

Green Consumer and Marketing

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PREFACE

A green consumer is someone who is aware of his or her obligation to protect the environment by selectively purchasing green products or services. A green consumer tries to maintain a healthy and safe lifestyle without endangering the sustainability of the planet and the future of mankind. According to a recent study, 50 percent of consumers buy green products today. The top three reasons for not buying green products are a lack of awareness, availability, and choices. Green consumers are highly motivated to change their buying behavior for the good of the planet and are willing to pay 10 to 30 percent more to save the planet from environmental damage. Understanding the demographics of green consumerism can help entrepreneurs explore the environmental market, and home in on likely prospects.

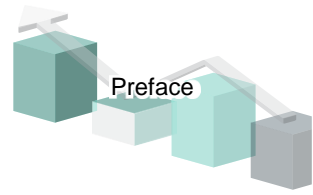
Research has shown that green consumers: are sincere in their intentions, with a growing commitment to greener lifestyles; almost always judge their environmental practices as inadequate; do not expect companies to be perfect in order to be considered green. Rather, they look for companies that are taking substantive steps and have made a commitment to improve. However, they also: tend to overstate their green behavior, including the number of green products they actually use; want environmental protection to be easy, and not to entail major sacrifices; tend to distrust companies' environmental claims, unless they have been independently verified; lack knowledge about environmental issues, and tend not to trust themselves to evaluate scientific information about environmental impacts. However, at the same time they are eager to learn, and this means that consumer education is one of the most effective strategies that entrepreneurs can use.

When considering the green consumers, the most responsive age group tends to be young adults, many of whom are influenced by their children. In addition, women are a key target for greener products, and often make

purchases on behalf of men. Moreover, the best green customers are people with more money to spend. As a result, the most promising products for greening tend to be at the higher end of the market. The most promising outlets for green products are retail stores frequented by better-off shoppers. In general, green consumers have the education and intellectual orientation to appreciate value; they will understand evidence that is presented in support of environmental claims.

We can find a green consumer behavior when an individual acts ethically, motivated not only by his/her personal needs, but also by the respect and preservation of the welfare of entire society, because a green consumer takes into account the environmental consequences (costs and benefits) of his/her private consumption. Green consumers are expected to be more conscientious in their use of assets, for example by using their goods without wasting resources.

Considering the time-horizon in the acquisition of green behavior, we can distinguish two types of consumers: 1. prevention-type consumers, that feel a moral duty towards a greener lifestyle; 2. promotion-type, that are more focused on their aspirations and their dreams and do not strongly feel the pressure to quickly adjust their behavior in the direction of becoming more environmental-friendly. Another research find the effect of gender and social identity on green consumption: female declared higher levels of sustainable consumption compared with male participants; however when social identity is salient, male increased their sustainable consumption intentions to the same level as female. In this research are identified two kind of people, that have more: 1. self-transcendent values, like woman, that are more willing to engage in sustainable consumption; and 2. self-enhanced values, like men, that are less interested in green behavior. The fact is that sustainable consumption is, for men, a way to reinforce their social image, showing to others that they care about environment, instead for women is intrinsically important. The evidence is that green consumers are mainly female, aged between 30 and 44 years old, well educated, in a household with a high annual income.



The green consumers are showing green consumption that is closely related to the notions of sustainable development or sustainable consumer behavior. It is a form of consumption that is compatible with the safeguard of the environment for the present and for the next generations. It is a concept which ascribes to consumers responsibility or co-responsibility for addressing environmental problems through adoption of environmentally friendly behaviors, such as the use of organic products, clean and renewable energy and the research of goods produced by companies with zero, or almost zero, impact (zero waste, zero-emissions vehicle, zero-energy building, etc.).

This book provides theoretical frameworks and the latest empirical research findings on the topics related to the changes that are occurring in the field of green consumer and marketing. Firstly, it is addressed to scholars who need an overview of the research field related to the retailer-consumer relationship in order to better contextualize their studies and receive suggestions for cross-disciplinary analyses. In addition, the book can be a tool for managers and entrepreneurs, both in the retail trade and the manufacturing sector, for upgrading their knowledge in the field and completing their perspective for a better approach to their reference markets. The book is divided into 22 chapters.

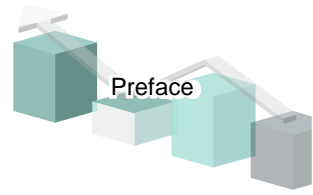
Chapter 1 introduces and give systematic review of the section on pro-environmental workplace behavior (PEWB). The chapter titled “Understanding Pro-Environmental Behavior (PEB) in the Workplace: A Systematic Review,” by Mohamad Fazli Sabri and Rusitha Wijekoon, discuss and review the peer reviewed articles published on the subject of PEWB based on different type of work place settings in various geographical areas of the world between 2000 and 2019, which are found in very famous eight data bases; Sage, Taylor and Francis Online, Springer link, Science Direct, JSTOR, ProQuest, Wiley Online Library, and Emerald. Altogether 57 research articles were reviewed and discussed implications, drawbacks of the review and avenues for future research on PEWB.

In Chapter 2, titled “The Green-Gap: Inconsistency, Issues, and Implications,” Fandy Tjiptono and Dadi Adriana examine the attitude-behavior gap or green-gap and briefly discuss the inconsistency between attitude and behavior in the sustainable consumption context, identify the key issues related to the discrepancy, and proposes several alternative strategies to bridge the gap.

The third chapter on “Reassessing the Mediating Role of Consumer Attitude towards Buying Green Products” (by Andhy Setyawan, and Fandy Tjiptono) makes an attempt to reassess the mediating role of consumer attitude towards buying green products in the influence of environmental concern and knowledge on green product purchase intention and willingness to pay premium price which focuses on members of Generation Z (those who were born between the mid-1990s and mid-2000s) in several cities in Indonesia. In general, the findings provide an initial evidence of green-gap, where positive attitudes towards buying green products may be related to higher intention to purchase green products, but the same favorable attitudes may not result in high willingness to pay premium prices for green products.

In chapter 4, Arief Safari tries to explain what is still unclear in the claims related to green marketing, especially from the perspective of the Consumer Protection Act in force in Indonesia, namely Law No. 8 of 1999. His chapter titled “Green Marketing: Indonesian Consumer Protection Law Perspective” is intended to examine the existing Indonesian Consumer Protection Laws dealing with the sale of goods mainly green products, especially in terms of their adequacy in protecting consumers as well as the environment.

Chapter 5 by Agus Masrianto is on “Green Marketing Strategy Based-On GMO and R-A Models for Customer Value Creation.” The chapter examines the combination effects of the R-A model of customer value creation with green marketing definition. It produces a stage of a green marketing strategy based on GMO and the R-A model of customer value creation and derived from diagonal matrix between them. Following a theoretical and empirical research approach, findings reveal five major stages: 1. identification of green marketing issues and company resources; 2. integrating selected green marketing issues with corporate resources; 3. establish a commitment to green



marketing company; 4. positioning the company Green Marketing Program commitment to the market, and 5. company Green Marketing Financial Performance.

Chapter 6 by Dwi Kartini, titled “Green City Car and Holistic Marketing,” focuses on the role played by Low Cost Green Cars in the field of green behaviors. Furthermore, the chapter discusses how the Low Cost Green Car concept emerge as a tool for strengthening the relationship with the green consumers and their green behaviors, potentially acting as a tool to be supported by the care of the innovators and early adopters in the middle and lower-middle social status of the physical environment, both physical and spiritual health in which they are active.

The Chapter 7, authored by Eva Yusuf, Ellan Dirgantara, Syaeful Anwar and Angriani Ritha focused on “Consumer Knowledge, Perception, and Attitude towards Green Marketing and Green Products: An Exploratory Study”. The major objective of the chapter is to explore the knowledge, perception, attitude, and practices of Indonesian consumers towards green marketing and green products. Further, it makes an assessment on how consumers in big cities perceive the green products, green marketing, and environmental issues in Indonesia.

Chapter 8 is titled “Green Service” by Ferry Tema Atmaja, Lizar Alfansi, and Fachri Eka Saputra. The chapter addresses an important theme green service as an integral domain with green marketing. Moreover, in the chapter the authors discussed the green is not only as a specific color (e.g., leaf) but more than that it gives a broader understanding of eco-friendly, social justice, economic development, and provides suitable conditions in our environment. However, not all companies offer green products to the consumer. Furthermore, it also highlights briefly about several factors that make people refuse or even skeptic and cynical of green practices by the companies, as well as toward the green products (or services) that they produced.

In chapter 9, Muh. Darmin Ahmad Pella contributes knowledge about the challenges on green consumerism movement. The chapter, titled “Strategy Implementation Problems on Green Consumerism,” suggests that the

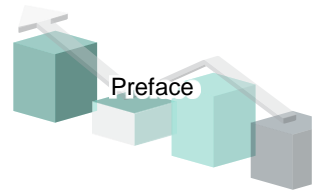
approach of analyzing strategy implementation has power to enlighten green consumers on problematic issues that are hampering the green consumerism movement strategy toward its success.

Prita Prasetya, the author of chapter 10 (“Green Marketing in Paint Industries: Challenges and Opportunities for New Marketing”), contribute to improve understanding of the challenges and opportunities for new marketing in green paint industries. The chapter outlines the features of the environmental problems those have emerged along with paint companies and green paint company guidelines to produce ecofriendly products.

Chapter 11, titled “Green Campus and Green Consumers: Concept and Implementation in Indonesia,” focuses on university students in Indonesia as one of the important green consumers. Yahya Agung Kuntadi highlights the need of a change in perspective and a new approach to consider the university as the center of human development in shaping students become more educated green consumers segment following the Roper Organization’s green consumers model. The behavior of the university student which referring to the green consumers’ concept along with implementation green campus concept once again is discussed in this paper by taking examples from Indonesia.

In chapter 12, Zeffry Alamsyah (“Stopping the Use of Plastic for Soft Drink Packaging in Indonesia”) examines the causes of the increasing use of plastic for soft-drink packaging in Indonesia and proposes measures to reduce and eliminate the use of plastic as soft-drink packaging. The chapter further explores how the government, packaging material suppliers, soft-drink producers, and the public should be involved to reduce and eliminate the use of plastic as soft-drink packaging in Indonesia.

Chapter 13, by Intan Tri Annisa and Lizar Alfansi, discuss “Greenwashing Phenomenon”. The chapter provides a brief introduction on greenwashing concept and the impact of greenwashing on green consumers and green product manufacturers. Further, it discusses the responsibility of the government through policy implications to take firm actions for the companies that carry out greenwashing.



In chapter 14 (“Consumunity, Brand Community and Relationship Management”), by Annuridya Rosyidta Pratiwi Octasyilva presents the importance of creating relationship with the customers, to enhance customers’ satisfaction and loyalty to the company. Further the author discusses the concept called Consumer Relationship Management (CRM) and the ways that companies use to create CRM and their benefits.

In chapter 15, Fransiska Rungkat Zakaria analyses the effect of flours, sugar, salt, fat and food additives of packaged food on consumers’ obesity and various non-communicable diseases (NCD) such as stroke and heart disease, diabetes, cancer and other types of NCD. In addition, the author further discusses about the use of these refined ingredients as the major components in food industry products depletes other nutrition including vitamin, minerals, proteins, essential fatty acids, fibers and thousands of bioactive compounds necessary for the normal healthy growth of toddlers and children that leads to stunting and how the green consumer behavior may contribute to the reduction of NCD prevalence in adults and stunting in young children.

Chapter 16, titled “Corporate Hypocrisy: Green Washing in Retail,” by Putri Mahanani and Gancar C. Premananto discusses what green washing is and what the effects are when customers realize the presence of green washing practice in retail market.

The chapter by Setyo Ferry Wibowo (chapter 17, “Resource Based View Theory of Competition and Relationship Marketing: The Integration and The Development Toward Green Marketing”) explores how and why the concept, relationship marketing is important in the field of green consumption. Moreover, the author discusses the uses, pros and cons of use of two theories; RBV and MBA in green industry.

The relationship between value creation strategy and green segmentation is analyzed in chapter 18 (“Value Creation Through Segmentation Strategy and Green Segmentation”) by Roslina. This chapter explores the outcomes in terms of the development of successful commercial strategies as a very powerful tool

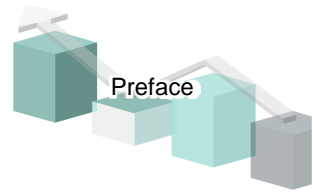
to satisfy consumer groups or segments with different needs in green industry. Further the case analyzed offers fruitful suggestions for to create the right value for green consumers through strategic segmentation.

Chapter 19, titled “Value Creation Strategy Through the Implementation of Competence-Based Theory,” by Istriningsih, and aims to discuss about the value creation strategy through the implementation of CBT, and is divided into three parts: 1. four cornerstones of the competence assumptions that have to be controlled by the firms in the value creation and distribution; 2. competence conceptualization in the CBT perspective; and 3. five modes of competence that can be classified based on the flexibility types and the contribution to organization strategic option. Furthermore, it discusses greening supply chain strategies as a study case that relevant to the implementation of CBT.

In chapter 20, Joko Rurianto discusses the topic “Market Orientation: Product Innovation & Value Co-creation in Mobile Advertising Services (Case Study PT. Telkomsel)”. The aim of the chapter is to assess the performance of the largest telecommunication network in Indonesia Telkomsel Mobile Advertising services in the field of mobile advertising.

Leonard Ong explores in chapter 21 (“The Future of Student Satisfaction through Human Services: Learning from the Evidence of Private Universities in Jakarta, Indonesia”) the importance of human services to student satisfaction compared to non-human and e-services. Results provide evidence that human factors as well as the process of how educational services are delivered are significant and still have a dominant effect.

Chapter 22 by Barkah, titled “Cause Related Marketing and Customer Loyalty,” investigates seven aspects: 1. the influence of affinity for the cause on customer skepticism toward the CrM program; 2. the influence of affinity for the cause on customer loyalty toward the corporate; 3. the influence of cause proximity on customer skepticism toward the CrM program; 4. the influence of cause proximity on customer loyalty toward the corporate; 5. the influence of company-cause fit on customer skepticism toward the CrM program; 6. the influence of company-cause fit on customer loyalty toward the corporate and 7. the influence of customer skepticism on customer loyalty toward the corporate, in marketing and customer loyalty.



Chapter 23 by Dikky Indrawan discussed the value chains of goods and services that are significantly reducing environmental and ecological problems for the people has emerged as a Green Value Chain. The green value chain transformed the market and shaped the path of producers' response and the consumers' acceptance. Chapter 23 explained the green value chain concept on the producers and the consumers' engagements.

Chapter 24 by Yosini Deliana discussed the differences in behavior of consumers of green product between generations. The baby boomers and X generation have lower levels of green consumption behavior than the Y and Z generations. Millennial generation has the ability to use technology without limits to communicate and exchange information.

Chapter 25 by Ujang Sumarwan presents the meaning of green consumer and marketing and how its relationship with green product. This chapter also discussed the students' perceptions and knowledge of green consumer and green behaviour. The characteristics of green products and different kind of green product were presented. This chapter also discussed some definitions of other concepts related to green concepts.

In conclusion, the book was written with less technical language so that college students who are not experts in green consumer and marketing can be understood, and it can be used for both undergraduate and graduate courses dependent on instructors' needs. Instructors may also assign the book to college students taking courses with a focus on green consumer and marketing issues in consumer science departments, business schools, and economics departments. In particular, those who are concerned about critical green consumer and marketing issues and actively involved in green consumer advocacy activities may find the book of interest. Finally, the book can also be a valuable reference for local and international government agencies and public bodies who are in charge of the management of planning policies for the green consumers and the green product manufacturers. Also, this field is connected to the ecologically friendly products and reduce their impact on the environment, for which a complete knowledge of all the dynamics related to the green product manufacturer- green consumer relationship is essential. Further the editors and authors hope this book will inspire more research

studies on important green consumer and marketing issues that inform relevant public policies and business practices to help improve consumer economic well-being. More rigid theories relevant to green consumer and marketing will also be inspired and developed based on information provided in this book.

Bogor, 1 April 2020

Editor

Ujang Sumarwan

Fandy Tjiptono

Gancar C Premananto

Mohamad Fazli Sabri

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Chapter 21.

The Future of Student Satisfaction Through Human Service: Learning From The Evidence of Private Universities in Jakarta, Indonesia

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Abstract

Multiple-item scales have been employed to measure service quality levels in Higher Education Institutions (HEIs) and their impact on student satisfaction. The domination of a dimensional approach compared to others is very contextual and depends on many factors. Commonly, there are three main dimensions of tangibles, human interactions, and electronic services. The most common measurement scales such as SERVQUAL and SERVPERF have a similarity that there is only one dimension of non-human elements and the other dimensions related to human elements. Besides, there are similar arguments that human elements have a more considerable effect than non-human elements. Therefore, rather than examining the effects of service quality through commonly used dimensions, in this chapter, we analyze the effect of three main factors of human services, non-human services, and e-service quality on student satisfaction through a moderating variable of university image. A total of 100 undergraduate students was selected randomly from various study programs of three private universities in Jakarta. Two methods were selected to analyze the data. First, by using an analysis of structural relationships between constructs through Partial Least Square-Structural Equation Modeling (PLS-SEM). Second, by using the Importance Performance Map Analysis (IPMA). The results give a support to the prior studies which indicates that human services have dominant effects than other factors. The managerial implications are discussed.

Keywords: HEIs, human services, non-human services, e-service quality, student satisfaction

1. Introduction

Service quality has been recognized as a strategic marketing tool for Higher Education Institutions (HEIs) to build a definite differential advantage in an increasingly competitive higher education industry (Hayes, 2007). Institutions provide various forms of high-quality service towards students as their primary consumers to bring favorable attitudes and word-of-mouth effects that benefit institutions both in the short and long term (Cardona & Bravo, 2012). Due to the importance of these factors, multiple-item scales have been employed to measure service quality levels in HEIs and their impact on student attitudes. Among the most commonly used is SERVQUAL with dimensions of tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman, Zeithaml, & Berry, 1988). SERVPERF has similar five dimensions but consists of 22 item statements to measure importance and perception levels (Cronin & Taylor, 1992), and HedPERF (Higher Education PERFORMANCE) with dimensions of non-academic aspects, academic aspects, reputation, access, and program issues that totally consist of 41 item statements (Abdullah, 2006).

Existing kinds of literature have different arguments in terms of the dominance of one-dimensional approach compared to others such as Jain & Gupta (2004), Zhou (2004) which indicating that SERVPERF has a better predictive power than SERVQUAL. On the contrary, Abdullah (2006) indicated that HedPERF has better dimensions than SERVPERF. The effectiveness of a dimensional approach compared to others is very contextual and depends on the type of educational institutions, students, and culture. To sum up the point, service quality in HEIs covers: 1) tangibles: the existence of physical facilities, tools, human resources, and teaching materials, 2) human interactions: interactions between service providers with students, and 3) e-services: services provided through the internet. We notice that SERVQUAL and SERVPERF as the most common dimensional approach used, have only one dimension of tangibles and the other four dimensions related to human interactions.

Those dimensions deal with the ability to provide services as promised in an accurate manner, desire to help students and provide excellent services (responsiveness), knowledge of staff and lecturers and their ability to foster trust, attention, ease of access, excellent communication, and personification of services (empathy). HedPERF dimensions also provide dimensions in a similar direction. Among the four dimensions, only one is directly related to tangible assets or non-academic aspects. While the other three dimensions specifically relate to human interactions or positive attitudes and communication capabilities (academic aspects), ability to provide services on time, accurate and reliable, and to provide deep attention and personification of services to students (empathy).

Moreover, Sureshchandar, Rajendran, & Anantharaman (2002) have grouped service quality dimensions from SERVQUAL into two key factors of human and non-human elements, before added two other factors of core service and corporate social responsibility. Chen & Ting (2002) and Kang & James (2004) also introduced two main factors of functional and technical quality that have a corresponding definition as previously proposed by Sureshchandar, Rajendran, & Anantharaman (2002). Functional quality refers to the relationship between service providers and consumers, whereas technical quality refers to the physical aspects of services offered. Kang & James (2004) added an image factor to complete the proposed model, as well as Owino (2013) based on the factor of corporate social responsibility from Sureshchandar, Rajendran, & Anantharaman (2002) which later on defined it as corporate image. Owino (2013) also added a service blueprint factor that includes technology and e-services.

Globalization and the extent of technology have brought a profound influence on the education industry. The HEIs begin to use technology and e-services as competitive strategies to increase excellence in a hostile competition. Most of the e-services applications at HEIs are still limited to website and university portals use.

Some of HEIs use technology to help improve educational services, for instance, the e-learning practice. However, in terms of websites and university portals, the purpose of these media is to build self-service business intelligence.

The activities include enrollment students, coursework registration, academic workloads, exams, graduations, and alumni management (Zilli, 2014). Various dimensional approaches have been used to measure website and portal service quality in HEIs, such as SITEQUAL (Yoo & Donthu, 2001), WebQual (Loiacono, Watson, & Goodhue, 2002), e- SERVQUAL (Zeithaml, Parasuraman, & Malhotra, 2002), ES-QUAL (Parasuraman, Zeithaml, & Malhotra, 2005), and OA-SQ (Liu, Guo, & Hsieh, 2010). Although most of the dimensions above are applied in non-educational sectors, substantially the measurement is in terms of ease of use, aesthetic and interactive design, speed, responsiveness, and privacy. Previous literatures have examined the impacts of the service quality both in terms of perception and technology acceptance on students attitudes (Carlos & Rodrigues, 2012; Nasirun, Noor, Nor, Ahmat, & Ahmad, 2012; Chen, 2015 ; Leonnard, Daryanto, Sukandar, & Yusuf, 2015; Leonnard, 2018; Leonnard & Susanti, 2019).

The similarity of prior studies is that there are similar arguments that human elements or functional quality have a more considerable effect than non-human elements or technical qualities. Therefore, rather than examining the effects of service quality through commonly used dimensions such as SERVQUAL, in this chapter, we analyze the effect of three main factors of human services, non-human services, and e-service quality on student satisfaction through moderating variable of university image. Data from the five-Likert scale questionnaire were used to examine the effects of three private universities in Jakarta. The results are presented, and finally, the managerial implications are discussed.

1.2 Service quality and students' satisfaction in HEIs

Student satisfaction is a central issue of educational services (Sakthivel, Rajendran, & Raju, 2005). The increasingly adverse competition for higher education services creates a high demanding for HEIs to grab and maintain student attention. Service quality is an antecedent of student satisfaction. The HEIs provide various high-quality services to create a difference and to improve institutional competitiveness. Principally, it takes on the form of staff and lecturers, physical facilities, curriculum, academic activities, staffs and lecturer attitudes (Sadiq Sohail & Shaikh, 2004; Joseph, Yakhou, & Stone, 2005). All of these factors had proved to provide positive effects on student satisfaction (Ahmed et al., 2010; Sumaedi, Bakit, & Metasari, 2011; Yusoff, McLeay, & Woodruffe-Burton, 2015; Leonnard, Daryanto, Sukandar, & Yusuf, 2015 ; Ali, Zhou, Hussain, Nair, & Ragavan, 2016; Annamdevula & Bellamkonda, 2016; Leonnard, 2018; Napitupulu, 2018; and Leonnard, 2019). However, the concept of e-services in the education industry is different compared to other service industries. The industry often uses websites, university portals, self-service facilities, and e-learning. Websites and portals are the most common electronic services and are currently being used by almost all educational institutions. In terms of its effect on student satisfaction, the selection of the right dimension has been debated as well. It is because the dimensions that exist mostly in the academic literature are used for evaluation on commercial web and portals.

In contrast, educational sectors often use non-commercial web and portals, where sales purchase transactions do not occur directly (Yang, Cai, Zhou, & Zhou, 2005). Evaluation of web and portal service quality in HEIs has been postulated by the prior research of Carlos & Rodrigues (2012), Kaur, Kaur, & Kaur (2016), Kilburn, Kilburn, & Davis (2016), and Khwaldeh, Al-Hadid, Masa'deh, & Alrowwad (2017). Predominantly, the dimensions used are ease of use, aesthetic and interactive design, speed and responsiveness, and privacy. However, the analysis of the effect on overall student satisfaction is still modest.

Several studies, such as those by Al-Shamayleh (2015) and Al-Nuaimi, Mahmood, Mustapha, & Jebur (2015) concluded that e-service quality has a positive effect on student satisfaction in HEIs. The relationship between perceived quality and student satisfaction is illustrated in Figure 1.

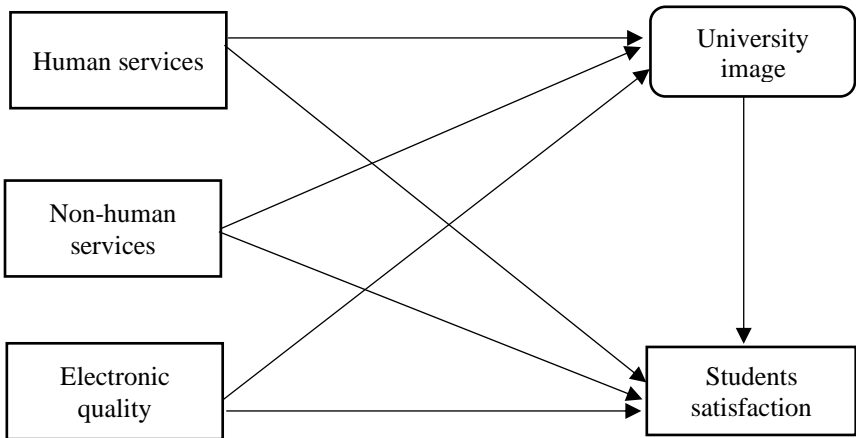


Figure 1. Conceptual model of relationship service quality with student satisfaction in HEIs

1.3 The case of private universities in Jakarta: How institutions build satisfaction through service quality practices

1.3.1 Private University Characteristics

The increasing demand for higher education services in recent years has led to increasingly competitive competition among higher education institutions in Indonesia. Besides, globalization has provided market opportunities as well as challenges. Some international rating agencies start to map university rankings at the world level based on different indicators to provide information and referrals for students in determining their educational goals (Dirgantari, 2012). As a response, Indonesia has executed several policies including internationalization and privatization as well as merging unproductive private universities (Petriella, 2019).

Data indicated that there were 402 private HEIs in Jakarta consisting of 53 universities, 26 institutes, 205 high schools, 12 polytechnics, and 106 academies (PDDIKTI, 2019). In terms of the number of graduates, Jakarta has become the second province that produces the most graduates of private higher institutions after West Java Province. In 2017, as many as 94,425 graduates (13.66% of the total national graduates) were graduated from private HEIs in Jakarta. The most graduates were come from universities (61.91%), followed colleges (19.25%), academies (0.09%), institutes (0.06%), and polytechnics (0.02%). It is even higher than public HEIs in Jakarta, which only produces as many as 93,453 graduates (26.32% of the total national graduates) which mostly comes from state universities and polytechnics.

Universities produce the most graduates compared to other private HEIs in Jakarta. For instance, in 2017, as many as 80.5% of graduates came from universities, 0.09% came from high schools, 0.04% came from academies, 0.03% came from institutes, and only 0.01% came from institutes. However, nationally, Jakarta produces the most graduates, which is 17.95% of the total graduates from private HEIs in Indonesia (Ristekdikti, 2017). It signifies the enormous potential of Jakarta as a higher education market, especially those that are managed privately. Educational privatization has raised tuition fees in most educational institutions. The average tuition fee in Indonesia is even higher than in other countries in ASEAN with better quality. Some arguments mentioned that funds obtained from students are the primary source for carrying out institutional operations and providing the services. However, the problem is that the high quality of services does not always accompany the raised costs. This prevalence will lead to the commercialization of education with the primary goal of achieving maximum profit without providing equivalent qualities.

Typically, the private HEI qualities are still below the state universities. Based on data from the clustering of non-vocational universities in 2018, none of the private HEIs in Indonesia has entered the 14 best universities (1st cluster) which are assessed based on the quality of human resources, institutions, student activities, research and community services, and innovation (Ristekdikti, 2018).

1.3.2 Methodology and research design

To analyze the effect of service quality on student satisfaction, case studies were purposively selected from three private universities in Jakarta. A total of 100 undergraduate students was selected randomly from various study programs and were asked to fill out questionnaires. Two methods were selected to analyze the data. First, by using an analysis of structural relationships between constructs through Partial Least Square-Structural Equation Modeling (PLS-SEM). According to Hair Jr., Hult, Ringle, & Sarstedt (2016), the minimum number of samples used in this method is at least ten times the number of structural paths. In this study, there were seven paths; therefore, the number of samples submitted had met the rules. Second, by using the Importance Performance Map Analysis (IPMA). It is an advanced method for calculating the importance and performance level of service qualities. The importance level is calculated from the sum of all direct and indirect influences, while the performance level is calculated based on the index value generated from scaling the average value of indicators at the cut-off values between 0 and 100 (Hair, Ringle, & Sarstedt, 2013; Ringle & Sarstedt, 2016). We followed dimensions and constructs proposed by Sureshchandar, Rajendran, & Anantharaman (2002), Kang & James (2004), and Owino (2013). The final model consists of 5 constructs and 29 dimensions of human services (4 dimensions), non-human services (6 dimensions), e-services (7 dimensions), university image (5 dimensions), and students satisfaction (7 dimensions).

1.3.3 Building students satisfaction through service quality through student perspectives

First, we performed an outer model analysis to investigate the relationship between each dimension with the respective constructs through evaluating the value of loading factors, reliability and construct validity (Hair Jr., Hult, Ringle, & Sarstedt, 2016). The results demonstrated that all constructs have loading factor values above cut-off 0.50. All composite reliability values (CR) are above 0.80, rho_A values are above 0.80, and Cronbach's Alpha values are above 0.70 (Table 1). In addition, Fornell-Larcker Criterion and cross-loading values to evaluate discriminant validity specified that all of AVE values in the Fornell-Larcker Criterion are higher than the square root values (Table 2), and the correlations of each dimension with its construct are higher than with other constructs (Hair Jr., Hult, Ringle, & Sarstedt, 2016).

Table 1. Construct operationalization

Constructs	Symbols	Dimensions
Human services (HS)	<i>HS1</i>	Reliability
	<i>HS2</i>	Responsiveness
	<i>HS3</i>	Assurance
	<i>HS4</i>	Empathy
Non-human services (NHS)	<i>NHS1</i>	University provides comfortable lecture halls and tutorial rooms
	<i>NHS2</i>	University provides a well physical environment
	<i>NHS3</i>	University provides an impressive exterior design
	<i>NHS4</i>	University provides an impressive interior design
E-services (ES)	<i>ES1</i>	Websites and portals allow students to complete every transaction efficiently and effectively
	<i>ES2</i>	Information on the websites and portals is well-presented
	<i>ES3</i>	Websites and portals provide easy-to-use dashboards
	<i>ES4</i>	Websites and portals provide attractive design and layout
	<i>ES5</i>	Websites and portals are accessible and mobile-device-ready.
University image (UI)	<i>ES6</i>	Websites and portals update information regularly
	<i>ES7</i>	Websites and portals maintain confidential information
	<i>UI1</i>	University has a lot of scientific publications
	<i>UI2</i>	University organizes many national and international scientific activities that are useful for improving a academic quality
	<i>UI3</i>	University produces many high-quality graduates
	<i>UI4</i>	University has a vast social responsibility
Satisfaction (SAT)	<i>UI5</i>	University has a strategic position among other universities
	<i>SAT1</i>	We are proud to study at this university
	<i>SAT2</i>	We enjoy studying at this university
	<i>SAT3</i>	We are happy to study at this university
	<i>SAT4</i>	University provides physical facilities and e-services as we expected
	<i>SAT5</i>	University provides high-quality staffs and lecturers as we expected
	<i>SAT6</i>	University provides a fun learning atmosphere
<i>SAT7</i>	We pay attention to the university	

Table 2. Results of construct validity and reliability evaluation

Constructs	Dimensi ons	Loading factors	AVE	CR	Cronbach's Alpha	rho_A
Human services (HS)	HS1	0.812	0.677	0.893	0.841	0.853
	HS2	0.761				
	HS3	0.863				
	HS4	0.851				
Non-human services (NHS)	NHS1	0.687	0.548	0.828	0.721	0.725
	NHS2	0.767				
	NHS3	0.713				
	NHS4	0.681				
E-services (ES)	ES1	0.838	0.660	0.931	0.912	0.922
	ES2	0.842				
	ES3	0.873				
	ES4	0.862				
	ES5	0.810				
	ES6	0.837				
	ES7	0.587				
University image (UI)	UI1	0.843	0.676	0.913	0.880	0.882
	UI2	0.851				
	UI3	0.775				
	UI4	0.836				
	UI5	0.804				
Satisfaction (SAT)	SAT1	0.868	0.679	0.937	0.920	0.922
	SAT2	0.877				
	SAT3	0.880				
	SAT4	0.779				
	SAT5	0.795				
	SAT6	0.828				
	SAT7	0.730				

Table 3. Fornell-Larcker Criterion test results

	Human services	Non-human services	Electronic quality	University image	Satisfaction
Human services	0.631				
Non-human services	0.604	0.740			
Electronic quality	0.631	0.574	0.812		
University image	0.611	0.686	0.673	0.822	
Satisfaction	0.656	0.635	0.660	0.673	0.824

Second, we execute an inner model analysis. The results demonstrated that satisfaction has an R2 value of 0.597 and university image has an R2 value of 0.599. The Q2 value of 0.586 is above the cut-off value of 0.000, which indicates that the exogenous latent construct has good predictive power (Chin, 2010). Likewise, the value of Goodness of Fit (GoF) of 0.622 is above the cut-off value of 0.360 (Tenenhaus, Vinzi, Chatelin, & Lauro, 2005).

Therefore, the proposed structural model is valid and robust. Furthermore, an analysis of the structural path was carried out. The construct of human services ($\beta = 0.251$; $t\text{-value} = 2.496$), non-human services ($\beta = 0.189$; $t\text{-value} = 1,648$), and electronic quality ($\beta = 0.239$; $t\text{-value} = 2.061$) have positive and significant relationship towards student satisfaction. The three factors also positively affect university image with the effect of human services is 0.152 and $t\text{-value}$ of 1.819, non-human services with the influence of 0.391 and $t\text{-value}$ of 4.052, and e-services with the effect of 0.353 and $t\text{-value}$ of 3.407 (Table 3). E-services has a higher effect than the other two factors. In terms of indirect effects, human service has an indirect effect of 0.034, non-human service of 0.089, and e-service of 0.080. The total effect of human services through the university image mediation variable is 0.285, while non-human services of 0.278 and e-services of 0.319 (Figure 2).

Table 4. The relationship between constructs in the structural model

Paths	Coeff.	T Statistics
Human services \rightarrow Student satisfaction	0.251	2.496**
Non-human services \rightarrow Student satisfaction	0.189	1.648*
Electronic quality \rightarrow Student satisfaction	0.239	2.061**
University image \rightarrow Student satisfaction	0.229	1.596
Human services \rightarrow University image	0.152	1.819*
Non-human services \rightarrow University image	0.391	4.052***
Electronic quality \rightarrow University image	0.353	3.407***

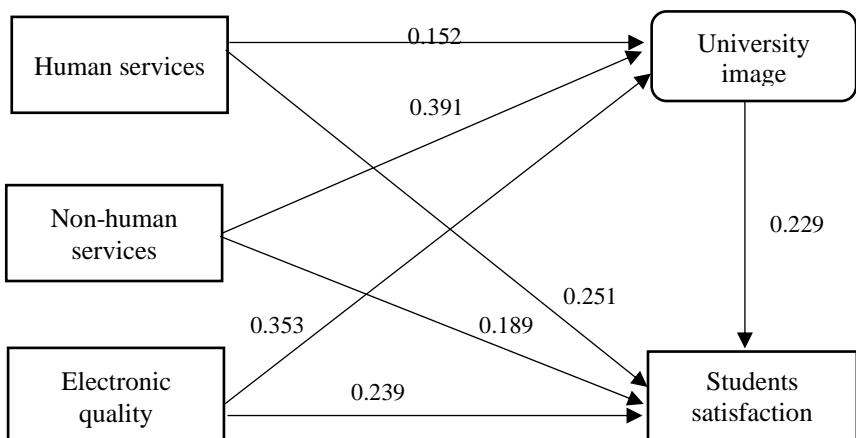


Figure 2. Results of the structural model

Third, we carried out an IPMA analysis to measure the level of importance of each construct on student satisfaction. Figure 3 demonstrates that human services have an importance value of 0.317 and a performance value of 71.824 which is higher than e-services (importance value= 0.269; performance value= 72.308), non-human services (importance value= 0.267; performance value= 72,605), and university image (importance value= 0.223; performance value = 66.344).

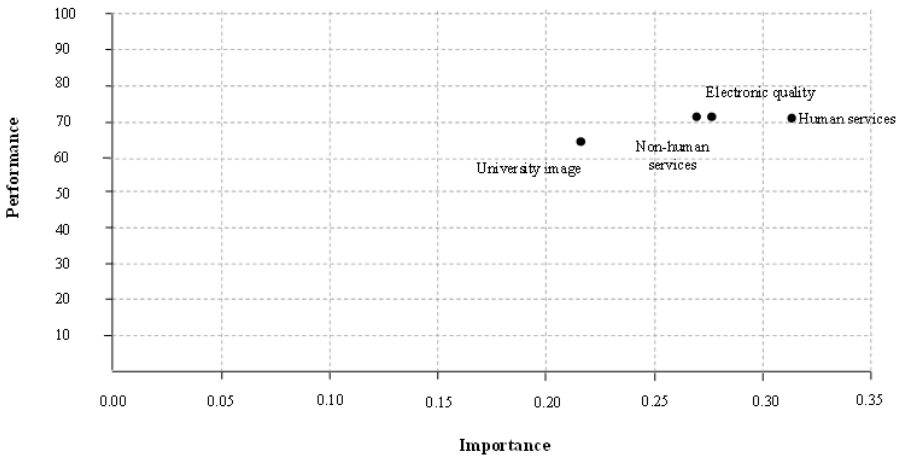


Figure 3. The IPMA results

1.4 Implications for institutional strategies

The results of this study point out that human services have dominant effects than other factors. These results support previous studies by Gronroos (1990), Lehtinen & Lehtinen (1991), Humphreys & Williams (1996), Kang & James (2004), Marzo-Navarro, Pedraja-Iglesias, & Rivera-Torres Pillars (2005), Sultan & Wong (2010), Shekarchizadeh, Rasli, & Hon-Tat (2011), and Owino (2013). In this study, we define service quality through four dimensions adopted from SERVQUAL. The four dimensions relate to the interaction of staff and lecturers with students in providing educational services.

Gronroos (1990) stated that although consumers perceive it subjectively, consumers consider human services as the main factors that affect their customer satisfaction for years. The SERVQUAL as the most dimensional approach used to measure service quality in the education sector even clearly proposes four functional quality dominance over technical quality dimensions. Despite the significant dimensional approach, many scholars have proposed criticism towards its dimensions (Richard and Allaway, 1993).

Results of this study confirm prior studies that for decades, the concept of how services are delivered is foremost for consumers compared to the service itself. This fact becomes highly captivating. It is because of its relevance in the context of globalization and technological advances. Globalization has brought high innovation and provision of educational services through electronic media and self-service. The innovation is considered capable of overcoming the needs of students more effectively and efficiently through the rapid flow of information and building competitiveness in the industry. Even the strategy of using university websites and portals is highly-copied and rapidly-applied by other universities. E-services such as university registration, college enrollment, access to lecture materials, exam registration, and scheduling have been conducted through the university portal.

Several other universities have also implemented self-service in library activities, for instance in borrowing and returning books. Despite its efficiency and competitiveness, it produces a new effect of a decrease in human interaction since services can be easily provided from different locations and there is limited face-to-face interactions between service providers and consumers (Coombs and Miles, 2000). However, it leads to an absence of differentiation since rapid access to information causes the strategies is easily copied by others (Hipp & Grupp, 2005). Case studies from three private universities in Jakarta signifies that human services are still the critical factor that increases student satisfaction compared to physical and e-services.

As humans are a significant element of an education process in universities, they require unique treatments from one another and human interaction allows a service personification that are less applicable to e-services (Gajić, 2012).

Furthermore, the results also respond to a critical question of whether universities that implement high technology will produce higher levels of satisfaction than traditional services. However, it should be well-understood that the analysis in this study does not include e-services in the area of pedagogy, such as virtual learning so that the analysis is limited to whether the effect of services provided electronically will exceed the effect of traditionally provided services through humans. The results bring managerial implications for the importance of interaction between lecturers and staff towards students for their satisfaction.

Technology should be seen as an added value to help increase the positive effect of interactions between service providers and students. Universities should not only depend on improving strategies adoption and technology implementation in academic activities, but also on strengthening the quality of lecturers and staff and their interactions with students. Education is a process of humanization. According to this concept, humans as objects of education must be educated by humans humanely. Technology is one of many tools that adds value to this process (Sholehuddin, 2018).

As with unique human characteristics from one another, according to Moore (2014), each person must be treated differently according to their best character and potential. Tangible and e-services provided are fixed assets that will be perceived equally by all students. However, how the tangible and e-services delivered will be a distinct advantage which if appropriately given, will result in high competitiveness. Also, the uniqueness of human services is not easily copied so that this advantage can be maintained in the long term.

The results also validated the mediating effect of university image on student satisfaction. These support previous studies by Kang & James (2004), Alves & Raposo (2010), Zaim, Turkyilmaz, Tarim, Ucar & Akkas (2010), and Owino (2013). The interesting point is that the effect among service qualities on student satisfactions all increased after mediated by the university image. E-services contribute to the highest total effect which signify the effect of technology and e-services on university images. The role of the university image as a mediating variable is strongly affected by non-human and e-services compared to human services. The indirect effect of the two variables on student satisfaction is higher than the effect of human services. However, from the magnitude of total effects produced, e-services produce a higher total effect. It implies that when students have positive images about the university, the effect provided by e-services on student satisfaction will be higher. It brings implications for education providers that creating sharp university image is as essential as creating the three other services. A positive university image will make it easier for service providers to communicate services to their students. A positive image about the university will sometimes bring ignorance of lack in human services, non-human services, and e-services. On the contrary, a reduced image of the university will bring fast and accumulated shortcomings.

Conclusion

The results of this study emphasize the importance of human services to student satisfaction compared to non-human and e-services. The conceptual model is adopted from prior studies that classify service dimensions into tangible (physical), human and process (how humans deliver services), and e-services. These factors have significant and positive effects on student satisfaction with the effect of human services is higher than the others. The results of this study also validate the effect of university image as a mediating variable of service qualities on student satisfaction. However, unlike the direct effect dominated by human services, the role of the university image as a mediating variable is strongly affected by the influence of non-human and e-services.

Private universities have faced increasingly immense opportunities and challenges nowadays. The rapid flow of information and technology has directly influenced the type and process of delivering services to students. Some activities that were traditionally carried out were transferred to technology-based activities. The results of this study indicate that human factors as well as the process of how educational services are delivered are significant and still have a dominant effect. These results have implications for educational service providers to invest in e-services as an added value that will increase the effect of conventional services which means that private universities should not only depend on improving adoption strategies and implementation of e-services, but also on strengthening the quality of staffs and lecturers as well as their interactions with students to achieve long-term differentiation and competitiveness.

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Author's Profile



Dr. Leonard Ong Sebagai Praktisi dan Akademisi selama hampir 27 tahun, Dr. Leonard memiliki pengalaman luas dan menempati berbagai posisi penting sebagai Vice President di Astra International-Toyota Sales Operation, AIA Indonesia, Shell Indonesia, UOB Bank dan Management Consultant. Dr. Leonard, saat ini sebagai Director Business dan Training di Management Consultant Frontliner Services; Konsultan Manajemen Pemasaran yang beraliansi dengan CIM-UK dan CSC-UK. Dr. Leonard adalah pembicara aktif di lintas industri terutama di Industri Jasa Keuangan, Automotive, Perminyakan, Lembaga Pemerintahan dan Lembaga Kebijakan Publik. Dr. Leonard juga sebagai Advisory Council dari Sekolah Tinggi Manajemen IPMI. Dr. Leonard mendapatkan gelar Doktor Manajemen Bisnis dari Sekolah Bisnis IPB University, Master of Commerce dari University of Sydney dan Master Business Administration dari New York University. Dr. Leonard mengikuti banyak program Eksekutif di INSEAD Paris dan courses dibanyak negara kota seperti Madrid, London, Lisbon, Rome, Edinburg, Sydney, Melbourne, Beijing, Shanghai, Geneva, Zurich, Milan, Hong Kong-SAR, Kuala Lumpur. Tokyo, Osaka, dan Singapore.

Saat ini, Dr. Leonard fokus terhadap konsultasi, riset dan pelatihan dengan topik Sales/service interface, customer service/satisfaction/loyalty, Services Marketing (sport and event marketing) Consumer Behavior, Loyalty Modeling and Marketing dengan publikasi lebih dari 18 journal riset international.