Evaluation Model of Supervision of Service Quality of The Final Paper in The Management Study Program, Faculty of Economics and Business, Ahmad Dahlan University

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Article Info

ABSTRACT

This study set out to investigate how student happiness and service quality affect word-of-mouth advertising in the construction sector. The Department of Management, housed inside Ahmad Dahlan University's Faculty of Economics and Business, conducted the research. Purposive sampling and the sampling convenience approach were used to classify the sample. The respondent is provided with a questionnaire that gathers data regarding word-of-mouth communication, service quality, and student satisfaction. In this study, moderator regression analysis is implemented. On the contrary, the T and F tests are utilized to evaluate the provided hypothesis. Student satisfaction, service quality, and their interaction all have a substantial effect on word-of-mouth communication, as demonstrated by the outcomes of the T-test conducted on the partial regression coefficients. The coefficient regression test reveals that word-of-mouth communication is influenced by the variables of service quality, student satisfaction, and their interactions. The variables of service quality and student satisfaction account for 78.2% of the variance in word-of-mouth communication; the remaining 21.8% is attributable to factors not accounted for in the study model.

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1. INTRODUCTION

The implementation ASEAN Economic Community in 2015 in Indonesia brought the University ready for the development of global competition. The university is currently facing a significant issue as it is often regarded as the most capable institution for producing highly skilled individuals [1]. Furthermore, higher education serves as a platform for cultivating and equipping exceptional human capital through the process of instruction and acquisition of knowledge. The teaching and learning process will involve various elements, which are: lecturers, students, employees, parents, government, facilities and infrastructure, and other parties who will determine the success of the university in producing qualified graduates following the demands and global needs [2].

A university, as a service company in the field of education, must be aware of the caliber of services it offers to its clientele, particularly its student body. The assessment

of service quality may be carried out by understanding how students perceive the quality of the services they get. It is possible to determine whether or not students' expectations are fulfilled based on this view. Satisfaction occurs when expectations are met, and conversely, dissatisfaction will occur when expectations are not met [3].

Achieving good quality service and customer satisfaction will affect the effective communication process, customer loyalty can be created through word of mouth [4]. Word of mouth can be built by the enhancement of service quality and student satisfaction.

One form of faculty service in the academic area is service related to the implementation of thesis supervision. Thesis supervising is a teaching-learning process in the form of consultation conducted by students with their supervisors to complete the thesis as the student's final assignment. The thesis is scientific paperwork that must be taken and compiled by students to fulfill some requirements to achieve a bachelor's degree.

2. LITERATURE REVIEW

Service Quality is a method to see the perception of service that is felt by customers with the service that is expected by customers [5], [6]. If the expected service by the customer is greater than the service that is received by the customer, it can be said that the service is not qualified. If the level of service provided to the client exceeds their expectations, it may be concluded that the service is of high quality. Similarly, if the service received matches the customer's expectations, it can also be considered high quality. satisfactory [5]. Thus, Service Quality is a way to find out how big the gap is between reality and customer expectations during service [6].

SERVQUAL (Service Quality) analysis is an analysis to measure service quality, namely: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. Although SERVQUAL analysis has been empirically tested on bank services, telephone services, etc. Therefore, a study conducted by Joseph, [7] proposed several factors in the

quality of education services. These three researchers measured the quality of education services by using eight quality factors of education services consisting of 29 items.

Several experts have defined customer satisfaction. Day [8] defines customer satisfaction or dissatisfaction as the customer's perception of the perceived disconfirmation evaluation between initial expectations before purchasing and the actual product perceived after use. Per the American customer satisfaction index concept, total customer satisfaction is influenced by perceived value elements, perceived quality, and customer expectations. Customer satisfaction has behavioral outcomes such as customer complaints and customer loyalty [9].

Word of Mouth (WOM) refers to the transmission of information about a product from one person to another, involving the recipient and the information received. In addition, word-of-mouth communication is interpersonal communication concerning goods or services where the recipient perceives the communicator as someone who uses it. People like to talk about goods, services, and experiences for many reasons. Talking about good experiences with other parties such as neighbors or friends will influence other parties in making purchasing decisions. Wom communication is important information for consumers and word of mouth underlies interpersonal communication that significantly influences product evaluation and purchasing decisions.

SERVQUAL (Service Quality) model is a popular model and is still being used as a reference in marketing research. This model was developed by three American researchers, Parasuraman, Zeithaml, and Berry in 1985. This SERVQUAL model includes an analysis of five gaps that affect service quality. the disconfirmation approach is closely related to the customer satisfaction model

Research Hypothesis
H 1: Service quality affects word-of-mouth communication.

H 2: College student satisfaction affects word-of-mouth communication.

H 3: The relationship between service quality and student satisfaction further explains the differences in word-of-mouth communication from each variable

3. METHODS

Population refers to the entire set of units being studied, and it encompasses all the features that will be observed [10]. The study focused on students enrolled in the Department of Management at the Faculty of Economics and Business, Ahmad Dahlan University, Yogyakarta, who were actively engaged in writing their theses. Samples are determined by the Convenience sampling method and purposive sampling method. Convenience sampling is a method for determining the part of the population that is the easiest to find and ask for information about [11]. purposive sampling is a method of determining the sample based on certain criteria and conditions [12], [13]. A minimum of 100 responses are required for the study's sample size. The number of samples is determined by applying Roscoe's view in [14], which indicates that in certain research, the number of respondents has been represented by fewer than 500 and larger than 30 samples. The sample used in this study is 108 students. The data of primary data and secondary data.

Instruments and Measuring Tools

The instrument in this study used a questionnaire containing several questions to collect data from respondents. Customer satisfaction is measured by four dimensions, consisting of price (price), services (services), image (image), and overall customer satisfaction (overall customer satisfaction). These four dimensions were developed based on [15] and [16], consisting of 7 items and measured by 7 7-point Likert scale. a value of one represents the answer that strongly disagrees and a value of seven represents the answer that strongly agrees. An evaluation of positive word-of-mouth communication is conducted in this study utilizing instruments that were developed by. The assessment of ten

factors associated with word-of-mouth communication is conducted using a seven-point rating scale. This study verifies the concept through the application of statistical analytic methods. By means of statistical analysis, the relationship between customer satisfaction, word-of-mouth marketing, and service quality is ascertained. The Moderator Regression Analysis (MRA) model, as described by Taylor and Baker (1994), was employed in this investigation. The following may be used to express the model used in this study:

$$Y = \alpha + \beta_1 X + \beta_2 Z + \beta_3 XZ$$

Where :

Y = Dependent variable (*word-of-mouth* communication)

α = Constants

β_1, β_2, β_3 = Regression Coefficient

X = Independent variable (service quality)

Z = Moderator variable (student satisfaction)

XZ = Interaction between service quality and student satisfaction

4. RESULTS AND DISCUSSION

Evaluation of service quality in thesis supervising could be analyzed by The Moderator Regression Analysis (MRA) compiled by [17]. In this study, MRA can be analyzed by three research models from three regression equations. Analysis of the MRA model consists of three regression equations by comparing R 2 from each equation to determine the type of moderator effect that occurs. When incorporated as a free variable in the model, the influence of service quality and student satisfaction on word-of-mouth communication regarding thesis supervising at the Department of Management, Faculty of Economics and Business, Ahmad Dahlan University could be described as follows:

$$Y = \alpha + \beta_1 X + \beta_2 Z + \beta_3 XZ$$

Where :

Y = word of mouth communication

α = constant

β_1, β_2, β_3 = regression coefficient

X = Service Quality

Z = Student Satisfaction

XZ = Interaction between Service Quality with Student Satisfaction

Based on the data collected from 108 students who are currently compiling their

thesis, the result of regression analysis is shown in the table below:

Table 1. Result of Regression Analysis

Model	Variable	α	β	Value t	Significant	R²	Value F
1	Quality Service(X)	1,213	0.724	11,959	0,000	0.574	143,015
2	Quality Service(X)	0.275	0.370	6.375	0,000	0.772	177,511
	Student Satisfaction(Z)		0.580	9.530	0,000		
3	Service Quality(X)	0.846	0.203	2,114	0.037	0.782	123,999
	Student Satisfaction (Z)		0.422	4,453	0,000		
	Interaction (Z)		0.044	2,156	0.033		

Source: processed data

Based on the table above, the result could be explained as the following:

4.1 First Equation Model (Model 1)

Y = 1,213 + 0,724 X

The first regression model shows a constant (intercept) of 1,213. This statistic indicates that, on average, word-of-mouth communication will increase by 1,213 units when the service quality variable is set to zero. The regression coefficient (β1) of 0.724 indicates that a 1-unit improvement in service quality while holding all other factors constant (ceteris paribus), would result in a 0.724-unit rise in word-of-mouth communication variables. The statistical analysis revealed that service quality had a significant impact on word-of-mouth communication, as indicated by the T-test result of 11.959 at a significance level of 0.000 (p <0.05). The service quality variable explains 57.4% of the variance in word-of-mouth communication, as indicated by the R2 value of 0.574. The remaining 42.6% can be attributed to extraneous variables not accounted for in the research model.

4.2 Second Equation Model (Model 2)

Y = 0.275 + 0.370 X + 0.580 Z.

The second regression equation model shows constants of 0.275. It demonstrates that on average When both the service quality variable and student satisfaction are zero, by 0.275, the word-of-mouth communication variable will increase. Under the assumption that all other factors remain constant, the regression coefficient

(β1) indicates that a one-unit increase in the service quality variable would result in a 0.370 increase in the word-of-mouth communication variable. The regression coefficient (β2) for the relationship between a one-unit increase in the student satisfaction variable and the word-of-mouth communication variable is 0.580, assuming all other variables remain constant. The t-test results indicate that the t-value is 6.375, which is statistically significant, with a p-value of 0.000 (p < 0.05). These findings suggest that the caliber of the services rendered has a substantial impact on word-of-mouth advertising. Additionally, the t-test yielded a t-value of 9.530, which is deemed statistically significant with a p-value of 0.000 (p < 0.05). This implies that pupil satisfaction has a substantial effect on word-of-mouth communication. The F test yielded a F value of 177,511; at a significance level of 0.000 (p <0.05), this value is deemed statistically significant. Student satisfaction and the quality of service provided have been shown to have an impact on word-of-mouth communication. The presence of multiple modes of word-of-mouth communication, as indicated by the R-square value of 0.772, can be ascribed to discrepancies in service quality. In addition, 77.2% of students are considered satisfied. The remaining 22.8% could be attributed to additional variables incorporated into the research model.

4.3 Third Equation Model (Model 3)

Y = 0.846 + 0.203 X + 0.422 Z + 0.044 XZ

The third equation model shows the constant is 0.846. The data indicates that the word-of-mouth variable will rise to 0.846 when the variables of service quality, student contentment, and the interaction between service quality and student satisfaction are all set to zero. The regression coefficient ($\beta1$) of 0.203 indicates that a 1-unit increase with all other variables held constant, would lead to a similar improvement in word-of-mouth communication of 0.203 in the service quality variable. With all other variables held constant, a one-unit increase in the student satisfaction variable would translate into a 0.422 improvement in the value of word-of-mouth communication, according to the regression coefficient ($\beta2$) of 0.422. The regression coefficient ($\beta3$) of 0.044 indicates that a 1-unit increase in the interaction between the service quality variable and the student satisfaction variable while holding all other factors constant (ceteris paribus), would result in a corresponding increase in the value of the word-of-mouth communication by 0.044.

The t-test outcomes indicate that the t-value is 2.114, with a significance level of 0.037 ($p < 0.05$). This implies that the provision of exceptional service has a substantial impact on word-of-mouth advertising. The t-test results, which have a significance level of 0.000 ($p < 0.05$) and a t-value of 4.453, suggest that student satisfaction has a substantial impact on word-of-mouth communication. In addition, a t-test yielded a t-value of 2.156 and a significance value of 0.033 ($p < 0.05$), indicating that the interaction between service quality and student satisfaction has a significant impact on word-of-mouth communication.

Results of the F test The F value is estimated as 123,999, with a significance level of 0,000 ($p < 0,05$), showing that the variables of quality service, contentment of college students, and the interaction between quality service and satisfaction of college students have a substantial impact on word-of-mouth communication.

The obtained R2 value of 0.782 indicates that student satisfaction and service quality collectively account for 78.2% of the variance in word-of-mouth communication. Additionally, the interaction between service quality and student satisfaction further supports this conclusion. The remaining 21.8% can be attributed to additional variables that were not accounted for in the research model.

Discussion

The results obtained from the data analysis indicate that student satisfaction, which functions as a mediator variable, exerts a substantial influence on the correlation between service quality and word-of-mouth communication in thesis supervision at the Management Faculty of Economics and Business, Ahmad Dahlan University. This is evidenced by the R-squared values that were calculated for each of the three equation models. The initial model incorporates an independent variable representing service quality, while the subsequent model incorporates independent variables representing both service quality and student satisfaction. As independent variables, the third equation includes service quality, student satisfaction, and the correlation between service quality and student satisfaction.

5. CONCLUSIONS

The findings of the research indicate that (i) the quality of service provided by the thesis advisor has an impact on word-of-mouth communication; (ii) student contentment with thesis guidance also has an influence on word-of-mouth communication. (iii) Students' satisfaction with thesis supervision in conjunction with service quality explains a greater proportion of the variance in the word-of-mouth communication variable than if each variable stood alone. This is illustrated by the value of R^2 in the model of the third equation. Consequently, in order to increase positive word-of-mouth, the Department ought to enhance the caliber of service provided by thesis supervision and student satisfaction.

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