

The Effects Of Institution Service Quality On Student Satisfaction Of Smpn 3 Cibadak, Sukabumi

Aep Saepudin, Ai Marlina

Abstract: - *Institution Service quality is the match of the use of the institution products to fulfill the customer's needs or satisfaction. Service quality is based on five aspects. They are Tangible, Empathy, Reliability, Responsiveness, and Assurance (TERRA). On the other hand, students satisfaction is a condition in which their needs, wants, and expectations can be achieved through the services of institution they receive. This article discusses the results of research on the influence of the service quality of institution on the satisfaction of the students SMPN 3 Cibadak, Sukabumi. The descriptive quantitative method is employed in this research by using path analysis techniques. The analysis shows that the service quality of the institution of SMPN 3 Cibadak, Sukabumi, simultaneously gives significant effects on the students satisfaction.*

Keywords: - *Effects, Service Quality, Institution, Students Satisfaction*

1 INTRODUCTION

At present, educational services in Indonesia is experiencing a paradigm shift with the change of the constitutional system –from centralized to decentralized (regional autonomy). Education is included as a field to be decentralized. Therefore education is faced to the era of free competition where it should have high competitiveness. One of the traits of institutions which will be able to compete in the free market is to have the character and culture quality. Consequently, the quality of education must be managed by using this approach, the model of industrial management. In line with the economics view, WTO determines education as one of the tertiary sectors of industry. It is because its main activity is to transform people. Education transforms people from the state of unknowledgeable, no skills, to be those who are knowledgeable, and have skills. In late May 2005 the WTO member countries have signed the General Agreement on Trade in Services (GATS), which regulates trade liberalization of 12 service sectors, including health care, information and communication technology, accounting services, higher education and education for life, and other services (Effendi, 2005: 1).

Consequences of service quality approach have important essence to the institution service strategy to defend itself and to achieve success in the competition. The progress of civilization and people's lifestyle has attracted educational world to sprint. In this era of globalization, competition among educational institutions in the world of education is becoming more stringent. Customer satisfaction has become a part of the goals of most educational institutions today. In addition to obtaining a good achievement and prestige, educational institution should be able to face the increasing competition with the intention of maintaining its viability. Correspondingly, the service quality, especially of educational institutions as service providers, has become important to give more satisfaction to customers and ultimately add value to the institution itself. SMPN 3 Cibadak, one of the educational institutions in Sukabumi, West Java, has made various efforts to improve the service quality in the whole aspects of Tangible, Empathy, Reliability, responsiveness, and Assurance –shortened to TERRA. These efforts are carried out in the framework of fulfilling the needs and satisfaction of students, especially in the learning process. This article discusses the influence of the institution's quality of services on the satisfaction of students of SMPN 3 Cibadak, Sukabumi. In detail, the objectives of the article are: (1) to know how TERRA (Tangible, Empathy, Reliability, Responsiveness, and Assurance) as the quality of service aspects simultaneously affects satisfaction of the students of SMPN 3 Cibadak, (2) to know how TERRA, in partial, as an aspect of service quality, affects satisfaction of the students of SMPN 3 Cibadak, (3) to determine the most dominant aspect among all service quality aspects that influence satisfaction of the students of SMPN 3 Cibadak.

2. Review on Related Literature

2.1. Definition of Service

A service is often associated with caring elements. So services are often referred as cares, i.e care services. In principle, service can provide facilities means. Service is related to the ability of giving something to a person in order to induce sympathy from the person. Kotler (in

- Aep Saepudin First Author, Lecturer at the Faculty of Education, Islamic University of Bandung Jl. Tamansari No 1 Bandung, Jawa Barat, Indonesia saepudinali@yahoo.co.id
- Ai Marlina Second Author, Teacher at Sekolah Menengah Pertama Negeri 3 (Junior Highschool 3) Cibadak, Sukabumi Jl. Raya Karang Tengah no 691, Kecamatan Cibadak Kabupaten Sukabumi, Indonesia. aimarlina97@yahoo.co.id

Lupiyoadi, 2009: 5) defines service as "A service is any activity or performance that one part can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may be tied to a physical product." By the definition, service is basically an intangible, which can meet the consumer's needs, desires, and satisfaction.

2.2. Characteristics of Educational Services

Based on the level of consumer contact, the services can be divided into groups of high-contact system and low-contact system. In the group of high-contact system, consumers must be a part of the system to receive services. While in the low-contact systems customers do not need to be a part of the system to receive services. (Lupiyoadi, 2009:7) Services rendered in educational service requires the presence of service users (customers, i.e. students). So here, it is the customer who comes to the institution itself to obtain the desired services because a service which is directly related to people as service users is a high contact system relationship. It is a relationship between the service provider and high level customers. This means that customers and service providers continuously interact during the process of service delivery takes place. Therefore to receive the service, customer should be a part of the service system. The relationship with the customer must be based on member relationship, where the customer has been a member of the institution, its services delivery system is performed continuously and regularly in accordance with a predetermined curriculum. The most basic strategy in the development of educational programs themselves, such as what programs and services will be offered to the students, the community, alumni, donors, among others, are the learning process convenient, adequate library with a computer lab information, recreation program, facilities, infrastructure, places of worship, the units of student activities, personal / talents and interests development programs, and career guidance services, and the world of work. So there are services if they are provided by the service providers (educational institutions); and it obviously requires the presence of their service recipients (students, parents and community). The above discussion, concludes that educational services are the services that are complex because they are labor-intensive and capital-intensive. Labor-intensive means that it takes a lot of manpower that has special skills in the field of education, and because it requires capital intensive equipment (infrastructure) which are complete and are quite expensive.

2.3. Dimensions of Service Quality

Baduara and Sirait (1984: 11), explain that services contain essence, 'provide services with best quality for your customers, so marketing will appear in front of you " Furthermore, according to Kotler (1995:548), service is any action or activity that can be offered by one party to another. Basically it is intangible and does not result in any ownership. Meanwhile, in improving the quality of services by the enhancements of the work culture, Minister for Administrative issued Decree Number 25 in 2002. The decree includes commitment and consistency, authority and responsibility, sincerity and honesty, integrity and professionalism, creativity and sensitivity, and exemplary

leadership, togetherness and group dynamics, accuracy and speed, rationality and emotional intelligence, determination and decisiveness, discipline and regularity of work, courage and wisdom, dedication and loyalty, morale and motivation, perseverance and patience, fairness and openness, the mastery of science and technology (Ratminto, 2009: 122). Zenithaml, Parasuraman and Berry in Ratminto (2009:175) identify five key dimensions of service quality. They are tangible, reliability, responsiveness, assurance, empathy. The five dimensions cover the different relative importances: the dimensions of reliability is the highest while empathy have lower interest levels. Description of the five dimensions are as follows.

1) Tangible (Physical Appearance)

Tangibles: Appearance of physical facilities, equipment, personnel and communication materials (Balaji, 2002: 276). Tangible is the physical appearance of facilities, equipment, and personal communication materials. Meanwhile, according to Ratminto (2009:177), tangible or physical visibility is the physical appearance of the building, equipment, personnel, and other facilities owned by the providers. Tangibles reflects the physical facilities services, such as office buildings, mosques, ablutions, space, and personnel.

2) Empathy (Treatment, or Personal Attention)

Empathy is the treatment or personal attention given by providers to customers. Empathy include ease of communication and understanding of customer needs.

3) Reliability

Reliability is ability to perform the promise service dependably and accurately. Reliability is the ability to hold the promised service accurately. Reliability includes the consistency of performance and the reliability of services.

4) Responsiveness

Responsiveness is willingness to help customers and provide prompt service. Responsiveness is the willingness to help customers and to provide outright service. Responsiveness includes personnel readiness and pace in responding the customers.

5) Assurance

Assurance is knowledge and courtesy of employees and their ability to convey trust and confidence. Assurance, or certainty, is the knowledge and courtesy of employees and their ability to give confidence to the customers, including the skills, and hospitality of workers, confidence, and security in the use of services. Thus the quality of services will be determined by the ability of the school to show the elements of service quality. In the field of education, it means teacher's competence within and outside the classroom activities, counselors, administration staff, and other school staff. The principal as a manager is demanded to optimize the quality of learning activities to meet customer expectations on education. School works to foster creative and innovative human resources, so that graduates meet the needs of society, both the formal and informal sectors of the labor market (Syafaruddin, 2002: 20).

2.4. Relationship Satisfaction Service Quality Institute to Students

Educational institutions must be aware of and pay attention to how to create and to improve the quality of service or service offered. Quality of services is to be created and cannot be measured by institution perspective. It must be from the customer's perspective (perceived quality) (Kotler, 2001:9). Applications of quality are major part of the strategy of the educational institutions to achieve sustainable excellence, as well as a strategy to continue growing and surviving. Quality includes efforts to meet or even to exceed customer expectations. It includes product, labor, environmental, and processes. Tjiptono (2005:54) states that "a good service quality will give impetus to the customer to establish a bond, a strong relationship with the institution. Furthermore, this bond allows educational institutions to more thoroughly understand the customers wants, needs, and satisfaction. The relationship between educational institutions with customer (especially students) can be explained by Indrajit (2006:148-149). He states that the good or bad relationship between the customer and the universities (institutions) does not only lie in the physical sense, but also in the mind sense. Relationships within the meaning of the mind is the level of satisfaction, the level of recognition, and the level of attention, among students, alumni, administrators graduates, as well as visiting prospective students. Satisfaction can be a learning process, administrative services, hospitality services, clarity, and obedience on regulations, and so on. To illustrate the success of service, Ratminto (2009:28) argues that "the size of the success of service is determined by the level of satisfaction of service recipients. Satisfaction of service recipients is achieved when the recipient obtains medical care in accordance with the required and expected service." If the received services exceeds the expected demand, customers will be satisfied. However, if the service is far from what is expected by the customer, the customer will be disappointed. Customer disappointment and satisfaction in receiving the service will stick around longer and be more easily spread to other customers.

3. Research Methodology

This research employed descriptive quantitative method by using path analysis. Techniques of data collection involve questionnaires, interviews, observation and documentation. The study was conducted during 2010. Its object is SMPN 3 Cibadak Sukabumi. The study population included a number of students from grade seven to grade nine. There were 986 students. 278 of them were the samples. This study consisted of independent variable and the dependent variable. The independent variable was the service quality of the institution (TERRA). It is denoted by X1 (Tangible), X2 (empathy), X3 (Reliability), X4 (responseveness) and X5 (Assurance). In other side, the dependent variable was satisfaction of the students of SMPN 3 Cibadak denoted by Y. The hypothesis of this study are that (1) TERRA (Tangible, Realibility Empathy, Responsiveness, and Assurance), as an aspect of service quality, simultaneously affects satisfaction of the student of SMPN 3 Cibadak, (2) TERRA, as influential aspects of service quality, partially affect satisfaction of the students

of SMPN 3 Cibadak, (3) an aspect of service quality, empathy, dominantly influences satisfaction of the students of SMPN 3 Cibadak.

4. Results and Discussion

4.1. Research Data Interpretation

Based on the research, the results obtained ordinal scale. To be interpreted, three categories, namely categories of low, medium, and high, were created. The details are as follows.

a. Physical Appearance (Tangible)

For the variable of physical appearance, there were 9 questions. They covered lower categories of student assessment on the value of 9-20, medium on 21-32, and high on 33-45.

b. Empathy

By using the same way, the variable aspects of empathy were acquired with the low-value category of 5-11, the medium category on 12-18, and the high category on 19-25.

c. Reliability

For the variable aspect of reliability, there were 7 questions. They covered low-value category on 7-15, medium on 16-24, and high on 25-35.

d. Responsiveness

The variable aspect of the responsiveness consisted of five questions. They covered low category on 5-11, medium on 12-18, and high on 19-25.

e. Assurance

In the variable aspect of assurance, the low-value category is on 6-13, medium on 14-21, and height on 22-30.

In the meantime, the dependent variable, which is the student satisfaction, has category of low grade on 8-18, medium on 19-29, and high on 30-40. Having created the category, it can be made in the following table:

Table 1
Actual Data of Student Assessment Regarding Service Quality of Institution and Student Satisfaction

Assessment	Tangible	Empathy	Reliability	Responsiveness	Assurance	Student Satisfaction
Low	1 (0,36%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Medium	82 (29,5%)	21 (7,55%)	6 (2,16%)	45 (16,19)	68 (24,46%)	56 (20,14%)
High	195 (70,14%)	257 (92,45%)	272 (97,84)	233 (83,81%)	210 (75,54%)	222 (79,86%)
Total	278 (100%)	278 (100%)	278 (100%)	278 (100%)	278 (100%)	278 (100%)

The Table 1 above shows most of the students gave a high appraisal for all variables. The highest score was awarded by the students for the reliability variable, 272 students or 97.84%. The lowest was given by 190 students for the physical appearance (tangible) variable. To be more precise, the data is presented as follows.

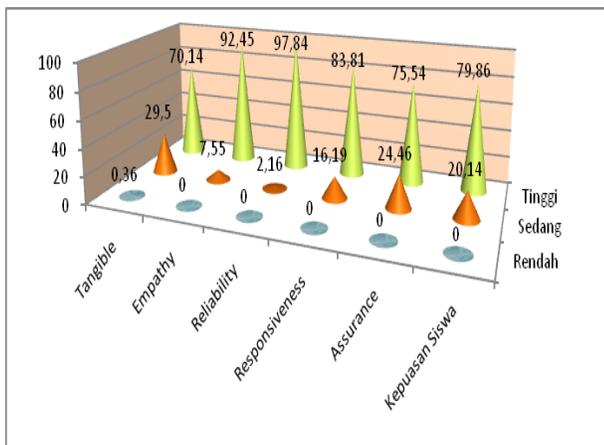


Figure 1. Percentage of Student Assessment Regarding the Service Quality of the Institution and Student Satisfaction

In Figure 1, it is clearly seen that the reliability variable gets the highest score of 97.84%; and tangible variable is the lowest, 70.14%. Meanwhile, the highest value is obtained by the tangible variable with the percentage of 29.5%; and the lowest is reliability aspect with 2.16%. As for the low category, none of the students who gave low ratings to all aspects of the study variables.

4.2. The relationship between variable X (TERRA) and Y (Student Satisfaction)

a) X1 Variable (Tangible)

Next, to see the relationship between each aspect variables of TERRA (X variable) and Y variable (student satisfaction), a Crosstab between TERRA variables and variables such as student satisfaction was made in the following table.

Table 2.
Student Assessment Data Regarding Tangible and Student Satisfaction Aspects

X1 (Tangible)	Y (Student Satisfaction)			
	Low	Medium	High	Total
Low	1 (0.36%)	0 (0%)	0 (0%)	1 (0,36%)
Medium	1 (0.36%)	69 (24.82%)	12 (4.32%)	82 (29.50%)
High	1 (0.36%)	130 (46.76%)	64 (23.02%)	195 (70.14%)
Total	3 (1.08%)	199 (71.58%)	76 (27.34%)	278 (100%)

In Table 2, it is seen that the greatest value lies in the main diagonal. It indicates that if respondent's tangible variable is low, the students satisfaction is also low (0.36%); whereas if the tangible variable is medium, the satisfaction tends to be medium (24.82%); and if a student assessed tangible aspect of variables x1 as high, his/her student satisfaction would also be high (23.02%). However, it should be noted that students who gave high ratings for the tangible aspects of variable, mostly have the medium satisfaction (46.76%). Overall, it can be said that they have a positive indication.

b) X2 Variable (Empathy)

The next variable to be described is empathy. It is presented in the following table.

Table 3.
Student Assessment Regarding Empathy Aspect and Student Satisfaction

X2 (Empathy)	Y (Student Satisfaction)			
	Low	Medium	High	Total
Low	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Medium	0 (0%)	13 (4,68%)	8 (2,88%)	21 (7,55%)
High	0 (0%)	43 (15,47%)	214 (76,98%)	257 (92,45%)
Total	0 (0%)	56 (20,14%)	222 (79,86%)	278 (100%)

In table 3, it can be seen that none of the students who passed judgment that include the low category (0%). Then, students who have empathy variable tend to have a medium satisfaction (4.68%), and those who gave high rating to the empathy variable will also has a high satisfaction (76.98%). From here, it can be defined that the higher student's assessment on the variable X2 of the empathy aspect, the student satisfaction would also be higher. It indicates that there is a positive relationship.

c) X3 Variable (Reliability)

Next will be the X3 variable of reliability aspect. It is associated with student satisfaction. The data is presented in the following table:

Table 4.
Student Assessment Regarding Reliability and Students Satisfaction

X3 (Reliability)	Y (Student Satisfaction)			
	Low	Medium	High	Total
Low	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Medium	0 (0%)	3 (1,08%)	3 (1,08%)	6 (2,16%)
High	0 (0%)	53 (19,06%)	219 (78,78%)	272 (97,84%)
Total	0 (0%)	56 (20,14%)	222 (79,86%)	278 (100%)

In Table 4, it can be seen that no one student who gave low ratings to the X3 variable of reliability aspects related to student satisfaction. There were only some students who defined it as medium. The reliability aspects are likely to have medium satisfaction (1.08%). There are 78.78% of

students who gave high assessment to aspects of reliability. They also have high satisfaction anyway. But it should be noted that there is a 19.06% of students who gave high marks for reliability aspect, but it is not enough to provide high satisfaction. Overall, it can be seen that there is no indication of a positive relationship.

d) X4 Variable (Responsiveness)

Responsiveness variable is the variable that will be described in the following table.

Table 5
Student Assessment Regarding Responsiveness and Student Satisfaction

X4 (Responsiveness)	Y (Student Satisfaction)			
	Low	Medium	High	Total
Low	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Medium	0 (0%)	29 (10,43%)	16 (5,76%)	45 (16,19%)
High	0 (0%)	49 (17,63%)	184 (66,19%)	233 (83,81%)
Total	0 (0%)	78 (28,06%)	200 (71,94%)	278 (100%)

In Table 5, there are no students (0%) that gave low ratings to x4 variable of responsiveness aspects that are associated with student satisfaction. On medium level of the responsiveness aspects, there are 10.43% of students who have medium satisfaction. Most of the students who gave high valuation for the responsiveness variable have a high satisfaction, 66.19%. Student's assessment with high responsiveness resulted in high satisfaction. Overall, there were indications that X4 variable of responsiveness aspects have a positive.

e) X5 Variable (Assurance)

Next, assurance variables related to student satisfaction data is presented in the following table:

Table 6
Data of Student Assessment Regarding Assurance and Student Satisfaction

X5 (Assurance)	Y (Student Satisfaction)			
	Low	Medium	High	Total
Low	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Medium	0 (0%)	20 (7,19%)	48 (17,27%)	68 (24,46%)
High	0 (0%)	36 (12,95%)	174 (62,59%)	210 (75,54%)
Total	0 (0%)	56 (20,14%)	222 (79,86%)	278 (100%)

In Table 6, it can be seen that none of the students who gave low ratings to assurance variable, as well as student satisfaction (0%). Then there are 20 students, or 7.19% of students, who gave medium on the assurance variable and there are 174 students or 62.59%. It delivers a high valuation of the variables and student satisfaction assurance. Overall it seems that there is an indication of a positive relationship.

4.3. Description of the Influence of TERRA Aspects in Simultaneous

Before testing the research hypothesis, first the appointment of a measurement scale interval by using interval Succesive was performed. Once the data of each question raised, they then were grouped according to variables. Next the testing of the hypothesis was conducted. The results of the analysis are as follows. The first research hypothesis is the aspect of service quality TERRA (Tangible, Realibility Empathy, Responsiveness, and Assurance) as quality of service aspects simultaneously affects student satisfaction with statistical hypothesis:

H0: There is no significant influence means that aspect of TERRA as an aspect of quality of service is simultaneously the satisfaction of the students.

H1: There is significant influence means that aspect of TERRA as an aspect of quality of service is simultaneously the satisfaction of the students.

Before calculating the coefficients of Path, previously the correlation between the variables as shown below must be calculated. All calculations was performed by using SPSS software version 17. The first step to calculate the correlation coefficients between the variables is as follows.

Table 7
Value of Correlation Coefficient and Its P-Value Correlations

	Y	X1	X2	X3	X4	X5	
Pearson Correlation	Y	1.000	.429	.433	.575	.600	.456
	X1		1.000	.453	.555	.391	.424
	X2			1.000	.502	.475	.400
	X3				1.000	.553	.543
	X4					1.000	.522
	X5						1.000
Sig. (1-tailed)	Y	.000	.000	.000	.000	.000	.000
	X1		.000	.000	.000	.000	.000
	X2			.000	.000	.000	.000
	X3				.000	.000	.000
	X4					.000	.000
	X5						.000

Furthermore, based on the table above, the data was included into Figure 2. Figure 2 illustrates the relationship between the X variable as aspect of service quality and Y as an aspect of student satisfaction which consists of fifteen tracks as follows.

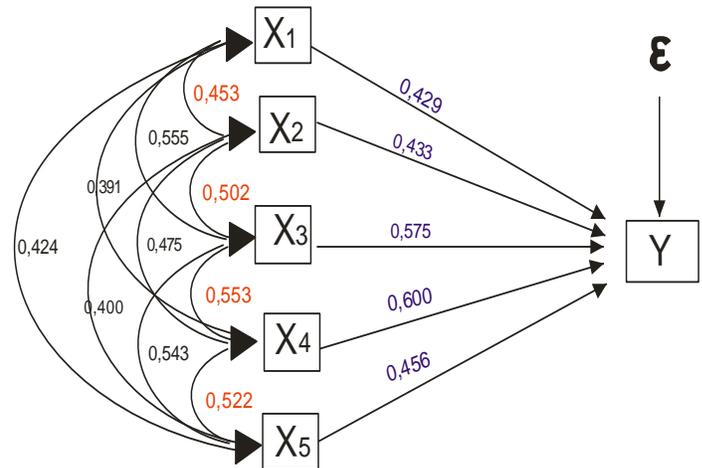


Figure 2
The relationship between the X variable (quality of service aspects) and the Y variable (student satisfaction)

Based on the results, statistical data is simultaneously obtained. TERRA significantly affects student satisfaction according to the following ANOVA table:

Table 8
Anova Table on Simultaneous Effect of TERRA on Student Satisfaction

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.706	5	5.141	41.409	.000a
	Residual	33.771	272	.124		
	Total	59.477	277			

a. Predictors: (Constant), x5, x2, x1, x4, x3

b. Dependent Variable: y

Because sig. is less than 0.05, it means that H0 is rejected. So it can be concluded that H1 is accepted, that there is a profound impact on aspects of TERRA as aspects of quality service simultaneously to the satisfaction of the students. The magnitude of the effect can be seen in the Model Summary table below.

Table 9
Percentage of TERRA Effects on Student Satisfaction.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.657a	.432	.422	.35236	.432	41.409	5	272	.000

a. Predictors: (Constant), x5, x2, x1, x4, x3

The amount of simultaneous TERRA contributions that directly affects student satisfaction was 43.2% and the rest influence other factors that cannot be described in this study. If you want to see what percentage of each influence on student satisfaction, the significance of each variable as the path coefficients must first be tested, as in Table 10. Path coefficient is calculated by standardized regression coefficients as in the following table.

Table 10
Path Coefficient Value and Testing

Model	Path Coefficient	t	P-Value
1 (Constant)		1,416	0,158
X1	0,087	1,555	0,121
X2	0,068	1,235	0,218
X3	0,261	4,131	0,000
X4	0,355	6,120	0,000
X5	0,064	1,137	0,257

From table 10, it can be seen that P_{YX1} path coefficient = 0.087, $P_{YX2} = 0.068$, $P_{YX3} = 0.261$, $P_{YX4} = 0.355$, $P_{YX5} = 0.064$. The picture is below.

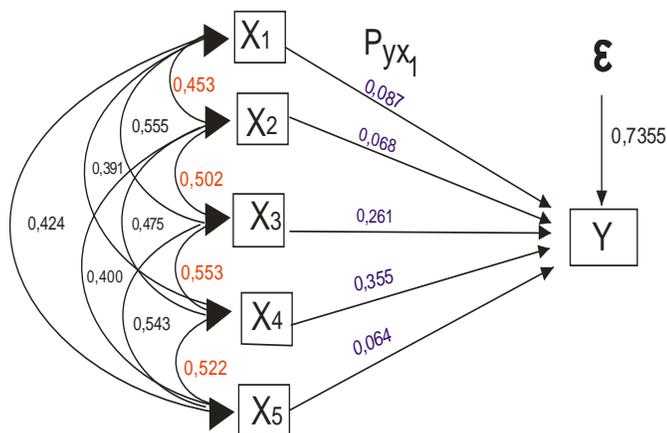


Figure 3

The magnitude of the influence of Exogenous Variables with Endogenous Variables and Path Coefficient

To test whether the path coefficients are significant or not, it can be seen from the p-value. If the p-value is greater than 0.05, then the coefficient of the path does not mean, or the influence of TERRA aspects simultaneously does not result significant impact. In line with this, it is only reliability variable (X3) and responsiveness (X4) which have a significant influence on student satisfaction. Thus trimming should be done, i.e. discard insignificant variables and recalculate the path coefficients as presented in the following table:

Table 11
Path coefficient values and Path Coefficient Tests

Model	Koefisien Path	T	P-Value
1 (Constant)		3,292	0,001
X3	0,350	6,494	0,000
X4	0,406	7,520	0,000

After trimming as in Table 11, it can be seen that there is an increase in the coefficient path and the effect of reliability (X3) and responsiveness (X4) variables which have a significant influence on student satisfaction, so that the track can be made as follows:

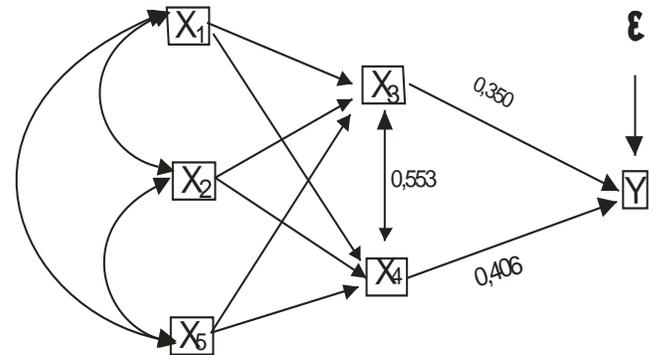


Figure 4

Reliability (X3) and Responsiveness (X4) Variable Path on Student Satisfaction (Y)

From Figure 4, the effect of reliability variable (X3) on student satisfaction (Y) can be calculated both directly and indirectly. The same also applied to the effect of variable responsiveness (X4) to the satisfaction of the student either directly or indirectly, as well as the influence of reliability (X3) and responsiveness (X4) variable simultaneously on student satisfaction (Y). to be more easily understood, they are presented in the following table:

Table 12
The Direct and Indirect Influences of X3 and X4 Variable on Y

Variable	Direct Influences (%)	Indirect Influences (%)	Total (%)
X3	11,89	7,94	19,83
X4	17,32	7,65	24,97
E			55,2

From Table 12. It can be seen that the effect of reliability variable (X3), either directly or indirectly, is 19.83%; the effect of responsiveness variable (X4) on student satisfaction (Y) is 24.97%; and the influence of other variables that were not analyzed (E) here is 55.2%. So it can be seen that why the X1, X2 and X5 gives no significant impact. It is because by eliminating the variables X1, X2 and X5 only lost 1.08% (45.9% - 44.82%) of impact on student satisfaction. So that aspect of TERRA in SMPN 3 Cibadak, Sukabumi can be represented by the X3 and X4 variable only. From the results of hypothesis testing, it was the quality of service of institution of the five studied aspects on the Y variable (student satisfaction) according to tables 11 and 12 that these five aspects are simultaneously having significant impact on student satisfaction. The magnitude of the effect of TERRA on student satisfaction is 45.9%. Aspects of service quality consists of physical facilities, empathy, reliability, responsiveness and security. Another aspect that was not investigated is 54.1%, for example competency, credibility, courtesy, communication, and acces. Of the five TERRA aspects that could represent student satisfaction is an aspect of reliability and responsiveness. Aspects of the physical facilities, empathy, and assuredness give little effect on student satisfaction because the percentage is only 1.08%. Some facts at SMPN 3 Cibadak which amplifies the effect of the institutional service provide significant student satisfaction from aspects of reliability is as follows.

- a) Accuracy of information to students from the institution which is accountable. For example, delivery of information has always been coordinated with parents, school committees, through meetings in writing signed by the school principal, and through the internet that can be accessed by parents and students.
- b) Immediate repairment efforts whenever something goes wrong. For example, an empty classroom due to the teacher is unable to attend are always filled by other teachers or the principal.
- c) Sportsmanship and responsibility of the institution when doing omissions / errors. For example, students who violate directly addressed and sanctioned and teachers who produce many errors are treated in accordance with the Standard Operating Procedures of SMPN 3 Cibadak.
- d) The institution do the efforts to improve quality. For example, the English training, ICT for teachers was held in schools. The students are given an extra hour of enrichment classes for three hours, four days in a week, from Monday to Thursday for leading class in Islam, art excellent class, social studies, language, science, and sport and health excellent class.
- e) The existence of moral support from parents is realized with the flow of contribution on mosque establishment in the school.

For the aspect of responsiveness which significantly affect student satisfaction is the response of the institution on student complaints. For example, students who feel

aggrieved by the teacher's actions that are not educative or teachers who are late, the teacher who is absent without reason, can be channeled through a suggestion box. They are given the opportunity to communicate directly with the counseling teacher, homeroom teacher, student's coach, officer teachers, and principals. In addition, representatives from each class were always expressed criticism and suggestions on the event message and impression in the activities of the flag ceremony every Monday. The data in the field are an attempt of the establishment of democracy that has been planted early in the school. Thus, it could affect the service quality of institution directly or indirectly to the satisfaction of the students from the aspects of responsiveness. Other influences such as the activity of prayer in congregation in the field has led to such great wisdom cleanliness and appearance of the school to increase student Muslim fashion clothing is more controlled. In line with the phenomenon, Al-Syaibany (1979: 427) revealed that among the goals of Muhammad mission and Islamic law is to found "clean society; clean creed, net connections, and clean feeling and behavior." This is according to the Word of Allah SWT on the Holy Qurn of Al Jumu'ah, verse 2, as follows.

"He it is Who sent among the unlettered ones a Messenger (Muhammad PBUH) from among themselves, reciting to them His Verses, purifying them (from the filth of disbelief and polytheism), and teaching them the Book (this Qur'an, Islamic laws and Islamic jurisprudence) and Al-Hikmah (As-Sunnah: legal ways, orders, acts of worship, etc. of Prophet Muhammad PBUH). And verily, they had been before in manifest error"

4.4. Description of TERRA Effect in Partial

The next is to discuss the second hypothesis about the effect of the service quality of TERRA aspects partially on student satisfaction.

a) Aspects of Physical Appearance (Tangible)

Tangible variable as X1 variable partially is aspects of service quality which affects student satisfaction. With a statistical hypothesis:

H0: There is no significant effect of tangible variable on student satisfaction.

H1: There is a significant effect of tangible variable on student satisfaction.

All calculations employed the SPSS 17 software. First, it calculated the correlation coefficient between variables as in Table 7. Path coefficients for the two variables of tangible variables (X1) and student satisfaction (Y) is equal to the correlation coefficient so it follows the path coefficient between tangible variables (X1) and student satisfaction (Y) is 0.429, with a p-value smaller than 0.05, it can be said that the path coefficients are significant or reject H0, which means there is a significant relationship between tangible variables (X1) and student satisfaction (Y). Tangible variables influence student satisfaction was 18.4%. This is consistent with the description of the data in which the variable has a positive tangible.

b) Aspects of Empathy

Next is from the testing on the hypothesis of second variable aspects of empathy. With the same interpretation, the research hypothesis is accepted that there is a significant influence empathy partial services as aspects of quality service to the satisfaction of students with a path coefficient of 0.433 is positive and significant, which means the higher the value the higher the service of empathy student satisfaction. Influence of empathy for student satisfaction service is 18.75%.

c) Aspects of Reliability

The research hypothesis to be tested is the third variable, reliability aspect. In Table 7, the coefficient of the path between service reliability with 0.575 mark of student satisfaction is positive and significant (sig 0.00) which means that the hypothesis is accepted, i.e. there is a positive relationship between service reliability and satisfaction of students, where if the service is the satisfaction of high reliability students are also high. The influence of the service reliability on student satisfaction is 33.06%.

d) Aspects of Responsiveness

The fourth hypothesis of the study variables are significant aspects of responsiveness to student satisfaction. In accordance with Table 7, the coefficient of the path between service responsiveness to student satisfaction was 0.6 and significant (sig 0.00) which means that the hypothesis is accepted, i.e. there is a significant relationship between students' service responsiveness and satisfaction, with the influence of partial responsiveness of service as an aspect quality of service to the student satisfaction by 36%.

e) Aspects of Assurance

Fifth variable of the research hypothesis to be tested is a partial aspect of assuredness effect on student satisfaction. According to table 7, the path coefficient between services assurance with student satisfaction is 0.456 and significant, which means that the hypothesis is accepted, i.e. there is a positive relationship between service assuredness with student satisfaction, the higher the partial service assuredness as aspects of quality of service, the higher the student satisfaction. Partial effect of assurance services as aspects of quality service to the satisfaction of the students is 20.79%.

TERRA partially affects student satisfaction. This case can be seen from Table 4.7 and the facts on the ground as follows.

a) Tangible

Based on the aspects of the physical facilities, the school already has a network of telephone and internet access, classrooms proportionate, science lab, Multimedia, ICT, sport, library, ablutions facilities and other facilities, but students opportunities to use them is very limited,

b) Empathy

Based on the aspect of empathy, SMPN 3 Cibadak employees and teachers have been trying to serve students who have problems in both the formation of

character development and the fulfillment of the task. In order to create an atmosphere of friendliness and courtesy, and create an atmosphere conducive to the educational and the selection of teacher assessment results from the students is in a variety of characters.

c) Reliability

In this study, reliability was ranked second. Some facts prove that aspect of the service is at SMPN 3 is quite prominent among others, has been the establishment of braid infomasi, komunikasi, and good transparency to parents of students as consumers. It is able to grow the trust of the community. To develop students' talents and interests cultivated through activities such as extracurricular, Junior science club, activities, scouts, marching bands, drum bands, junior read Cross, teen mosque, Disabled arts, English club, and traditional music and arts (degung). The developed sport are athletics, football, fitness, gymnastics, basketball, table tennis and so on. For the development of the academic school makes excellent class program with the appropriate supervisors and homeroom teacher.

d) Responsiveness

In this study, responsiveness was ranked first, because the highest ranks. The aspect of this service is the most prominent. Evidenced by cultural awakening in the service friendly and responsive to students and alumni-related interests, such as the learning process for students and administrative services for alumni have a permanent impress on students and alumni in particular and society in general. SMP Negeri 3 Sukabumi as a school-based character in addition to developing academic achievements is also being actively implementing habituation of noble character in accordance with the decree of the government of Sukabumi. This is the main attraction for the anticipated number of student brawls, behavioral deviance and delinquency.

e) Assurance

SMPN 3 Cibadak has gained recognition from government with four titles They are: the National Standard School, Kind Hearted-Based School, Sports School of West Java Province, and Healthy School. Obtaining the four predicates, shows that the school has good dimensional assurance.

4.5. Description of the Aspects of Service Quality with More Dominant Impact

The third hypothesis of this study is the service quality of aspect of empathy that has dominant influence on student satisfaction with statistical hypothesis:

H0: Aspects of empathy service quality is not a dominant influence on student satisfaction.

H1: Aspects of empathy service quality is a dominant influence on student satisfaction.

The five aspects of TERRA partially influence student satisfaction with the results as listed in Table 13 as follows.

Table 13
Effect of Partial TERRA Aspect on Students Satisfaction

No	Variable	Coefisien Path	Influence (%)
1	<i>Tangible</i>	0,429	18,40
2	<i>Empathy</i>	0,433	18,75
3	<i>Reliability</i>	0,575	33,06
4	<i>Responsiveness</i>	0,600	36
5	<i>Assurance</i>	0,456	20,79

Based on table 13, it can be seen that the greatest partial effect is responsive service variable on the satisfaction of the students (36%). It is followed by reliability service variable (33.06%). The smallest effect is tangible service variable (18.40%). So the service quality aspect which is the most dominant influence on student satisfaction in SMPN 3 Cibadak Sukabumi is the aspect of responsiveness. Based on the data analysis, the results indicate that the service quality of TERRA aspects which is the most dominant influence on student satisfaction is responsiveness. Empathy which is formulated in hypothesis as the most dominant aspect does not give so high influence. This means that hypothesis (H1) is rejected or not proven. Based on the facts on the ground,

- a) Each administrative service needs of students is served quickly and on time;
- b) The school responds well whenever there is a complaint or complaints from students regarding the value or any action that is not in accordance with regulations;
- c) The willingness of the staff to help students and even alumni or guests with an interest in the school; besides religious activities led jointly by all the teachers and staff.

5. Conclusion

Quality of institution service simultaneously effects on student satisfaction significantly in SMPN 3 Cibadak, reaching nearly half (45.9%). Aspects that influence the quality of the service include physical appearance, empathy, reliability, responsiveness and security. But among the five aspects, there are just two dominant aspects which affect student satisfaction, the reliability and responsiveness. Others are very small. This suggests that the quality of service of the educational institutions, on the two aspects, should be a greater concern than the physical aspects of buildings and other facilities. This research may prove that the physical aspects (tangible) have very little impact on student satisfaction. Partially quality service of institution also significantly influences student satisfaction. The largest and one of its most dominant contributions of aspect of responsiveness (responsiveness) reaches 36%. This aspect is based on the research results. It can be evidenced by the good response from the institution in terms of student complaints, promptness in solving the problem, the accuracy of the provision of information to students, the efforts of immediate repairment when

something goes wrong, sportsmanship, the ease of the officers to help students, and the openness of the institution to the community or parents. Some positive indicators show that there are student satisfactions in SMP 3. They are in the forms of an increase in student discipline, a significant improvement in student achievements, and increase of student adherence to rules and institutions which reduced student violations, the establishment of noble character in the lives of students in schools, and the increased number of applicants from year to year.

REFERENCES

- [1]. Akdon. (2007). *Strategic Management For Educational Management*. Bandung: Alfabeta
- [2]. Alma, Buchari. (2009). *Manajemen Pemasaran dan Pemasaran Jasa*. Bandung: Alfabeta.
- [3]. Al-Syaibany, Omar Mohammad Al-Toumy. (1979). *Falsafah Pendidikan Islam*. Jakarta: Bulan Bintang
- [4]. Antonio, Muhammad Syafii. (2007). *Muhammad SAW The Super Leader Super Manager*. Jakarta:PLM
- [5]. Asmani, Jamal Ma'mur. (2009). *Manajemen Pengelolaan dan Kepemimpinan Pendidikan Profesional Panduan Quality Control bagi Para Pelaku Lembaga Pendidikan*. Yogyakarta: Diva Press.
- [6]. Bafadal, Ibrahim. (1992). *Supervisi Pengajaran (Teori dan Aplikasinya dalam Membina Profesional Guru)*. Jakarta : Bumi Aksara
- [7]. Balaji, B. (2002). *Services Marketing And Managemen t(ForM.B.A., P.G. diploma in Business Administration and other Management Courses)*. New Delhi: S.Chand & Company LTD.
- [8]. Depdiknas. (2009). *Perangkat Peningkatan Mutu Pendidikan Untuk Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, Jakarta: Binatama Raya
- [9]. Depag RI. (2005). *Al-Qu'an dan Terjemahnya*. Jakarta: Syaamil Cipta Media
- [10]. Dinas Pendidikan Provinsi Jawa Barat. (2008). *Pedoman Umum Pendidikan Budi Pekerti SMP dan SMA Provinsi Jawa Barat*. Bandung.
- [11]. Effendi, Sofian. (2005) "Strategi Menghadapi Liberalisasi Pendidikan Tinggi", makalah pada Seminar nasional "Pendidikan tinggi di Era Pasar Bebas, UIN Jakarta, 2 Mei 2005
- [12]. Fandy, Tjiptono, Gregories Chandra. (2005). *Service, Quality Satisfaction*, Yogyakarta: Penerbit Andi.

- [13]. Faisal, Sanapiah. (1982). Metodologi Penelitian Pendidikan. Surabaya: Usaha Nasional
- [14]. Gaspersz, Vincent. (1997), Manajemen Kualitas dalam Industri Jasa, Jakarta: Gramedia Pustaka Utama_____ (2005). Total Quality Management. Jakarta: Gramedia.
- [15]. Hadi, Sutrisno. (1992). Statistik 3. Yogyakarta: Andi Offset
- [16]. Indrajit, R. Eko dan R. Djoko Pranoto. (2006). Manajemen Perguruan Tinggi Modern. Yogyakarta: Andi
- [17]. Kotler, Philip. (2000). Manajemen Pemasaran. Edisi Milenium, Jakarta: Prentice Hall.
- [18]. Lupiyoadi, Rambat Nasution, M Nur. (2001). Manajemen Mutu Terpadu.(Total Quality Management).
- [19]. Jakarta dan A. Hamdani. (2006). Manajemen Pemasaran Jasa. Jakarta : Salemba Empat
- [20]. Lund, Bernedina. (1984). A Manual of Sample Size Calculations.Unpublished Master's Thesis, University of Washington. (De Rouen has a copy of it.)
- [21]. Mulyana, Rohmat. (2004). Mengartikulasikan Pendidikan Nilai. Bandung: Alfabeta
- [22]. Mulyasa E. (2004). Manajemen Berbasis Sekolah (Konsep, Strategi dan Implementasi). Bandung; PT Remaja Rosdakarya
- [23]. Nasution, Buchori. (2006). Memilih jalan Pendidikan Kita. Utan Kayu: Research Institutre for Islamic Curriculum: Ghalia Indonesia
- [24]. Nurikhsan, Achmad Juntika dan Akur Sudio. (2005). Manajemen Bimbingan dan Konseling di SMP Kurikulum 2004. Jakarta: Grasindo
- [25]. Parasuraman, A., Zeithaml, V.A., and Berry, L.L. (1988): SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing
- [26]. Purwanto, Erwan Agus, dan Dyah Ratih Sulistyastuti. (2007). Metode Penelitian Kuantitatif untuk Administrasi Publik dan Masalah-masalah sosial. Jogjakarta: Gava Media
- [27]. Rahim, Husni. (2001). Arah Baru Pendidikan Islam di Indonesia. Jakarta: Logos
- [28]. Ratminto & Atik Septi Winarsih. (2006). Manajemen Pelayanan Pengembangan Model Konseptual, Penerapan Citizen's Charter dan Standar Pelayanan Minimal ,Pustaka Pelajar, cet.III
- [29]. Ruwiyantoro. (2009). Potret SSN Angkatan 2004.Pelangi Pendidikan. 1410-4504 Edisi XI/ Juli 2009/SSN: Page.4
- [30]. Saefullah, Ujang. (2007). Kapita Selekta Komunikasi Pendekatan Budaya dan Agama.Bandung : Refika Offset
- [31]. Sirozi, M. (2007). Politik Pendidikan(Dinamika Hubungan antara Kepentingan Kekuasaan dan Praktik Penyelenggaraan Pendidikan). Jakarta: Grafindo
- [32]. Supranto, J. (1997). Pengukuran Tingkat kepuasan Pelanggan, Rineka Cipta, Jakarta
- [33]. Surakhmad Winarno. (1990). Pengantar Penelitian Ilmiah (Dasar, Metode, dan Teknik). Bandung: Tarsito
- [34]. Syafaruddin. (2001). Manajemen Mutu Terpadu dalam Pendidikan (Konsep, strategi dan Aplikasi). Jakarta: Grasindo
- [35]. Tim Dosen UPI. (2009). Manajemen Pendidikan. Bandung: Alfabeta
- [36]. Triton, P B. (2006). SPSS 13.0 Terapan Riset Statistik Parametrik. Yogyakarta:Andi.
- [37]. Undang-Undang RI Tentang Guru dan Dosen Serta Profesional Kurikulum Berbasis Kompetensi Tahun 2006, Tamita Utama, Jakarta, 2006