

# Customer Satisfaction in Disruption Era at Universitas Negeri Jakarta Postgraduate Program

Khrisnamurti

Tour & Travel Operations Study Program  
State University of Jakarta  
Jakarta, Indonesia  
khrisnamurti@unj.ac.id

Ubedilah Badrun

Sociology Education Study Program  
State University of Jakarta  
Jakarta, Indonesia  
ubedilah@unj.ac.id

Bambang Prasetya Adhi

Informatics Education Study Program  
State University of Jakarta  
Jakarta, Indonesia  
bambangpadhi@unj.ac.id

**Abstract**— This research aims to measure customer needs and satisfaction in State University of Jakarta or Universitas Negeri Jakarta (UNJ) postgraduate program. The approach used in this research is quantitative and qualitative approach or often known as the Mix Method Approach. The methods used in this study are survey and clustered discussion. The sampling technique used was cluster random sampling, which took the samples from a cluster of master programs and doctoral programs. The respondents in this study were postgraduate customers, which consist of UNJ postgraduate students and UNJ postgraduate alumni. The number of samples taken in this survey were 56 (fifty six) postgraduate students and alumni of Universitas Negeri Jakarta, which come from 32 master programs and 24 doctoral programs. Among the 56 (fifty six) samples, 24 samples had graduated from UNJ postgraduate program. The result shows improvement in access to information and administration management. However, there are also weaknesses in the accuracy of data/information system, academic documentation management systems, and the promptness of academic service. From these findings, the things that must be improved in the future are the services as well as the indicators of responsiveness, reliability, and empathy, compared to the tangibles and assurance indicators.

**Keywords**—customer satisfaction; service excellent; disruption era

## I. INTRODUCTION

The study was conducted to measure the customer (students) satisfaction of postgraduate studies at Universitas Negeri Jakarta regarding its academic services. In developing and increasing the service quality in educational area, human resources hold an important role. The word 'service' itself has several meanings, ranging from personal services to certain product services [1]. One definition says that services mean intangible thing given by one party to another party that does not have impact on property rights. Services generally have the following main problems: (1) intangibility, (2) inseparability, (3) variability, and (4) perishability.

Referring to the previous studies about student satisfaction conducted by [2] [3], we could find that academic services are fundamental in creating students satisfaction in university. The success of educational services can be measured through the quality of serviced provided for the users of education services (students, stakeholders, communities). Basic education services can be interpreted as educational services. Based on the

implementation of education, the category of services are carried out by educational institutions or educational units for the community. There has not been many research about this topic conducted at State University of Jakarta (Universitas Negeri Jakarta). Therefore, this study is necessary to bring a constructive development for academic service in university.

## II. LITERATURE REVIEW

### A. Service Dimensions

Services have five dimensions of service quality, namely; tangible, reliability, responsiveness, assurance, and empathy, which will be explained as follows: [4]

- Tangible means that students want evidence that can be shown by employees. This aspect will satisfy students as it concerns timeliness, ease, friendliness, and interaction with students.
- Reliable means employees do their tasks as a part of fulfilling students' rights.
- Responsiveness means employees must be responsive to complaints and needs of students. The needs of students include administration matters as well as other matters.
- Assurance means employees must have sufficient knowledge, competence, politeness, and trustworthiness. Those are important to make sure all parties are free from danger, risk, or doubt. Guarantees for these matters will be demonstrated through the interaction of students with leaders, lecturers, and employees in the academic sphere.
- Empathy which includes convenience for students in establishing relationships, good communication, personal attention, and understanding of employees for the individual needs of the students.

### B. Service quality

Service quality is also described as a form of attitude, but not the same as satisfaction resulting from a comparison between consumer expectations and the ability of the company. The quality of a service is very dependent on two factors, namely: (1) expected service and (2) any experience that has been experienced before when receiving the service.

Service quality is influenced by two factors, namely (1) perceived service and (2) expected service. [5] The quality of service is expressed in the gap value between the consumer expectation and their perception about the service. The service quality that is obtained is then interpreted to the difference in level and direction in the perception of service quality and service expectations that will be accepted by consumers [4].

Service quality must begin with consumer needs and end with consumers. Therefore, it can be concluded that the quality of services depends on the ability of service providers to meet customer expectations consistently. Customer Satisfaction is the feeling felt by customer as a result of a comparison between the real experience when consuming the product and the expectation before consuming the product [5]. Satisfied customers are customers who will share satisfaction with producers or service providers. [2] In fact, satisfied customers will give good testimonials, which will affect other customers. If consumers feel satisfied, they will tend to make repeat purchase and tell others about their pleasant experiences with the product [6].

Furthermore, customer satisfaction: (1) is determined by various types of services that have been received by customer. If the customer has already felt dissatisfied in the early stage, they will have perception that the next stage of service will be poor. That way, there is a big possibility that they will feel dissatisfied with the service as a whole, (2) is a disappointment or happy feeling that emerges as a response from customers toward the goods or services they consume. Usually, the customer has already had prior expectations toward the product. In evaluating their satisfaction with a particular company, the factors used can be a combination of determinants of satisfaction with products and services. Generally, the consumers use aspects of service and quality of goods or services purchased [2].

Customer satisfaction can be seen from five important indicators, namely tangibles (direct evidence), realibility, responsiveness, assurance (guarantee), and empathy. The five indicators will be measured using a Likert scale (1) Very Inadequate, (2) Inadequate, (3) Sufficiently Sufficient, (4) Adequate, (5) Very Adequate [7].

### III. METHODOLOGY

The approach used in this research is quantitative and qualitative approach, or often known as the Mix Method Approach. [3] The methods used in this study are survey and clustered discussion. The sampling technique used is cluster random sampling, which is conducted by taking samples from a cluster of master programs and doctoral programs. The population of this study consists of UNJ postgraduate students and UNJ postgraduate alumni. The number of samples involved in this research survey were 56 (fifty six) postgraduate students and alumni of UNJ who came from 32 master programs and 24 doctoral programs. From those 56 (fifty six) samples, 24 of them had graduated from the postgraduate of UNJ.

### IV. FINDINGS

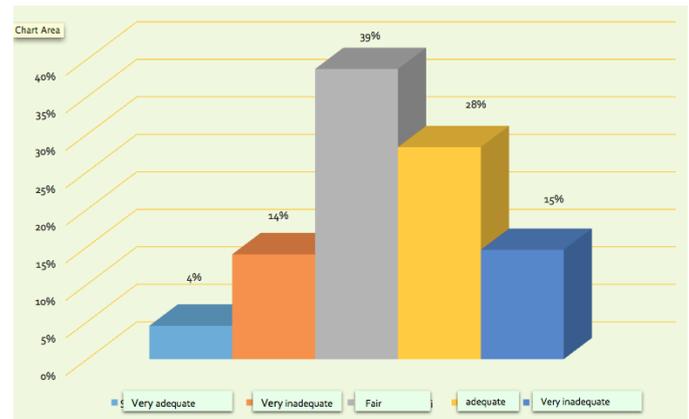


Fig. 1. Tangibles indicator : the ability of institution to show its existence to external parties.

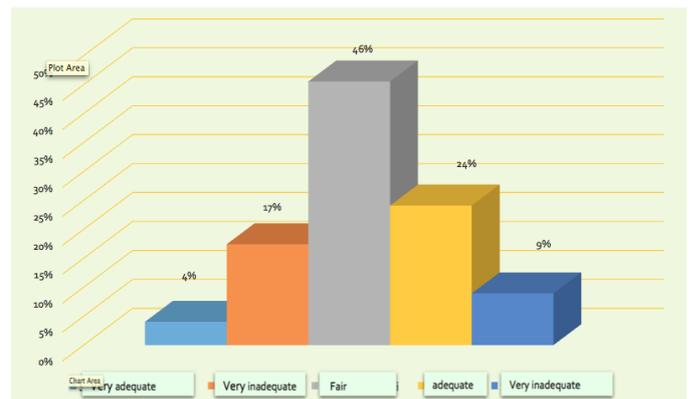


Fig. 2. Reliability indicator: the ability of institution to provide services as promised in an accurate and reliable manner.

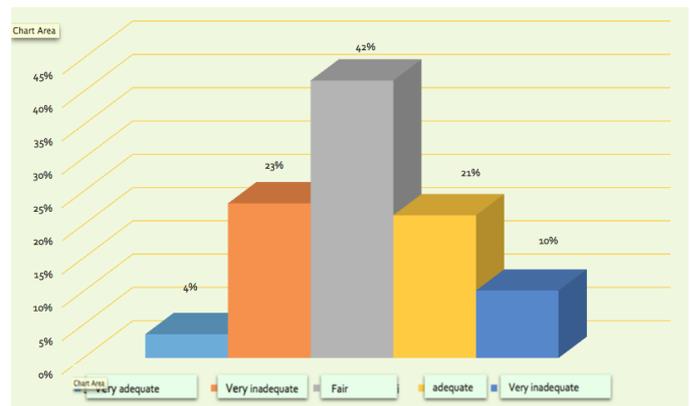


Fig. 3. Responsiveness indicator: A willingness to help and provide fast and appropriate service to customers, with the delivery of clear information.

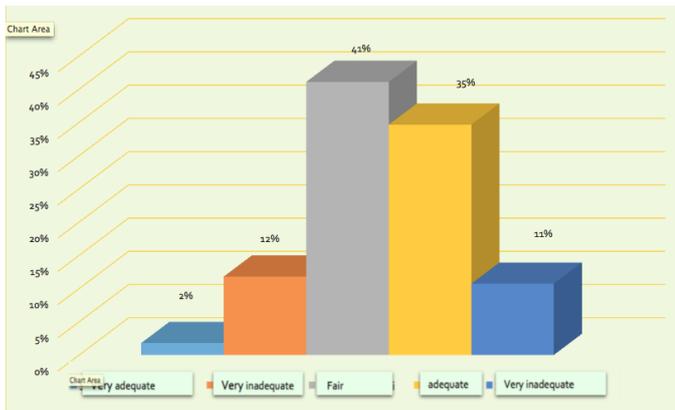


Fig. 4. Assurance indicator: knowledge, courtesy, and the ability of employees to foster customer trust in the institution.

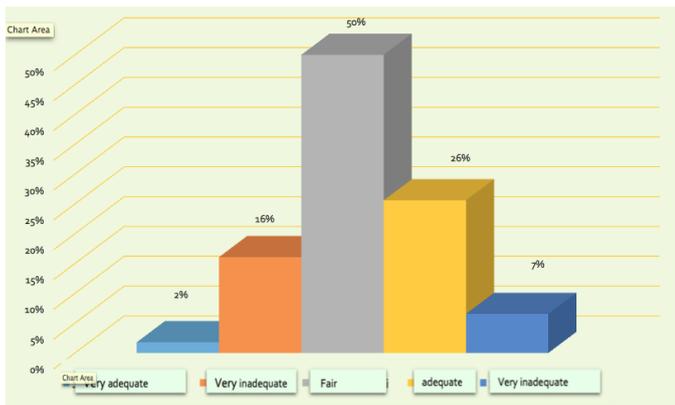


Fig. 5. Empathy indicator: giving a sincere personal attention to customer by trying to understand their desires.

From the tangible indicator, there are 4% respondents who were very inadequate, 14% respondents who were inadequate, 39% respondents who were fair adequate, 28% respondents who were adequate, and 15% respondents who were very adequate. On the reliability indicator, the respondents who stated that they were very inadequate as much as 4%, inadequate as much as 17%, fair adequate as much as 46%, adequate as much as 24%, and very adequate as much as 9%. On the responsiveness indicator, the respondents who stated that they were very inadequate as much as 4%, inadequate as much as 23%, quite adequate as much as 42%, adequate as much as 21%, and very adequate as much as 10%. On the assurance indicator, the respondents who stated that they were very inadequate as much as 2%, were inadequate as much as 12%, quite adequate as much as 41%, adequate as much as 35%, and very adequate as much as 11%. On the empathy indicator, the respondents stated that they were very inadequate by 2%, inadequate as much as 16%, quite adequate as much as 50%, adequate as much as 26%, and very adequate as much as 7%.

In average, customer who states that they are very inadequate as much as 3%, inadequate as much as 16%,

adequate as much as 43%, adequate as much 28% and very adequate as much as 11%. If measured from adequate enough to very adequate, the average satisfaction percentage is 82%. When measured from adequate to very adequate, the average satisfaction percentage is 39%. Conversely, the customer dissatisfaction reaches 19%. When viewed from the customer satisfaction rating, the highest is on the assurance indicator, which is 46%. The second position is on the tangibles indicator (direct evidence) of 43%. The third position is in the indicator empathy (empathy) as much as 33%. The fourth position is on the reliability indicator (reliability) of 33%. The lowest position on the responsiveness indicator is 31%. From these findings, we can conclude that the future improvement should focus on the indicators of responsiveness, reliability, and empathy.

In addition to the quantitative findings above, we have also obtained qualitative data from the open questions and the focus group discussions that we had conducted. The result shows that since 2017, there has been an increase in access to information and administration. Regarding to the access of administrative announcements, as well as the latest information on implementation through direct mailing. Since 2017, there has been more open access to information such as an active website page and instant messages group (WhatsApp).

However, there are weaknesses in the accuracy of data/information, academic documentation management system, and the service promptness despite respondents also acknowledge the continuous improvement. Critics from customers/students were also found to be very sharp. A small number of customers assessed that they were still far from excellent from customer satisfaction, for example, the changes of co-promoter due to certain cases that afflicted Postgraduate. In addition, the respondents also suggested that there should be a complete and valid information that could be noticeable and accessed by all students. During the dissertation, sometimes the students did not receive adequate corrections to the contents of the dissertation. This inconsistency creates frustrations to the students. Therefore, it is suggested that there should be a significant change in the dissertation consultancy, such as managing time for consultancy through Instant messages group or email and a warning for the students if there is a lack of progress in their dissertation. There is also a lack of services provided by lecturers, especially in completing final assignments or dissertations, such as lecturers who are difficult to be met and the length of time the lecturer takes to correct a dissertation and others.

The qualitative data also found that some lecturers show unpleasant attitude towards the students. Lecturers, from time to time, especially the Study Program Coordinators, are being arrogant and rude, do not show any courtesy, and consider students as an inferior person. Most lecturers do not want to make appointments with students regarding the completion of their studies.

## V. CONCLUSION

In conclusion, there is an increase in access to information and administration management. However, there are also weaknesses that need to be improved, such as the academic documentation management system and the promptness of academic services. The lecturer ethics is also fundamental in creating student satisfaction. From these findings, the future improvement should be focus on the indicators of responsiveness, reliability, and empathy, compared to the tangibles and assurance indicators.

## REFERENCES

- [1] W. Astuti , “Analisis Kepuasan Pelanggan Mengenai Kualitas Pelayanan Service Excellent Komputer Semarang,” *Manag. Anal. J.*, vol. 1, no. 1, 2012.
- [2] I. Ester, Manik; Sidharta, “The impact of academic service quality on student satisfaction,” 2017.
- [3] P. Suroto; A, Nindiani; H.H, “Students Satisfaction On Academic Services In Higher Education Using Importance-Performance Analysis,” *ww.researchgate.net*, 2017. .
- [4] V. A. Zeithaml, “The Behavioral Consequences of Service Quality,” *J. Mark.*, vol. 60, no. 2, pp. 31–34, 1996.
- [5] L. Fernandez, Olatz, M. Azorin, Jose, “The use of mixed methods research in interdisciplinary educational journals,” *Int. J. Mult. Res. Approaches*, pp. 269–283, 2014.
- [6] R. Rosita, “Pengaruh Kulaitas Pelayanan Terhadap Kepuasan Nasabah BNI, BRIm Ban Mandiri, BCA Di Bekasi,” *E-Journal WIDYA Ekon.*, vol. 1, no. 1, 2015.
- [7] F. Rangkuti, *Analisis SWOT Teknik Membedah Kasus Bisnis*. 2015.