

The Influence Of Learning Process And Service Quality On Student's Satisfaction

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ABSTRACT: *The purpose of this research is to analyze the influence of learning process and service quality variable in the relation with the satisfaction of Budi Luhur's students, Jakarta. This research is using survey method, and the data is taken from questionnaire given to 94 respondents. Sampling method used is purposive sampling, which is sampling determination technique with certain consideration. Data analysis is using SPSS 20 software. From the research result, it can be concluded that there is no significant influence of learning process on student's satisfaction, and there is a significant influence of service quality on student's satisfaction.*

KEYWORDS- *Learning Process, Service Quality, Student's Satisfaction*

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I. INTRODUCTION

In facing the tight economic competition, only high quality product and service that will excel in the competition. To deal with this, every company needs to fix their performances by improving the service quality. Since the quality mentioned in this research refers to service, thus the writers intend to discuss about services. It is an intangible process or activity that shows interaction between people although the involved parties often do not aware of it. The meaning of service is related to quality, which is the conformity of a product or service with the determined goal where reliability, endurance, and accuracy give value to integrity, that will give satisfaction to the customers. Therefore, service quality is an effort to fulfill customer's need and desire and also the accuracy of service delivery to make sure that the service given match the customer's expectation/desire (Agustiono and Sumarno, 2006).

Customer's satisfaction can bring some advantages, such as harmonious relationship between company and customer, decent base for repeat purchase and customer's loyalty, and profitable word of mouth recommendation for company (Tjiptono, 1997). A decision making process does not only end with a purchase transaction, but it is also followed by after-purchase behavior phase. In this phase consumers feel certain satisfaction or dissatisfaction that will influence their next behavior. If they are satisfied, they will show a big opportunity to repeat purchase or even purchase another product of the same company in the future (Tjiptono, 1997).

Students entering certain university must have a lot of expectations, such as job opportunity, career development and satisfaction, pleasure and pride as students of the university itself (Bowen in Alma, 2005). Student's sacrifice in form of money to pay for all the education cost, time that can be counted as opportunity cost, and hard work to follow all lectures schedule have to be balanced with services given by the university. All value chain in educational institutions have to create plus value for students. All personnel and educational process as main value chain have to give satisfactory service to all students (Alma, 2005). The process happened in service distribution from producer to consumer needs to be noticed and improved. Regarding educational institutions, it relates to the main product which is learning and teaching process (Alma, 2007). Therefore, the following hypothesis is proposed: H₁: does learning process influence student's satisfaction.

Service quality can be defined in simple way as comparison between the expected service and received service (Parasuraman, Zeithaml, and Berry, 1988). According Sugandini (2003), quality is divided into two main elements, there are: How far a product or service fulfills the consumer's wish; How far a product or service how far a product or service is free from deficiencies. Hence, good or bad service quality is not based on service provider's point of view or perception, but based on consumer's perception. Therefore the following hypothesis is proposed: H₂: does service quality influence student's satisfaction.

II. RESEARCH METHODS

This research is categorized as explanatory research. This research was conducted on July 2015, and took place at Budi Luhur University, Jakarta. This research is using purposive sampling, that is sampling conducted by choosing people according to the specification of the sample itself. The researchers choose purposive sampling because they select students with certain criteria to become sample. The criteria is students who are minimum already in 5th semester. The number of sample used in this research is 94 respondents. According to Singarimbun (1989), data analysis is data simplifying process to an easier to read and interpret form. The data analysis used by the researchers is SPSS software.

III. RESULTS AND DISCUSSIONN

Based on the correlation test using SPSS 20, the output is as follows :

Table 1 Result of Correlation of Learning Process on Student's Satisfaction

Correlations		Learning	Student's Satisfaction
Learning Process	Pearson Correlation	1	-.026
	Sig. (2-tailed)		.806
	N	94	94
Student's Satisfaction	Pearson Correlation	-.026	1
	Sig. (2-tailed)	.806	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

Source : Result of Processed Data with SPSS

The correlation value of learning process product moment $r=-0.026$ and $Pvalue=0.806$ is more than $alpha=0.01$. It means there is no correlation between learning process and student's satisfaction at Budi Luhur University, Jakarta.

The influence of learning process on student's satisfaction at Budi Luhur University, Jakarta based on table 1 is negative. It means that the negative influence of learning process on student's satisfaction at Budi Luhur University Jakarta is caused by the lack of enthusiasm of lecturers in transferring knowledge during teaching and learning process, lecturers have not performed good communication with students during teaching and learning process, lecturers do not spare enough time or support and take a chance to ask the students whether they can understand the material being taught or not. This research does not support the research of Guallo (1999) and Alma (2005; 2007). The research result of Alma (2005) states that all value chains in educational institution have to be able to create plus value for students. All personnel and educational process as the main value chain have to be able to give service satisfaction for students. The findings in this research give suggestion for the administrator of Budi Luhur University to pay more attention on and increase the indicator of learning process which is expected to be able to please students of Budi Luhur University, Jakarta.

Table 2 Result of Correlation of Service Quality to Student's Satisfaction

Correlations		Service Quality	Student's Satisfaction
Service Quality	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	94	94
Student's Satisfaction	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

Source : Result of Data Processed with SPSS

From the correlation table 2 above, it can be seen that correlation value of service quality product moment $r=0.648$ and $Pvalue=0.000$ is less than $alpha=0.01$. It means that there is relation between service quality and student's satisfaction at Budi Luhur University, Jakarta.

The influence of service quality on student's satisfaction in Budi Luhur University, Jakarta based on table 2 is positive. It means that the influence of service quality on student's satisfaction which is caused by strategic campus location, spacious parking lot, complete collection of books in library, adequacy and comfort of lecture rooms, has been well perceived by respondents. This research strengthens the research of Sutino and Sumarno (2005), Margaretha (2004), Agustiono and Sumarno (2006), Alma *et al.* (2007), Samosir (2005). This research findings give suggestion to university to pay more attention on the indicator of service quality for

students in order to satisfy students of Budi Luhur University, Jakarta more. The research tries to reveal factors related to student's satisfaction at Budi Luhur University, Jakarta.

IV. CONCLUSION

Based on literature review and model development with research hypothesis, thus the conclusion of this research are as follow: Learning process does not influence student's satisfaction; Service quality influences student's satisfaction.

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