

MEASURING STUDENTS SATISFACTION TOWARDS STATE POLYTECHNIC OF CILACAP SERVICE QUALITY (SERVQUAL)

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ABSTRAK

Penelitian ini merupakan penelitian yang ditujukan untuk mengetahui kualitas pelayanan (SERVQUAL) di Politeknik Negeri Cilacap (PNC) terhadap kepuasan mahasiswa. Metode yang digunakan pada penelitian ini adalah menggunakan *Importance Performance Analysis*, Teknik ini akan menganalisis *Frequency & Descriptive* untuk menggambarkan *gap* (kesenjangan) antara kepentingan dengan kinerja/kepuasan pelanggan terhadap kepuasan pelayanan PNC. Implikasi hasil penelitian dari diagram kartesius dan analisis *Customer Satisfaction Index* (CSI) dapat disimpulkan bahwa PNC perlu melakukan perbaikan kinerja pelayanan atau ServQual. Melalui perhitungan CSI, diperoleh nilai sebesar 62,61% yang menunjukkan bahwa kepuasan Mahasiswa “Cukup Puas”.

Kata kunci : Kualitas Pelayanan (SERVQUAL), Kepuasan, dan *Importance Performance Analysis*.

ABSTRACT

This research is a research to measure the service quality (SERVQUAL) at State Polytechnic of Cilacap towards students' satisfaction. Method used in this research is by using Importance Performance Analysis. This technique used analysis in Frequency & Descriptive to describe the gap between the importance and customers' satisfaction/performance towards PNC's service satisfaction. The effect of this research was shown in Cartesian coordinate system and Customer Satisfaction Index (CSI) analysis. From the result of them, it can be concluded that PNC needed to improve its service quality (ServQual). The result of this calculation showed that 62,61% of the students showed "Somewhat Satisfied" in the students' satisfaction option.

Keywords : Service Quality (SERVQUAL), satisfaction, Importance Performance Analysis.

INTRODUCTION

Higher education institution is an institution that runs in the education service. Zethaml and Bitner in Buchari Alma (2005: 3) state “service in all economic activities in which the results are not in the physical products or constructions, which commonly produce and consume and give added value to consumers (e.g. pleasure, fun, or health).” From the explanation above, it is clearly seen that there

is interaction between customer and producer in giving service, though not all parties realize it. Service is not in form of a product, but service is invisible process of activity (Lupiyoadi, 2006: 6). The Regulation on National Education System No. 20/2003 states the meaning of education as “planned and conscious activity to create learning atmosphere and process to make students actively develop their potential to have strong religious, self-control, personality, intelligence, sincerity, and ability needed to themselves and the society.”

The education development nowadays is not seen in the education basis only, but also in the entrepreneur basis, in which the main consumers of higher education institution are students and society. All higher education institutions need to improve themselves to compete with other higher education institutions, both national higher education institutions and international higher education institutions, moreover in the Asean Economic Society.

One of the key success of higher education institution is not only measured by the number of the students, but also good governance as one solution to good service to make students, as the output quality, feel satisfied to the higher education institution performance. Alwi (2015) explains the main reason affected customer to change a company or institution is that bad service. 75% of it is caused by bad service, 11% of it is caused by unsatisfied feeling to products, 7% finds cheaper price, and the other 7% is the rest. Natalisa (2007) puts customer service quality as the most important factor. This factor can increase performance and competitiveness of higher education institution among the higher competition level nowadays.

Marketing strategy that focuses on the customers understands and fulfills customers' needs and behavior to achieve customer satisfaction. Customer satisfaction needs to be put on the first place because it affects company's' selling. Kotler and Armstrong (2003: 48) state that a satisfied customer is going to buy again to us, and he shares his good experience to other customers about the product. Tjiptono (2005: 19) states that the customer satisfaction affects some crucial aspects, such as the increasing customer loyalty, the increasing company's name,

the lower of the price, the less future transaction fee, and the increasing of employees' efficiency and productivity.

Good service is a strong basis to deal with students' needs towards various information. This service makes the institution fulfill the students' need to meet students' expectation. Wyckof in Tjiptono (2005: 260) argues that the service quality is an expected excellence towards control of the excellence to meet customers' need. In other words, there are two main factors that affect the service quality, i.e. expected service and perceived service.

Pasuraman (1988) in Lupiyoadi (2006: 182) states the calculation model of service quality is SERVQUAL (Service Quality) model. Lupiyoadi (2006: 182) explains that the model is a calculation model that uses as the marketing research basis. The SERVQUAL model identifies five dimensions in the service quality, i.e. 1) physical evidence (tangible), including physical activity, equipment, employees, and communication media; 2) reliability, i.e. the ability to give good service; 3) responsiveness, i.e. the willingness of the employee to help customer and give solution to it; 4) assurance, including ability, politeness, and responsibility of the employee, free of risk; 5) empathy, including good communication.

REVIEW OF RELATED LITERATURE

The Definition of Service Quality

A company's success is always related to the concept of service quality. Quality is the main factor in the success and development of the managerial and engineering programs implementation to achieve business goal. It is not easy to define quality. Josep M. Juran in Tjiptono (2004: 11) defines quality as fitness for use. This definition puts emphasis on the orientation to the fulfillment of the customer expectation. Service quality can be defined as the comparison between the expected service and the perceived service (Parasuraman, Zeithami, and Berry, 1988: 240).

Tjiptono (2004: 51) states that the service quality is an abstract concept. Kotler (1997: 115) defines that the definition is caused by four unique characteristics, i.e. invisible, can be separated between production and

consumption, unstandardized output, and can be kept in longer period. There are two main factors that affect the service quality, i.e. the expected service and the perceived service. If the perceived service meets the customer expectation, the service quality is regarded ideal, and vice versa.

It can be concluded that the service quality is the difference between the expected service and the perceived service of the students towards the service at PNC. The service quality can be found out by comparing the customer's perception of the perceived service and the expected service. Service quality is one major focus for the company, which involves all resources in the company.

Service Quality (SERVQUAL) Dimension

Pasuraman (1988) in Lupiyoadi (2006: 182) identifies five SERVQUAL dimensions, i.e. 1) physical evidence (tangible), including physical activity, equipment, employees, and communication media; 2) reliability, i.e. the ability to give good service; 3) responsiveness, i.e. the willingness of the employee to help customer and give solution to it; 4) assurance, including ability, politeness, and responsibility of the employee, free of risk; 5) empathy, including good communication.

Customer Satisfaction Concept

One of the key factors to a company's success is the ability to give service quality to meet customer satisfaction. The satisfaction achievement is a simple, complex or complicated process. The role of each individual in the service encounter is crucial in shaping the satisfaction. To understand customer satisfaction well, a company needs to understand the causes of satisfaction. Goesth and Davis in Yamit (2002: 8) define quality as a dynamic condition related to product, service, human, process, and environment that meet the expectation.

Factors affected customer attitude are culture, social, personal, and psychological factors. Those directly affect customer's want. One's personality also affects the perception and motivation to something. The service quality dimensions need to be well-planned, though it is not an easy one. There is a gap between organization and customer in doing it because of the different perception in terms

of the service. Parasuraman et. al. (2004) did research on customer perceived quality on four service industries, and they identified five gaps. The gaps can be drawn as follows:

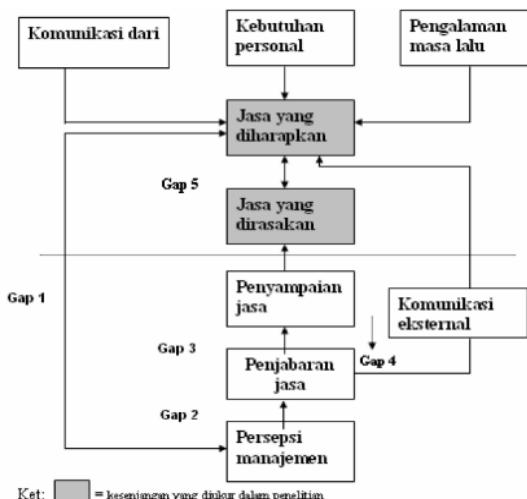


Figure 1: Model Quality of Service (Gap Model)

The gap between customer expectation and management perception. In fact, management did not always clearly understand customer's want. In effect, the management did not know how to design the proper service. The gap between management perception and service definition. Management understands what customers want, but it cannot manage a clear performance standard. It can be caused by three factors, i.e. no total commitment of the management towards the service quality, less resources, and more demand. The gap between service quality specification and service order. There are some causes of this gap, e.g. unskilled employee, more workload, did not meet performance standard, and did not want to meet the standardized performance. The gap between service order and external communication. Sometimes, customer expectation is affected by advertisement and statement. The risk of it is the company somehow did not meet the statement made. The gap between the perceived service and the expected service. This gap happened if the customer measures a company's performance in different way, or there is misconception of the service quality.

Kotler (2000) states “customer satisfaction is a person’s state of satisfied or unsatisfied after comparing the perceived performance with the expected performance.” Satisfaction is a comparison between experience and evaluation. The state of satisfaction is not an emotion, but it is merely a form of evaluation of emotion. Tjiptono (2004: 146) states that customer’s satisfaction level is a customer response towards the evaluation between the expectation and real performance of the product.

CONCEPTUAL MODEL

The conceptual model used in this research can be drawn in Figure 2 below:

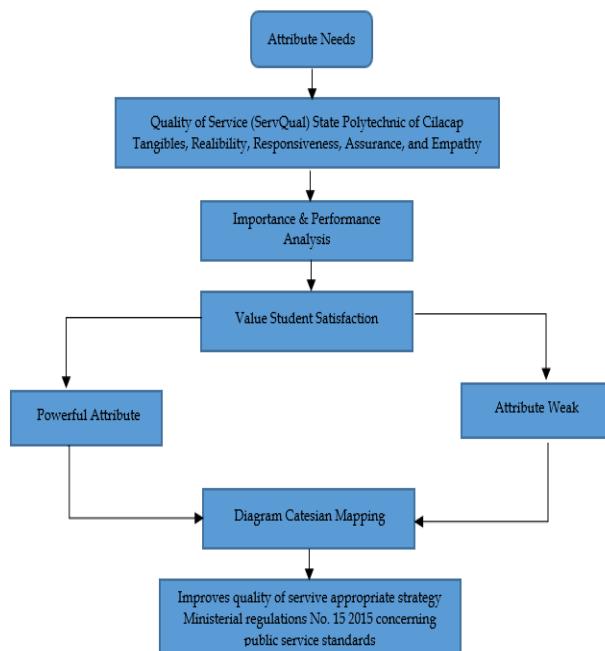


Figure 2: Conceptual Model Research

Need attribute in the research is based on the quality dimensions, i.e. reliability, responsiveness, assurance, and empathy. The questionnaire used refers to Important and Performance Analysis method. The questionnaire is used to find out the level of customer need so it can be grouped into two, i.e. high attribute score and low attribute score. High attribute score is displayed in the four dimensions of quadrant in Cartesian coordinate system, i.e. importance-performance diagram. It

is done to find out whether the performance served by PNC meets students expectation. By doing so, PNC can define next strategy to develop the service quality as stated in the Ministry Regulation No. 15/2015 about public service.

RESEARCH METHODS

Sampling

The sample was taken from each major at PNC. It is done because there is variable related to students satisfaction towards lecturers in each major. Slovin formula is used in sampling. The sample was 98 Electrical Engineering students, 138 Mechanical Engineering students, and 114 Informatics Engineering students.

Data Measurement

Measurement scale in this research used Likert scale in which ordinal measurement is used in many social researches, especially to measure perception (Singaribum and Masri, 1995). Scoring is an activity to give score or values on the answer of the questionnaire to gain quantitative data. Likert scale used is in the range of 1-7 as follows:

Strongly agree (SS)	score 7
Agree (S)	score 6
Somewhat Agree (AS)	score 5
Neutral (N)	score 4
Somewhat Disagree (ATS)	score 3
Disagree (TS)	score 2
Strongly Disagree (STS)	score 1

Validity Testing

Azwar (1986) defines validity as the accuracy and precision of a measuring tool to measure something. Validity testing is used to measure the validity of questionnaire. Questionnaire is regarded valid if the questions can reveal the measuring point. Validity testing uses Bivariate Person analysis (Pearson's Product Moment Correlation Testing) with SPSS (Statistical Product and Service Solutions)

software ver. 21. Each question is being tested its relation with the total score of the variables.

The testing used two-sided testing with significance level of 0.05. The testing criterion is as follow:

$$r \text{ hitung} = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\} \{ N \sum Y^2 - (\sum Y)^2\}}} \quad (1)$$

Explanation:

N = Total of sample

X = Score of each question

Y = Total score

- 1) If calculated $r \geq$ table r (2-sided test with sig 0,05), the instrument or question significantly correlates to the total score (valid).
- 2) If calculated $r \leq$ table r (2-sided test with sig 0,05), the instrument or question does not significantly correlate to the total score (invalid).

Reliability Testing

Reliability is an index to show whether the measuring tool is valid. It can be shown in a form of instrument or attribute reliability, i.e. the consistency of the result if an attribute is put in a subject in times. Reliability is tested by looking at the Alpha coefficient in Reliability Analysis with alpha cronbach technique with SPSS ver. 21 for windows, and it can be drawn as follows:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right) \quad (2)$$

Explanation:

α = Cronbach's Alpha reliability coefficient

K = number of tested items

$\sum_{i=1}^K \sigma_{Y_i}^2$ = Total variant of item score

σ_X^2 = Variants of testing score (all K items)

Data Analysis

Importance Performance Analysis Technique

Frequency & Descriptive analysis was done to draw the gap between importance/expectation/priority and customer performance/satisfaction towards PNC service. Gap analysis, Cartesian coordinate system and Customer Satisfaction Index (CSI) were used to measure students' satisfaction level and to analyze

customer satisfaction level in whole and in each dimension variable. CSI can be measured by doing some steps (Aritonang, 2005), i.e.:

First, Mean Importance Score (MIS) needs to be set up. This value is an average of each customer's importance.

$$MIS = \frac{\sum_{i=1}^n Y_i}{n} \quad (3)$$

In which:

n = number of customer

Y_i = importance value of a Y product

Second, Weight Factors (WF) need to set up. This value is the percentage of MIS value per product towards total MIS value of all products.

$$WF = \frac{MIS_i}{\sum_{i=1}^p MIS_i} \times 100\% \quad (4)$$

In which:

p = p importance product

Third, Weight Score (WS) needs to set up. This value is a multiplication of WF and mean satisfaction score (MSS) (X)

$$WS_i = WF_i \times MSS \quad (5)$$

Fourth, Customer Satisfaction Index (CSI) needs to set up.

$$CSI = \frac{\sum_{i=1}^p WS_i}{HS} \times 100\% \quad (6)$$

In which:

p = p importance of service product

HS = Highest Scale

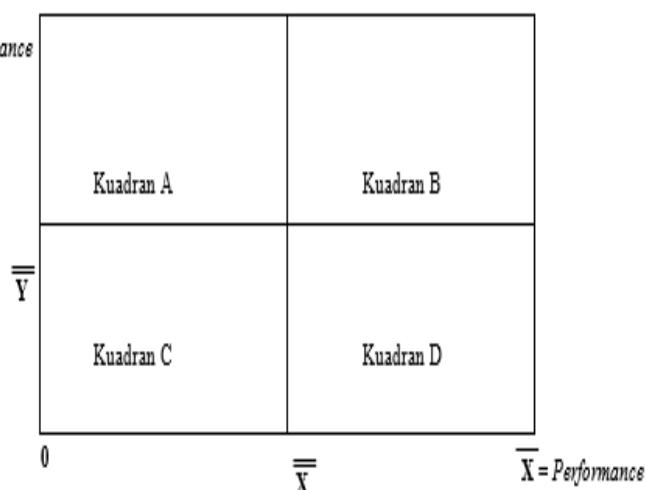
Last step is calculating Customer Satisfaction Index (CSI) with the formula: $CSI = x 100\%$. The value of CSI calculation was used to measure customer satisfaction level. Overall sample satisfaction level can be seen on the satisfaction criteria on table 1 as follows:

Table 1. Criteria Customer Satisfaction Index (CSI)

CSI SCORE	CSI CRITERIA
0,81-1,00	Very satisfied
0,66-0,80	Satisfied
0,51-0,65	Quite Satisfied
0,35-0,50	Less Satisfied
0,00-0,34	Not Satisfied

Cartesian Coordinate System Analysis: Importance Performance Analysis

Cartesian coordinate system is used to measure average value of importance/expectation that is ServQual dimensions and performance/perception of each variable or attribute. After that, total average is measured with the data of expectation measurement. The data can be drawn in the four quadrants in Figure 3 as follows:



Source : Husein Umar, 2000: Riset Pemasaran dan Prilaku Konsumen

Figure 3. Diagram Cartesian: Importance Performance Analysis

A quadrant : performance of a variable is lower than students' expectation so PNC performance needs to improve.

B quadrant : students performance and expectation on a variable is in high level so PNC needs to maintain the performance variable.

C quadrant : Students' performance and expectation on a variable is lower so PNC does not need to improve much.

D quadrant : PNC performance is higher, but students' expectation on the performance of the variable is low, so PNC needs to lower down the result to make human resources and fund at PNC efficient.

To make calculation process easier in Cartesian coordinate system, this research uses statistical application program, i.e. SPSS (Statistics for Products and Services Solution) software.

RESULTS AND DISCUSSION

Validity Testing

Validity testing of expectation questionnaires shows if all correlation values or r-result of each question is more than r-table (0,273), all expectation questions are regarded valid. While, validity testing of performance questionnaire shows that if calculated r value is more than r table, all observed indicators are regarded valid and they can be used as statement item or students questions on the ServQual performance of PNC.

Reliability Testing

The next step after validity testing is reliability testing which relates to the accuracy problem of data, while reliability testing uses alpha coefficient value if compared to 0,60 value. Reliability testing is used to measure the measuring tool consistency, whether it is valid and consistent if re-measurement is done. Variable is regarded reliable if it has alpha value above 0,60, and vice versa (Imam Ghazali, 2005). Reliability testing with SPSS tool showed that the result of all dimensions in the questionnaire used to measure importance and performance showed Alpha Cronbach value higher than 0,600 (prerequisite value). It means that if the questionnaire is done with the same samples in different time, the result of the questionnaire is consistent (reliable).

Result Of Importance Performance Analysis

To measure students perception level towards PNC ServQual, the comparison between performance score and importance score can be used as the basis. They

define priority level of performance improvement of each attribute in the customer decision variable in one quadrant.

Skukardi and Colidis (2006) in Amalia et. al (2012) argue that if the suitability value is almost 100% and above the average level, it can be concluded that the suitability level is good. It can be concluded that the higher percentage of the suitability level, the higher students' satisfaction towards PNC on ServQual attribute.

Table 2. Result The Suitability Level

NO	ATTRIBUTE SERVQUAL PNC	SCORE	Average Score	SCORE	Average Score	Compliance	Gap
		PERFORMANCE (x_i)	Performance \bar{x}_i	IMPORTANCE (y_i)	Importance \bar{y}_i	level (%)	
Tangibles							
1	the campus atmosphere	1.668	4,21	2.262	5,71	73,74	-1,50
2	the facilities in the theory room	1.551	3,92	2.244	5,67	69,12	-1,75
3	the cleanliness of the classroom	1.606	4,06	2.298	5,80	69,89	-1,75
4	the facilities in the laboratory	1.659	4,19	2.291	5,79	72,41	-1,60
5	the cleanliness of the bathroom	1.645	4,15	2.267	5,72	72,56	-1,57
6	the performance of all academicians	2.057	5,19	2.417	6,10	85,11	-0,91
7	the parking area	1.419	3,58	2.213	5,59	64,12	-2,01
8	the internet access	1.486	3,75	2.224	5,62	66,82	-1,86
9	the accessible books and cleanliness of the library	1.825	4,61	2.350	5,93	77,66	-1,33
Reliability							
1	service procedure	1.621	4,09	2.246	5,67	72,17	-1,58
2	the procedure operation standard	1.737	4,39	2.283	5,77	76,08	-1,38
3	the administration handling	1.677	4,23	2.263	5,71	74,11	-1,48
4	administration policy	1.676	4,23	2.267	5,72	73,93	-1,49
Responsiveness							
1	the responsiveness of the employee to the students	1.742	4,40	2.246	5,67	77,56	-1,27
2	the responsiveness of the employee to the students' problems	1.637	4,13	2.246	5,67	72,89	-1,54
3	the responsiveness of the lecturers	2.034	5,14	2.416	6,10	84,19	-0,96
Assurance							
1	assurance of the lecturers in delivering material	1.915	4,84	2.355	5,95	81,32	-1,11
2	the ability of the admission employee	1.775	4,48	2.223	5,61	79,85	-1,13
3	the responsiveness of the lecturers	1.833	4,63	2.310	5,83	79,35	-1,20
4	the lecturers' discipline in teaching	1.991	5,03	2.317	5,85	85,93	-0,82
Empathy							
1	empathy of the admission employees to students	1.851	4,67	2.213	5,59	83,64	-0,91
2	the control of the study by the lecturers	1.716	4,33	2.221	5,61	77,26	-1,28
3	the understanding of the lecturers to students' situation.	1.727	4,36	2.234	5,64	77,31	-1,28
		39.848	100,63	52.406	132,34	1.747	
		100,63	4,38	132,34	5,75	75,96	

Sources : Primary data is processed 2016

The data in table 2 draws the highest attribute is lecturers' discipline in teaching learning process in which 85.83% of the suitability value pay focus more. The least attribute is a vast parking area with suitability level of 64.12%.

Average of Performance Level and Importance Level

Average performance of each attribute is a basis to define whether PNC performance meets students' expectation. To measure the average performance is by comparing average value of all attribute performance (\bar{x}_i) and average performance of all attribute(\bar{X}). Importance attribute average is a benchmark to

determine which attribute is regarded the most important to students' expectation towards education service at PNC. Comparison between average score of each attribute importance (\bar{Y}_1) and average importance of all attributes is done to determine the importance of the attribute (\bar{Y}).

Average score of performance level on all PNC service quality attributes (\bar{X}) was 4.38, while the importance of all PNC ServQual attributes (\bar{Y}) was 5.57, and average score of the importance of all PNC service quality was 4.38. Those scores were the mean to determine the limit on the Cartesian coordinate system on X and Y. Besides that, the scores were also used to determine the level of each PNC service quality attribute.

Performance and Importance Level Analysis in Cartesian Coordinate System

SPSS software is used as measuring tool to determine the result of performance and importance level in Cartesian coordinate system. Cartesian coordinate system is used to determine the position of each student's satisfaction in PNC ServQual. The coordinate system shows students satisfaction position, whether it needs to improve or maintain (Supranto, 2006). Cartesian coordinate system is divided into four quadrants which are limited by the average score of all attributes of PNC ServQual performance level (\bar{X}) which showed 4.38 score on the X basis and the average score of students importance level on all attributes (\bar{Y}) which showed 5.57 score on the Y basis. Each attribute in each quadrant is drawn in Figure 4 as follows:

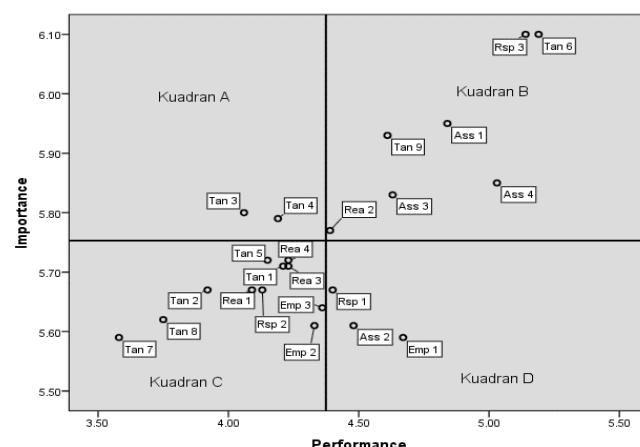


Figure 3. Result Diagram Cartesian Importance Performance Analysis

Explanation:

Tan is tangible/physical evidence. Tan 1 is the campus atmosphere, Tan 2 is the facilities in the theory room, Tan 3 is the cleanliness of the classroom, Tan 4 is the facilities in the laboratory, Tan 5 is the cleanliness of the bathroom, Tan 6 is the performance of all academicians, Tan 7 is the parking area, Tan 8 is the internet access, and Tan 9 is the accessible books and cleanliness of the library. Rea is reliability. Rea 1 is service procedure, Rea 2 is the procedure operation standard, Rea 3 is the administration handling, Rea 4 is administration policy. Rsp is responsiveness. Rsp 1 is the responsiveness of the employee to the students, Rsp 2 is the responsiveness of the employee to the students' problems, Rsp 3 is the responsiveness of the lecturers. Assn is assurance. Assn 1 is assurance of the lecturers in delivering material, Assn 2 is the ability of the admission employee, Assn 3 is the employee performance, Assn 4 is the lecturers' discipline in teaching. Emp is empathy. Emp 1 is the empathy of the admission employees to students, Emp 2 is the control of the study by the lecturers, Emp 3 is the understanding of the lecturers to students' situation.

Figure 4 explains the position of each students satisfaction attribute towards PNC ServQual, in which the attributes are divided into four quadrants, i.e. A quadrant, B quadrant, C quadrant, and D quadrant. Each quadrant has different interpretation and implication. The interpretation and implication on the Cartesian coordinate system can be explained as follows:

1. A Quadrant

This quadrant shows attribute affected students' satisfaction towards PNC ServQual. The handling of this attribute should be put on the first priority of PNC because this attribute is regarded the most important for students, but the performance level showed is not good. It means that the attribute in A quadrant, i.e. PNC performance is lower than students expectation, so PNC needs to improve the performance of the attribute to make it good. The attribute in this quadrant is the cleanliness of the classroom and the facilities in the laboratory. Those two attributes are regarded the most important thing to students but PNC has not met the students expectation yet.

2. B Quadrant

Attribute in B quadrant is regarded important to students and has already met students' expectation, so it needs to maintain the score. The attributes in B quadrant are: 1) the procedure operation standard, 2) employee performance, 3) the lecturers' discipline in teaching, 4) the accessible books and the cleanliness of the library, 5) the lecturers' ability in delivering the material, 6)

the responsiveness of the lecturers, 7) the performance of the lecturers and employees.

3. C Quadrant

C quadrant shows the PNC ServQual is regarded as less important to students, while the quality is good enough. The attribute in the quadrant gives chance for PNC to improve ServQual though it does not affect a lot to the students' satisfaction. The attribute in the C quadrant needs to be put as priority for PNC so it does not move to A quadrant because students measurement can change. The attributes in the C quadrant are: 1) administration policy, 2) cleanliness of the bathroom, 3) administration handling, 4) campus atmosphere, 5) facilities in the classroom, 6) service procedure, 7) lecturers ability to understand students, 8) responsiveness of the employees, 9) internet access, 10) lecturers control on the students' study, and 11) parking area.

4. D Quadrant

D quadrant shows attribute that is regarded the least important to students. It can be used to cover the low attribute. The attributes in the D quadrant are: 1) responsiveness of the employee, 2) admission employee ability, 3) admission employee performance towards students.

Regarding the result on the Cartesian coordinate system, it can be concluded that Quadrant I is the first priority to improve, and Quadrant III is the second priority to improve because it has small effect to the samples. The performance on the quadrant II needs to maintain, and the performance on the quadrant IV is regarded as over. The result on the quadrant IV can be used to cover the low performance quadrant as in Quadrant I.

Customer Satisfaction Index (CSI)

After determining the position of PNC ServQual attribute in Cartesian coordinate system, the next step is calculating Customer Satisfaction Index (CSI). Figure 3 draws the CSI score from the weighted total score, and the scale used in this research is 7 then it is multiplied by 100%.

Table 3. Result Customer Satisfaction Index (CSI)

NO	ATTRIBUTE SERVQUAL PNC	CODE	Average Score Interests (ASI)	Weighting Factor (WF=ASI/ΣASI)	Average Satisfaction Score (ASS)	Weighted Score (WS=ASI x WF)
Tangibles						
1	the campus atmosphere	Tan 1	5,71	0,043	4,21	0,182
2	the facilities in the theory room	Tan 2	5,67	0,043	3,92	0,168
3	the cleanliness of the classroom	Tan 3	5,80	0,044	4,06	0,178
4	the facilities in the laboratory	Tan 4	5,79	0,044	4,19	0,183
5	the cleanliness of the bathroom	Tan 5	5,72	0,043	4,15	0,180
6	the performance of all academicians	Tan 6	6,10	0,046	5,19	0,240
7	the parking area	Tan 7	5,59	0,042	3,58	0,151
8	the internet access	Tan 8	5,62	0,042	3,75	0,159
9	the accessible books and cleanliness of the library	Tan 9	5,93	0,045	4,61	0,207
Reliability						
1	service procedure	Rea 1	5,67	0,043	4,09	0,175
2	the procedure operation standard	Rea 2	5,77	0,044	4,39	0,191
3	the administration handling	Rea 3	5,71	0,043	4,23	0,183
4	administration policy	Rea 4	5,72	0,043	4,23	0,183
Responsiveness						
1	the responsiveness of the employee to the students	Rsp 1	5,67	0,043	4,40	0,189
2	the responsiveness of the employee to the students' problems	Rsp 2	5,67	0,043	4,13	0,177
3	the responsiveness of the lecturers	Rsp 3	6,10	0,046	5,14	0,237
Assurance						
1	assurance of the lecturers in delivering material	Ass 1	5,95	0,045	4,84	0,217
2	the ability of the admission employee	Ass 2	5,61	0,042	4,48	0,190
3	the responsiveness of the lecturers	Ass 3	5,83	0,044	4,63	0,204
4	the lecturers' discipline in teaching	Ass 4	5,85	0,044	5,03	0,222
Empathy						
1	empathy of the admission employees to students	Emp 1	5,59	0,042	4,67	0,197
2	the control of the study by the lecturers	Emp 2	5,61	0,042	4,33	0,184
3	the understanding of the lecturers to students' situation.	Emp 3	5,64	0,043	4,36	0,186
TOTAL					32,34	
Weighted Total (WT)						4,383
Customer Satisfaction Index (CSI)					$(4,383 : 7) \times 100 \% =$	62,61

Sources : Primary data is processed 2016

Customer Satisfaction Index (CSI) score of PNC students towards ServQual performance is in range of 0.51-0.65. This score shows that the students' satisfaction index is in the "somewhat satisfied" level. This criterion is not good sign of a higher education service quality performance, so PNC needs to implement some strategies to improve its service quality.

CONCLUSION

The effect of the result of this research shows that PNC needs to improve its service quality or ServQual. The attribute that should be put in the first priority is the attribute in the A quadrant, which includes the cleanliness of the classroom and the facilities in the laboratory. The second priority is the attribute in the C quadrant, which includes 1) administration policy, 2) cleanliness of the bathroom, 3) administration handling, 4) campus atmosphere, 5) facilities in the classroom, 6)

service procedure, 7) lecturers ability to understand students, 8) responsiveness of the employees, 9) internet access, 10) lecturers control on the students' study, and 11) parking area.

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