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## **Servqual Model Approach in Measuring Students' Satisfaction in The Faculty of Dakwah and Communication Science**

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### **ABSTRACT**

*The objective of this research is to measure the level of students' satisfaction through the SERVQUAL model approach. The model consists of five dimensions: tangibles, assurance, reliability, responsiveness, and empathy. The research was conducted in the Faculty of Da'wah and Communication Sciences at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The data for the current research was collected by distributing questionnaires to 235 students and analyzed using Structural Equation Modeling (SEM) with Smart PLS. After thoroughly and precisely assessing the data, it was discovered that all elements of the SERVQUAL model, namely tangibles, assurance, dependability, responsiveness, and empathy, had a positive and significant effect on students' satisfaction. This research is expected to be applied as a basis for developing Standard Operating Procedures (SOP) to provide exceptional service in the primary activities and functions of work units at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan and other educational institutions*

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## **PENDAHULUAN**

An institution's survival depends on its human resources (HR). Whether having an excellent or poor human resources, it will impact on the institution's quality (Muhammad et al., 2020). To increase the quality of an institution, first elevate the quality of its human resources, particularly in terms of service. Service is the offering with the objective of facilitating and instructing people to take care of things. An educational organization's success is measured by the level of services it provides to the public. (Coman et al., 2020).

The long-term education plan aligns with the 2005-2025 planning framework, which focuses on four educational development themes: increasing capacity and modernization in 2005-2009, strengthening services in 2010-2015, strengthening regional competitiveness in 2015-2020, and international competitiveness in 2020-2025 (Shukri et al., 2013). This

development plan has consequences for all educational stakeholders since national education aspires to enhance educational services, which have an influence on boosting the academic satisfaction of each user of educational services, which has an effect on students (Sudarman et al., 2016).

Implementation in the education sector ought to hinge on service quality. Educational activities revolve not only around the final results of the educational process but also around showcasing good accountability through quality assurance, quality control, and quality improvement. According to Setiono & Hidayat (2022), one of the factors influencing student satisfaction is students' assumptions of service quality, which is based on five service dimensions.

Parasuraman et al. (1991) established the SERVQUAL model, which defines service quality as the extent of the difference between reality and customers' expectations for the service they receive or attain. The SERVQUAL model's service quality dimensions are based on a multi-item scale assessing customer expectations and perceptions, as well as the gaps in service quality dimensions (Sudarman et al., 2016).

Initially, Parasuraman et al. (1991) defined 10 key dimensions with 22 service-related variables and then examined them using factor analysis. In adhering to inquiry, Parasuraman et al. (1988) refined and processed these dimensions until they were eventually limited to five dimensions: tangibles, dependability, responsiveness, assurance, and empathy. These five dimensions are what researchers used to measure the level of satisfaction.

There are several researchers who discuss the SERVQUAL model in measuring satisfaction; for example, Martini et al. (2018), Chege (2022) and Shukri et al. (2013) focused on customer satisfaction; Purwanti et al. (2019), hospital patient satisfaction; Setiono & Hidayat (2022); and Muhammad et al. (2020), employee satisfaction. In fact, not many has been said about the level of satisfaction with educational institutions, notably students. As in our research which examines student satisfaction the Faculty of Da'wah and Communication Sciences.

Students are the primary stakeholders in academic services (Clores, 2021). Student service satisfaction as the main beneficiary is a significant milestone in the long-term viability of higher education and growing student enthusiasm. This arises because student felicity influences their devotion to higher education. Faculty of Da'wah and Communication Sciences, Syekh Ali Hasan Ahmad Addary State Islamic University, Padangsidempuan has provided the best service to every student. However, not all students are content with the

services they receive, particularly academic services provided. According to initial observations, researchers found that there were inefficient services during working hours, both in the areas of administration, guidance and other filing. This is the basis for choosing the Faculty of Da'wah and Communication Sciences, Syekh Ali Hasan Ahmad Addary State Islamic University, Padangsidempuan as the research object.

According to preliminary research, numerous students said that the academic services they received were unsatisfactory. This occurs because many academic service departments were led by teachers or lecturers, and communication between students and academic staff varies. Academic services considered that they have offered outstanding service to students; nevertheless, students believe that the service provided was insufficient.

Based on the initial survey, it was discovered that: 1) many of the academic services are provided by lecturers; 2) there is miscommunication between the service providers and students; 3) the distribution of tasks is still in tandem with other tasks (double main duties); and 4) the academic services are not in accordance with applicable service standards. Based on the explanation above, this research will determine the level of student satisfaction in the Faculty of Da'wah and Communication Sciences at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

## **KAJIAN TEORI**

Customer satisfaction has become a core notion in marketing theory and practice, and it is a critical aspect in business operations. The standard marketing management textbook authored by Kotler (2009), which is frequently used as a reference, emphasizes that customer satisfaction is the amount of a person's sentiments after comparing his performance to his expectations.

Aside from that, the definition is based on the disconfirmation paradigm (Muhammad et al., 2020), which conceptualizes customer satisfaction as a post-purchase review. If views of performance do not meet expectations, dissatisfaction will occur. Meanwhile, Martini et al. (2018) and Indriya Himawan et al. (2023) argue that understanding consumer behavior in the context of discontent is far more in-depth than assessing customer satisfaction with the services given.

The SERVQUAL model defines service quality as "a global assessment or attitude regarding the superiority of a service" (Parasuraman et al., 1991), whereas the definition of service quality is how far the difference is between reality and customers' expectations of the

service that they receive or obtain (Parasuraman et al., 1988). Expectations are consumers' desires for the services that the company may supply. The SERVQUAL model's service quality dimensions are built on a multi-item scale that is intended to quantify customer expectations and perceptions, as well as the gaps between them (Sabarun & Hamdanah, 2021).

Parasuraman et al. (1991) originally selected 10 key dimensions and 22 variables linked to service, which they then evaluated using factor analysis. It turns out that several criteria can be used to assess service quality. These criteria include 10 potential dimensions that complement each other, namely tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding, and access (Wati et al., 2018).

In following research, Parasuraman et al. (1988) and Wael (2015) refined these dimensions and then processed them again, such that they were eventually simplified into five dimensions, which are: 1) Direct evidence (tangibles) comprises physical premises, equipment, workers, and communication infrastructure. 2) Reliability refers to the capacity to perform promised services on time, accurately, and satisfactorily. 3) Responsiveness is the staff's eagerness to assist customers and give responsive service. 4) Assurance encompasses the staff's expertise, competency, courtesy, and trustworthiness in the absence of danger, risk, or question. 5) Empathy encompasses ease of interaction, effective communication, personalized attention, and understanding of consumer demands.

### ***Hypotheses Development***

#### ***Tangibles***

According to Kotler & Armstrong (2012), physical evidence, or tangible evidence, refers to the attractiveness of the company's physical facilities, equipment, and materials, as well as the look of its employees. Meanwhile, owing to Martini et al. (2018), tangibles are a company's capacity to establish its presence to third parties. Tangibles include physical appeal in the form of buildings that support student activities, new technology utilized to provide services, and the business like the appearance of employees, officials, and student affairs supervisors while delivering services.

Students will be delighted by the physical features that look appealing and prevailing; consequently, the better the physical evidence, the more satisfied students will be with the services and amenities provided. Then Setiono & Hidayat (2022) and Purwanti et al. (2019) investigated and discovered that tangible variables increased satisfaction. The hypothesis of this study occurs as follows:

H1 = Tangibles have a positive and significant effect on students' satisfaction at the Faculty of Da'wah and Communication Sciences.

### ***Assurance***

Assurance refers to employees' expertise and etiquette, as well as their capacity to convey trust and confidence (Purwanti et al., 2019; Wati et al., 2018). Assurance or guarantee refers to the capacity of students, administrators, and supervisors in the student affairs sector to increase students' faith in the student affairs work unit. Aside from that, student affairs are usually courteous and has the expertise and abilities required to answer any student query. The higher assurance, the more delighted students will be with the services given. Martini et al. (2018) found that partial assurances influence person satisfaction in completing tasks. Chege (2022) research findings alter if assurances are not used to assess someone's satisfaction. So, the hypothesis for this study is as follows:

H2 = Assurance has a positive and significant effect on students' satisfaction at the Faculty of Da'wah and Communication Sciences.

### ***Reliability***

Reliability is defined as the capacity to deliver promising services consistently and precisely (Indriya Himawan et al., 2023; Shukri et al., 2013). According to Martini et al. (2018) and Wael (2015), reliability refers to a company's capacity to provide services according to commitments accurately and consistently. Employees, authorities, and student affairs supervisors' reliability involves their capacity to offer proper services on time as scheduled. The greater the performance, the more satisfied students will be with the services offered. Isnaeni et al. (2019) reported that reliability has a direct effect on student satisfaction. The findings of the study have been confirmed by research (Purwanti et al., 2019; Setiono & Hidayat, 2022). So, the hypothesis for this study is given below:

H<sub>3</sub> = Reliability has a positive and significant effect on students' satisfaction at the Faculty of Da'wah and Communication Sciences.

### ***Responsiveness***

According to Kotler (2009), responsiveness denotes a readiness to assist consumers and deliver prompt service. Meanwhile, Purwanti et al. (2019) suggest that responsiveness is the ability to assist and give fast (responsive) and suitable service to customers by delivering concise details. Employees, administrators, and student affairs supervisors are responsive when it comes to providing services to students. Along with that, the services required by students may be delivered instantly. The student affairs department's responsiveness indicates

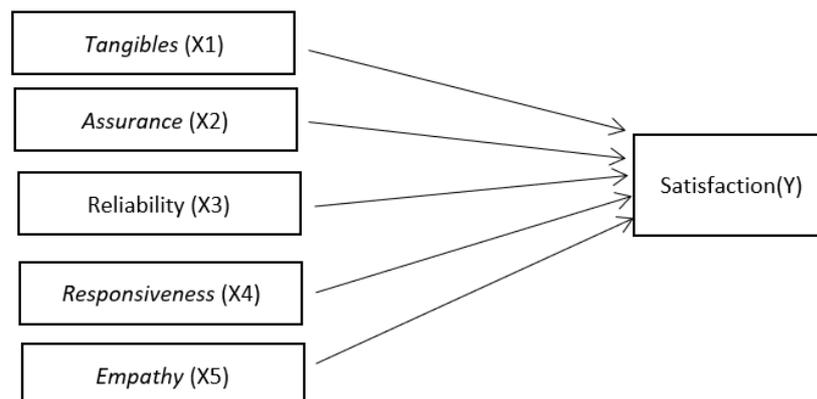
how satisfied students are with the services given. Shukri et al. (2013) found that responsiveness has a substantial impact on consumer satisfaction. These findings are corroborated by previous studies (Martini et al., 2018; Setiono & Hidayat, 2022). Therefore, the hypothesis is:

H<sub>4</sub> = Responsiveness has a positive and significant effect on students' satisfaction at the Faculty of Da'wah and Communication Sciences.

**Empathy**

As defined by Kotler (2009), empathy is the ability to show attention and provide personal care for customers. According to Setiono & Hidayat (2022), if a business understands the demands of consumers and acts in their finest interests, as well as offering personal attention to customers and maintaining convenient operation hours, empathy refers to the ability of employees, authorities, and student affairs supervisors to comprehend the needs of students and act in students' most beneficial interests, along with a commitment to offer personal attention to students. Furthermore, students have easy access to services due to flexible office hours. The greater the empathy, the more delighted the students become with the services offered. Several studies indicate empathy has a substantial impact on satisfaction (Martini et al., 2018; Purwanti et al., 2019; Setiono & Hidayat, 2022). So, the hypothesis is as follow:

H<sub>5</sub> = Empathy has a positive and significant effect on students' satisfaction at the Faculty of Da'wah and Communication Sciences.



**Figure 1. Theoretical Framework**

**METODE PENELITIAN**

The present research deployed descriptive quantitative research (Hakiki et al., 2023),

indicating that it used variables that are clear, measurable, and show a relationship between one variable and another. The results are explained using numerical values from specific statistical procedures. Quantitative research was found on the positivist concept of studying specific populations or samples, collecting data using specific tools, and analyzing the data using specific statistical processes (Antwi & Hamza, 2015).

The participants in this research were students from the Faculty of Da'wah and Communication Sciences at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Data was collected by distributing questionnaires with a Likert scale and organizing them in a systematic way. The purposive sampling approach was used to collect the data with the Taro Yamane formula employed to compute the sample size, with a precision level of 0.05 (5%) with a total population of 553 students. The sample size was 232, thus the researchers rounded it up to 235 students. Purposive sampling utilized in the research with active students from the Faculty of Da'wah and Communication Sciences decided as participants. Questionnaires in the form of a Google form were distributed to active students via WhatsApp, Instagram and personal email all collected 235 students.

The research's data analysis strategy was the Partial Least Squares (PLS) approach. The primary objective of PLS is to assist researchers in obtaining latent variable values for prediction purposes, expecting the effect of the dependent variable on the independent variable, and explaining the theoretical connection between the two variables (Antwi & Hamza, 2015; Zeng et al., 2021). According to Astrachan et al. (2014), the PLS SEM approach provides various advantages to CB SEM and is hence appropriate for the present research: 1) can potentially be utilized to foresee or develop new theories; 2) can be used on small datasets; 3) aligns with the recursive model for both recursive and reflective indicators; and 4) does not need normal data distribution (Zeng et al., 2021). The SmartPLS 3.0 is a data-estimating tool. The PLS testing is administered in three stages: 1. Evaluation of the Measurement Model (Outer Model); 2. Evaluation of the Structural Model (Inner Model); 3. Hypothesis Testing (Purwanto et al., 2020).

## **HASIL DAN PEMBAHASAN**

### **Respondents Analytical Descriptions**

The present research used numerous criteria to assess student satisfaction in the

Faculty of Da'wah and Communication Sciences, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. There are four nominal (categorical) variables: gender, student identification number, study program, and semester. According to respondent statistics, 74.8 percent of respondents were female, while 25.2 percent were male. There were 47.7 percent of responders with Reg. Number 20', 33.8 percent with Reg. Number 21, and 18.5 percent with Reg. Number 22'.

According to the data, 49.3 percent of respondents from the Da'wah Management Study Program, 27.5 percent from the Islamic Communication and Broadcasting Study Program, 18.4 percent from the Islamic Guidance and Counseling Study Program, and 4.8 percent from the Islamic Community Development Study Program were males. There were 47.7 percent of respondents in semester VII, 33.8 percent in semester V, and 18.5 percent in semester III.

### Evaluation of Measurement Models (*Outlier Model*)

#### Convergent Validity

The loading factor ( $\lambda$ ) values indicate convergent validity. The loading factor indicates the magnitude of connection between each measurement item (indicator) and its construct (latent variable). A loading factor or outer loading value in excess of 0.7 is considered ideal, indicating that the indicator is relevant in measuring the construct (latent variable). However, loading factors above 0.5 are acceptable. Convergent validity values can be obtained by examining the outer loading values on the variables and indicators (Afandi et al., 2021).

**Table 1. Convergent Validity Results**

Variables	Codes	Loadings	Description
Tangibles ( $X_1$ )	X1.1	0,779	Valid
	X1.2	0,811	Valid
	X1.3	0,778	Valid
	X1.4	0,796	Valid
	X1.5	0,767	Valid
Assurance ( $X_2$ )	X2.1	0,853	Valid
	X2.2	0,849	Valid
	X2.3	0,835	Valid
	X2.4	0,728	Valid
	X2.5	0,726	Valid

	X2.6	0,748	Valid
	X2.7	0,743	Valid
	X2.8	0,820	Valid
Reliability (X <sub>3</sub> )	X3.1	0,837	Valid
	X3.2	0,832	Valid
	X3.3	0,827	Valid
	X3.4	0,833	Valid
	X3.5	0,819	Valid
	X3.6	0,752	Valid
	X3.7	0,766	Valid
Responsiveness (X <sub>4</sub> )	X4.1	0,837	Valid
	X4.2	0,862	Valid
	X4.3	0,705	Valid
	X4.4	0,853	Valid
Empathy (X <sub>5</sub> )	X5.1	0,821	Valid
	X5.2	0,777	Valid
	X5.3	0,769	Valid
	X5.4	0,751	Valid
	X5.5	0,710	Valid
	X5.6	0,787	Valid
Satisfaction (Y)	Y.1	0,842	Valid
	Y.2	0,863	Valid
	Y.3	0,819	Valid
	Y.4	0,813	Valid
	Y.5	0,819	Valid

Source: Smart PLS 7.0 output (2023)

Looking at the test results, apparently all of the indicators met the standards, with the loading value higher than 0.7 and the AVE value more than 0.5.

### ***Composite Reliability dan AVE***

Composite reliability is calculated by looking at the output of the latent variable coefficients. The requirement for this output can be determined by two factors: Composite

Reliability and Cronbach's Alpha (Afandi et al., 2021). Composite Reliability and Cronbach's Alpha values are considered reliable and valid if they are greater than 0.70. If a construct fits these two requirements, it can be considered reliable or consistent in the research instrument. The most frequently employed average Variance Extracted (AVE) is 0.50. The Cronbach's Alpha, Composite Reliability, and AVE values can be used to assess reliability, with the findings shown in the table below:

**Table 2. Composite Reliability Value and AVE**

Variables	Cronbach's Alpha	Composite Reliability	AVE	Description
X1	0,913	0,929	0,623	Valid and Reliable
X2	0,862	0,897	0,593	Valid and Reliable
X3	0,888	0,918	0,691	Valid and Reliable
X4	0,913	0,930	0,657	Valid and Reliable
X5	0,831	0,888	0,667	Valid and Reliable
Y	0,847	0,890	0,618	Valid and Reliable

Source: Smart PLS 7.0 output (2023)

Following to table 2, the Cronbach's alpha and composite reliability values for each variable are >0.70, while the AVE value for all variables is >0.50, indicating that all variables meet all of the reliable criteria and are valid, enabling them to be used in structural model evaluation.

**Evaluation of the Structural Model (Inner Model)**

**Coefficient of determination (R<sup>2</sup>) and Predictive Relevance (Q<sup>2</sup>)**

The Coefficient of Determination effectively evaluates the model's ability to explain endogenous variance. The concept is known as the R-squared value. The inner model is a structural model that predicts causal links among latent variables.

**Table 3. R<sup>2</sup> and Q<sup>2</sup> Values**

Variable	R Square	R Square Adjusted
Satisfaction	0,652	0,644

Source: Smart PLS 7.0 output (2023)

Referring to the R-square results in table 3, the R-square value is 0.652, implying that 65.2% of student satisfaction variables are impacted by reliability, responsiveness, assurance, and empathy. Following to Zeng et al. (2021), The Q2 value can be utilized to evaluate how effectively the observed values are obtained by the model and its predicted parameters. The

Q-square value exceeds above zero, signifying that the model has excellent predictive significance. The Q-square score of 0.644 indicates that the predictive relevance model is good.

**Hypotheses Testing**

The significance test can be determined by looking at the t-statistical values and p-values whether a hypothesis is accepted or rejected. This research hypothesis test uses a two-tailed test so that the hypothesis is declared accepted if the t-statistics value is > 1.66 with p-values < 0.05 (Zeng et al., 2021).

**Table 4. Path Coefficients Output**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
X1 -> Y	0,139	0,143	0,057	2,443	0,015
X2 -> Y	0,233	0,244	0,086	2,716	0,007
X3 -> Y	0,248	0,236	0,100	2,475	0,014
X4 -> Y	0,184	0,181	0,079	2,328	0,020
X5 -> Y	0,112	0,108	0,056	1,993	0,047

Source: Smart PLS 7.0 output (2023)

As shown in Table 4, tangibles have a positive and significant effect on student satisfaction. The t-statistic value is 2.443 and the p-value is 0.015, indicating the value fulfills the significant requirements (t-statistic value <1.66 and p-value > 0.05). Therefore, hypothesis 1 is accepted. Assurance has a positive and significant effect on student satisfaction. The t-statistic value of 2.716 and p-value of 0.007 are likewise consistent with the criteria, indicating that hypothesis 2 is accepted. Hypothesis 3 is further accepted, with a t-statistic of 2.475 and a p-value of 0.014.

Then, hypotheses 4 and 5 were accepted, with hypothesis 4 having a t-statistic value of 2.328 and a p-value of 0.020. Hypothesis 5 has a t-statistic of 1.993 and p-value of 0.047.

The hypothesis is accepted as the t-statistic value is less than 1.66 and the p-value is more than 0.05. Responsiveness and empathy have a significant positive effect on student satisfaction at the Da'wah and Communication Sciences faculties.

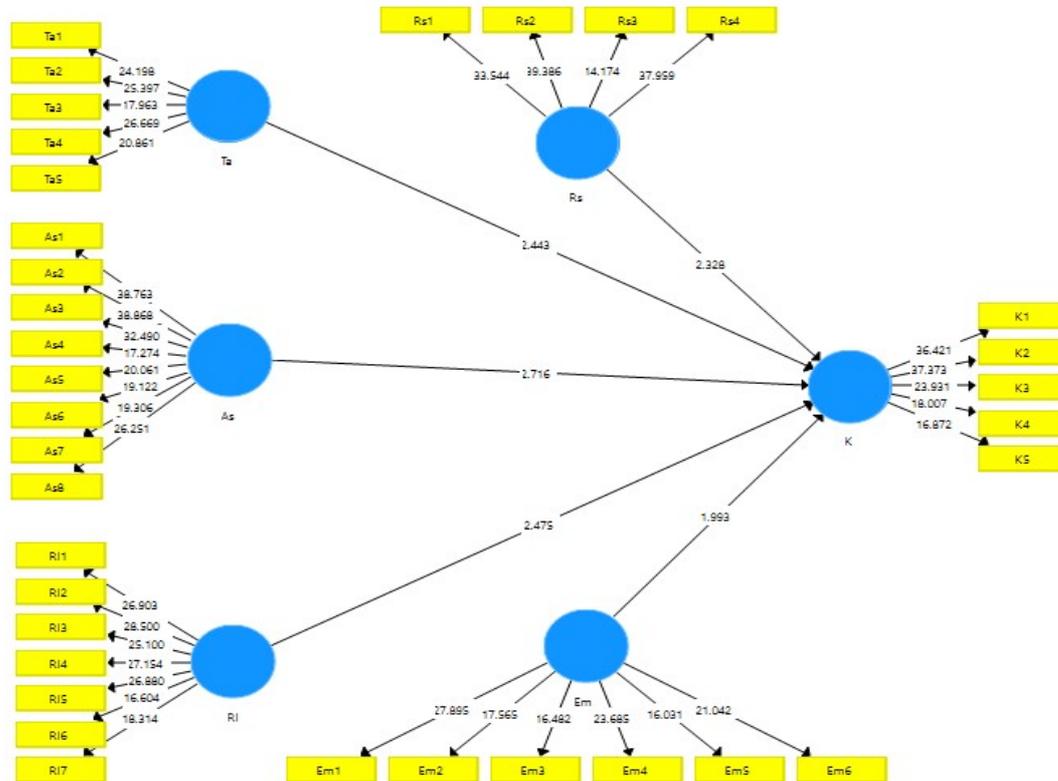


Figure 2. Outlier Model Research Model

### Discussions

The results revealed that the tangible variable has a positive and significant effect on student satisfaction at the Faculty of Da'wah and Communication Sciences. It was successfully demonstrated that tangibles increase student satisfaction. Rooms that are exquisitely organized, as well as the availability of extensive lecture and learning tools, are all key variables that might improve satisfaction among students (Martini et al., 2018). Students tend to be satisfied with the physical features that are appealing and modern; consequently, the better the physical evidence, the more satisfied students will be with the services and amenities provided. Students will be inclined to suggest the Faculty of Da'wah and Communication Sciences to the community as their satisfaction levels increase. In accordance with the findings from Setiono & Hidayat (2022) and Purwanti et al. (2019) that tangibles have a positive effect on satisfaction.

Assurance is also an essential factor for improving student satisfaction; research result has proven that this aspect has a significant beneficial effect on student satisfaction.

The assurance additionally entails that staff remains professional and has the expertise and abilities required to manage any customer inquiries or difficulties (Chege, 2022). Staff or lecturers that provide services in a reliable and precise way, keep it convenient to find comprehensive information, and provide outstanding service from each study program. By providing high-quality service, students will feel assured in their ability to attend lectures and complete assignments (Coman et al., 2020). It has been proven by Martini et al. (2018) that partial assurances influence individual satisfaction in accomplishing duties. Nevertheless, Chege (2022) results shape contrastively that assurances are not used to assess someone's satisfaction.

The reliability is equal as the preceding criteria. This is also a factor that leads to improved satisfaction among students, as proven by the accepted hypothesis. This can be revealed when staff or lecturers assist students in overcoming learning challenges. Students will be satisfied and delighted since their grievances or problems were successfully handled. The higher the reliability, the more satisfied students will be with the services given. The reliability has been shown to impact satisfaction (Isnaeni et al., 2019; Purwanti et al., 2019; Setiono & Hidayat, 2022).

Responsiveness has an essential function in improving student satisfaction. This is frequently displayed when staff or lecturers can immediately and clearly respond to students' inquiries, reply to academic issues, or accept student recommendations. These activities provide satisfaction and even a sense of intimacy between staff, lecturers, and students, analogous to that of parents and children. Shukri et al. (2013) claimed in his research that responsiveness has significant effects on customer satisfaction. The result has also been accepted by some previous research (Martini et al., 2018; Setiono & Hidayat, 2022).

Furthermore, empathy has significance in improving the satisfaction of students. Staff or lecturers can show this by enforcing the regulations equitably for all students at the Faculty of Da'wah and Communication Sciences, as well as providing services with a respectful attitude to all students. Students behave similarly to staff or lecturers while adhering to the norms established by the faculty. According to Purwanti et al. (2019) believes that empathy is providing sincere and individual or personal attention given to customers by trying to understand consumer desires. Researchers approve and have proven that empathy has a significant effect on satisfaction (Martini et al., 2018; Purwanti et al., 2019; Setiono & Hidayat, 2022).

## SIMPULAN DAN SARAN

Based on the data results obtained using Smart PLS, it can be concluded that all variables X, namely Tangible, Assurance, Reliability, Responsive, and Empathy, have a significant positive effect on Variable Y, specifically Student Satisfaction at the Faculty of Da'wah and Communication Sciences, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. This is predicated on a p value of <5%. Simultaneously, the factors Tangible, Assurance, Reliability, Responsiveness, and Empathy have a substantial influence on student satisfaction, with an R-squared of 65.2%.

The SERVQUAL model is useful as a standard for student satisfaction levels. It is expected that the findings of this research will help supervisors of student groups and staff increase their effectiveness in leading student activities and handling campus administration tasks. It is intended that the findings of this study could potentially be used to develop Standard Operating Procedures (SOP) for providing superior customer service in the main responsibilities and functions of work units at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

In order to improve the quality of services at the faculty of da'wah and communication sciences, they must improve the quality of contact with students by providing friendlier services, employing more staff, and analyzing students' perceptions of the services provided. Apart from that, all lecturers are strongly advised to provide transparency in the assessment process and pay more attention to punctuality in class attendance. And intensive guidance for each student.

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