DIMENSIONS OF SERVICE QUALITY ANALYSIS OF POSTGRADUATE GRADUATE SCHOOL OF NUSA CENDANA UNIVERSITY BASED ON THE PERCEPTION OF STUDENTS OF PUBLIC ADMINISTRATION STUDY PROGRAM

Ayub E.M. Tede Dara, Aloysius Liliweri and Ajis S. A. Djaha
Postgraduate Public Administration Masters Program, Nusa Cendana University
Ayubtd@gmail.com

ABSTRACT

The situation has prompted the liberalization of university orientation studies on the managementof thecollege who efekltif and efficient, especially for University High State . Higher education whi ch in the previous period tended to focus on the technical dimension, needed to reform by providing good services so as to give satisfaction to students. The research aims to produce outcomes in the form of a measuring instrument that will be used by the University of Nusa Cendana Kupang, Postgraduate Program to conduct an assessment onstudent satisfaction in undergoing lectures. This research was carried out through two stages of research. The first year aims to 1) Identify the expectations of students when carrying out lectures, so it can be determined factors of student satisfaction; 2) Conducting a factor analysis to determine the dimensions of Postgraduate service quality especially public administration study program in the last 3 (three) years i.e. from 2016 to 2018 in the Undana Postgraduate Program. This research is a research in the first year preceded by an exploratory method which is then followed by a factor of analysis to classify factors of higher education service quality based on student perceptions. Based on the service quality measurement model compiled, then a confirmatory analysis was carried out by testing the model based on the distribution of questionnaires for a confirmatory analysis.

Keywords: analysis exploratory, confirmatory, service quality

INTRODUCTION

1. Background

Higher education in Indonesia has experienced many changes, in paradigm changes, management, and competition. Changes in management concerning higher education are provided by the government and the private sector. The debate about the State Owned Legal Entity (BHMN) and its consequences has been exposed in several media. A change of paradigm that others are with the influx of college foreign higher then contribute to increasing competition universities in the country. In this era, universities should not only be seen as a center for knowledge, a center for research, and a center for community service, but also as a corporate entity producing knowledge that needs to compete to ensure its

survival. Some people, even members of the academic community may not be aware of the latest developments related to the management of higher education institutions. When college leadership to convey the urgency of the management of universities height that must be efficient and strategic, mostly less respond. As stipulated in the *General Agreement on Trade in Services* (GATS), higher education services are part of 12 service sectors that are traded between countries. Indonesia with a population of more than 210 million with a new higher education participation rate of around 14% makes foreign universities see Indonesia as a potential market. Thus faced by universities in Indonesia is increasing competition, given the openness of the higher education sector allows college foreigners set up branches in Indonesia with more flexibility.

Situation liberalization of college high has pushed the orientation of research on university management that effective and efficient. Research- research on college high is very diverse and refers to how to manage the college to achieve competitive advantage or competitive so it is able to win the competition that is getting tight so that it can survive and grow. Changes in the management of higher education can also be seen from the appearance of buildings and lecture halls provided by universities. Some colleges have a modern, comfortable, safe and pleasant appearance . The campus does not only contain lecture infrastructure but is also equipped with other supporting facilities, for example the existence of a café, minimarket, adequate parking facilities, and others. Even in some universities to put some kind of *Customer Service* that will greet and serve guests and provide information related to colleges is high. O'Neill *and* Palmer (2004) are of the view that, like many service industries, higher education tends to focus on the technical dimension. This is manifested in a large number of statistics, indexes and tables covering issues such as the level of development of the students, the proportion of students receiving grades are higher and the quality of the teaching staff, as measured by the qualifications and performance of

research. Little effort is put into investigating the functional aspects of quality that have an impact on students. Measures of service quality can also function as management tools. Brown and Koenig (1993) recommend that evaluating customer satisfaction with the quality of education must be an integral part of the *Total Quality Management* (TQM) program in education. A better understanding of how consumers form an impression of quality can provide valuable information for designing systems management services that improve customer satisfaction (Seymour, 1992) and to adapt to the university environment with the needs of all-students (Hampton, 1993). The program should take into account the improvement of customer service quality, because management can make the assumption that one of the customer ratings on quality of service (Quoted in LeBlanc *and* Nguyen, 1997). Quality of service can be rated based on some assessment criteria and resources, where the perception of students is one of those criteria.

Based on the description above then Postgraduate Program of Nusa Cendana University (UNDANA) Kupang located within the college the country needs to know how the quality of service that has been provided based on student perceptions. This needs to be implemented as a policy base to always improve the quality of services to students.

2. Research purposes

The study was conducted through two stages of research. The first year research aims to 1) Identify student expectations when conducting lectures, so that factors of student satisfaction can be determined; 2) Perform a factor analysis to determine the dimensions of service quality in the environment of Postgraduate Program of UNDANA.

The second year research is a continuation of the first year research, and is an implementation of the development of student satisfaction measures. The objectives of the second year research are: 3) Testing the validity and reliability of service quality

dimensions; 4) Analyze the service performance of the department of public administration studies that exist in the environment of Postgraduate Program of UNDANA.

3. Benefits of research

Empirical research is expected to provide the following benefits:

1. Availability of measuring tools which are valid and reliable to measure student satisfaction in running the course.
2. Provide a conceptual foundation for investigating service quality in higher education in general.

REVIEW OF LITERATURE

1. Student Perception

According to Kreitner and Kinicki (2010: 185) perception is cognitive which allows us to interpret and understand our surroundings. It also said as a process of interpreting an environment. People must know the object to interact fully with their environment.

Perception is the process of receiving information to make an understanding of the world around us. This requires consideration of which information needs to be considered, how to categorize information, and how to interpret it in the framework of our existing knowledge (McShane and Von Glinow, 2010: 68).

Another opinion suggests that perception is a process by which individuals organize and interpret the responses of their impressions with the intention of giving meaning to their environment. But what we feel may differ from the realization of the object (Robbin and Judge. 2011: 202).

According to Wibowo (2013) perception is a process that allows us to organize information and interpret impressions of the surrounding environment. According to Philip Kotler (Marketing Management, 1993, p. 219), Perception is the process of how a person

selects, organizes, and interprets information inputs to create a meaningful overall picture. Perception can be interpreted as a process of categorization and interpretation that is selective in nature. The factors that influence one's perception are the characteristics of the person perceived and situational factors.

Thus it can be synthesized that student perceptions are responses to student impressions in providing meaning or interpretation obtained from information processing on the surrounding environment.

2. Factors affect perception

In reality people can look at the same thing, but feel it as different. There are several factors that shape and sometimes distort perception. These factors are the *preceiver, the object* or target perceived and the context of the situation where the perception is made. According to Robbins and Judge (2011: 203) as follows: (a) *Perceiver* is a person who provides perceptions that have components of attitudes, motives, interests and interests, experience and expectations; (b) The target factor is the object or person who is the target of perception with a component of something new, movement, sound, size or size, background, closeness, and similarity; (c) Situation factor is the state at the time the perception is carried out containing the components of time, work arrangements, and social arrangements .

Supranto (2011) customer perceptions about the quality of a service and overall satisfaction, they have several indicators / instructions that can be seen, they have several indicators / instructions that can be seen. Customers might say things about goods and services. They might say good things about goods and services. A smile is proof that someone is satisfied, sullen on the contrary reflects disappointment.

3. Process of perception

Perception occurs through a process that starts when an impulse is received through one's own understanding. Most impulses that attack understanding are filtered out. The rest

are organized and interpreted. The process that accompanies some of the information received by the mind and ignores the information received by the mind and ignores other information is called *selective attention* or *selection perception* which is influenced by the characteristics of the person or object perceived, especially the magnitude, intensity, movement, repetition, and authenticity (Wibowo , 2013).

According to Miftah Toha (2003: 145), the process of formation of perception is based on several stages, namely:

a. Stimulus or Stimulation. The perception begins when a person is confronted with a stimulus / stimulus that is present from his environment.
b. Registration. In the registration process, a symptom that appears is a physical mechanism in the form of sensing and the condition of a person influencing through the senses he has. Someone can listen to or view information sent to him, then list all the information sent to him .
c. Interpretation. Interpretation is a cognitive aspect of perception which is very important, namely the process of giving meaning to the stimulus it receives. The interpretation process depends on the way of deepening, motivation, and personality of a person.

4. Quality of Higher Education Services

Quality is the core survival of an institution. The quality revolution movement through an integrated quality management approach becomes a demand that should not be ignored if an institution wants to live and develop. The increasingly fierce competition lately requires a service / service provider to always pamper consumers / customers by providing the best service. Customers will look for products in the form of goods or services from companies that can provide the best service to him (Assauri, 2003). Service quality is an important component in consumer perception , also very important in its effect on customer satisfaction.

The better the quality of the services provided by it will be getting better the image such services in the eyes of costumer. According to Zeithaml *et al* . (1996) characteristics of service quality are:

1) Thequality of services is very difficult to evaluate compared to the quality of goods.
2) Service quality is a comparison of the results of consumer views between expectations and reality.
3) The criteria for determining service quality are ultimately returned to the consumers themselves.

Quality of service is seen as the most important factor that determines the success of an organization engaged in the field of services. Zeithaml *et al* . (1992) state that one of the main issues causing poor service organization performance is when an organization does not know what its customers expect. This is because service companies offer their products that are more *intangible*. The consequences of that the organization must know is the satisfaction or dissatisfaction of customers through quality service. One method for measuring service quality is SERVQUAL developed by Parasuraman *et al* . (1988).

In subsequent studies conducted by Parasuraman *et al* . (1988) in Kotler and Keller (2007) and in Lovelock and Wright (2007), from the ten dimensions of service quality resulting from previous studies found the essence of service quality merged into five dimensions of *service quality* known as SERVQUAL, namely:

5. Prior Research

Studies on the quality of services the college has many implemented, either in Indonesia or in outside the country. Some research conducted in Indonesia uses a generic service quality approach that has not been made specifically for tertiary institutions. There are several studies using an

approach that distinguishes service quality from quality, wherein the quality of tertiary institutions refers to the accreditation assessment conducted by the National Accreditation Board for Higher Education (BAN PT).

Research by Furqon (2007) at the Indonesian University of Education Bandung using service quality indicators in the form of: 1) *quality of instruction*, 2) *academic advising*, 3) *library resources*, 4) *extracurricular activity*, 5) *Reliability* (reliability), 6) the ability of *opportunity to talk with faculty members* , and carry out the promised service in a convincing and accurate manner. *Job place services* . The study found that there was a gap between the desire and the quality of college service sales. Students want the flexibility of academic guidance services, require the completeness of book facilities in the faculty, improvement of lecture room facilities, and also simplification of administrative services so that it is not complicated.

Riwanto (2010) conducted a study with the aim of knowing the role of customer / student satisfaction towards behavioral intention satisfaction of the Faculty of Economics at UPN "Veteran" of East Java . The population in this study is a student of Economics UPN "Veteran" Jawa Eastern forces 20 05 to 20 0 8. The methods used for sampling is a technique *purposive sampling* the sampling technique used by researchers if the researchers have certain considerations in sampling. The results of the study (1) service quality variables have a positive and significant effect on student satisfaction. (2) student satisfaction variable has a positive but not significant effect on behavioral intention. (3) service quality variables have a positive and significant effect on behavioral intention. Research by Fatmawati (2003) carried out on part of the administration of the Faculty of Economics, University of Diponegoro do with the approach of the relationship between Total Quality Education (TQE) with the quality of services consisting of the dimensions of reliability, responsiveness, assurance a tau certainty, e mpaty or concern,

and intangibles or direct evidence . Results of the study showed that TQE indirect effect on student satisfaction through quality of service. With so if the quality of service can be improved with enhanced TQE, it will further increase student satisfaction.

Research abroad is widely carried out both in developed and developing countries. Yilmas et al. (2010) determine academic and institutional service levels of perceived quality of students at the Faculty of Agriculture. The research was conducted with 343 students using a questionnaire at the Faculty of Agriculture at Suleyman Demirel University. According to the results of the factor analysis, the main factors that influence the perception of infinite students about the quality of academic and institutional services are: skills of academic staff, facilities of social and physical facilitiesof the faculty, department of physicalfacilities and services consulting students, content and teaching techniques, an additional form of Kursus- course, a caring attitude of the academic staff, sense of belonging department, questioned the test course content, timeliness and accuracy of inspection.

Katiliūtė and Kazlauskienė (2010) examine the attitude of all- students on various aspects of higher education and quality, to determine the dimensions of quality. Part first examine the theoretical model of dimensional ratings of perceived quality studies maha students. This paper discusses certain factors that influence the quality of higher education assessments from student perceptions. The dimensions of learning quality are examined by considering the characteristics of students. The conclusion that is generated is: (1) dimension of perception of quality of learning of students, (2) the model dimensions decisions regarding the importance of the quality of learning in accordance with the characteristics and perceptions of students.

Faganel (2010) states the importance of measuring service quality college because it is a decoy behind that need to be considered for the institution to gain a competitive advantage that is significant. Researchers developed a questionnaire consisting of 18 question

items. Analysis was carried out on students and professors from business schools in Slovenia. The results showed that there is an understanding that is different about the quality of students and faculty manager. This implies that managers and lecturers must pay attention to the satisfaction of their customers, namely students, to determine what things are considered important by them.

Rajab *et al* . (2011) discussed the perceptions of international students of the quality of service in higher education especially the elements related to the quality of teaching and learning quality at University Teknologi Malaysia, Johor Bahru Campus. A total of 355 international students participated in this study and the instrument used was a set of questionnaires adopted from Hamidah et.al (2004) based on the SERVPERF Analysis Model. The results of this study indicate that the quality of teaching and learning at UTM is at a moderate level. Although UTM as a research university has successfully registered thousands of international students, they must better understand the conditions of international students' when studying locally. International student expectations of service quality must be taken seriously to produce highly motivated students and quality products that can compete at a higher level specifically after graduation. UTM also need to be more proactive by re-examining and improving the quality of services in order to further provide quality service that is good and meets the needs of international students, especially items that are in the moderate-low level.

Research by Combrinck (2006) shows that postgraduate students tend to rate service quality somewhat more negatively compared to students at undergraduate or undergraduate level. In addition there are differences in perceptions between the sexes of men and women, except for the tangibles dimension. Westbrook *et al* . (2005) also conducted a study of students' perceptions of academic services and the quality of learning during their 4 years in college. The results show that there is a pattern of change that is perceived by

mahassiwa for 4 years taking courses. The gap between expectations and the quality of academic services and the quality of learning is greatest experienced by first semester students. The results of this study provide evidence of the additional need to consider the complexity of how students view their learning environment, so that more college students to understand the perception in the first year and in the years beyond (Donahue, 2004).

Zhigin *et al* . (2012) state that higher education in China is a teaching system that has traditionally centered on teachers and not centered on the students. The results suggest the need for reform because students must be seen as direct customers of tertiary institutions. The concept of student satisfaction (*customer*) on the quality of service and innovation should be considered. Evaluation of student satisfaction can monitor the quality of higher education services, thereby helping universities to be more market oriented and able to face international challenges.

Douglas *et al*. (2006) conducted a study to measure student satisfaction at the Faculty of Business and Law at Liverpool John Moores *University*. Quadrant analysis is used to determine the University's most important service aspects and the extent of student satisfaction. Aspect of learning is the most important is that associated with the facility physically. The study states that the tools used in the study is valid and can be relied upon to design surveys of satisfaction and service segments education by universities is high, thus allowing management to use quality dimensions as the performance targets, especially those considered to have low satisfaction, but is seen by students as a very important dimension.

RESEARCH METHODOLOGY

1. Types of research

The study was preceded by an exploratory method which was then followed by a factor analysis to classify factors of higher education service quality based on student perceptions. Based on the model of service quality measurements are compiled then conducted confirmatory analysis by testing the model is based on the deployment of questionnaires for analysis confirmatory.

Confirmatory analysis carried out considering the study will test a model of research for development as a quality of service measurement universities in Indonesia, especially in Postgraduate Program of UNDANA. The research data is based on students' perceptions obtained by way of filling the questionnaire. The questionnaire used in confirmatory research is a questionnaire developed based on a model developed from exploratory research, with reference to the questionnaire developed by Combrinck (2006), Oldfield (2000). The two reference questionnaires are questionnaires developed from Parasuraman in Oldfield (2000) to measure the level of quality of higher education services based on student perceptions.

2. Population and Research Samples

As respondents are students of Master Program in Public Administration Program of Postgraduate Program of UNDANA than 3 (three) years, namely 2016 to 2018 , with the hope they have experienced quite a lot of interaction in lectures them. The number of samples is determined based on the Slovin formula, with a confidence level of 0, 1.

3. Data analysis

The factors that constitute student expectations are identified and then arranged in a table. Based on these factors , the second stage research questionnaire questions are arranged.

4. Factor Analysis

Based on the factors that have been identified from the exploration stage with focused discussion, a second research phase is carried out, namely factor analysis. Research data is primary data obtained through filling in questionnaires by research respondents. Questionnaire in the form of closed questions where respondents choose a statement that suits their perceptions based on a Likert scale. The data obtained were then analyzed descriptively to analyze the level of respondents' assessment of service quality. Then the data were analyzed by factor analysis using the SPSS program. The factor analysis procedure is as in Table 1.

Provisions or criteria in factor analysis are :

1. Bartlett test, which is a test of the independent level of the variables. The results of the *Bartlett test of sphericity* by looking at the level of significance of the error to indicate the extent to which the variables are correlated.

Table 1. Expectations Students Against Execution Class At Prodi Public Administration at Postgraduate Program of UNDANA

No	Hope
1	Wi-Fi facilities on campus are satisfactory.
2	Toilet facilities on campus are always kept clean
3	Classrooms are arranged comfortably
4	The campus has an attractive building and spatial layout .
5	Services at the faculty are carried out properly.
6	Administrative staff fulfill what I expect.
7	The supervisors take the time to help students.
8	Administrative staff provide services in accordance with what is promised.
9	He lecturers understand the needs of their students.
10	The administrative staff are always polite to me.
11	Administrative staff serve students ' requests for assistance well .
12	The lecturers have convincing academic abilities .
13	Administrative Staff gives me the information I need well.
14	The lecturers are close to the students.
15	The lecturers have broad insight related to their field of expertise.
16	Lecturers are full of concern for students.
17	Learning materials (Textbooks, textbooks, etc.) are available adequately.
18	The Faculty has modern or up-to-date lecture equipment .
19	My college friends support the learning process .

20	The faculty prepares students for success in career and business.
21	Students receive practical information during the lecture program, which can be used in work.
22	College friends look good (polite).
23	The faculty has an extensive network that can help graduates find work.
24	I feel comfortable in making money payments .
25	The lecture curriculum suits my needs .

2. KMO (*kaiser-meyer-olkin*) value, to determine the accuracy of the factor analysis . KMO values> 0.5 are considered to have accuracy.
3. Determination of the number of factors with criteria a measure Eigen value> 1, with a cumulative presentation> 60 percent.
4. The model fit, to analyze how the residual between correlation was observed with the correlation are reproduced. As a measure if there are many residual values that exceed an absolute value of 0.05 , the model cannot be accepted.

5. Research Road Map

Research in the first year as the beginning of the study that is designed for a period of 2 years, where for the first held in the Postgraduate Program of UNDANA, for the course of Science in public administration , takes about a year to remember will be linked with the writing of the beginning of the research proposal.

The study was planned as a year to two dimensions of use that were developed in the first year by taking a population study in the department of public administration studies of Postgraduate Program of UNDANA. The results of the second year research are expected to provide input for management to improve the quality of service to students.

RESULTS AND DISCUSSION

1. Identification of Student Satisfaction Factors

Identification of factors satisfaction of students conducted by interview the discussion focused on the expectations of students when he was carrying out lectures in the department of public administration studies of Postgraduate Program of UNDANA. A total of 40 people involved in discussions about hope that they related to the implementation of lectures at the Postgraduate Program of UNDANA. Student Satisfaction Factor Analysis

Based on the students' expectations, questionnaires were distributed to students who had finished their final assignments and had undergone a master's session. Sample selection is carried out by *simple random sampling*, with the hope that students have finished the lecturing process and the preparation of the final project . On the answers of respondents then tabulated and analyzed the factors that created the dimensions of service quality of Postgraduate Program of UNDANA particularly study program of Public Administration in carrying out lectures. The results of the factor analysis can be delivered as follows.

2. KMO and Barlett's Test Criteria

Based on the test Bartlett's Test of Sphericity stated at 718.993 with Sig.0,000. This means that the probability of error occurring for the non-independent variable is 0%, so between variables l has a correlation. The Kaiser-Meyer-Olkin / KMO *measure of sampling adequacy* of 0, 522 exceeds the default value of 0.5 so the factor analysis has the accuracy to be used.

Table 2. KMO and Bartlett's Test t

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.522**
Bartlett's Test of Sphericity	Approx. Chi-Square	**718,993**
	df	**300**
	Sig.	**.000**

Source: SPSS Output

Based on the communalities of the extraction factor , the value of all factors is greater than 0.5. This means that all factors are included in the factor analysis .

3. Determination of the Number of Factors

By using the *principle component* method, it is obtained 7 factors out of 25 factors that have been proposed. Results are obtained by looking at the value of eigen value that is greater than 1. Some 7 factors that have *the Cumulative* % amounted to 76.353 %. Thus the second assumption has been fulfilled which is to set an *eigenvalue* of 1 with the acquisition of cumulative *variance* of > 76,353 %. SPSS output results are as attached (Appendix 2).

Table 3 . Rotated Component Matrixa

	Component						
	1	2	3	4	5	6	7
X1	.329	.125	.412	.507	.065	.353	.006
X2	.147	269	.185	.190	.087	.714	.080
X3	.640	-1515	.379	.243	.265	.191	-.113
X4	.234	.290	.134	.761	-.157	.178	.141
X5	.94	.195	.106	.633	.021	-.251	.210
X6	.237	.244	.045	.232	.007	.159	. 788
X7	.72	.793	-.057	-.129	.115	.253	.156
X8	647	.169	302	.225	.93	.135	.171
X9	.183	.203	752	.260	.136	.177	-,074
X10	-.072	-.029	.319	.91	.489	.089	.711
X11	291	.235	.153	-.096	.192	.779	.184
X12	.791	.027	.326	.129	.164	.999	-.236
X13	.380	-.005	.726	-.111	108	-,045	.034
X14	.140	.31	.184	-185	.780	.160	.078
X15	-.113	-049	.111	-.287	.548	573	.287
X16	.067	-041	.765	.186	.033	.282	.331
X17	.126	.360	.082	.077	.837	-.026	.988
X18	.234	.112	-473	299	.123	.315	526
X19	.398	.732	.063	.301	.079	.178	.007
X20	.815	.183	.085	.107	-.116	-.006	.167
X21	-.168	.029	-.238	.408	.572	.346	-.043
X22	.690	.265	-.147	-.214	-.013	.266	.314
X23	.388	698	.005	.425	.184	.127	.023
X24	586	.101	.019	.491	-,056	-.014	.202

X25	-.016	.828	.121	278	.054	-001	.73

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 21 iterations.

Source: Results of Data Processing with SPSS.

4. Model Fit Conditions

From the results of the calculation of the model fit there (3 0 , 0%) n *onredundant residuals with the value of the absolute* > 0.05. Means the residual value of the correlation observed with a correlation of reproduction that have a correlation with the value of> 0.5 is very little that is equal to 3 0 %, while the remaining 7 0 % correlated < 0.5. Naming New Factors Factors that have been rotated and then given a new name that is appropriate, with a view to the establishment of a factor that is less. The names of the factors that have been rotated named as the dimensions are a A in Table 4.

Table 4. Results of Reducing Student Satisfaction Factors

No	Dimension	Indicator
1	Supporters	1. Classrooms are arranged comfortably 2. Administrative staff provide services in accordance with what is promised. 3. The lecturers have convincing academic abilities . 4. Academics prepare students for success in career and business. 5. College friends look good (polite). 6. I feel comfortable in carrying out the payment of money to college.
2	Ease	1. The supervisors take the time to help students. 2. My college friends support the learning process . 3. Academics have a wide network that can help graduates in finding work. 4. The lecture curriculum suits my needs .
3	Convenience	1. Lecturers understand the needs of their students. 2. Administrative staff provide information that I need well. 3. Lecturers are full of concern for students.
4	Facilities and Curriculum	1. Wi-Fi facilities on campus are satisfactory. 2. The campus has an attractive building and spatial layout . 3. Services in academics are done properly and correctly.

5	Lecturer	1. The lecturers are close to the students. 2. Learning materials (Textbooks, textbooks, etc.) are available adequately. 3. Students receive practical information during the lecture program, which can be used in work.
6	Completeness	1. Toilet facilities on campus are always kept clean 2. Administrative staff serve students ' requests for assistance well . 3. The lecturers have broad insight related to their fields of expertise.
7	Administrative staff	1. Administrative staff fulfill what I expect. 2. Administrative staff always polite to me. 3. Academics have modern or up-to-date lecture equipment

Source: Processed Research Data (2019)

CONCLUSIONS AND RECOMMENDATIONS

The results of the factor analysis and reduction of student satisfaction factors have been formed, the following factors are: *1) Supporting) 2) Convenience , 3) Convenience , 4) Facilities and Curriculum , 5) Lecturers, 6) Completeness, 7) Administrative Staff.*

There are still factors that cannot be concluded and given the appropriate name. For example for the Lecturer factor, there are other factors that make it difficult to name the new factor. Based on this , the study must be continued by taking sources from other study programs . Need to do the same analysis by taking samples of students from Prodi-Prodi other at P ascasarjana Undana Kupang to validate. If validation has been carried out, the quality dimensions of service can be used to measure student satisfaction as part of quality assurance, namely continuous improvement of services to students.

REFERENCES

Brown, DJ, and Koenig, HF 1993. Applying Total Quality Management to Business Education. Journal of education for Business. July - August, 125 -329.

Cardona, José D.2007. The Emergence of the Educational Marketplace a Campus Leader. Educational Leadership Department, College of Education, at Rowan University In partial fulfillment of the requirements for the degree of Doctor of Education.

Combrinck, Theodore. 2006. Pilot Empirical Investigation into Student Perception of Service Quality at the Department of Management of the University of the Western Cape. Faculty of Economic and Management Sciences, University of the Western Cap

Douglas, Jacqueline, Alex Douglas and Barry Barnes. 2006. Measuring student satisfaction ata UK university. Quality Assurance in Education. Vol. 14 No. 3, pp. 251-267.

Faganel, Armand. 2010. Quality Perception Gap Inside The Higher Education Institution. International Journal of Academic Research. Vol. 2. No. 1. 213-215

Furqon, Chairul.2007. Ualitas Servicing of Higher Education Institutions. Journal of Administrative Sciences. Vol.IV, No.4.pp: 372-379.

Katiliūtė, Egleand and Ingrida Kazlauskienė.2010, The Model of Quality Dimension Studies from Student's Perception. Economics and Management.No.15, pp: 580-586.

Kottler, Philips and Karen FA Fox. 1995. Strategic Marketing for Educational Institutions. New Jersey. Prentice Hall, Inc.

LeBlanc, G., and Nguyen, N.1999. Listening to the customer's voice: examining perceived service values among business college students., The International Journal of Educational Management, Vol.13, No.4. pp. 188-198.

Liu Zhiqin, FeiJianguob, Wang Fang, Deng Xin. 2012. Study on Higher Education Service Quality Based on Student Perception. IJ Education and Management Engineering 2012, 4, 22-27

Oldfield, BM and Baron, S., (2000), "Student perceptions of service quality in a UK university business and management faculty", Quality Assurance in Education, Vol. 8 No. 2, pp. 85-95.

O'Neill, M, A and Palmer.2004. Importance-performance analysis: a usefull tool for directing continuous improvement in higher education. Quality Assurance in Education, Vol.12, No.1, pp.39-52.

Rajab, Azizah, Hamidah Abdul Rahman, RozianaShaari. 2011. The International Student's Perception towards the Education Quality. Journal of Social Sciences and Humanity Studies. Vol 3, No. 2, 2011 .ISSN: 1309-8063.

Riwanto, Teddy. 2010. The Role of Service Quality and Student Satisfaction with Behavioral Intention. (Study at the Faculty of Economics, UPN "Veteran" East Java). Faculty of Economics, East Java Veterans National Development University.

Sahney, S., Banwet, DK and Karunes, S. 2004. Conceptualizing total quality management in higher education. The TQM magazine, Vol16 No.2, 145 - 159

Westbrook, Thomas S. Keith Greiner, and Kevin Saunders. 2005. Student Perceptions of Academic Service and Instructional Quality over a Four- Year Academic Experience. Journal of Research in Education Volume 15, Number 1, pages 70-83.

Yilmaz, Hasan, Vecdi Demircan, Tufan Bal and Ozgur Koskan. 2010. Students' perceptions of academic and institutional service quality at the Faculty of Agriculture: The case of Suleyman Demirel University, Turkey. African Journal of Business Management Vol. 4 (6), pp. 1107-1115.

Zethaml, V., Parasuraman, A., Berry, L., 1985. Problems and Strategies in marketing services, Journal of Marketing, Spring, pp: 38-46.