

Antecedents Of Satisfaction Choosing Higher Education: An Empirical Evidence At The Universitas Terbuka

Raden Sudarwo, Anfas, Irfandi Buamonabot

Abstract: This study explores the antecedents of college choice satisfaction, UPBJJ Ternate. A total of 90 respondents participated in this survey. The effective rate of return is 90 percent. Regression analysis is used to test the hypothesis in this study. The results showed that college attributes and satisfaction information had a positive influence on college choice satisfaction.

Index Terms: Satisfaction, Higher Education, college attributes.

1 INTRODUCTION

At present, the quality of education is still an obstacle for many countries (UNESCO, 2016). Similarly, what happened in Indonesia, the problem of education is the main topic because it determines the quality of human resources in the future. Data from BAN PT (2016) shows that there is a high disparity in accreditation between ratings A, B and C. Thus, each university must provide and improve the quality of higher education quality in order to attract the interest of prospective students.

Quality of higher education quality will be able to influence someone to enter college (Belawati and Zuhairi, 2007). Research related to entering college suggests a number of factors that influence it. The results showed that costs, location, promotion, reputation, learning facilities, academic programs, and the availability of learning assistance (college attributes) were the factors of a person entering college (Joseph and Joseph 2000; Ismail, 2008, Kusumawati, 2013; Tantivorakulchai, 2015; Manoku, 2015; and Kunwar, 2017; Walsh and Cullinan, 2017 and Walsh, Flannery and Cullinan, 2018). Furthermore, research that links between college satisfaction and college choice satisfaction has been done by (Ismail and Leow, 2008; Ismail, Hasan and Sheriff, 2012; Rethinam, Haw and Ariffin, 2018;). The result shows satisfaction information has a positive effect on college choice satisfaction.

Various studies have been conducted to examine the factors that influence the emergence of college choice satisfaction. The research is generally carried out in Malaysia and a number of European countries. The lack of research in Indonesia by using additional variable satisfaction information as an antecedent of college choice satisfaction is the main reason for this research to be carried out again in Indonesia.

- **Raden Sudarwo**, Faculty of Teacher Training and Education, Universitas Terbuka, Indonesia, E-mail: sudarwo@ecampus.ut.ac.id
- **Anfas**, Faculty of Economics, Universitas Terbuka, Indonesia, E-mail: anfas_st_mm@ecampus.ut.ac.id
- **Irfandi Buamonabot**, Politeknik Sains and Teknologi Wiratama Maluku Utara, Indonesia, E-mail: irfandibbot@gmail.com

2 THEORY AND HYPOTHESIS DEVELOPMENT

2.1 Importance of Choice Satisfaction

Satisfaction is the customer's response to the fulfillment of their needs. That means assessing that a form of privilege of an item or service or goods / service itself, provides a level of comfort associated with fulfilling a need including meeting needs under expectations or meeting needs exceeding expectations (Oliver, 1997). Therefore, ensuring that customers remain loyal and satisfied with their services is important for educational institutions. At present, where competition is getting tougher, it is important for educational institutions to find effective, cost-effective ways to influence and retain customers.

In order for an educational institution to be successful in the long run, it must satisfy the customer, while making a profit. Indeed, it can be said that a satisfied student must be the main obligation of a college and almost all its activities, programs and policies must be evaluated. Therefore, user satisfaction is very important for educational institutions so that every educational institution interested in providing superior service must start with a comprehensive understanding of its customers, because satisfied customers from time to time will return and bring more prospective students (Ismail, 2008).

2.2 College Attributes

One of the main difficulties faced by service to customers is uncertainty about the consequences of choice decisions that they cannot anticipate (Rieh, 2004). Because the typical characteristics of service are, intangibility, inseparability, heterogeneity and perishability (Parasuraman, Zeithaml and Berry 1985) customers usually associate services with a high level of risk (Samadi and Yaghoob-Nejadi, 2009; Angulo and Gil, 2007; and Fitzgerald, 2018). More than that for education because the entire process will definitely take years to complete even after a decision has been made (undergraduate studies will take up to a minimum of three years) and thus the process of assessing students for a service depends on credible information. regarding the attributes of an institution (Ismail, 2009).

Halstead, Hartman and Schimdt (1994) support that educational institutions are the first foreign experience for someone, therefore, evaluation of expectations and

performance based on attributes or characteristics. In education, a person may not be able to feel the intrinsic quality of higher education in a short period of time and therefore the utilization of college attributes (acting as physical cues to increase college tangibility) in assessing choice satisfaction is very important (Ismail, 2009).

2.3 Satisfaction with College Information

The main problem that concerns service providers is understanding the customer evaluation process for services. In addition to post-purchase satisfaction, it is also relevant to know that satisfaction with information can also occur before a choice is made. During the initial stages of the decision making process, customers will evaluate potential services through information obtained, the hope that customers have a relationship with the service will depend on the information collected from various sources. In the process of choosing a college, one can obtain all the information needed from different sources as material to make a better assessment and be satisfied with the choice of college. Satisfaction information is defined as individual agreement and satisfaction of information used in choosing services (Ismail, 2008 and Ming, 2010).

2.4 Previous Research and Hypothesis Development

This study uses college attributes and satisfaction information as independent variables, as well as choice satisfaction as the dependent variable. Choice satisfaction occurs when the fulfillment of college attributes and information offered by the college. For this reason, the hypothesis is:

H1: College attributes have a positive effect on choice satisfaction

H2: Satisfaction information has a positive effect on choice satisfaction

3 RESEARCH METHODS

3.1 Population, Samples and Data Sources

This research was conducted at the Open University. The population in this study was the Distance Learning Unit of the Ternate Open University. The study was conducted for 3 months starting in July to October 2018. The survey method was used in this study. The sample in this study consisted of students from ternate, Bacan, Tobelo, Weda, Jailolo and Malifut. The sample in this study amounted to 100 respondents.

After sorting the data of respondents who again found that there were questionnaires that did not return (4 questionnaires) and invalid questionnaires totaling 6 questionnaires that were not filled in completely. Invalid questionnaires were not included in the subsequent data analysis. The number of samples used in this study were 90 respondents with an effective rate of return of 90%.

Respondents consisted of 50 (56%) men and 40 (44%) women. Respondents under the age of 30 were 25 (28%) and over 30 years were 65 (72%). The distribution of respondents consisted of Pokjar Ternate (9%), PokjarBacan (40%), PokjarTobelo (12%), PokjarWeda (21%), Jailolo (11%) and PokjarMalifut (7%).

3.2 Variable Measurement

This study uses college attributes and satisfaction information as independent variables, as well as choice satisfaction as the dependent variable.

3.3 Survey Questionnaire Development

Measurements for satisfaction are based on general feelings about the respondent's choice of college decisions and information obtained. Respondents were asked to provide an indication of the level of satisfaction with respect to the information sought and their choice of tertiary institutions using a five-point Likert rating scale from "strongly agree" to "strongly disagree" with "rather agree" as the midpoint. Oliver's satisfaction scale (1980 and 1997) was adapted in this study for college choice satisfaction and information satisfaction. Adjustments and modifications on the Oliver scale that have been tested by Ismail (2008), Ismail &Leow (2008), Ismail (2009) and Ismail, Hassan and Noorzaidi (2010) are the basis for consideration in accordance with the objectives of this study.

Several constructs of different college attributes from previous researchers have been identified and used (Chapman, 1981; Halstead, Hartman &Schimdt, 1994; Pooek& Love, 2001; Cubillo, Sanchez &Cervino, 2006; Ismail, 2008; Ismail, 2009; Ismail, Hassan and Mohammad, 2010).

4 RESULTS

4.1 Descriptive Statistic

Based on table 1, it can be seen that the lowest value on the college attribute is 2 and the highest value is 4.393, while the resulting average is 4.393 and the standard deviation is 0.539, the highest satisfaction information value is 5 and the lowest value is 4, while the resulting average is 4.533 and standard deviation of 0.505, and College choice satisfaction the lowest value is 4 and the highest value is 5, the mean produced is 4.728 and the standard deviation is 0.442.

TABLE 1
DESKRIPTIF STATISTIC VARIABEL

Variabel	(n)	Mean	Min	Maks	SD
College Attribute	90	4,393	2	5	0.539
Satisfaction Information	90	4,533	4	5	0.505
College Choice Satisfaction	90	4,728	4	5	0.442

4.2 Factor Analysis

Reliability test results show that the level of consistency is quite good. In reliability testing, consistency is at least 0.60 (Ghozali 2013). These results can be interpreted that questions that measure the construct of college attribute, satisfaction information and college choice satisfaction, based on respondents' answers can be relied upon.

Each construct or variable has a Cronbach Alpha value above 0.60 which distinguishes the consistency interval of the college attribute variable, information satisfaction and satisfaction choose to have good reliability in this study. Reliability test results are presented in table 2.

TABLE 2
LOADING FACTORS (N = 90)

Factor and Scales	Factor 1	Factor 2	Factor 3
CA = College Attribute = Cronbach α : 0.789			
CA1	0,694		
CA2	0,695		
CA3	0,820		
CA4	0,748		
CA5	0,726		
SI = Satisfaction Information = Cronbach α : 0.702			
SI1		0,883	
SI2		0,883	
CCS = College Choice Satisfaction = Cronbach α : 0.712			
CCS1			0,621
CCS2			0,617
CCS3			0,664
CCS4			0,703
CCS5			0,763

Indicator is valid if it has a loading factor above 0.5. In the table above it appears that the value of no factor loading value is less than 0.5 for indicators of college attribute, satisfaction information and college choice satisfaction.

4.3 Test of Hypotheses

Testing the hypothesis in this study uses regression analysis presented in table 3. Testing the hypothesis in this study was carried out using regression analysis. The regression model is feasible and can be used if the significance value is smaller than 0.05 (with a precision of 5%) or 0.01 (with 1% precision) (Hair, William, Banin, & Anderson, 2010).

TABEL 3
HYPOTHESIS TESTING RESULTS USING REGRESSION

Variabel independen	College Choice Satisfaction		
	B	T	P
College Attribute	0,588	7,046	0,000**
Satisfaction Information	0,393	4,362	0,000**

* P < 0,05

** P < 0,01

Based on the test results in table 3, it shows that the impact of college attribute testing on college choice satisfaction has a beta value of 0.558 and a significance value of 0.000. This value indicates that college attributes have a significant positive effect on college choice satisfaction. Therefore, the hypothesis is accepted.

The results of testing hypothesis 2 show that the impact of satisfaction information testing on college choice standard has a beta value of 0.393 and a significance value of 0.000. This value shows that satisfaction information has a significant positive effect on college choice satisfaction. Therefore, hypothesis 2 is accepted.

5 CONCLUSION

This study examines college choice strategy as antecedents of college attributes and satisfaction information at the Open

University, Ternate Distance Learning Unit, North Maluku, Indonesia. The results of the regression analysis show that college attributes and satisfaction information have an influence on college choice satisfaction. These results are consistent with (Ismail, 2008 and Ismail and Leow, 2008).

For further research the variable satisfaction information is suggested to be a mediating variable. This is based on the information gathered about each university will be the basis of the main evaluation of someone choosing a college (Ismail, 2009). Therefore, it is very important for educational institutions to ensure that students are satisfied with the information they get during the early stages of this decision-making process because feelings of satisfaction can lead to choice behavior (Ismail, 2009 and Nooraini and Noorzaidi, 2010).

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