Student Satisfaction Perception : Service Quality in Open Distance Learning

Sub-themes : The Quality in ODL

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ABSTRACT

The Indonesian Open University is a state university and the only one which carry out open distance learning system in Indonesia. Continuous quality improvement constantly pursued by the Indonesian Open University in carrying out the process of open distance learning services. One of the factors supporting the success of an open distance learning system is depended on the quality of services provided to students.

Articles in this paper present and discuss the perception of student satisfaction of service quality that is provided by the Indonesian Open University. Open distance learning services provided to students consists of: (1) registration, (2) service of teaching materials, (3) learning support services, (4) exam administration services, (5) the credit transfer service, (6) service graduation, (7) service and administrative affairs.

Study on the perception of student satisfaction conducted by distributing questionnaires to 2085 students in the Indonesian Open University at Bandung Regional Office, during the first registration period in 2012.

Keywords: Student Satisfaction, Service Quality, Open Distance Learning

I.   Introduction

The Open University is one of the state universities in Indonesia that implements the distance learning system. Different with conventional higher-education activities through face-to-face learning, the colleges are implementing the

distance learning system that sets it apart is the activity of teaching and learning activities are carried out separately. Its means not necessary face to face between lecture and students in learning activity, and learning activity on the implementation of the Open University conducted independently.

As a public university in Indonesia which introduced a system of distance learning, the Open University has a range that is broad with 37 regional offices in each province of Indonesia. With a wide range of power and application of distance learning, the Open University is expected to improve the distribution of educational opportunities and high-quality educational services for all citizens of Indonesia to the remote and isolated areas throughout Indonesia.

In the Presence Law of the Republic of Indonesia No. 14 Years 2005 about Teachers and Lecturers UT provide a convenience to the elementary school teachers in Indonesia to increase educational qualifications by the distance learning system. Continuous quality improvement constantly pursued by the Open University in carrying out the process of distance education services. One of the contributing factors which the success of the distance learning system that is dependent on the quality of service that is provided to students

II.   The Open University Business Concepts In Higher-Education Services

Christian Gronroos, 1990 in Fitzsimmons and Fitzsimons (2011:4) state that the service is an activity or series of activities of more or less intangible form, which is usually, although not always in a place or location. Which shows the interaction between the customer and the service provider either using a physically-shaped item or systems supplied as a solution to the problem - a problem faced by customers. Meanwhile, according to (Lovelock, 2007:5) service is an act or performance of services that create value for customers to bring about desired changes in themselves or on behalf of the service recipient.

According to Kotler and Keller (2012:85) service is any activity on the performance offered by one party to another, in principle, intangible and not cause any transfer of ownership, production could also not be tied to a physical product.

Kotler and Keller (2012:87) argue that the service is any action or activity that can be offered by one party to another, essentially intangible and does not result in any ownership. Another suggestion from Kotler and Keller (2012: 372) says that service is something intangible where the act or performance offered by one party to another and did not cause any transfer of ownership.

Meanwhile, according to Zeithaml (2009:24) service or services are all economic activities that result is not a product in physical form or construction, which is usually consumed at the same time with the time which produced and provide added value (such as convenience, amusement, pleasure or health) or a solution to the problems faced by consumers. Lovelock and Wright (2007: 33) describe the services as processes of the product, where a process involving input and as an output change. Here are the categories of persons and objects are processed.

Kottler and Keller (2009:386) divide services into several sectors:

1. Government sector services in fields such as the military, hospitals, security, fire and regulations and education fields

2. Non-profit private sector such as, museums, social agencies, churches, and foundations.

3. Business sector such as transportation, banking, hospitality, insurance, film companies and real estate services company.

4. Manufacturing sector as a computer operator and accountant services.

5. Retail sector such as cashiers, marketers, and customer services.

Higher-Education service delivery process can be viewed from two main aspects (Alma 2008:326) : administrative service quality dimensions (reliability, rsponsiveness, assurance, and empahaty) as well as the dimensions of service quality classes (are processes or mechanisms and the quality of services or tuition). The process of administration services offered by a university must be in accordance with what was promised or accurate, fast, responsive, and aware of the needs of students.

Lovelock & Wirtz (2011:41) classify services as can be seen on the image below:

Picture 2.1 : *Four Categories of Services*

Lovelock & Wirtz, 2011: 41
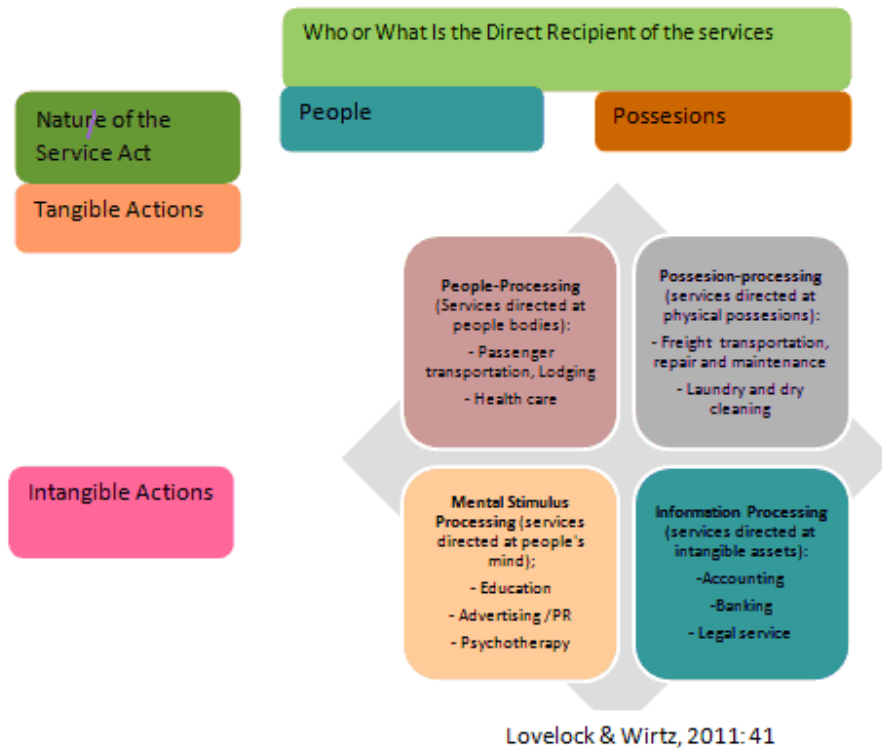
Based on the picture the Open University as an education provider in the category of mental stimulus processing in which the services are directed at people's minds (students). On education services by their nature are more intangible measures. In addition the majority of the time the customer is used to interact directly with the service providers that are faculty and administrative staff so called high contact system.

Understanding Service Quality

Definition of quality according to the American Society for Quality Control in Kotler and Keller (2009:143) quality is the totality of features and characteristics of the products or services that depend on its ability to satisfy stated or implied needs.

Meanwhile, according to Kotler (2012:89) Service quality is the level of service provided by the company to the consumer barometer can be seen from the procedure or mechanism itself, and the services supported by consumer reaction characterized by satisfaction.

The Difference between quality of service and satisfaction lead to the disconfirmation way which operationalized. In measuring quality of care than is what is supposed to be obtained, while in the comparable measure of satisfaction is what customers probably Get it."

Zeithaml (2009:326) *"Service quality is the extent of discrepancy between customer's expectations or desires and their perceptions.*

From the various definitions above, the quality of service is any activity undertaken by the company in order to meet consumer expectations. Service in this case is defined as a service or a service delivered by the owners in the form of services that ease, speed, relationships, skills and attitudes through a dedicated hospitality and nature in providing services for customer satisfaction

Service quality can be determined by comparing the perceptions of consumers for the real service they receive / get with the real service they expect / want the service attributes of a company. Relationships between producers and consumers reach far beyond the time of purchase to after-sales service, beyond the eternal future product ownership. The company considers the consumer as king to be served well, given from the consumer will benefit the company in order to continue living.

Measuring Service Quality

One approach to improve the service quality of customer service, made reference Servqual methods in marketing research, in which the measured dimensions are reliability, tangibles, responsiveness, assurance, and empathy. SERVEQUAL is one instrument that was introduced by Zeithaml, Parasuraman and Berry (2009: 111) is used to measure customer satisfaction and to analyze the extent to which the level of service provided to customers.

SERVEQUAL method using a user-based approach, which quantitatively measures the quality of services in the form of questionnaires and contains service quality dimensions such as reliability, tangibles, responsiveness, assurance, and empathy.

Service quality dimensions mentioned above should be mixed well. If not, it can cause the gap between companies and customers, because of differences in their perception of the form of service.

Five gaps that caused the difference in perception of quality of services are as follows:

1. Management perception gap, that is the difference between the evaluation of the service according to the service users on management's expectations and perceptions of service users.
2. Quality specification gap, that is the gap between management perception of the service user expectations and service quality specifications.
3. Service delivery gap, that is the gap between service quality specifications and service delivery.
4. Marketing communication gap, that is the gap between service delivery and external communications.
5. Perceived gaps in service, that is a difference in perception between perceived service and expected by the customer.

According to Fitzsimmons and Fitzsimons (2011) There are 5 gap (the difference between perceptions and expectations of consumers) that probably occur in a cycle of service quality that are :

Gap 1 is called the market research gap that the gap that arises because of a misunderstanding of what is expected by the customer. In order to avoid the emergence of this gap, the company is recommended to conduct a study of consumer expectations, by improving communication between management and employees associated with the service.

Gap 2 is the service design that gap arising from the company's management not committed to service quality or lack of fulfillment of customer expectations of

perception presented. The best way to cover this gap is through the establishment of clear standards of service to be delivered.

Gap 3 is called conformance gap that arises because of various reasons such as lack of employee training or improper selection or improper design job that cause a lack of understanding of employees in meeting consumer expectations.

Gap 4 called the communication gap that arises due to the differences in communication between the service delivered by the external cause error information submitted.

Gap 5 costumer satisfaction is the accumulation of differences that occur in the gap with a gap of 1 to 4, which is the gap between expected service

Figure 2.2 Service Quality Gap Model
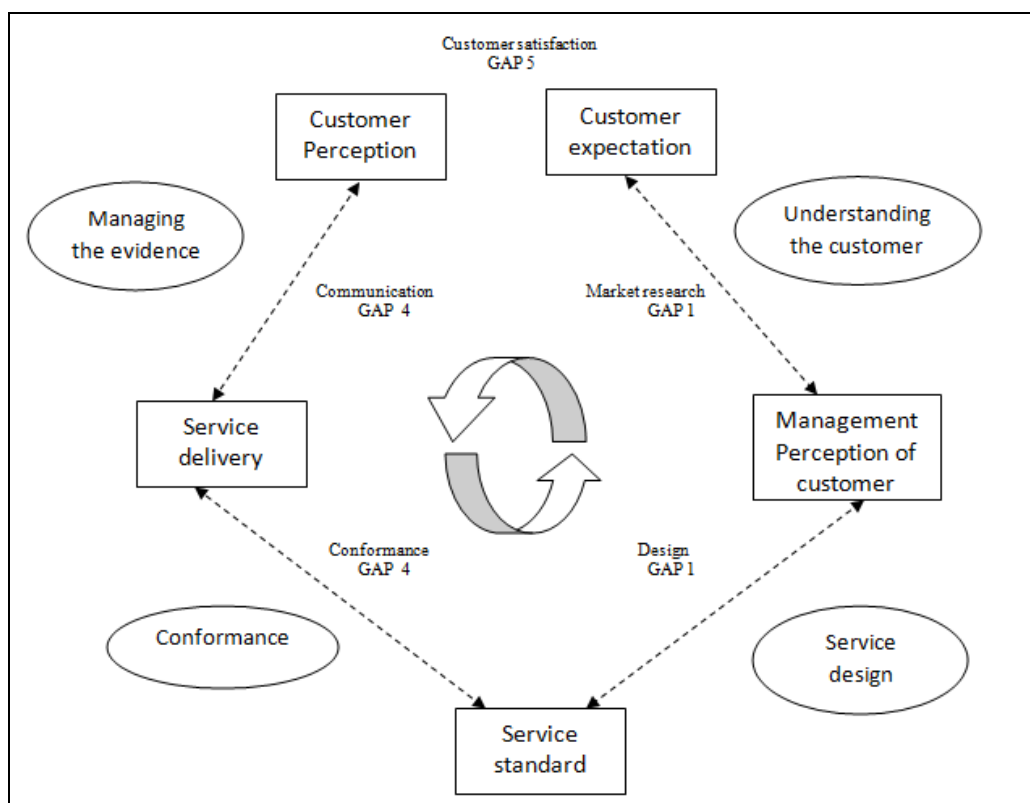
Source : Fitzsimmons and Fitzsimons, Services Management (2011)

Kotler and Fox (1995: 414) argues that there are six main dimensions of service quality in higher education, that are quality of instruction, academic advising,

library resources, extracurricular activity, opportunities to talk with faculty members, job placement services.

1. Dimensions of quality of instruction (teaching quality), relating to the ability of lecturers or instructors in the mastery of the material, presenting the material, hospitality, objectivity in delivering value, and so on.

2. Dimensions of academic advising (academic advising) associated with faculty mentors who become academic in terms of continuity, patience, accuracy, and availability of time in providing academic guidance, and so on.

3. Dimensions of library resources (supporting resources) include the availability of laboratories, libraries, classrooms, and so on.

4. Dimension extracurricular activity (extracurricular activities) include the number and attractiveness of extra-curricular activities, university support for student activities, and so on.

5. Dimensions of opportunities to talk with faculty members (aspects of communication with head / university staff) deals with the aspects of ease to contact the head / staff at the university level, faculty, and the department or program of study.

6. Dimensions of job placement services (administrative services aspects) include the ability and speed of administrative staff at the university level, faculty, and the department or program of study, in providing services.

In education services, service quality imposed more by the people-based not equipment-based (Thomas, 1978). In addition, research Tang and Zairi (1998a, 1998b, 1998c) found that university staff more power than employees in other service industries, such as financial institutions, due to the greater autonomy in communicating and helping students. So the presence of human interaction such as student interaction with academic staff and university administration plays an important role in defining and assessing the quality of service in education services.

Wee Ming & Alan (2012) conducted research on service quality in higher education using a modified SERVEQUAL method to measure the students' perceptions regarding kulaitas services, with a focus on that research conducted in the

gap 5 which is the gap between expected service. While research Henning-Thurau, Thorsten, Hansen, & Ursula (2001) in measuring kulaitas service by using some indicators such as quality of academic staff, infrastructure, teaching offered, concern for students, exam services, and administrative services.

III.   Measuring student satisfaction: the case of Open University Regional office Bandung

Every registration The Open University regional office Bandung measuring student satisfaction towards services Open University. At the registration period in 2012.1, 2085 elemantary teacher program student participate in assessing student satisfaction towards services Open University

2085 responden are students who re-register in the region which spread The Open University regional office Bandung. The Instruments used is Student Assessment Questionnaire elemantary teacher program student To The Open University Service (JJ02-RK01-R05a_b) provided by the Center for Quality Assurance (Pusmintas UT)

Student satisfaction measurements are performed that the distance education services provided to students consists of : (1) registration service which consists of 9 indicators, (2) service of teaching materials consisting of 4 indicators (3) learning support service consists of 4 indicators (4)) exam administration consists of 9 indicators (5) the credit transfer which consists of 2 indicators (6) graduation service which consists of 4 indicators, and (7) administrative affairs service that consists of 4 indicators.

(1) registration service

a. Availability of information about registration (A1)

b. Registration files Availability (A2)

c. Ease of getting Sheet Claims Registration (Billing) (A3)

d. Accuracy of registration data on the Card Test Participants (names, subjects, test centers) (A4)

e. Identification accuracy on List Value Test (name, place and date of birth, address, UPBJJ, status value) (A5)

f. Concern registration officer (A6)

g. The speed of service registration (A7)

h. Ease of payment of tuition fees (A8)

i. Accuracy of registration data on Sheet Receivables (name, place and date of birth, code and the course, the amount of tuition paid) (A9)

(2) service of teaching materials

a. Acceptance of the suitability of teaching materials (title, number) to order (B1)

b. Reception speed teaching materials (B2)

c. Physical quality of instructional materials (printed, volumes, completeness pages) (B3)

d. Quality packaging (B4)

(3) learning support service

a. Ease of getting service tutorial (C1)

b. Feasibility of tutorial place(C2)

c. Timeliness tutorial (C3)

d. Tutorial usefulness in understanding the course material (C4)

(4)) exam administration Service

a. Availability of exam information (schedules, rule) (D1)

b. Affordability of exam places (D2)

c. Feasibility of exam places (D3)

d. Completeness of the examt script (D4)

e. Professionalism of officers of the exam (D5)

f. Orderliness exam test (D6)

g. Ease of getting exam results information (D7)

h. The accuracy of the test results announcement (D8)

i. Completeness in accordance with the value of the DNU followed the exam subjects

(5) the credit transfer service

a. Ease of obtaining credit transfer application form (E.1.1)

b. Processing speed (E1.2)

(6) graduation service

a. Speed of graduation information (E2.1)

b. Speed of Reception certificates and transcripts graduation (E2.2)

c. Truth writing certificate graduation (name, place and date of birth) (E2.3)

d. Completion of accuracy error the certificate graduation (E2.4)

(7) administrative affairs service

a. Speed of makes certificate as a student for student (F1)

b. Speed of legalize certificate / transcript graduation (F2)

c. Speed of makes covering letter (F3)

d. Concern officer (F4)

After the questionnaires collected, then processed and presented descriptively and tested descriptive statistics using SPSS software 2.0. Processed Data shows over 70% of respondents indicated satisfaction levels. Generaly, registration services has a 79.91% satisfaction, service of teaching materials having 89.83%, learning support service has a 89.18% satisfaction, exam administration services has 90.25% satisfaction, the credit transfer service 80.13%, service graduation 88.49%, and service and administrative affairs has 78.42%.

Tabel 1 A. Registration service

INDICATOR	ASSESSMENT CRITERIA										TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4		satisfaction		
A1	32	2%	261	13%	14,28%	1282	62%	477	23%	85,72%	2052	100%
A2	19	1%	212	10%	11,21%	1251	61%	579	28%	88,79%	2061	100%
A3	22	1%	152	7%	8,48%	1187	58%	690	34%	91,52%	2051	100%
A4	7	0%	107	5%	5,64%	1131	56%	775	38%	94,36%	2020	100%
A5	11	1%	144	7%	7,72%	1095	55%	758	38%	92,28%	2008	100%
A6	38	2%	331	16%	17,91%	1195	58%	496	24%	82,09%	2060	100%
A7	32	2%	340	17%	18,17%	1207	59%	468	23%	81,83%	2047	100%
A8	16	1%	199	10%	10,64%	1229	61%	577	29%	89,36%	2021	100%
A9	10	1%	125	6%	6,85%	1166	59%	670	34%	93,15%	1971	100%

B. service of teaching materials

INDICATOR	ASSESSMENT CRITERIA									satisfaction	TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4				
B1	12	1%	169	8%	8,85%	1181	58%	683	33%	91,15%	2045	100%
B2	23	1%	289	14%	15,26%	1270	62%	463	23%	84,74%	2045	100%
B3	8	0%	181	9%	9,26%	1222	60%	630	31%	90,74%	2041	100%
B4	7	0%	139	7%	7,29%	1246	62%	610	30%	92,71%	2002	100%

C. learning support service

INDICATOR	ASSESSMENT CRITERIA									satisfaction	TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4				
C1	16	1%	123	7%	7,49%	1150	62%	566	31%	92,51%	1855	100%
C2	58	3%	368	20%	22,84%	1096	59%	343	18%	77,16%	1865	100%
C3	11	1%	124	7%	7,31%	1160	63%	552	30%	92,69%	1847	100%
C4	10	1%	94	5%	5,63%	1110	60%	632	34%	94,37%	1846	100%

D. exam administration Service

INDICATOR	ASSESSMENT CRITERIA									satisfaction	TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4				
D1	18	1%	131	8%	9,42%	979	62%	454	29%	90,58%	1582	100%
D2	10	1%	202	13%	13,40%	957	60%	413	26%	86,60%	1582	100%
D3	11	1%	171	11%	11,52%	1039	66%	359	23%	88,48%	1580	100%
D4	3	0%	69	4%	4,57%	978	62%	525	33%	95,43%	1575	100%
D5	4	0%	119	8%	7,87%	1012	65%	428	27%	92,13%	1563	100%
D6	1	0%	85	5%	5,51%	1001	64%	473	30%	94,49%	1560	100%
D7	22	1%	171	11%	12,35%	924	59%	446	29%	87,65%	1563	100%
D8	20	1%	208	13%	14,65%	916	59%	412	26%	85,35%	1556	100%
D9	15	1%	114	7%	8,46%	938	62%	457	30%	91,54%	1524	100%

E1. the credit transfer service

INDICATOR	ASSESSMENT CRITERIA									satisfaction	TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4				
E1.1	8	2%	64	18%	20,17%	219	61%	66	18%	79,83%	357	100%
E1.2	9	2%	63	17%	19,57%	235	64%	61	17%	80,43%	368	100%

E2. graduation service

INDICATOR	ASSESSMENT CRITERIA									satisfaction	TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4				
E2.1	1	0%	44	15%	15,10%	192	64%	61	20%	84,90%	298	100%
E2.2	0	0%	31	11%	11,44%	185	68%	55	20%	88,56%	271	100%
E2.3	1	0%	26	9%	9,54%	180	64%	76	27%	90,46%	283	100%
E2.4	0	0%	28	10%	9,96%	180	64%	73	26%	90,04%	281	100%

F. administrative affairs service

INDICATOR	ASSESSMENT CRITERIA										TOTAL RESPONDENTS	
	1		2		dissatisfaction	3		4		satisfaction		
F.1	36	4%	172	21%	25,24%	423	51%	193	23%	74,76%	824	100%
F.2	29	4%	137	19%	22,52%	445	60%	126	17%	77,48%	737	100%
F.3	30	4%	140	18%	21,71%	474	61%	139	18%	78,29%	783	100%
F.4	25	3%	110	14%	16,85%	462	58%	204	25%	83,15%	801	100%

Statistics

		A1	A2	A3	A4	A5	A6	A7	A8	A9
N	Valid	2052	2061	2051	2020	2008	2060	2047	2021	1971
	Missing	33	24	34	65	77	25	38	64	114
Mean		3.0741	3.1596	3.2409	3.3238	3.2948	3.0432	3.0313	3.1712	3.2664
Std. Deviation		.64556	.62879	.62898	.58809	.61999	.68819	.67565	.62170	.59403

Statistics

		B1	B2	B3	B4
N	.Valid	2045	2045	2041	2002
	.Missing	40	40	44	83
Mean		3.2396	3.0626	3.2122	3.2283
Std. Deviation		.61877	.63953	.60680	.57980

Statistics

		C1	C2	C3	C4
N	Valid	1855	1865	1847	1846
	Missing	230	220	238	239
Mean		3.2216	2.9244	3.2198	3.2806
Std. Deviation		.59752	.70724	.58454	.57999

Statistics

	D1	D2	D3	D4	D5	D6	D7	D8	D9
N Valid	1582	1582	1580	1575	1563	1560	1563	1556	1524
Missing	503	503	505	510	522	525	522	529	561
Mean	3.1814	3.1207	3.1051	3.2857	3.1926	3.2474	3.1478	3.1054	3.2054
Std. Deviation	.61857	.63223	.59370	.55075	.56862	.54701	.65535	.66260	.61000

Statistics

	E1.1	E1.2	E2.1	E2.2	E2.3	E2.4
N Valid	357	368	298	271	283	281
Missing	1728	1717	1787	1814	1802	1804
Mean	2.9608	2.9457	3.0503	3.0886	3.1696	3.1601
Std. Deviation	.67343	.65803	.60371	.55736	.58908	.57877

Statistics

	F1	F2	F3	F4
N Valid	824	738	783	801
Missing	1261	1347	1302	1284
Mean	2.9381	2.9065	2.9221	3.0549
Std. Deviation	.78399	.71098	.71004	.71727

IV.   Recomendation

Based on data compiled from questionnaires about student satisfaction elemantary teacher program student To The Open University distance education services provided to students there are services that need to be improved, there are The speed of service registration, Reception speed teaching materials, Feasibility of tutorial place, The accuracy of the test results announcement, . Ease of obtaining credit transfer application form, . Speed of graduation information and Speed of makes certificate as a student for student

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