analisis data menggunakan *Performance-Importance Analysis*. Hasil penelitian menunjukkan bahwa tingginya religiusitas mahasiswa yang menerima layanan administasi dan layanan akademik merasakan tingkat kepuasan yang tinggi yaitu 98,2%. Namun, ada layanan yang harus menjadi perhatian universitas, yaitu kemampuan universitas untuk merespon atau bertindak cepat dalam menyelesaikan masalah yang dihadapi mahasiswa. Kualitas layanan yang diprioritaskan tidak terlalu penting bagi mahasiswa, sehingga pelaksanaannya tampak biasa karena siswa cukup puas dengan layanan tersebut. Layanan yang termasuk dalam kategori ini adalah ruang layanan representatif, pembelajaran lengkap, staf berpenampilan menarik, layanan cepat dan tepat, dan kerumitan prosedur.

Pendahuluan

In this globalization era, quality is seen as one of the tools to achieve competitive advantage, because quality is one of the main factors that determines the selection of products and services for consumers. The purpose of business organizations are to produce goods and services that can satisfy consumers. Consumer satisfaction will be achieved if the quality of products and services provided is in accordance with their needs. Good service/service quality is very important in creating customer satisfaction, but to understand how to evaluate the quality received by consumers is not easy. Kurtz and Clow in Misbach, Surachman, Hadiwidjojo, & Armanu (2013) state that service quality is more difficult to evaluate than the quality of goods.

Universities in Indonesia as a service organization are currently experiencing a fundamental change. This change was made to anticipate environmental changes, especially in welcoming the era of globalization. This change is not only due to the rapid development of science, technology and art, but also because of changes in people's expectations of the role of higher education institutions, especially religious colleges in pioneering the future of the nation and state.

Along with the rapid flow of global competition in the world of higher education in the third millennium, many universities, especially Higher Education Institutions (PTA) in Indonesia often find it difficult to keep up with developments. That reality then has a tremendous impact on the emergence of a quality gap image. This condition makes the community more trusting and tends to choose public PTNs (for example ITB, UI, UGM and others) compared to Islamic University (eg UIN) (Thoyib, 2008).

To overcome this demand, religious institutions through their study programs need to gain public trust by providing quality assurance, quality control, quality improvement, and national accreditation process (National Accreditation Board College, 1998).

In addition to the quality evaluation carried out by BAN, university as one of the service organization engaged in education, also need to evaluate the quality of services from consumers, especially students. Evaluation of the quality of services in higher education can be done to find out what students actually expect and what they have been perceived by students to be the quality of services they receive. Often there are differences or gaps between the quality of services expected by students with student perceptions of the quality of services they receive. The existence of this gap shows that the quality of services received by students does not meet their expectations. The size of the gap will affect student satisfaction.

Service quality has a close relationship with satisfaction (Oliver, 2014). Consumer satisfaction in this case is a student is the response of students to the level of interest (expected) before with the actual performance they feel. Services that can meet the needs and expectations of students and are better than what is expected to create satisfaction. Student satisfaction is the estuary in making priority scale policies to improve service quality to match what students expect. Student satisfaction will be a barometer of the succes at university.

Islamic University

Higher education is an institution that has a role and strategic position in achieving macro education goals that need to make continuous improvement efforts to realize quality human resources. The term Higher Education used is identical to the term Higher Education which is referred to in Government Regulation No. 30 of 1990, namely the education unit organization, which organizes education at the level of higher education, research and community service. In Republic of Indonesia Law No. 12 of 2012 concerning higher education explains that Higher Education is the level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on the culture of the Indonesian nation.

The establishment of religious colleges under the auspices of the Ministry of Religion is a manifestation of the aspirations of Indonesian Muslims who make up the majority of the entire population of Indonesia, to create cadres of Muslim leaders and intellectuals for the interests of the whole country. As one of the religious colleges, its main task is to manage religious higher education, conduct research and community service in the field of Islamic sciences and Islamic knowledge.

Service Quality

Services/services according to Zeithalm, Bitner, & Gremler (2013) are all economic activities whose results are not physical products. and construction, which is usually consumed at the same time as the time produced and provides added value or solving problems faced by consumers. Kotler & Zeithaml (2000) suggests that services are any actions or activities that can be offered by one party to another, which are basically intangible and do not result in any ownership.

Companies that want to develop and gain competitive advantage must be able to provide products in the form of quality goods or services at competitive prices, faster delivery, and good service to customers. To meet customer satisfaction in the service industry, the quality of service is very important to be managed by the company well. Service quality as the level of excellence expected and control over the level of excellence to meet customer expectations.

Parasuraman et al. (1985) and Gronroos (1984) suggest that service quality is an overall assessment or attitude related to service and as a result of a comparison between customer expectations and perceptions of actual service performance.

This is clearly a customer-centered definition of quality. It can be stated that a marketer or seller has provided quality if their product or service has met or exceeded customer expectations.

Two main factors that influence service quality, namely the expected service and perceived service (Zeithaml, Berry, & Parasuraman, 1996). If the service received or perceived (perceived service) is as expected, then the quality of service is perceived as good and satisfying. If the service received exceeds customer expectations, then the quality of services is perceived as the ideal quality. If the service received is lower than expected, then the quality of services is perceived poorly. Thus the quality of service depends on the ability of the service provider to meet the expectations of its customers.

The disconfirmation paradigm is also the basis for Parasuraman et al., (1985) in the SERVQUAL model, which views service quality as a gap between the level of service

expected and the level of customer perception of services received. When Gronroons (1982) proposed two dimensions, Parasuraman, A., Zeithaml, V., Berry (1988) proposed five dimensions as follows:

a. Tangible (physical evidence), namely the company's ability to demonstrate its existence to external parties which includes the appearance of physical facilities (buildings, front office space, availability of parking spaces, cleanliness, tidiness and comfort of rooms etc.), communication equipment and equipment (technology) and the appearance of its employees

b. Reliability is the ability to provide services in accordance with the promises offered accurately and reliably;

c. Responsiveness, namely the willingness / desire of employees to help and provide services needed by consumers quickly and responsively, which includes the alertness of employees in serving customers, the speed of employees in handling transactions, and handling customer complaints;

d. Assurance includes the ability of employees to know the product properly, the quality of hospitality, attention and politeness in providing services, skills in providing information, the ability to provide a sense of security in utilizing the services offered, and the ability to instill customer trust in company.

e. Emphaty (empathy) that is the individual attention given by the company to customers such as the ease of contacting the company, the ability of employees and companies to give sincere and individual attention or understand customer problems and act for the wants and needs of customers.

Customer satisfaction

Customer satisfaction is an important theoretical and practical problem for most consumer marketers and researchers (Dabholkar, Thorpe, & Rentz, 1996). Customer satisfaction can be considered as the core of success in today's highly competitive business world. Thus, the importance of customer satisfaction in developing strategies for "market-oriented" and "customer focus" companies cannot be underestimated (Jaworski & Kohli, 1993). As a result, customer satisfaction is increasingly becoming the company's goal because more and more companies are striving for quality in products and services (Bitner & Hubbert, 2012).

An assessment of satisfaction and dissatisfaction is generally the result of a comparison between a person's expectations for the product purchased with the actual performance of the product (Oliver, 2014). Zeithaml, Berry, & Parasuraman (1996) states that customer satisfaction is measured by comparing customer expectations of supporting products and services with the performance of the supporting products and services themselves.

Customer satisfaction is the level at which customers believe that their expectations are met or exceeded by the benefits received. Customer expectations have a strong influence on satisfaction. Satisfaction or dissatisfaction is a comparison between consumer expectations and perceptions of performance received by consumers. If expectations are greater than the performance received, then the consumer is said to experience dissatisfaction.

The creation of customer satisfaction can provide several benefits, including the relationship between the company and the customer to be harmonious, providing a good basis for

repurchasing and creating customer loyalty, and providing word of mouth recommendations that benefit the company (Tjiptono, 2005).

The level of satisfaction is a function of the difference between perceived performance and expectations (Kotler, 2002). Thus, customer expectations are the background of why two organizations in the same type of business can be valued differently by their customers. In the context of customer satisfaction, generally expectations are estimates or beliefs about what customers will receive.

Customer satisfaction and service quality are often perceived to be the same, but in general satisfaction is seen as a broader concept, while service quality assessment focuses on certain dimensions of the service. Thus, perceived service quality is one component of customer satisfaction (Zeithalm et al., 2013).

Customer satisfaction research has been developed with two different types of evaluations namely transaction-specific satisfaction and overall satisfaction (Johnson, Gustafsson, Andreassen, Lervik, & Cha, 2001). Originality of interest in consumer research and marketing is evaluated by transaction-specific satisfaction, or consumer experience with the use of products or services. Some recent research in specific transactions focused on the relationship between perceived quality and satisfaction (de Ruyter, Bloemer and Peeter, 1997 in Johnson et al., (2001).

Sureshchandar, Rajendran, & Anantharaman (2002) show that customer satisfaction must be seen as a multi-dimensional construct and measurement items must be made with the same dimensions of service quality. His study adopted a different approach and customer satisfaction was seen as a multi-dimensional construct such as service quality, and argued that customer satisfaction must be operationalized along the same factors in service quality operations. Therefore, companies must strive to enhance value for customers if they want to enhance their satisfaction. The concept of customer satisfaction can be seen in Figure 1.

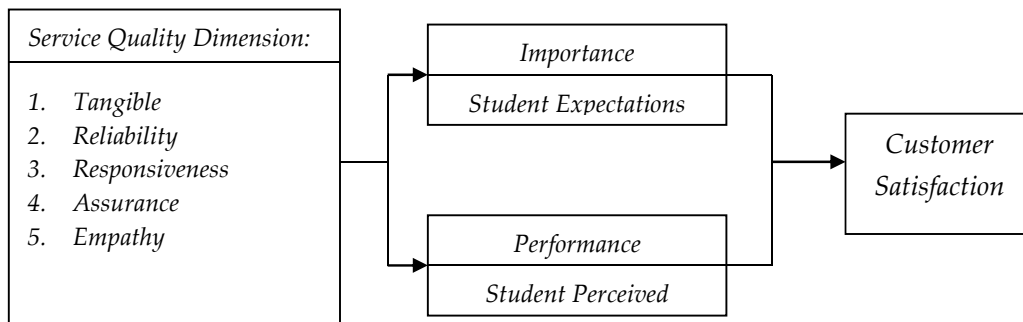| Service Quality Dimension:	Importance Student Expectations	
1. Tangible 2. Reliability 3. Responsiveness 4. Assurance 5. Empathy		Customer Satisfaction
	Performance Student Perceived	

Figure 1. The Concept of Customer Satisfaction

Method

The type of research used is quantitative research based on a case (case study). Sampling is done by accidental sampling method. The characteristics of the respondents in this study were students who had felt and enjoyed the services of a high-level religious education and were not new students. Data collection in this study was conducted by survey method. The questionnaire was distributed privately, namely giving questionnaires directly to respondents, using a 5-point Likert scale: 1 = Very Important, 2 = Not Important, 3 =

Sufficiently Important, 4 = Important, 5 = Very Important for the assessment of importance / hope, while assessing the level of performance / service delivery at a high religious college uses a 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Enough Agree, 4 = Agree and 5 = Strongly Agree.

To determine the size of the study sample from the student population formula can be used 15 or 20 times the independent variable (Hair, Black, Babin, & Anderson, 2010), so the following results are obtained: 15 x 5 (number of independent variables) = 75. Of the 100 questionnaires distributed, there were 17 questionnaires that were not feasible, so the remaining 83 questionnaires could be continued to be analyzed.

The analysis technique used in this study is the analysis of the level of conformity that is the result of a comparison of the scores of performance / implementation of high religious education services with scores of levels of importance or expectations of students. The formula used to calculate the level of conformity is:

$$Tki = \frac{Xi}{Yi} \times 100\%$$

Where:
Tki = Respondent's level of suitability
Xi = Performance score for religious higher education service performance
Yi = Score evaluating the interests / expectations of students towards the services of a high islamic university

To explain the level of student satisfaction with high religious education services, using an analytical tool, namely importance level analysis and customer satisfaction performance (Importance-performance Analysis). Performance-Importance Analysis is used to measure service quality using a four-quadrant matrix that describes the coordinates of interests / expectations and performance / perception, as seen in Figure 2.

Sources: (Martilla & James, 1977)

Figure 2 Importance Analysis Matrix

Quadrant I shows the position for perceived dimensions of service quality is very important, but performance is still considered lacking. While quadrant II is the ideal quadrant where service quality is considered important and the perceived performance is

good. Then for quadrant III, the dimensions of service quality are considered less important and performance is also lacking. Finally quadrant IV, performance has been felt good but is considered less important.

Furthermore, the horizontal axis (X) will be filled by the service level score of the islamic university, while the upright axis (Y) will be filled by the level of interest of the student. In simplifying the formula, each factor that affects 2 sizes above with:

$$X = \frac{\sum Xi}{n} Y = \frac{\sum Yi}{n}$$

Where:
X = Average service level score
Y = Average score of student interest in service
n = Number of respondents
From the results of the average overall level of suitability obtained, the following categories of percentage value (%) are as follows:
1) Values> 86 mean students are very
2) Value 76 - 85 means that students are satisfied
3) The value of 56 - 75 means that students are quite satisfied
4) The value of 41 - 55 means that students are not satisfied
5) A value of <40 means that students are not satisfied

Result

In organizing the Tridharma of higher education, State Islamic University of Alauddin Makassar plays an active role in creating a knowledgeable civil society through various systematic and phased efforts, preparing quality human resources in the living environment of the learning society and knowledge society. State Islamic University of Alauddin Makassar is expected to be a pioneer center for the development of noble moral values as well as academic and intellectual excellence that integrates the religious sciences with the general sciences and technology and develops the capacity, potential and humanity personality towards the development of a more civilized society.

As one of the religious colleges, State Islamic University of Alauddin Makassar should play an important role in achieving one of the strategic objectives of the Ministry of Religion in 2010-2014 in Government Regulation Number 9 of 2005 concerning Position, Task, Function, Organizational Structure and Work Procedure of the State Ministries of the Republic of Indonesia, which has been perfected by Government Regulation Number 62 of 2005 Article 63, namely the realization of equitable, quality and competitive education services, and able to strengthen national identity.

Description of Respondents

The characteristics of the respondents in this study were grouped into the age of the respondents, gender, the origin of the faculties which are shown in the following Table 1.

The data analysis of the characteristics of high school religious students who were respondents was 83 students in which in this study it was found that 56.60% consisted of women and 43.40% were men, and most of them were 21-22 years old reaching 41% while

most students in this study came from the Faculty of tarbiyah and Teacher Training as much as 27.71%.

Table 1. Identity of Respondents by Age, Gender and their faculties

| Identity | Description | Respondent | |
		Frequency	Persen
Age	18 – 20	6	7,20
	21 – 22	34	41,00
	23 – 24	26	31,30
	> 24	17	20,50
	Total	83	100
Gender	Male	36	43,40
	Female	47	56,60
	Total	83	100
Faculty	Ushuluddin	2	2,41
	Adab	5	6,02
	Syariah	9	10,84
	Dakwah	12	14,46
	Tarbiyah	23	27,71
	Science	22	26,51
	Healty	10	12,05
	Total	83	100

Source: Data processed (2018)

Based on the results of the analysis above, it can be seen that the search for respondents 'samples to obtain information about the level of satisfaction of students of state islamic University of Alauddin Makassar can fulfill accurate data requirements where the respondent's description shows objective information. The results of the processed data show that State Islamic University of Alauddin Makassar students feel and enjoy university services which causes service variables in this study to have a large influence on student satisfaction.

Descriptive Statistics

After the questionnaire has been declared valid and reliable, then an analysis of the suitability of service performance is carried out with the expectations of students. The variables which are the evaluation elements of the data processed in this study consist of five service dimensions, namely tangible, reliability, responsiveness, assurance and empathy. The results of the analysis of the suitability of each variable as shown in Table 2.

Furthermore, the performance appraisal, the interests of students and the degree of conformity to the factors that influence student satisfaction with the services provided and provided by State Islamic University of Alauddin Makassar are calculated according to the level of suitability to place student satisfaction in the satisfaction level or quadrant category.

Table 2. The analysis of The Suitability

Variable	Description	Performance						Interests						Tki= $\frac{Xi}{Yi}$x100%
		SS	S	CS	TS	STS	Xi	SP	P	CP	TP	STP	Yi	
Tangible	Service room	3	43	34	2	1	294	4	45	28	5	1	295	99,66
	Complete learning media	5	49	29	-	-	308	6	52	22	3	-	310	99,35
	Attractive	7	44	29	3	-	304	5	48	30	-	-	307	99,20
Reliability	Services according to needs	7	58	13	3	2	314	5	62	13	2	1	317	99,05
	Fast servie	1	62	17	2	1	309	6	58	15	2	2	313	98,72
	the procedure is not complicated	7	49	20	5	2	303	3	63	14	3	-	315	96,19
Responsiveness	easy access to information	8	58	17	-	-	323	9	58	16	2	1	325	99,38
	Clearly information	9	58	16	-	-	325	13	57	13	2	2	332	97,89
	Responsive to problems	7	59	17	-	-	322	8	58	17	3	-	323	99,69
Assurance	Effective to communication	16	43	17	5	2	315	5	60	18	-	-	319	98,75
	Aduquate exhaution	17	42	21	3	-	322	7	63	13	-	-	326	98,77
	Hospitality	14	44	20	4	1	315	7	58	18	-	-	321	98,13
Empathy	Respon to solutions	10	48	20	3	2	310	14	51	18	-	-	328	94,51
	Sense of Security	9	53	17	2	2	314	10	51	22	-	-	320	98,12
	Activities to students	8	51	24	-	-	316	13	51	17	1	1	323	97,83

Source: Data processed (2018)

Information:
Performance/reality   Expectations/interests
1) Strongly Agree (SS)   1) Very Important (SP)
2)Agree (S)   2) Important (P)
3) Simply Agree (CS) 3) Quite Important (CP)
4) Disagree (TS)   4) Not Important (TP)
5) Very Disagree (STS)   5) Very Not Important (STP)

The results of the average calculation of the assessment of student performance-interests and the degree of conformity to the factors that influence student satisfaction on university services are shown in Table 3 below.

Table 3. Results of Calculation of Average Performance Levels and Interests

Factor	Performance level (Xi)	Interest level (Yi)	Conformity level (%)	$\overline{X}=\frac{\sum Xi}{n}$	$\overline{Y}=\frac{\sum Yi}{n}$
A. Tangible					
Service room	294	295	99,66	3,54	3,55
Complete learning media	308	310	99,35	3,71	3,73
Attractive	304	307	99,02	3,66	3,7
B. Reliability					
Services according to needs	314	317	99,05	3,78	3,78
Fast servie	309	313	98,72	3,72	3,77
the procedure is not complicated	303	315	96,16	3,65	3,8
C. Responsiveness					
easy access to information	323	325	99,38	3,89	3,92
Clearly information	325	332	97,89	3,92	4
Responsive to problems	322	323	99,69	3,88	3,89
D. Assurance					
Effective to communication	315	319	98,75	3,8	3,8
Aduquate exhaution	322	326	98,77	3,88	3,93
Hospitality	315	321	98,13	3,8	3,87
E. Empathy					
Respon to solutions	310	328	94,51	3,73	3,95
Sense of Security	314	320	98,12	3,78	3,86
Activities to students	316	323	97,34	3,81	3,89
			98,30	3,77	3,83

Source: Data processed (2018)

Based on the results of the calculation of the suitability of each component or indicator in this study, the average level of conformity obtained was 98.30%. The results of this acquisition mean that student satisfaction is in the category of very satisfied (> 86%) in receiving high religious services, namely the level of satisfaction of 98.34%.

From Table 3, the results of the standard value assessment of the level of performance / reality (X axis) and the standard of assessment of importance / expectation (Y axis). The standard value of performance / reality or X-axis assessment is 3.77 and the standard value of interest / expectation or Y-axis is 3.83. Thus students are very satisfied with the service of the higher religious religion, which is illustrated in Figure 3.

Discussion

Based on the calculation of the level of conformity level of each component or indicator in this study, the average of the suitability level of 98.30%. This earned result provides the meaning that students' satisfaction are in very citarsisic (> 86%) in receiving high-purpose services, which is the level of high religious services, which is the level of high religious services, which is the level of satisfaction high by, 9th, and the level of satisfaction of the 96.34%.

From Table 3 gives the results of the standard of performance / revenue levels / reality x () x and) levels of the interest rate / expectations (y axis). The standard value of performance appraisal / reality or x axis is 3.77 and the standard value of interest rate / expectations or axis is yuan 3.83. Thus students are very satisfied to State Islamic University of Alauddin Makassar service, described as follows (Figure 3).
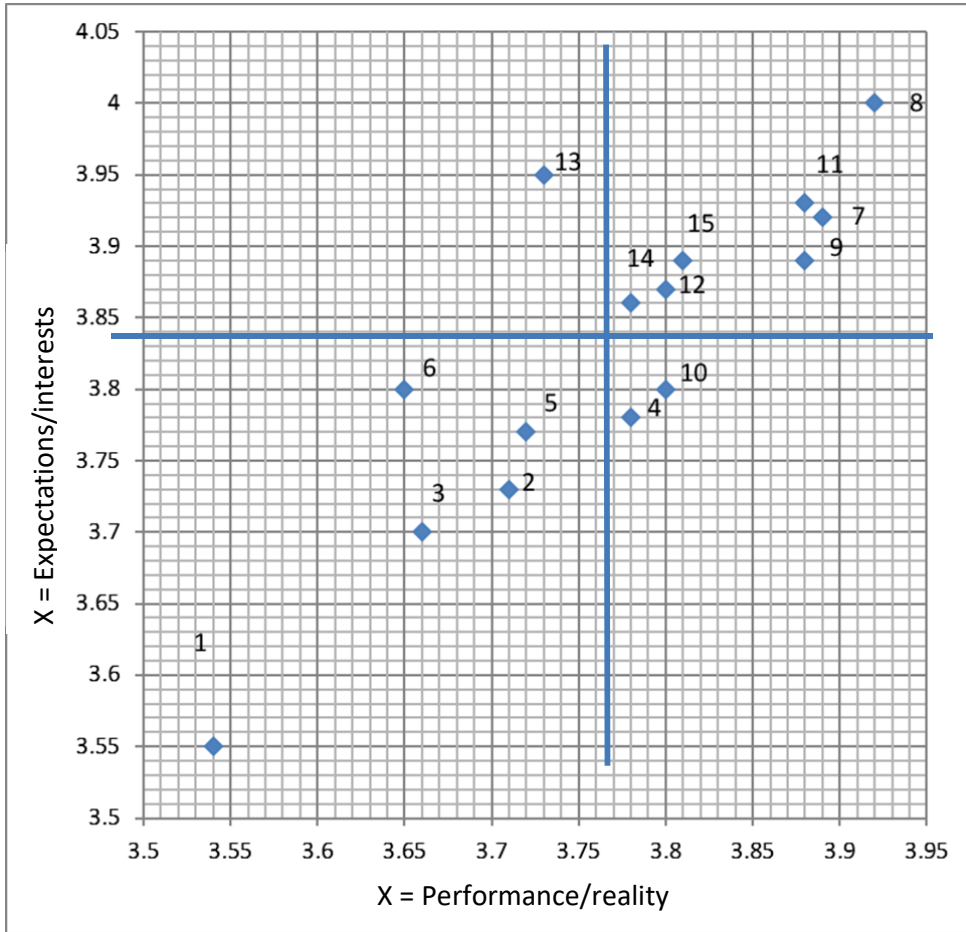

Figure 3 Diagram Bersurance Research Results Performance Rate Performance and Expectations of Students.

The result of the level of performance level and student expectations are seen in the Cartesi diagram that including the factors of the quadrant a (university priority) are the university, both staff, lecturers and leadership is able to provide a quick response or action in solving problems that affect or faced by students. In this criterion, the response makes students feel dissatisfied and the cause is management has not done what students want, so it becomes the basis for more enhanced the quality of the service.

In the quadrant B (the presence of achievement) which includes factors that have satisfied high-level students of religion are fast university actions when students need information, the university is quick to respond to student needs, and they have good knowledge and skills in handling student's complain. The university has also served students politically, friendly and honestly, which gives a sense of security and trust to the

service, even the service is also supported because the university has been conducted or organized activities involving students as the main stakeholders in college.

The quadrant C (a priority is low) is a category of factors that affect student satisfaction but still considered less important to students. The factors included in this quadrant are the room service and facilities in it representative and convenient; completeness, equipment readiness and adequate learning media, as well as staff and lecturers look attractive. In addition, other factors are also considered less important by students are a fast and appropriate administration and academic service, as well as the service procedure is not convoluted. This indicates that the factors included in quadrant C are supposed to be and it is the duty of the university to provide and provide these services because it is a major factor in improving the quality of higher education services, especially religious higher education which is a no less important role, namely in shaping society to have religious awareness (religious consiousness). In that context, efforts to improve the quality at PTA, especially State Islamic University of Alauddin Makassar are big and heavy responsibilities but, it will be a pride if it is able to contribute significantly to improving the quality of education in this country, because in the history of its development in Indonesia, shows how big the role of religious colleges in improving the intellectual, cultural and social life of the Indonesian people (Thoyib, 2008).

In the D quadrant (excessive) is a category of factors that affect the customer very little or is considered less important to them, but what the university does in this service is excessive so it is very satisfying for students, but it is considered a less important factor for them, namely the service provided the university is in accordance with the needs of the students, and the communication that is built between the university and students has been well established.This fact confirms how big the role of PTA in Indonesia is, despite the many weaknesses that exist today. Therefore, it has become a necessity of how PTA in Indonesia is uninterrupted by the historicity of the strategic role that has been given for the development and progress of this country to continue to make simultaneous and continuous improvements to become better so that in the future it can strengthen its identity as empowerment the congregation at the same time sharpens the orientation of its futuristic role for future generations so that it will be more akamodatif, adaptive and civilized towards various issues of sovereignty in the era of globalization and internationalization of education. Without the support of the best quality services, it is impossible for PTA in Indonesia to continue its strategic work in the future.

Conclusions

This research is expected to be able to improve the performance / implementation of services, especially in parts that are the top priority because this service is highly expected. In addition, higher education institutions always carry out periodic evaluations of the level of satisfaction of students who receive services so that variables that can increase satisfaction can be identified and then optimized, while unsatisfactory variables can be developed and reviewed in order to achieve satisfaction levels maximum, so as to be able to compete with other universities in terms of quality of service.

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