

PROCEEDINGS

The 2nd 2014 IBEA International Conference on Business, Economics and Accounting

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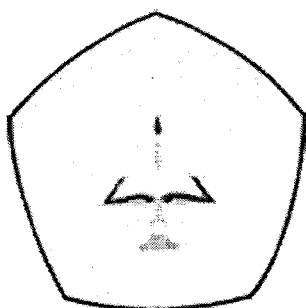
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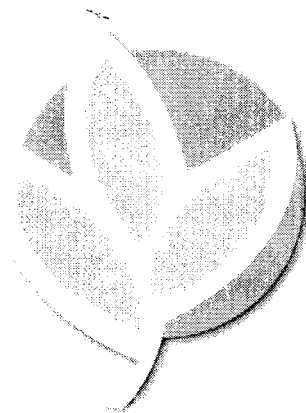
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Managing Service in Education Through Continuous Assessment of The Performance Quality in Education

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Abstract

Education is the key aspect to improve whealth of nation especially in eradication of poverty. Because of this issue, education organizations in Indonesia face fierce competition. Many education organizations should develop the way to win the market. Managing service is one of the ways to improve service quality in education. Customer satisfaction will be achieved through managing service quality in education. The issue in managing education service is how to mantain intangible aspects in delivering value to stakeholders. Through this issue, the challenge that should be faced by education organization is how to develop strong customers engagement as competitive advantages. This paper describes aspects of the performance quality in education that should be managed. This aspect more well-known as Education Quality (EduQual). Aspects of EduQual include education goals, education corporate governance, tangible quality, lecturer quality, students and alumnus quality, and financing quality. These aspects become a standard to perform continuous assesment that can improve service in education. This paper could be a contribution to education organizations to give meaningful insight about Education Quality Standards to manage service in education as instrument to take continuously assesment. Through continuous assessment, stakeholders satisfaction will be achieved and then students engagement can be established.

Keywords: Service Quality in Education, EduQual Standards and Assessment, Satisfaction, Student Engagement

Background

Service sector is powerful contribution to the economy in the most nations. This sector contributes to the Nation Gross Domestic Product. Lovelock and Wirtz (2011) explain service sector experienced the fastest growth in world countries and some of the fastest growth such as education, health, profesional and business services. In this paper, we will discuss Indonesia as one of the fastest growing economic in developing countries (CEIC Indonesia Premium Databased, downloaded 2014). Indonesia Investment Coordinating Board/BKPM (2013) also supports that Indonesia's economic growth in 2012 stay robust around 6.3% and estimated to higher in 2013-2014. In reality, Indonesia's economic growth in 2013 only achieve 5.78% (BPS, 2014) lower than 2012. But if on the avarage of the years 2009-2013 around 5.9% years and this rate is the highest growth in Indonesia (BBC, 2013). Thus, Indonesia still one of the fastest growing economic in developing countries.

As one of the fastest growing economic in developing countries, Indonesia has 5.27 GDP (BPS, 2014) is dominated by service industries. According to Indonesia Investment Coordinating Board/BKPM (2013), Indonesia's demand middle class higher demand for public service. It shows most jobs are generated by service which the number of workers at service sector experienced growth. This rate achieve 6.49% more than other sectors until Aug 2013 (BPS, 2014).

One of service sector we will discuss is education organizations in college. the theme of education in this paper because it is the key aspect to improve whealth of nation especially in eradication of poverty. Akhmat, Zaman, Shukui, and Ahmed (2014) also explain that education is a major factor for economic growth. Until sept 2013, poverty in indonesia achieve around 11.47% more 0.48% than March 2013 (BPS, 2014) and it shows poverty is not resolved. The nation can cut down on poverty through education. Human being always want to get a better life. It can be obtained by working. If people want to get a better job then he or she should have higher education. Thus, today people began to increase the level of awareness about the importance of education for life. People aware that education can help to improve poverty. The other words, education can change people's mindset so their behavior are better. As example, BPS (2014) explain education can increase Anti Corrupt Behavior Index (Indeks Perilaku Anti Korupsi/IPAK) in Indonesia. IPAK to more high school (3.94), High school (3.82), and less than junior high school (3.55). Lasmawan (downloaded, 2014) said education is a key contribution the nation of development. Basuki (2010) said education as long term investment the nation of human resource.

This issue encourages business growth education service to meet the needs and desires of the better life. Based on Parleментарia (2012), The growth of public university have reached around 83 universities (2.7%) and private university around 2987 universities (97.3%) spread in Indonesia. Because of this issue, education organizations in Indonesia face fierce competition. Many education organizations should develop the way to win the market. Through this issue, the challenge that should be faced by education organization is how to develop strong customers engagement as competitive advantages. If a business wants to market education, should think about Total Quality Management or TQM. This statement supported by

Liao, Chang, and Wu (2010) said that thinking about TQM not only for the management of manufacturing and services management but to management education services. With understanding TQM in education then institutions will be able to meet needs and desires stakeholders.

Managing service is one of the ways to improve service quality in education (TQM in education). Mahapatra and Khan (2007) explain quality in education is the best way to serve and attract students. Banwet and Datta (2003) quote the definition of quality from ISO (9004-2) and ISO (1991) as the ability of service to satisfy customers. If education organizations serve student with quality then it has competitive advantage because customer satisfaction will be achieved. Customer satisfaction as antecedent factor to create strong customer engagement. Because of that, understanding about managing in education services give many advantage for institutions.

However, the issue in managing education service is has its own challenge. It's challenge how to maintain intangible aspects in delivering value to stakeholders. Lovelock and Wirtz (2011) explain the challenge managing service is how to use intangible aspects to get value creation. Intangible aspects that need to be developed to be able to establish the value of student mental. Intangible aspects of the development process is not as easy, especially the mental process. This process requires a more precise monitoring as a result of mental process can not be directly observed but can only be felt by students.

One of the monitoring process can be carried out by educational organizations is to conduct an internal audit and external audit. One of government institutions in Indonesia which perform external audit for educational organizations, especially university is Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT). BAN PT sets the standard management of university in Indonesia and internal audit should be carried by university must be adjusted and even exceed BAN PT Standard. BAN PT sets the seven standard to managing quality in education service (BAN PT, 2012) and internal audit should support the achievement quality of higher education. University should have a quality assurance department to support planning of education quality in university.

Purpose of the Study

This paper describes aspects of the performance quality in education that should be managed. This aspect more well-known as Education Quality (EduQual). Aspects of EduQual include education goals, education corporate governance, tangible quality, lecturer quality, students and alumnus quality, and financing quality. These aspects become a standard to perform continuous assesment that can improve service in education.

Contribution of the Study

This paper could be a contribution to education organizations to give meaningful insight about Education Quality Standards to manage service in education as instrument to take continuously assesment. Through continuous assessment,

stakeholders satisfaction will be achieved and then students engagement can be established.

Managing Service In Education

Smith (1990) quoted by Donaldson and Runciman (1995) said service are performance and experience rather than goods. Lovelock and Wirtz (2011) explain service are economics activities to other people. Tjiptono (2012) supports services as activities, benefit, or satisfaction to be sold. Zeithaml, Bitner, and Gremler (2013) adding the concept of service as deeds, processess, and performance for another. In Parleментарia Magazine (2012), education is an attempt to educating the nation and form a whole human resource. Mahapatra and Khan (2007) explain education services is an intangible activities and it's performance difficult to analyze, and then Zeithaml et al. (2013) supported this statement. Education services has multiple stakeholders such as students, alumni, parents, recruiters or industries or user, faculties, supporting staff, society, and administrators (Mahapatra & Khan, 2007) and have different satisfaction to each stakeholders. The challenge for Education services is to manage their satisfaction. Service quality is a measure to manage stakeholders satisfaction which their satisfaction occur because delivery service level matches their expectations, and this statement supported by Donaldson and Runciman (1995).

According Gronroos (1984) quoted by Donaldson and Runciman (1995), customer evaluate technical (what is delivered) and functional (how well services delivered) output. Then, employees should underdstand how technical and functional service delivered to stakeholders, so satisfaction can be achieved. According to Mahapatra and Khan (2007), the performance quality in education that should be managed is Education Quality (EduQual). Aspects of EduQual include education goals, education corporate governance, tangible quality, lecturer quality, students and alumnus quality, and financing quality (Mahapatra & Khan, 2007; Banwet and Datta, 2003; BAN PT, 2012). These aspects become a standard to perform continuous assesment that can improve service in education as the important aspects. If intitutions can meet EduQual standard and stakeholders expectation, then satisfaction can be achieved, and finally, stakeholders especially students, parents alumni will engage with intitutions.

Education Good Corporate Governance as EduQual Standard

According to Forest and Altbach (2007) quoted by Utari (downloaded 2014), management, organization, and personnel are an issue that shoul d be faced by university. This issues can be faced by way of having Education Good Corporate Governance (EGCG). EGCG is fundamental EduQual Standards for education services to serve their stakeholders. EGCG like company's product knowledge which stakeholders will understand value product what be offered by company to them. Stakeholders can understand value product's usage in education services. Likes GCG, EGCG should have five principles and values that adjusted with institution values. EGCG principles include Transparency, Accountability, Responsibility, Responsiveness, Independency, and Fairness, this is supported by Hardono, Amalia, and Rahajeng

(2010). EGCG has various components that vision, mission, education goals; organizational structure and job analysis; core business process and standard operating procedure include monitoring procedure; leadership; and procurement and this criterias supported by BAN PT (2012). According to Forest and Altbach (2007) quoted by Utari (downloaded 2014), EGCG is made based on a variety function of faculty member. Leader responsibility to manage institution, lecturer responsibility to doing research, teaching, and community service, and administrator responsibility to give service for stakeholders. Thus, EGCG valuation should be done to give excellent service for stakeholders, and finally stakeholders satisfaction can be achieved.

Student as EduQual Standards

Students as a customers (Banwet & Datta, 2003), but the other person said students as a products. According Dawney et al. (1994) quoted by Mahapatra and Khan (2007), students as primary customers. As a customers, their satisfaction is vital to improve quality in education service. Students have student entitlement which education service should understand and think about how student perceive (Jackson, Jackson, & Reinhardt, 2010). When institution understand it then institution should provide academic entitlement to satisfy student. The result of research by Jackson et al (2010) explain academic entitlement should be provided by institution such as product value of education, social promotion, role of lecturer, teaching assistants, administrators, shopper or scholars. Otherwise, as a products, student should be developed based on quality standard desired by manager of education services. In this cases, the quality standard appropriate with the target competencies to be achieved by institution. One of quality standard can be used by institution is student exchange. Abdullah, Aziz, Ibrahim (2014) explain that student exchange can help student to accelerate knowledge based talent. Student can obtain experience in the global higher education insight. Student's experience about learning in the global landscape can change their mindset and how to behave toward a better learning in both academics and life. This is like analogous to an organization benchmarking which it can learn something from the other. Akhmat et al. (2014) explains a variety drivers student exchange programs such as to contribution global knowledge development, to enhance quality of teaching and research, to prepare global workforce, etc.

Lecture Quality as EduQual Standards

Student as a product need to be processed in accordance with the standards desired by institutional. Through this process, student likes a product has a core value and ready for the maket to meet the workforce. Lecture quality is the process to develop core value product from education service. This process as well-known with learning. Learning can enable lecturer are engage with student (Cadwallader, Atwong, & Lebard, 2013) and If associated with Porter's value chain quoted by Kotler and Keller (2012), lecture quality as primary activities to develop value product. According to Bringle and Hatcher (1995) quoted by Cadwallader et al. (2013), with learning, student participate in an organized activity to goal achivement.

Education service should develop lecture quality based on curriculum standard, student learning centred, and competencies based assesment (Knight, Parker, Zimmerman, & Ikhliel, 2014). To support Lecture quality proccess, BAN PT also develop EduQual instrument to asses this process. This instrument include in standard five about curriculum, lecture, and academic environments (BAN PT, 2012). The standards sets by various criterias such as curriculum should have competencies standards are structured and its' development should have educational objectives and a core body of knowledge (Kessler, Marcolini, Schmitz, Gerardo, Burns, DelliGatti, Marco, Manthey, Gutman, Jobe, Younggren, Stettner, & Sokolove, 2009); lecture proccess should lead to student learning centred, that is students are involved in activities and discussions (Knight et al, 2014); academic environment should have authonomy of science, etc. If an institution can improve lecture quality that meets student entitlement then student will engagement with a various ways such as speaking, listening, and working to achieve their goals and even student will engage meaningfully with their course (Knight et al, 2014).

The success of lecture quality also need to be supported by a variety of factors. One factors that plays an important role in supporting quality of lecture is the quality of lecturer. Anurag and Brajesh (2009), supported this statement. They said that university should have expert lecturers as well as expert reseacher especially teaching skill and learning methods. Banwet and Datta (2003) develop EduQual instrument especially lecture quality. Lecture quality be measured by two quality dimensions: technical or outcome quality and functional or proccess quality. Technical quality as aspects of quality about consequences generated when the proccess is done. Whereas functional quality as a proccess are carried by institution to achieve the expected goals. Functional quality is measured by tangible and intangible aspects (Banwet & Datta, 2003). Tangible aspect is an aspect that can be felt by the five senses and associated with equipment that support learning process. Whereas intangible aspect associated with SERVQUAL Instrument developed by Parasuraman et al. (1988) quoted by Banwet and Datta (2003). This instrument about intangible aspect associated with the quality of lecturer when delivering knowledge to students.

BAN PT (2012) also develop standard standard four about lecturer activities include doing research, teaching, and community service, This activites more well-known as Tri Dharma Perguruan Tinggi. In addition, the competencies of a lecturer should be accordance with course competencies. Student as a consumer also need to be processed in accordance with student entitlement associated with academic entitlement. Lecture quality should deliver core value to students so their obtain functional and phsyscosocial benefit, then student entitlement can be achieved.

Tangible Quality as EduQual Standards

Tangible aspects in education services are various forms of facilities and infrastructure to support academic environment. If associated with Porter's value chain quoted by Kotler and Keller (2012), tangible quality as secondary activities to support primary activity (lecture quality). Tangible aspects in EduQual such as Information Communication Technology (ICT), building as a place of study, material

learning for knowledge management, etc. This paper, we will only discuss about one of tangible aspects specifically Information Communication Technology. We will discuss Information Communication Technology such as social media because it tools are famous and with minimal cost can provide a huge impact for organizations if managed appropriately. Currently, most of the college students, lecturer, and administration use of social network to share information and learning something (Aragon, Aldoubi, Kaminski, Anderson, and Isaacs, 2014). Moreover, not many of the academics and practitioners who discussed the social media as competitive weapon to education service especially universities.

Wang, Scown, Urquhart, and Hardman (2014) explain that currently, universities are salient venues to the formation social network. So, it need social tools to support the formation social network. Social tools are well-known social media such as facebook etc. Facebook is one of tools to build social network in academic environment. Hewitt and Forte (2006) quoted by Wang et al. (2014) has conducted a survey that student feel enjoyable when their faculty using facebook. A similar statement revealed by Aragon et al (2014) which explain university has been used social media to connect with their stakeholders.

Based on this issues, social media is interactive media that need to be managed to support academic activities. With social media, universities can provide information about all activities so everybody is both internal and external campus can share in the academic environment. If everyone can feel comfortable the academic environment and the campus became part of their life then this will create consumer experience and finally customer engagement occurs. In addition, ICT can be any type of mobile phone. Kafyulilo (2014) has conducted research on the impact of mobile phone as a tools for learning in campus. The use of mobile phone as a learning tool if people in an area largely devoid of computer and the internet, and then enhance student's learning from anywhere and anytime (Kafyulilo, 2014). BAN-PT also support use ICT as facilities to enhance learning processs. BAN-PT sets standard six about facilities and infrastructure to support learning. BAN-PT (2014) sets assesment matrix for a institution use to ICT to support learning.

Financing Quality as EduQual Standards

If associated with Porter's value chain quoted by Kotler and Keller (2012), Financing quality as secondary activities to support primary activitofy (lecture quality) especially the development of lecturer, facilities and infrastructure to support learning, student activities, etc. In essence, financing quality used to support the learning process. BAN PT (2012) sets financing standard to support management of the university.

Alumni Quality as EduQual Standards

Networking is a major aspect for the development of university. Build a network involving various parties such as alumni, patners, competitor, goverment, society, etc. According to Borden, Shaker, Kienker (2014), alumni relationship are a major activities

for the development because alumni as faculty member which has close than non faculty member. Alumni have been emotional closeness was becoming part of the learning process in the institution. But the phenomenon that occurs in the private universities, the development of an alumni organization is more difficult than public universities. Graduates in the private universities often have the perception that private universities were able to self-sustained. While BAN PT (2012) sets the standar alumni relationship as successful development of university. Then, the private univerity should inform to alumni about BAN PT standar, so that they are aware of the contribution of alumni to the university. In addition, institution need to evoke the spirit of a sense of belonging as a faculty members. This statement is supported by Borden et al. (2014) which explains ownership of university-licensed spirit can evoke willing alumni to make contribution.

Conclusion

In summary, education services has multi stakeholders with different level of satisfaction. Stakeholders satisfcation is the main aspect that should be given in education service. Service quality in education (EduQual) is key aspects to be managed by education services to achieve stakeholders satisfaction. Intitutions should underdstand how to manage EduQual. EduQual is the performance quality in education that should be managed include education goals, education corporate governance, tangible quality, lecturer quality, students and alumnus quality, and financing quality. These aspects become a standard to perform continuous assesment that can improve service in education. Through continuous assessment, stakeholders satisfaction will be achieved and then students engagement can be established.

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