

Quality Service Analysis of Administrative Services, Teachers, and Infrastructure Facilities on Student's Satisfaction at Premier Music Schools, Jakarta

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ABSTRACT

Nowadays, a lot of people are searching for schools, either for formal education such as playgroup, kindergarten, elementary, junior and senior high school, and university education or informal education such as art and music, coding, sports and martial arts. Informal education is another type of learning process which helps to develop the creativity in children's learning process. Education has become a crucial part of people's life in this modern era, people need education to compete in career and also for job opportunities. Therefore, every parents are trying to find the best school for their children. This research will conduct at Premier Music School Jakarta, one of the informal education schools for music. The objective of the research is to find out whether service quality of the administration, teachers, and facility and infrastructure are having any significant influence on students' satisfaction at Premier Music School, Jakarta. The variables taken are service quality of administration, teachers, and facility and infrastructure. Field observation is implemented by doing the survey, and this research is using a quantitative survey method. The population students are 145 students of private classes at Premier Music School, and 107 of them will be use as the samples. The data will be analysed by using questionnaires, using an SPSS program.

Keywords: *Service Quality, Students' Satisfaction, Music School*

1. INTRODUCTION

1.1. Research Background

Education is the bridge that connects children with their future. Education is a basic factor that every human being needs, because through education, efforts to improve people's welfare can be realized (Sudarsana, 2016). Some of the music can be use in a rehabilitee program, psychological program and it can even help students in studying (Halimah, 2010). The teacher is a figure who is so respected because he or she has a considerable contribution to the success of learning in school. Teachers are very instrumental in helping the development of students to achieve optimal abilities (Hamid, 2017).

1.2. Fundamental Problem

Based on the background, the main problem to be resolve in this study is the decreasing number of students who have registered for the last 2 years. In connection with this, several questions that need to be answer in this study are:

1. Does the quality of administrative services have a significant effect on student satisfaction at Premier Music School?
2. Does teacher quality have a significant effect on student satisfaction at Premier Music School?
3. Does the quality of infrastructure have a significant effect on student satisfaction at Premier Music School?

1.3. Research Purposes

1. To analyze the effect of the quality of administrative services on student satisfaction at Premier Music School Jakarta.
2. To analyze the effect of teacher quality on student satisfaction at Premier Music School Jakarta.
3. To analyze the effect of the quality of infrastructure on student satisfaction at Premier Music School Jakarta.
4. To analyze the interaction effect of administrative service quality, teacher quality, and quality of infrastructure on student satisfaction at Premier Music School Jakarta.
5. To formulate effective and implementable policies that can increases the number of students enrolling at Premier Music School Jakarta.

2. BACKGROUND

2.1. Music School Definition

According to Banoe (2003), music is a branch of art that discusses and assigns various sounds into patterns that can be understood by humans. Music is a sound that are produced by humans and presented as music

2.1. Marketing

Kotler (2009) defines marketing as “the science and art of exploring, creating, and delivering value to satisfy the needs of a target market at a profit. To attract the consumers and to make them repurchase the products or services, the marketing mix should be well managed (Hariyani et al., 2018). This strategy uses all marketing tools known as the 7P concept (Kotler and Armstrong, 2016), such as products, price, place, promotions, people, process, and physical evidence.

2.1. Services definition

Bad service experience can make or forces customers to switch service provider or switch brand and search for the one that can satisfy them (Michel et al., 2009). According to Kotler and Keller (2009), there are four different characteristic of services that can affect marketing program, such as intangibility, inseparability, variability, and perishability

3. METHODOLOGY

3.1. Research Type

To get the results in this study, the type of research use is quantitative descriptive research, namely a research which is conducted with observations to the object of study to gain data or results from population sample and the results of observations are analyse using statistic method and then

3.1. Population and Samples

Sekaran (2006) states that the definition of population is the whole of the members or groups that became the object subject to investigation by the researcher.

To determine the number of samples, researchers used the Slovin formula as follows:

Information:

n = sample size

N = population size

e = error tolerance in sampling (5%)

With a population of 145 people and an error rate (e) of 5%, the samples in this study are: students
Then, the samples in this study were 107 students at Premier Music Schools.

4. DATA ANALYSIS RESULTS

The questionnaire contained questions given to students in private classes as users of educational services at Premier Music Schools. Researchers used a Likert scale to determine the level of satisfaction of users of educational services by determining the score on each question.

4.1. Characteristic of Respondents

t The total respondents in this study are 107 students at Premier Music Schools in Jakarta. In this study, the instrument used was a list of questionnaire.

4.1.1. Characteristic Based on Age

Based from the Figure 4.1.1, the most respondent samples are from the age of 12 to 14, with 40 students (38%). Respondents from age 6 to 8 there are 16 students (15%), age 9 to 11 are 24 students (22%), and age 15 to 18 are 27 students (25%).

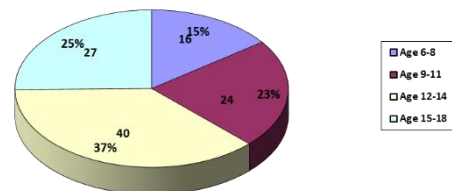


Figure 1: Characteristic Based on Age

4.1.2 Characteristic Based on Gender

Based from the Figure 4.1.2, the most respondents in the samples are female, with 60 students (56%), and male respondents are 47 students (44%).

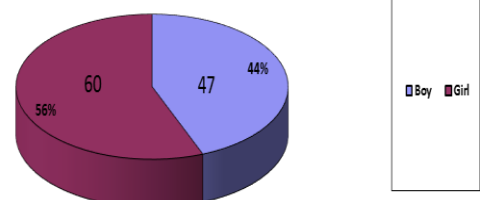


Figure 2: Characteristic Based on Gender

4.2. Test Results

4.2.1 Validity Test

Validity test is useful to determine or check the validity or suitability of the items in the questionnaire used. The validity test is performed by using SPSS with the Pearson Product Moment. The validity test results are as shown:

4.2.1.1: Validity test on Variable of Administration Service Quality (X1)

Based on Pearson Product Moment, if Sig. (2 tailed) < 0.05 or if r (count) > r(table), it means the items or the questions in the questionnaire are valid. If Sig. (2 tailed) > 0.05 or if r (count) < r (table), the items are invalid. With DF for N-2 (where N are number of samples) = 107-2 = 105, and with a significance of 0.05, the r table value is 0.190. Based on the table above, item or question number 1, it has 0.000 Sig. 2 tailed value, which is smaller than 0.05; and the r count (Pearson Correlation) is 0.869, which is bigger than the r table (0.190), it means question or item number one is valid. Based on the results in table 4.2.1 above, all the items in the questionnaire of administrative Service quality have r count results bigger than the r table (r count > r table) and the Sig. value are smaller than 0.05 (Sig 2 tailed < 0.05). It means that all 14 questions in the Questionnaire about the variable of administrative service quality (X1) are all valid. So the items or questions used in this variable are 14 questions.

Table 1: Validity test on Variable of Administration Service Quality (X1)

No ^o	Questions ^o	Sig. 2-tailed ^o	Pearson Correlation ^o	r table (n=107) ^o	Validity ^o
1 ^o	The staffs provided a quick solution in solving problems. ^o	0.000 ^o	0.869 ^o	0.190 ^o	Valid ^o
2 ^o	Minimum error in providing service. ^o	0.000 ^o	0.874 ^o	0.190 ^o	Valid ^o
3 ^o	Staff's readiness in serving students. ^o	0.000 ^o	0.852 ^o	0.190 ^o	Valid ^o
4 ^o	The ability and knowledge of administrative staffs. ^o	0.000 ^o	0.768 ^o	0.190 ^o	Valid ^o
5 ^o	The staffs have good social skills. ^o	0.000 ^o	0.868 ^o	0.190 ^o	Valid ^o
6 ^o	Polite attitude from the staffs. ^o	0.000 ^o	0.820 ^o	0.190 ^o	Valid ^o
7 ^o	The appearances of school staffs are neat. ^o	0.000 ^o	0.794 ^o	0.190 ^o	Valid ^o
8 ^o	The waiting room provided is very comfortable. ^o	0.000 ^o	0.707 ^o	0.190 ^o	Valid ^o
9 ^o	The location of Premier Music School is strategic. ^o	0.000 ^o	0.545 ^o	0.190 ^o	Valid ^o
10 ^o	The staffs have a very good relationship with students. ^o	0.000 ^o	0.736 ^o	0.190 ^o	Valid ^o
11 ^o	Concern of staffs towards student's problem. ^o	0.000 ^o	0.925 ^o	0.190 ^o	Valid ^o
12 ^o	Fairness in providing services. ^o	0.000 ^o	0.907 ^o	0.190 ^o	Valid ^o
13 ^o	Staffs help students immediately if there are problems. ^o	0.000 ^o	0.887 ^o	0.190 ^o	Valid ^o
14 ^o	Willingness to help students. ^o	0.000 ^o	0.846 ^o	0.190 ^o	Valid ^o

4.2.1.2: Validity test on Variable of Teacher Quality (X2)

Based on the table above, item or question number 1, it has 0.000 Sig. 2 tailed value, which is smaller than 0.05; and the r count (Pearson Correlation) is 0.660, which is bigger than the r table (0.190), it means question or item number one is valid. Based on the results in table 4.2.2 above, all the items in the questionnaire of teacher quality have r count results bigger than the r table (r count > r table) and the Sig. value are smaller than 0.05 (Sig 2 tailed < 0.05). It means all 9 questions in the questionnaire about the variable of teacher quality (X2) are all valid. So the items or questions used in this variable are 9 questions.

Table 2: Validity test on Variable of Teacher Quality (X2)

No ^o	Questions ^o	Sig. 2-tailed ^o	Pearson Correlation ^o	r table (n=107) ^o	Validity ^o
1 ^o	Teachers understand the ability of students to receive subject matter. ^o	0.000 ^o	0.660 ^o	0.190 ^o	Valid ^o
2 ^o	Teachers are able to develop students' potential. ^o	0.000 ^o	0.706 ^o	0.190 ^o	Valid ^o
3 ^o	Teachers have a polite personality. ^o	0.000 ^o	0.594 ^o	0.190 ^o	Valid ^o
4 ^o	Teachers can be an example for students. ^o	0.000 ^o	0.735 ^o	0.190 ^o	Valid ^o
5 ^o	Teachers obey the school rules and discipline in teaching. ^o	0.000 ^o	0.622 ^o	0.190 ^o	Valid ^o
6 ^o	Teachers are able to interact with students. ^o	0.000 ^o	0.764 ^o	0.190 ^o	Valid ^o
7 ^o	Teachers have the ability to communicate with students. ^o	0.000 ^o	0.803 ^o	0.190 ^o	Valid ^o
8 ^o	Teachers mastered the material they teach. ^o	0.000 ^o	0.555 ^o	0.190 ^o	Valid ^o
9 ^o	Teachers always innovate in the learning process so that the students do not feel bored. ^o	0.000 ^o	0.692 ^o	0.190 ^o	Valid ^o

4.2.1.3: Validity test on Variable of Infrastructure Quality (X3)

Based on the table above, item or question number 1, it has 0.000 Sig. 2 tailed value, which is smaller than 0.05; and the r count (Pearson Correlation) is 0.812, which is bigger than the r table (0.190), it means question or item number one is valid. Based on the results in table 4.2.3 above, all the items in the questionnaire of infrastructure quality have r count results bigger than the r table (r count > r table) and the Sig. value are smaller than 0.05 (Sig 2 tailed < 0.05). It means all 5 questions in the questionnaire about the variable of infrastructure quality (X3) are all valid. So the items or questions used in this variable are 5 questions.

Table 3: Validity test on Variable of Infrastructure Quality (X3)

No.	Questions	Sig. 2-tailed	Pearson Correlation	r table (n=107)	Validity
1	The study room has good lighting and atmosphere.	0.000	0.812	0.190	Valid
2	School education equipments are still functioning properly.	0.000	0.786	0.190	Valid
3	Classrooms are clean and neat.	0.000	0.846	0.190	Valid
4	School equipments make it easy to deliver subject matter.	0.000	0.812	0.190	Valid
5	The school has facilities that support the student's interests.	0.000	0.886	0.190	Valid

4.2.1.4: Validity test on Variable of Student's Satisfaction (Y)

Based on the table above, item or question number 1, it has 0.000 Sig. 2 tailed value, which is smaller than 0.05; and the r count (Pearson Correlation) is 0.842, which is bigger than the r table (0.190), it means question or item number one is valid. Based on the results in table 4.2.4 above, all the items in the questionnaire of student's satisfaction have r count results bigger than the r table (r count > r table) and the Sig. value are smaller than 0.05 (Sig 2 tailed < 0.05). It means all 5 questions in the questionnaire about the variable of student's satisfaction (Y) are all valid. So the items or questions used in this variable are 5 questions.

Table 4: Validity test on Variable of Student's Satisfaction (Y)

No.	Questions	Sig. 2-tailed	Pearson Correlation	r table (n=107)	Validity
1	The services provided by the school provide a sense of security and comfort.	0.000	0.842	0.190	Valid
2	Academic information conveyed is very clear and complete.	0.000	0.867	0.190	Valid
3	The competence of the teacher who teaches me is very much in accordance with expectations.	0.000	0.721	0.190	Valid
4	The services provided by the school are very much as expected.	0.000	0.854	0.190	Valid
5	The school services are very satisfying.	0.000	0.836	0.190	Valid

4.2.2 Reliability Test

Based on the basic decision making in reliability test, if the Cronbach's Alpha is bigger than 0.60, then it means the items in the questionnaire are reliable. In table 4.2.5, it can be seen that the Cronbach's Alpha value in each variables are bigger or higher than 0.60, so it means all items in the variable of administrative service quality (14 questions in the questionnaire); variable of teacher quality (9 questions in the questionnaire); variable of infrastructure quality (5 questions in the questionnaire) and variable of student's satisfaction (5 questions in the questionnaire) are all reliable.

Table 5: Reliability Test

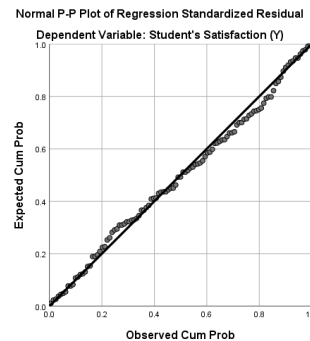
Variable	Cronbach's Alpha	N of items	Reliability
Administrative Service Quality (X1)	0.959	14	Reliable
Teacher Quality (X2)	0.856	9	Reliable
Infrastructure Quality (X3)	0.883	5	Reliable
Student's Satisfaction (Y)	0.882	5	Reliable

4.2.3 Classical Assumption Test

4.2.3.1: Graph method – Probability Plot

In Probability plot, if the data or dots spreads around the diagonal line and follows the direction of the diagonal line, then the data can be said to be normally distributed. If the data or dots spreads far from the diagonal line and doesn't follow the diagonal line, then the data can be said to be not normally distributed.

Figure 3: it can be seen that the Asymp. Sig. (2 tailed) is 0.200 which is bigger than 0.05, so the data in this study are normally distributed.



4.2.4 Heteroscedasticity Test

Heteroscedasticity test is performed to test whether in the progression model there is an unequal variation in the residual value of one observation to another.

4.2.4.1: Glejser Test

Based on the results above, there are no heteroscedasticity occurs, because the Sig. value in every variables are above 0.05. In administrative variable (X1) the Sig. value is 0.300 > 0.05, in teacher variable (X2) the Sig. value is 0.639 > 0.05, and in infrastructure variable (X3) the Sig. value is 0.412 > 0.05, so it can be concluded that in all variables, there are no heteroscedasticity occurs.

Table 6: Glejser Test

Model ^a		Coefficients ^a				
		Unstandardized Coefficients ^a		Standardized Coefficients ^a		Sig. ^a
		B ^a	Std. Error ^a	Beta ^a	t ^a	
1 ^a	(Constant) ^a	1.835 ^a	.631 ^a		2.908 ^a	.004 ^a
	Administrative Quality (X1) ^a	-.022 ^a	.021 ^a	-.223 ^a	-1.041 ^a	.300 ^a
	Teacher Quality (X2) ^a	-.015 ^a	.033 ^a	-.086 ^a	-.470 ^a	.639 ^a
	Infrastructure Quality (X3) ^a	.041 ^a	.049 ^a	.155 ^a	.825 ^a	.412 ^a

a. Dependent Variable: Abs_RES^a

4.2.5 Coefficient of Determination (R²)

The value of the coefficient determination is useful to predict and see how much influence or contribution of all variable independents (X) together to the variable dependent (Y).

4.2.5.1: R² Value Results

Based on the table above, the Adjusted R-square value is 0.782 or 78.2%, which means that the Administrative Service Quality (X1), Teacher Quality (X2) and Infrastructure Quality (X3) altogether affect the Student's Satisfaction (Y) by 78.2%

Table 7: R² Value Results

Model Summary ^a				
Model ^a	R ^a	R Square ^a	Adjusted R Square ^a	Std. Error of the Estimate ^a
1 ^a	.888 ^a	.788 ^a	.782 ^a	1.220 ^a

a. Predictors: (Constant), Infrastructure Quality (X3), Teacher Quality (X2), Administrative Quality (X1)^a

5. CONCLUSION

Based on the data analysis results in the previous chapter, it can be seen that the administrative service quality (variable independent X1), teacher quality (variable independent X2), and infrastructure quality (variable independent X3) partially have a significant effect on student's satisfaction (variable dependent Y).

Based on the questionnaire's results, in the administrative service quality, it can be seen that in the assurance and tangible aspects, the students are quite satisfied. The services provided still lacks more in the reliability, empathy and responsiveness aspects. In the reliability aspects, the administrative staffs still lacks in the minimum error in providing services and providing a quick solution in solving students' problems. In empathy, the staffs still lacks with the fairness in providing services and the concern towards student's problems. Based on the conclusion above, Premier Music Schools have to improve the quality of administrative service, teacher and infrastructure. By improving the quality provided, the school also can gain more students and keep the students in the future.

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