The Effect of Soft Skills, Work Culture, and Service Quality in the Satisfaction Level of the Students of Anesthesia Specialist Study Program of Diponegoro University, Semarang

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Article Info	Abstract
	The lecturer's soft skill is a part of personality competencies which becomes one of the competencies that must be possessed by lecturers. Basically, success in achieving an educational goal very much depends on the individuals' ability to carry out their duties. The main objective of this study is to analyze the influence of lecturer's soft skills, work culture, and service quality on the satisfaction level of the students in the anesthesia specialist study program of Diponegoro University (UNDIP) Semarang. The study population is students of the anesthesia specialist program; the determined sample was 120 students selected using random sampling. Data was drawn using a questionnaire; they were then analyzed using the SPSS and the Lisrel 8.54 programs. The results show that (1) the effect of lecturer's soft skills on service quality was 62.41%, and on student satisfaction was 59.29%; (2) the influence of work culture on service quality was 40.96%, and on student satisfaction was 43.56%; (3) the effect of service quality on student satisfaction was 50.41%; (4) the influence of the lecturer's soft skills and work culture altogether on service quality was 51%; (5) the influence of lecturer's soft skills, work culture, and quality of service altogether on students' satisfaction was 72%. So, the satisfaction of the PPD UNDIP Semarang students very much depends on the dynamics of the lecturer's soft skills, work culture, and service quality provided by the university, especially the medical faculty.

INTRODUCTION

The business world is currently growing rapidly and companies have entered the world of service markets. Some universities display almost the same or similar service products so that they are competing to offer diverse and best services. Competition for customer service is getting tougher; service units of companies that previously only provided minimal services are now required to be able to provide the best service to their customers. Service units that are able to serve the needs and desires of customers well are expected to have competitiveness in order to be able to speak in the service business. Service is considered as a benchmark for increasing customer satisfaction with the company.

Universities that promise high expectations to all their students and encourage them to achieve these expectations will achieve high academic success. Student expectations are related to the use of hardware (non-human element), software (human element), hardware and software quality, and added value from the learning process.

Today, attention to customer satisfaction or dissatisfaction is increasing. More and more parties pay attention to this. The party most often directly related to customer satisfaction or dissatisfaction is customer service. Competition is getting tougher; more and more producers are involved in fulfilling the needs and desires of customers, which causes each company to place customer satisfaction as the main goal.

According to Kotler (2001), "Customer satisfaction is the level of one's feelings after comparing the performance felt by his expectations". "Dissatisfaction arises when the outcome does not meet expectations" (Tjiptono, 2004). Tse & Wilton (2000) state that, "Customer satisfaction is the customer's response to the perceived nonconformity between the previous expectations and the actual performance of the product that is felt after its use".

Student satisfaction can be defined as subjective evaluations of students towards their experiences related to higher education that are meaningful to themselves (Letcher & Never, 2009; Kotler & Clark in Malik, 2010). Based on this definition, there are several important things to consider. First, satisfaction is a subjective evaluation. This means that there is no right or wrong because everything depends on the meaning of each individual. Second, satisfaction is related to meaningful experience. This emphasizes that the things that cause satisfaction between individuals can be different. One approach in looking at student satisfaction states that student satisfaction or dissatisfaction is the distance that exists between student expectations compared to their direct experience (Parasuraman as cited in Letcher & Never, 2009). Therefore, student expectations need to be considered in measuring student satisfaction.

Elfindri, et al. (2011: 10) defines soft skills as life skills that greatly determine one's success, which include hard work, executor, honesty, vision, and discipline. Furthermore, Elfindri explains that soft skills are life skills that must be possessed both for themselves, groups, or the community. Soft skills consist of several components that are interrelated with each other. These components are like a set of organs that make up the organ systems in the body that have certain functions, are interrelated, and support each other. This is in line with Sharma's opinion in Utama et al. (2010: 3) that soft skills are all aspects of generic skills which also include cognitive elements related to non-academic skills.

The success of a job is rooted in its values and behavior. These values originate from habits, religion, norms, and rules which are one's beliefs in working or organizing. This habit is called culture. Because culture is associated with quality of work, it is called a work culture.

According to Triguno (2001: 13), work culture is a philosophy that is based on the view of life as values that underlie the nature, habits, and driving forces, which are entrenched in the life of a community group or organization that is reflected in behavior, beliefs, ideas, opinions, and actions at work.

Work culture is a group of behavioral patterns that are inherent in all individuals in an organization. Building culture means improving and maintaining positive sides and is habituating the process of certain behavioral patterns so that a new, better form can be created. Ndraha (2003: 80) defines work culture as a group of basic thoughts or mental programs that can be used to

improve work efficiency and human cooperation that is owned by a group of people.

The work culture that is formed positively will be beneficial because each member of an organization needs suggestions, opinions, and even constructive criticism of the scope of their work for the advancement of the educational institution. However, the work culture will have a bad effect if employees in an organization give different opinions because each individual has the ability and expertise according to their respective fields.

The main purpose of work culture is to develop human resources as a whole so that everyone is aware that in communication with other people he/she can act as a customer or supplier effectively, efficiently, and happily. The work culture seeks to transform traditional communication into modern management behavior so that trust, a spirit of cooperation, and high discipline can be embedded.

RESEARCH METHODOLOGY

This study uses a quantitative research methodology. In collecting data, the researchers used a survey method to assess the broad phenomena of all members of the population. Information collected through questionnaires was used to describe respondents' perceptions of research variables. The characteristics studied in this study were the educator's soft skills, work culture, and quality of service to student satisfaction.

From the description above, the correlations between variables or frameworks of the analysis can be described, as shown in Figure 1.
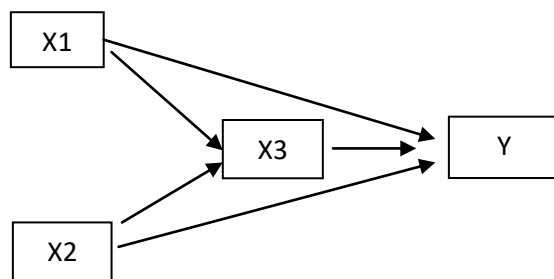

Figure 1. Research framework model.

Notes:
X1: Educator's soft skills
X2: Work culture

X3: Quality of service
Y: Student satisfaction

The variables measured in this study consisted of independent (exogenous) variables and dependent (endogenous) variable. The dependent variables of this study were the educator's soft skills, work culture, and service quality, while the independent variable is student satisfaction.

The population of this study was 185 students of anesthesia specialist study program of UNDIP Semarang of the 2017 education year. 120 samples were set according to the table (Sugiyono, 2010: 126) with an error margin of 5%. This sample was selected using a random sampling technique.

The data were analyzed using item analysis to determine its validity. The validity was tested using Pearson product moment values. According to Sugiyono (2014: 115), if the correlation of each factor is positive and the amount is 0.361 or more, then this factor is a valid construct. The instruments are said to be reliable if they have the value of Cronbach's Alpha > 0.60 (Sugiyono, 2014: 121).

The feasibility test model aims to determine the suitability of the model with various criteria of goodness of fit. According to Ferdinand (2002) and Ghozali (2014), several conformity indices and cut of value are used to test whether a model can be accepted or rejected. The t-test was used to test the significance of the correlation coefficient of the educator's soft skills variable (X1) and work culture (X2) on service quality (X3) as path 1 and towards student satisfaction (Y) as path 2 analysis. The data in this study were analyzed using a regression analysis model and path analysis employing the SPSS (Statistical Package for Social Sciences) version 21.0 and Lisrel 8.54.

Table 1. Assessment of index fit models

Goodness-of-fit index	Cut of value
Chi-square	> 0.05
GFI	> 0.90
AGFI	> 0.90
RMSEA	0.05 > x < 0.08
TLI	> 0.90
NFI	> 0.90

Source: Ferdinand (2002: 61) and Ghozali (2014)

RESULTS AND DISCUSSION

Results

Analysis of respondents 'answers on each variable indicator aims to obtain a descriptive description of respondents' perceptions, especially their perceptions of the research variables used. Questionnaire reliability testing provides data as presented in Table 2.

Table 2. Distribution of data

		Educator's Soft Skill	Work culture	Service quality	Students' satisfaction
		Statistics			
N	Valid	120	120	120	120
	Missing	0	0	0	0
Mean		68.2333	55.1667	54.5167	55.6750
Std. Deviation		10.17307	10.38287	9.70574	9.37829
Variance		103.491	107.804	94.201	87.952
Range		61.00	62.00	40.00	43.00
Minimum		34.00	24.00	33.00	30.00
Maximum		95.00	86.00	73.00	73.00

Based on Table 2, the educator's soft skills variable gives a minimum score of 34 and a maximum score of 94 with a mean of 68.23. The work culture variable gives a minimum score of 24 and a maximum score of 86 with a mean of 55.16. Service quality variable gives a minimum score of 33 and a maximum score of 73 with a mean of 54.51. Student satisfaction variable gives a minimum score of 30 and a maximum score of 73 with a mean of 55.67.

Based on the mean of each research variable, it can be concluded that the lecturer's soft skill variables are perceived by the respondents in sufficient categories, work culture variables are perceived in sufficient categories, perceived service quality is sufficient, and student satisfaction variables are perceived as sufficient.

1. Assessment of the Student Satisfaction Measurement Model

Assessment of the measurement model is intended to determine the validity and reliability of the indicators of the research (variable) construct. Validity test is intended to determine the ability of indicators to measure latent variables, while reliability testing is intended to determine the indicator measurement consistency in latent variables. The results of the validity and reliability tests on the indicators of latent variables are presented in Table 3.

Table 3. Test results of indicators of Students' Satisfaction Latent Variables

Observed Varialel	Indicator Variable	Loading Score	T Value	t.s 0.05	Error Variance	r	R^2
$X_{1.1}$	Communication	0.59	5.99	1.96	2.19	0.5291	0.28
$X_{1.2}$	Social interactions	0.76	8.26	1.96	1.99	0.7615	0.58
$X_{1.3}$	Integrity	0.44	8.44	1.96	1.23	0.7280	0.53
$X_{1.4}$	Attitude of cooperation	0.71	7.39	1.96	1.57	0.7141	0.51
$X_{1.5}$	Leadership	0.62	6.13	1.96	1.91	0.6164	0.38
$X_{2.1}$	Discipline	0.48	5.98	1.96	2.26	0.4690	0.22
$X_{2.2}$	Openness	0.56	7.36	1.96	1.53	0.6855	0.47
$X_{2.3}$	Mutual respect	0.71	9.77	1.96	1.94	0.8185	0.67
$X_{2.4}$	Cooperation	0.58	8.58	1.96	1.63	0.7280	0.53
$X_{3.1}$	Physical Evidence	0.58	5.08	1.96	1.77	0.5656	0.32
$X_{3.2}$	Reliability	0.69	5.30	1.96	2.84	0.6928	0.48
$X_{3.3}$	Responsiveness	0.76	4.36	1.96	3.45	0.7141	0.51
$X_{3.4}$	Guarantee	0.57	5.97	1.96	2.19	0.5656	0.32
$X_{3.5}$	Empathy	0.48	5.18	1.96	2.85	0.6633	0.44

In Table 3, the measurement model has a very good fit; each indicator has a score of t that is higher than 1.96 for a significance level of 5%. Therefore, the estimated value (loading) can be used as a coefficient of validity. Table 3 can be explained as follows.

1. In the lecturer's soft skills latent variable, it can be seen that the strongest indicator is social interaction (X1.2) with a loading value of 0.76 and the weakest one is integrity (X1.3) with a loading value of 0.44.
2. The work culture variable shows that the indicator with the strongest validity is mutual respect (X2.3) with a loading value of 0.71 and the weakest one is discipline (X2.5) with a value of loading 0.48.
3. In the service quality variable, the indicator with the strongest validity is responsiveness (X3.3) with a loading value of 0.76, while the weakest is empathy X3.5) with a loading value of 0.48.

In addition to showing the value of validity, Table 3 also shows the reliability score on each indicator in the exogenous and endogenous latent variables as follows.

1. In the lecturer exogenous soft skills latent variable, it can be seen that the indicator with the strongest reliability is social interaction (X1.2) with a score $R2 = 0.58$, while the weakest is communication (X1.1) with a score $R2 = 0.28$.
2. In the exogenous latent variable of work culture, the indicator that has the strongest reliability is mutual respect (X2.3) with a score of $R2 = 0.67$, while the one with the weakest reliability is discipline (X2.1) with a score $R2 = 0.22$.
3. In the exogenous latent variable service quality, the indicator that has the strongest reliability is responsiveness (X3.3) with a score $R2 = 0.51$, while the weakest is assurance (X3.3) with a score $R2 = 0.32$.
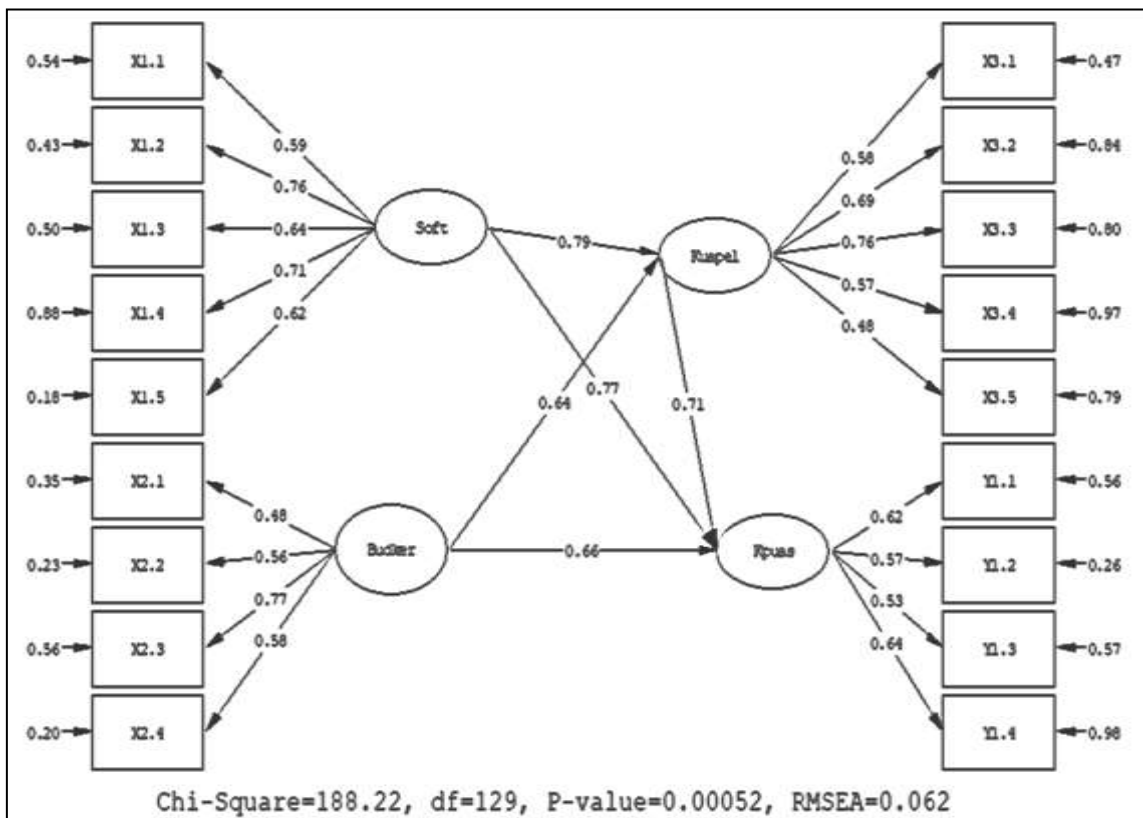

Figure 2. Estimate Measurement Model of Student Satisfaction

2. Research Model Significance Test Results

The results of the calculation of parameter significance with the Lisrel 8.54 program on exogenous variables that affect service quality variables are presented in Table 4.

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Kuapel = 0.19*Soft + 0.44*Budker, Errorvar= 0.69, R² = 0.51

           (0.13)        0.14)                       (0.23)
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Table 4. Test results for exogenous variables that affect service quality

Exogenous Variable	t Scor	α-5%	Notes:
Lecturer's Soft Skills	4.47	1.96	Significant
Work culture	3.07	1.96	Significant
$R^2 = 0.51$			

Based on the results of Lisrel calculations that use a significance level of 5% (1.96) as seen in Table 4, the lecturer's soft skills variable gives a score of t 4.47> 1.96; the work culture variable gives the t-score of 3.07> 1.96. The value of t for each exogenous variable is greater than the t score at the 5% significance level. It can be concluded that all exogenous variables, namely lecturer's soft skills, and work culture, have a significant effect on service quality.

In the equation, the magnitude of the structural effect of lecturer's soft skills and work culture on service quality gives a score of R2 = 0.51. This means that 51% of service quality variables are explained by lecturers' soft skills and work culture variables while the remaining 32% is explained by other variables.

The calculation results also show that the significance of the parameters on exogenous variables (free) that affect the variable student satisfaction are presented in Table 5.

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Kpuas= 0.71*Kuapel+0.77*Soft+0.66*Budker, Errorvar= 0.30,R²= 0.72

          (0.19)          (0.12)      (0.14)                      (0.15)
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Table 5. Test results of variables that affect student satisfaction

Exogenous Variables	t Scor	α- 5%	Notes
Lecturer's Soft Skills	4.77	1.96	Significant
Work culture	3.12	1.96	Significant
Service quality	3.82	1.96	Significant
$R^2 = 0.72$			

Based on the results of calculations with the Lisrel 8.54 program using a significance level of 5% (1.96) as seen in Table 5, the lecturer's soft skills variable gives a score of t 4.77> 1.96; the work culture variable gives a score of t 3.12> 1.96; the service quality variable gives a score of t 3.82> 1.96. The value of t for each exogenous variable is greater than the t score with a significance level of 5%. So, it can be concluded that all exogenous variables, namely lecturer's soft skills, work culture, and service quality have a significant effect on student satisfaction.

In the equation, the value of the structural influence of the three latent variables is indicated by the value R2 = 0.72. This means that 72% of the variance in satisfaction of PPDS UNDIP Semarang anesthesia specialist students is explained by lecturer's soft skills, work culture, and service quality variables, while the remaining 38% is explained by other variables beyond this research.

Discussion

Based on the respondents 'assessment of the indicators of the lecturer's' soft skills, work culture, service quality, and student satisfaction, it turned out that most respondents gave fairly good and good ratings. The description of the indicators of the research variable only provides information about the high or low values of the respondents about what was assessed and felt about the efforts made by the students of PPDS UNDIP Semarang. This information has not been able to answer research questions and provide explanations about structured relationships that are built between the four research variables. Research questions were answered to obtain the results of structural equation analysis (SEM) using the Lisrell 8.54

program. The results of testing the measurement model and structural model for this study (i.e. evaluation of the suitability of the model with data) produce a reasonable level of conformity so that the model built can be used to test the research hypothesis. The results of the hypothesis test presented above are then discussed by confirming that the five hypotheses tested in this study have been shown to show a significant effect.

1. Effect of lecturer's soft skills on service quality and student satisfaction

The results showed that the effect of the soft skills of lecturers on service quality provided a coefficient of 0.79. This means that the influence of lecturer's soft skills on service quality is (0.79) 2, namely 0.6241 or 62.41% changes that occur in the quality of service to students of the UNDIP Semarang anesthesia specialist are caused by lecturer's soft skills; the rest (37.59%) is influenced by other variables. The effect of lecturer's soft skills on student satisfaction provides a coefficient of 0.77, meaning that the influence of the lecturer's soft skills on student satisfaction is (0.77) 2 = 0.5929 or 59.29%. That is, changes in the satisfaction of students of the UNDIP Semarang anesthesiologist are caused by changes in the lecturer's soft skills. The rest, 40.71% of UNDIP PPDS student satisfaction is influenced by other variables.

These results indicate that the hypothesis that the lecturer's soft skills have a significant effect on service quality and satisfaction of the UNDIP Semarang PPDS students is proven correct. In other words, if the student's assessment of the lecturer's soft skills shown to them is getting better, then the quality of service and student satisfaction is getting better.

Proving the hypothesis that lecturer's soft skills have a significant effect on service quality and student satisfaction can also be explained through lecturer's soft skills indicators/dimensions, namely communication, social interaction, integrity, cooperation, and leadership. The basic assumption used in this study is that the willingness of students to relate to an institution (UNDIP) is determined by a comparison between the benefits or benefits of a higher education institution and as an anesthesia specialist UNDIP Semarang.

To increase student satisfaction, the lecturers of PPDS UNDIP Semarang sought to further enhance their leadership behaviors, especially those related to aspects of teaching clarity, the use of methods and media variations, class management, discipline, expectations, and innovation in the teaching and learning process in accordance with the expectations of students. It needs a further understanding that basically higher education is a service industry, as well as hospitals, hotels, and travel agencies, which try to yield products in the form of services that suit customers' needs. Therefore, matters relating to service, both academic and administrative services, must emphasize the interests of customers, namely students as internal customers, so that their satisfaction increases. If students feel satisfied with the service they receive, the number of customers will continue to grow and profits in various forms will increase. In other words, according to Tampubolon (2001: 70), universities basically produce educational services that are presented to customers, especially students. This is in line with the opinion of Sallis (1993: 28-30) that different services in the form of goods are (1) services in the form of direct services from service providers to service users, (2) services provided on time, (3) services that are not can be improved, (4) services that are not direct objects, and (5) services whose output is very difficult to measure, but the indicator can be seen from the appearance of customer satisfaction. The findings of the study indicate that all the problems and hypotheses proposed have been studied and tested empirically in the field. The test results show that all hypotheses have been supported by data. This includes the influence of the soft skills of lecturers in PBM, the quality of academic services, and the quality of administrative services to the level of student satisfaction.

According to Berthal (as cited in Muqowim, 2012: 5), soft skills are defined as personal and interpersonal behaviors that develop and maximize human performance (including military lecturers). Sharma, as cited in Utama et al (2010: 3), states that soft skills are all aspects of generic skills including cognitive elements related to non-academic skills.

The above findings are also in accordance with Buch's Research, et al (2016) which shows

that student satisfaction and instinctive motivation greatly influence and relate to military competencies felt by cadets; competency will increase if there is a pleasant feeling in the cadets while participating in the lecture. The Lugo et al (2016) study shows that there is a 39% significant relationship between student satisfaction and decision-making among cadets. Based on experience and intuition and response to feedback, student satisfaction will influence cadets in making decisions.

2. Effect of work culture on service quality and student satisfaction

The results showed that the influence of work culture on service quality provided a coefficient of 0.87. The influence of lecturer work culture on service quality is $(0.87)2 = 0.8649$ or 75.69%. This means that changes in the quality of service of the anesthesia specialist UNDIP Semarang are caused by changes in the work culture of the PPDS UNDIP Semarang institution. Work culture indicators which consist of responsibility, identity, warmth, support, and conflict significantly influence the quality of service to students.

Support and closeness of the relationship between lecturers and students in the teaching and learning process are also the main trigger factors of service quality. Support is related to the support and relations between people in the organization, namely the feeling of mutual assistance between lecturers and students, more emphasized on mutually beneficial support between the academics in the university institution. Hoy and Miskel (2014: 313) suggested that the lecturer's work culture is a condition that refers to students 'perceptions of the work environment, organization, members' personalities, and organizational leadership that influences it. Specifically, work culture is a relatively constant quality of educational institutions that influence the behavior of its members and is based on their collective perceptions of organizational behavior.

The influence of work culture on student satisfaction provides a coefficient of 0.66. That is, the work culture of the PPDS UNDIP Semarang institution influences student satisfaction by $(0.66)2 = 43.56$ or 43.56% changes related to student satisfaction due to changes in the lecturer's work culture.

3. Service quality and satisfaction

Service quality is a dynamic condition that relates to products, human services, processes, and environments that meet or exceed expectations. Today, the attention to customer satisfaction or dissatisfaction is getting bigger. More and more parties pay attention to this. Parties that are mutually related directly to customer satisfaction or dissatisfaction are customer service. Competition is getting tougher; more and more producers are involved in meeting the needs and desires of customers, which causes each company to position customer satisfaction as the main goal. Service quality has a significant effect on satisfaction. This shows that the assessment is based on the difference or difference between the ideal and the actual. If the ideal value is perceived to be the same as experienced, then the customer will feel satisfied if there is a difference between the ideal and the experience that can lead to customer dissatisfaction. So satisfaction can be felt by customers by measuring the difference between what is expected by the customer and what is received by the customer from the service provider. According to Bitner and Zeithaml (2003), satisfaction is an evaluation of customers about a product or service that is in accordance with expectations and needs.

Satisfaction is the result of student perceptions of service quality received from the PPDS UNDIP Semarang. Services that are able to meet the student expectations will cause them to feel satisfied so that if service quality increases, this can be used as an indicator of increased satisfaction. According to Tjiptono (2005), quality is closely related to satisfaction. Quality encourages students to connect closely with the company. In the long term, strong ties such as this allow the company to understand carefully the expectations and needs of students. Thus, companies can increase satisfaction by maximizing the pleasant student experience and minimizing or negating unpleasant experiences. In turn, satisfaction can create loyalty to companies that provide satisfactory quality.

CONCLUSION

The results of the analysis and discussion on the influence of the lecturer's soft skills, work

culture, service quality, and satisfaction of the PPD UNDIP Semarang students can be summarized as follows. (1) Respondents' perception of the lecturers' soft skills is categorized sufficient, perception of work culture is categorized sufficient, perception of service quality is categorized quite well, and perception of student satisfaction is categorized sufficient. (2) The model of relationship between research variables turns out to be in accordance with the empirical model. This conformity is expressed by the P-value > 0.05 and RMSEA <0.05. Soft skills and work culture are antecedent variables of service quality and the three variables are determinants of satisfaction of the students of PPDS UNDIP Semarang. The relationship between variables in this research model gives significant results and shows the effectiveness of the intermediate variable (service quality) as the mediation of lecturers' soft skill and work culture variables in the formation of student satisfaction. (3) The contribution of lecturer's soft skills to service quality is 62.41% and towards the students' satisfaction is 59.29%. (4) The contribution of work culture to service quality is 40.96% and to the students' satisfaction is 43.56%. (5) The contribution of service quality to students' satisfaction is 50.41%. (6) The contribution of the lecturers' soft skill and the work culture altogether towards service quality is 51%. (7) The contribution of the lecturer's soft skills, work culture, and service quality altogether to the satisfaction of the students of PPD UNDIP Semarang is 72%.

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