A STUDY ON STIKOM BALI'S STUDENT SATISFACTION LEVELS ON SERVICE EDUCATION

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ABSTRACT

The study on STIKOM Bali's student satisfaction to education services is necessary to realize the people's demands for high-quality education. For internal STIKOM Bali, this research is an attempt to win the competition with other ICT universities in Bali.The methods used in achieving these goals is through improving the educational service quality in STIKOM Bali.Therefore we need a study to measure the satisfaction level of students and analyze the priority of improvement on educational services in STIKOM Bali according to the perception of the students. The results of the study concluded that CSI index for educational service quality provided by STIKOM Bali which is included in the high category and still needs improvements, especially on a campus facility services.

Keywords: Service Quality, Education, College.

INTRODUCTION:

Current global business environment makes the competition becomes more intense with the advent of new competitors.Every business attempts to improve the quality of services to satisfy and fulfill the needs of the consumers. Consumer satisfaction is the level of a person's feelings towards product or service after comparing performance or felt outcome, compared with the expectations (Kotler, 2009). The role of various kinds of advertising and interesting promotional seduction can be a threat that causes consumers switch to other competitors. Therefore, maintaining customer becomes more important than attracting new one. Besides, every company must have the objective of maximizing revenue and gain a large market share so that they can be a leader in the market.

On 2011, one of the business fields that suffered pretty tight competition is educational services field, especially at the higher education (Madihah, 2012). Data of GCI (Growth Competitive Index) Indonesia, for higher education is getting a score of 4,30 in 2014 and increased to 4,53 in 2015. The reason is the increasing public awareness on the higher education's value, resulting in a rising demand from the public on the higher education qualities (Alifudin, 2012).

STIKOM Bali is the first University of Information, Communication and Technology (ICT) in Bali which realize that the good quality of higher education and also framed it as the main objective, as stated in the vision and mission of STIKOM Bali. The university organizes Higher Education in a professional and qualified manner, as well as becomes a place that can be proud of and give a sense of security and comfort for the entire academic community. However, the impact of competition with other Technology, Information and Communication Technologies (ICT) Universities in Bali makes the strength of Stikom Bali's strategic position is no longer sufficient to realize the vision and mission. To win the competition, university should consider aspects of student satisfaction on the educational services quality (Gronroos,1990).

Internal data information show that the level of STIKOM Bali's new admissions within the last 5 years shows a constant trend,this doesn't accord to expectation of Stikom Bali's that targeting increase in the number of new admissions from year to year. Therefore it is necessary to evaluate the student satisfaction related to educational services include the dimensions of facilities, human resources, and academic administration. The concern for improving the University's understanding of the level of student satisfaction within the University System. The purpose of the Student Satisfaction Study was to review these survey results and related literature, to pose and answer additional questions in order to understand more clearly students' perceptions of the quality of services, and to make recommendations for needed improvements.

Based on the background, it is necessaryto do "The Study of STIKOM Bali's Student Satisfaction Level on Service Education" to realize the people's demands for high-quality education as well as efforts to win the competition with Other ICT universities in Bali.

LITERATURE REVIEW:

Marketing:

Kotler (2009) suggests marketing is an organizational function and the processes for creating, communicating and submit values to customers and managing customer relationships in ways that benefit the organization and its stakeholders.Meanwhile, according to Adrian Payne translated by Tjiptono (2009), marketing is a process of perceiving, understanding, stimulating, and meeting the needs of the target market which is chosen specifically by channeling the resources of an organization to fulfill those needs.While, marketing management is the planning and coordination of all activities in order to achieve a fully integrated marketing program successfully (Simamora, 2004).

Quality of Service:

According to Lewis and Booms in Tjiptono, (2009) 'service quality'is defined as a measure of how well the level of service is provided in accordance with customer expectations.It means that service quality can be realized through the fulfillment of customer needs and desires as well as the accuracy of delivery to offset the customer expectations.Definition for quality of services centered on addressing the needs and loss of customers as well as provisions to offset the delivery of customer expectations.Definition of quality of service according to Wyckof cited by Tjiptono (2009), is the expected level of excellence and control over the level of excellence to meet customer desires. In other words, there are two main factors which connects the quality of service which is expected service and perceived service that can lead to the gap on the quality of service.

According to Tjiptono (2009), there are five gaps that cause the failure of delivery of services, revealed the model formulation required for service quality, as follows:

1. The gap between consumer expectations and management perceptions.
   The company's management is not always able or want to understand what the customer needs appropriately.
2. The gap betweenmanagement perceptions tocustomerand service quality specifications.
   The management is able to understand what customers want, but they do not make up a certain clear performance standards due to three factors, the lack of a total commitment of management to quality of service, lack of resources, or due to an over demand.
3. The gap between service quality specifications and delivery services.
   Gaps in the performance load beyond the limit, it can not meet the performance standards, or even do not meet specified performance standards.
4. The gap between service delivery and external communications.
   Customer expectations associated service promised was not met.
5. The gap between the service experience and expected services.
   This gap occurs when customers measure the performance or achievements of the company in different ways, or it could be mistakenly perceived quality of these services.

Customer Satisfaction:

Kotler and Keller (2007) suggests that customer satisfaction depends on perceived product performance in delivering value relative to buyer expectation. If the product performance is lower than the customers expectations, buyer is not satisfied. But if the product performance is in line with expectations, buyer will feel very satisfied.According to Kotler and Keller (2007), several factors that influence customer satisfaction are customer expectations, goals, perceived performance, attribute satisfaction, and satisfaction information.

a) Expectations of customers: customers are estimates or beliefs about what it receives.
b) Objective associated with the most basic needs, life purpose or desire more concrete according to one's confidence in achieving the ultimate goal.
c) Perceived performance, is result of the evaluation tocurrent consumption experience, expected to have a direct and positive influence on overall customer satisfaction.
d) Attribute satisfaction and information satisfaction, defined as a subjective consideration of customer satisfaction result from observations regarding product performance.

Factors that influence customer satisfaction by Kuswandi (2004) which consists: products quality or service, service quality, price, the time delivery and security. The process of teaching and learning in higher education institutions is a service industry, students as external customers will always expect to get the best quality educational services in the institution. The service provider should always measure, monitor and provide the best performance to fulfill the students expectations. With the fulfillment of hopes, it will increase student satisfaction so that the institutions receive recognition from the community.This means it will have an impact with the increasing growth in the number of students which means an increase in profit institutions (Sianipar, 2011).

METHODOLOGY:

The place is in Bali STIKOM Campus which is located at Jalan Raya Puputan Renon No. 86 Denpasar, Bali. The study was conducted from July to December 2015. The population in this study were all students STIKOM Bali. The amount of sample is calculated using sampling strategy formula from Slovin, number of 400 respondents who are STIKOM Bali's active student. The variable in this study is the education services, while the dimensions and indicators for educational services consisting the dimensions of academic administration, facilities and human resources. Development indicators in each dimension of the study variables such as tabulated as follows:

Tabel 1. Dimensions and Indicators Research

Dimension	Indicators
Academic Administration	Service scholarship
	Guarantee of job readiness
	Accuracy of academic information
	SMS broadcast
	Payment system
	Availability of information on jobs
	Procedures academic services
	The ease of get academic information
Human Resource	The staff speed to follow up complaints
	The ability of the staff to follow up complaints
	The speed and friendliness of academic services
	Guidance services by lecturers guardian
Facilities	Wifi
	Sports facilities
	Health Space
	Library collection

Dimension	Indicators
Facilities	Cleanliness canteen
	Computer box
	Completeness of practical tools
	Lab space
	Hygiene theory room
	Parking
	Toilet
	The condition of the building
	Space theory
	Hygiene lab space
	Worship place
	Cleanliness library
	Lobby / lounge area
	Art supplies
	Location and access

Types and form of Data:

Types of data used in the study are quantitative and qualitative data. The quantitatives answer for every item instrument uses a Likert scale. While the qualitative data in this research is the reason for giving the student assessment. The data collection was conducted using a survey of students STIKOM Denpasar Bali.

DATA ANALYSIS TECHNIQUES:

Validity Test:
Validity Test is a measure that indicates the level of validity of an instrument. To measure the validity, the correlation can be performed between the scores of the questions with a total score of the construct or variable. While to know the score of each item in question is valid or not, it was determined criteria if r count> r table and is positive, then the variable is valid while if the count r <r table, then the variable is not valid. (Hasan, 2002).

Reliability Test:
Reliability test is the degree of accuracy, precision or accuracy of an instrument. Reliability test can be performed using SPSS, which will provide facilities for measuring the reliability of the statistical test Cronbach Alpha (α). Variable said to be reliable if the value Cronbanch Alpha > 0.60 (Suhasimi, 2010).

Descriptive Analysis:

Descriptive statistics were used to give information about the characteristics of the main research variables and demographic data of respondents. Measure used in the descriptive include: frequency, central tendency (mean, median, mode), disentral (standard deviation, variance, and coefficient of correlation between the variables) (Indriantoro and Bambang, 2002). According to Sugiyono (2014), descriptive statistics are statistics that serves to describe or give a description of the object under study through a data sample or population, without analyzing and making conclusions which are generally applicable.

FINDING AND DISCUSSION:

Respondent Profile:

Student profiles in this study based on the characteristics of sex, religion, semester courses, national origin, home school, spending per month and the work of parents is as follows:

Tabel 2: Respondents Characteristics

Characteristics		Procentage (%)
Sex	Male	78
	Female	22
Religion	Hindu	72
	Islam	19
	Christian	6
	Other Religion	2.5
	No Answer	0.5
Semester of Course	1	5.75
	2	3.25
	3	25.5
	4	6.25
	5	42.25
	6	2.75
	7	11
	8	1
	Others	2
Domicily of origin	Bali	84
	Beyond Bali	16
School	SMA	51.75
	SMK	44.96
	MA	1
	Paket – C	0.5
	No Answer	1.80
Spending per month (rupiahs)	< 1 million	45.8
	1.1 million – 2 million	36.3
	2.1 million – 3 million	10.5
	3.1 million – 4 million	3.3
	4.1 million – 5 million	3.6
	No Answer	0.8
Parents Job	Entrepreneur	44.46
	Private employees	22.48
	PNS	17.78
	TNI / Polri	2.30
	Other	12.99

Based on the characteristics of student respondent profile, of 400 students as respondents, 78% students is male and 22% female. The religion followed by the students is 72% Hinduism, 19% Islamic, 6% Christian, 2,5% other religions, while 0.5% did not give an answer. The majority of student are at the level of odd semester, with details of 5th semester is 42.25%, 3rd semester is 25.50%, 7th students is 11%, and 1st semester is 5.75%.

Students in even semester only occupies less than a quarter of the total student population. Profile of respondents by place of origin is known that the majority of students are from Bali, which is as much as 84% and outside Bali is 16%. Based on the origin of the school, STIKOM college students, high school graduates and vocational school is not too much different. Nearly half of the samples had the amount of expenditure less than 1 million per month, exactly is 45.8% of the total respondents, then between 1.1 million to 2 million rupiah as 36.3%. A total of 44.46% of the total respondents students have parents with jobs as an entrepreneur, parent who works as a private employee of 22.48%, then parent working as a civil servant is 17.78%.

4.2   Analysis of Student Satisfaction Rate

Level of student satisfaction index seen by the satisfaction of overall education services, the satisfaction of education services based on the dimensions of the facility, the satisfaction of education services based on the dimensions of human resources, the satisfaction of education services based on the dimensions of academic administration. Here is the results of Customer Satisfaction Index (CSI).
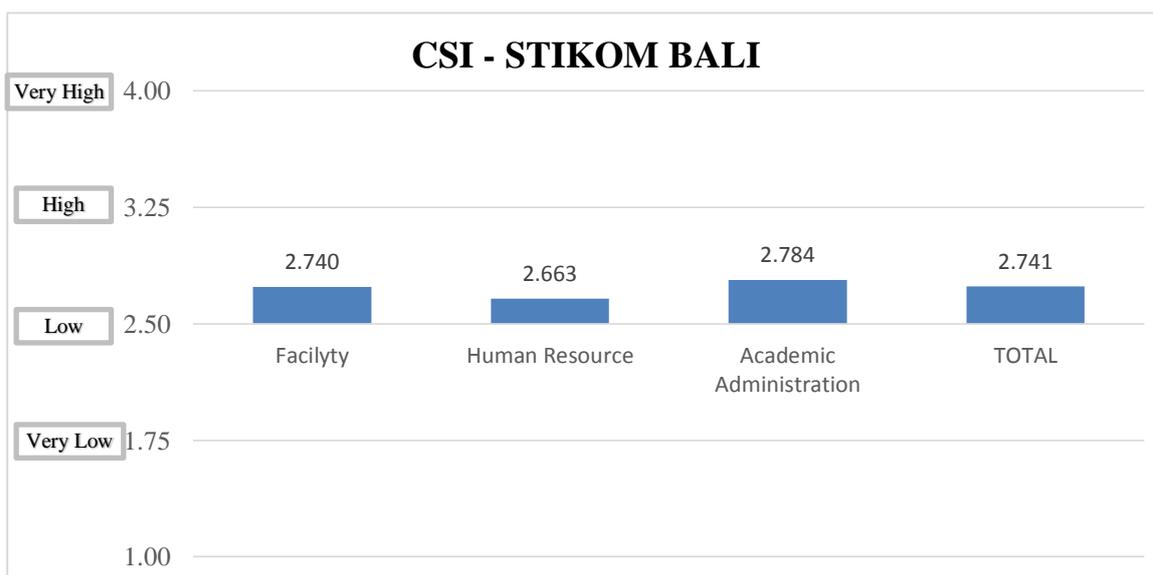
Figure1: Overall Customer Satisfaction Index (CSI) Graphic

Based on the analysis of distributed questionnaires, all dimensions of student satisfaction with the service level is already high. Dimensional aspect of the facility is 2,740; 2,663 valuable resource dimension; dimensions of academic administration is 2,784 and total overall satisfaction is 2.741. So, students have a high satisfaction with the ministry of education in Stikom Bali. In other research,

Student Satisfaction Analysis of Each Dimension :

Analysis STIKOM student satisfaction on service facilities in the campus environment can be seen in Figure as follows:

Figure2: Graph of Student Satisfaction STIKOM Bali on Facility Dimensions

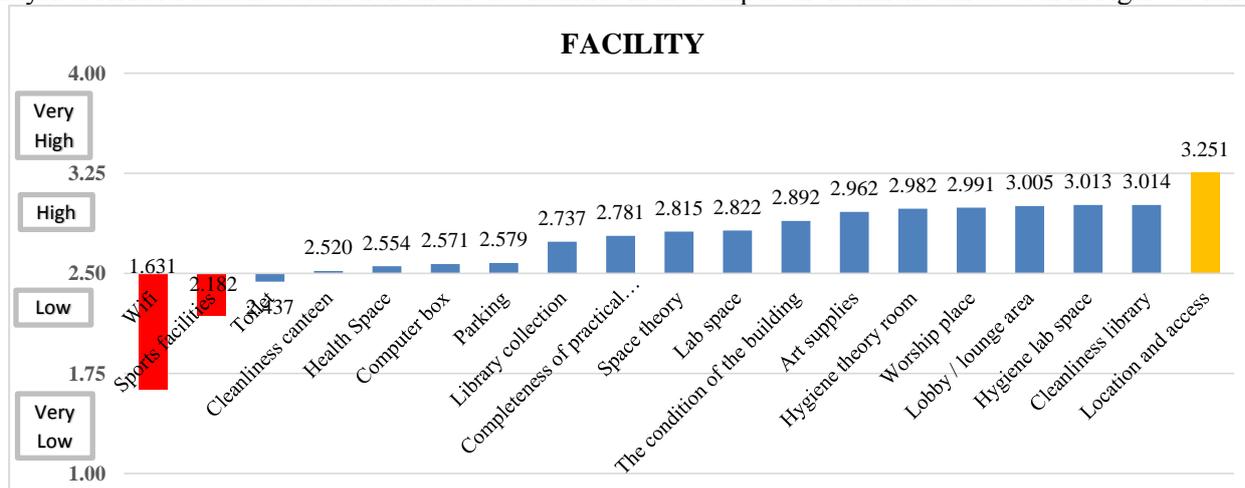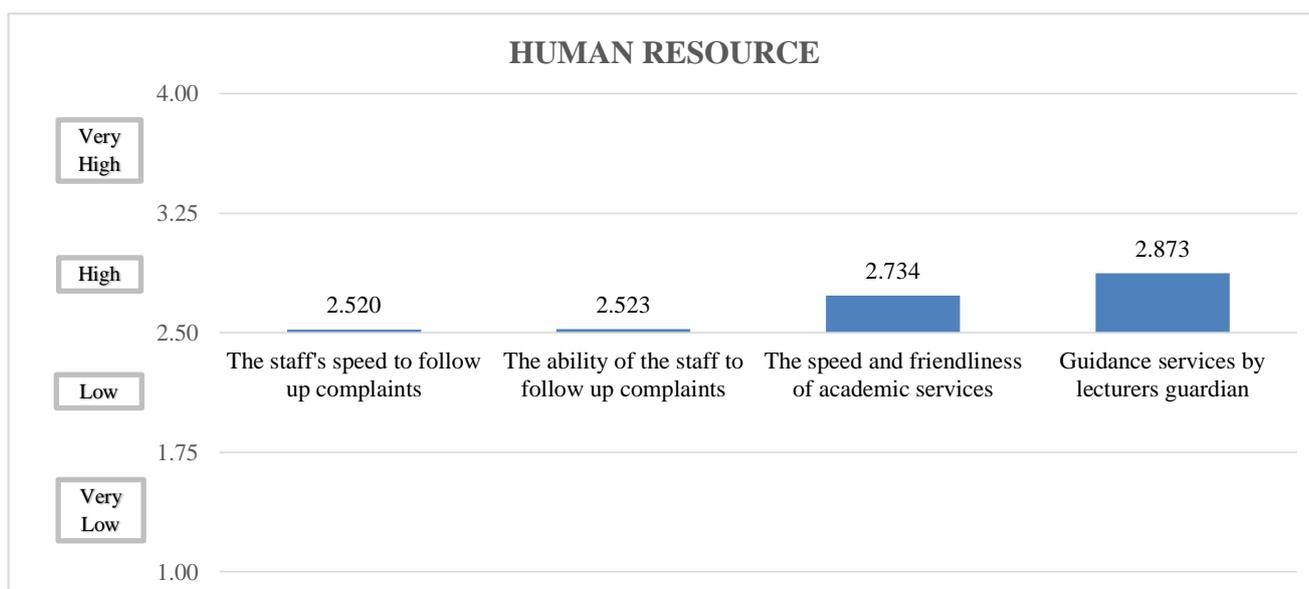The highest satisfaction of students STIKOM Bali is on the dimensions of facilities on campus and access aspects of the position.Value of index satisfaction in this aspect is 3.251, which means very high (very satisfied). There are several aspects that already provide satisfaction scores quite high as well as the health room, computer box, park, library collections, practical tools, and others. Meanwhile, the lowest satisfactionis on wifi aspect with very low satisfaction index there is 1,631 meaning that many students who feel very dissatisfied with the campus wifi facilities are provided. Other dissatisfaction is the aspect of sports facilities and equipment and toilet. The majority of the students complained that Wifi access is still not good. Furthermore, the indicators of sports facilities and equipment, the students argued that the school's sports equipment incomplete. In the toilet indicator was a lack cleanliness of toilets and reason that there are no unpleasant scent in the toilets, lack of hygiene in the canteen area and Computer Box is still not good, and the students stated that they did not know the health room. On indicators parking facilities, some students said the parking area is less extensive and students dissatisfied with the library's collection of books incomplete reason.

Analysis of student satisfaction seen from the aspect of human resources dimension which is measured by four indicators include staff-speed action on the complaint, the ability of staff to follow-up complaints of students, staff friendliness speed and academic services, and counseling services by guardian lecturers. Recap the results of the analysis are presented in the chart below.

Figure3: Graph of Student Satisfaction STIKOM Bali on Human Resource Dimensions

In all dimensions of human resource indicators, the average student has shown complacency. In the measurement results, the satisfaction has a high level of covering the speed of staff in following up complaints / feedback; the ability of staff to follow-up complaints / feedback; speed of service and hospitality staff; and service guidance by guardian lecturers. This means that students are feeling quite satisfied with the service seen from the dimensions of Human Resources at the campus. However, there are students who mention discontent on the service dimension of human resources. Student dissatisfaction on the dimensions of Human Resources says that the speed of service and hospitality staff not maximal and tends to cool and less friendly. The ability of staff to follow up complaints / feedback is been slow and staff complaints speed slow in following up complaints / feedback.

Analysis of student satisfaction seen from the aspect of academic administration dimension consisting of seven indicators are as follows:
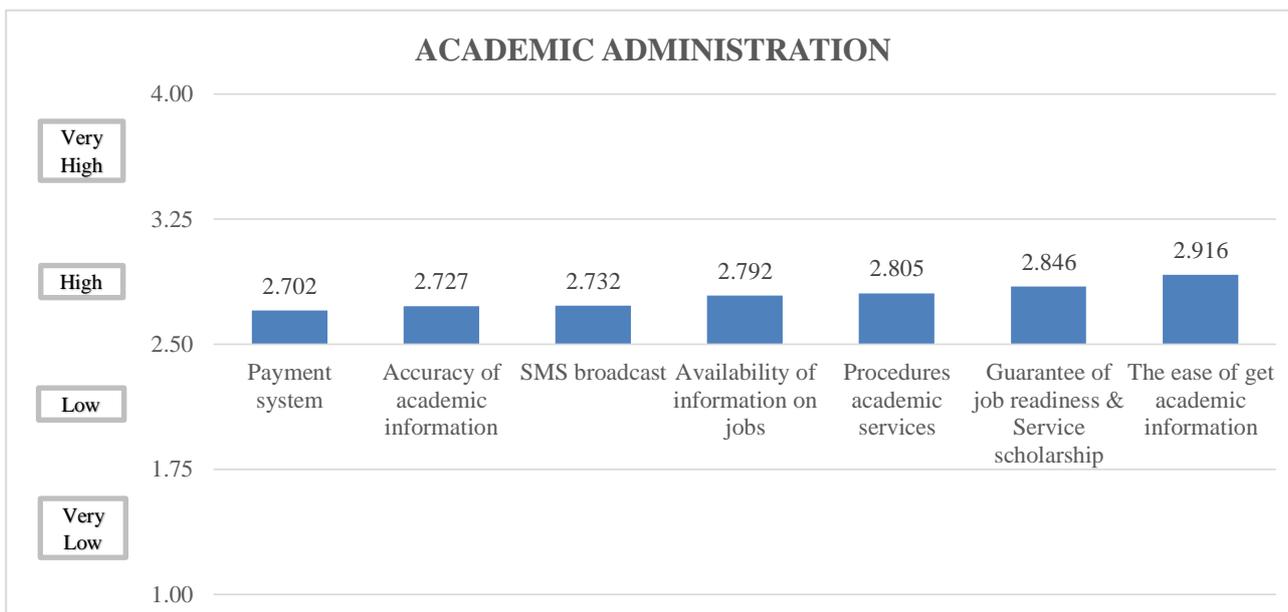
Figure 4: Graph of Student Satisfaction STIKOM Bali on Academic Administration Dimensions

Students, on average said they were high satisfied for each indicator of the level of satisfaction based on the academic administration dimensions. Satisfaction with the system of payment of tuition fees which resulted in the satisfaction index of 2.702, means students are satisfied with such payments. Similarly, in the aspect ease of getting academic information that provides the highest satisfaction score which is equal to 2.916, which means that students are satisfied with the academic administrative services such as the ease of getting academic information at this time. Although the final results stating that all seven indicators give an average value provides high level of satisfaction results, of course there are some students who expressed dissatisfaction on this dimension of academic administration. The most reason dissatisfaction is about the SMS broadcast that sometimes students do not receive the SMS. Another reason dissatisfaction payment system of education costs forced the students to line up for a long, information is less stout employment opportunities, program administration / certification ready to work most of the students were not satisfied because it is expensive / burdensome for students and too many certifications.

Another research on Final Report Student Satisfaction Study University of Kentucky show the results from other items on the Self-Study Undergraduate Survey suggested that at least 20 percent of students were dissatisfied with the following: the quality of the teaching at UK; the knowledge and skills of teaching assistants; the influence of professors on students' academic careers; encouragement from professors to discuss feelings about important issues; trust in faculty to look out for students' interests; feeling free to turn to professors for advice on personal matters; students being treated like numbers; too many classes taught by teaching assistants; and the English proficiency of some teachers. Similar levels of dissatisfaction were reflected in items related to the quality of academic advising, the availability of advisors, and advisors' knowledge of University Studies requirements. Fewer than 20 percent of students expressed dissatisfaction with library and computer lab services.

Relationship Between Student Profile to Satisfaction Level:

From the result of an overview of level of student satisfaction will next be seen the relationship between the degree of satisfaction with the profile attached to the students of STIKOM.

Tabel 3: Relationship Between Student Profile to Satisfaction Level

Student profile	Chi-Square (Sig.)		Alpha	Conclusion
Sex	0.965	>	0.05	No Relationship
Religion	0.150	>	0.05	No Relationship
Semester	0.056	>	0.05	No Relationship
Origin Place	0.644	>	0.05	No Relationship
Origis School	0.904	>	0.05	No Relationship
Money spending per month	0.412	>	0.05	No Relationship
Parent's Job	0.126	>	0.05	No Relationship

Based on the analysis, obtained the results as shown in Table 2, it can be seen that all significant value for Chi-Square test is greater than the significance level of 0.05 so it concluded that there is no correlation between student profiles include: gender, religion, semester courses, national origin, home school, spending per months, and the work of parents, with the level of satisfaction with the services on campus. This is different from the study from (Azouri *et al*., 2013) that overall images and affective component include : reputation and age, student life, university relationship, class, cost/quality ratio and ease of entry and preparation has positive significant relationship to student's satisfaction.

Analysis of Loyality:

Furthermore, the level of loyalty patterns seen how students viewed from several aspects. The first aspect is the willingness of students to recommend STIKOM Bali with reward / reward certain.

Tabel 3: Student willingness to recommend STIKOM Bali

Willingness	Percentage (%)
Willing	86.2
Not Willing	13.5
No Answer	0.3

Total of 86.2% of the students indicated its willingness to recommend STIKOM Bali if there is a reward / reward certain given to him. However, total 35.5% said it was not willing. The reason they are not willing to recommend STIKOM Bali if there is a reward / reward given case is for reasons of sincere willingness yourself / difference desire, Stikom are well known and do not bother with it.

Then students who are willing to recommend it to others STIKOM Bali reward to give an opinion as to what they want. Most college students expect a reward in the form of a reduction in tuition fees.Furthermore they expect STIKOM Bali's Merchandise,there are students who not give answers and provide answers to other wishes such as earn rewards in scholarship if successful recommend STIKOM Bali on friends / family, rewarded with accelerate graduation, Expect diplomas trip to some location, got a programming book, Got laptop, easy payment guardianship and other reasons that are not written.

Relationship Between Students Profile with The Level of Loyality:

The esults of great loyalty level students will next be seen in it's relationship with STIKOM student profiles.

Tabel 4: Relationship Between Students Profile with The Level of Loyality

Profil Mahasiswa	Sig Chi Square		Alpha	Kesimpulan
Sex	0.936	>	0.05	No Relationship
Religion	0.806	>	0.05	No Relationship
Semester	0.294	>	0.05	No Relationship
Origin Place	0.540	>	0.05	No Relationship
Origis School	0.809	>	0.05	No Relationship
Money spending per month	0.829	>	0.05	No Relationship
Parent's Job	0.344	>	0.05	No Relationship

Based on the analysis of the relationship between the variables of student profiles with a level of loyalty to the STIKOM Bali showed that all the significant value of chi-square test is greater than the significance level of 0,05 so that it can be concluded there is no relationship between student profiles include: gender, religion, semester tuition, area of origin, the origin of schools, spending per month, and the work of parents, with the level of their loyalty to the campus.

Relationship Between Students Satisfaction to Loyality:

The level of satisfaction and loyalty of students STIKOM on campus services, to next will also tested with the method of Chi Square as follows:

Tabel 5: Relationship Between Students Satisfaction to Loyality

Variabel	Sig Chi Square		Alpha	Kesimpulan
Satisfaction Level and Loyality Level	0.684	>	0.05	No Relationship

The results of the analysis of the relationship between student satisfaction to loyalty of students showed that the level of satisfaction is not related to the level of student loyalty. It means differences in levels of student satisfaction STIKOM Bali is not related to differences in the level of loyalty. Students with different satisfaction levels (low, high, and very high) mostly willing to be loyal to recommend STIKOM Bali. This is contrary to the study from (Fares, et. al, 1013) which revealed that service quality, student satisfaction, and university reputation have positive effects on student loyalty. For the implications, the higher the service quality, student satisfaction, and image provided by IIUM, the higher the loyalty of students toward it.

Summary of student satisfaction levels to the loyalty of the students are summarized in Table below.

Tabel 6: *Crosstabs*The level of satisfaction among students with Level of Loyalty

Satisfaction Level	Loyality Level		Total
	Willing to recommend	Not willing to recommend	
Low	89 (87.30%)	13 (12.70%)	102 (100%)
High	242 (85.80%)	40 (14.20%)	282 (100%)
Very High	14 (93.30%)	1 (6.70%)	15 (100%)

From the table above, it can be seen that students with different levels of satisfaction is low, high, or very high majority being loyal to the campus by being willing to recommend STIKOM Bali. 102 students with low satisfaction levels total 87.30% willing to recommend Bali STIKOM campus.Similarly, students who have high satisfaction rates total 85.80% are willing to recommend the campus. No different the students with a very high level of satisfaction with the services the campus, only one person who said it was not willing to recommend.

CONCLUSIONS AND RECOMMENDATIONS:

CONCLUSION:

Based on the analysis in Chapter IV, can be concluded as follows.
1. The level satisfactionof STIKOM Bali studentsfor all educational services dimension has shown a high level of of satisfaction.
2. STIKOM Bali students satisfactionon the dimensions of a high perceived facility is on campus and access aspect position. However, there are several students who are very dissatisfied, especially on campus wifi facilities provided and the existing sports facilities.
3. STIKOM Bali students satisfaction on human resource dimension showing complacency.
4. STIKOM Bali students satisfaction on academic administration dimension showing complacency.
5. Priority for quality of educational service improvementinSTIKOM Bali according to the student, is on the aspect of access wifi as total 74% of the students complained about this aspect.

RECOMMENDATION:

The advice can be given on the results of the analysis of student satisfaction and loyalty among others are:
1. To improve the level of student satisfaction, there are several things that can be re-optimized by the manager of STIKOM Denpasar Bali such as:
   a. Repair wifi network at the campus by adding bandwidth adapted to each particular location
   b. Evaluate the certification program for students so that a certification program is really appropriate and needed by students to support field work that will be involved.
   c. Collaborate with external parties to facilitate sports activities within the campus environment, such as collaborate with the management of GOR sports
2. To increase the loyalty of STIKOM students,things that can be done through reward on recommendations through a piece of tuition fees, merchandise or fresh money that can be tailored to the wishes of students.

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