

Impact of Service Quality Dimensions on Student Satisfaction in Universitas Amikom Yogyakarta



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ABSTRACT: This study aims to examine the effect of service quality dimensions on student satisfaction at Universitas Amikom Yogyakarta. The research population was all undergraduate students who had studied at least in the third semester. The research population was all undergraduate students who had studied at least in the third semester. The sample size was 320. The sampling technique chosen was purposive sampling. Furthermore, testing the research hypothesis using a multiple linear regression model. The results of hypothesis testing prove that the dimensions of tangibles, assurance and empathy have a significant positive effect on student satisfaction. While the dimensions of reliability and responsiveness have a positive but not significant effect on student satisfaction. The coefficient R squared is 56%, meaning that the variation in changes in student satisfaction is determined by the five dimensions of service quality in the research regression model of this study.

KEYWORDS: Service Quality Dimensions, Student Satisfaction, Multiple Linear Regression.

I. INTRODUCTION

The city of Yogyakarta, which is in the province of the Daerah Istimewa Yogyakarta (DIY), has its own charm for students from all over the country to study in this city. This is evidenced by the very high gross enrollment rate (APK) in DIY, namely 126.26%, where the population aged 19-23 years are mostly immigrants (Kemenristekdikti, 2018). In addition, the development of the number of students enrolled in DIY has also experienced a significant increase from year to year. In 2021 the number of students in DIY is 389,699 people, who are actively distributed studying at 135 tertiary institutions, consisting of 6 State Universities (PTN) and 129 Private Universities (PTS). In 2019 the number of PTS students in DIY was 272,843, increasing to 279,771 (in 2020), and totaling 280,072 (2021). The number of PTN and PTS in the province of DIY indicates that competition in providing academic services to students is quite tight and dynamic

Universitas Amikom Yogyakarta is one of the private universities in DIY which was established on December 22, 1992. At the beginning of its establishment, Amikom Yogyakarta was in the form of a High School called the College of Informatics and Computer Management (STMIK). In 2017, Amikom Yogyakarta was only legalized in the form of a university and changed its name to Universitas Amikom Yogyakarta. Currently, Universitas Amikom Yogyakarta has 2 diploma programs, 13 undergraduate programs, and one postgraduate program. The number of students enrolled at Universitas Amikom Yogyakarta is currently 13,882, and annually accepts around 3,000 new students.

Based on the results of an interview with the Deputy Chancellor III for Student and Alumni Affairs (2020), public awareness of the Amikom Yogyakarta brand as a university is still relatively low. Furthermore, the level of competition between universities is getting higher along with the increasing number of higher education institutions and the implementation of operating permits for foreign universities to enter Indonesia. In addition, there is a shift in the value of service quality to student satisfaction in conditions of changing academic activities to an online model, which is a result of the impact of the Covid-19 pandemic. Therefore, efforts are needed to improve the competence of Universitas Amikom Yogyakarta in terms of service quality as a strategy in facing competition.

In the higher education sector, measuring service quality is still a challenge. Most evaluations of the quality of higher education in Indonesia are focused on using real criteria referring to the criteria of the National Accreditation Board of the Republic of Indonesia. Therefore, it is necessary to adopt techniques to measure service quality, student satisfaction, and positive word of mouth in the higher education sector (Durvasula, 2011).

Interest in conducting studies on service quality and student satisfaction has increased in the last few decades (Chandra et al, 2019). Several studies at higher education institutions show that service quality has a significant positive effect on student satisfaction. This is evidenced by the research findings of Annamdevula (2014), Ali (2020), and Mestrovic (2017). On the other hand, research shows that the effect of service quality on student satisfaction is not always positively significant. The results of Dora's research (2016) show that service quality has no effect on student satisfaction. In addition, there is research showing that

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service quality has a weak effect on student satisfaction (Handayanto, 2018). Likewise, some research findings show that the variable dimensions of tangibles, reliability, responsiveness, assurance, and empathy have a weak influence, and some are even insignificant (Molaei et al., 2013; Vazifehdoost et al., 2013; Mwiya et al., 2017). The diversity of the research findings proves that there are gaps and inconsistencies in service quality causality in student satisfaction.

Furthermore, by taking primary data from the student population at Universitas Amikom Yogyakarta, this study aims to examine the effect of the variable dimensions of service quality on student satisfaction. Service quality in this study was measured using the dimensions of service quality from Parasuraman, Berry, and Zeithaml (1988). The dimensions of service quality include tangibles, reliability, responsiveness, assurance, and empathy. The results of the research findings are expected to enrich knowledge, as well as provide information references for the management of Universitas Amikom Yogyakarta in formulating policies and innovation strategies for development. In addition, this research is expected to be a complement to further research on relevant topics in the higher education sector, especially higher education institutions.

II. LITERATURE REVIEW AND HYPOTHESIS

A. Service Quality

Service quality is defined as the overall dimensions of service used to meet customer needs, whether stated or not (Lupiyoadi, 2013). Service quality can also be defined as service that is free from deficiencies (American Society of Quality Control, 2019). Tjiptono (2015) explains that quality is a condition related to products, services, processes, people and the environment that meet or exceed customer expectations. Other experts also define service quality variables. Parasuraman et al. (1988) explained that service quality is an overall assessment of the entire service. Service quality is a measure to assess how well the services provided meet or match customer expectations (Lewis and Booms, 1983). Service quality is a measure that is able to show the level of service provided in meeting customer expectations (Ghobadian et al., 1994). Service quality is the provision of services that can meet customer expectations (Reeves and Bednar, 1994). Service quality is the priority level of service over activities expected by customers (Wyckof, 2002).

B. Service Quality Dimensions

Dimensions of quality in services include tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1988). Each dimension has various indicators that are presented in determining the quality of each service to respond to consumers (Tjiptono, 2015). The dimensions of service quality refer to the concept of Parasuraman et al. (1988) was chosen because it is the most widely used dimension as a basis for measuring service quality. Furthermore, Paul et al. (2016) agree that the dimensions of service quality according to Parasuraman have been accepted as a standard in measuring service quality.

Tangibility. Tangibility is a dimension of service quality related to the organization's ability to demonstrate its existence to external parties through physical appearance (Lupiyoadi, 2018). The embodiment of service quality is also in the form of communication materials used to respond to customers. According to Tjiptono (2015), the physical appearance of service quality includes physical facilities, equipment, employees, and means of communication. Furthermore, this is usually interpreted as the appearance of physical facilities, especially buildings, front office spaces, availability of parking lots, neatness and comfort of rooms, completeness of communication tools, and employee appearance. Paul et al. (2016) explained that the appearance of equipment and employees, the physical form of the place to perform services, as well as communication materials owned by the organization, can lead to customer satisfaction.

Reliability. Reliability is a dimension related to the ability of an organization to carry out service activities with a level of performance that is accurately conveyed in various aspects of the service. The real form of the reliability dimension includes service timeliness and service accuracy in accordance with service standards (Lupiyoadi, 2018). According to Tjiptono (2015), reliability is an organization's ability to provide promised services promptly, accurately and satisfactorily. This means the organization provides its services right from the first step. Furthermore, reliability also means the organization concerned fulfills its promises. Organizations must provide services according to standards and schedules as agreed beforehand, so that customer satisfaction is achieved. Customer satisfaction can occur if the organization is able to complete customer requests appropriately and according to customer expectations. This is done by taking into account the policies issued by the organization. Conversely, letting consumers wait without any clear reason can lead to negative perceptions of service quality (Ngaliman and Giofani, 2019).

Responsiveness. Responsiveness is a dimension related to the organization's ability to provide services swiftly and responsively by providing appropriate information on various aspects of service (Tjiptono, 2015). Furthermore, Tjiptono revealed that responsiveness is related to the desire of the staff to help consumers to provide responsive service. The desire of these employees can be in the form of a response or alertness of employees in helping customers and providing fast service. Lupiyoadi (2018) explains that the real form of the responsiveness dimension includes the ability of employees to provide fast service and the ability of employees to never be busy responding to customers (Martin, 2016). Services should be carried out swiftly, responsively, and

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able to provide accurate information without wasting the customer's time (Alabboodi, 2018). This can add value to the service received by customers. When the value received by the customer is high, customer satisfaction is more likely to occur.

Assurance. Assurance is a dimension related to an organization's ability to create customer trust in various aspects of service. The assurance in question can be in the form of courtesy, competence and security. The real form of the assurance dimension consists of employee behavior and competence according to standards in serving each customer (Lupiyoadi, 2018: 238). The assurance dimension includes aspects of knowledge, ability, courtesy, and trustworthiness of staff and service providers (Tjiptono, 2015). Indicators of several of these aspects make the service assurances provided free from danger, risk, and doubt. Highly competitive competition makes members of the organization must be more competent by assurance their expertise in their respective fields. The ability of employees to create customer trust can increase security in accessing services. Increased security felt by customers will affect the emergence of greater customer satisfaction (Pakurar et al, 2019).

Empathy. Empathy is a dimension related to an organization's ability to give attention and care to customers in the service sector. Real forms of the empathy dimension include organizational ability to give individual attention to customers and flexibility in operational time (Lupiyoadi, 2018). Empathy is the ease in making relationships, communication, personal attention, and understanding customer needs (Tjiptono, 2015). Organizational members should be able to position themselves so that they are easy to contact and understand customers, either through intermediaries or face to face. Ananth et al. (2011) revealed that organizations that involve empathy in performing services make it possible to meet customer expectations even greater. This causes customer satisfaction is also more likely to occur. Pakurar et al. (2019) said that the more an organization is able to pay attention to its customers, the higher customer satisfaction can be.

C. Service Quality in Higher Education

The quality of service in tertiary institutions plays an important role for students and related parties (Ariyanto et al., 2020). There are many universities around the world that pay high attention to providing quality education services (Kundi et al, 2014). Service quality is one of the determining factors for customers before buying a service or all types of services available. This plays an important role in measuring the performance of existing service products in organizations (Kundi et al., 2014).

The determinants of service quality can vary depending on the type of industry and research conducted. Tjiptono and Chandra (2011) conducted research on student perceptions of service quality at universities in New Zealand. The results of the study reveal that there are seven main determinants of service quality in tertiary institutions, namely issues related to study programs, academic reputation, physical aspects, costs, career opportunities, time, and other factors. Meanwhile, Tjiptono and Chandra (2011) identified seven factors of service quality in tertiary institutions, namely quality of education, social life which includes personal and campus, completeness of campus facilities, teaching in class, effort required to graduate, and available student counseling facilities.

Service quality can be divided into five dimensions, namely tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al, 1988). These dimensions are also often used to measure the quality of service in tertiary institutions, including in academic and non-academic aspects, the reputation of the institution concerned, ease of access, and the diversity of study programs offered. However, researchers have some differences in developing the dimensions and indicators used to measure the quality of service in tertiary institutions.

Based on various research sources, especially by Parasuraman et al. (1988), Hanaysha et al (2011), Osman et al (2017), and Ariyanto et al. (2020), the indicators for the dimensions of service quality in higher education can be identified as follows.

- a) **Reality:** indicators related to the completeness of educational facilities, buildings, lecture halls, and teaching and learning support facilities.
- b) **Reliability:** indicators related to the accuracy of lecturers in teaching, discipline in teaching lecturers, discipline in assignments for students, and staff services in ensuring the smooth running of lecture activities.
- c) **Responsiveness:** indicators related to lecturer responses to student learning problems, staff responses to administrative service problems and student learning fluency, lecturer readiness and willingness to assist student learning smoothness, administrative staff readiness and willingness to assist student administrative matters.
- d) **Assurance:** indicators related to the ability of lecturers and staff to receive and listen to student complaints, as well as the speed and accuracy of the information system delivered to students.
- e) **Empathy:** indicators related to learning support in student lecturing activities, lecturer friendliness in serving difficulties in the student teaching and learning process, administrative staff concern for student lecturing constraints, and administrative staff friendliness in serving students.

D. Student Satisfaction

Kotler (2016) reveals that customer satisfaction refers to a person's feelings of pleasure or disappointment towards a product compared to their performance and expectations. Saif (2014) defines satisfaction as a feeling of happiness and joy when individuals have fulfilled their needs and desires. Satisfied customers will share pleasant experiences with their relatives

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(Mosahab et al, 2010). According to Hanaysha et al (2011), students are satisfied when the services provided meet or exceed their expectations.

According to Tjiptono and Chandra (2011), in their research related to customer satisfaction, it is broadly based on three theories as follows.

- a) **Contrast Theory.** This theory assumes that customers will compare the services obtained with customer expectations before getting service. If the service obtained meets or exceeds expectations, the customer will be satisfied. Conversely, if the service obtained does not meet expectations, then the level of satisfaction will be low.
- b) **Assimilation Theory.** This theory assumes that consumer evaluation after receiving service is a positive function of customer expectations before receiving service. In this theory, customers tend to distort the difference between their expectations and performance in the direction of their initial expectations.
- c) **Assimilation Theory – Contrast.** This theory is a combination of contrast theory and assimilation theory. Customer satisfaction depends on the gap between the initial expectations and the service received. If the gap is large, service will be perceived worse than reality. Conversely, if the gap is not too large, the assimilation theory holds and customers tend to distort the difference between their expectations and performance in the direction of their initial expectations.

Tjiptono and Chandra (2011) explain that of the various existing theories, the contrast theory is the most widely used model. This model emphasizes that customer satisfaction or dissatisfaction is determined by the consumer's evaluation of the difference between initial expectations and perceptions of the performance of the service in question.

In the context of higher education, students are the main consumers in both public and private universities. Student satisfaction is an important issue in the higher education sector (Long et al, 2014). Ariyanto et al. (2020) revealed that student satisfaction can be a universal indicator of how well a university is carrying out its functions.

Elliott and Shin (2002) describe student satisfaction as the result of an evaluation of a student regarding educational experiences. This is formed through repeated experiences in campus life. Satisfied students can spread information or positive word of mouth to their communities to encourage them to continue their studies to a higher level. This is a psychological state resulting from the attributes of higher education (Faizan et al, 2016). Shahzadi et al (2017) stated that in monitoring service quality, student experience and improvement need to be considered.

Banwet and Datta (2003) believe that customer satisfaction creates loyalty, whereas satisfied students are attracted to attend other programs or higher degrees from the same university. Furthermore, Banwet and Datta explained that student satisfaction is still a complex phenomenon and has different dimensions.

E. Hypothesis Development

Mansori et al. (2014) revealed that the dimensions of service quality have a strong influence on student satisfaction. Furthermore, overall student satisfaction is influenced by the tangibles dimension. This has the highest influence on students' intentions to continue to a higher level. Empathy followed by responsiveness also makes a significant contribution to student satisfaction. However, reliability and assurance do not show a significant effect on overall student satisfaction. Alnaser and Almsafir (2014) revealed that providing good service quality aims to maintain customer loyalty. The quality of services offered must be in accordance with the needs and desires of customers. If the features and capabilities of a service offered are good, it will produce a positive value on customer satisfaction.

Tangibility Dimensions and Student Satisfaction

Every employee, equipment, physical form of the place to perform services, and communication materials owned by the organization affect customer satisfaction (Paul et al, 2016). Physical appearance can be used by customers to obtain higher benefits from the expected service. Research conducted by Ismail et al (2006), Munusamy et al (2010), Gah (2013), Al-Tit and Adnan (2015), Suharto and Sulistiyono (2015), Alabboodi (2018), states that the tangible dimension has a positive effect on customer satisfaction. However, research by Minh et al (2015), Dawit and Adem (2018) states that the tangible dimension has no effect on customer satisfaction.

The tangible aspect is the first aspect felt by students when they enter university. The buildings at the university form the initial perception of students on the quality of services provided. The university's ability to provide supporting facilities for student teaching activities also adds to the value of the services received by students. In addition, the cleanliness of building facilities and lecture halls affects the comfort of students in carrying out lecture activities. This has an impact on the level of student satisfaction in the dimension of embodiment in service quality. Based on this description, the hypothesis can be formulated as follows.

H1: The tangible dimension of service quality has a positive effect on student satisfaction.

Reliability Dimensions and Student Satisfaction

Ngaliman and Giofani (2019) state that if an organization can complete customer requests appropriately according to organizational policies, then customer satisfaction can occur. Thus, universities that are able to resolve student requests and desires such as the accuracy and discipline of teachers and the reliability of staff in serving students properly and precisely can

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make student satisfaction occur. Research conducted by Ismail, et al. (2006), Suwaryanto (2007), Novelia (2009), Al-Tit and Adnan (2015), Minh, et al. (2015), Suharto and Sulistiyono (2015), Alabboodi (2018), Dawit and Adem (2018) state that the reliability dimension has a positive effect on customer satisfaction. However, Munusamy's research, et al. (2010), Gah (2013), Pradana (2019) state that the reliability dimension has no effect on customer satisfaction. Based on this description, the hypothesis can be formulated as follows.

H2: The reliability dimension on service quality has a positive effect on student satisfaction.

Responsiveness Dimensions and Student Satisfaction

Services that are carried out swiftly, responsively, and are able to provide accurate information without wasting customer time can make the value received by customers even higher (Alabboodi, 2018). If the value received by the customer is high, then customer satisfaction is more likely to occur. Research conducted by Suwaryanto (2007), Novelia (2009), Al-Tit and Adnan (2015), Minh et al. (2015), Suharto and Sulistiyono (2015), Dawit and Adem (2018), Pradana (2019) state that the responsiveness dimension has a positive effect on customer satisfaction. However, Ismail et al's research. (2006), Munusamy et al. (2010), Gah (2013), Alabboodi (2018) stated that the responsiveness dimension has no effect on customer satisfaction.

Students have the hope that the university can provide services swiftly and responsively. The better the responsiveness of lecturers and academic staff in helping student problems, the higher student satisfaction that might occur. Furthermore, staff responsiveness to administrative service issues can also add value to the services received by students. Conversely, letting students wait without any clear reason can lead to negative perceptions of service quality. Based on this description, the hypothesis can be formulated as follows.

H3: The responsiveness dimension of service quality has a positive effect on student satisfaction.

Assurance Dimensions and Student Satisfaction

The ability of employees to create customer trust in their performance will lead to customer satisfaction (Pakurar et al, 2019). The emergence of satisfaction can occur because the level of customer comfort in using certain services is at a high point. Research conducted by Ismail et al. (2006), Suwaryanto (2007), Novelia (2009), Gah (2013), Al-Tit and Adnan (2015), Suharto and Sulistiyono (2015), Minh et al. (2015), and Alabboodi (2018) state that the assurance dimension has a positive effect on customer satisfaction. However, Munusamy et al. (2010), Dawit and Adem (2018), Pradana (2019) state that the assurance dimension has no effect on customer satisfaction.

Lecturer knowledge and competence affect student confidence in the university's ability to improve its competence. The better the knowledge and competence of the lecturers, the higher the level of student confidence in the quality of services provided by the university. This is in line with how good the speed of the information system and the ability of staff to respond to student complaints, so that it can add value to the services received by students. Based on this description, the hypothesis can be formulated as follows.

H4: The assurance dimension of service quality has a positive effect on student satisfaction.

Empathy Dimensions and Student Satisfaction

The more organizations are able to pay attention to responding to customers, the higher customer satisfaction will occur (Pakurar et al., 2019). Ananth et al. (2011) stated that empathy performed by organizations increases the probability of customer expectations being fulfilled. This causes customer satisfaction to occur better. In the higher education sector, high student satisfaction is determined by how friendly the lecturers and academic staff are to students. Research conducted by Ismail et al. (2006), Suwaryanto (2007), Novelia (2009), Gah (2013), Al-Tit and Adnan (2015), Minh et al. (2015), Dawit and Adem (2018), and Alabboodi (2018) state that the empathy dimension has a positive effect on customer satisfaction. However, Munusamy et al. (2010), Pradana (2019) states that the empathy dimension has no effect on customer satisfaction.

The friendliness of the lecturers and academic staff is an aspect that has a direct influence on the comfort of students when dealing with the university. High concern from academic staff towards students in the field of service can increase the value of services received by students. The ease with which lecturers and staff can be found also influences student perceptions of the services provided. Based on this description, the hypothesis can be formulated as follows.

H5: The empathy dimension of service quality has a positive effect on student satisfaction

III. RESEARCH METHODS

A. Research Design

This study uses quantitative methods. Cooper and Schindler (2014) define quantitative research as research conducted to measure opinions, behaviors, attitudes of customers to an organization. The type of research used is a survey method. The survey method is defined as research examining populations by selecting and studying selected samples to observe and measure data. Primary data collection using a questionnaire. The selection of quantitative research methods is carried out to identify service quality indicators

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that have an influence on student satisfaction. In this study, primary data was collected by direct survey of respondents, namely active undergraduate students at Universitas Amikom Yogyakarta from all majors.

B. Variable Operational Definitions and Measurement Scales

The operational definition of a variable is a specific criterion that can be used to make measurements. This study positions each dimension of service quality as an independent variable, and student satisfaction as a dependent variable. The measurement scale used is the Likert scale. For each indicator item, respondents' answers were measured using a Likert scale with 5 ordinal point options, starting from points 1, 2, 3, 4 and 5. Point 1 represents the lowest rating point and does not support it, while point 5 represents the lowest assessment point. highest and most supportive (Cooper and Schindler, 2014).

Table 1: Variables, Operational Definition and Measurement

Variabel	Operational Definition	Measurement
Tangibles (TG)	Is a variables related to the ability of the organization to show its existence to external parties through physical appearance (Lupiyoadi, 2013). In this study, the dimension of tangibles is the perception or assessment of students regarding the completeness and cleanliness of facilities and infrastructure for lecture activities including buildings, educational facilities, and lecture equipment (Ariyanto et al, 2020).	<ul style="list-style-type: none"> • Complete educational facilities (TG1) • Completeness of equipment in the teaching and learning process (TG2). • Cleanliness of building facilities and lecture halls (TG3)
Reliability (RE)	Is a variables related to the organization's ability to carry out service activities with performance levels according to those that are conveyed accurately in various aspects of service (Lupiyoadi, 2013). In this study, the reliability dimension is the perception or assessment of students regarding the discipline and punctuality of lecturers in teaching and the ability of academic staff to support the smooth running of lecture activities (Ariyanto et al, 2020).	<ul style="list-style-type: none"> • Discipline when teaching lecturers (RE1) • Lecturer accuracy in testing courses and giving grades (RE2) • The role of staff services in ensuring the smooth running of lectures (RE3)
Responsiveness (RP)	Is a variable related to the ability of the organization to provide services swiftly (Tjiptono, 2015), responsive by providing appropriate information on various aspects of service (Lupiyoadi, 2013). In this study, the responsiveness dimension is the student's perception or assessment of the responsiveness and willingness of lecturers and academic staff to help with student learning problems (Ariyanto et al, 2020)	<ul style="list-style-type: none"> • Lecturer's response to student learning problems (RP1) • Willingness of lecturers to help smooth student learning (RP2) • Staff responsiveness to administrative service issues (RP3)
Assurance (AS)	Is a variable related to organizational ability to create customer trust in various aspects of service (Lupiyoadi, 2013). In this study, the assurance dimension is students' perceptions or assessments of lecturer competence, staff capabilities, and the speed of information systems received by students (Ariyanto et al., 2020)	<ul style="list-style-type: none"> • Lecturer competence in the subject he cares for (AS1) • Ability of staff to follow up on student complaints (AS2) • The speed of the information system in delivering it to students (AS3)
Empathy (EM)	Is a variable related to the ability of the organization to give high attention and care to customers in various aspects of service (Lupiyoadi, 2013). In this study, the dimension of empathy is the perception or assessment of students towards the friendliness and ease of meeting lecturers and the friendliness of academic staff in providing services (Ariyanto et al, 2020).	<ul style="list-style-type: none"> • Ease of meeting lecturers regarding student lectures (EM1) • Friendliness of lecturers in serving student learning (EM2) • Friendliness of administrative staff in serving students (EM3)
Student satisfaction (SS)	Is a variable related to students' positive assessment or response to the service performance received to the service expected (Tjiptono and Diana, 2015). In this study, student satisfaction is a student's assessment of the usefulness of knowledge and its suitability for practical application, satisfaction with the availability of learning material sources, and assessment of activities outside of lectures (Ariyanto et al, 2020).	<ul style="list-style-type: none"> • Use of knowledge in adding new insights (SS1) • Appropriateness of knowledge to be applied in practical terms (SS2) • Availability of learning material resources (SS3) • Availability of a place for activities outside of lectures to hone soft skills (SS4)

C. Population, Sample, and Sampling

The population in this study were all undergraduate students at Universitas Amikom Yogyakarta with the criteria of being active students and having attended at least two semesters of lectures. This is intended so that students have one year of experience so they know what types of campus services are available. The size of the student population, in 2021, is around 9500 people.

Determining the sample size in this study using the rules of thumb. In the rules of thumb, the sample size of the study should be more than 30, but less than 500 (Sekaran and Bougie, 2016). Sample size with non-probability sampling techniques can follow the rules of thumb (Cooper & Schindler, 2014). Therefore, a sample size of 320 people taken by the researcher is considered sufficient.

The sampling technique in this study was carried out using non-probability sampling. Cooper and Schindler (2014) explain that non-probability sampling is a sampling technique that depends on the researcher's personal judgment, so that each member of the population does not have the same opportunity to be selected as the sample. The type of non-probability sampling used is purposive sampling. Purposive sampling is a sampling method based on certain criteria. In this study, the criteria set by the researcher for selecting samples as respondents were active undergraduate students at Universitas Amikom Yogyakarta in semesters three to semesters eight.

D. Research Instruments

This study uses a questionnaire as the main instrument for collecting primary data. The questions in the questionnaire are formulated into statements to be sent to respondents using the *google form*. The questionnaire format consists of several sections such as opening, confirmation questions, and respondent data. The next section is a section that contains statements that have been prepared according to the operational definitions for each variable.

The next step is to test the validity and reliability of the questionnaire instrument. The type of instrument validity test chosen is construct validity. The construct validity test was carried out to prove that the questionnaire items used in the study had the ability to prove the theory. The validity test technique in this study uses Confirmatory Factor Analysis (CFA). Implementation of factor analysis using the Kaiser-Meyer-Olkin Measure of Sampling (KMO-MSA) formula and Barlett's Test with the help of the SPSS 25 application tool. An indicator is said to be part of the variable if the KMO-MSA value is > 0.5 . Furthermore, the value of each question item must have a loading factor > 0.05 . If these criteria are met, then the indicator is valid and considered significant in measuring a construct (Creswell, 2010).

The reliability test is carried out if the variable indicator items used have been declared valid, either through content validity tests or construct validity tests. Reliability test is used to test whether a measuring instrument is consistently able to provide the same results. The reliability test was carried out by calculating the Cronbach Alpha coefficient. In this study, the Cronbach Alpha value was calculated using the SPSS 25 application tool. If the Cronbach Alpha value is above 0.6, the research instrument used is considered reliable. Conversely, if the value is below 0.6, the instrument is declared unreliable (Witharka, 2016).

E. Data Analysis

Descriptive data analysis is used to provide an overview of the characteristics of each research variable. Descriptive analysis describes the data that has been collected as it is without any intention to generalize or make general conclusions (Sugiyono, 2011). Therefore, quantitative data obtained from a list of statements or questionnaires that have been filled in by respondents are then processed, simplified, presented, and analyzed descriptively so that it is easy to understand.

To test the formulation of the research hypothesis, a multiple linear regression analysis model was chosen. In this model placing student satisfaction as the dependent variable. Service quality dimensions as independent variables. This method is used to test H1 to H5. The equation used is as follows.

$$SS = \beta_0 + \beta_1 TG + \beta_2 RE + \beta_3 RP + \beta_4 AS + \beta_5 EM + e$$

SS : Student satisfaction

β_0 : Constant coefficient

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$: Regression coefficient of independent variables

TG : Tangibles

RE : Reliability

RP : Responsiveness

AS : Assurance

EM : Empathy

e : Error

III. RESULTS AND DISCUSSION

A. Characteristics of Respondents

Respondent data in this study were collected through online questionnaires using the Google form. The questionnaire was distributed from February to March 2021 through the academic staff of each undergraduate study program at Universitas Amikom Yogyakarta. The total acquisition of filling out the questionnaire was 323 respondents. However, three of the respondents did not meet the criteria for being members of the population, so they were excluded from the sample. Thus, the sample members who met the questionnaire filling criteria were 320 respondents.

The profile of respondents in this study was classified based on several criteria. These criteria include demographic aspects, academic aspects, as well as aspects of information sources the respondents know and choose Amikom University Yogyakarta. Profile of the distribution of respondents according to gender: men 63.4% and women 36.6%. By age, less than 20 years 20.3%, between 20-22 years 71.9%, over 20 years 7.8%. According to the active semester of lectures: third semester 5.6%, fourth semester 39.1%, fifth semester 1.3%, sixth semester 27.5%, seventh semester 4.4%, eighth semester 22.2%. According to study program: informatics 23.1%, accounting 13.4%, information technology 9.7%, communication science 9.4%, geography 9.1%, architecture 8.1%, information systems 4.7%, computer engineering 4.7%, urban and regional planning 4.7%, economics 3.8%, entrepreneurship 3.4%, government science 3.4%, international relations 2.5%. Sources of information about Universitas Amikom Yogyakarta: from friends 37.8%, family 21.9%, banners/pamphlets/billboards 13.4%, social media 12.8%, electronic articles/websites 6.3%, radio and television 0.6%, newspapers 0.6%, other 6.6%. Furthermore, the reasons most respondents chose to study at Amikom University in Yogyakarta: 28.8% offered study programs, 20.6% affordable tuition fees, 15.6% excellent university reputation.

B. Instrument Validity and Reliability

The validity test was carried out to show that the questionnaire used could actually and accurately measure the variables used in the study. The validity test was carried out on 320 respondent data using Confirmatory Factor Analysis (CFA) with the help of the SPSS 25 application. The results of the Kaiser Mayer Olkin of Sampling Adequacy and Barlett's Test of Sphericity (KMO-MSA) tests can be seen in Table 2.

Table 2: Result of KMO-MSA dan Barlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,942
Barlett Test of Sphericity	Approx. Chi-Square	4400,094
	Df	231
	Sig	,000

Source: Primary Data Processed, 2021.

The KMO-MSA coefficient value is 0.942 and has exceeded the minimum criteria, which is 0.5. This proves that the questionnaire is feasible to be analyzed using confirmatory factor analysis (Hair et al., 2010). After the Bartlett's Test values and the KMO-MSA coefficients met the criteria, all question items were rotated using the varimax rotation. An instrument is said to be valid if it has a factor loading value of 0.5 or more (Hair et al., 2010).

Presented in Table 3, each questionnaire item has a factor loading value of more than 0.5 and is grouped into the appropriate variable component. This shows that the question items used to measure variables have a high correlation value and fulfill the convergent validity test. Thus, overall the question items used in the study have met the construct validity criteria.

The reliability test is basically used to show that the questionnaire used in this study can measure a concept running consistently. The reliability test was carried out using Cronbach Alpha with the help of the SPSS 25 application. An instrument can be said to be reliable when it has a Cronbach Alpha value greater than 0.60. The results of the reliability test can be seen in Table 3. The Cronbach Alpha coefficient value for all variables is above 0.60. This represents the variable questionnaire items used in the study are reliable.

Table 3: Validity and Reliability Test Results

Variables	Questionnaire Item	Loading Factor	Criterion Value	Cronbach Alpha	Criterion Value
Tangibles (TG)	TG1	0,630	Valid	0,603	Reliable
	TG2	0,731	Valid		
	TG3	0,882	Valid		
Reliability (RE)	RE1	0,776	Valid	0,735	Reliable
	RE2	0,654	Valid		

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	RE3	0,754	Valid		
Responsiveness (RP)	RP1	0,641	Valid	0,827	Reliable
	RP2	0,697	Valid		
	RP3	0,805	Valid		
Assurance (AS)	AS1	0,523	Valid	0,786	Reliable
	AS2	0,743	Valid		
	AS3	0,604	Valid		
Empathy (EM)	EM1	0,547	Valid	0,814	Reliable
	EM2	0,578	Valid		
	EM3	0,627	Valid		
Student Satisfaction (SS)	SS1	0,779	Valid	0,844	Reliable
	SS2	0,668	Valid		
	SS3	0,590	Valid		
	SS4	0,595	Valid		

Source: Primary Data Processed, 2021.

C. Hypothesis Testing

One of the classic assumptions in implementing multiple linear regression is the detection of multicollinearity values. The multicollinearity test was carried out to identify a high correlation between the independent variables (Sekaran and Bougie, 2013). The criteria needed to fulfill the multicollinearity test are that the tolerance value must be above 0.10 and the Variance Inflation Factor (VIF) value must not exceed 10.00. From the results of the multicollinearity test, the tolerance coefficient for all independent variables was above 0.10 and VIF was below 10.00. Likewise the results of the ANOVA test, obtained F count 82.313 and significance (Sig.) 0.000. It can be concluded that the multiple linear regression model used to test the research hypothesis, there is no multicollinearity and meets the requirements of the goodness of fit model (Table 4).

Table 4: Multiple Linear Regression Analysis with Variable Dependence of Student Satisfaction (SS)

Independence Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Standard Error	Beta			Tolerance	VIF
Constant	.781	.170		4.593			
Tangibles (TG)	.195	.052	.192	3.765	.000	.533	1.877
Reliability (RE)	.061	.068	.061	.906	.366	.301	3.328
Responsiveness (RP)	.034	.062	.038	.554	.580	.288	3.470
Assurance (AS)	.258	.061	.271	4.269	.000	.341	2.930
Empathy (EM)	.297	.064	.299	4.651	.000	.333	3.000
Measured aspect				Coefficient			
R				0,752			
R square				0,567			
Adjusted R Square				0,560			
ANOVA F (Sig.)				82,313 (0,000)			

Source: Primary Data Processed, 2021.

From the data in Table 4, the regression equation can be compiled: $SS = 0.781 + 0.195 TG + 0.061 RE + 0.034 RP + 0.258 AS + 0.297 EM$. Based on the results of the multiple linear regression analysis, researchers can draw several conclusions. Tangible variables, assurance, empathy, are partially proven to have a significant positive effect on student satisfaction. Two other variables, reliability and responsiveness have no significant effect on student satisfaction. The adjusted R square value is 0.560 or 56%. This means that the 5 independent variables are simultaneously able to explain variations in changes in student satisfaction variables by 56%. While the remaining 44% is explained by other factors outside this research model.

D. The Effect of Tangible Dimensions on Student Satisfaction

The results of testing the first hypothesis (H1) in this study indicate that the tangibles dimension has a positive and significant effect on student satisfaction ($\beta_1 = 0.195$, t count = 3.765, sig. = 0.000). This has implications for increasing student satisfaction if

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Universitas Amikom Yogyakarta is able to provide tangible aspects in service quality that match or exceed student expectations. The findings of this study are in line with research conducted by Ismail et al. (2006), Munusamy et al. (2010), Gah (2013), Al-Tit and Adnan (2015), Suharto and Sulistiyono (2015), and Alabboodi (2018). The results of this study also show that the tangibles dimension has a positive effect on customer satisfaction.

The results of study have a significant effect, but have a weak relationship, possibly due to the tangible factor being the first aspect students feel when entering university. The buildings at the university form the initial perception of students on the quality of services provided. In addition, most of the respondents came from study programs related to technology and information. This makes the completeness of supporting facilities in learning and teaching activities, both physically and online will affect the level of student satisfaction.

E. The Effect of Reliability Dimensions on Student Satisfaction

The results of testing the second hypothesis (H2) in the study showed that the reliability dimension had an insignificant effect on student satisfaction ($\beta_2 = 0.061$, t count = 0.906, sig. = 0.366), so that H2 was not supported. This means that the indicators measured in the reliability dimension, such as accuracy and discipline in providing services do not have a significant impact on increasing student satisfaction, even though Universitas Amikom Yogyakarta is able to provide it according to or exceed student expectations. The findings from this study are in line with the results of a study conducted by Munusamy et al. (2010), Gah (2013), and Pradana (2019) which also show that the reliability dimension of service quality has no significant effect on customer satisfaction.

The insignificant hypothesis test result is likely to occur because most of the respondents are generation Z. Sakdiyakorn et al (2021) stated that generation Z likes freedom and doesn't really care about rules. This is likely to cause the implementation of aspects on the reliability dimension, such as punctuality and discipline in teaching lecturers, does not have a significant effect on student satisfaction.

F. The Effect of Responsiveness Dimensions on Student Satisfaction

The results of testing the third hypothesis (H3) in the study showed that the responsiveness dimension did not have a significant effect on student satisfaction ($\beta_3 = 0.034$, t count = 0.554, sig. = 0.580). This means that the items measured in the responsiveness dimension do not have a significant impact on increasing student satisfaction, even though Universitas Amikom Yogyakarta is able to provide it according to or exceed student expectations. The findings of this study are in line with the results of a study conducted by Ismail et al. (2006), Munusamy et al. (2010), Gah (2013), and Alabboodi (2018).

The results of this insignificant hypothesis test probably occurred because the majority of respondents were male (63.4%) and most of them came from majors related to technology and information. This makes them prefer to find solutions and solutions on their own to the problems they face. In addition, most of the respondents who are from generation Z may also be a factor causing the insignificant influence between the dimensions of responsiveness on student satisfaction. Sakdiyakorn et al. (2021) stated that generation Z is an independent generation and actively seeks their own solutions to the problems they face.

G. The Effect of Assurance Dimensions on Student Satisfaction

The results of testing the fourth hypothesis (H4) in this study indicate that the assurance dimension has a positive and significant effect on student satisfaction ($\beta_4 = 0.258$, t count = 4.269, sig. = 0.000). This has implications for increasing student satisfaction if Universitas Amikom Yogyakarta is able to provide assurance aspects in service quality that meet or exceed student expectations. The findings from this study are in line with the results of a study conducted by Ismail et al. (2006), Suwaryanto (2007), Novelia (2009), Gah (2013), Al-Tit and Adnan (2015), Suharto and Sulistiyono (2015), Minh et al. (2015), and Alabboodi (2018). The results of this study indicate that the assurance dimension has a positive effect on customer satisfaction.

The significance of the relationship between the assurance dimension and student satisfaction is probably caused by the reasons most respondents choose to study at Universitas Amikom Yogyakarta. This reason is because of the study programs offered by Universitas Amikom Yogyakarta, so they have high expectations for assurances for the quality of the study programs offered. Such assurances include the competence and knowledge of lecturers and academic staff. Apart from that, Generation Z also cares about assurances and security even though they are a generation that likes freedom (Sakdiyakorn et al., 2021). The existence of assurance from the competence of lecturers and academic staff can influence student confidence in the ability of Universitas Amikom Yogyakarta to provide services. This can affect the level of student satisfaction.

H. The Effect of Empathy Dimensions on Student Satisfaction

The results of testing the fifth hypothesis (H5) show that the empathy dimension has a positive and significant effect on student satisfaction ($\beta_5 = 0.297$, t count = 4.651, sig. = 0.000). This has implications for increasing student satisfaction if Universitas Amikom Yogyakarta is able to provide empathetic aspects of service quality that meet or exceed student expectations. The findings from this study are in line with the results of a study conducted by Ismail et al. (2006), Suwaryanto (2007), Novelia (2009), Gah (2013), Al-Tit and Adnan (2015), Minh et al. (2015), Dawit and Adem (2018), and Alabboodi (2018). The results of this study indicate that the empathy dimension has a positive effect on customer satisfaction.

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The findings of this study are likely due to the fact that most of the respondents are Generation Z. Turner (2015) states that Generation Z values communication and emphasizes the importance of genuine support, both in personal and professional relationships. This causes the dimensions of empathy, such as friendliness and concern from lecturers and academic staff to be important factors that affect the level of student satisfaction. The positive experiences gained during lectures will encourage them to share their experiences with others. Furthermore, they will recommend and invite others to study at Universitas Amikom Yogyakarta. The findings of the research by Palmer et al (2011) also show that there is a significant effect of student satisfaction on positive word of mouth communication. Research by Teo and Soutar (2012) also shows that student satisfaction has a significant effect on the formation of positive word of mouth communication.

V. CONCLUSION

This research was conducted by surveying 320 respondents, all of whom were active UNDERGRADUATE students at Universitas Amikom Yogyakarta, semester 3 to semester 8. Based on the data analysis, the conclusions of the research results can be summarized as follows.

1. Respondent data statistics in this study indicate that the majority of students know the existence of the Universitas Amikom Yogyakarta campus through friends, relatives and family. This shows that word of mouth communication is one of the main sources of information for students to find out about the existence of Universitas Amikom Yogyakarta.
2. The dimensions of service quality that have a positive and significant influence on student satisfaction are the dimensions of tangibles, responsiveness, and empathy variables. This means that the better the profile of the dimensions of tangibles, responsiveness, and empathy received and felt by students will further increase student satisfaction studying at Universitas Amikom Yogyakarta. Of the three dimensions, the empathy variable has the highest coefficient, followed by the assurance dimension and the tangibles dimension.
3. On the dimensions of the reliability and responsiveness variables, they have no significant effect on student satisfaction at Universitas Amikom Yogyakarta. This means that even though the service on the dimensions of reliability and responsiveness that has been provided by the institution meets or exceeds student expectations, it will not significantly affect student satisfaction at Universitas Amikom Yogyakarta. This is because the research data was taken during the Covid-19 situation, and there were restrictions on people's activities outside the home by the government. Including student learning activities that are held online. So there is no direct contact between students and campus staff.

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