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EFFECT OF SERVICE QUALITY MANAGEMENT ON STUDENT SATISFACTION

Nuning Nurna Dewi¹⁾

1) Universitas Maarif Hasyim Latif, Sidoarjo, Indonesia

E-mail: nuning@dosen.umaha.ac.id

Abstract

This study aims to determine whether empathic services, facility services, reliable services, responsive services and convincing services have an effect on student satisfaction. The research method used is to take a sample from a population and use a questionnaire as the main data collection. To dig up information / data and distribute it to answer the formulation of the problem that has been determined so that this research is an exploratory descriptive. As the population in this study were all students of SDN Guluk-guluk I Kec. Guluk-guluk in the academic year 2010/2011 as many as 335 students. For the purposes of analysis in this study, primary data are needed as the main data and secondary data as complementary data. The method of obtaining primary data as the main data will be used by using a questionnaire technique or by using a questionnaire. To obtain more complete data information in this study, observation and documentation techniques were also used. So that the data collection techniques in this study used questionnaires, documentation and observation. Reliable services, responsive services, convincing services, empathic services, and service provider facilities have a significant effect on Student Satisfaction at SDN Guluk-guluk I Kec. Guluk - guluk , this is indicated by using the F test shows the value of F count of 143.161 (significance $f = 0.000$) so $F_{count} > F_{table}$ ($143.161 > 3.095$) or $Sig F < 5\%$ ($0.000 < 0.05$) means the magnitude of the influence of quality variables service (X1) to student satisfaction (Y) of 90.00%. Partially Service Quality Management has a significant positive effect on Student Satisfaction at SDN Guluk-guluk I Kec. Gulul-guluk, this is indicated by the t count value of 5.221 with a significance of 0.000, because $t_{count} > t_{table}$ ($5.221 > 1.986$) or $sig t < 5\%$ ($0.000 < 5\%$) and the value of the partial regression coefficient (standardized beta coefficients) is 0.595 then partially the service quality variable (X2) has a significant positive effect on the student satisfaction variable at SDN Guluk-guluk I Kec. Roll up (Y) Reliable service, responsive service, convincing service, empathic service, and service provision of facilities together have an effect on student satisfaction. Service quality management which more dominantly affects student satisfaction than other variables, this can be seen from the value of the regression coefficient (standardized coefficients beta) which is the largest compared to the coefficient value on the facility provision variable of 0.595 which shows the regression value of the service quality variable (X1) of 0.296.

Keywords: Reliable, responsive, convincing, empathetic service, service providers are customer satisfaction

Introduction

In line with the heightened competition for the quality and quantity of education in more competitive primary schools lately, educational institutions are required to constantly improve their quality, both viewed by people within the internal sphere of the educational institution itself and by people outside the institution's environment concerned. Quality can be viewed from two perspectives, namely internal and external. Internal quality is based on conformance to specifications. External quality is based on what the customer perceives it to be. The important point in talking about quality is that which is seen from the point of view of the customer, not from the organization (Payne, 2000: 272). Therefore, the quality of an educational institution should be seen from the perspective of the customer, not what the leaders of the educational institution themselves think.

The development and improvement of primary school services from year to year is increasingly becoming the public's attention. This can be seen from the intense competition for service quality, price, and promotion among the many superior primary schools. In these conditions of intense competition, the main thing that must be prioritized by elementary schools is the satisfaction of students as customers in order to survive and compete in the job market (Supranto, 2004: 52). Leaders must know what things are considered important by students. Leaders must try to produce the best possible performance so that they can satisfy their students. Student satisfaction is determined by the quality desired by students. Quality assurance is a top priority for every elementary school considering that currently quality assurance is used as a measure of primary school competitiveness excellence. Customers, in this case students, are said to be satisfied if the performance of the educational institution they feel is the same as their expectations. In other words, student satisfaction is determined by the similarity between expectations and reality.

According to Umaedi (in Rosita, 2003: 31) there are two factors that explain why efforts to improve the quality of education have been inadequate or even unsuccessful. First, the education development strategy has been input oriented. Such a strategy relies more on the assumption that if all educational inputs are met, such as the provision of books (teaching materials) and other learning facilities, educational institutions will automatically get the quality output as expected. Second, the management of education has been more *macrooriented* in nature, regulated by the bureaucracy at the central level. This fact provides an understanding that education development is only focused on providing educational inputs, not paying attention to the process itself.

This condition requires every school, especially elementary schools, to reflect back on its commitment to its main vision and mission. This concerns the extent to which the SD concerned remains loyal to and is really struggling to realize its idealism in the midst of very fast social change. This issue is getting more complex in line with the flow of globalization which is marked by advances in information and communication technology. All of these have an impact on the increasing urgency of the need to carry out primary school reform, especially those related to products (for example, the curriculum and study programs offered); processes (for example administration, registration, teaching and learning, *student affairs*, etc.); services (eg academic and non-academic facilities); and the environment (eg sensitivity to social, ethical and environmental issues). Thus, elementary schools must be able to provide *equality of opportunity* for each student to develop themselves according to their abilities (Drost in Tjiptono and Diana, 2003: 397). The era of globalization poses new challenges for school life. Primary schools are required to produce superior and quality human resources in accordance with the demands of development, as well as to be able to play a role in the efforts to master, utilize and develop science and technology. In addition,

the ability of elementary schools in mastering, utilizing and developing science and technology will be a strength in competing with others.

Along with the demands of the globalization era, SDN Guluk-guluk I Kec. Guluk-Guluk as one of the schools that is considered, of course, cannot be separated from the various problems faced. Moreover, SDN Guluk-guluk I Kec. Guluk-guluk as an educational institution that is going to the National Standard School (SSN), the demand for the development needs of hardware (hardware) and software (software) in an effort to improve the quality of education to get customer satisfaction is a must. As with other educational institutions, SDN Guluk-guluk I Kec. Wrongly in providing education, of course, face increasingly severe challenges in line with changes in society due to the influence of globalization. In order to improve the quality of education management in order to be able to produce quality graduates, it is necessary to carry out actions and studies on service quality management. This is important in order to maintain the latest services and ensure that they are able to effectively meet the needs of students as the main customers.

Service management which was originally oriented to the manufacturing sector has shifted towards a broader orientation by involving aspects of services / services. In the academic world, the development of service management has encouraged various schools to implement it, both in managing their students and in providing their services. This is because the strategic role of service management is increasingly recognized, not only limited to the traditional context of the service industry, but also increasingly being adopted for implementation in various organizations, both manufacturing organizations and educational organizations. Even Schneider (in Tjiptono, 2004: 50) emphasizes that service management is a multidisciplinary field that includes practice and research with regard to service quality. The focus of service management is on understanding the ways of managing the service delivery process.

Total quality management (TQM) as a management strategy that focuses on process improvement to get customer satisfaction, which is considered successful in the industrialized world in developed countries, such as Japan and America, has begun to be looked at by educational institutions to be adapted with the aim of producing "products. Quality. In the perspective of TQM, education is an institution whose products are services / services (Sallis, 1993: 31) The service concept emphasizes the aspects of an organization's service practices, policies and procedures. Thus, service quality management in educational organizations is committed to achieving educational customer satisfaction. Meanwhile, the new managerial paradigm, service quality management has been widely applied in educational institutions which in its implementation places the view that educational products are in the form of educational services provided by educational managers of students with quality standards. There are many factors that affect the quality of education, including good building maintenance, professional teachers, high moral values, superior test results, application of new technology, leadership strength, maintenance and attention to students, or a combination of various factors (Syafaruddin, 2002: 120). Therefore, service quality management is a quality management strategy involved in the procurement and presentation of educational services that is imbued with motivation and attitudes to meet and satisfy customer expectations.

In this study, the influence of service quality management will be sought as an effort to improve the dimensions of service quality on student or student satisfaction. The purpose of service management is to match the needs and wants of customers (Sallis, 1993: 34). Thus, this research will be used to explore in terms of customer satisfaction (*customer*), namely students (students) at SDN Guluk-guluk I Kec. Roll it up.

Nelvi Lusyana's thesis with the title "Management of the Quality of Learning in Pondok Pesantren Diniyah Muara-Bungo, Bungo District, Jambi Province (TQM Approach)". The thesis discusses product quality, process quality, and service quality in order to achieve a goal by using 3E, namely: *Efficiency, Economy, and Effectiveness*.

Ari Basuki, in his thesis entitled "Implementation of the Quality Assurance System for the bachelor's level learning process at the Faculty of Management UGM Yogyakarta", shows that the implementation of the quality assurance system for the learning process in the management of FE UGM has been explicitly started since 1998, the implementation of the program works and works well Because of the commitment of the actors, good management must be accompanied by measurable indicators, and adequate financial support. The positive impacts that occur include: (1) creating an increasingly conducive organizational culture , (2) improving the quality of lecturers' work, (3) the quality of the learning process which is quite good, and (4) the level of student satisfaction is quite high.

An action research was conducted by Ahmad Supriyanto and Zaini Rochmad at Malang State University . The results showed that the TQM development and implementation model improved the quality of the academic service system. Effectiveness is shown by increasing customer satisfaction and greater involvement of individuals and institutions in the academic service system synergistically. Meanwhile, Sushastofa, in his thesis entitled "Counselor Assistance Services for SMP 1 Gallur Kulon Progo Academic Year 2004/2005", shows that the counseling guidance service program planning is based on the results of student needs analysis, is factual, continuous and based on a priority scale. Organizing works with a clear organizational structure and work mechanism.

Research purposes

In accordance with the formulation of the problem above, the objectives of this study are:

1. To find out whether empathic services affect student satisfaction at SDN Guluk-guluk I Kec. Roll it up.
2. To find out whether the service provision of facilities has an effect on student satisfaction at SDN Guluk-Guluk I Kec. Roll it up.
3. To find out whether reliable service, responsive service, convincing service, empathic service, and service provision of facilities together have an effect on student satisfaction at SDN Guluk-guluk I Kec. Roll it up.

Method

Basically the type of research in this thesis is a descriptive exploratory research type (*descriptive exploration*). Because in this study we want to know the relative incidence. Distribution and influence between variables, by taking a sample from a population and using a questionnaire as the main data collection. To dig up information / data and distribute it to answer the formulation of the problem that has been determined so that this research is an *exploratory descriptive*.

Research Population

As the population in this study were all students of SDN Guluk-guluk I Kec. Guluk-guluk in the academic year 2010/2011 as many as 335 students.

Research Samples

In accordance with the population above, class levels are not differentiated, so that students are guaranteed to have the same opportunities as sample respondents, so the sampling technique to be used is to use the *Proportional Random Sampling* technique.

The calculation of the number of student samples in this study uses the basis that the minimum sample used is in the range of 10% to 20% if the population is more than 100 (Suharsimi: 2004). Based on these limitations, the number of samples used in this study were 200 students, with the details of the class IV sample as many as 70 students, the class V sample consisted of 64 students and the sample class VI was 66 students.

Research Instruments

The research instrument used in this study was a questionnaire, to obtain information about reliable services, responsive services, empathic guarantee services, facility provision services, and student satisfaction at SDN Guluk- Guluk I Kec. Roll it up.

There are 5 instruments for each variable.

Table 1 Service Quality Instrument for Student Satisfaction

variable	Instrument Items
Reliable service (X1)	<ol style="list-style-type: none"> 1. Accuracy of academic rules 2. The relevance of the curriculum to needs 3. Suitability of the subject matter with the syllabus 4. The clarity of the teacher in member lessons 5. Accuracy in using the academic calendar
Responsive service (X2)	<ol style="list-style-type: none"> 1. Teachers' readiness 2. Teacher readiness in answering questions on subject matter 3. Homeroom teacher readiness to guide students 4. Officer speed in administrative service members 5. Willingness of teachers to respond to student complaints
Convincing service (X3)	<ol style="list-style-type: none"> 1. Teacher mastery of the material being taught 2. The ability of the homeroom teacher in providing consulting services 3. Pregnancy of administrative officers in completing work 4. Friendliness of officers in providing services 5. The assurance of getting good service
Empathic service (X4)	<ol style="list-style-type: none"> 1. Ease of contacting the teacher 2. Ease of contacting homeroom teacher 3. Ease of contacting administrative personnel 4. Ease of contacting the principal 5. Ease of obtaining attentive service
Service provision facilities (X5)	<ol style="list-style-type: none"> 1. The success of the school environment 2. Classroom comfort 3. Availability of library books 4. Availability of laboratory facilities 5. Complete learning facilities / tools

Table 2 Student Satisfaction Instrument

Variabel	Instrument Items
Student satisfaction (Y)	<ol style="list-style-type: none"> 1. Accuracy in implementing learning rules 2. Accuracy in the learning service process 3. Quick response in dealing with problems that arise 4. Quick response in dealing with complaints submitted by students 5. Friendly service and always ready to help 6. Clarity in providing the required information 7. Willingness to communicate effectively with students 8. Willingness to give individual attention to students 9. The availability of facilities for the convenience of the learning room 10. Procurement of facilities for the completeness of learning facilities / tools

The validity of the instrument is used to test whether an instrument can measure what it should be measured. This study uses construct validity. Construct validity is the degree that shows a text measuring a hypothetical construct (Sukardi, 2003: 123). Construct, by definition, is a quality which cannot be observed, but its effect can be felt through the senses. So that construct is nothing but an approach to explain behavior. Construct validity refers to the extent to which a test measures the theoretical construct on which the test is compiled. The construct validity of each item of the research instrument was analyzed using the product moment and person correlation formula. Sugiyono (1994: 106) states the validity of each item is used with a total score. An item is said to be valid if it has a minimum correlation coefficient value to 0,3 or less than 0.3 declared invalid.

Reliability is a test used to show whether a questionnaire is reliable or not. In other words, reliable means reliable, potent, trustworthy. Thus, more complete reliability is a test to obtain information about the level of reliability, efficacy, a questionnaire in obtaining data. A research instrument is said to have a high reliability value, if the tests are made to have consistent results in measuring what is to be measured (Sukardi, 2003: 127). This means that the more reliable a test has requirements, the more confident we can state that a test result has the same result when the test is repeated. The reliability of this research instrument was analyzed using the Cronbach formula called Alpha Cronbach. The higher the alpha coefficient value that is owned, the more reliable a questionnaire is in obtaining data. Hadi (200) states the criteria used to determine the reliability of an instrument is said to be reliable if the instrument has a reliability coefficient of at least 0,7. In order for the instruments used in this study to function properly and the results can be accounted for, the instruments must be empirically valid and reliable. The test carried out on the instrument is testing the validity and reliability of the instrument. Analysis and reliability used in testing for variables X_1 , X_2 , X_3 , X_4 , X_5 and variable Y is item analysis.

The validity and reliability of the instruments were analyzed based on their respective formulas in accordance with the provisions mentioned above using the help of the computer program SPSS Version 12.0 for windows. The instrument has been tested on 35 respondents, and the analysis uses the product moment formula. Based on the calculation of product moment, reliable service variables (X_1), responsive service variables (X_2), convincing service variables (X_3), empathic service variables (X_4), service provision variables (X_5), and the student satisfaction variable (Y) has a coefficient of more than 0.3 which means it is significant. The

results of analysis calculations for the complete validity of the instrument can be checked in the appendix. The calculation of the level of reliability in this study uses the Cronbach AQlpha coefficient . As for the results of the instrument analysis, the coefficients for each variable are as follows.

Table 3 Instrument Reliability Calculation Results

No.	Variable	Alpha Coefficient
1	Reliable service (X1)	0.735
2	Responsive service (X2)	0.737
3	Convincing service (X2)	0.794
4	Service that is empathetic (X4)	0.747
5	Service provision facilities (X5)	0.757
6	Student satisfaction (Y)	0.794

Based on the table above, it is concluded that the instrument meets the reliability requirements. Thus, in the future, the instrument can be used to collect data.

Data Collection Procedure

For the purposes of analysis in this study, primary data are needed as the main data and secondary data as complementary data. The method of obtaining primary data as the main data will be used by using a questionnaire technique or by using a questionnaire. To obtain more complete data information in this study, observation and documentation techniques were also used. So that the data collection techniques in this study used questionnaires, documentation and observation.

In order for the data collected to be valid and have high reliability and efficiency, the questionnaire as the main data search tool will first be compiled and tested on several respondents, with an alternative closed answer that is scored using a Likret scale which consists of four options, namely: Very good (BS), Good (B), Poor (K), and Very Poor (SK). The four options are given a score of 4,3,2,1 for positive questions and 1,2,3,4 for negative questions.

Data Processing and Analysis Method

There are two kinds of analysis techniques used in this research, namely descriptive analysis and multiple regression analysis. Descriptive analysis was used to find the mean, standard deviation of service quality management with student satisfaction at SDN Guluk - guluk I Kec. Roll it up. Menabulasi descriptive analysis performed by each variable to calculate the value of descriptive statistics in the form of a minimum value, maximum value, mean, and deviation standard . To determine the trend of the measurement results, the ideal mean is used as a comparison criterion, which is divided into five categories for each variable, as shown in Table 4 below. By using the same interval calculation .

Table 4 Instrument reliability calculation results

No.	Variable	Rating category
1	$Mi + 1$ to $1.80 S_{Bi}$	Very high
2	$Mi + 1.81 S_{Bi} < X < Mi + 2.6 S_{Bi}$	High
3	$Mi - 2.61 S_{Bi} < X < Mi - 3.40 S_{Bi}$	Enough
4	$Mi - 3.41 S_{Bi} < X < Mi - 4.2 S_{Bi}$	Low
5	$Mi - 4.2$ to $5 S_{Bi}$	Very low

By using the criteria as above, the trend of each research variable can be determined. The trend is found by comparing the mean of observations with predetermined criteria. The highest score will be obtained if the respondent answers the highest choice alternative on all instrument questions, while the lowest score will be obtained if the respondent answers with the lowest choice alternative with all instrument questions or questions.

Multiple regression analysis was used to determine the effect of service quality management on student satisfaction at SDN I Guluk-guluk Kec. Roll it up. The multiple regression analysis model in question can be arranged in the form of a mathematical function $Y = f(X_1, X_2, X_3, X_4, X_5)$, so that the form of the multiple regression analysis model in question is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + 1i$$

Y = customer satisfaction

X1 = reliable service

X2 = responsive service

X3 = convincing service

X4 = empathic service

X5 = service provider facilities

a = number

b = regression coefficient

1i = confounding factor

Results and Discussion

The data from this research were obtained from students of SDN Guluk-guluk I Kec. Guluk-guluk as a whole amounted to 120 students who were divided into 2 classes, while for sampling, the researcher took the whole population.

For student service quality management, the results show that the student service quality management at SDN Guluk-guluk I Kec. Guluk-guluk on average has service quality management in the high category, which after testing using a calculation of 63 students or 52.5% of all samples, in the high category there were 45 students or 37.5% of all samples and in the low category it was obtained as many as 12 students or 10.00% of all samples.

Results of research that measures the correlation between service quality management and student satisfaction which results in $r = -, 273$, it shows a mismatch between theory and research results. From the results of the research which is $r = -, 273$ if consulted with the 5% significant table price for the number of subjects 120 students is $-, 273$ so that $r_{\text{count}} > r_{\text{table}} (-, 273 > 0, 238)$ which proves that H_0 is rejected and H_a is accepted which means that there is a very significant negative relationship between service quality management and student satisfaction. So it is clear that there is indeed a relationship between service quality management and student satisfaction possessed by each student, because after all, achievement will not be achieved without being armed with sufficient self-service quality management to realize their learning abilities.

The above points out how important service quality management is in each individual because with high quality service management a person can achieve what they aspire to and can keep up with the times which are always full of various knowledge along with the increasing technology in all fields.

From the results above, this is in line with what is expressed by those who activate or encourage creatures to behave to achieve goals generated by service quality management (Sardiman, 1992: 73-76). The above matters are closely related to student life in the learning process that self-service quality management is the main asset in following the teaching and learning process and developing in a positive direction, how it determines a goal. As

disclosed by D Thordike that with "trial and error" it begins with the existence of service quality management that encourages activity. Thus, to activate children in learning, service quality management is needed (Sardiman, 1992: 73-76).

Service quality management is indeed something complex. Management of service quality will cause a change in energy in humans, so that it is disturbed by problems with psychological symptoms, feelings, and emotions. To then act to do something. Besides that, there are also elements that are also not always important, namely the inner element, namely changes in a person where there is dissatisfaction or psychological failure. This arises because of the desire to obtain appreciation, recognition and various other needs. Meanwhile, the external element is the goal to be achieved which will lead to the attainment of behavior. These two elements occur together, but external elements often precede them.

This means that this service quality management activates or encourages beings to behave to achieve the goals generated by service quality management. And this service quality management leads to goal-reaching reactions.

Satisfaction learners

Satisfaction of students at SDN Guluk-guluk I Kec. Rolls are average in the medium category. This is evident from the calculation of the data obtained, for the medium category there are 45 students or 37.5% of all samples and for the high category there are students or 63.5% of all samples and as many as 12 students or 10.00% from the low category. From the above, this is a statement that student satisfaction is the result of a person's efforts, abilities, and attitudes in completing a human being at a certain level and type who is in school (Zainal Arifin, 1989: 36). Furthermore, Syaiful Bahri Djamarah, stated that achievement is an educational assessment of the development and progress of students with regard to mastery of the learning materials presented to them and the values contained in the curriculum (Djamarah, 1994: 21). Correlation Between Quality management services With Satisfaction learners From the results of the research conducted, it can be concluded that there is a significant positive relationship between service quality management variables and student satisfaction. Based on the results above, this is in line with what was stated by Slameto that one that affects student learning is service quality management (Slameto, 1988: 23).

With service quality management, it is expected that every work done to learn regularly, therefore students must be able to use as expected, because it requires the spirit of service quality management, with service quality management a student will have a good way of learning. Thus, how big is the role of service quality management in supporting learning success.

Nana Sudjana argues that it is not much different from the previous opinion. He states that student satisfaction is not solely due to the student's intelligence factor (intelligence), but there are other factors that can affect the satisfaction of these students, in general, external factors. The factors referred to are such as; internal factors, namely factors that are contained within the individual himself, including the ability he has, interest and management of service quality as well as other factors, and external factors, namely factors that are outside the individual, including family environment, family environment, school environment and community environment (Sudjana, 1989: 18).

If a person has good quality service management and habits, every effort made will give satisfactory results, according to Tadjab, service quality management is the overall driving force in students that gives rise to learning activities, ensuring the continuity of these activities in order to achieve a goal. Therefore, what is important is how to create certain conditions so that students always need and want to continue learning.

Conclusions

Based on the results of the analysis and discussion of research and data processing and hypotheses as described in the previous chapter, it can be concluded that:

1. Reliable service, responsive services, services that reassuring, empathetic service, and the service facility providers significant effect on the satisfaction of Students at SDN Guluk-guluk I district. Roll-roll, this is indicated by using the F test showing the calculated F value of 143.161 (significance $f = 0.000$) so $F_{count} > F_{table}$ ($143.161 > 3.095$) or $Sig F < 5\%$ ($0.000 < 0.05$) means the magnitude of the influence The service quality variable (X_1) on student satisfaction (Y) is 90.00 %.
2. Service Quality Management partially has a significant positive effect on Student Satisfaction at SDN Guluk-guluk I Kec. Guluk-guluk, this is indicated by value $t_{arithmetic}$ amounted to 5.221 with a significance of 0.000, because $t_{count} > t_{table}$ ($5.221 > 1.986$) or $sig t < 5\%$ ($0.000 < 5\%$) and the value of partial regression coefficient (*standardized coefficients beta*) amounting to 0.595 then partially the service quality variable (X_2) has a significant positive effect on the Student Satisfaction variable at SDN Guluk-guluk I Kec. Roll up (Y)
3. Reliable service, responsive service, convincing service, empathic service, and service provision of facilities together have an effect on student satisfaction.
4. Service quality management which is more dominant in influencing student satisfaction than other variables, this can be seen from the value of the regression coefficient (*standardized coefficients beta*) which is the largest compared to the value of the coefficient on the facility provision variable of 0.595 which shows the regression value of the service quality variable (X_1). equal to 0.296.

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