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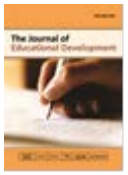

Improving the Satisfaction of Guidance and Counseling Services through Service Quality, Service Demand, and Service Value

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Abstract

In modern times, technology is always used in all activities in life including guidance and counseling as part of public services. A public service is a service that is based on customer satisfaction so it is important to pay attention to the achievement level of customer satisfaction. The sample of this research is 115 students of Vocational School (SMK) Semarang City, as recipient of the service. This is a quantitative study employing a Path Analysis technique. The result of normality test of the data indicates that all data are normally distributed, free from heteroscedasticity, and avoiding multicollinearity. This research finds facts about what is desired and needed by the recipients of the services to meet the satisfaction of the service they receive. The result of the T-test shows that partially the service quality gives a significant effect on service satisfaction (0.00 <0.05); the service demand gives no significant effect on service satisfaction (0.601> 0.05); as an intervening variable, the service value has no significant effect on service satisfaction (0.917> 0.05). The F-test result proves that simultaneously the service quality, the service demand, and the service value influence service satisfaction. The conclusion is that service quality, service demand, and service value contribute 99.6% to service satisfaction; the rest is a contribution of variables that are not taken into account in this study. It is recommended that the most important service satisfaction is enhanced through service quality with indicators including tangibility, reliability, responsibility, assurance, and empathy.

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INTRODUCTION

In a service, customer satisfaction is very important to note because this can illustrate how the service quality is in its place. Customer satisfaction can provide benefits among others in order for the relations between the service personnel and the customers to be harmonious, to provide a good foundation for the customers to come back, to encourage their loyalty, and to form word of mouth opinions that give benefit the organization. Service is considered qualified if it can meet the customer's needs and desires. Therefore, service quality is very important and should always focus on customer satisfaction. If the counseling service is good, the counselee will be satisfied and share the satisfaction to other people who, in turn, will have an impact on the public trust on the guidance and counseling services in the school. It is assumeed that there are still many guidance and counseling practices in schools that have not or can not provide service satisfaction to counselees or students. Guidance and counseling is a supporting element of schools that have a strategic role as an important means to improve the quality of the schools' graduates through service programs and supporting activities, which give impact on the increases of public interest to choose quality schools. Guidance and counseling service is also an important indicator in supporting schools to gain the highest accreditation.

Service quality is a performance indicator for service providers. There are various measures to assess the service quality. According to the order of relative importance, there are five main dimensions of service quality: (1) Reliability, i.e. the ability to provide promptly, accurately, and satisfactorily promised services; (2) Responsiveness, i.e. the desire of the officers to help customers and provide services responsively; (3) Assurance, which includes knowledge, competence, politeness, and reliability, being free from harm, risk, and doubt; (4) Empathy, which includes ease in relations, good communication, personal attention, and understanding of the customers' individual needs; (5) Physical evidence (tangibility), which includes facilities, equipment, presence of officers, and communications. Customer satisfaction cannot only be achieved with the service quality; there are other factors that can support the fulfillment of customer satisfaction. Satisfaction is a far broader concept than an assessment of service quality and is also influenced by other factors such as service model quality, service engineering quality, trust factor, and personal factors of the customer. Ideally, there should be similarities between the perceptions and expectations of the recipients on the quality of school guidance and counseling services. To obtain empirical data, the researchers conducted a preliminary survey through data collection using questionnaires. The survey was conducted to obtain data on the perceptions and expectations of beneficiaries of guidance and counseling services in schools.

From the preliminary survey it was shown that there are differences between perception and expectation. There are service indicators that are considered important by the students but they do not feel staisfied from the service. Similarly, there are indicators of service perceived by the students as something that is not very important but the received service is felt excessive. If consumers are not satisfied, of course they will not come back again and may complain of the dissatisfaction to other consumers. Obviously, this would be a bad precedent for the organization. A person who returns to ask for further services and tells others about his/her good experience can be said that he/she is satisfied.

Studies on customer satisfaction related to service quality were condusted among other things, by Angelova, B., & Zekiri, J. (2011), Ayu, M., & Slamet, A. (2012); Fonseca, F., Pinto, S., & Brito, C. (2010); Garga, E., & Ja'afuru, A. (2016); Hafeez, S., & Muhammad, B. (2012). Meanwhile, studies on customer satisfaction has been conducted by Bharwana, T.K., Bashir, M., & Mohsin, M. (2013); Bolliger, D.U. (2014); DeShields Jr, O., Kara, A., & Kaynak, E. (2015); Douglas, J., Douglas, A., & Barnes, B. (2006); Faruky, K. N. B., Uddin, M. A., & Hossain, T. (2012). A lot of studies on the effect of service quality on customer satifaction, amoong other things, have been conducted by Handayani, I. (2013); Hanggraningrum, M. D., Hariyanti, T., &

Rudijanto, A. (2017); Hijjah, R., & Ardiansari. (2015).

The purpose of this study is to analyze the effect of service quality or service demand on service satisfaction through service value as an intervening variable. Quality is one of the keys in winning competitions in the market. When the company has been able to provide quality products, it has built a foundation for creating customer satisfaction. Service quality of is a model that describes the condition of the customer in shaping the expectations of the service based on past experience and word of mouth promotion by comparing the services they expect with what they receive/feel (Widodo, 2012, p. 150). Demand is a desire that is accompanied and supported with the ability and willingness to get it. Thus, service demand is a service needed and desired by customers who are accompanied also with the willingness and ability to obtain the best service. Theory of value studies satisfaction or enjoyment a customer receives from the service. If the satisfaction is higher, then the value point is also higher. Conversely, the lower the satisfaction of a service is, then the use value will also be lower. It can be inferred that utility is the ability of providing satisfaction to human being in fulfilling their requirement. Satisfaction is someone's feeling of pleasure or disappointment that emerges after comparing the expected result of an endeavor to the performance or real result. If performance is below expectation, then the customer is not satisfied. If the performance meets his/her expectation, then the customer is satisfied. If performance exceeds expectations, then the customer is very satisfied or happy.

The research result in Widodo (2012) shows that student satisfaction toward academic service both on the scope of study program and the scope of graduate program belong to good category. Based on the description of six indicators of academic performance of the program, the average satisfaction rate is in general in good category. The academic performance of the program is determined by the indicators of educational infrastructure tangibility, lecturers and staff reliability, lecturers and academic staff responsibility, lecturers and staff on the students assurance, understanding of students' interests or emphaty and satisfaction. The results of Masruroh, Slamet, & Khafid's (2017) study show that (1) the direct participant satisfaction is not influenced by the effectiveness of learning during training, (2) there is a direct influence of the service quality to the participants' satisfaction, (3) the direct effect of learning effectiveness during training on images, (4) the direct influence of service quality to images, (5) the direct influence of participant satisfaction to images, (6) there is no indirect influence of learning effectiveness during training to image through participant's satisfaction because the direct effect is higher than the indirect onet, and (7) there is no indirect influence from service quality to image through participant's satisfaction because the direct effect is higher than indirect one. The higher the effectiveness of learning during the training and the service quality, the satisfaction is also felt to be high and it also forms a high image. Wibowo, Mardianingsih, & Murtadlo (2018) state that the result of paired T-test shows that the students' academic procrastination level decreased: the result of the posttest measurement (71.39%) is lower than that of the pretest (80.21%, t = 14.982, p <0.01). Hardi, Ekosiswoyo, Sugiharto, & Prihatin (2018) show that (1) the teacher's subtle proficiency provides a significant influence on academic stress; (2) the educational organization's atmosphere has a significant influence on academic pressures; (3) the soft skills and educational atmosphere of the educators' organizations have a significant effect on academic pressures; (4) the academic stress has a significant effect on self efficacy; (5) the teachers' educational skills, educational organization atmosphere, and academic pressures significantly affect the self-efficacy of the NCO Army Cadet.

METHODS

This is a comparative causal research using a quantitative approach. The total population number of this research is 10,270 students. The sample was determined using Slovin formula. The total number of samples is 115 students. The validity, reliability, and normality of the instruments are tested

statistically. It is assumed that the residual data are normally distributed when the significant value in the K-S table is more than the alpha value of 0.05. The multicollinearity test is used to determine the data affected by multicollinearity seen from the Variance Inflation Factor (VIF) value; the VIF value should be less than 10 and the tolerance value should be above 10% or 0.1. Employing heteroskedasticity test, if the value of the independent variable significance of the Glejser test result is more than the significance level of $\alpha = 0.05$, then it can be inferred that the regression model is free from heteroscedasticity, and vice versa.

This research uses multiple regression formula. The Coefficient of determination (Adjusted R Square) test uses the determinant coefficient value between 0 and 1. The small coefficient of determination indicates the limited ability of the independent variable to explain the dependent variable. The determination coefficient value increasingly approaching 1 indicates that the ability of independent variable in explaining the dependent variable is clearer. The F-test uses signifiance level of 0.05 ($\alpha = 5$). The criterion in this F-test is that if the significant valueis <0.05, then the hypothesis is accepted, that means the four independent variables in this study simultaneously have no significant effect on the dependent variable. Conversely, the T-test uses a significance level of 0.05 ($\alpha = 5\%$). The criteria of acceptance or rejection of the hypothesis is that if the significant value is >0.05, then the hypothesis is rejected, which means that the partial independent variable does not give a significant influence on the dependent variable. Instead, the Path Analysis was used to analyze the patterns of relations among the variables. The F-test is at Alpha = 0,05 or $p \leq 0,05$ as significance level of F (F-sig), while the T-test is with the significance level of Alpha = 0,05 or $p \leq 0.05$ appearing with code (T-sig.). The test is used to see the significance of the indirect effect of the independent variable on the dependent variable.

RESULTS AND DISCUSSION

Population and Samples

The population of this study is 10,270 students. They come from five public vocational schools and five private vocational schools (SMK) in the city of Semarang. The number of population is presented in Table 1 as follows.

Table 1. Research Population

School	Accreditation	Number of Students		Total
		M	F	
SMK Negeri 1 Semarang	A	1,370	256	1,626
SMK Negeri 2 Semarang	A	38	1,239	1,277
SMK Negeri 4 Semarang	A	1,354	383	1,737
SMK Negeri 6 Semarang	A	134	1,021	1,155
SMK Negeri 7 Semarang	A	1,762	761	2,523
SMK Nusaputera 1 Semarang	A	85	15	100
SMK ST Fransiskus Semarang	A	121	71	192
SMK Theresiana Semarang	A	106	497	603
SMK Penerbangan KAB Semarang	B	463	175	638
SMK Pelayaran Akpelni Semarang	B	388	31	419
Total number of students:				10,270

The sampling of the study using Slovin formula gave the total sample of 115 students. The samples were drawn using a proportional random sampling technique that produced the total sample size presented in Table 2.

Table 2. Sample of the study

School	Population	Sample	Total
SMK Negeri 1 Semarang	1.626	$\frac{1.626}{10.270} x\ 110 = 17.42$	18
SMK Negeri 2 Semarang	1.277	$\frac{1.277}{10.270} x\ 110 = 13.68$	14
SMK Negeri 4 Semarang	1.737	$\frac{1.737}{10.270} x\ 110 = 18.61$	19
SMK Negeri 6 Semarang	1.155	$\frac{1.155}{10.270} x\ 110 = 12.37$	13
SMK Negeri 7 Semarang	2.523	$\frac{2.523}{10.270} x\ 110 = 27.02$	27
SMK Nusaputera 1 Semarang	100	$\frac{100}{10.270} x\ 110 = 1.07$	2
SMK ST Fransiskus Semarang	192	$\frac{192}{10.270} x\ 110 = 2{,}06$	3
SMK Theresiana Semarang	603	$\frac{603}{10.270} x\ 110 = 6.46$	7
SMK Penerbangan KAB Semarang	638	$\frac{638}{10.270} x\ 110 = 6.83$	7
SMK Pelayaran Akpelni Semarang	419	$\frac{419}{10.270} x\ 110 = 4.49$	5
	10,270		115

Research variables

This study consists of two dependent variables: Service quality (X1) and service demand (X2). The Independent variable is service Satisfaction (Y), and the Intervening variable is service value (Z).

Validity and Reliability Tests

The validity and reliability tests were administered to 20 students. They were members of the population domiciled beyond the samples' location. The results of the validity and reliability tests consisting of 50 items questionnaires distributed to students prove that all of the test items are valid and reliable Table3.

Table 3. Results of the validity & reliability Tests

No.	Number of Questionnaire Items	Item Scale - Corr	
		Results	Validity
1	01	0.984	Valid
2	02	0.903	Valid
3	03	0.743	Valid
4	04	0.856	Valid
5	05	0.733	Valid
6	06	0.767	Valid
7	07	0.815	Valid
8	08	0.767	Valid
9	09	0.903	Valid
10	10	0.903	Valid

11	11	0.984	Valid
12	12	0.903	Valid
13	13	0.743	Valid
14	14	0.856	Valid
15	15	0.733	Valid
16	16	0.767	Valid
17	17	0.815	Valid
18	18	0.767	Valid
19	19	0.903	Valid
20	20	0.903	Valid
21	21	0.904	Valid
22	22	0.852	Valid
23	23	0.649	Valid
24	24	0.830	Valid
25	25	0.753	Valid
26	26	0.671	Valid
27	27	0.753	Valid
28	28	0.775	Valid
29	29	0.753	Valid
30	30	0.830	Valid
31	31	0.965	Valid
32	32	0.825	Valid
33	33	0.766	Valid
34	34	0.793	Valid
35	35	0.652	Valid
36	36	0.878	Valid
37	37	0.734	Valid
38	38	0.684	Valid
39	39	0.852	Valid
40	40	0.740	Valid
41	41	0.892	Valid
42	42	0.843	Valid
43	43	0.605	Valid
44	44	0.871	Valid
45	45	0.693	Valid

46	46	0.527	Valid
47	47	0.817	Valid
48	48	0.760	Valid
49	49	0.871	Valid
50	50	0.843	Valid
Number of valid items = 50			
Number of invalid items = 0			
A l p h a :		0.877	(Reliable)
The value of the r-table for number of respondents (n: 20) = 0.444 (α = 0.05) -> Sugiyono (2013, p.455)			

Normality Test

The normality test results of the data on service quality (X1), service demand (X2), service satisfaction (Y), and service value (Z) prove that the data in each variable are normally distributed. The results of statistical calculations can be seen in Table 4.

Table 4. Results of the Normality Test

Tests of Normality								
	Kolmogorov-Smirnov[a]			Shapiro-Wilk			HASIL	
	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	Conclusion
Service Quality	0.078	115	0.082	0.970	115	0.010	0,082 > 0,05	Data are normally distributed
Service demand	0.077	115	0.090	0.970	115	0.011	0,090 > 0,05	Data are normally distributed
Service satisfaction	0.078	115	0.078	0.970	115	0.011	0,078 > 0,05	Data are normally distributed
Service Value	0.081	115	0.063	0.968	115	0.008	0,063 > 0,05	Data are normally distributed
a. Lilliefors Significance Correction								

Multicolinearity Test

The multicollinearity test result on the service quality, service demand, and service value proves that the three variables are protected from multicollinearity. This means that there is no intercorrelation or strong relationship between the independent variables. This is shown in Table 5.

Heteroscedasticity Test

The result of the heteroskedasticity test on the variables of service quality, service demand, and service value proves that the three research variables are free from heteroscedasticity. This means that there is no residual inequality of variant from one observation to another. In the sense of no problems or symptoms of heteroscedasticity, the regression model can be used.

Table 5. Multicollinearity Test Results

Coefficients[a]											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		Result		
		B	Std. Error	Beta			Tolerance	VIF	Viewed from Tolerance	Viewed from VIF	Conclusion
1	(Constant)	2.461	0.318		7.730	0.000					
	Service quality	0.986	0.006	0.998	174.589	0.000	0.988	1.012	0,988 > 0,1	1,012 < 10	Free from colinierity
	Service demand	-0.003	0.006	-0.003	-0.525	0.601	0.790	1.265	0,790 > 0,1	1,265 < 10	Free from Multi colinierity
	Service value	-0.001	0.006	-0.001	-0.104	0.917	0.866	1.155	0,866 > 0,1	1,155 < 10	Free from Multi kolinierity
a. Dependent Variable: Service quality											

Table 6. Heteroscedasticity test results

Coefficients[a]									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	HASIL		
		B	Std. Error	Beta			Statistic		Reading
1	(Constant)	6.114	2.983		2.050	0.043			
	Service quality	-0.057	0.053	-0.101	-1.078	0.284	0,284 > 0,05		Free from Heteroscedastisity
	Service demand	-0.022	0.060	-0.040	-0.376	0.707	0,707 > 0,05		Free from Heteroscedastisity
	Service value	0.045	0.056	0.081	0.806	0.422	0,422 > 0,05		Free from Heteroscedastisity
a. Dependent Variable: RES_1_OK									

Model 1

Table 7. F-Test

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.456	3	37.152	5.726	.001b
	Residual	720.231	111	6.489		
	Total	831.687	114			

a. Dependent Variable: Service value

b. Predictors: (Constant), Service quality, service demand

Notes:

F arithmetic> F Table (5.726> 2.69)

= Service Quality (X1), service demand (X2) simultaneously affect service value (Z).

Sig value. <0.05 (0.001 <0.05)

= Service quality (X1), service demand (X2) simultaneously affect service value (Z)

Table 8. T-Test

Coefficientsa						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.273	4.749		3.847	.000
	Service quality	.088	.089	.087	.980	.329
	Service demand	.335	.096	.329	3.493	.001

a. Dependent Variable: Service value

= Service quality partially has no significant effect on service value (0.329> 0,05)

= Service demand partially has significant effect on service value (0.001 <0.05)

It can be inferred that Model 1 on the results of the F-Test and T-Test are as follows: (1) Partially, service quality has no significant effect on service value, but simultaneously service demand has significant effect on service value. This means that the use of service value as an intervening variable partially has no significant effect on service quality. (2) Partially, service demand has significant effect on service value, and simultaneously with quality service has significant effect on service value. This means that as an intervening variable the service value can give a significant influence on service demand.

Model 2

Table 9. F-Test

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	794.092	4	198.523	7716.083	.000b
	Residual	2.830	110	.026		
	Total	796.922	114			

a. Dependent Variable: Service quality

b. Predictors: (Constant), Service value, service quality, service demand

Notes:

F arithmetic> F table (5,726> 2,45)

= Service Quality (X1), Service Demand (X2), Service Value simultaneously affect Service Satisfaction (Y).

Sig value <0,05 (0,000 <0.05

= Service Quality (X1), Service Demand (X2), and Service Value simultaneously affect Service Satisfaction (Y).

Table 10. T-Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.461	.318		7.730	.000
	Service quality	.986	.006	.998	174.589	.000
	Service demand	-.003	.006	-.003	-.525	.601
	Service value	-.001	.006	-.001	-.104	.917

a. Dependent Variable: Service satisfaction

= Service quality gives partial significant to service satisfaction (0,000 <0,05)

= Service demands partially has no significant effect on service satisfaction (0,601> 0,05)

= Service value gives partial significant effect on service satisfaction (0,917> 0,05)

The conclusion of Model 2 of the F-test and T-test results are as follows. (1) Partially, service quality gives significant effect to service quality, and simultaneously with service demand, and service value gives a significant influence to service satisfaction. This means that both partial and simultaneous service quality are significantly influential to service satisfaction. (2) Partially, service demands gives no significant effect on service satisfaction, but service quality and Service value simultaneously have a significant effect on service satisfaction. This means that partially service demands has no significant effect on service satisfaction, but simultaneously gives a significant effect to service satisfaction. (3) Partially, service value has no significant effect on service satisfaction, but service quality and service demand simultaneously give a significant effect to service satisfaction. This means that as an intervening variable the service value is only able to give a partial significant influence on service demand, but it does not have a significant effect on service quality. Service value, service quality, and service demand simultaneously give a significant effect to service satisfaction.

Path Analysis Results

Table 11. Regression Model 1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.273	4.749		3.847	.000
	Service quality	.088	.089	.087	.980	.329
	Service demand	.335	.096	.329	3.493	.001

a. Dependent Variable: Service value GF

Notes:

Sig value. Service quality (X1)> α (0,329> 0,05)

= Service quality has no significant effect on service value.

Sig value. Service demand (X2) <α (0.001 <0.05

= Service demand has a significant effect on service value.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.366a	.134	.111	2.547

Notes::

The value of R Square = 0.134

= Contribution or influence of service quality (X1) and service demand (X2) on service value (Z), 13.4% and the balance of 86.6% is a contribution of the variables not included in the research.

It can be inferred that Model 1 of the regression analysis results is that service quality has no significant effect on service value, Service demand has a significant effect on service value. The contribution of service quality and service demand to service value is only 13.4%. The rest, 86.6%, is a contribution of the variables that are not included in this study. This condition explains that as an intervening variable service value is not able to contribute a considerable influence.

Table 12. Regression Model 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.461	.318		7.730	.000
	Service Quality	.986	.006	.998	174.589	.000
	Service demand	-.003	.006	-.003	-.525	.601
	Service value	-.001	.006	-.001	-.104	.917

a. Dependent Variable: Service satiscation

Notes:

Sig value. Service quality (x1) <α (0.000 <0.05) = service quality has a significant effect on service satisfaction.

Sig value. Service demand (x2)> α (0.601> 0.05) = service demand has no significant effect on service satisfaction.

Sig value. Service value (z)> α (0.917> 0.05) = service value has no significant effect on service satisfaction.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998a	.996	.996	.160

a. Predictors: (Constant), service value, service quality, service demand

Notes:

The R-Square value = 0.996

= Contribution or influence of service quality (X1), service demand (x2), and service value (z), on service satisfaction (Y), 99.6% and the rest 0.4% is a contribution of variables which are not included in the study.

The conclusion of Model 2 of the regression analysis result: Service quality has significant effect on service satisfaction, service demand has no significant effect on service satisfaction, and service use value has no significant effect on service satisfaction. Contribution or influence of service quality, service demand, and service value on service satisfaction is 99.6%, meaning that te contribution is high enough and almost maximal. The rest of 0.4% is a contribution of variables beyond the study. This condition explains that the most influential variable to improve service satisfaction is service quality, which partially or alone or simultaneously or together with other variables, have a significant effect on service satisfaction. Recommendations that can be given is that the increase in service satisfaction in guidance and counseling can be done and the most competent one is the service quality whose indicators include tangibility, reliability, responsiveness, assurance, and

emphaty. The higher the service quality means the higher the level of service satisfaction received by the counselee or customer.

CONCLUSION

The conclusions of the research can be described as follows. (1) There is significant influence of service quality on service satisfaction either partially or simultaneously; (2) service quality gives no significant influence to service value as intervening variable. This means that in order to improve service satisfaction, service quality does not require intermediary service value. (3) Partially, service demand gives no significant influence to service satisfaction. (4) Service demand has a significant influence on service satisfaction simultaneously. (5) Partially, service demand gives a significant influence to service value. It means that service satisfaction can be improved through service request through intermediate service value. Or service satisfaction increases with service request without intermediate service value. (6) The value service in partial has no effect on service satisfaction. (7) The service value simultaneously affects service satisfaction. (8) As an intervening variable, service value is partially significant in influencing service demand, and partially has no significant effect on service quality. This means that, as an intervening variable, service value is only able give intermediary for service demand, and not for service quality in providing a significant effect on service satisfaction.

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