THE EFFECT OF SERVICE QUALITY OF UNIVERSITAS KRISTEN INDONESIA

by Library Referensi

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Abstract

This study aimed to determine the effect of service factors, reliability, responsiveness, empathy, assurance, and tangibles in increasing student satisfaction at Universitas Kristen Indonesia. The data collection method employed a qualitative approach, using questionnaires to gather responses. Qualitative data was transformed into quantitative data using a Likert scale. Usually, the questions used for research are called research variables and are determined specifically. In this study, data collection was carried out directly from the number of students at the UKI Cawang campus and the UKI Diponegoro Postgraduate campus. The urgency of this research is to prove the proof of concept that the dimensions of service quality aspects can affect the level of student satisfaction which has an impact on the growth in the number of new students. The following methods were used: 1. Library Research. This method is studied by collecting data from books, lecture materials, literature, and theories related to the problem to be discussed. 2. Field Research: This method conducts research by conducting direct surveys to be the object to be studied or of students. The data analysis technique used is multiple linear regression analysis, where this analysis is used to determine how much influence the change in a variable has on other variables. In this study where the independent variables are, reliability (X1), responsiveness (X2), empathy (X3), assurance (X4), tangible (X5), and dependent variable (Y). The results of the study stated that the quality of service provided by the Universitas Kristen Indonesia has a significant influence on student satisfaction. Dimensions of service quality such as reliability, responsiveness, empathy, assurance, and tangibility play an important role in shaping student perceptions of university services.
Keywords: behavior; uki; service; satisfaction; regression
JE G2; I2; M3

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Introduction

Universitas Kristen Indonesia (UKI) consists of 8 faculties and 1 postgraduate program, offering 32 study programs and serving 5,664 actively registered students. This research is conducted within the university, encompassing students from all faculties at UKI, including Diploma, Bachelor, and Postgraduate levels.

With the rapid advancement of technology and the emergence of formal and informal educational institutions, the education pattern at Universitas Kristen Indonesia must anticipate changes that will and are happening, especially in terms of service. Universitas Kristen Indonesia (UKI) must consider several important things to improve or change the quality of its services to become excellent or extraordinary services. Establishing long-term relationships with students allows institutions to better understand their needs and expectations (Allo, 2017).

Companies will face complex problems if their services fail to meet customer expectations. Dissatisfied customers will usually tell others about their bad experiences; this is a big loss for customers. Therefore, every service company must plan, organize, implement, and monitor a quality system to ensure that their services can satisfy customers (Allo, 2020). Service quality can be measured by five dimensions: direct evidence, trust, responsiveness, empathy, assurance, and trust.

This study aims to determine how much influence service components have on student satisfaction at Universitas Kristen Indonesia. Service factors include direct evidence, trust, responsiveness, empathy, and reliability. The focus of this study is to evidence for the idea that service quality factors can affect the level of customer satisfaction. Therefore, institutions like this university must conduct periodic and continuous service evaluations to assess student satisfaction. Such information is essential for informing university policies aimed at improving student services in the future.

Literatur Review

Service quality consists of things like conformity, suitability, continuous improvement, freedom from damage and defects, meeting customer needs from the beginning and at all times, and appropriate actions that make customers happy (Yapy et al., 2023). Thus, service providers can enhance customer satisfaction by eliminating negative experiences (Damanik et al., 2024). Furthermore, Sihombing et al. (2023) define service quality as an individual or organizational effort to provide customer satisfaction. This service achieves customer satisfaction through direct interaction (Murti et al., 2022).

Service quality is defined as the level of expected excellence and control over that level of excellence to meet customer expectations. Therefore, two main components that influence service quality are the quality expected by customers and the quality ultimately felt by customers (Hanggara et al., 2022; Lumbantoruan and Malau, 2018). According to Supertini

et al. (2020), good service is fast, honest, and attentive. Customers expect efficiency in service processes, fair treatment, and equal treatment without favoritism.

Four principles of rational choice are used to build a theory of consumer behavior related to their behavior to maximize satisfaction:

1). Completeness. This principle states that everyone always can determine which state is preferred by the two states. 2). Transitivity is a principle that explains how someone is consistent in determining and deciding their choice when faced with several alternative product choices. 3). Continuity is a principle that explains that if someone says "product A is preferred to product B". 4). The benefits of having quality service can be measured by five dimensions, according to Tjiptono and Chandra (2011): tangibles, reliability, response, assurance, and empathy.

Kaengke et al. (2022) stated that customer satisfaction can be measured by looking at the relationship between the actual performance they feel after use and the previous level of importance. Customer satisfaction is influenced by five factors: physical evidence, trust, empathy, responsiveness, and assurance. In addition, customer satisfaction is influenced simultaneously by these five factors.

a. Reliability

According to Kotler and Keller (2009), reliability is associated with an organization's ability to provide promised services confidently and accurately. Timely, as-promised, and responsible service for customer problems are examples of this reliability. According to research conducted by Apriyani and Sunarti (2017) and Panjaitan and Yuliati (2016), standards increase customer satisfaction.

b. Responsiveness

The ability of company employees to provide services quickly and responsively is known as responsiveness. This dimension shows the attention and speed of employees in handling customer complaints, questions, and requests. Customers will feel dissatisfied if the service is not responsive (Kurniasari and Sugiyanto, 2020).

c. Empathy

Kurniasari and Sugiyanto (2020) found that caring or empathy affects customer satisfaction. The more care a company gives to customers, the higher the customer satisfaction will be.

d. Assurance

Assurance is the knowledge and behavior of employees which fosters customer trust in the provided services. If the company provides security guarantees to customers, they will feel safe and will not hesitate to use their goods and services (Kurniasari and Sugiyanto, 2020).

e. Physical Evidence (Tangibles)

Customer expectations are higher when there is good physical evidence. This allows us to meet customer needs and make them satisfied. Lubis and Andayani (2017) also stated that customer satisfaction increases with physical evidence.

Hypothesis Testing

Sugiyono (2020) stated that the hypothesis serves as a temporary way to solve the problems faced by the research. The formulation of the research problem is written in the form of a sentence statement.

Research Hypothesis

Partial hypothesis between 5 (five) independent variables, against the dependent variable Y = service

1.1. $H_0$1: Reliability (X1), there is no significant influence on the dependent variable (Y) of service
   Ha1: Reliability (X1), has a significant influence on the dependent variable (Y) of service
1.2. $H_0$2: Responsiveness (X2), there is no significant influence on the level of service
   Ha2: Responsiveness (X2), has a significant influence on the dependent variable (Y) of service
1.3. $H_0$3: Empathy (X3), there is no significant influence on the dependent variable (Y) of service
   Ha3: Empathy (X4), has a significant influence on the dependent variable (Y) of service
1.4. $H_0$4: Assurance (X4), there is no significant influence on the dependent variable (Y) of service
   Ha4: Assurance (X4), has a significant influence on the dependent variable (Y) of service
1.5. $H_0$5: Tangible (X5), there is no significant influence on the dependent variable (Y) of service
   Ha5: Tangible (X5), has a significant influence on the dependent variable (Y) of service
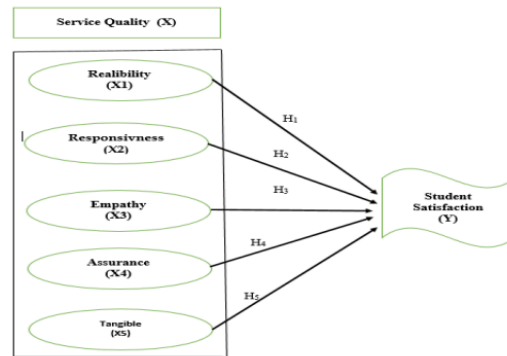

Figure 1. Research Model

Figure 1. Research Framework

Research Methodology

According to Hardani et al. (2020), a research method is a scientific approach used to obtain data or information in its current form with certain goals and benefits. Service quality data on satisfaction is the subject of qualitative research used in this study. Reality (X1), Responsiveness (X2), Empathy (X3), Confidence (X4), Agility (X5), and Student Satisfaction (Ŷ) using a Likert scale.

According to Sujarweni (2014), quantitative research is a type of research that produces results using statistical techniques or quantification (measurement) methods. Sugiyono (2020) explains that quantitative research is a research method based on positivism and is used to investigate certain populations or samples.

This study employs descriptive and verification methods. The descriptive approach is used to determine the existence of independent variables. The research object serves as a scientific target for data collection, ensuring the findings are objective, valid, and reliable concerning the variables under study. This study uses the analysis unit from the results of the questionnaire given to UKI students at the Cawang and Diponegoro campuses.

Operational Variables

The operational variables that will be used in this study are the independent variables are, reliability (X1), responsiveness (X2), empathy (X3), assurance (X4), tangible (X5), and dependent variable (Y).

Sugiyono (2020) states that variables that influence or change other variables are called dependent variables.

Data Sources and Data Collection Techniques

Secondary data sources consist of data collected from various sources, such as books, magazines, notes, government reports, articles, theory books, magazines, and so on. Sujarweni (2014) states that the primary data collection method involves searching or collecting quantitative data. Meanwhile, the secondary data collection method uses documentation methods through print or electronic media. To collect information, this study utilizes Data Documentation Techniques, Library Research, and Internet Studies.

Population, Research Sample, and Place and Time of Research

Martono (2015) stated that population is the total number of objects or subjects in an area and meets the requirements related to the researcher's problem. Sugiyono (2020) stated that sample and population are characteristic components. In research, a sample is a portion of the population selected for observation.

Several studies have examined the impact of employee loyalty on an enterprise's financial stability, highlighting its significant influence. The research conducted by Guiso, Sapienza, and Zingales (2015) focuses on the pivotal role of corporate culture and its beneficial effects on financial decision-making processes. On the other hand, Rajan, Cervais, and Zingales (2000) discuss the potential negative economic implications of cultural diversification within an organization.

This study adopts a probability sampling technique, ensuring that each member of the population has an equal chance of being selected. The research was conducted at the UKI Diponegoro and UKI Cawang campuses in Central Jakarta from November 21, 2023, to June 2024.

Data Collection Methods

This study sent questionnaires to respondents. The research tool used to collect data from respondents was a questionnaire, which is usually referred to as a written interview. The questionnaire consists of a series of questions given to participants either directly or indirectly, either by telephone, computer, face-to-face, or post. The method of collecting data through questionnaires is generally used because it is considered efficient, fast, and cheap.

Determination Analysis

To find out how much influence the independent variable (X) has on the dependent variable (Y), which is represented in percentage, the coefficient of determination (KD) analysis is used:

$$KD = r2 \times 100\% \qquad (1)$$

where:

KD is how far the change in variable Y is used by the variable;

X R is the square of the correlation coefficient.

Type of Research

Quantitative methods are used in this study. This method includes multiple linear regression analysis. The Likert scale is used to measure the scale of attitudes and opinions in research and is used to convert qualitative data into quantitative data. This scale is usually found in questionnaires when conducting certain surveys on the subject to be studied. The questions used in research are usually referred to as research variables and are specifically determined.

A questionnaire was distributed to students at UKI Cawang and the UKI Diponegoro Postgraduate Campus. These locations were selected because of their diverse student population, which facilitated a more representative sample collection.

$$\hat{Y} = \beta_0 + \beta_0 X_1 + \beta_0 X_2 + \ldots + \varepsilon \qquad (2)$$

Where:
$\hat{Y}$: Dependent Variable
X_1 : Independent Variable 1
X_2 : Independent Variable 2, etc.

β_0: Constant, the dependent value which in this case is Y when the independent variable is 0 (X_1 and $X_2 = 0$)

β_1: Multiple regression coefficients between the independent variable X_1 and the dependent variable Y shown in the case where the other independent variables are held constant.

β_2: The multiple regression coefficient between the independent variable X_2 and the dependent variable Y is shown in the case where the other independent variables are held constant.

Data Collection Methods

According to Sugiyono (2020), triangulation techniques were used to validate the data for this study. This means that researchers collect data while testing its credibility using various data sources and various data collection methods.

Data Analysis Techniques

The analysis and discussion of results were conducted following the completion of data testing and interviews using both primary and secondary data sources. Data analysis is defined as the process of systematically searching for and compiling data collected through documentation, interviews, and field notes.

Research Design and Methodology

Data must be accurate and relevant to obtain information or data to analyze problems and solve problems. The following methods are used: 1. Library Research: This method studies by collecting data from books, lecture materials, and literature and theories related to the problems to be discussed. 2. Field Research: This method entails conducting direct surveys with students of Universitas Kristen Indonesia (UKI) to gather firsthand data. The data analysis technique used in this study is Multiple Linear Regression analysis, which determines the extent to which changes in independent variables affect the dependent variable. In this study, the independent variables are Reliability (X1), Responsiveness (X2), Empathy (X3), Assurance (X4), Tangible (X5), and Dependent Variable (Variable Y).

Analysis and Discussion

Improving the quality of service in higher education is one of the important aspects that contribute to the success of academic institutions. Universitas Kristen Indonesia (UKI) is one of the oldest private universities in Indonesia with Excellent accreditation and continues to strive to provide optimal services for the entire academic community. The sample in this study were active UKI students totaling 305 students or 5.38% of the total students, with the following classification. Based on the distribution of respondents from each faculty at Universitas Kristen Indonesia, the following data were obtained:

1. The faculty with the highest number of respondents is the Faculty of Economics and Business, with 88 people or (28.86%). This shows the dominance of student participation from this faculty, which is most likely related to the larger number of active students or enthusiasm for participation in research.

2. The Faculty of Vocational Studies is in second place, with 52 respondents (17.05%). This figure stands out compared to other faculties, indicating that vocational students are quite representative in this study.

3. Other faculties that also have quite high participation are:

   • Faculty of Law: 37 people (12.13%).

   • Faculty of Literature and Languages: 27 people (8.86%).

   • Faculty of Engineering and Faculty of Social and Political Sciences, each with 26 people (8.52%).

4. Faculties with a smaller number of participants, but still significant, are:

   • Faculty of Medicine (S.Ked & Profesi): 24 people (7.87%).

   • Faculty of Teacher Training and Education: 19 people (6.22%).

5. Postgraduate student participation was very small, with only 6 respondents (1.97%), reflecting a more limited number of active postgraduate students.

6. There was no participation from the Student Exchange category (0.00%), possibly due to the absence of active exchange programs during the research period.

Overall, these data provide a comprehensive picture of faculty representation in research. The high participation of students from the Faculty of Economics and Business, as well as the Faculty of Vocational Studies, can have a dominant influence on the overall perception of the quality of university services.

Table 1. Number of Samples Based on Age

Age (year)	Number of People	Percentage (%)
20 – 30	299	98,02
31 – 40	5	1,60
> 40	1	0,38
Total	305	100,00

Source: Data Processing (2025)

Based on the age data of the 305 respondents, the distribution is as follows:

• A total of 299 respondents (98.02%) were in the age range of 0-30 years, reflecting the dominance of young students as the main participants of this study.

• Only 5 respondents (1.60%) were in the age range of 31-40 years, indicating that the number of students who are more mature or may have professional status is quite small (postgraduate students).

These findings show that the majority of active students at Universitas Kristen Indonesia are in the young age group, which is by the general profile of students in Diploma (D3), and Bachelor (S1) programs, and some from Postgraduate programs.

Table 2. *Number of Research Samples Based on Gender*

Gender	Number of People	Percentage (%)
Male	127	41,64
Female	178	58,36
Total	305	100,00

Source: Data Processing (2025)

Based on data obtained from a total of 305 respondents, 127 respondents were male (41.64%), while 178 respondents were female (58.36%). From this proportion, it can be concluded that the majority of respondents in this study were female.

This difference in numbers may reflect various dynamics in the research context, such as differences in participation rates based on gender, the distribution of the student population at Universitas Kristen Indonesia, or other factors that influence involvement in this study. A larger proportion of female respondents may also impact the overall results, especially if there are differences in perceptions of service quality based on gender. Furthermore, the classification of research samples based on religion is as follows:

Table 3. *Number of Research Samples Based on Religion*

Education	Number of People	Percentage (%)
Islam	33	10,82
Christian/Catholic	243	79,67
Hinduism	21	6,89
Buddhism	8	2,62
Other	-	-
Total	305	100,00

Source: Data Processing (2025)

Based on the respondents' religious data, the distribution of participation shows significant dominance of certain religious groups, as follows:

1.Christianity/Catholicism is the largest religious group in this study, with 243 respondents (79.67%). This reflects the religious identity of the majority of students at Universitas Kristen Indonesia, in line with the institution's background as a Christian-based college.
2.Islam is the second-largest religious group, with 33 respondents (10.82%). This participation highlights the inclusivity of UKI as an educational institution that serves students from various religious backgrounds.
3.Hinduism has 21 respondents (6.89%), indicating the existence of a small community of students with this religious background.
4.Buddhism recorded 8 respondents (2.62%), making it the group with the smallest number of participants among the religions identified in this study.
5. There were no respondents from the "Other" category, so all respondents were classified into four religious groups.

This data shows the diversity of religious backgrounds among UKI students, although in general Christian/Catholic groups are dominant. This information is important to understand how religious background can affect student perceptions of the quality of university services,

especially related to services based on spiritual values or supporting facilities for certain religions.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,545ª	,519	,009	,162

a. Predictors: (Constant), Tangible, Empathy, Reliability, Assurance, Responsiveness
b. Dependent Variable: Satisfaction

Source: Data Processing (2025)

The results of the study can be described as follows: 1. R-value (Correlation Coefficient): R-value = 0.545 indicates that there is a strong relationship between the independent variables and the dependent variables in the model. 2. R Square value (Coefficient of Determination): R2 value = 0.519 indicates that the independent variables in the model are responsible for about 51.9% of the variation in the dependent variable. The last 48.9% is explained by variables not included in this model.

Table 5. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,128	2,002		12,553	,000
	Realibility	,089	,044	,517	2,032	,043
	Responsiveness	,054	,039	,514	1,388	,039
	Empathy	,109	,036	,188	3,068	,002
	Assurance	,211	,044	,291	4,772	,000
	Tangible	,140	,051	,204	,866	,007

Source: Data Processing (2025)

Here is the interpretation of the regression result table based on the given data:

Coefficients for Independent Variables
a. Reliability
  • Unstandardized Coefficients (B): 0.0890.
   Every one-unit increase in reliability increases the dependent variable by 0.089, assuming other variables remain constant.
  • t: 2.0322. Sig.: 0.043.
   Since $p < 0.05$, this variable is statistically significant.
b. Responsiveness
  • Unstandardized Coefficients (B): 0.054.
   Every one-unit increase in responsiveness reduces the dependent variable by 0.054.
  • t: 1.388. Sig.: 0.039
   Since $p < 0.055$, this variable is statistically significant.
c. Empathy
  • Unstandardized Coefficients (B): 0.109.

Each one-unit increase in empathy increases the dependent variable by 0.109.
- t: 3.0683 Sig.: 0.002.
  Since $p < 0.05$, this variable is statistically significant.

d. Assurance
- Unstandardized Coefficients (B): 0.211.
  Each one-unit increase in assurance increases the dependent variable by 0.211.
- t: 4.772 Sig.: 0.0000
  Since $p < 0.05$, this variable is statistically significant.

e. Tangible
- Unstandardized Coefficients (B): 0.140.
  Each one-unit increase in tangible increases the dependent variable by 0.140.
- t: 0.866 Sig.: 0.007
  Since $p < 0.05 p < 0.05$, this variable is not statistically significant.

Table 6. Tolerance and VIF

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Realibility	,462	1,121
	Responsiveness	,644	1,553
	Empathy	,585	1,274
	Assurance	,393	1,261
	Tangible	,471	1,030

Source: Data Processing (2025)

Table 7. Regression

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,545	,521	,0093	,16296

Source: Data Processing (2025)

1. Weak Relationship: The R-value of 0.545 indicates a strong relationship between the independent and dependent variables.

2. Limited Explained Variation: The R Square of 52.10% indicates that the model only explains most of the variation in the dependent variable.
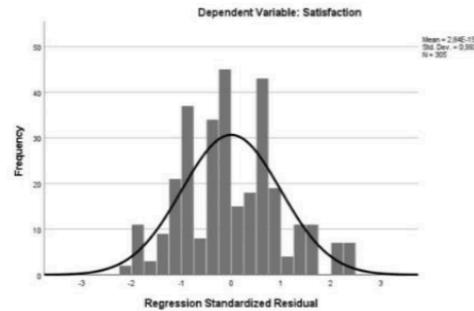
Figure 2: Normal Distribution Graph

The results of the study with the frequency level with the standardized residual histogram graph of the regression using Satisfaction as the dependent variable. The following is the interpretation:

1. Histogram Shape:
   - This histogram shows the distribution of standardized residuals from the regression model.
   - In general, the shape of the histogram resembles a normal distribution (bell-shaped curve), which is consistent with the linear regression assumption that residuals should be normally distributed.
2. N (Number of Samples):
   - There are 305 observations in this analysis, which is a large enough sample size to support the validity of the normality assumption.

Table 8. Standardized Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,248	,735		-1,700	,040
	Realibility	,0860	,016	-,023	-,402	,029
	Responsiveness	,061	,014	,000	-,003	,028
	Empathy	,017	,013	-,080	-1,319	,018
	Assurance	,109	,016	,402	6,706	,000
	Tangible	,016	,019	-,047	-,871	,038

a. Dependent Variable: ABS_RES

Source: Data Processing (2025)

1. Significant Variables:

All independent variables of Reliability, Responsiveness, Empathy, Assurance, and Tangible have a significant effect on the dependent variable ($p < 0.05$). This means that these variables are the main focus of the model.

2. Predictions and residuals follow the assumption of regression normality, which strengthens the validity of the model. A small standard deviation indicates the accuracy and consistency of the model.
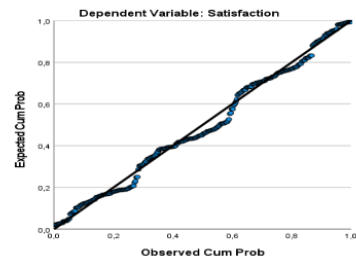

Figure 3. Regression Standardized Residual

Image Interpretation

Based on this P-P Plot graph, the regression residuals appear to follow a normal distribution. This means that the regression analysis results meet the assumption of normality, which is one of the important requirements in linear regression.
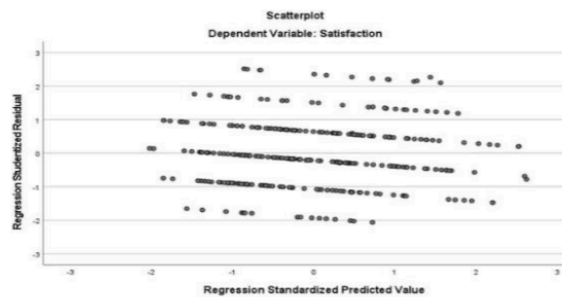

Figure 4. Scatterplot

Image interpretation

The scatterplot shows that:
- The assumption of homoscedasticity is met.
- There is no strong indication of violation of residual independence.
- This regression model can be considered valid in terms of these assumptions.

Conclusion

The quality of service provided by Universitas Kristen Indonesia has a significant impact on student satisfaction. Dimensions of service quality such as reliability, responsiveness, empathy, assurance, and tangibles play a crucial role in shaping students' perceptions of university services.

Significant Variables:

1. All independent variables of Reliability, Responsiveness, Empathy, Assurance, and Tangible have a significant effect on the dependent variable (p <0.05). This means that this variable is the main focus of the model.

2. The model produces consistent predictions with an average residual approaching zero.

Implications:

1. Theoretical Implications

Service research has been conducted. The importance of service quality in assessing and shaping customer satisfaction in this case is UKI students, especially in the higher education sector. Theories of service quality presented in the literature suggest that service quality is a key factor influencing customer satisfaction.

2. Practical Implications

For university or higher education management, the findings of this study can serve as a guideline for identifying areas that require service improvement. By enhancing its services, universities can strengthen their reputation and competitiveness in the increasingly competitive higher education landscape.

3. Policy Implications

The results of this study can be the basis for developing policies that are more focused on improving the quality of service for students, such as policies to allocate funds to improve facilities or procure the latest technological assistance according to their intended use.

Research Limitations:

In the implementation of this research, several obstacles and limitations were faced by the research team, including:

1. Respondent Limitations

This research only involved students of Universitas Kristen Indonesia as respondents, so the results cannot be generalized to other universities.

2. Data Collection Method

Data were collected through questionnaires that may be influenced by the subjective perceptions of respondents. This can affect the accuracy of the information received.

3. Time Limitations

Data collection was carried out in a certain period, so the results of the study only reflect the situation at the time the data was collected.

4. Location Limitations

This research was conducted solely within Universitas Kristen Indonesia, excluding students who may have experienced services at other campuses or through online platforms.

Further Research Implications/Suggestions

1. Improving service quality: Universities should continuously enhance service quality across all aspects to meet student needs and expectations, including reliability, responsiveness, empathy, assurance, and tangibles.

2. Periodic Surveys: Conduct student satisfaction surveys periodically at least once a year to monitor the effectiveness of improving excellent service to determine the stability of satisfaction from each student.

3. Staff Training: Provide service training (service excellence) to all relevant staff to improve responsiveness, empathy, and confidence in serving each student.

4. Modern facilities: Gradually modernize infrastructure to create a beautiful and comfortable learning environment so that students feel that the campus is their second home to study.

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