Model of Development of Quality of Higher Education Services in Improving Student Satisfaction (Study at Muhammadiyah University Malang)

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ABSTRACT

The initial research that has been conducted aims to know the quality of college education services and know the possible quality of college education services to improve student satisfaction. In further research that has been conducted aims to determine the concept model of development of quality education services to improve student satisfaction, and create operational standards procedures (SOP) quality services education services that can be done to improve student satisfaction. In the initial study, the data collection technique used was questionnaire distributed to 255 respondents, with purposive sampling. The criteria used are active students, at least semester 3 in the Management Study Program. For further research is used focus discussion group to key person, namely faculty leaders and study programs, using quota sampling. Based on the results of the scale range obtained results, reliability, responsiveness, assurance, empathy, and physical evidence in the category of good. Based on the results of logit regression: simultaneously the dimension of service quality affects student satisfaction, while partially affecting student satisfaction is the conformity of curriculum and materials taught to the needs of students, assignments provided useful, academic supervisors have adequate competence, the existence of unit / insurance for students, care and special daily from lecturers / instructors to students who have academic difficulties, academic supervisors open consulting services for students, neatness and sympathetic lecturers / instructors, and academic officers. Based on the results of discussions with key persons, to improve student satisfaction, need to be improved and developed marketing mix of services through the resulting services, process, distribution, people, physical facilities.

Keywords: *quality of service, satisfaction, education services, students*

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INTRODUCTION

Referring to the important role of a college to produce competent graduates, who are able to compete in the global era, it is important to perform quality educational services. The success of higher education can be measured by the satisfaction of its students. Customer satisfaction of education services is one of the determining factors of the success of educator competencies (Faizal, 2012; Wijaya, 2012). Every institution will face challenges, how to better serve students (Ali et al., 2016; Saravanan, 2018). There are several reasons why learners must be able to meet their needs and desires (Sopiatun, 2010). Students are clients whose learning needs must be met by educators well (Eka et al., 2018; Suhardan, 2006).

The quality of service is a concept that causes debate, because of its definition and measurement, without any overall consensus emerging (Wisniewski, 2001). one commonly used to define the quality of service is the extent to which a service meets the needs and expectations of customers (Asubonteng et al., 1996). If the expectation is greater than the performance, then the quality of service felt is less satisfactory, so customer dissatisfaction will occur, and vice versa (Asubonteng et al., 1996; Baniya, 2018; Daniel et al., 2017). The quality of service is an important element for higher education institutions, to improve student satisfaction, such as research conducted in India (Krishnamoorthy et al., 2016; Saravanan, 2018), in Malaysia (Ali et al., 2016), in Africa (Daniel et al., 2017), in the UAE (Datta &Vardhan, 2017), and in the UK (Kawshalya, 2016).

As a result of the initial research, the quality of service covering reliability, responsiveness, empathy, assurance, and physical evidence fall into the good category. If it is associated with a major gap in the concept of service, then the gap between consumer expectations and perception of the services provided, as a result of the influence exerted from the customer side and the shortcomings (gaps) on the part of service providers (Gap 5). It can also be said that there is a difference between customer expectations and employee perceptions as a result of differences in understanding customer expectations by frontline service providers (Gap 6).

This is supported from the results of initial research based on logit regression analysis. Simultaneously stated that the quality of service described through its indicators is based on student satisfaction. Partially affecting student satisfaction is the suitability of the curriculum and materials taught to the needs of students, assignments given useful lecturers, academic supervisors have adequate competence, the existence of insurance / compensation for students, care and special attention from lecturers / instructors to students who need special attention, academic supervisors open consulting services for students who have academic difficulties, neatness and sympathy lecturers, instructors and administrative officers. Not all indicators in the dimension of service quality partially affect student satisfaction.

LITERATURE REVIEW

Customer satisfaction is a person's feeling of pleasure or disappointment as a result of pwe comparison between perceived and expected achievements or products. The emergence of dissatisfaction with a company, namely because: not in accordance with expectations with the reality experienced, services during the process of enjoying unsatisfactory services, personal behavior is less pleasant, atmosphere and physical

conditions of the environment are not supportive, costs are too high, promotions or advertisements are too good not in accordance with reality.

Factors that affect customer satisfaction if associated with service, then there are five factors namely reliability, reliability, confidence, empathy and tangible factors (Yuliarmi &Riyasa, 2007). To create customer satisfaction, a company must meet the most important consumer needs called "The Big Eight Factors"(Musanto, 2004; Rahmawati, 2013). In general, these factors are divided into three categories. First, factors related to the product, such as product quality, the relationship between value to price, product form, and reliability. Second, factors that relate to the service, such as: guarantees, responds to the way of problem solving. Third, factors related to the sales experience, such as employee experience and convenience and convenience.

Student satisfaction is a condition of fulfilling the wishes, expectations, and needs of students. Student satisfaction is the positive attitude of students towards the service of higher education institutions because of the conformity between the expectations of the service compared to the reality received (Srinadi &Nilakusmawati, 2008). The quality of service has a positive impact on customer satisfaction and so far the service provided by the institution in general is good (Ali et al., 2016). There are 14 indicators that must be maintained and their performance dominated by physical evidence, then the dimensions of assurance, empathy, responsiveness, and reliability (Eka et al., 2018). Indicators that are considered very important but low satisfaction are weak Wi-Fi signal in every class, incomplete book referrals in the library, cleanliness of mushola and toilets need to be improved (Eka et al., 2018). All indicators of factors that affect student satisfaction lie in one category of satisfaction level, namely the satisfaction category. These factors are related to services, including academic services of lecturers and administrative employees in the category of satisfied. Factors related to the professionalism of lecturers, ease and comfort with indicators of professionalism of lecturers, ease of access to academic information and comfort of students in the learning process, also in the category of satisfied. In accordance with the level of satisfaction, the dominant indicator of satisfaction is the professor's professionalism (Rahmawati, 2013). Other research states that factors that affect student satisfaction are the quality of service, image, perceived value, and costs felt by students (Dib & Alnazer, 2013).

Customer satisfaction is a person's feelings of pleasure or disappointment, as a result of a comparison between perceived and expected achievements or products (services) (Alma, 2012). The emergence of customer dissatisfaction with a company, due (Alma, 2012; Rustami et al., 2016): (1) Not in accordance with expectations with the reality experienced, (2) Service during the process of enjoying unsatisfactory service, (3) Personnel behavior is less pleasant, (4) The atmosphere and physical condition of the environment that does not support, (5) The cost is too high, because the distance is too far, a lot of time is wasted and the price is too high, (Promotions or ads are too good to be incompatible with reality.

There are six indicators of consumer satisfaction, among them (Tjiptono, 2011): (1) Overall customer satisfaction. Satisfaction is measured based on the product or service of the company concerned and compares with the overall satisfaction level of the competitor's product or service. (2) Dimension of customer satisfaction. Identify key dimensions of customer satisfaction and ask them to rate products or services based on specific items, such as service speed, service facilities or staff friendliness, and determine the dimensions that are most important in assessing overall customer satisfaction. (3) Contingency of hope. Satisfaction is not measured directly, but concluded based on

conformity / discrepancy. (4) Repurchase interest. Customer satisfaction is measured based on customer behavior, whether to shop or use the company's services again. (5) Willingness to recommend. Willingness of customers to recommend products or services to friends or family. In the case of the product repurchase relatively long or not only occurs one-time purchase, (6) Customer dissatisfaction. These customer dissatisfactions include: complaints, returns, warranty costs, product recalls, negative gearing and consumers turning to competitors.

Quality is a dynamic condition related to products, services, human resources, processes, and environments that meet or exceed targets (Tjiptono &Chandra, 2005). Services are actions or performance offered by one party to another, which are essentially intangible and do not result in ownership of anything (Kotler &Keller, 2016). The quality of service is defined as the effort to fulfill the customer's wishes and the accuracy of the delivery of services in order to meet customer expectations. Service quality must start from customer needs and end with customer satisfaction and positive perception of service quality (Tjiptono &Chandra, 2005). Characteristics of services, can be described as follows (Peter, J. Paul &Olson, 2014): (1) Intangibles. Intangible services such as physical products, which cause service users to be unable to see, smell, see, hear and feel the results before they consume them, (2) Inseparable. Services cannot be separated from the source, meaning that the services are produced, consumed simultaneously at the same tim, (3) Vary. The services provided are often fickle. It depends on who presents it, when, and where the service is presented. (4) It doesn't last long. Services cannot be stored for a certain period of time, easily destroyed so it cannot be sold in the future.

Five dimensions of service quality arranged in order of relative importance (Parasuraman et al., 1985; Tjiptono, 2011; Tjiptono &Chandra, 2005), i.e.: (1) Physical evidence. With regard to the attractiveness of physical facilities, equipment and materials used by the company as well as the appearance of employees. (2) Reliability. The company's ability to provide accurate service from the first time, without making any mistakes and delivering its services in accordance with agreed time standards. (3) Responsiveness. The willingness and ability of employees to help customers and respond to their requests, as well as to inform when services will be provided, provide services quickly. (4) Guarantee. The behavior of employees who are able to grow customer trust in the company, and the company can create a sense of security for its customers. (5) Empathy. The Company understands the problems of its customers and acts in the interests of customers, as well as giving personal attention to customers, having comfortable operating hours.
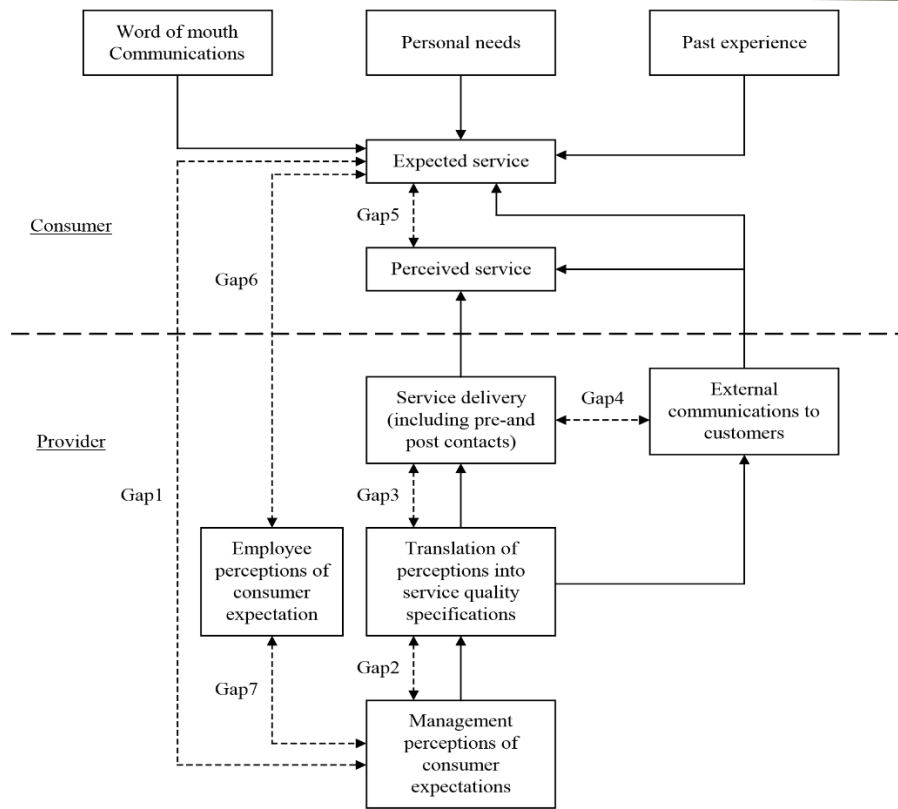
Source: Curry (1999); Luk & Layton (2002) Parasuraman et al., (1985)

Figure 1. Model of service quality gaps

Based on the description above, it can be described the model of service quality development to improve student satisfaction as in figure 2:
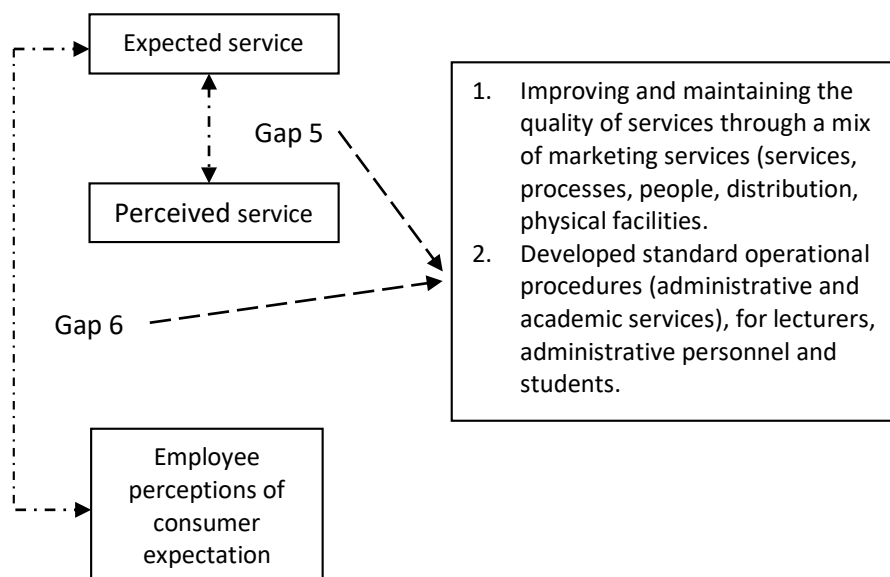

Figure 2. Service quality development model to improve student satisfaction

RESEARCH METHOD

The population in the initial study was all active students, at least semester 3 in the Management Study Program, Faculty of Economic and Business, Muhammadiyah Malang University (FEB UMM). Purposive sampling is used to take a number of samples as many as 255, obtained from 5 times 51 (number of indicators). This is in accordance with the opinion that the number of samples is at least 5 times the number of indicators used in the study (Hair, Joseph F., 2010). Questionnaires are used to collect data from students as respondents. In the next study, using focus group discussion, which were conducted on key persons, namely the leader in the FEB UMM environment using quota sampling. (Hair, Joseph F., 2010; Malhotra, 2006).

Indicators of the quality dimension of services used as follows: First is reliability, the ability of the company to provide accurate services from the first time without committing any mistakes and delivering its services in accordance with the agreed time, with indicators: Conformity of curriculum and materials taught with needs (X1.1), Schedule and accurate learning process (X1.2), Assessment of objective learning outcomes (X1.3), Implementation of timely education (X1.4), The learning plan (syllabus) has been delivered by lecturers at the beginning of the meeting (X1.5), the learning plan has been carried out well (X1.6), The discussion and Q&A take place face-to-face (X1.7), The material delivered is easy to understand well (X1.8), The task given by the lecturer is useful (X1.9), The material delivered by the current lecturer (scientific journal, reference of the latest book) (X1.10), Academic guidance lecturers have adequate competence (X1.11).

Second, responsiveness: the willingness and ability of employees to help consumers and respond to their requests, as well as inform when services will be provided and then provide services quickly, with indicators: Alertness of administrative officers (X2.1), Provide information clearly and quickly (X2.2), Provide a quick reaction and responsiveness to complaints (X2.3), The administration serves with a smile / friendly (X2.4) Information provided part clear and easy to understand administration (X2.5), The existence of operational standards of service procedures to students (X2.6), Libraries have good book borrowing procedures (X2.7), Information System tracking books / journals / thesis in the library is well organized (X2.8).

Guarantee: employee behavior that is able to grow consumer confidence in the company and the company can create a sense of security for its customers. Employees are always polite and master the knowledge and skills needed to handle every question or problem of consumers, with indicators: , competency science owned by lecturers/ instructors (X3.1), Mastery of teaching methods (X3.2), Control of emotions of instructors / lecturers (X3.3), Politeness and respect of administrative officers (X3.4), Facilitating activities of interest and sports talent, arts, social and spiritual (X3.5), Facilitating students to participate in academic and non-academic competitions (X3.6), Providing internship information, learning exchanges and job openings (X3.7), Facilitating student creativity program activities (X3.8), The existence of insurance/

disaster compensation (accident / news of grief) for students (X3.9), Access to scholarships / assistance for underprivileged students and outstanding students (X3.10), Facilitating the development of personality and leadership (X3.11).

Empathy: the company understands the problems of its consumers and acts in the interests of consumers, as well as giving personal attention to consumers and has comfortable operating hours, with indicators: Familiarity of lecturers / instructors (X4.1), Friendliness of administrative officers (X4.2), Concern and special attention from lecturers / instructors to students who need special attention. (X4.3), Academic guidance lecturers are easy to find (X4.4), Academic guidance lecturers open consulting services for students who have difficulty about academics (X4.5), Lecturers are easily contacted through communication tools / social media (X4.6), Faculty provides dispensation permits in the learning process (face-to-face) for non-academic students (X4.7), Employees help students who have difficulty getting services ($X_{4.8}$).

Physical evidence: relating to the attractiveness of physical facilities, complete equipment / equipment, materials used by clean companies, as well as the appearance of neat employees, with indicators: Completeness of practical facilities (laboratory) (X5.1), Sophistication of practical tools (X5.2) Availability of teaching aids (multimedia) (X5.3), Cleanliness and comfort of classes / buildings (X5.4), Neatness and sympathy of lecturers / instructors (X5.5), Neatness and the sympathy of administrative officers (X5.6), the existence of slide show facilities, whiteboards and markers in the lecture process (X5.7), The presence of comfortable, neat seating and adequate light lighting space (X5.8), References and academic books in the library are very complete and up to date nationally and international (X5.9), Student Toilet clean (X5.10), Mushola clean neat and comfortable (X5.11), The existence of Wi-Fi facilities with a strong signal (X5.12), All computers in the computer lab function well (X5.13). While in the variable satisfaction, namely positive or negative responses experienced by respondents (students), using the answer satisfied or dissatisfied. To answer the problem formulation in the initial research used scale range (Umar, 2011), logit regression (Malhotra, 2006). Scale range formula:

$$RS = \frac{n(m-1)}{m}$$

Description: n = number of samples; m = number of alternative answers per item.
$$RS = \frac{255(5-1)}{5} = \frac{255x4}{5} = \frac{1020}{5} = 204$$

Table 1. Service Quality Dimension Scale Range

Scale range	Description *)				
	Reliability	Responsiveness	Guarantee	Empathy	Physical evidence
255.0 – 459.0	Very unable	Very unresponsive	Very unsecured	Very un-empathetic	Very Bad
459.1 – 663.1	Not reliable	Unresponsive	Not guaranteed	No empathy	Bad
663.2 – 867.2	Quite reliable	Quite responsive	Quite guaranteed	Enough empathy	Pretty good
867.3 – 1071.3	Reliable	Response	Guaranteed	Empathy	Good
1071.4 – 1274.4	Very reliable	Very responsive	Very guaranteed	Very empathetic	Excellent

Logit regression is an approach to the prediction model as is linear regression. The difference is that, in logit regression, the bound variable is scaled dichotomy. The equation formula of logit regression model, is:

$$\hat{Y_i} = P(x_i) = \frac{1}{1 + e^{-(\beta 0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{31i} + \beta_4 X_{32i})}}.$$

RESULT AND DISCUSSION

In the initial study, the average scale range results on reliability variables were 930.64, responsiveness variables were 914.50, guarantee variables were 945.45, empathy variables were 941.25 and physical evidence variables were 947.38. These results fall into either category. It means that the variables of reliability: curriculum and materials taught are in accordance with the needs, schedules and learning processes are accurate, assessment of learning outcomes has been objective, the implementation of education is on time, the learning plan has been delivered at the beginning of the meeting, the learning plan has been carried out well, the discussion and question and answer, the material delivered is easy to understand, the task given by lecturers is useful, the materials provided by lecturers are now , and academic supervisors have adequate competencies.

On the variable responsiveness of the administration officer is good, the administrative officer gives information clearly and quickly, the administrative officer gives a quick reaction to the complaint, the administrative department serves with a smile / friendly, the information provided by the administration is clear and easy to understand, there is an operational standard of service procedures to good students, the library has a good book lending procedure, the information system tracking books / journals / thesis in the library is well organized. On variable guarantee: scientific competence owned by lecturers / instructors both, instructors / lecturers master teaching methods well, instructors / lecturers are able to control their emotions well, administrative officers are polite and respectful, institutions facilitate interests and talents (sports, arts, social and spiritual) well, institutions facilitate students to follow academic and non-academic complexities well, institutions provide internship information (including learning character, and job openings), facilitate student creativity activities well, the existence of insurance / disaster compensation, access to scholarships / assistance for students who are not able and students excel, facilitate personality development and leadership well.

On the variables of empathy: there is familiarity of lecturers / instructors, friendly administrative officers, care and special attention from lecturers / instructors for students who need it, academic supervisors are easy to find, academic supervisors open consulting services for students who have difficulties about academics, lecturers are easily contacted through communication tools, institutions provide dispensation permits in the learning process (face-to-face) if students need, employees help students who have difficulty getting services. On the variables of physical evidence: a complete means of practice (laboratory), sophisticated practical tools, available good teaching aids (multimedia), clean and comfortable classes / buildings, neat and sympathetic lecturers / instructors, neat and sympathetic administrative officers, good facilities in the lecture process (slideshows, whiteboards, markers and so on), comfortable and tidy seating and good room lighting, references in a complete and update library, clean toilets, comfortable and tidy mushola, Wi-Fi facilities with strong signals, computers in a well-functioning laboratory.

Table 2. Omnibus Tests of Model

		Chi-square	df	Sig.
Step 1	Step	157,921	51	0,000
	Block	157,921	51	0,000
	Model	157,921	51	0,000

Table 3. Model Summary

tep	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
	79,739[a]	0,462	0,762

a. Estimation terminated at iteration number 9 because parameter estimates changed by less than ,001.

The chi square value of the Omnibus Test of Model Coefficients shows that independent variables (service quality – reliability, responsiveness, assurance, empathy and physical evidence) have a noticeable influence on the model, meaning that the model is declared FIT. The value of P value test Wald shows that partially variable quality of service that includes: conformity of curriculum and materials taught to the needs of students (X1.1), assignments given by useful lecturers (X1.9), academic supervisors have adequate competence (X1.11), the existence of insurance / compensation for students (X3.9), care and special attention from lecturers / instructors to students who need special attention (X4.3), academic guidance lecturers open consulting services for students who experience difficulty about academic (X4.5), neatness and sympathy of lecturers / instructors (X5.5) and neatness and sympathy of academic officers (X5.6) affects the variables of student satisfaction. From the results R square value shows that the variable quality of service is able to explain student satisfaction by 76.2%.

Tabel 4. Hosmer and Lemshow Test

Step	Chi-square	df	Sig.
1	14,304	8	0,074

Similarly, the results of the Hosmer and Lemshow Test through chi square state that there is no difference between the model and its observation value, meaning that the model formed is correct.

Table 5. Classification Table

			Predicted		
Observed			Y		Percentage
			0,00	1,00	Correct
Step 1	Y	0,00	36	9	80,0
		1,00	7	203	96,7
	Overall Percentage				93,7

*The cut value is ,500

Based on the results of classification table from the number of respondents (students) who are not satisfied as many as 45 people, it turns out that the really dissatisfied as many as 36 people and who should be dissatisfied but satisfied as many as 9 people. Of the students who expressed satisfaction as many as 210 people, it turned out that the total satisfied as many as 203 people and should be satisfied but not satisfied as many as 7 people. The results showed that the accuracy of this model was 93.7%, which can be known from the overall percentage value. Based on further research, according to the results of discussions with faculty and study program leaders, it can be explained, that to improve student satisfaction related to the quality of services provided by institutions (universities, in this case Management Program for example) (Bunce et al., 2016; Dib & Alnazer, 2013; Eka et al., 2018; Santini et al., 2017; Srinadi & Nilakusmawati, 2008),

judging by the marketing mix, it is necessary: Product (1) Standardization of regular and practicum learning methods. (2) Standardization of modules (the existence of semester learning plans or laboratory learning plans). (3) Learning or curriculum-based outcomes (graduate learning achievements), need to update the curriculum (content of learning courses adapted to real conditions. (4) Credit transfer or transfer study *(Belajar Merdeka Kampus Merdeka),* not only in general basic courses, but also interest courses (in accordance with 4 areas of interest in the Management study program). (5) Learning in the laboratory is adjusted to *Standard Kompetensi Kerja Nasional Indonesia (SKKNI).* (6) Computer courses are reviewed for content (in accordance with management programs)

Process (1) The learning process is blended learning (offline or online), to deal with all situations. (2) Learning process by bringing practitioners / professionals to improve competencies (soft skills) for students. (3) The learning process uses a variety of learning methods, such as when offline or online (or merging among them). Distribution is learning resources not only from text books or reference books, but from the results of research or devotion conducted by lecturers. Person (1) Improving the ability to write articles / publications nationally and internationally for lecturers / instructors, periodically, to be competent in providing examples on the learning process conducted. (2) Lecturers / instructors use text books, research results and devotion to examples in the learning process in the classroom (offline or online). (3) Improving the ability to write articles / publications for students. (4) Excellent service by all parties (lecturers/instructors and administrative personnel). Physical evidence (1) Internet facilities for adequate online learning process are required. (3) Adequate laboratory facilities (Management program) are required.

CONCLUSION

The conclusions of this study based on the results of the scale range are reliability is the ability of higher education institutions (Management Program) to provide accurate services since the first time doing any mistakes and delivering their services in accordance with the agreed time is good (reliable). Responsiveness, the willingness and ability of employees to help students and respond to their requests, as well as inform when services will be provided and then provide services quickly is good. In guarantee aspect, employees are able to foster student trust in higher education institutions (Management Program), institutions are able to create a sense of security for their students, employees are polite and master the knowledge and skills needed to handle every question or problem students are good. Moreover, in empathy aspect the institution understands the problems of its students and acts in the interests of students, as well as giving personal attention to the students and having comfortable operating hours is good. Physical evidence including physical facilities, complete equipment/ equipment, materials used by clean institutions, as well as the appearance of neat employees are good.

Based on the results of logit regression analysis simultaneously or simultaneously variable quality of service affects the satisfaction of students, while partially affecting student satisfaction is the conformity of curriculum and materials taught to the needs of students (X1.1), assignments given by useful lecturers (X1.9), academic supervisors have adequate competence (X1.11), the existence of insurance / disaster compensation for students (X3.9), care and special attention from lecturers /instructor to students who need special attention (X4.3), academic guidance lecturers open consulting services for

students who experience difficulty about academic (X4.5), neatness and sympathy of lecturers / instructors (X5.5) and neatness and sympathy of academic officers (X5.6).

Based on the results of focus discussion group with faculty and study program leaders, it can be explained, that to improve student satisfaction related to the quality of services provided by institutions (universities, in this case Management Program for example) (Bunce et al., 2016; Dib &Alnazer, 2013; Eka et al., 2018; Santini et al., 2017; Srinadi & Nilakusmawati, 2008), judging by its marketing mix, as follows: (a) In The Service (product), it is necessary to: (1) Standardization of regular and practicum learning methods, (2) Standardization of modules (the existence of semester learning plans or laboratory learning plans), (3) Learning or curriculum-based outcomes (graduate learning achievements), need to update the curriculum (content of learning courses adapted to real conditions, (4) Credit transfer or transfer study (Belajar Merdeka Kampus Merdeka), not only in general basic courses, but also interest courses (in accordance with 4 areas of interest in the Management study program), (5) Learning in the laboratory is adjusted to SKKNI (the desired competency for graduates in the Management Study Program), (6) Computer courses are reviewed for content (in accordance with management programs)

(b) In process, developed: (1) The learning process is blended learning (offline maupu online), to deal with all situations, (2) Learning process by bringing practitioners / professionals to improve competencies (soft skills) for students, (3) The learning process uses a variety of learning methods, such as when offline or online (or merging among them), (4) In Distribution, used: Learning resources not only from text books or reference books only, but from the results of research or devotion conducted by lecturers. (c) In Person, it is expected that: (1) Improving the ability to write articles / publications nationally and internationally for lecturers / instructors, periodically, to be competent in providing examples on the learning process conducted, (2) Lecturers / instructors use text books, research results and devotion to examples in the learning process in the classroom (offline or online), (3) Improving the ability to write articles / publications for students, (4) Excellent service by all parties (lecturers/instructors and administrative personnel). (d) In physical facilities, it is necessary to: (1) Internet facilities for adequate online learning process, (2) Adequate laboratory facilities (Management program).

The model of service quality development that can improve student satisfaction is: Based on logit regression equation:

$$ln\frac{\hat{p}}{1-\hat{p}} = -26,468 + 1,987X_{1.1} - 2,731X_{1.9} + 2,358X_{1.11} + 1,726X_{3.9}$$
$$+ 2,004X_{4.3} + 1,388X_{4.5} - 1,839X_{5.5} + 1,830X_{5.6}$$

Based on the service quality gap model approach developed by Parasuraman et.al. (1985), which is adapted to the condition of the object studied (figure 4.). The development of operational standards of procedures on administration and academics, for lecturers / instructors, employees (administrative personnel), and students.

The advice that can be given to faculty leaders and study programs are: (1) Conduct competency training for lecturers / instructors in accordance with their fields of science. (2) Hold regular workshops on curriculum based on technology 4.0 or 5.0, and Indonesian National Work Competency Standards. (3) Socialize periodically the transfer of studies or credit transfer to students. Conducting guest lectures/webinars for students on a regular basis, nationally and internationally. (4) Disseminating Standard Operating Procedures to administration personnel, lecturers and students on administration and academics. Based on the results of the research described in the conclusion above, it was obtained that not

all variable quality of service affects student satisfaction. Therefore, it is necessary to use different analysis tools, added other variables, and added the number of respondents.

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