

THE MEASUREMENT OF STUDENTS AT IS FACTION ON THREE ASPECTS OF HIGHER EDUCATION SERVICES (STUDYAT POST-GRADUATE STUDY PROGRAM IN STATE UNIVERSITY OF MALANG)

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Abstract: *This study identifies the determinant factors of post graduate student satisfaction on service quality in the higher education sector which covers three aspects of higher education services, namely: (a) academic services, (b) administrative services, and (c) support services. This study uses five dimension of SERVQUAL (tangible, reliability, responsiveness, empathy and assurance) that is modified to specify each aspect of high education services. This education survey aims to capture the perceptions and expectations of students on the services that they feel for evaluating student satisfaction on the general service about perceived quality based on gap analysis. The findings of this analysis about student satisfaction can give benefits on the management of higher education as a reference in fixing the gap between perception and expectation on higher education services on an ongoing basis to gain a competitive advantage in facing other higher education institutions. The measurement of university students that is done to continuously can help improve the service quality, creating a good foundation to achieve higher goals and more focus on students as the primary customers.*

Keywords: *Student Satisfaction, Quality of Educational Services, Academic Services, Administrative Services, Support Services.*

1. INTRODUCTION

The progress in the education sector encourages the creation of increasingly fierce competition in the field of education services, especially at the college in Malang. The post-graduate program, State University of Malang (Post-Graduate Program at State University of Malang) as one of the universities in Malang is required to improve the quality of educational services for students to have superior quality, excellent views of academic and absorption of graduates in the world of work in accordance with their professional expertise. Improving the quality of graduates is largely determined by the quality of educational services that includes three

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aspects: academic services, administrative services and educational support services which hold a very important role to improve the quality of education that students perceived from Post-Graduate Program (PPS) UM.

To be able to compete more effectively, companies and service companies, including higher education institutions must demonstrate superior quality of their products services. Haksever, *et al* (2000) states that no company has succeeded in creating a competitive advantage if the product quality is not as desirable by the customers. An important reason in measuring service quality on a regular basis because of the quality of service is an important ingredient for the measurement of customer satisfaction. Ensure the quality of services provided higher satisfaction and higher satisfaction to further ensuring customer loyalty. Furthermore, ensuring the customer loyalty can be a profit for higher growth. Loyal customers provide a strong customer base (solid) for the organization. Free advertising that is called as word-of-mouth to bring new customers and ultimately increase the market share of the company's services. Companies strive to improve the quality of service with a "zero damage (zero defects)" for the purpose of achieving a reputation for quality service, Boone and Kurtz, (2002) who states that the use of improvement in customer service quality for both external and internal to a company is improving profits and market share of the company concerned.

Quality of service is often discussed and required by the customer, yet, it is difficult to define precisely. Haksever, *et al* (2000) define "Quality is the overall features and characteristics of a product that results in the ability to satisfy certain needs". The quality of service provided by a service company can be assessed through the dimensions of service quality. Zeithaml and Bitner (2000) and Grönroos (2001) use the five dimensions of SERVQUAL to indicate the quality of service. These five dimensions of SERVQUAL show customer perception on certain dimensions of services, namely: reliability, responsiveness, assurance, empathy, and tangibles. While Zeithaml (1996) defines that quality of service is the delivery of care that is 'excellent' or "superior" compared to customer expectation if the customer perceived service in accordance with the expected quality of service perceived good or satisfactory and if the services received exceeded the expectations of the consumers perceived service quality is very good/ideal, and vice versa if the perceived service is lower than expected consumer the quality of service will be perceived very bad/less than ideal so that they will feel dissatisfied. It can be concluded that there are two main factors that affect the quality of service which is expected service and perceived service by the customer (client).

Service quality and customer satisfaction are two different terms and interrelated as stated by Zeithaml and Bitner (2000) and Lovelock and Wright (2002) the term quality and satisfaction sometimes use each other to exchangeable

(interchangeably), but the researchers and practitioners have attempted to try to give both the definition and measurement of these concepts in a more precise, but the results can still be debated. Zeithaml and Bitner (2000) expressed overall satisfaction that is seen as a broader/large concept, while the service quality assessment focuses primarily on the dimensions of service. Based on this view, the perceived quality of customer service is a component of customer satisfaction.

Higher education institutions are an institution that their core business is providing services to customers. Students are the core customers (major) from an institution of higher education. Because the institution is an institution of higher education service providers (service), then, measuring the quality of educational services that are used by researchers is adopted and modify research instruments of measurement of service quality in a business services company. McElwee and Redman (1993) developed a QUALED (Quality of Education) scale to measure service quality in higher education institutions. They propose three characteristics endemic to the sector of services: intangibility, heterogeneity and inseparability (not shown, heterogeneity and inseparability). Intangibility applies to higher education is not possible to measure precisely. Intangibility cannot be evaluated as a result (outcome) in addition to the course in terms of classifying or ranking. Heterogeneity refers to the diversity of services offered.

For higher education institutions, educational services may include undergraduate courses (graduate), graduate (postgraduate), vocational programs (vocational), graduate programs and other programs such as research, consultancy and other activities that support the existence of higher education. Inseparability bring the education on the nature of service can be separated from education because it is produced with care providers (faculty and staff) and students. Pereda (2006) conducted a study that examined the dimensions of service quality measurement in higher education on the graduate student beyond European Union in one of high educational institutions in the United Kingdom (UK). His research highlights four service quality factors: recognition, teaching quality (quality of instruction) and interaction with faculty, sufficiency of resources, and the physical quality aspects. Most of the important researches are that the student is the attached quality reputation to their educational institutions.

The study of service quality in higher education using the SERVQUAL (Service Quality) instrument that modify for higher education institutions has been widely used in some of these countries. This study wants to measure the quality of education service by using SERVPERF (Service Performance) and measure student satisfaction with educational services by using SERVQUA. Questionnaire on the perceptions and expectations of students are also modified according to the model of the three aspects of educational services in higher education institutions that

aspect of academic services, administrative services and support services. Thus, the measurement model three aspects of this service can describe the service quality of education in higher education institutions as a whole (complete).

The purpose of this study is to determine:

1. description of the educational quality services condition (academic services, administrative services, and support services) post-graduate program for State University of Malang student;
2. description of the students' satisfaction on the quality of education (academic services, administrative services, and support services); and
3. description of important-performance aspects of service support quality.

THEORETICAL FRAMEWORK

The quality of service products and customer satisfaction are two different terms and interrelated as stated by Zeithaml and Bitner (2000) states: "Practitioners and writers in the popular press growing niche to use the terms interchangeably satisfaction and quality, but researchers have more attempted to be precise about the meanings and measurement of two concepts, resulting in a considerable debate". Quality term and satisfaction sometimes can be exchanged for another use (interchangeably), but the researchers and practitioners have attempted to try to give understanding and measurement of these two concepts in a more precise, but the results can still be debated. Nevertheless, a growing consensus agreed that the two concepts (satisfaction and quality) is fundamentally different in its emphasis is as a form of cause and outcome (outcome or result). Lovelock and Wright (2002) states:

"Satisfaction is generally viewed as a broader concept while service quality assessment specifically focuses on dimensions of service. Based this view, perceived service quality is a component of satisfaction".

Based on this view, the perceived quality of customer service is a component for customer satisfaction.

Quality of service is an evaluation that reflects the focus on customer perceptions of service dimensions and customer satisfaction is determined by customers' perception of service quality, product quality, and price, as well as situational factors and personal factors customers. Lamb *et al* (1999) states:

"Customer satisfaction is the feeling that a product has met or exceeded the customer's expectations".

Customer satisfaction is the feeling of the customer to a product that meets or exceeds customer expectations. Lovelock and Wright (2002) states:

“Satisfaction can be defined as an attitude-like judgment following a purchase act or a series of product customer interactions.”

Customer satisfaction is defined as an attitude like scoring after an action or series of interactions purchase products-customers.

There are several opinions related to the role of service quality and customer satisfaction in marketing services. Customer satisfaction is a tool to measure the effectiveness of marketing services as disclosed by Davis and Heineke (2003) who states that

“Customer satisfaction can be directly measured by questionnaires through early interviews, but it can also be a measured indirectly in a variety of way, such as customer retention and loose, number of new customers, sales volume and market share, and customer complaints”.

Customer satisfaction can be measured directly through inter views and question naires, but also can be indirectly measured by various means, such as retention and loss of customers, the number of new customers, sales volume and market share, and customer complain. Oliver (1997) states:

“More accurately, the profitability can be shown relations follow from the mediated effects of quality and satisfaction, and loyalty”.

A comparison between the performances of service perceived by the customer expected service called customer satisfaction. Kotler (2003) said that satisfaction is the degree to which a person feels the results of comparing the perceived performance of the product or service and its relationship with customer expectations. In marketing services, it is necessary to measure customer satisfaction, even to the customer loyalty. Satisfaction is a function of Perceived Performance and Expectation or $S = f(P, E)$.

Customer Expectation, in general, cannot be entirely due to the limitations of Perceived Performance to achieve Customer Expectation. The difference is dissatisfaction oncustomer service. In addition, according to Kotler (2003) there are four possible method to measure customer satisfaction such as:

- (a) complaints and suggestions systems;
- (b) customer satisfaction survey, which includes: directly reported satisfaction, derived dissatisfaction, problem analysis, and importance-performance analysis;
- (c) ghost shopping; and
- (d) lost customer analysis.

With regard is the analysis and measurement of service quality used by the students of post-graduate program at State University of Malang satisfaction survey methods that use

1. reported satisfaction directly, is ask a question that asks feeling very satisfied, satisfied, dissatisfied or dissatisfied of the customer;
2. derived dissatisfaction, which raise questions about the amount of student expectations and the magnitude of the perceived performance of the attributes of service quality dimensions are used; and
3. rating importance-performance analysis, namely students as respondents were asked to rank the various dimensions of service quality in order of importance.

To know about the correspondence between the service performance with the level of customer interest (the level of customer importance = LCI), then the company needs to conduct performance analysis of importance rating (PIR). PIR analysis can be done by connecting the value of service performance of the company with LCI values in the PIR diagram. Service performance will be able to achieve optimum value (optimum serviceperformance = OSP), if the meeting point between the service performance (SP) with LCI is in the region of optimum service performance.

Several studies have focused on service quality in higher education including performed by Stewart and Felicetti (1991) reported that most of the students are not satisfied with their business schools. Tomovick and Khatib (1996) examined the factors that influence perceptions of service quality for international students in business schools in the United States which is adapted for the education field with SERVQUAL five dimensions (tangibles, reliability responsiveness, assurance, and empathy). They found that international business students assume the dimension of tangibles (*e.g.* attractive facility) is one of the two most important factors in their assessment of education service quality. Another construction which is found to affect the perception of service to students is the dimension of assurance.

These findings suggest that schools with the ability to interact comfortably with foreign students can positively influence student perceptions. Students not only expect knowledge able and qualified teacher or mentor but also often help a student needs during the transition period in a new country and a new culture. Cerri (2001) found that higher education institution focuses on the strong quality of service they offer to students. Report the results of a modified SERVQUAL survey for students from five universities in Albania. The purpose of this study is to determine the reliability of the modified SERVQUAL scale dimensions to measure the quality of higher education. As a result, the service in college testing service quality model proposed is relevant to literature which can offer to take measurements continuously the quality of care for the management of service quality at higher education.

In addition, the survey results demonstrate the quality of educational services that are less satisfactory for all SERVQUAL indicators dimensions. Results of research on service quality in higher education is found by Rigotti and Pitt (1992) who modified SERVQUAL instrument for MBA students who study full-time and part-time on a three-week executive development program at a business school. Questionnaires regarding management's perception of customer expectations and also for academic staff and senior administrative staff. They reported the reliability and validity of the instrument is acceptable to be used for measuring the education service.

RESEARCH METHODS

There search design is a descriptive survey. Objectof study or units of analys is in this study is individual who is the students of Post-Graduate Program at State University of Malang and have been determined as the sample in this study. The data collection was done by using a time horizon that is one shoot. Mean while, the population in this study were all students of Post-Graduate Program both magister and doctorate at State University of Malang that consist of 155 students gained through convenience sampling technique. The question naire quality of educational services into three aspects, namely:

1. academic services,
2. administrative services, and
3. support services prepared by using a closed-end questions in which each item is determined the questions with five alternative answers rankings answers to the scale between 1, 2, 3, 4 and 5.

FINDINGS

Student satisfaction on education service quality is perceived by students feeling and attitude towards the perceived service expected. Blattberg, *et al*, (2001) stated that the company's customer-oriented, customer satisfaction and service quality is a destination marketing tool. Therefore, companies that achieve high service quality ratings can be sure that the company knows its target market. Measurement of the perceived quality of educational services at Post-Graduate Study Program at State University of Malang students was done by using three aspects: quality of academic services, the quality of administrative services, and quality support services. Measurement of each aspect was done by using the five dimensions of service quality: tangible, empathy, reliability, responsiveness, and assurance.

Measurement of satisfaction felt by students of educational services done by determining the magnitude of the gap is the difference between perceptions (P)

that is the perceived quality of educational services with the expectation (E). The result of the perceived quality of education students as a whole or on each dimension are presented in Table 1.

Table 1
The Condition of Academic Service Quality

<i>Service Quality Dimension</i>	<i>Expected Service (E)</i>	<i>Perceived Service (P)</i>	<i>Service Quality Gap (P-E)</i>			<i>Conclusion</i>	
	<i>Score</i>	<i>Score</i>	<i>Score</i>	<i>Percentage</i>	<i>Satisfied</i>	<i>Effectiveness</i>	<i>Category</i>
Tangible	2458	2177	-281	-0,11	Less satisfied	0.89	Very High
Empathy	1776	1570	-206	-0,12	Less satisfied	0.88	Very High
Reliability	2983	2823	-160	-0,05	Less satisfied	0.95	Very High
Responsiveness	1788	1613	-175	-0,10	Less satisfied	0.90	Very High
Assurance	1878	1698	-180	-0,10	Less satisfied	0.90	Very High
Total	10883	9881	-1002	-0,09	Less satisfied	0.91	Very High

Source: Processed from Ordinal Data Attachment ($n = 155$).

Based on Table 1 above, we can see the level of perceived quality of educational services by the post graduate students at State University of Malang in general (total) is smaller than they expected. There is a gap of -1002 or by -0.09%, so it can be said that the quality of educational services including unsatisfactory because the value of the gap (PE) is smaller than zero ($PE < 0$). Although the student is less satisfied about the quality of service, but the post-graduate program has been able to present the effectiveness of the perceived quality of education students at a very high level of the category indicated by the value of the ratio of the quality of service perceived by the students that are expected to reach 91%.

Overall, the administrative aspects of quality measured using the five dimensions of service quality: tangible, empathy, reliability, responsiveness, assurance. Result of descriptive statistical data processing on each dimension of the quality of administrative services is presented in Table 2.

Table 2 shows that the administrative level of perceived service quality aspects of the student as a whole (total) that is smaller than they expected and indicated by the gap at -1363 or by -13%. Perceived quality of service to students includes unsatisfactory because the score of the gap (PE) is smaller than zero ($PE < 0$). Although the student is less satisfied about quality of service, but the Post Graduate Program at State University of Malang has been able to present the effectiveness of the perceived quality of student administrative services at a very high level category, which is indicated by the ratio of the value of quality of service perceived by the students are expected to reach 87%.

Table 2
The ConditionAdministrative Service Quality

Service Quality Dimension	Expected Service (E)	Perceived Service (P)	Service Quality Gap (P-E)			Conclusion	
	Score	Score	Score (Gap)	Percentage	Satisfied	Effectiveness	Category
Tangible	2397	2119	-278	-0,12	Less Satisfied	0.88	Very High
Empathy	1744	1507	-237	-0,14	Less Satisfied	0.86	Very High
Reliability	2990	2590	-400	-0,13	Less Satisfied	0.87	Very High
Responsiveness	1746	1490	-256	-0,15	Less Satisfied	0.85	Very High
Assurance	1778	1586	-192	-0,11	Less Satisfied	0.89	Very High
Total	10655	9292	-1363	-0,13	Less Satisfied	0.87	Very High

Source: Processed from the ordinal data (n = 155) attachment.

Overall, the quality of educational services aspect of the perceived educational support services students used five service quality dimensions: tangible, empathy, reliability, responsiveness, and assurance. Measurement of perceived service quality of students is done by determining the magnitude of the gap that is the difference between perceptions (P) that is the quality of service perceived by the expectation (E). The results of the students perceived service quality both overall and on a per dimension are presented in Table 3.

Table 3
The Condition of Supported Service Quality

Service Quality Dimension	Expected Service (E)	Perceived Service (P)	Service Quality Gap (P-E)			Conclusion	
	Score	Score	Score (Gap)	Percentage	Satisfied	Effectiveness	Category
Tangible	5204	4501	-703	-0,14	Less Satisfied	0.86	Very High
Empathy	1099	911	-188	-0,17	Less Satisfied	0.83	Very High
Reliability	2313	2079	-234	-0,10	Less Satisfied	0.90	Very High
Responsiveness	1224	1034	-190	-0,16	Less Satisfied	0.84	Very High
Assurance	1215	1059	-156	-0,13	Less Satisfied	0.87	Very High
Total	11055	9584	-1471	-0,13	Less Satisfied	0.87	Very High

Source: Processed from the ordinal data (n = 155) attachment.

Table 3 shows the level of supporting service quality aspects perceived by students as a whole (total) which is smaller than expected because there is a gap of -1471 or by -13% percent so it can be said that the quality of service at Post-Graduate Program at State University of Malang is unsatisfying because the score of the gap (PE) is less than zero (PE < 0). Despite the less satisfying customer service quality,

but Post- Graduate Program at State University of Malang already able to present the effectiveness of student perceived service quality at a very high level of the category indicated by the score of the ratio of the quality of service perceived by the students that are expected to reach 87%. Rating of Importance-Performance Analysis is used to find out about the fit between the performance of services (service performance) with the level of customer interest (the level of customer importance = LCI) aspects of support services. The Importance and Performance Data Support Services of perceived by Post-Graduate Program at State University of Malang students is presented in Table.

Table 4
Average Rate of Interest and Supporting Service Performance.

<i>Service Quality Dimension</i>	<i>Supporting Service</i>	
	<i>Level of Importance</i>	<i>Service Performance</i>
Tangible	3.73	3.23
Empathy	3.55	2.94
Reliability	3.73	3.35
Responsiveness	3.95	3.35
Assurance	3.92	3.43
Total	18.87	16.29
Mean	3.77	3.26

This Importance Performance Rating (PIR) Analysis is only used for supporting the services of sub-variables only. PIR analysis can be done by connecting the value of service performance of the company with LCI values in the PIR diagram. Service performance will be able to achieve optimum value (optimum service performance = OSP), if the meeting point between the service performance (SP) with LCI is in the region of optimum service performance. *Importance-performance analysis* Model to be used can be seen in Figure 1.

The results of the rating on the importance of performance analysis is on Figure 1 shows that the overall (total) service performance is at optimum service performance conditions both as a whole or partial. However, seeing per dimension or partially then there is one dimension of Post-Graduate Program at State University of Malang service is still the low performance compared with the other Empathy (E) dimensions. Post-Graduate Program at State University of Malang as service providers still need to improve the performance of its services and needs to be maintained. Because in Figure 4.1 both overall and partial results of the analysis indicate that the importance of performance ratings are in Quadrant II (keep up the good work), which theoretically indicates that the services offer attributes considered important by students and as service providers (Post-Graduate Program at State University of Malang) turns as well organized

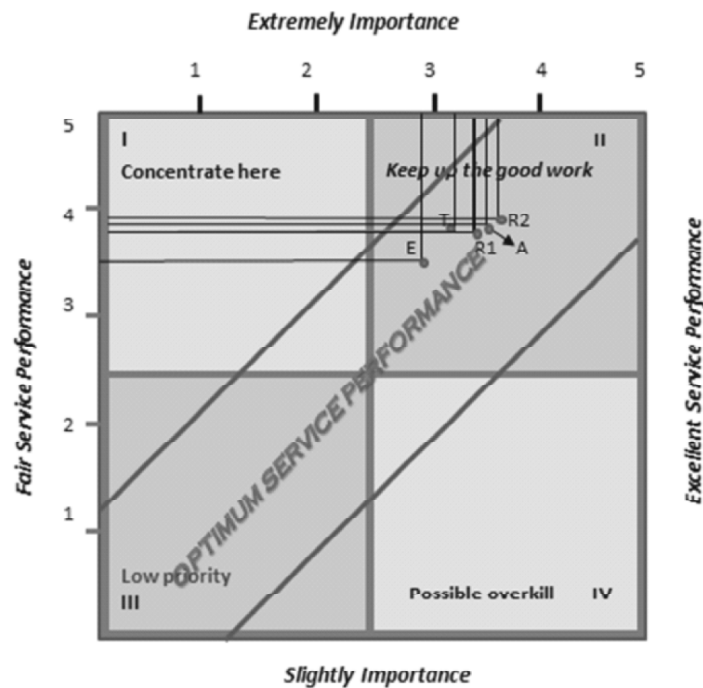


Figure 1: Gambar 1 Gambar 4.1: Model Analisis Importance-Performance Aspek Pelayanan Pendukung Model Analisis Importance-Performance Aspek Pelayanan Pendukung

performance. To determine the dimension of service quality needs to be maintained and improved the performance of its services for Post-Graduate Program at State University of Malang can be seen in the findings of the research on the rank of Importance-Performance Servqual analysis.

DISCUSSION

The measurement result of student satisfaction on the quality of educational services in whole or in per dimension will be discussed as follows. Based on the research results presented in the previous section, it is known that there is a gap (gap) between the negative expectations of students with the perceived performance of the education service. Thus, all dimensions of educational services in all three aspects of educational services Post-Graduate Program at State University of Malang student perceived performance is less than satisfactory because of the perceived educational services that is still smaller than that expected by the students. The results of this study will be assessed based on the results of theoretical and empirical studies conducted by previous researchers.

Service quality which is less satisfying for the student in accordance with the opinion of Zeithaml and Bitner (2000) and Grönroos (2001) defines that quality of

service is the delivery of care that is “excellent” or “superior” compared to customer expectations. If the services received by the customer is in accordance with the expected quality of service perceived, it is good or satisfying, if the services received exceed the customers’ expectations of service quality perceived, it is excellent/ideal, and *vice versa* if the services received is lower than expected by consumer, the quality of service will be perceived is very bad/less than ideal so that they will feel dissatisfied. Therefore, whether or not, the quality of service depends on the ability of service providers to be able to consistently meet the customer expectations.

Quality of service is less than satisfactory student aforesaid in accordance with the opinion of Rust and Oliver (2000) who stated that once the customer has been very happy or delightful, then, the customer will increase the expectation (hope). Thus, the customer will be dissatisfied if the level of quality of service as in the previous level. Therefore, it is necessary to know the level of service quality effectiveness that is achieved because there is a tendency that the company is not able to satisfy its customers and the company will try to improve the customer in a very pleasant feeling in the future.

Tangible dimensional quality service of education felt by students perceived is less satisfying in accordance with the opinion of Lovelock and Wright (2002) stated that the signs are visible or significant others can provide evidence of the quality of service. A building display, a beautiful garden, infrastructure, equipment, interior furnishing, staff members, signs, printed materials, and all other means, all of them present the evidence appears (can be seen) from a service quality bank. Therefore, Institutions of Higher Education as a service company needs to manage physical evidence carefully because the physical evidence can have a profound impact on the customer’s first impression. A service with little visible elements (tangible), such as insurance companies, advertising, consulting, education often use symbols to produce something meaningful such as tokens, certificates, etc. shown on the wall.

Empathy as a dimensional quality on education felt by the students of Post-Graduate Program at State University of Malang is unsatisfying according to the opinion of McDonald *et al*, (2001) stated that the attitude of the employees have a positive or negative effect on customer satisfaction, satisfied customers will be loyal to the company longer and produce sales higher for the company. This opinion is also supported by Lovelock and Wright, (2002) that said customers often judge the quality of services received largely based on judgment on those who provide services.

Reliability dimensional quality on educational services at Post-Graduate Program at State University of Malang students perceived less satisfying in

accordance with the opinion of Lovelock and Wright (2002) states that the process is not well designed for the possibility of interrupting customer service to be slow, bureaucratic, and ineffective service delivery. Similarly, a process which is not good can complicate front line staff (front-line) to perform other work accurately, can result in low productivity, and increase the likelihood of failure in the quality of services. Student dissatisfaction can also be assessed by the student's personal involvement in the process of education services (academic). Faculty relationships with students can be classified in the high contact in the learning process. Student interaction with faculty is very low in the learning process and the consultation can cause dissatisfaction students. Sweeney, *et al*, (1999) states in low-involvement situations, poor treatment towards customers as individuals is not likely to harm the customer relation. In contrast, in situations of high involvement, customers require more personalized treatment. Likewise, the research findings that perceived service quality, Zenithal and Biter (2000) suggest strategies to establish good relations with customers will succeed in the long term if service quality based on the strong (solid) and customer satisfaction.

Quality dimensions of responsiveness on educational services at Post-Graduate Program at State University of Malang felt by the students perceived less satisfying in accordance with the opinion of Green rooms (2001) that stateacriteria relating to the results (outcomes), the customer realizes that the system is operational, and physical resources, as well as service providers (service providers), employees have the knowledge and skills needed to solve problems in a professional manner subscriber. Therefore, the customer feels that the employees of the company (contact personnel) to pay attention to them and try to help in solving their problems spontaneously and happily.

Assurance dimensional quality on educational services at Post-Graduate Program at State University of Malang felt by students perceived less satisfying in accordance with the opinion of Lovelock and Wright (2002) who stated that "In marketing services, most of the communication is to be educational, especially for new customers. Companies need to explain about the benefits of certain services, such as where and when to get it, and provide instructions on how to participate in the processing services. Communications may be submitted by individuals such as salespeople and trained personnel, or through mass media such as TV, radio, newspapers, magazines, posters, brochures, and web-sites. Promotion activities can assist customers in the selection of a particular brand that is preferred or use incentives to realize the protection and security to use the product. And also supported by Green rooms (2001) who states that the customer understands that whatever happens, they can entrust everything to the service providers and their employees and systems.

Mohammed (2002) stated that evaluating the services is more difficult for customers than goods because of the nature of services that are not seen easily. Because of this, customers often judge the quality of service based on various elements (elements) which are in place for the delivery of services, where each element can be used as a pointer to customers in evaluating service quality. The elements in the delivery of services that are used to assess the quality of customer service such as: the environment in which the delivery of services, employee services providers, support services, other customers.

Environmental service includes all the tangible characteristics that attract the attention of customers. Exterior appearance and interior of buildings, furniture and equipment used to serve customers, presence or absence of trashcan, bad odor, noise, appearance and behavior of employees and other customers. The circumstances of such services can form expectation and perception on service quality.

Employee service providers (personal service) is the most important factor in the delivery of services to place high because employees contact the service provider directly interact face to face (face-to-face interaction) with the customer. But employees of service providers may also affect the delivery of services in situations such as the delivery of low contact services via phone lines.

Support services (support services) is with respect to material and equipment plus all the processing on the back of the cluster that supports employees in front of the group to facilitate job in deliver the services to the customer. Element of support service is very important because some customer contact employee cannot perform the delivery of quality services without receiving internal services of employee support services.

Another customer, when customers are involved in the processing (people-processing) and processing information (information-processing), which stimulate mental processing services, customers often find them selves in an uncomfortable situation with the presence of other customers. The waiting room at a full-line bank customers, a health clinic filled with patients can affect a customer's perception of the quality of service delivery. Therefore, managers need to anticipate such events and do improvements plan in service delivery places in different ways so that customers feel happy interacting with employees in the delivery of services. The involvement of the customer in the customer relation is a function not only of the product characteristics, but also a function of the similar situation purchases and personal interests of customers.

From the discussion about the quality of education services, it can be concluded that the level of perceived service quality is highly depend on the students'

expectations perceptions and needs as suggested by Boone and Kurtz (2002) that state Human needs which makes the behavior in certain ways. The theory needs is a very important concept for higher education institutions and services marketers because of the need, in addition, it is influenced by personal factors that will also affect a person's behavior and attitude of a person. While humans as student expectations also vary from one institution of higher education and other institutions of higher education. Reputation of the institution of higher education and student experiences in the past time can influence the expectations of a student so that they have a high expectation and there also have low expectations and assessments of the varied quality of educational services.

Therefore, in preparing promotion, higher education institutions must first pay attention to the students (the target market) that will be served. Lucas, (2005) state that every people have a perception about others, objects, and an event that occurs between the customer and the seller (service providers) in the delivery of service (service encounter). Background of a person based on: education, experience, events, and interpersonal contact influence one's perception of looking at the service quality.

Based on some empirical research results, student dissatisfaction cases presented educational services can be described as followed. All students may consider other universities which are very well established as a comparison (benchmark). Interestingly, the findings of this study is in line with the results of a survey on the students of State University of Malaysia which shows that Malaysian students also have negative perceptions of the quality of educational services as well as dissatisfaction with the educational services provided by the university (Noor, 2002).

Students who are not satisfied with the quality of education in all dimensions of service quality also in accordance with the results of Arman, *et al*, (2012) where the findings indicate that Iranian students studying at universities in Malaysia are not satisfied with the educational services indicated with a negative gap in all service dimensions.

Another phenomenon is the cause of student dissatisfaction is dealing with adjustment problems of students who come from different regions and have different cultures. According to Black and Gergesene (1991), adjustment is needed to the level of a person's psychological comfort with various aspects of the new regulations. Attending a university in another country is very stressful, and foreign students have to make many adjustments. If the adjustment is not successful, it could cause international students to feel discontent. Adjusting to a different culture is not the only thing to do foreign students. Students also had difficulty in adjusting

to university academic settings (Najera, 1990). Many students feel safe in their home rule, but in a new environment they face differences in protocol in classroom, quality of education, faculty-student relations and communication methods. These changes affect their attitude towards their new environment.

Student dissatisfaction is also supported by the results of the study by Cerri (2012) which measures student satisfaction state at university in Albania showed dissatisfaction on all dimensions of educational services such as negative dimensions of perceived service quality that is lower than expected by the student.

The Post-Graduate Students at State University of Malang relatively has young age and tend to have a high idealism in judgment and be less tolerant of an event. Bryant and Cha (1996) states that the customer with a lower threshold or a high tolerance level may be more likely to re-purchase a branded product rather than the customer with a higher threshold or tolerance levels low because they feel more satisfied. Thus, the student of Post-Graduate Program at State University of Malang has dissatisfaction that can be caused by a low level of tolerance, especially students in the master program (S2). Mittal and Wagner (2001) found that customers with different characteristics have thresholds and different consequences on the possibility to feel satisfied and re-purchase.

MANAGERIAL IMPLICATIONS

The implications of these findings can be reviewed from the standpoint of marketing theory and marketing managerial theory. From the standpoint, the findings of this study explains the importance of human intelligence (employees) both teaching staff (faculty) and administration staffs of any educational institution (university) required deliver high quality services. It is due to service quality is evaluated by the students as the primary customers of higher education institutions in creating a quality of service that must be oriented to the needs and desires of students as a target market that is constantly evolving and always demanding more educational services than which had been previously perceived.

From the managerial point of view that is the leaders of higher education institutions, the findings of this study indicate that the student plays a significant role in explaining the quality of service he felt. Therefore, we should be careful in designing the process of quality education services in accordance with the needs and desires of students. Storbacka and Lehtinen (2001:85) who states that with knowledge foundation that about customers that combined with offers quality and value of service, a company can keep (maintain) its customers. Education service quality is defined by the students as an essential for differentiation of products and services students to build loyalty. Lovelock and Wright (2004:359) states that in order to build customer loyalty (students).

CONCLUSION

The description about the academic service at Post-Graduate Program at State University of Malang show that:

1. the perceived of academic services performance by the student shows a high level of classification;
2. the perceived quality of student academic services in total is in unsatisfactory category;
3. the effectiveness of academic services categorized as very high.

The description of administrative services at Post-Graduate Program at State University of Malang show that:

1. the perceived administrative service performance of students showed a high level of classification;
2. the perceived quality of student administrative services in total is the unsatisfactory category;
3. the effectiveness of administrative services categorized as very high.

The description of educational support services at Post- Graduate Program at State University of Malang show that:

1. the perceived performance of student support services demonstrate sufficient levels of classification;
2. the perceived quality of student support services in total is categorized as unsatisfactory;
3. the level of effectiveness of the support services is in very high category. Overall, educational services at Post-Graduate Program at State University of Malang demonstrate that:

1. the performance of education services is in good enough categories,
2. the perceived of education quality is in unsatisfactory category; and
3. the level of effectiveness of educational services is in very high category.

The *Importance Performance Rating* (PIR) analysis for support services indicate that all dimensions are in optimum value (optimum service performance=OSP).

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