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Penulis : Muhamad Singgih Pradipto and Albari*

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Albari Drs. M.Si. <883110103@uui.ac.id>

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Jurusan Manajemen,
Fakultas Bisnis dan Ekonomika,
Universitas Islam Indonesia,
Yogyakarta

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PERAN KUALITAS JASA TERHADAP KESEJAHTERAAN SUBJEKTIF MAHASISWA, DENGAN MEDIATOR KEPUASAN DAN IDENTIFIKASI PELANGGAN-PERUSAHAAN

Muhamad Singgih Pradipto¹, Albari²

¹Alumni Jurusan Manajemen, Fakultas Ekonomi, Universitas Islam Indonesia, Yogyakarta ²Jurusan Manajemen, Fakultas Ekonomi, Universitas Islam Indonesia, Yogyakarta Koresponden: albari@uii.ac.id

ABSTRACT

This study aims to analyze the effect of perceived service quality on subjective well-being of students in major universities in Yogyakarta, with mediators of customer satisfaction and customer-company identification. The data used are primary data with questionnaire instruments, which involve samples with convenience sampling selection techniques and 166 respondents. The questionnaire used has been tested for validity and reliability, while the data analysis uses the regression method and the classic assumption test.

The results of this study indicate the indirect effect of service quality on subjective well-being. The variables of customer satisfaction and customer-company identification become full mediators in this study. Among that two variables, the variable of customer satisfaction has the largest contribution in the indirect effect of service quality on subjective well-being.

Keywords: *service quality, customer satisfaction, customer-company identification, subjective well-being*

ABSTRAK

Penelitian ini bertujuan menganalisis pengaruh persepsi kualitas jasa terhadap kesejahteraan subjektif (*subjective well-being*) mahasiswa di perguruan tinggi besar yang ada di Yogyakarta, dengan mediator kepuasan konsumen dan identifikasi pelanggan-perusahaan (*customer-company identification*). Data yang digunakan adalah data primer dengan instrumen kuisioner, yang melibatkan sampel dengan teknik pemilihan *convenience sampling* dan 166 responden. Kuisioner yang digunakan telah melalui uji validitas dan reabilitas, sedangkan analisis data menggunakan metode regresi dan uji asumsi klasik.

Hasil penelitian ini menunjukkan adanya pengaruh secara tidak langsung kualitas jasa terhadap kesejahteraan subjektif. Variabel kepuasan konsumen dan identifikasi pelanggan-perusahaan menjadi mediator penuh dalam penelitian ini. Dari kedua variabel tersebut, variabel kepuasan konsumen memiliki kontribusi terbesar dalam pengaruh tidak langsung kualitas jasa terhadap kesejahteraan subjektif.

Kata kunci : kualitas jasa, kepuasan konsumen, identifikasi pelanggan-perusahaan, kesejahteraan subjektif

PENDAHULUAN

Saat ini pendidikan telah menjadi elemen penting dalam kehidupan masyarakat dan memiliki peranan untuk meningkatkan kesejahteraan hidup seseorang. Salah satu jenjang pendidikan yang dinilai penting saat ini yakni jenjang pendidikan tinggi. Berdasarkan Pasal 20, Undang-undang Republik Indonesia No. 20 tahun 2003, jenjang pendidikan tinggi dapat berbentuk akademi, politeknik, sekolah tinggi, institut, atau universitas. Asaduzzaman et al (2013) menyatakan bahwa sebagai bentuk tanggung jawab sosial, sebuah perguruan tinggi memiliki peran penting dalam melengkapi generasi penerus untuk menghadapi globalisasi, menciptakan pertumbuhan dan masa depan yang baik bagi orang-orang di sekitarnya. Dengan pilihan pendidikan yang semakin beragam, siswa SMU akan mencari institusi yang akan menyediakan pendidikan yang membantu mereka mempersiapkan diri untuk karir yang sukses dan pekerjaan yang menguntungkan (Asaduzzaman et al 2013). Karena itu universitas-universitas perlu memperhatikan bagaimana mereka memfasilitasi kebutuhan konsumen (mahasiswa).

Dalam prakteknya universitas sebagai institusi yang menawarkan jasa pendidikan tentunya perlu memperhatikan kualitas yang diberikan kepada mahasiswanya sebagai konsumen. Kualitas jasa dalam sebuah institusi pendidikan didasarkan pada pengalaman edukasi yang didapatkan mahasiswa, contohnya bisa berupa aktivitas yang ditawarkan, fasilitas yang ditawarkan, interaksi dengan orang-orang yang ada di institusi, dan kontak dengan staff institusi (Asaduzzaman et al 2013). Penting bagi institusi pendidikan untuk memperhatikan kualitas jasa yang diberikan agar dipandang baik dimata mahasiswa, sehingga diharapkan hal ini juga akan membawa keuntungan bagi institusi pendidikan tersebut.

Kualitas jasa biasanya sering dikaitkan dengan kepuasan konsumen (Albari dan Kartikasari 2019). Bahkan Su et al (2016) serta Alves dan Raposo (2010) berhasil membuktikan adanya pengaruh positif kualitas

jasa terhadap kepuasan. Di samping itu pentingnya keterkaitan antara kedua variabel tersebut bisa diukur atas perannya terhadap kesejahteraan subyektif konsumen.

Diener et al (2003) menjelaskan bahwa kesejahteraan subjektif adalah analisis ilmiah tentang cara orang-orang mengevaluasi kualitas hidup mereka. Evaluasi ini mencakup reaksi emosional seseorang terhadap suatu kejadian, suasana hati, penilaian mereka tentang bentuk kepuasan hidup mereka dan cara pemenuhan kepuasan tersebut. Pendapat Diener et al tersebut mengidentifikasi keterkaitan antara kualitas jasa dan kepuasan dengan kesejahteraan subjektif konsumen.

Di samping terhadap kepuasan, kualitas jasa yang tinggi juga dapat berpengaruh pada kemampuan konsumen untuk mengidentifikasi dirinya sesuai dengan citra merek perusahaan (He dan Li, 2011). Identifikasi pelanggan-perusahaan antara lain dapat membuat konsumen bisa terikat secara psikologis dan peduli dengan suatu perusahaan (Bhattacharya and Sen 2003). Pada akhirnya tingkat keberhasilan pelanggan yang mampu mengidentifikasi dirinya dengan perusahaan dapat membentuk kesejahteraan subyektif (Su et al 2016).

Keterkaitan antar variabel tersebut di atas kemungkinan juga berlaku pada institusi pendidikan, khususnya pada jenjang pendidikan perguruan tinggi, seperti universitas. Selain memperhatikan tingkat kualitas jasa yang diberikan sudah sesuai eskpektasi mahasiswa atau belum, universitas juga harus bisa menciptakan kepuasan pada diri mahasiswanya ataupun menumbuhkan rasa identifikasi pelanggan-perusahaan yang baik pada diri mereka. Apalagi ketiga variabel tersebut kemungkinan akan mempengaruhi kesejahteraan subjektif mahasiswa tersebut. Harapannya ketika universitas telah memperhatikan keempat variabel diatas, mereka bisa bersaing dalam merebut ataupun mempertahankan hati konsumen mereka (mahasiswa).

Karena itu, penelitian ini selain ingin melihat pengaruh langsung kualitas jasa terhadap kesejahteraan subjektif, juga berusaha melihat kemampuan kepuasan dan identifikasi pelanggan-perusahaan sebagai variabel memediasi dari keterkaitan dua variabel tersebut. Secara praktis dari hasil fokus penelitian tersebut selanjutnya dapat dipergunakan oleh universitas dan perguruan tinggi yang lain untuk menekankan variabel-variabel penting yang perlu dipertahankan atau ditingkatkan dalam rangka mencapai tingkat kesejahteraan subyektif pelanggan.

KAJIAN PUSTAKA DAN FORMULASI HIPOTESIS

Pada bagian akan dijelaskan pengertian dan keterkaitan antara variabel-variabel penelitian ini, yaitu tentang kesejahteraan subyektif, kualitas jasa, kepuasan, dan identifikasi pelanggan-perusahaan.

Kesejahteraan Subjektif (*Subjective Well-Being*)

Kesejahteraan subjektif (SWB) adalah persepsi dan pengalaman seseorang atas tanggapan emosionalnya secara positif dan negatif, dan evaluasi kognitif spesifik seseorang tentang kepuasan kehidupannya (Proctor, 2014). Sementara menurut Diener et al (2003) kesejahteraan subjektif adalah analisis atau evaluasi diri seseorang tentang kualitas hidupnya dari waktu ke waktu.

Lebih lanjut Diener et al (2003) menjelaskan evaluasi tersebut mencakup reaksi emosional seseorang terhadap kejadian, suasana hati, dan penilaian mereka tentang bentuk kepuasan yang mereka inginkan dan cara pemenuhannya. Elwick dan Cannizzaro (2017) sependapat perlunya kesejahteraan emosional, tetapi juga perlunya kesejahteraan psikologi melalui komponen penerimaan diri, hubungan positif dengan orang lain, pengembangan diri, tujuan dalam hidup, penguasaan lingkungan, dan otonomi. Karena itu, menurut Elwick dan Cannizzaro kesejahteraan mahasiswa juga merupakan salah satu tujuan utama yang perlu diperhatikan oleh perguruan tinggi, selain kepuasan dan loyalitas.

Tingkat kesejahteraan subyektif dapat dipengaruhi oleh berbagai faktor, seperti kepuasan (Dagger dan Sweeney, 2006; Akbag dan Umme, 2017; Elwick dan Cannizzaro, 2017); identifikasi pelanggan-perusahaan (Mael dan Ashforth, 1992; Su et al, 2016), dan kualitas jasa (Dagger dan Sweeney, 2006; Su et al, 2016).

Kualitas Jasa

Kualitas dapat dinilai sebagai suatu ukuran yang digunakan untuk menerapkan suatu budaya yang efektif (Shabbir et al, 2017). Kualitas dapat digunakan oleh perusahaan sebagai pedoman untuk melakukan suatu atau keseluruhan kegiatan perusahaan dapat berjalan dengan tepat. Selain pada industri manufaktur dan produksi, kualitas juga sudah banyak digunakan dalam lingkup industri jasa. Parasuraman et al (1985) menjelaskan bahwa kualitas jasa adalah alat untuk mengukur seberapa baik perusahaan memberikan jasa kepada konsumennya. Parasuraman et al (1985) menjelaskan ada 10 aspek penting penilaian dalam kualitas jasa. 10 (sepuluh) aspek tersebut adalah *reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding, dan tangible*.

Mengembangkan hasil penelitian sebelumnya, Parasuraman et al (1988) menjelaskan bahwa kualitas jasa dapat digambarkan sebagai perbandingan antara ekspektasi konsumen mengenai jasa yang akan ia terima dengan jasa nyata yang telah mereka terima. Parasuraman et al (1988) menyederhanakan 10 (sepuluh) dimensi menjadi 5 (lima) dimensi kualitas jasa yang dikenal sebagai SERVQUAL, yaitu dimensi *reliability*, *responsiveness*, *tangible*, *assurance*, dan *emphaty*. Tiga dimensi yang pertama (*reliability*, *responsiveness*, *tangible*) sesuai dengan tiga aspek penting hasil penelitian sebelumnya, sedangkan dimensi *assurance* dan *emphaty* terbentuk dari tujuh aspek penting sebelumnya, yaitu *competence*, *access*, *courtesy*, *communication*, *credibility*, *security*, dan *understanding*.

Pendapat lain juga dikembangkan oleh Cronin dan Taylor (1992) mereka mengemukakan bahwa kualitas jasa secara langsung dipengaruhi oleh persepsi konsumen terhadap kinerja yang dilakukan perusahaan, maksudnya kualitas jasa adalah kinerja dari jasa yang diberikan perusahaan yang benar-benar konsumen rasakan. Salah satu perbedaan utama dengan penelitian Parasuraman et al (1988) adalah jika penelitian Parasuraman et al menggunakan pengukuran dari kesesuaian antara persepsi kualitas dengan harapan pelanggan untuk memperoleh kualitas jasa tersebut, sedangkan dalam penelitian Cronin dan Taylor (1992) digunakan pula pengukuran kualitas dengan hanya menggunakan tingkat kualitas jasa berdasarkan persepsi pelanggan terhadap kinerja dari jasa tersebut.

Dalam ruang lingkup pendidikan kualitas jasa tidak hanya penting, tapi juga merupakan parameter dari mutu pendidikan. Menurut Asaduzzaman et al (2013) kualitas jasa merupakan kunci untuk mengukur mutu pendidikan suatu universitas, dan menjadi variabel utama untuk universitas menciptakan persepsi yang kuat di benak konsumen.

Cronin et al (2000) serta Bei dan Chiao (2001) juga mengenalkan konsep keterkaitan antara kualitas jasa dengan kepuasan jasa. Bahkan Cronin et al serta Bei dan Chiao membuktikan bahwa harapan konsumen mengenai jasa yang mereka inginkan dengan jasa yang mereka dapatkan sesungguhnya mempengaruhi secara positif terhadap kepuasan mereka. Hasil penelitian tersebut juga dikuatkan oleh Hutchinson et al (2009) yang menyatakan kualitas jasa merupakan antecenden penting untuk kepuasan konsumen. Albari dan Kartikasari (2019) dalam penelitiannya juga menyatakan bahwa kualitas jasa memiliki pengaruh yang positif dan signifikan terhadap kepuasan konsumen. Secara khusus Alves dan Raposo (2010) menyatakan kualitas jasa sebagai parameter penting dari keunggulan pendidikan, apalagi kualitas jasa memiliki pengaruh positif dan signifikan terhadap kepuasan seorang mahasiswa. Dari penjelasan di atas, maka diajukan hipotesis penelitian sebagai berikut:

H₁: Kualitas jasa berpengaruh positif terhadap kepuasan

Kualitas jasa juga sering dikaitkan dengan identifikasi pelanggan-perusahaan. He dan Li (2011) menemukan bahwa semakin baik kualitas jasa yang diberikan perusahaan, semakin bagus pula tingkat identifikasi perusahaan yang bersangkutan. Sedangkan Ahearne et al (2005) mengemukakan bahwa kualitas jasa juga dapat berkontribusi terhadap perkembangan identifikasi pelanggan-perusahaan. Dari penjelasan di atas maka dapat diformulasikan hipotesis penelitiannya menjadi:

H₂: Kualitas jasa berpengaruh positif terhadap identifikasi pelanggan- perusahaan

Dalam penelitian yang dilakukan Dagger dan Sweeney (2006), persepsi kualitas jasa tidak hanya berpengaruh terhadap minat untuk berperilaku, tetapi juga berpengaruh terhadap kualitas hidup seorang konsumen. Penelitian tersebut juga menjelaskan bahwa hasil dari evaluasi terhadap kualitas jasa adalah kesejahteraan subjektif. Sementara Su et al (2016) berhasil membuktikan adanya pengaruh positif dari kualitas jasa terhadap kesejahteraan subyektif. Dari hasil penelitian tersebut, maka hipotesis penelitian ini adalah:

H₃: Kualitas jasa berpengaruh positif terhadap kesejahteraan subjektif.

Kepuasan

Kepuasan adalah perasaan senang atau kecewa yang muncul setelah membandingkan kinerja produk/jasa yang dipikirkan terhadap kinerja/hasil yang diharapkan (Kotler dan Keller, 2016). Parasuraman et al (1988) menjelaskan bahwa kepuasan konsumen itu berhubungan dengan keadaan psikologis konsumen, dalam menilai kebijaksanaan antara apa yang konsumen sebenarnya dapatkan dan berikan. Sementara itu Oliver (1981) menyatakan bahwa kepuasan konsumen itu adalah keadaan psikologis konsumen yang muncul ketika mereka terpenuhi kebutuhan, dimana mereka akan menilai apakah produk atau jasa yang diberikan oleh suatu perusahaan tersebut dapat memenuhi kebutuhan mereka atau tidak. Sedangkan Bei dan Chiao (2001) berpendapat bahwa kepuasan konsumen adalah keadaan yang dirasakan oleh konsumen ketika mereka telah merasakan suatu performa/jasa atau hasil yang memenuhi harapan mereka.

Konsumen suatu universitas adalah mahasiswa. Karena itu universitas harus mampu memprediksi kebutuhan mahasiswa. Menurut Asaduzzaman et al (2013) agar universitas bisa terus bertahan, universitas harus bisa memberikan jasa yang sesuai dengan harapan mahasiswa dan mampu kepuasan pada diri mereka, sehingga suatu saat ketika mereka masih mau melanjutkan pendidikan, universitas tersebut tetap menjadi pilihan pertama mereka.

Kepuasan konsumen juga dianggap bisa berdampak pada kesejahteraan subjektif seorang konsumen. Dalam penelitiannya, Dagger dan Sweeney (2006) menemukan bahwa kepuasan konsumen memiliki dampak terhadap persepsi konsumen akan kualitas hidup mereka. Padahal kualitas hidup merupakan bentuk dari kesejahteraan subyektif seseorang (Dagger dan Sweeney, 2006). Hasil penelitian tersebut dikuatkan oleh Akbag dan Ummet (2017), yang membuktikan bahwa kepuasan kebutuhan psikologis dasar mahasiswa berpengaruh positif terhadap kesejahteraan subjektif mereka, baik dibedakan berdasarkan gender, keberanian, otonomi, kompetensi dan keterkaitan. Sementara itu Elwick dan Cannizzaro (2017) menjelaskan bahwa ketika mahasiswa merasa puas dengan jasa yang diberikan universitas, maka kepuasan tersebut akan mempengaruhi kebahagiaan dan tingkat kesejahteraan yang dirasakan mahasiswa.

Dari penjelasan di atas, maka dapat diformulasikan hipotesis penelitiannya sebagai berikut:

H4: Kepuasan berpengaruh positif terhadap kesejahteraan subjektif

Identifikasi Pelanggan-Perusahaan (*Customer-Company Identification*)

Pengertian identifikasi pelanggan-perusahaan berangkat dari teori identifikasi sosial dan organizational (Su et al, 2016). Menurut Mael dan Ashforth (1992) identifikasi sosial adalah persepsi kepemilikan seseorang terhadap klasifikasi kelompok, yaitu secara aktual maupun simbolis seseorang menganggap dirinya secara psikologis terkait dengan nasib kelompok, sebagai orang yang berbagi takdir bersama dalam keberhasilan dan kegagalannya. Sedangkan identifikasi organisasi adalah bentuk spesifik dari identifikasi sosial di mana individu mendefinisikan dirinya dalam hal keanggotaan mereka dalam organisasi tertentu.

Merujuk pada pengertian tersebut, Bhattacharya and Sen (2003) mengatakan bahwa identifikasi pelanggan-perusahaan adalah suatu kondisi konsumen yang memiliki rasa yang kuat terhadap perusahaan yang memberikan produk/jasa kepadanya, sehingga perusahaan tersebut sudah dianggap sebagian dari diri konsumen. Seseorang mempunyai identifikasi pelanggan-perusahaan karena perusahaan mempunyai karakteristik yang penting, khas dan abadi (Ahearne et al, 2005). Karakteristik dari identifikasi pelanggan-perusahaan antara lain dapat membuat konsumen bisa terikat secara psikologis dan peduli dengan suatu perusahaan (Bhattacharya and Sen, 2003). Dalam konteks suatu universitas, Mael dan Ashforth (1992) menjelaskan ketika seorang alumni bekerja pada suatu perusahaan dan dia memiliki kinerja yang bagus, maka secara tidak langsung alumni tersebut mencerminkan tingkat kualitas dari universitasnya.

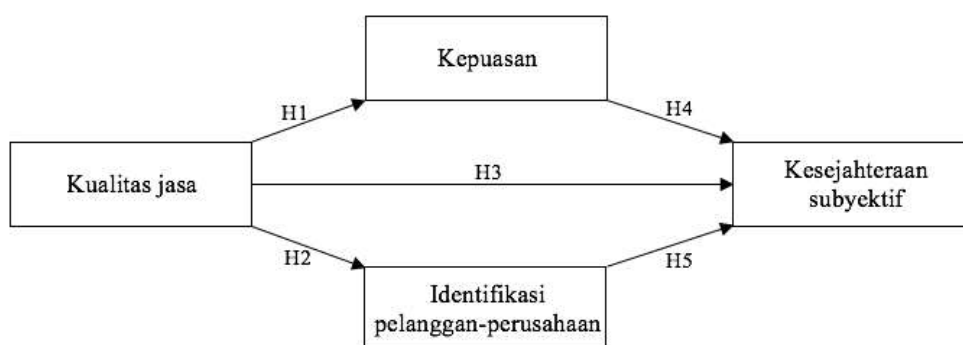
Karakteristik dari identifikasi pelanggan-perusahaan menjadi keunggulan tersendiri bagi perusahaan, karena identifikasi pelanggan-perusahaan mendorong konsumennya untuk menjalin hubungan yang positif dengan perusahaan (Mael dan Ashforth, 1992). Sebagai timbal baliknya perusahaan harus bisa membantu konsumen untuk mencapai kebutuhan diri mereka dan meningkatkan kesejahteraan subjektif mereka (Su et al 2016). Lebih lanjut Su et al berhasil membuktikan bahwa identifikasi pelanggan-perusahaan mampu berpengaruh positif terhadap kesejahteraan subjektif.

Dengan penjelasan di atas, formulasi hipotesis penelitiannya adalah:

H5 : Identifikasi pelanggan-perusahaan berpengaruh positif terhadap kesejahteraan subjektif.

Kerangka Penelitian

Berdasarkan pada kajian pustaka tersebut di atas, maka dapat ditentukan kerangka penelitian, seperti yang terlihat pada Gambar 1.



Gambar 1:
Kerangka Pemikiran Penelitian

Gambar 1 tersebut menunjukkan keterkaitan antar variabel yang dilibatkan dalam penelitian ini. Kualitas jasa secara langsung (H3) maupun tidak langsung berpengaruh positif terhadap kesejahteraan subyektif. Pengaruh tidak langsung tersebut dimediasi oleh kepuasan (H1 dan H4) dan identifikasi pelanggan-perusahaan (H2 dan H5).

METODE PENELITIAN

Dalam penelitian ini, yang menjadi populasi adalah mahasiswa yang masih aktif kuliah di 6 perguruan tinggi di Daerah Istimewa Yogyakarta (DIY), yaitu UII, UGM, UPN, UNY, UMY dan STIE YKPN. Keenam perguruan tinggi termasuk yang terbesar yang ada di DIY. Adapun mahasiswa yang dilibatkan sebagai sampel penelitian adalah sebanyak 166 orang, yang diperoleh dengan formula Lemeshow (Ghozali, 2016) serta berdasarkan pada tingkat kepercayaan 99%, dan deviasi sampling maksimum sebesar 10%. Sedangkan pengambilan sampel ditetapkan dengan metode *convenience sampling*, yaitu ketika mahasiswa sedang berada di kampus terpilih masing-masing.

Adapun definisi operasional variabel dari penelitian ini seperti yang tercantum dalam Tabel 1.

Tabel 1: Definisi Operasional Variabel Penelitian

Variabel /indikator	Sumber kajian
Kualitas jasa adalah kinerja dari jasa yang diberikan perguruan tinggi yang benar-benar dirasakan mahasiswa	
Fasilitas/bangunan fisik Perguruan Tinggi menarik	Su et al (2016)
Memegang janji terhadap mahasiswa	
Ketanggapan permintaan mahasiswa	
Kondisi lingkungan terjamin	
Serius mengutamakan kepentingan mahasiswa	
Kepuasan adalah keadaan psikologis mahasiswa yang muncul ketika mereka terpenuhi kebutuhannya	
Kepuasan keseluruhan terhadap Perguruan Tinggi	Maxham dan Netemeyer (2002)
Kepuasan terhadap layanan Perguruan Tinggi	
Kepuasan ketika berada di Perguruan Tinggi	
Identifikasi pelanggan-perusahaan adalah suatu kondisi mahasiswa yang memiliki rasa yang kuat terhadap universitas yang memberikan jasa pendidikan kepadanya, sehingga universitas tersebut sudah dianggap sebagian dari diri mahasiswa.	
Emosi ketika Perguruan Tinggi dikritik.	Mael dan Ashforth (1992)
Ingin mengetahui pendapat orang tentang Perguruan Tinggi	
Merasa menjadi bagian dari Perguruan Tinggi	
Ikut merasa sukses ketika Perguruan Tinggi sukses.	
Perasaan senang saat Perguruan Tinggi dipuji.	

Perasaan malu saat Perguruan Tinggi dikritik.

Kesejahteraan subjektif adalah analisis atau evaluasi diri seseorang tentang kualitas hidupnya dari waktu ke waktu.

Merasa menjadi seseorang yang bahagia

Su et al (2016)

Merasa lebih bahagia ketimbang rekan-rekannya

Merasa dapat menikmati hidup

Sumber: Kajian pustaka

Dalam penelitian ini data dikumpulkan dengan menggunakan instrumen angket. Angket penelitian berisi butir-butir pernyataan yang sudah dimodifikasi dari indikator-indikator variabel-variabel penelitian seperti yang telah ditetapkan pada definisi operasional variabel di Tabel 1. Pengumpulan data seluruhnya dilakukan dalam waktu 3 minggu.

Dalam penelitian ini, kelayakan instrumen yang digunakan diuji terlebih dahulu validitas dan reliabilitasnya. Perhitungan uji validitas instrumen menggunakan rumus korelasi pearson, dengan bantuan program pengolah data SPSS 21.0 dan sampel uji coba berjumlah 30 responden. Sedangkan untuk menguji reliabilitas digunakan metode pengukuran Cronbach's Alpha. Sekaran dan Bougie (2009) mengategorikan nilai Cronbach's Alpha lebih besar dari 0,6 sudah dikategorikan reliabilitas yang diterima.

Hasil pengujian validitas butir-butir pernyataan seluruhnya menghasilkan probabilitas 0.000, atau lebih kecil dari taraf sangat signifikan 1%. Sedangkan nilai Cronbach's Alpha untuk kualitas jasa adalah sebesar 0,822, kepuasan (0,870), identifikasi pelanggan-perusahaan (0,675), dan kesejahteraan subyektif (0,701). Dengan hasil tersebut dapat ditetapkan bahwa semua butir pernyataan dan variabel penelitian adalah valid dan reliabel, sehingga untuk selanjutnya dapat digunakan untuk instrumen memperoleh data analisis.

Data yang diperoleh selanjutnya dianalisis dengan menggunakan Analisis Regresi. Penggunaan alat analisis regresi tersebut dalam rangka membuktikan hipotesis-hipotesis yang telah ditetapkan sebelumnya. Perhitungan regresi dilengkapi dengan enam kriteria pengujian hipotesis, yaitu uji-F, uji-t, uji linieritas, uji normalitas data, uji multikolinieritas dan uji heteroskedastisitas. Semua perhitungan dan analisis penelitian yang dilakukan ini menggunakan bantuan program pengolah data SPSS versi 21.0.

HASIL PENELITIAN

Sebelum dilakukan untuk analisis, data yang diperoleh perlu dilakukan uji validitas dan reliabilitas terlebih dahulu. Pengaplikasian metode uji validitas dan reliabilitas data sama seperti pengujian uji validitas dan reliabilitas instrumen, yang membedakan adalah jumlah data yang diuji, yaitu sebanyak 166. Adapun hasil pengujian kualitas data tersebut dicantumkan pada Tabel 2.

Tabel 2: Uji Validitas dan Reliabilitas Data

Variabel /indikator	Valid.	Reliab.	Mean
Kualitas jasa			
3,50			
Fasilitas/bangunan fisik Perguruan Tinggi menarik	0,000		3,66
Memegang janji terhadap mahasiswa	0,000		3,53
Ketanggapan permintaan mahasiswa	0,000	0,909	3,10
Kondisi lingkungan terjamin	0,000		3,85
Serius mengutamakan kepentingan mahasiswa	0,000		3,34
Kepuasan			
3,64			
Kepuasan keseluruhan terhadap Perguruan Tinggi	0,000		3,69
Kepuasan terhadap layanan Perguruan Tinggi	0,000	0,948	3,52
Kepuasan ketika berada di Perguruan Tinggi	0,000		3,72
Identifikasi pelanggan-perusahaan			
3,75			
Emosi ketika Perguruan Tinggi di kritik.	0,000		3,31
Ingin mengetahui pendapat orang tentang Perguruan Tinggi	0,000	0,817	3,78
Merasa menjadi bagian dari Perguruan Tinggi	0,000		3,72

Ikut merasa sukses ketika Perguruan Tinggi sukses.	0,000		3,92
Perasaan senang saat Perguruan Tinggi dipuji.	0,000		3,93
Perasaan malu saat Perguruan Tinggi dikritik.	0,000		3,86
Kesejahteraan subjektif			3,79
Merasa menjadi seseorang yang bahagia.	0,000		3,83
Merasa lebih bahagia ketimbang rekan-rekannya.	0,000	0,895	3,53
Merasa dapat menikmati hidupnya.	0,000		4,01

Sumber: data primer diolah

Dari Tabel 2 tersebut dapat diketahui bahwa semua butir pernyataan untuk mengungkap masing-masing variabel dapat diperoleh probabilitas hitung sebesar 0,000 atau di bawah taraf sangat signifikan 1%. Adapun nilai Cronbach's Alpha untuk semua variabel dapat diperoleh jauh di atas batas kritis 0,6. Dengan demikian dapat ditetapkan bahwa semua butir-butir pernyataan dan variabel penelitian adalah valid dan reliabel, sehingga data dapat digunakan untuk prosedur analisis penelitian selanjutnya.

Dari Tabel 2 tersebut juga dapat dijelaskan bahwa semua butir pernyataan dan variabel penelitian dinilai oleh mahasiswa termasuk dalam katagori di atas rata-rata, yaitu berada di antara nilai 3,41 - 4,20, kecuali butir pernyataan ketanggapan terhadap permintaan mahasiswa dan serius mengutamakan kepentingan mahasiswa di variabel kualitas jasa (3,10 dan 3,34) serta butir pernyataan emosi ketika perguruan tinggi mahasiswa tempat kuliah mendapat kritik pada variabel identifikasi pelanggan-perusahaan (3,31).

Tahapan analisis berikutnya berupa pengujian hipotesis penelitian yang telah diajukan di bagian depan. Proses pengujian menggunakan teknik analisis regresi, baik sederhana (Model-1 dan 2) maupun berganda (Model-3). Di samping itu dilakukan rangkaian pengujian untuk memperkuat hasil analisis regresi, yaitu dengan mengacu pada alternatif pengujian-pengujian dari Ghozali (2016). Pengujian-pengujian tersebut adalah uji-t dan uji-F yang didasarkan pada nilai kritis atau tingkat signifikansi (α) 5%, uji multikolinieritas dengan pendekatan nilai VIF < 10,0, uji heteroskedastisitas didasarkan pada pendekatan Glejser dan (α) 5%, uji normalitas menggunakan metode Kolmogorov-Smirnov Z dan (α) 5%, serta uji linieritas dengan menggunakan metode Lagrange Multiplier atau X^2 tabel ($n-m$; $\alpha = 5\%$).

Analisis regresi yang pertama (Model-1) adalah berupa analisis regresi sederhana untuk mengungkap adanya pengaruh positif kualitas jasa terhadap kepuasan. Hasil perhitungan ditunjukkan pada Tabel 3.

Tabel 3: Rekapitulasi Model-1 dengan Variabel Dependen Kepuasan

Keterangan	Beta	Sig t	Heteros (Sig.)	R ²
Kualitas jasa	0,726	0,000	0,413	0,524
Uji normalitas		0,650		
Uji linieritas		0,000		

Sumber: data primer diolah

Berdasarkan hasil yang ada pada Tabel 3 dapat diketahui bahwa nilai probabilitas (Sig-t) adalah 0,000, atau lebih kecil dari nilai kritis (signifikansi) 5%. Dengan demikian hipotesis penelitian (H1) yang menyatakan kualitas jasa memiliki pengaruh positif terhadap kepuasan dapat dibuktikan.

Hasil pengujian tersebut dikuatkan dengan uji asumsi klasik. Tabel 3 di atas menunjukkan probabilitas uji heteroskedastisitas dan uji Kolmogorov-Smirnov (K-S) adalah sebesar 0,413 dan 0,650, yang keduanya lebih besar dari taraf signifikansi 5%. Dengan demikian dikatakan model regresi adalah baik, karena tidak terdapat gejala heteroskedastisitas tetapi sebaran datanya memenuhi asumsi normalitas. Adapun nilai X^2 dari metode Lagrange Multiplier menunjukkan hasil 0,000 atau lebih kecil dari X^2 tabel (197,064), sehingga penggunaan model regresi Model-1 ini telah memenuhi asumsi linieritas.

Berdasarkan pada hasil pengujian-pengujian tersebut dapat ditentukan pula nilai koefisien determinan (R^2). Hasil perhitungan menunjukkan R^2 sebesar 0,524, artinya dari keseluruhan variabel-variabel yang mungkin berpengaruh terhadap kepuasan, maka 52,4% dapat dijelaskan oleh kualitas jasa, sedangkan 47,6% sisanya dipengaruhi oleh variabel-variabel lain yang tidak dimasukkan dalam Model-1.

Selanjutnya dijelaskan analisis regresi sederhana Model-2 dengan variabel independen kualitas jasa dan variabel dependen identifikasi pelanggan-perusahaan. Penjelasan didasarkan pada hasil perhitungan yang tercantum pada Tabel 4.

Tabel 4: Rekapitulasi Model-2 dengan Variabel Dependen Identifikasi Pelanggan-Perusahaan

Keterangan	Beta	Sig t	Heteros (Sig.)	R ²
Kualitas jasa	0,443	0,000	0,132	0,192
Uji normalitas		0,665		
Uji linieritas		0,000		

Sumber: data primer diolah

Penjelasan hasil perhitungan yang tercantum pada Tabel 4 tersebut relatif sama seperti analisis regresi sederhana Model-1, baik hasil pengujian pada uji-t, uji heteroskedastisitas, uji normalitas, dan uji linieritas. Seluruh pengujian menunjukkan hasil yang signifikan, sehingga dapat disimpulkan bahwa hipotesis yang menyatakan kualitas jasa memiliki pengaruh positif terhadap identitas pelanggan-perusahaan (H2) dapat terbukti secara sangat signifikan, yaitu dengan pengaruh sebesar 19,2%.

Selanjutnya dijelaskan Tabel 5, yang berisi hasil perhitungan pada analisis regresi Model-3. Model tersebut digunakan untuk menetapkan adanya pengaruh positif kualitas jasa (H3), kepuasan (H4), dan identifikasi pelanggan-perusahaan (H5) terhadap kesejahteraan subjektif.

Tabel 5: Rekapitulasi Model-3 dengan Variabel Dependen Kesejahteraan Subjektif

Ket	Beta	Sig-t (1 tailed)
Kualitas jasa	-0,022	0,4055
Kepuasan	0,406	0,000
Identifikasi pelanggan-perusahaan	0,295	0,000
Sig-F		0,000

Sumber : data primer diolah

Dari Tabel 5 diketahui bahwa nilai Sig-F = 0,000 < α (0,05). Dengan demikian Ho ditolak yang artinya kualitas jasa, kepuasan konsumen, dan identifikasi pelanggan-perusahaan memiliki pengaruh positif yang signifikan terhadap kesejahteraan subjektif secara simultan. Tetapi ketika diuji secara parsial, ternyata kualitas jasa mempunyai koefisien beta negatif dan sig-t 0,4055 atau lebih besar dari $\alpha = 0,05$. Dengan demikian H3 ditolak, artinya tidak adanya pengaruh positif kualitas jasa terhadap kesejahteraan subjektif. Sementara itu, karena koefisien beta adalah positif untuk kepuasan dan identifikasi pelanggan-perusahaan serta sig-t masing-masing lebih kecil (0,000) dari 5%, maka H4 dan H5 ditolak, artinya kepuasan dan identifikasi pelanggan-perusahaan mempunyai pengaruh positif terhadap kesejahteraan subjektif.

Oleh karena itu model-3 regresi perlu dilakukan modifikasi, yaitu untuk membuktikan bahwa kepuasan dan identifikasi pelanggan-perusahaan benar-benar mempunyai pengaruh positif terhadap kesejahteraan subjektif. Perhitungan dilakukan dengan mengeluarkan variabel kualitas jasa dari model-3. Hasil perhitungan modifikasi disajikan pada Tabel 6.

Tabel 6: Rekapitulasi Modifikasi Model-3 dengan Variabel Dependen Kesejahteraan Subjektif

Ket	Beta	Sig-t (1 tailed)	VIF	Heteros (Sig.)	r ²
Kepuasan	0,391	0,000	1,296	0,798	0,153
Identifikasi pelanggan-perusahaan	0,292	0,000	1,296	0,667	0,092
Sig-F			0,000		
Uji normalitas			0,215		
Uji linieritas			0,000		
Adj. R ²			0,339		

Sumber : data primer diolah

Berdasarkan hasil yang ada pada Tabel 6 dapat diketahui bahwa nilai probabilitas untuk uji-F (sig-F) dan uji-t (Sig-t) adalah seluruhnya menghasilkan nilai 0,000, atau lebih kecil dari nilai kritis (signifikansi) 5%. Dengan demikian hipotesis penelitian (H4 dan H5) yang menyatakan kepuasan dan identifikasi pelanggan-perusahaan

secara serempak maupun secara parsial memiliki pengaruh positif terhadap kesejahteraan subyektif berhasil dibuktikan.

Hasil pengujian asumsi klasik dapat lebih menguatkan kesimpulan di atas. Tabel 6 juga menunjukkan probabilitas uji heteroskedastisitas dan uji Kolmogorov-Smirnov (K-S) adalah sebesar 0,413 dan 0,650, yang keduanya lebih besar dari taraf signifikansi 5%. Dengan demikian dikatakan model regresi adalah baik, karena tidak terdapat gejala heteroskedastisitas tetapi sebaran datanya memenuhi asumsi normalitas. Sedangkan untuk pengujian multikolinieritas ditunjukkan oleh nilai VIF yang lebih kecil dari nilai kritis 10, sehingga dikatakan tidak adanya gejala korelasi yang berarti pada variabel kepuasan dan identifikasi pelanggan-perusahaan. Adapun nilai X^2 dari metode Lagrange Multiplier menunjukkan hasil 0,000 atau lebih kecil dari X^2 tabel (197.064), sehingga penggunaan model regresi Model-3 yang dimodifikasi ini telah memenuhi asumsi linieritas.

Berdasarkan pada hasil pengujian-pengujian tersebut dapat ditentukan pula nilai koefisien determinan (R^2), baik secara total maupun parsial. Hasil perhitungan menunjukkan R^2 sebesar 0,339, artinya dari keseluruhan variabel-variabel yang mungkin berpengaruh terhadap kesejahteraan subyektif, maka 33,9% dapat dijelaskan oleh kepuasan dan identifikasi pelanggan-perusahaan, sedangkan 66,1% sisanya dipengaruhi oleh variabel-variabel lain yang tidak dimasukkan dalam Model-3 yang dimodifikasi. Sementara itu jika dilihat dari nilai koefisien parsial, kepuasan menyumbang 15,3% dan identifikasi pelanggan-perusahaan menyumbang 9,2% dari keseluruhan yang mempengaruhi kesejahteraan subyektif.

Berdasarkan perhitungan tiga model regresi di atas, didapat beberapa hasil analisis yang sesuai atau tidak sesuai dengan hipotesis yang telah dikemukakan di depan, sehingga dapat dilakukan pembahasan dan implikasi di bawah ini.

Pengaruh Kualitas Jasa terhadap Kepuasan Konsumen

Pada hasil analisis perhitungan regresi linier untuk model-1, ditemukan bahwa kualitas jasa berpengaruh positif dan signifikan terhadap kepuasan konsumen. Analisis ini telah membuktikan kesesuaian hipotesis (H1) dengan hasil empiris penelitian. Hasil ini sekaligus mendukung hasil penelitian dan pendapat Albari dan Kartikasari (2019), Alves dan Raposo (2010), Bei dan Chiao (2001), serta Cronin et al (2000). Jika digabungkan dengan analisis diskriptif, kualitas jasa merupakan variabel yang perlu diperhatikan khusus oleh perguruan tinggi untuk meraih kepuasan mahasiswa, terutama berupa lingkungan dan suasana akademik yang kondusif serta fasilitas dan bangunan fisik yang menarik.

Pengaruh Kualitas Jasa Terhadap Identifikasi Pelanggan-Perusahaan

Dari Model-2 juga dapat dibuktikan bahwa kualitas jasa berpengaruh positif dan signifikan terhadap identifikasi pelanggan-perusahaan (H2). Dengan hasil tersebut penelitian sebelumnya dari He dan Li (2011) serta Ahearne et al (2005) menjadi terdukung, sehingga selain perlu memperhatikan pengaruh variabel kualitas jasa terhadap kepuasan, perguruan tinggi juga perlu memperhatikan pula identifikasi pelanggan-perusahaan dari mahasiswanya.

Pengaruh Kualitas Jasa, Kepuasan, Identifikasi Pelanggan-Perusahaan Terhadap Kesejahteraan Subyektif

Hasil Model-3 ini terdapat dua perhitungan. Pada perhitungan pertama diperoleh hasil kualitas jasa yang berpengaruh negatif dan tidak signifikan terhadap kesejahteraan subyektif, sedangkan kepuasan dan identifikasi pelanggan-perusahaan berhasil mempengaruhi secara positif terhadap kesejahteraan subyektif. Jika dikaitkan dengan analisis diskriptif kemungkinan terjadinya pengaruh negatif kualitas jasa tersebut karena sumbangan indikator yang rendah yang berkaitan langsung terhadap kepentingan mahasiswa (ketanggapan permintaan mahasiswa dan serius mengutamakan kepentingan mahasiswa), sementara indikator-indikator kesejahteraan subyektif selalu dinilai dengan rata-rata yang tinggi. Kemungkinan ini cukup beralasan, karena butir-butir indikator pada kepuasan dan identifikasi pelanggan-perusahaan lebih searah dengan kesejahteraan subyektif dari pada variabel kualitas jasa. Kemungkinan yang kedua adalah secara rata-rata antara nilai kualitas jasa dengan kesejahteraan subyektif mempunyai kecenderungan yang tidak berkebalikan, jika rata-rata kualitas jasa rendah kesejahteraan subyektif cenderung tinggi, dan sebaliknya. Kondisi ini menyebabkan kualitas jasa berpengaruh negatif dan tidak signifikan terhadap kesejahteraan subyektif.

Dari hasil modifikasi Model-3 regresi menunjukkan kepuasan dan identifikasi pelanggan-perusahaan memiliki pengaruh yang positif dan signifikan terhadap kesejahteraan subyektif. Dari hasil tersebut, hipotesis H4 dan H5 dapat terdukung/terbukti. Hasil tersebut sekaligus mendukung hasil penelitian yang telah dilakukan oleh Elwick dan Cannizzaro (2017), Akbag dan Ummet (2017), serta Dagger dan Sweeney (2006), maupun penelitian Su et al (2016) serta Mael dan Ashforth (1992).

Dari hasil modifikasi Model-3 juga dapat diketahui bahwa kepuasan mempunyai sumbangan yang lebih besar dari identifikasi pelanggan-perusahaan terhadap kesejahteraan subyektif mahasiswa. Hal ini menunjukkan

jika kepuasan mempunyai peran yang lebih penting untuk diperoleh secara nyata oleh mahasiswa dalam menyumbang kesejahteraan subyektif mereka, dibandingkan dengan menunggu reaksi atau penilaian orang lain dalam mengidentifikasi pelanggan-perusahaan. Oleh karena itu perguruan tinggi perlu memperhatikan usaha-usaha untuk selalu mempertahankan atau meningkatkan kepuasan mahasiswa, terutama ketika mahasiswa sedang berada di kampus perguruan tingginya.

Dari hasil penelitian ini juga diketahui bahwa kepuasan konsumen dan identifikasi pelanggan-perusahaan merupakan variabel yang sangat penting, karena hanya dengan kedua variabel tersebut kualitas jasa dapat berpengaruh terhadap kesejahteraan subyektif mahasiswa, yaitu sebagai variabel mediator secara penuh. Kondisi tersebut mendukung penelitian Su et al (2016). Dengan kata lain, kualitas jasa yang diberikan oleh perguruan tinggi pada dasarnya akan mempengaruhi cara berfikir mahasiswa akan kualitas hidup dan kebahagiaannya (kesejahteraan subyektif). Namun pengaruh yang diberikan ternyata tidak langsung, melainkan harus melewati rasa kepuasan dan rasa keterikatan dengan universitas tersebut (identifikasi pelanggan-perusahaan).

Dari hasil penelitian ini ada beberapa hal yang perlu diperhatikan perguruan tinggi. Pertama perguruan tinggi perlu meningkatkan dan mempertahankan kualitas jasa mereka. Ketika kualitas jasa yang diberikan tergolong baik/bagus mahasiswa cenderung akan merasa puas dan bangga bisa berada di perguruan tinggi tersebut. Hal itu akan berdampak pada kualitas hidup mereka, dimana mereka akan cenderung merasa bahagia.

Perusahaan yang bergerak di bidang jasa, tentu perlu memikirkan bagaimana perasaan konsumen ketika mereka mendapatka jasa tersebut. Perusahaan jasa tidak boleh hanya berfikiran profit oriented, mereka juga perlu memikirkan outcome yang lebih bersifat sosial seperti kebahagiaan konsumen ketika menggunakan jasa perusahaan. Karena kesejahteraan subyektif sendiri merupakan hasil yang relevan dipertimbangkan dalam kegiatan penggunaan jasa oleh konsumen.

KESIMPULAN DAN SARAN

Penelitian ini berhasil membuktikan hipotesis-hipotesis yang diajukan, kecuali adanya pengaruh langsung positif kualitas jasa terhadap kesejahteraan subyektif. Pengaruh kualitas jasa hanya mampu berpengaruh terhadap kesejahteraan, jika melalui variabel mediator kepuasan dan identifikasi pelanggan-perusahaan. Sebagai variabel mediator, hasil penelitian juga menunjukkan bahwa kepuasan mempunyai peran yang lebih kuat/dominan dari pada identifikasi pelanggan-perusahaan.

Dari hasil penelitian ini ada beberapa hal yang perlu diperhatikan. Pertama, perguruan tinggi perlu meningkatkan dan mempertahankan kualitas jasa mereka. Ketika kualitas jasa yang diberikan tergolong baik/bagus mahasiswa cenderung akan merasa puas dan bangga bisa berada di perguruan tinggi tersebut. Hal itu akan berdampak pada kualitas hidup mereka, dimana mereka akan cenderung merasa bahagia.

Kedua, model penelitian juga dapat diterapkan pada perusahaan yang bergerak di bidang jasa yang lain. Perusahaan jasa tentu perlu memikirkan perasaan pelanggannya, ketika mereka mendapatkan jasa tersebut. Perusahaan jasa tidak dapat hanya berorientasi pada keuntungan, tetapi mereka juga perlu memikirkan hasil yang lebih bersifat sosial, seperti kebahagiaan konsumen ketika menggunakan jasa perusahaan. Karena kesejahteraan subyektif sendiri merupakan hasil yang relevan dipertimbangkan dalam kegiatan penggunaan jasa oleh konsumen.

Ketiga, model penelitian dengan variabel kesejahteraan subyektif ini relatif masih terbatas jumlahnya. Karena itu selain penelitian ini bisa memperkaya diskusi tentang penelitian dengan variabel yang sejenis, penelitian ke depan perlu dipikirkan untuk melibatkan variabel-variabel yang mungkin relevan dan belum dimasukkan dalam model penelitian ini, seperti kepercayaan, komitmen, atau loyalitas pelanggan.

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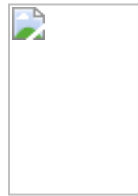
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PERAN KUALITAS JASA TERHADAP KESEJAHTERAAN SUBJEKTIF MAHASISWA, DENGAN MEDIATOR KEPUASAN KONSUMEN DAN IDENTIFIKASI PELANGGAN-PERUSAHAAN

Muhamad Singgih Pradipto¹, Albari²

¹Alumni Jurusan Manajemen, Fakultas Ekonomi, Universitas Islam Indonesia, Yogyakarta ²Jurusan Manajemen, Fakultas Ekonomi, Universitas Islam Indonesia, Yogyakarta Koresponden: albari@uii.ac.id

ABSTRACT

This study aims to analyze the effect of perceived service quality on subjective well-being of students in Yogyakarta, with mediators of customer satisfaction and customer-company identification. The data used are primary data with questionnaire instruments, which involve samples with convenience sampling selection techniques and 166 respondents. The questionnaire use has been tested for validity and reliability, while the data analysis uses the regression method and the classic assumption test.

Results of this study indicate the indirect effect of service quality on subjective well-being. The variables of customer satisfaction and customer-company identification become full mediators in this study. Among that two variables, the variable of customer satisfaction has the largest contribution in the indirect effect of service quality on subjective well-being.

Keywords: service quality, customer satisfaction, customer-company identification, subjective well-being

ABSTRAK

Penelitian ini bertujuan menganalisis pengaruh persepsi kualitas jasa terhadap kesejahteraan subjektif (*subjective well-being*) mahasiswa di perguruan tinggi besar yang ada di Yogyakarta, dengan mediator kepuasan konsumen dan identifikasi pelanggan-perusahaan (*customer-company identification*). Data yang digunakan adalah data primer dengan instrumen kuisioner, yang melibatkan sampel dengan teknik pemilihan *convenience sampling* dan 166 responden. Kuisioner digunakan telah melalui uji validitas dan reliabilitas, sedangkan analisis data menggunakan metode regresi dan uji asumsi klasik.

Hasil penelitian ini menunjukkan adanya pengaruh secara tidak langsung kualitas jasa terhadap kesejahteraan subjektif. Variabel kepuasan konsumen dan identifikasi pelanggan-perusahaan menjadi mediator penuh dalam penelitian ini. Dari kedua variabel tersebut, variabel kepuasan konsumen memiliki kontribusi terbesar dalam pengaruh tidak langsung kualitas jasa terhadap kesejahteraan subjektif.

Kata kunci : kualitas jasa, kepuasan konsumen, identifikasi pelanggan-perusahaan, kesejahteraan subjektif

PENDAHULUAN

Saat ini pendidikan telah menjadi elemen penting dalam kehidupan masyarakat dan memiliki peranan untuk meningkatkan kesejahteraan hidup seseorang. Salah satu jenjang pendidikan yang dinilai penting saat ini yakni jenjang pendidikan tinggi. Berdasarkan Pasal 20, Undang-undang Republik Indonesia No. 20 tahun 2003, jenjang pendidikan tinggi dapat berbentuk akademi, politeknik, sekolah tinggi, institut, atau universitas. Asaduzzaman et al (2013) menyatakan bahwa sebagai bentuk tanggung jawab sosial, sebuah perguruan tinggi memiliki peran penting dalam melengkapi generasi penerus untuk menghadapi globalisasi, menciptakan pertumbuhan dan masa depan yang baik bagi orang-orang di sekitarnya. Dengan pilihan pendidikan yang semakin beragam, siswa SMU akan mencari institusi yang akan menyediakan pendidikan yang membantu mereka mempersiapkan diri untuk karir yang sukses dan pekerjaan yang menguntungkan (Asaduzzaman et al 2013). Karena itu universitas-universitas perlu memperhatikan bagaimana mereka memfasilitasi kebutuhan konsumen (mahasiswa).

Dalam prakteknya universitas sebagai institusi yang menawarkan jasa pendidikan tentunya perlu memperhatikan kualitas yang diberikan kepada mahasiswanya sebagai konsumen. Kualitas jasa dalam sebuah institusi pendidikan didasarkan pada pengalaman edukasi yang didapatkan mahasiswa, contohnya bisa berupa aktivitas yang ditawarkan, fasilitas yang ditawarkan, interaksi dengan orang-orang yang ada di institusi, dan kontak dengan staff institusi (Asaduzzaman et al 2013). Penting bagi institusi pendidikan untuk memperhatikan kualitas jasa yang diberikan agar dipandang baik dimata mahasiswa, sehingga diharapkan hal ini juga akan membawa keuntungan bagi institusi pendidikan tersebut.

Kualitas jasa biasanya sering dikaitkan dengan kepuasan konsumen (Albari dan Kartikasari 2019). Bahkan Su et al (2016) serta Alves dan Raposo (2010) berhasil membuktikan adanya pengaruh positif kualitas

jasa terhadap kepuasan. Di samping itu pentingnya keterkaitan antara kedua variabel tersebut bisa diukur atas perannya terhadap kesejahteraan subyektif konsumen.

Diener et al (2003) menjelaskan bahwa kesejahteraan subyektif adalah analisis ilmiah tentang cara orang-orang mengevaluasi kualitas hidup mereka. Evaluasi ini mencakup reaksi emosional seseorang terhadap suatu kejadian, suasana hati, penilaian mereka tentang bentuk kepuasan hidup mereka dan cara pemenuhan kepuasan tersebut. Pendapat Diener et al tersebut mengidentifikasi keterkaitan antara kualitas jasa dan kepuasan dengan kesejahteraan subyektif konsumen.

Di samping terhadap kepuasan, kualitas jasa yang tinggi juga dapat berpengaruh pada kemampuan konsumen untuk mengidentifikasi dirinya sesuai dengan citra merek perusahaan (He dan Li, 2011). Identifikasi pelanggan-perusahaan antara lain dapat membuat konsumen bisa terikat secara psikologis dan peduli dengan suatu perusahaan (Bhattacharya and Sen 2003). Pada akhirnya tingkat keberhasilan pelanggan yang mampu mengidentifikasi dirinya dengan perusahaan dapat membentuk kesejahteraan subyektif (Su et al 2016).

Keterkaitan antar variabel tersebut di atas kemungkinan juga berlaku pada institusi pendidikan, khususnya pada jenjang pendidikan perguruan tinggi, seperti universitas. Selain memperhatikan tingkat kualitas jasa yang diberikan sudah sesuai eskpektasi mahasiswa atau belum, universitas juga harus bisa menciptakan kepuasan pada diri mahasiswanya ataupun menumbuhkan rasa identifikasi pelanggan-perusahaan yang baik pada diri mereka. Apalagi ketiga variabel tersebut kemungkinan akan mempengaruhi kesejahteraan subyektif mahasiswa tersebut. Harapannya ketika universitas telah memperhatikan keempat variabel diatas, mereka bisa bersaing dalam merebut ataupun mempertahankan hati konsumen mereka (mahasiswa).

Karena itu, penelitian ini selain ingin melihat pengaruh langsung kualitas jasa terhadap kesejahteraan subyektif, juga berusaha melihat kemampuan kepuasan dan identifikasi pelanggan-perusahaan sebagai variabel mediasi dari keterkaitan dua variabel tersebut. Secara praktis dari hasil fokus penelitian tersebut selanjutnya dapat dipergunakan oleh universitas dan perguruan tinggi yang lain untuk menekankan variabel-variabel penting yang perlu dipertahankan atau ditingkatkan dalam rangka mencapai tingkat kesejahteraan subyektif pelanggan.

KAJIAN PUSTAKA DAN FORMULASI HIPOTESIS

Pada bagian akan dijelaskan pengertian dan keterkaitan antara variabel-variabel penelitian ini, yaitu tentang kesejahteraan subyektif, kualitas jasa, kepuasan, dan identifikasi pelanggan-perusahaan.

Kesejahteraan Subyektif (*Subjective Well-Being*)

Kesejahteraan subyektif (SWB) adalah persepsi dan pengalaman seseorang atas tanggapan emosionalnya secara positif dan negatif, dan evaluasi kognitif spesifik seseorang tentang kepuasan kehidupannya (Proctor, 2014). Sementara menurut Diener et al (2003) kesejahteraan subyektif adalah analisis atau evaluasi diri seseorang tentang kualitas hidupnya dari waktu ke waktu.

Lebih lanjut Diener et al (2003) menjelaskan evaluasi tersebut mencakup reaksi emosional seseorang terhadap kejadian, suasana hati, dan penilaian mereka tentang bentuk kepuasan yang mereka inginkan dan cara pemenuhannya. Elwick dan Cannizzaro (2017) sependapat perlunya kesejahteraan emosional, tetapi juga perlunya kesejahteraan psikologi melalui komponen penerimaan diri, hubungan positif dengan orang lain, pengembangan diri, tujuan dalam hidup, penguasaan lingkungan, dan otonomi. Karena itu, menurut Elwick dan Cannizzaro kesejahteraan mahasiswa juga merupakan salah satu tujuan utama yang perlu diperhatikan oleh perguruan tinggi, selain kepuasan dan loyalitas.

Tingkat kesejahteraan subyektif dapat dipengaruhi oleh berbagai faktor, seperti kepuasan (Dagger dan Sweeney, 2006; Akbag dan Ummet, 2017; Elwick dan Cannizzaro, 2017); identifikasi pelanggan-perusahaan (Mael dan Ashforth, 1992; Su et al, 2016), dan kualitas jasa (Dagger dan Sweeney, 2006; Su et al, 2016).

Kualitas Jasa

Kualitas dapat dinilai sebagai suatu ukuran yang digunakan untuk menerapkan suatu budaya yang efektif (Shabbir et al, 2017). Kualitas dapat digunakan oleh perusahaan sebagai pedoman untuk melakukan suatu atau keseluruhan kegiatan perusahaan dapat berjalan dengan tepat. Selain pada industri manufaktur dan produksi, kualitas juga sudah banyak digunakan dalam lingkup industri jasa. Parasuraman et al (1985) menjelaskan bahwa kualitas jasa adalah alat untuk mengukur seberapa baik perusahaan memberikan jasa kepada konsumennya. Parasuraman et al (1985) menjelaskan ada 10 aspek penting penilaian dalam kualitas jasa. 10 (sepuluh) aspek tersebut adalah *reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding, dan tangible*.

Mengembangkan hasil penelitian sebelumnya, Parasuraman et al (1988) menjelaskan bahwa kualitas jasa dapat digambarkan sebagai perbandingan antara ekspektasi konsumen mengenai jasa yang akan ia terima dengan jasa nyata yang telah mereka terima. Parasuraman et al (1988) menyederhanakan 10 (sepuluh) dimensi menjadi 5 (lima) dimensi kualitas jasa yang dikenal sebagai SERVQUAL, yaitu dimensi *reliability*, *responsiveness*, *tangible*, *assurance*, dan *emphaty*. Tiga dimensi yang pertama (*reliability*, *responsiveness*, *tangible*) sesuai dengan tiga aspek penting hasil penelitian sebelumnya, sedangkan dimensi *assurance* dan *emphaty* terbentuk dari tujuh aspek penting sebelumnya, yaitu *competence*, *access*, *courtesy*, *communication*, *credibility*, *security* dan *understanding*.

Pendapat lain juga dikembangkan oleh Cronin dan Taylor (1992) mereka mengemukakan bahwa kualitas jasa secara langsung dipengaruhi oleh persepsi konsumen terhadap kinerja yang dilakukan perusahaan, maksudnya kualitas jasa adalah kinerja dari jasa yang diberikan perusahaan yang benar-benar konsumen rasakan. Salah satu perbedaan utama dengan penelitian Parasuraman et al (1988) adalah jika penelitian Parasuraman et al menggunakan pengukuran dari kesesuaian antara persepsi kualitas dengan harapan pelanggan untuk memperoleh kualitas jasa tersebut, sedangkan dalam penelitian Cronin dan Taylor (1992) digunakan pula pengukuran kualitas dengan hanya menggunakan tingkat kualitas jasa berdasarkan persepsi pelanggan terhadap kinerja dari jasa tersebut.

Dalam ruang lingkup pendidikan kualitas jasa tidak hanya penting, tapi juga merupakan parameter dari mutu pendidikan. Menurut Asaduzzaman et al (2013) kualitas jasa merupakan kunci untuk mengukur mutu pendidikan suatu universitas, dan menjadi variabel utama untuk universitas menciptakan persepsi yang kuat di benak konsumen.

Cronin et al (2000) serta Bei dan Chiao (2001) juga mengenalkan konsep keterkaitan antara kualitas jasa dengan kepuasan jasa. Bahkan Cronin et al serta Bei dan Chiao membuktikan bahwa harapan konsumen mengenai jasa yang mereka inginkan 55% jasa yang mereka dapatkan sesungguhnya mempengaruhi secara positif terhadap kepuasan mereka. Hasil penelitian tersebut juga dikuatkan oleh Hutchinson et al (2009) yang menyatakan kualitas jasa merupakan antecedent penting untuk 42% kepuasan konsumen. Albari dan Kartikasari (2019) dalam penelitiannya juga menyatakan bahwa kualitas jasa memiliki pengaruh yang positif dan signifikan terhadap kepuasan konsumen. Secara khusus Alves dan Raposo (2010) menyatakan kualitas jasa sebagai parameter penting dari keunggulan pendidikan, apalagi kualitas jasa memiliki pengaruh positif dan signifikan terhadap kepuasan seorang mahasiswa. Dari penjelasan di atas, maka diajukan hipotesis penelitian sebagai berikut:

H₁ : Kualitas jasa berpengaruh positif terhadap kepuasan

Kualitas jasa juga sering dikaitkan dengan identifikasi pelanggan-perusahaan. He dan Li (2011) menemukan bahwa semakin baik kualitas jasa yang diberikan perusahaan, semakin bagus pula tingkat identifikasi perusahaan yang bersangkutan. Sedangkan Ahearne et al (2005) mengemukakan bahwa kualitas jasa juga dapat berkontribusi terhadap perkembangan identifikasi pelanggan-perusahaan. Dari penjelasan di atas maka dapat diformulasikan hipotesis penelitiannya menjadi:

H₂ : Kualitas jasa berpengaruh positif terhadap identifikasi pelanggan-perusahaan

Dalam penelitian yang dilakukan Dagger dan Sweeney (2006), persepsi kualitas jasa tidak hanya berpengaruh terhadap minat untuk berperilaku, tetapi juga berpengaruh terhadap kualitas hidup seorang konsumen. Penelitian tersebut juga menjelaskan bahwa hasil dari evaluasi terhadap kualitas jasa adalah kesejahteraan subjektif. Sementara Stal (2016) berhasil membuktikan adanya pengaruh positif dari kualitas jasa terhadap kesejahteraan subjektif. Dari hasil penelitian tersebut, maka hipotesis penelitian ini adalah:

H₃ : Kualitas jasa berpengaruh positif terhadap kesejahteraan subjektif.

Kepuasan

Kepuasan adalah perasaan senang atau kecewa yang muncul setelah membandingkan kinerja produk/jasa yang dipikirkan terhadap kinerja/hasil yang diharapkan (Kotler dan Keller, 2016). Parasuraman et al (1988) menjelaskan bahwa kepuasan konsumen itu berhubungan dengan keadaan psikologis konsumen, dalam menilai kebijaksanaan antara apa yang konsumen sebenarnya dapatkan dan berikan. Sementara itu Oliver (1981) menyatakan bahwa kepuasan konsumen adalah keadaan psikologis konsumen yang muncul ketika mereka terpenuhi kebutuhan, dimana mereka akan menilai apakah produk atau jasa yang diberikan oleh suatu perusahaan tersebut dapat memenuhi kebutuhan mereka atau tidak. Sedangkan Bei dan Chiao (2001) berpendapat bahwa kepuasan konsumen adalah keadaan yang dirasakan oleh konsumen ketika mereka telah merasakan suatu performa/jasa atau hasil yang memenuhi harapan mereka.

Konsumen suatu universitas adalah mahasiswa. Karena itu universitas harus mampu memenuhi kebutuhan mahasiswa. Menurut Asaduzzaman et al (2013) agar universitas bisa terus bertahan, universitas harus bisa memberikan jasa yang sesuai dengan harapan mahasiswa dan mampu memuaskan pada diri mereka, sehingga suatu saat ketika mereka masih mau melanjutkan pendidikan, universitas tersebut tetap menjadi pilihan pertama mereka.

Kepuasan konsumen juga dianggap bisa berdampak pada kesejahteraan subjektif seorang konsumen. Dalam penelitiannya, Dagger dan Sweeney (2006) menemukan bahwa kepuasan konsumen memiliki dampak terhadap persepsi konsumen akan kualitas hidup mereka. Padahal kualitas hidup merupakan bentuk dari kesejahteraan subjektif seseorang (Dagger dan Sweeney, 2006). Hasil penelitian tersebut dikuatkan oleh Akbag dan Umme (2017), yang membuktikan bahwa kepuasan kebutuhan psikologis dasar mahasiswa berpengaruh positif terhadap kesejahteraan subjektif mereka, baik dibedakan berdasarkan gender, keberanian, otonomi, kompetensi dan keterkaitan. Sementara itu Elwick dan Cannizzaro (2017) menjelaskan bahwa ketika mahasiswa merasa puas dengan jasa yang diberikan universitas, maka kepuasan tersebut akan mempengaruhi kebahagiaan dan tingkat kesejahteraan yang dirasakan mahasiswa.

23

Dari penjelasan di atas, maka dapat diformulasikan hipotesis penelitiannya sebagai berikut:

H4 : Kepuasan berpengaruh positif terhadap kesejahteraan subjektif

Identifikasi Pelanggan-Perusahaan (*Customer-Company Identification*)

Pengertian identifikasi pelanggan-perusahaan berangkat dari teori identifikasi sosial dan organizational (Su et al, 2016). Menurut Mael dan Ashforth (1992) identifikasi sosial adalah persepsi kepemilikan seseorang terhadap klasifikasi kelompok, yaitu secara aktual maupun simbolis seseorang menganggap dirinya secara psikologis terkait dengan kelompok, sebagai orang yang berbagi takdir bersama dalam keberhasilan dan kegagalannya. Sedangkan identifikasi organisasi adalah bentuk spesifik dari identifikasi sosial di mana individu mendefinisikan dirinya dalam hal keanggotaan mereka dalam organisasi tertentu.

Merujuk pada pengertian tersebut, Bhattacharya and Sen (2003) mengatakan bahwa identifikasi pelanggan-perusahaan adalah suatu kondisi konsumen yang memiliki rasa yang kuat terhadap perusahaan yang memberikan produk/jasa kepadanya, sehingga perusahaan tersebut sudah dianggap sebagian dari diri konsumen. Seseorang mempunyai identifikasi pelanggan-perusahaan karena perusahaan mempunyai karakteristik yang penting, khas dan abadi (Ahearne et al, 2005). Karakteristik dari identifikasi pelanggan-perusahaan antara lain dapat membuat konsumen bisa terikat secara psikologis dan peduli dengan suatu perusahaan (Bhattacharya and Sen, 2003). Dalam konteks suatu universitas, Mael dan Ashforth (1992) menjelaskan ketika seorang alumni bekerja pada suatu perusahaan dan dia memiliki kinerja yang bagus, maka secara tidak langsung alumni tersebut mencerminkan tingkat kualitas dari universitasnya.

Karakteristik dari identifikasi pelanggan-perusahaan menjadi keunggulan tersendiri bagi perusahaan, karena identifikasi pelanggan-perusahaan mendorong konsumennya untuk menjalin hubungan yang positif dengan perusahaan (Mael dan Ashforth, 1992). Sebagai timbal baliknya perusahaan harus bisa membantu konsumen untuk mencapai kebutuhan diri mereka dan meningkatkan kesejahteraan subjektif mereka (Su et al 2016). Lebih lanjut Su et al berhasil membuktikan bahwa identifikasi pelanggan-perusahaan mampu berpengaruh positif terhadap kesejahteraan subjektif.

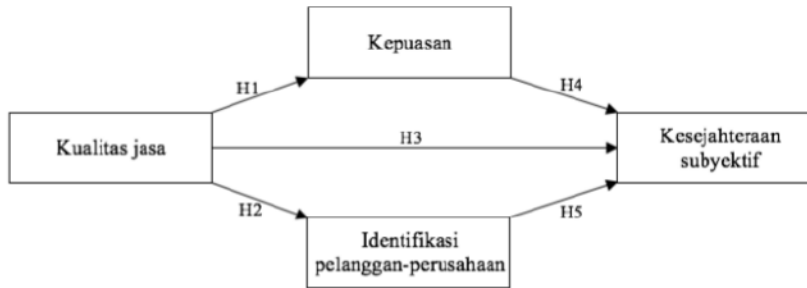
Dengan penjelasan di atas, formulasi hipotesis penelitiannya adalah:

H5 : Identifikasi pelanggan-perusahaan berpengaruh positif terhadap kesejahteraan subjektif.

1

Kerangka Penelitian

Berdasarkan pada kajian pustaka tersebut di atas, maka dapat ditentukan kerangka penelitian, seperti yang terlihat pada Gambar 1.



Gambar 1:
Kerangka Pemikiran Penelitian

3

Gambar 1 tersebut menunjukkan keterkaitan antar variabel yang dilibatkan dalam penelitian ini. Kualitas jasa secara langsung (H3) maupun tidak langsung berpengaruh positif terhadap kesejahteraan subyektif. Pengaruh tidak langsung tersebut dimediasi oleh kepuasan (H1 dan H4) dan identifikasi pelanggan-perusahaan (H2 dan H5).

METODE PENELITIAN

Dalam penelitian ini, yang menjadi populasi adalah mahasiswa yang masih aktif kuliah di 6 perguruan tinggi di Daerah Istimewa Yogyakarta (DIY), yaitu UII, UGM, UPN, UNY, UMY dan STIE YKPN. Keenam perguruan tinggi termasuk yang terbesar yang ada di DIY. Adapun mahasiswa yang dilibatkan sebagai sampel penelitian adalah sebanyak 166 orang, yang diperoleh dengan formula Lemeshow (Ghozali, 2016) serta berdasarkan pada tingkat kepercayaan 99%, dan deviasi sampling maksimum sebesar 10%. Sedangkan pengambilan sampel ditetapkan dengan metode *convenience sampling*, yaitu ketika mahasiswa sedang berada di kampus memilih masing-masing.

10

Adapun definisi operasional variabel dari penelitian ini seperti yang tercantum dalam Tabel 1.

Tabel 1: Definisi Operasional Variabel Penelitian

Variabel /indikator	Sumber kajian
Kualitas jasa adalah kinerja dari jasa yang diberikan perguruan tinggi yang benar-benar dirasakan mahasiswa	
Fasilitas/bangunan fisik Perguruan Tinggi menarik	Su et al (2016)
Memegang janji terhadap mahasiswa	
Ketanggapan permintaan mahasiswa	
Kondisi lingkungan terjamin	
Serius mengutamakan kepentingan mahasiswa	
Kepuasan adalah keadaan psikologis mahasiswa yang muncul ketika mereka terpenuhi kebutuhannya	
Kepuasan keseluruhan terhadap Perguruan Tinggi	Maxham dan Netemeyer (2002)
Kepuasan terhadap layanan Perguruan Tinggi	
Kepuasan ketika berada di Perguruan Tinggi	
Identifikasi pelanggan-perusahaan adalah suatu kondisi mahasiswa yang memiliki rasa yang kuat terhadap universitas yang memberikan jasa pendidikan kepadanya, sehingga universitas tersebut sudah dianggap sebagian dari diri mahasiswa.	
Emosi ketika Perguruan Tinggi dikritik.	Mael dan Ashforth (1992)
Ingin mengetahui pendapat orang tentang Perguruan Tinggi	
Merasa menjadi bagian dari Perguruan Tinggi	
Ikut merasa sukses ketika Perguruan Tinggi sukses.	
Perasaan senang saat Perguruan Tinggi dipuji.	

Perasaan malu saat Perguruan Tinggi dikritik.

Kesejahteraan subjektif adalah analisis atau evaluasi diri seseorang tentang kualitas hidupnya dari waktu ke waktu.

Merasa menjadi seseorang yang bahagia

Su et al (2016)

Merasa lebih bahagia ketimbang rekan-rekannya

Merasa dapat menikmati hidup

Sumber: Kajian pustaka

Dalam penelitian ini data dikumpulkan dengan menggunakan instrumen angket. Angket penelitian berisi butir-butir pernyataan yang sudah dimodifikasi dari indikator-indikator variabel-variabel penelitian seperti yang telah ditetapkan pada definisi operasional variabel di Tabel 1. Pengumpulan data seluruhnya dilakukan dalam waktu 3 minggu.

Dalam penelitian ini, kelayakan instrumen yang digunakan diuji terlebih dahulu validitas dan reliabilitasnya. Perhitungan uji validitas instrumen menggunakan rumus korelasi pearson, dengan bantuan program pengolah data SPSS 21.0 dan sampel uji coba berjumlah 30 responden. Sedangkan untuk uji reliabilitas digunakan metode pengukuran Cronbach's Alpha. Sekaran dan Bougie (2009) mengategorikan nilai Cronbach's Alpha lebih besar dari 0,6 sudah dikategorikan reliabilitas yang diterima.

Hasil pengujian validitas butir-butir pernyataan seluruhnya menghasilkan probabilitas 0.000, atau lebih kecil dari taraf sangat signifikan 1%. Sedangkan nilai Cronbach's Alpha untuk kualitas jasa adalah sebesar 0,822, kepuasan (0,870), identifikasi pelanggan-perusahaan (0,275), dan kesejahteraan subyektif (0,701). Dengan hasil tersebut dapat ditetapkan bahwa semua butir pernyataan dan variabel penelitian adalah valid dan reliabel, sehingga untuk selanjutnya dapat digunakan untuk instrumen memperoleh data analisis.

Data yang diperoleh selanjutnya dianalisis dengan menggunakan Analisis Regresi. Penggunaan alat analisis regresi tersebut dalam rangka membuktikan hipotesis-hipotesis yang telah ditetapkan sebelumnya. Perhitungan regresi dilengkapi dengan enam kriteria pengujian hipotesis, yaitu uji-F, uji-t, uji linieritas, uji normalitas data, uji multikolinieritas dan uji heteroskedastisitas. Semua perhitungan dan analisis penelitian yang dilakukan ini menggunakan bantuan program pengolah data SPSS versi 21.0.

HASIL PENELITIAN

Sebelum dilakukan untuk analisis, data yang diperoleh perlu dilakukan uji validitas dan reliabilitas terlebih dahulu. Pengaplikasian metode uji validitas dan reliabilitas data sama seperti pengujian uji validitas dan reliabilitas instrumen, yang membedakan adalah jumlah data yang diuji, yaitu sebanyak 166. Adapun hasil pengujian kualitas data tersebut dicantumkan pada Tabel 2.

Tabel 2: Uji Validitas dan Reliabilitas Data

Variabel /indikator	Valid.	Reliab.	Mean
Kualitas jasa			3,50
Fasilitas/bangunan fisik Perguruan Tinggi menarik	0,000		3,66
Memegang janji terhadap mahasiswa	0,000		3,53
Ketanggapan permintaan mahasiswa	0,000	0,909	3,10
Kondisi lingkungan terjamin	0,000		3,85
Serius mengutamakan kepentingan mahasiswa	0,000		3,34
Kepuasan			3,64
Kepuasan keseluruhan terhadap Perguruan Tinggi	0,000		3,69
Kepuasan terhadap layanan Perguruan Tinggi	0,000	0,948	3,52
Kepuasan ketika berada di Perguruan Tinggi	0,000		3,72
Identifikasi pelanggan-perusahaan			3,75
Emosi ketika Perguruan Tinggi di kritik.	0,000		3,31
Ingin mengetahui pendapat orang tentang Perguruan Tinggi	0,000	0,817	3,78
Merasa menjadi bagian dari Perguruan Tinggi	0,000		3,72

Ikut merasa sukses ketika Perguruan Tinggi sukses.	0,000		3,92
Perasaan senang saat Perguruan Tinggi dipuji.	0,000		3,93
Perasaan malu saat Perguruan Tinggi dikritik.	0,000		3,86
Kesejahteraan subjektif			3,79
Merasa menjadi seseorang yang bahagia.	0,000		3,83
Merasa lebih bahagia ketimbang rekan-rekannya.	0,000	0,895	3,53
11 Merasa dapat menikmati hidupnya.	0,000		4,01

Sumber: data primer diolah

Dari Tabel 2 tersebut dapat diketahui bahwa semua butir pernyataan untuk mengungkap masing-masing variabel dapat diperoleh probabilitas hitung sebesar 0,000 atau di bawah taraf sangat signifikan 1%. Adapun nilai Cronbach's Alpha untuk semua variabel dapat 2 diperoleh jauh di atas batas kritis 0,6. Dengan demikian dapat ditetapkan bahwa semua butir-butir pernyataan dan variabel penelitian adalah valid dan reliabel, sehingga data dapat digunakan untuk prosedur analisis penelitian selanjutnya.

Dari Tabel 2 tersebut juga dapat dijelaskan bahwa semua 54 butir pernyataan dan variabel penelitian dinilai oleh mahasiswa termasuk dalam katagori di atas rata-rata, yaitu berada di antara nilai 3,41 - 4,20, kecuali butir pernyataan ketanggapan terhadap permintaan mahasiswa dan serius mengutamakan kepentingan mahasiswa di variabel kualitas jasa (3,10 dan 3,34) serta butir pernyataan emosi ketika perguruan tinggi mahasiswa tempat kuliah mendapat kritik pada variabel identifikasi pelanggan-perusahaan (3,31).

Tahapan analisis berikutnya berupa pengujian hipotesis penelitian yang telah diajukan di bagian depan. Proses pengujian menggunakan teknik analisis regresi, baik sederhana (Model-1 dan 2) maupun berganda (Model-3). Di samping itu dilakukan rangkaian pengujian untuk memperkuat hasil analisis regresi, yaitu 4 dengan mengacu pada alternatif pengujian-pengujian dari Ghozali (2016). Pengujian-pengujian tersebut adalah uji-t dan uji-1 yang didasarkan pada nilai kritis atau tingkat signifikansi (α) 5%, uji multikolinier 34 dengan pendekatan nilai VIF < 10,0, uji heteroskedastisitas di 4 didasarkan pada pendekatan Glejser dan (α) 5%, uji normalitas menggunakan metode Kolmogorov-Smirnov Z dan (α) 5%, serta uji linieritas dengan menggunakan metode Lagrange Multiplier atau X^2 tabel ($n-m$; $\alpha = 5\%$).

Analisis regresi yang pertama (Model-1) adalah berupa analisis regresi sederhana 1 untuk mengungkap adanya pengaruh positif kualitas jasa terhadap kepuasan. Hasil perhitungan ditunjukkan pada Tabel 3.

Tabel 3: Rekapitulasi Model-1 dengan Variabel Dependen Kepuasan

Keterangan	Beta	Sig t	Heteros (Sig.)	R ²
Kualitas jasa	0,726	0,000	0,413	0,524
Uji normalitas		0,650		
7 Uji linieritas		0,000		

Sumber: data primer diolah

Berdasarkan hasil yang ada pada Tabel 3 dapat diketahui bahwa nilai probabilitas (Sig-t) a 24 adalah 0,000, atau lebih kecil dari nilai kritis (signifikansi) 5%. Dengan demikian hipotesis penelitian (H1) yang menyatakan kualitas jasa memiliki pengaruh positif terhadap kepuasan dapat dibuktikan.

Hasil pengujian tersebut dikuatkan dengan uji asumsi klas 4. Tabel 3 di atas menunjukkan probabilitas uji heteroskedastisitas dan uji Kolmogorov-Smirnov (K-S) adalah sebesar 0,413 dan 0,650, yang keduanya lebih besar dari taraf signifikansi 5%. Dengan demikian dikatakan model regresi adalah baik, karena tidak terdapat gejala heteroskedastisitas tetapi sebaran datanya memenuhi asumsi normalitas. Adapun nilai X^2 dari metode Lagrange Multiplier menunjukkan hasil 0,000 atau lebih kecil dari X^2 tabel (197,064), sehingga penggunaan model regresi Model-1 ini telah memenuhi asumsi linieritas.

Berdasarkan pada hasil pengujian-pengujian tersebut dapat ditentukan pula nilai koefisien determinan (R^2). Hasil perhitungan menunjukkan R^2 sebesar 0,524, artinya dari keseluruhan varia 38 variabel yang mungkin berpengaruh terhadap kepuasan, maka 52,4% dapat dijelaskan oleh kualitas jasa, sedangkan 47,6% sisanya dipengaruhi oleh variabel-variabel lain yang tidak dimasukkan dalam Model-1.

Selanjutnya dijelaskan analisis regresi sederhana Model-2 dengan variabel independen kualitas jasa dan variabel dependen identifikasi pelanggan-perusahaan. Penjelasan didasarkan pada hasil perhitungan yang tercantum pada Tabel 4.

Tabel 4: Rekapitulasi Model-2 dengan Variabel Dependen Identifikasi Pelanggan-Perusahaan

Keterangan	Beta	Sig t	Heteros (Sig.)	R ²
Kualitas jasa	0,443	0,000	0,132	0,192
Uji normalitas		0,665		
Uji linieritas		0,000		

Sumber: data primer diolah

Penjelasan hasil perhitungan yang tercantum pada Tabel 4 tersebut relatif sama seperti analisis regresi sederhana Model-1, baik hasil pengujian pada uji-t, uji heteroskedastisitas, uji normalitas, dan uji linieritas. Seluruh pengujian menunjukkan hasil yang signifikan, sehingga dapat disimpulkan bahwa hipotesis yang menyatakan kualitas jasa memiliki pengaruh positif terhadap identitas pelanggan-perusahaan (H2) dapat terbukti secara sangat signifikan, yaitu dengan pengaruh sebesar 19,2%.

Selanjutnya dijelaskan Tabel 5, yang berisi hasil perhitungan pada analisis regresi Model-3. Model tersebut digunakan untuk menetapkan adanya pengaruh positif kualitas jasa (H3), kepuasan (H4), dan identifikasi pelanggan-perusahaan (H5) terhadap kesejahteraan subjektif.

Tabel 5: Rekapitulasi Model-3 dengan Variabel Dependen Kesejahteraan Subjektif

Ket	Beta	Sig-t (1 tailed)
Kualitas jasa	-0,022	0,4055
Kepuasan	0,406	0,000
Identifikasi pelanggan-perusahaan	0,295	0,000
Sig-F		0,000

Sumber : data primer diolah

Dari Tabel 5 diketahui bahwa nilai Sig-F = 0,000 < α (0,05). Dengan demikian Ho ditolak yang artinya kualitas jasa, kepuasan konsumen, dan identifikasi pelanggan-perusahaan memiliki pengaruh positif yang signifikan terhadap kesejahteraan subjektif secara simultan. Ketika diuji secara parsial, ternyata kualitas jasa mempunyai koefisien beta negatif dan sig-t 0,4055 atau lebih besar dari $\alpha = 0,05$. Dengan demikian H3 ditolak, artinya tidak adanya pengaruh positif kualitas jasa terhadap kesejahteraan subjektif. Sementara itu, karena koefisien beta adalah positif untuk kepuasan dan identifikasi pelanggan-perusahaan serta sig-t masing-masing lebih kecil (0,000) dari 5%, maka H4 dan H5 ditolak, artinya kepuasan dan identifikasi pelanggan-perusahaan mempunyai pengaruh positif terhadap kesejahteraan subjektif.

Oleh karena itu model-3 regresi perlu dilakukan modifikasi, yaitu untuk membuktikan bahwa kepuasan dan identifikasi pelanggan-perusahaan benar-benar mempunyai pengaruh positif terhadap kesejahteraan subjektif. Perhitungan dilakukan dengan mengeluarkan variabel kualitas jasa dari model-3. Hasil perhitungan modifikasi disajikan pada Tabel 6.

Tabel 6: Rekapitulasi Modifikasi Model-3 dengan Variabel Dependen Kesejahteraan Subjektif

Ket	Beta	Sig-t (1 tailed)	VIF	Heteros (Sig.)	r ²
Kepuasan	0,391	0,000	1,296	0,798	0,153
Identifikasi pelanggan-perusahaan	0,292	0,000	1,296	0,667	0,092
Sig-F			0,000		
Uji normalitas			0,215		
Uji linieritas			0,000		
Adj. R ²			0,339		

Sumber : data primer diolah

Berdasarkan hasil yang ada pada Tabel 6 dapat diketahui bahwa nilai probabilitas untuk uji-F (sig-F) dan uji-t (Sig-t) adalah seluruhnya menghasilkan nilai 0,000, atau lebih kecil dari nilai kritis (signifikansi) 5%. Dengan demikian hipotesis penelitian (H4 dan H5) yang menyatakan kepuasan dan identifikasi pelanggan-perusahaan

secara serempak maupun secara parsial memiliki pengaruh positif terhadap kesejahteraan subyektif berhasil dibuktikan.

Hasil pengujian asumsi klasik dapat lebih menguatkan kesimpulan di a14. Tabel 6 juga menunjukkan probabilitas uji heteroskedastisitas dan uji Kolmogorov-Smirnov (K-S) adalah sebesar 0,413 dan 0,650, yang keduanya lebih besar dari taraf signifikansi 5%. Dengan demikian dikatakan model regresi adalah baik, karena tidak terdapat gejala heteroskedastisitas tetapi sebaran datanya memenuhi asumsi normalitas. Sedangkan untuk pengujian multikolinieritas ditunjukkan oleh nilai VIF yang lebih kecil dari nilai kritis 10, sehingga dikatakan tidak adanya gejala korelasi yang berarti pada variabel kepuasan dan identifikasi pelanggan-perusahaan. Adapun nilai X^2 dari metode Lagrange Multiplier menunjukkan hasil 0,000 atau lebih kecil dari X^2 tabel (197,064), sehingga penggunaan model regresi Model-3 yang dimodifikasi ini telah memenuhi asumsi linieritas.

Berdasarkan pada hasil pengujian-pengujian tersebut dapat ditentukan pula nilai koefisien determinan (R^2), baik secara total maupun parsial. Hasil perhitungan menunjukkan R^2 sebesar 0,339, artinya dari keseluruhan variabel-variabel yang mungkin berpengaruh terhadap kesejahteraan s46 efektif, maka 33,9% dapat dijelaskan oleh kepuasan dan identifikasi pelanggan-perusahaan, sedangkan 66,1% sisanya dipengaruhi oleh variabel-variabel lain yang tidak dimasukkan dalam Model-3 yang dimodifikasi. Sementara itu jika dilihat dari nilai koefisien parsial, kepuasan menyumbang 15,3% dan identifikasi pelanggan-perusahaan menyumbang 9,2% dari keseluruhan yang mempengaruhi kesejahteraan subyektif.

Berdasarkan perhitungan tiga model regresi di atas, didapat beberapa hasil analisis yang sesuai atau tidak sesuai dengan hipotesis yang telah dikemukakan di depan, sehingga dapat dilakukan pembahasan dan implikasi di bawah ini.

57

Pengaruh Kualitas Jasa terhadap Kepuasan Konsumen

13

Pada hasil analisis perhitungan regresi linier untuk model-1, ditemukan bahwa kualitas jasa berpengaruh positif dan signifikan terhadap kepuasan konsumen. Analisis ini telah membuktikan kesesuaian hipotesis (H1) dengan hasil empiris penelitian. Hasil ini sekaligus mendukung hasil penelitian dan pendapat Albari dan Kartikasari (2019), Alves dan Raposo (2010), Bei dan Chiao (2001), serta Cronin et al (2000). Jika digabungkan dengan analisis diskriptif, kualitas jasa merupakan variabel yang perlu diperhatikan khusus oleh perguruan tinggi untuk meraih kepuasan mahasiswa, terutama berupa lingkungan dan suasana akademik yang kondusif serta fasilitas dan bangunan fisik yang menarik.

Pengaruh Kualitas Jasa Terhadap Identifikasi Pelanggan-Perusahaan

Dari Model-2 juga dapat dibuktikan bahwa kualitas jasa berpengaruh positif dan signifikan terhadap identifikasi pelanggan-perusahaan (H2). Dengan hasil tersebut penelitian sebelumnya dari He dan Li (2011) serta Ahearn et al (2005) menjadi terdukung, sehingga selain perlu memperhatikan pengaruh variabel kualitas jasa terhadap kepuasan, perguruan tinggi juga perlu memperhatikan pula identifikasi pelanggan-perusahaan dari mahasiswanya.

Pengaruh Kualitas Jasa, Kepuasan, Identifikasi Pelanggan-Perusahaan Terhadap Kesejahteraan Subyektif

30 Hasil Model-3 ini terdapat dua perhitungan. Pada perhitungan pertama diperoleh hasil kualitas jasa yang berpengaruh negatif dan tidak signifikan terhadap kesejahteraan subyektif, sedangkan kepuasan dan identifikasi pelanggan-perusahaan berhasil mempengaruhi secara positif terhadap kesejahteraan subyektif. Jika dikaitkan dengan analisis diskriptif kemungkinan terjadinya pengaruh negatif kualitas jasa tersebut karena sumbangan indikator yang rendah yang berkaitan langsung terhadap kepentingan mahasiswa (ketanggapan permintaan mahasiswa dan serius mengutamakan kepentingan mahasiswa), sementara indikator-indikator kesejahteraan subyektif selalu dinilai dengan rata-rata yang tinggi. Kemungkinan ini cukup beralasan, karena butir-butir indikator pada kepuasan dan identifikasi pelanggan-perusahaan lebih searah dengan kesejahteraan subyektif dari pada variabel kualitas jasa. Kemungkinan yang kedua adalah secara rata-rata antara nilai kualitas jasa dengan kesejahteraan subyektif mempunyai kecenderungan yang tidak berkebalikan, jika rata-rata ku56 s jasa rendah kesejahteraan subyektif cenderung tinggi, dan sebaliknya. Kondisi ini menyebabkan kualitas jasa berpengaruh negatif dan tidak signifikan terhadap kesejahteraan subyektif.

3 Dari hasil modifikasi Model-3 regresi menunjukkan kepuasan dan identifikasi pelanggan-perusahaan memiliki pengaruh yang positif dan signifikan terhadap kesejahteraan subyektif. Dari hasil tersebut, hipotesis H4 dan H5 dapat terdukung/terbukti. Hasil tersebut sekaligus mendukung hasil penelitian yang telah dilakukan oleh Elwick dan Cannizzaro (2017), Akbag dan Ummet (2017), serta Dagger dan Sweeney (2006), maupun penelitian Su et al (2016) serta Mael dan Ashforth (1992).

Dari hasil modifikasi Model-3 juga dapat diketahui bahwa kepuasan mempunyai sumbangan yang lebih besar dari identifikasi pelanggan-perusahaan terhadap kesejahteraan subyektif mahasiswa. Hal ini menunjukkan

jika kepuasan mempunyai peran yang lebih penting untuk diperoleh secara nyata oleh mahasiswa dalam menyumbang kesejahteraan subyektif mereka, dibandingkan dengan menunggu reaksi atau penilaian orang lain dalam mengidentifikasi pelanggan-perusahaan. Oleh karena itu perguruan tinggi perlu memperhatikan usaha-usaha untuk selalu mempertahankan atau meningkatkan kepuasan mahasiswa, terutama ketika mahasiswa sedang berada di kampus perguruan tingginya.

3 Dari hasil penelitian ini juga diketahui bahwa kepuasan konsumen dan identifikasi pelanggan-perusahaan merupakan variabel yang sangat penting, karena hanya dengan kedua variabel tersebut kualitas jasa dapat berpengaruh terhadap kesejahteraan subyektif mahasiswa, yaitu sebagai variabel mediator secara penuh. Kondisi tersebut mendukung penelitian Su et al (2016). Dengan kata lain, kualitas jasa yang diberikan oleh perguruan tinggi pada dasarnya akan mempengaruhi cara berfikir mahasiswa akan kualitas hidup dan kebahagiaannya (kesejahteraan subyektif). Namun pengaruh yang diberikan ternyata tidak langsung, melainkan harus melewati rasa kepuasan dan rasa keterikatan dengan universitas tersebut (identifikasi pelanggan-perusahaan).

11 Dari hasil penelitian ini ada beberapa hal yang perlu diperhatikan perguruan tinggi. Pertama perguruan tinggi perlu meningkatkan dan mempertahankan kualitas jasa mereka. Ketika kualitas jasa yang diberikan tergolong baik/bagus mahasiswa cenderung akan merasa puas dan bangga bisa berada di perguruan tinggi tersebut. Hal itu akan berdampak pada kualitas hidup mereka, dimana mereka akan cenderung merasa bahagia.

Perusahaan yang bergerak di bidang jasa, tentu perlu memikirkan bagaimana perasaan konsumen ketika mereka mendapatkan jasa tersebut. Perusahaan jasa tidak boleh hanya berfikir profit oriented, mereka juga perlu memikirkan outcome yang lebih bersifat sosial seperti kebahagiaan konsumen ketika menggunakan jasa perusahaan. Karena kesejahteraan subyektif sendiri merupakan hasil yang relevan dipertimbangkan dalam kegiatan penggunaan jasa oleh konsumen.

KESIMPULAN DAN SARAN

2 Penelitian ini berhasil membuktikan hipotesis-hipotesis yang diajukan, kecuali adanya pengaruh langsung positif kualitas jasa terhadap kesejahteraan subyektif. Pengaruh kualitas jasa hanya mampu berpengaruh terhadap kesejahteraan, jika melalui variabel mediator kepuasan dan identifikasi pelanggan-perusahaan. Sebagai variabel mediator, hasil penelitian juga menunjukkan bahwa kepuasan mempunyai peran yang lebih kuat/dominan dari pada identifikasi pelanggan-perusahaan.

11 Dari hasil penelitian ini ada beberapa hal yang perlu diperhatikan. Pertama, perguruan tinggi perlu meningkatkan dan mempertahankan kualitas jasa mereka. Ketika kualitas jasa yang diberikan tergolong baik/bagus mahasiswa cenderung akan merasa puas dan bangga bisa berada di perguruan tinggi tersebut. Hal itu akan berdampak pada kualitas hidup mereka, dimana mereka akan cenderung merasa bahagia.

53 Kedua, model penelitian juga dapat diterapkan pada perusahaan yang bergerak di bidang jasa yang lain. Perusahaan jasa tentu perlu memikirkan perasaan pelanggannya, ketika mereka mendapatkan jasa tersebut. Perusahaan jasa tidak dapat hanya berorientasi pada keuntungan, tetapi mereka juga perlu memikirkan hasil yang lebih bersifat sosial, seperti kebahagiaan konsumen ketika menggunakan jasa perusahaan. Karena kesejahteraan subyektif sendiri merupakan hasil yang relevan dipertimbangkan dalam kegiatan penggunaan jasa oleh konsumen.

Ketiga, model penelitian dengan variabel kesejahteraan subyektif ini relatif masih terbatas jumlahnya. Karena itu selain penelitian ini bisa memperkaya diskusi tentang penelitian dengan variabel yang sejenis, penelitian ke depan perlu dipikirkan untuk melibatkan variabel-variabel yang mungkin relevan dan belum dimasukkan dalam model penelitian ini, seperti kepercayaan, komitmen, atau loyalitas pelanggan.

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The Role of Service Quality on Subjective Well-Being of Students, With Mediators of Satisfaction and Customer Company Identification

Albari¹ and Muhamad Singgih Pradipto²

¹Program in Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta

²Alumni Program in Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta

ABSTRACT

The level of service quality is often a shared measure between providers and users of products for transactions. High quality demands by service users can make service providers to implement an effective work culture. For service users, quality can be used as a basis for assessing satisfaction after receiving service. Using certain services can also arouse the customer's self-perception that he is fit to consume the service produced by providers who are committed to quality. High results from quality, satisfaction, and self-identification of users at service providers become the basis for users to conduct subjective well-being evaluations from time to time. The relationship between these variables was disclosed in this study. By using regression analysis and the SPSS program it can be proven that there is an indirect effect of service quality on subjective well-being. Satisfaction and customer-company identification as mediators of the influence of service quality on subjective well-being, but the role of satisfaction is more dominant than customer-company identification.

Keywords: service quality, satisfaction, customer-company identification, subjective well-being

ABSTRAK

Tingkat kualitas jasa sering kali menjadi ukuran bersama antara penyedia dan pengguna produk untuk bertransaksi. Tuntutan kualitas yang tinggi oleh pengguna jasa dapat menjadikan penyedia jasa untuk menerapkan budaya kerja yang efektif. Bagi pengguna jasa, kualitas bisa digunakan sebagai dasar untuk menilai kepuasannya setelah menerima jasa. Menggunakan jasa tertentu juga dapat membangkitkan persepsi diri pelanggan bahwa dirinya layak untuk mengonsumsi jasa yang dihasilkan oleh penyedia yang berkomitmen pada kualitas. Hasil yang tinggi dari kualitas, kepuasan, dan identifikasi diri pengguna pada penyedia jasa menjadi dasar pengguna untuk melakukan evaluasi kesejahteraan subyektif dari waktu ke waktu. Keterkaitan antar variabel tersebut diungkap dalam penelitian ini. Dengan menggunakan analisis regresi dan program SPSS dapat dibuktikan adanya pengaruh tidak langsung kualitas jasa terhadap kesejahteraan subjektif. Kepuasan dan identifikasi pelanggan-perusahaan berfungsi sebagai mediator dari pengaruh kualitas jasa terhadap kesejahteraan subyektif, tetapi peran kepuasan lebih dominan dibandingkan identifikasi pelanggan.

Kata kunci : kualitas jasa, kepuasan, identifikasi pelanggan-perusahaan, kesejahteraan subjektif

I. INTRODUCTION

Nowadays education has become an important element in people's lives and has a role to improve the welfare of one's life. One level of education that is considered important at this time is the level of higher education. With increasingly diverse higher education choices, high school students will look for institutions that will provide education that helps them prepare for successful careers and lucrative jobs (Asaduzzaman et al., 2013). Therefore higher education need to pay attention to how they facilitate the needs of consumers (students).

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In practice the higher education as an institution that offers educational services certainly needs to pay attention to the quality provided to its students as consumers. The service quality in an educational institution is based on the educational experience gained by students, for example it can be in the form of activities offered, facilities offered, interactions with people in the institution, and contact with institutional staff (Asaduzzaman et al., 2013). It is important for educational institutions to pay attention to the service quality provided in order to be seen well in the eyes of students, so it is hoped that this will also bring benefits to these educational institutions.

Service quality is often associated with customer satisfaction (Albari & Kartikasari, 2019). Even Su et al. (2016) and Alves & Raposo (2010) managed to prove the positive influence of service quality on satisfaction. In addition, the importance of the relationship between the two variables can be measured by its role in the subjective well-being of consumers.

Diener et al. (2003) explain that subjective well-being is a scientific analysis of how people judge their quality of life. The assessment is in the form of his emotional reaction about events, moods, their assessment of the form of their life satisfaction and how to fulfill that satisfaction. The opinion of Diener et al. identified the relationship between service quality and satisfaction with the subjective well-being of consumers.

In addition to satisfaction, high service quality can also affect the ability of consumers to identify themselves in accordance with the company's brand image (He & Li, 2011). Customer-company identification can, among other things, make consumers psychologically bound and concerned with a company (Bhattacharya & Sen 2003). In the end the level of success of customers who are able to identify themselves with the company can form subjective well-being (Su et al., 2016).

The linkages between the variables mentioned above might also apply to educational institutions, especially at the tertiary level of education, such as higher education. In addition to paying attention to the level of service quality provided according to students' expectations or not, higher education must also be able to create satisfaction with their students or foster a sense of good customer-company identification in themselves. Moreover, these three variables are likely to affect the subjective well-being of these students. The hope is that when higher education have paid attention to the four variables above, they can compete in winning or maintaining the hearts of their consumers (students).

Therefore, this study besides looking at the direct effect of service quality on subjective well-being, also seeks to see the ability of satisfaction and customer-company identification as a mediating variable of the interrelationship of the two variables. Practically the results of the research focus can then be used by higher education and other higher education to emphasize important variables that need to be maintained or improved in order to achieve the level of subjective well-being of customers.

II. LITERATURE REVIEW AND HYPOTHESIS FORMULATION

This section will explain the understanding and interrelationship between the variables of this study, namely about subjective well-being, service quality, satisfaction, and customer-company identification.

A. *Subjective Well-being*

Subjective well-being is one's perception and experience of positive and negative emotional responses, and one's specific cognitive evaluation of life satisfaction (Proctor, 2014). Meanwhile according to Diener et al. (2003) subjective well-being is an analysis or self-evaluation of a person's quality of life over time.

Furthermore Diener et al. (2003) explain the evaluation includes a person's emotional reaction to events, moods, and their assessment of the form of satisfaction they want and how to fulfill it. Elwick & Cannizzaro (2017) agree on the need for emotional well-being, but also the need for psychological well-being through self-acceptance components, positive relationships with others, self-development, goals in life, environmental

mastery, and autonomy. Therefore, according to Elwick & Cannizzaro student welfare is also one of the main objectives that need to be considered by higher education, besides satisfaction and loyalty.

The level of subjective well-being can be influenced by various factors, such as satisfaction (Dagger & Sweeney, 2006; Akbag & Umme, 2017; Elwick & Cannizzaro, 2017); customer-company identification (Mael & Ashforth, 1992; Su et al., 2016), and service quality (Dagger & Sweeney, 2006; Su et al., 2016).

B. Service Quality

Quality can be assessed as a measure used to implement an effective culture (Shabbir et al., 2017). Quality can be used as a basis for an assessment of an entire company or its activities are running properly. In addition to the manufacturing and production industries, quality has also been widely used within the scope of the service industry. Parasuraman et al. (1985) explain that service quality is a tool to measure how well companies provide services to consumers.

Developing the results of previous studies, Parasuraman et al. (1988) explained that service quality can be described as a comparison between consumers' expectations about the services they will receive with the real services they have received. Parasuraman et al. (1988) simplified 10 (ten) dimensions to 5 (five) service quality dimensions known as SERVQUAL, namely the dimensions of reliability, responsiveness, tangible, assurance, and empathy. The first three dimensions (reliability, responsiveness, tangible) correspond to three important aspects of the results of previous studies, while the assurance and empathy dimensions are formed from the seven previous important aspects, namely competence, access, courtesy, communication, credibility, security, and understanding.

Meanwhile Cronin & Taylor (1992) explain service quality is directly affected by consumers' perceptions of the performance of companies, meaning that service quality is the performance of services provided by companies that consumers really feel. One of the main differences with the research of Parasuraman et al. (1988) is that the research of Parasuraman et al. uses measurements of the appropriateness of quality perceptions with customer expectations to obtain service quality, whereas in Cronin & Taylor's (1992) research also uses quality measurements using only the level of service quality based on customer perceptions of the performance of the service.

In the scope of education the service quality is not only important, but also a parameter of the quality of education. According to Asaduzzaman et al. (2013) service quality is the key to measuring the quality of education of a higher education, and being the main variable for higher education creates a strong perception in the minds of consumers.

Furthermore, Hutchinson et al. (2009) stated that service quality is an important antecedent for customer satisfaction. Cronin et al. (2000) and Bei & Chiao (2001) also introduced the concept of the relationship between service quality and service satisfaction. Even Cronin et al. and Bei & Chiao prove that consumers' expectations about the services they want with the services they get actually affect positively on their satisfaction. Likewise Albari & Kartikasari (2019) proved the positive influence of service quality on satisfaction. Specifically, Alves & Raposo (2010) stated that service quality as an important parameter of educational excellence has a positive influence on the satisfaction of a student. Therefore, the hypothesis is:

H1: There is a positive effect on service quality on satisfaction

Service quality is also often associated with customer-company identification. He & Li (2011) found that the better the service quality obtained by customers, the stronger the level of identification about the company. While Ahearne et al. (2005) suggest that service quality can also contribute to the development of customer-company identification. Thus the hypothesis formulation is:

H2: There is a positive effect on service quality on customer-company identification

In a study conducted by Dagger & Sweeney (2006), perceived service quality not only affects the interest in behavior, but also affects the quality of life of a consumer. The study also explained that the results of evaluations

of service quality were subjective well-being. While Su et al. (2016) managed to prove the positive influence of service quality on subjective well-being, so the hypothesis of this study is:

H3: There is a positive effect on service quality on subjective well-being

C. Satisfaction

Satisfaction is the level of feeling happy or disappointed after someone compares the performance of the product / service that is thought to be expected (Kotler & Keller, 2016). Parasuraman et al. (1988) explain that consumer satisfaction is related to the psychological state of consumers, in assessing the wisdom between what consumers actually get and give. While Oliver (1981) states that satisfaction is the psychological state of a person who appears when the product / service that is obtained is able to meet their needs. Whereas Bei & Chiao (2001) argue that consumer satisfaction is a condition that is felt by consumers when the performance / service results obtained can meet their expectations.

Buyers of a higher education education are students. Therefore higher education must be able to predict the needs of students. According to Asaduzzaman et al. (2013) for higher education to be able to survive, higher education need to satisfy students by providing the services they need, so that at a time when they wish to continue their education, the higher education remains their first choice.

Satisfaction is also considered to have an impact on the subjective well-being of a consumer. In their research, Dagger & Sweeney (2006) found that consumer satisfaction has an impact on consumers' perceptions of their quality of life. Though quality of life is a form of subjective well-being of a person (Dagger & Sweeney, 2006). The results of the study are corroborated by Akbag & Ummet (2017), which proves that satisfaction of basic psychological needs of students has a positive effect on their subjective well-being, differentiated by gender, courage, autonomy, competence and interrelation. Meanwhile Elwick & Cannizzaro (2017) explained that when students feel satisfied with the services provided by the higher education, then that satisfaction will affect the happiness and level of welfare felt by students. Therefore, the following hypothesis is determined:

H4: There is a positive effect of satisfaction on subjective well-being

D. Customer-Company Identification

Understanding of customer-company identification departs from social and organizational identification theory (Su et al., 2016). According to Mael & Ashforth (1992) social identification is the perception of one's ownership of group classifications, that is, actually or symbolically someone considers himself psychologically related to the group's fate, as people who share a common destiny in their successes and failures. While organizational identification is a person's social identification of membership in a particular organization.

Referring to this understanding, Bhattacharya & Sen (2003) said that customer-company identification is a condition of consumers who have a strong sense of the company that provides products / services to him, so that the company is already considered part of the consumer. Someone has a customer-company identification because the company has important, distinctive and lasting characteristics (Ahearne et al., 2005). The characteristics of customer-company identification, among others, can make consumers psychologically bound and care about a company (Bhattacharya & Sen, 2003). In the context of a higher education, Mael & Ashforth (1992) explained that when an alumni works for a company and he has good performance, the alumni indirectly reflects the quality level of his higher education.

The characteristic of customer-company identification is its own advantage, because customer-company identification encourages consumers to establish positive relationships with companies (Mael & Ashforth, 1992). In return the company must be able to help consumers achieve their own needs and improve their subjective well-being (Su et al., 2016). Further, Su et al. succeeded in proving that customer-company identification can positively influence subjective well-being.

With the explanation above, the formulation of the research hypothesis is:

H5: There is a positive effect of customer-company identification on subjective well-being

E. Conceptual Framework

From the literature review above, a conceptual framework is proposed as shown in Figure 1.

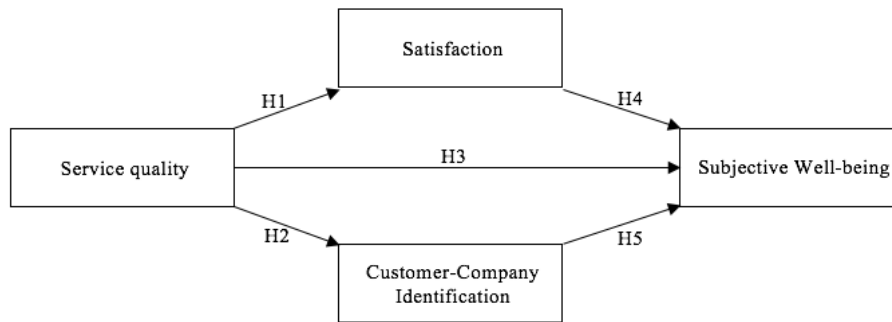


Figure 1: Research Conceptual Framework

Figure 1 shows the interrelationships between the variables described above. Service quality directly (H3) and indirectly has a positive effect on subjective well-being. The indirect effect is mediated by satisfaction (H1 and H4) and customer-company identification (H2 and H5).

III. RESEARCH METHODS

The population of this research is students who study at 6 higher education in the Special Region of Yogyakarta (DIY), namely UII, UGM, UPN, UNY, UMY and STIE YKPN. The six colleges are among the largest in DIY. As many as 166 students were included as research samples, which were obtained with the Lemeshow formula (Ghozali, 2016) and based on a 99% confidence level, and a maximum sampling deviation of 10%. Samples of students who are on campus were chosen by the convenience sampling method.

Furthermore, the operationalization of the research variables is determined in Table 1.

Based on the understanding in Table 1, data collection was carried out for 3 weeks using a questionnaire. To obtain instrument eligibility, validity and reliability tests were performed. The validity testing method uses the Pearson correlation formula, with the help of a data processing program SPSS 21.0 and a trial sample of 30 respondents. Meanwhile, to test for acceptable reliability, the Cronbach's Alpha (CA) measurement method is used for a minimum of 0.6 (Sekaran & Bougie, 2009).

The results of testing the validity of the whole statement items produce a probability of 0,000, or smaller than a very significant level of 1%. While the CA value for service quality is 0.822, satisfaction (0.870), customer-company identification (0.675), and subjective well-being (0.701). Because all items of statements and research variables are proven to be valid and reliable, the above research instruments can be used to obtain analytical data.

Data collected was analyzed by regression. For the validation of the regression calculation six test methods are used, namely the F and t tests as well as four classic assumption tests (heteroscedasticity, multicollinearity, normality, and linearity). All of these calculations use the SPSS data processing program version 21.0.

Table 1: Identification of Operational Variables

Variables / indicators	Source of study
------------------------	-----------------

Service quality is the performance of services provided by higher education that are truly felt by students

Facilities / physical buildings Higher education is interesting	Su et al. (2016)
Keep promises to students	
Responsiveness to student requests	
Guaranteed environmental conditions	
Seriously prioritizing the interests of students	
Satisfaction is a psychological state of students that arises when their needs are met	
Overall satisfaction with Higher Education	Maxham & Netemeyer (2002)
Satisfaction with Higher Education services	
Satisfaction when in Higher Education	
Customer-company identification is a condition of students who have a strong sense of the higher education that provides education services to him, so that the higher education is already considered part of students.	
Emotions when Higher Education are criticized.	Mael & Ashforth (1992)
Want to know people's opinions about Higher Education	
Feeling to be a part of Higher Education	
Also feel successful when the Higher Education is successful.	
Feeling happy when the Higher Education was praised.	
Feelings of shame when the Higher Education was criticized	
Subjective well-being is the analysis or self-evaluation of a person's quality of life over time.	
Feeling to be someone happy	Lyubomirsky & Lepper (1999)
Feel happier than his colleagues	
Feeling you can enjoy life	

Source: literature review

IV. RESULT AND DISCUSSION

Before being used for analysis, 166 cases of data obtained were first tested for their validity and reliability. This data quality testing method is the same as testing the validity and reliability of the instrument. The results of testing the quality of the data are listed in Table 2.

The results of the calculations in Table 2 show all the statements to reveal each variable can be obtained the probability of 0,000 or below a very significant level of 1%, or declared valid. The Cronbach's Alpha value for all variables can be obtained far above the critical limit of 0.6, or set variables. From these results it can be concluded that all statement items and research variables can be used for regression analysis.

Table 2 also explains all statements and research variables assessed by students included in the above average category with a value of 3.41 - 4.20, except for the statement of responsiveness to student demand and seriously prioritizing student interests in the service quality variable (3, 10 and 3.34) as well as emotional statement items when tertiary college students receive criticism on the customer-company identification variable (3.31).

The next stage of the analysis will be in the form of testing the research hypotheses that have been proposed at the front. The testing process uses regression analysis techniques, both simple (Models-1 and 2) and multiple (Model-3). In addition, a series of tests was carried out to strengthen the results of the regression analysis, namely the F and t tests, the VIF formula (multicollinearity), the Glejser formula (heteroscedasticity), the Kolmogorof-Smirnof formula (normality), and the Lagrange Multiplier formula (linearity).

Table 2: Recapitulation of Data Validity and Reliability Tests

Variables / indicators	Valid.	Reliab.	Mean
<i>Service quality</i>		0,909	3,50
Facilities / physical buildings Higher education is interesting	0,000		3,66
Keep promises to students	0,000		3,53
Responsiveness to student requests	0,000		3,10

Guaranteed environmental conditions	0,000	3,85
Seriously prioritizing the interests of students	0,000	3,34
<i>Satisfaction</i>		<i>0,948</i>
Overall satisfaction with Higher Education	0,000	3,69
Satisfaction with Higher Education services	0,000	3,52
Satisfaction when in Higher Education	0,000	3,72
<i>Customer-company identification</i>		<i>0,817</i>
Emotions when Higher Education are criticized.	0,000	3,31
Want to know people's opinions about Higher Education	0,000	3,78
Feeling to be a part of Higher Education	0,000	3,72
Also feel successful when the Higher Education is successful	0,000	3,92
Feeling happy when the Higher Education was praised.	0,000	3,93
Feelings of shame when the Higher Education was criticized	0,000	3,86
<i>Subjective well-being</i>		<i>0,895</i>
Feeling to be someone happy	0,000	3,83
Feel happier than his colleagues	0,000	3,53
Feeling you can enjoy life	0,000	4,01

Source: primary data calculation

The first regression analysis (Model-1) is a simple regression analysis to reveal the positive influence of service quality on satisfaction. The calculation results are shown in Table 3.

Table 3: Regression Model-1 with Satisfaction Dependent Variable

	β	p-t	Heterosced. (Sig.)	R ²
Service quality	0,726	0,000	0,413	0,524
Normality test		0,650		
Linearity test		0,000		

Source: primary data calculation

Table 3 shows the results of the calculated probability (p) of 0,000 or less than the value of 5%. If referring to the first research hypothesis (H1), it can be proven that there is a positive influence on service quality on satisfaction.

This conclusion is strengthened by the classical assumption test. Table 3 also shows the probability of the Heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test with a calculated probability value of 0.413 and 0.650, or greater than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of Heteroscedasticity but the distribution of data meets the assumption of normality. The X2 value from the Lagrange Multiplier method shows a result of 0,000 or smaller than the X2 table (197,064), so that the use of the Model-1 regression model has fulfilled the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R2) of 0.524. This means that of all the variables that might affect satisfaction by 52.4% can be explained by service quality, as in Model-1.

Next, a simple regression analysis of Model-2 with independent service quality variables and the dependent variable is customer-company identification. Table 4 presents a recapitulation of the Model-2 regression calculation results.

Table 4: Regression Model-2 with Customer-Company Identification Dependent Variable

	β	p-t	Heterosced. (Sig.)	R ²
Service quality	0,443	0,000	0,132	0,192
Normality test		0,665		
Linearity test		0,000		

Source: primary data calculation

The explanation of the calculations presented in Table 4 is relatively the same as the simple regression analysis of Model-1, both the results of the t-test, heteroscedasticity, normality, and linearity testing. All tests show significant results, so it can be concluded that the second hypothesis (H2) which mentions the positive influence of service quality on customer-company identification can be proven very significantly, namely with an effect of 19.2%.

Next is explained in Table 5, which contains the results of calculations in Model-3 regression analysis. The model is used to determine the positive influence of service quality (H3), satisfaction (H4), and customer-company identification (H5) on subjective well-being.

Table 5: Regression Model-3 with Subjective Well-being Dependent Variables

	β	p-t
Service quality	-0,022	0,4055
Satisfaction	0,406	0,000
Customer-company identification	0,295	0,000
p-F		0,000

Source: primary data calculation

The summary of calculations in Table 5 shows the value of p-F = 0,000. Because it is stated service quality, customer satisfaction, and customer-company identification have a significant positive effect on subjective well-being simultaneously. But when tested partially, it turns out that service quality has a negative beta coefficient and sig-t of 0.4055 or higher than the critical limit of significance of 0.05. Therefore H3 must be rejected, meaning that there is no positive influence on service quality on subjective well-being. Meanwhile, because the beta coefficient is positive for customer-company satisfaction and identification and sig-t is smaller (0,000) than 5%, then H4 and H5 are rejected, meaning that customer-company satisfaction and identification has a positive influence on subjective well-being. .

Therefore a regression model-3 needs to be modified, which is to prove that customer-company satisfaction and identification really have a positive influence on subjective well-being. The calculation is done by removing the service quality variable from model-3. The results of the modified calculations are presented in Table 6.

The probability values for the F-test (sig-F) and the t-test (Sig-t) in Table 6 show the results of 0,000, or less than the critical value (significance) of 5%, so the research hypotheses (H4 and H5) which state satisfaction and customer-company identification simultaneously or partially has a positive influence on subjective well-being has been proven.

Table 6: Modification of Model-3 Recapitulation with Subjective Well-being Dependent Variables

	β	p-t	VIF	Heterosced. (Sig)	r^2
Satisfaction	0,391	0,000	1,296	0,798	0,153
Customer-company identification	0,292	0,000	1,296	0,667	0,092
p-F			0,000		
Normality test			0,215		
Linearity test			0,000		
Adj. R2			0,339		

Source: primary data calculation

The results of testing classic assumptions can further strengthen the conclusions above. Table 6 also shows the probability of the heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test are 0.413 and 0.650, both of which are higher than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of heteroscedastisitas but the distribution of data meets the assumption of normality. While for multicollinearity testing shown by the VIF value smaller than the critical value 10, it is said that there are no significant correlation symptoms in the customer-company satisfaction and identification variables. The X2 value of the Lagrange Multiplier method shows a result of 0,000 or smaller than the X2 table (197,064), so that the use of the modified Model-3 regression model meets the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R^2), both total and partial. The calculation results show R^2 of 0.339, meaning that of all the variables that might affect subjective well-being, then 33.9% can be explained by customer-company satisfaction and identification, while the other 66.1% is not influenced by the variables in the regression The modified Model-3. Meanwhile, if seen from the partial coefficient value, satisfaction accounts for 15.3% and customer-company identification accounts for 9.2% of the total that affects subjective well-being.

Based on the calculation of the three regression models above, obtained several results of the analysis that are appropriate or not in accordance with the hypothesis that has been stated before, so that the discussion and implications can be carried out below.

A. Effect of Service Quality on Satisfaction

The results of the linear regression calculation for model-1 found a positive and significant effect of service quality on satisfaction. This analysis has proven the suitability of the hypothesis (H1) with the empirical results of the study. These results also support the results of research and opinions of Albari & Kartikasari (2019), Alves & Raposo (2010), Bei & Chiao (2001), and Cronin et al. (2000). When combined with descriptive analysis, service quality is a variable that needs special attention by higher education to achieve student satisfaction, especially in the form of a conducive academic environment and atmosphere as well as attractive physical facilities and buildings.

B. Effect of Service Quality on Customer-Company Identification

From Model-2 it can also be proven that there is a positive and significant influence of service quality on customer-company identification (H2). With these conclusions empirical research from He & Li (2011) and Ahearne et al. (2005) became supported, so in addition to paying attention to the influence of service quality variables on satisfaction, higher education also need to pay attention to the customer-company identification of their students.

C. Effect of Service Quality, Satisfaction, Customer-Company Identification on Subjective Well-being

The results of Model-3 have two calculations. In the first calculation, it is concluded that there is a negative and insignificant influence on service quality on subjective well-being, while customer-company satisfaction and identification have succeeded in positively influencing subjective well-being. If it is related to descriptive analysis, it is possible that the negative influence of service quality is due to the low contribution of indicators that are directly related to the interests of students (responsiveness of student demand and seriously prioritizing the interests of students), while subjective well-being indicators are always valued at a high average. This possibility is reasonable, because the indicator points on customer-company satisfaction and identification are more aligned with subjective well-being than service quality variables. The second possibility is that, on average, the value of service quality and subjective well-being has a tendency that is not the opposite, if the average service quality is low, subjective well-being tends to be high, and vice versa. This condition is likely to cause service quality to be a negative and not significant effect on subjective well-being.

The results of the modification of the Model-3 regression showed satisfaction and customer-company identification proved to have a positive and significant effect on subjective well-being. From these conclusions, hypotheses H4 and H5 can be supported / proven. These results also reinforce the results of empirical research from Elwick & Cannizzaro (2017), Akbag & Ummet (2017), and Dagger & Sweeney (2006), as well as research by Su et al. (2016) and Mael & Ashforth (1992).

Furthermore, from the modification of Model-3 it can also be seen that satisfaction has a greater contribution than the customer-company identification of the subjective well-being of students. This shows that satisfaction has a more important role to be obtained by students in real contributing to their subjective well-being, compared to waiting for the reaction or assessment of others in identifying customer-company. Therefore higher education need to pay attention to efforts to always maintain or increase student satisfaction, especially when students are on the college campus.

The results of this analysis also prove that consumer satisfaction and company-customer identification are dominant variables in the entire research model, because only with these two variables can service quality affect the subjective well-being of students, that is, as a full mediator variable. These conditions support the research of Su et al. (2016). In other words, the service quality provided by higher education will basically affect the way students think about quality of life and happiness (subjective well-being). However, the influence exerted was not immediate, but had to pass through a sense of satisfaction and a sense of attachment to the higher education (customer-company identification).

From the overall results of the analysis that has been done there are several things that need to be considered by higher education. Firstly, higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Companies engaged in services, of course need to think about how consumers feel when they get the service. Service companies should not only think profit oriented, they also need to think of more social outcomes such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

V. CONCLUSIONS AND SUGGESTIONS

From the explanation above, it can be concluded that the research hypotheses are proven, except there is a positive direct effect of service quality on subjective well-being. The effect of service quality is only able to affect welfare, if through mediator variable satisfaction and customer-company identification. As a mediator variable, the results of the study also showed that satisfaction has a stronger / more dominant role than customer-company identification.

There are three implications from the conclusion above. First, higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Second, the research model can also be used to conduct research in other service companies. Service companies certainly need to think about how their customers feel when they get the service. Service companies can not only be profit-oriented, but they also need to think of results that are more social in nature, such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

Third, research models with subjective well-being variables are still relatively limited in number. Therefore, in addition to this research, it can enrich the discussion about research with similar variables, future research needs to be considered to involve variables that may be relevant and have not been included in this research model, such as trust, commitment, or customer loyalty.

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3. Bukti konfirmasi review-2 dan resubmit revisi dari revisi-2
(06 Agustus 2020 s/d 03 Desember 2020)

[jmi] Editor Decision

3 pesan

jurnal manager <journals@telkomuniversity.ac.id>
Kepada: Albari Albari <albari@uii.ac.id>

6 Agustus 2020 13.57

Albari Albari:

We have reached a decision regarding your submission to Jurnal Manajemen Indonesia, " the role of service quality on subjective well-being of students, with mediators of satisfaction and customer-company identification".

Our decision is: Revisions Required

jurnal manager
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Reviewer B:

A. This paper is based on rigorous academic standards.

3

B. This paper is presented in a format which is accessible by practitioners. It focuses on justification, results and implementation; has readable style; technical material is in appendix.

3

C. The paper has clarity of presentation. It is well organised, clearly written.

3

D. The paper makes a significant contribution to the body of knowledge related to this Journal. It is highly significant, breaks new ground, and provides a foundation for future research.

3

E. The topic of this paper is relevant, timely, and of interest to the audience of this journal.

3

F. The rationale for the paper is well grounded. It is based on a known theory or on an interesting issue.

3

G. The research methodology for the study is appropriate and applied properly.

3

H. The content of this paper is technically accurate and sound.

3

I. The supporting evidence in this paper is strongly reliable and properly validated.

4

J. Discussion of the results is based on analysis of data; results are not overstated or overgeneralized

4

K. Implications and recommendations for management are relevant and useful.

4

L. The paper is easy to read and free from grammatical or spelling errors.

3

M. What is your recommendation?

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N. What is the publication PRIORITY?

Give high priority

O. Does this paper need a professional editing assistance?

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Q. Does this paper cite any related work published in this journal?

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3 Desember 2020 01.41

To: Journal Manager IJM

Here is a revision of my article based on the reviewer request notes: " the role of service quality on subjective well-being of students, with mediators of satisfaction and customer-company identification".
Thank you for your attention.

Best regards:
Albari



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118K



The Role of Service Quality on Subjective Well-Being of Students, With Mediators of Satisfaction and Customer Company Identification

Muhamad Singgih Pradipto¹ and Albari²

¹Alumni Program in Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta

²Program in Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta

ABSTRACT

*The level of service quality is often a shared measure between providers and users of products for transactions. High quality demands by service users can make service providers to implement an effective work culture. For service users, quality can be used as a basis for assessing satisfaction after receiving service. Using certain services can also arouse the customer's self-perception that he is fit to consume the service produced by providers who are committed to quality. High results from quality, satisfaction, and self-identification of users at service providers become the basis for users to conduct subjective well-being evaluations from time to time. The relationship between these variables was disclosed in this study. **This study used a survey method, with a population of students who were still actively studying at 6 universities in DIY. A total of 166 students were selected by convenience sampling method to serve as research samples. By using regression analysis and the SPSS program, it can be proven that there is an indirect effect of service quality on subjective well-being. The results showed that satisfaction and customer-company identification have very important roles, because both variables function as mediators of the influence of service quality on subjective well-being, but satisfaction has a more dominant role than customer identification. From the results of this study it is suggested that universities need to pay attention to the closeness of the relationship with their students, but what is more important is to increase their satisfaction with overall services, such as when they are on campus.***

Keywords: service quality, satisfaction, customer-company identification, subjective well-being

ABSTRAK

Tingkat kualitas jasa sering kali menjadi ukuran bersama antara penyedia dan pengguna produk untuk bertransaksi. Tuntutan kualitas yang tinggi oleh pengguna jasa dapat menjadikan penyedia jasa untuk menerapkan budaya kerja yang efektif. Bagi pengguna jasa, kualitas bisa digunakan sebagai dasar untuk menilai kepuasannya setelah menerima jasa. Menggunakan jasa tertentu juga dapat membangkitkan persepsi diri pelanggan bahwa dirinya layak untuk mengonsumsi jasa yang dihasilkan oleh penyedia yang berkomitmen pada kualitas. Hasil yang tinggi dari kualitas, kepuasan, dan identifikasi diri pengguna pada penyedia jasa menjadi dasar pengguna untuk melakukan evaluasi kesejahteraan subyektif dari waktu ke waktu. Keterkaitan antar variabel tersebut diungkap dalam penelitian ini. **Penelitian ini menggunakan metode survei, dengan populasi mahasiswa yang masih aktif kuliah di 6 perguruan tinggi di DIY. Sebanyak 166 mahasiswa dipilih dengan metode convenience sampling untuk dijadikan sebagai sampel penelitian. Dengan menggunakan analisis regresi dan program SPSS dapat dibuktikan adanya pengaruh tidak langsung kualitas jasa terhadap kesejahteraan subyektif. Hasil penelitian menunjukkan kepuasan dan identifikasi pelanggan-perusahaan mempunyai peranan yang sangat penting, karena kedua variabel berfungsi sebagai mediator dari pengaruh kualitas jasa terhadap kesejahteraan subyektif, tetapi kepuasan mempunyai peran yang lebih dominan dibandingkan identifikasi pelanggan. Dari hasil penelitian tersebut disarankan perguruan tinggi perlu memperhatikan kedekatan hubungan dengan mahasiswanya, namun yang lebih utama adalah meningkatkan kepuasan mereka kepada keseluruhan layanan, seperti ketika berada di lingkungan kampus.**

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Kata kunci : kualitas jasa, kepuasan, identifikasi pelanggan-perusahaan, kesejahteraan subjektif

I. INTRODUCTION

Nowadays education has become an important element in people's lives and has a role to improve the welfare of one's life. One level of education that is considered important at this time is the level of higher education. With increasingly diverse higher education choices, high school students will look for institutions that will provide education that helps them prepare for successful careers and lucrative jobs (Asaduzzaman et al., 2013). Therefore higher education need to pay attention to how they facilitate the needs of consumers (students).

In practice the higher education as an institution that offers educational services certainly needs to pay attention to the quality provided to its students as consumers. The service quality in an educational institution is based on the educational experience gained by students, for example it can be in the form of activities offered, facilities offered, interactions with people in the institution, and contact with institutional staff (Asaduzzaman et al., 2013). It is important for educational institutions to pay attention to the service quality provided in order to be seen well in the eyes of students, so it is hoped that this will also bring benefits to these educational institutions.

Service quality is often associated with customer satisfaction (Albari & Kartikasari, 2019). Even Su et al. (2016) and Alves & Raposo (2010) managed to prove the positive influence of service quality on satisfaction. In addition, the importance of the relationship between the two variables can be measured by its role in the subjective well-being of consumers.

Diener et al. (2003) explain that subjective well-being is a scientific analysis of how people judge their quality of life. The assessment is in the form of his emotional reaction about events, moods, their assessment of the form of their life satisfaction and how to fulfill that satisfaction. The opinion of Diener et al. identified the relationship between service quality and satisfaction with the subjective well-being of consumers.

In addition to satisfaction, high service quality can also affect the ability of consumers to identify themselves in accordance with the company's brand image (He & Li, 2011). Customer-company identification can, among other things, make consumers psychologically bound and concerned with a company (Bhattacharya & Sen 2003). In the end the level of success of customers who are able to identify themselves with the company can form subjective well-being (Su et al., 2016).

The linkages between the variables mentioned above might also apply to educational institutions, especially at the tertiary level of education, such as higher education. In addition to paying attention to the level of service quality provided according to students' expectations or not, higher education must also be able to create satisfaction with their students or foster a sense of good customer-company identification in themselves. Moreover, these three variables are likely to affect the subjective well-being of these students. The hope is that when higher education have paid attention to the four variables above, they can compete in winning or maintaining the hearts of their consumers (students).

Therefore, this study besides looking at the direct effect of service quality on subjective well-being, also seeks to see the ability of satisfaction and customer-company identification as a mediating variable of the interrelationship of the two variables. Practically the results of the research focus can then be used by higher education and other higher education to emphasize important variables that need to be maintained or improved in order to achieve the level of subjective well-being of customers.

II. LITERATURE REVIEW AND HYPOTHESIS FORMULATION

This section will explain the understanding and interrelationship between the variables of this study, namely about subjective well-being, service quality, satisfaction, and customer-company identification.

A. Subjective Well-being

Subjective well-being is one's perception and experience of positive and negative emotional responses, and one's specific cognitive evaluation of life satisfaction (Proctor, 2014). Meanwhile according to Diener et al. (2003) subjective well-being is an analysis or self-evaluation of a person's quality of life over time.

Furthermore Diener et al. (2003) explain the evaluation includes a person's emotional reaction to events, moods, and their assessment of the form of satisfaction they want and how to fulfill it. Elwick & Cannizzaro (2017) agree on the need for emotional well-being, but also the need for psychological well-being through self-acceptance components, positive relationships with others, self-development, goals in life, environmental mastery, and autonomy. Therefore, according to Elwick & Cannizzaro student welfare is also one of the main objectives that need to be considered by higher education, besides satisfaction and loyalty.

The level of subjective well-being can be influenced by various factors, such as satisfaction (Dagger & Sweeney, 2006; Akbag & Ummet, 2017; Elwick & Cannizzaro, 2017); customer-company identification (Mael & Ashforth, 1992; Su et al., 2016), and service quality (Dagger & Sweeney, 2006; Su et al., 2016).

B. Service Quality

Quality can be assessed as a measure used to implement an effective culture (Shabbir et al., 2017). Quality can be used as a basis for an assessment of an entire company or its activities are running properly. In addition to the manufacturing and production industries, quality has also been widely used within the scope of the service industry. Parasuraman et al. (1985) explain that service quality is a tool to measure how well companies provide services to consumers.

Developing the results of previous studies, Parasuraman et al. (1988) explained that service quality can be described as a comparison between consumers' expectations about the services they will receive with the real services they have received. Parasuraman et al. (1988) simplified 10 (ten) dimensions to 5 (five) service quality dimensions known as SERVQUAL, namely the dimensions of reliability, responsiveness, tangible, assurance, and empathy. The first three dimensions (reliability, responsiveness, tangible) correspond to three important aspects of the results of previous studies, while the assurance and empathy dimensions are formed from the seven previous important aspects, namely competence, access, courtesy, communication, credibility, security, and understanding.

Meanwhile Cronin & Taylor (1992) explain service quality is directly affected by consumers' perceptions of the performance of companies, meaning that service quality is the performance of services provided by companies that consumers really feel. One of the main differences with the research of Parasuraman et al. (1988) is that the research of Parasuraman et al. uses measurements of the appropriateness of quality perceptions with customer expectations to obtain service quality, whereas in Cronin & Taylor's (1992) research also uses quality measurements using only the level of service quality based on customer perceptions of the performance of the service.

In the scope of education the service quality is not only important, but also a parameter of the quality of education. According to Asaduzzaman et al. (2013) service quality is the key to measuring the quality of education of a higher education, and being the main variable for higher education creates a strong perception in the minds of consumers.

Furthermore, Hutchinson et al. (2009) stated that service quality is an important antecedent for customer satisfaction. Cronin et al. (2000) and Bei & Chiao (2001) also introduced the concept of the relationship between service quality and service satisfaction. Even Cronin et al. and Bei & Chiao prove that consumers' expectations about the services they want with the services they get actually affect positively on their satisfaction. Likewise Albari & Kartikasari (2019) proved the positive influence of service quality on satisfaction. Specifically, Alves & Raposo (2010) stated that service quality as an important parameter of educational excellence has a positive influence on the satisfaction of a student. Therefore, the hypothesis is:

H1: There is a positive effect on service quality on satisfaction

Service quality is also often associated with customer-company identification. He & Li (2011) found that the better the service quality obtained by customers, the stronger the level of identification about the company. While Ahearne et al. (2005) suggest that service quality can also contribute to the development of customer-company identification. Thus the hypothesis formulation is:

H2: There is a positive effect on service quality on customer-company identification

In a study conducted by Dagger & Sweeney (2006), perceived service quality not only affects the interest in behavior, but also affects the quality of life of a consumer. The study also explained that the results of evaluations of service quality were subjective well-being. While Su et al. (2016) managed to prove the positive influence of service quality on subjective well-being, so the hypothesis of this study is:

H3: There is a positive effect on service quality on subjective well-being

C. Satisfaction

Satisfaction is the level of feeling happy or disappointed after someone compares the performance of the product / service that is thought to be expected (Kotler & Keller, 2016). Parasuraman et al. (1988) explain that consumer satisfaction is related to the psychological state of consumers, in assessing the wisdom between what consumers actually get and give. While Oliver (1981) states that satisfaction is the psychological state of a person who appears when the product / service that is obtained is able to meet their needs. Whereas Bei & Chiao (2001) argue that consumer satisfaction is a condition that is felt by consumers when the performance / service results obtained can meet their expectations.

Buyers of a higher education education are students. Therefore higher education must be able to predict the needs of students. According to Asaduzzaman et al. (2013) for higher education to be able to survive, higher education need to satisfy students by providing the services they need, so that at a time when they wish to continue their education, the higher education remains their first choice.

Satisfaction is also considered to have an impact on the subjective well-being of a consumer. In their research, Dagger & Sweeney (2006) found that consumer satisfaction has an impact on consumers' perceptions of their quality of life. Though quality of life is a form of subjective well-being of a person (Dagger & Sweeney, 2006). The results of the study are corroborated by Akbag & Ummet (2017), which proves that satisfaction of basic psychological needs of students has a positive effect on their subjective well-being, differentiated by gender, courage, autonomy, competence and interrelation. Meanwhile Elwick & Cannizzaro (2017) explained that when students feel satisfied with the services provided by the higher education, then that satisfaction will affect the happiness and level of welfare felt by students. Therefore, the following hypothesis is determined:

H4: There is a positive effect of satisfaction on subjective well-being

D. Customer-Company Identification

Understanding of customer-company identification departs from social and organizational identification theory (Su et al., 2016). According to Mael & Ashforth (1992) social identification is the perception of one's ownership of group classifications, that is, actually or symbolically someone considers himself psychologically related to the group's fate, as people who share a common destiny in their successes and failures. While organizational identification is a person's social identification of membership in a particular organization.

Referring to this understanding, Bhattacharya & Sen (2003) said that customer-company identification is a condition of consumers who have a strong sense of the company that provides products / services to him, so that the company is already considered part of the consumer. Someone has a customer-company identification because the company has important, distinctive and lasting characteristics (Ahearne et al., 2005). The characteristics of customer-company identification, among others, can make consumers psychologically bound and care about a company (Bhattacharya & Sen, 2003). In the context of a higher education, Mael & Ashforth (1992) explained that when an alumni works for a company and he has good performance, the alumni indirectly reflects the quality level of his higher education.

The characteristic of customer-company identification is its own advantage, because customer-company identification encourages consumers to establish positive relationships with companies (Mael & Ashforth, 1992). In return the company must be able to help consumers achieve their own needs and improve their subjective well-being (Su et al., 2016). Further, Su et al. succeeded in proving that customer-company identification can positively influence subjective well-being.

With the explanation above, the formulation of the research hypothesis is:

H5: There is a positive effect of customer-company identification on subjective well-being

E. Conceptual Framework

From the literature review above, a conceptual framework is proposed as shown in Figure 1.

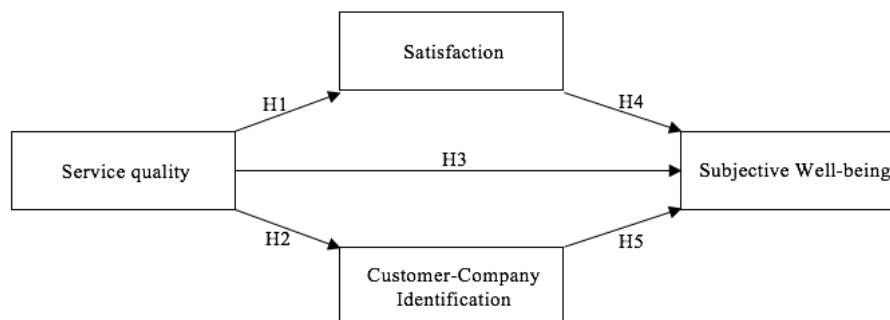


Figure 1: Research Conceptual Framework

Figure 1 shows the interrelationships between the variables described above. Service quality directly (H3) and indirectly has a positive effect on subjective well-being. The indirect effect is mediated by satisfaction (H1 and H4) and customer-company identification (H2 and H5).

III. RESEARCH METHODS

This research is a quantitative study using survey and questionnaire methods as research data collection instruments. The research population is students who study at 6 higher education in the Special Region of Yogyakarta (DIY), namely UII, UGM, UPN, UNY, UMY and STIE YKPN. The six colleges are among the largest in DIY. As many as 166 students were included as research samples, which were obtained with the formula Lemeshow et al. (1990) and based on a 99% confidence level, and a maximum sampling deviation of 10%. Samples of students who are on campus were chosen by the convenience sampling method.

Furthermore, the operationalization of the research variables is determined in Table 1.

Based on the understanding in Table 1, data collection was carried out for 3 weeks using a questionnaire. To obtain instrument eligibility, validity and reliability tests were performed. The validity testing method uses the Pearson correlation formula, with the help of a data processing program SPSS 21.0 and a trial sample of 30 respondents. Meanwhile, to test for acceptable reliability, the Cronbach's Alpha (CA) measurement method is used for a minimum of 0.6 (Sekaran & Bougie, 2016).

Table 1: Identification of Operational Variables

Variables / indicators	Source of study
Service quality is the performance of services provided by higher education that are truly felt by students Facilities / physical buildings Higher education is interesting Keep promises to students	Su et al. (2016)

Responsiveness to student requests
 Guaranteed environmental conditions
 Seriously prioritizing the interests of students

Satisfaction is a psychological state of students that arises when their needs are met

Overall satisfaction with Higher Education Maxham & Netemeyer (2002)
 Satisfaction with Higher Education services
 Satisfaction when in Higher Education

Customer-company identification is a condition of students who have a strong sense of the higher education that provides education services to him, so that the higher education is already considered part of students.

Emotions when Higher Education are criticized. Mael & Ashforth (1992)
 Want to know people's opinions about Higher Education
 Feeling to be a part of Higher Education
 Also feel successful when the Higher Education is successful.
 Feeling happy when the Higher Education was praised.
 Feelings of shame when the Higher Education was criticized

Subjective well-being is the analysis or self-evaluation of a person's quality of life over time.

Feeling to be someone happy Lyubomirsky & Lepper (1999)
 Feel happier than his colleagues
 Feeling you can enjoy life

Source: literature review

The results of testing the validity of the whole statement items produce a probability of 0,000, or smaller than a very significant level of 1%. While the CA value for service quality is 0.822, satisfaction (0.870), customer-company identification (0.675), and subjective well-being (0.701). Because all items of statements and research variables are proven to be valid and reliable, the above research instruments can be used to obtain analytical data.

Data collected was analyzed by regression. **The regression analysis process is carried out with 3 stages of the standardized regression model, namely as follows:**

Model-1 regression analysis : Sat. = β SQ

Model-1 regression analysis : CCI = β SQ

Model-1 regression analysis : SWB = β_1 SQ + β_2 Sat. + β_3 CCI

For the validation of the regression calculation six test methods are used, namely the F and t tests as well as four classic assumption tests (heteroscedasticity, multicollinearity, normality, and linearity). All of these calculations use the SPSS data processing program version 21.0.

IV. RESULT AND DISCUSSION

Before being used for analysis, 166 cases of data obtained were first tested for their validity and reliability. This data quality testing method is the same as testing the validity and reliability of the instrument. The results of testing the quality of the data are listed in Table 2.

The results of the calculations in Table 2 show all the statements to reveal each variable can be obtained the probability of 0,000 or below a very significant level of 1%, or declared valid. The Cronbach's Alpha value for all variables can be obtained far above the critical limit of 0.6, or set variables. From these results it can be concluded that all statement items and research variables can be used for regression analysis.

Table 2 also explains all statements and research variables assessed by students included in the above average category with a value of 3.41 - 4.20, except for the statement of responsiveness to student demand and seriously

prioritizing student interests in the service quality variable (3, 10 and 3.34) as well as emotional statement items when tertiary college students receive criticism on the customer-company identification variable (3.31).

The next stage of the analysis will be in the form of testing the research hypotheses that have been proposed at the front. The testing process uses regression analysis techniques, both simple (Models-1 and 2) and multiple (Model-3). In addition, a series of tests was carried out to strengthen the results of the regression analysis, namely the F and t tests, the VIF formula (multicollinearity), the Glejser formula (heteroscedasticity), the Kolmogorof-Smirnof formula (normality), and the Lagrange Multiplier formula (linearity).

Table 2: Recapitulation of Data Validity and Reliability Tests

Variables / indicators	Valid.	Reliab.	Mean
<i>Service quality</i>			
Facilities / physical buildings Higher education is interesting	0,000	0,909	3,50
Keep promises to students	0,000		3,66
Responsiveness to student requests	0,000		3,53
Guaranteed environmental conditions	0,000		3,10
Seriously prioritizing the interests of students	0,000		3,85
<i>Satisfaction</i>			
Overall satisfaction with Higher Education	0,000	0,948	3,64
Satisfaction with Higher Education services	0,000		3,69
Satisfaction when in Higher Education	0,000		3,52
<i>Customer-company identification</i>			
Emotions when Higher Education are criticized.	0,000	0,817	3,75
Want to know people's opinions about Higher Education	0,000		3,31
Feeling to be a part of Higher Education	0,000		3,78
Also feel successful when the Higher Education is successful	0,000		3,72
Feeling happy when the Higher Education was praised.	0,000		3,92
Feelings of shame when the Higher Education was criticized	0,000		3,93
<i>Subjective well-being</i>			
Feeling to be someone happy	0,000	0,895	3,79
Feel happier than his colleagues	0,000		3,83
Feeling you can enjoy life	0,000		3,53
			4,01

Source: primary data calculation

The first regression analysis (Model-1) is a simple regression analysis to reveal the positive influence of service quality on satisfaction. The calculation results are shown in Table 3.

Table 3: Regression Model-1 with Satisfaction Dependent Variable

	β	p-t	Heterosced. (Sig.)	R ²
Service quality	0,726	0,000	0,413	0,524
Normality test		0,650		
Linearity test		0,000		

Source: primary data calculation

Table 3 shows the results of the calculated probability (p) of 0,000 or less than the value of 5%. If referring to the first research hypothesis (H1), it can be proven that there is a positive influence on service quality on satisfaction.

This conclusion is strengthened by the classical assumption test. Table 3 also shows the probability of the Heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test with a calculated probability value of 0.413 and 0.650, or greater than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of Heteroscedasticity but the distribution of data meets the assumption of normality. The X2 value from the Lagrange Multiplier method shows a result of 0,000 or smaller than the X2 table (197,064), so that the use of the Model-1 regression model has fulfilled the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R^2) of 0.524. This means that of all the variables that might affect satisfaction by 52.4% can be explained by service quality, as in Model-1.

Next, a simple regression analysis of Model-2 with independent service quality variables and the dependent variable is customer-company identification. Table 4 presents a recapitulation of the Model-2 regression calculation results.

Table 4: Regression Model-2 with Customer-Company Identification Dependent Variable

	β	p-t	Heterosced. (Sig.)	R^2
Service quality	0,443	0,000	0,132	0,192
Normality test		0,665		
Linearity test		0,000		

Source: primary data calculation

The explanation of the calculations presented in Table 4 is relatively the same as the simple regression analysis of Model-1, both the results of the t-test, heteroscedasticity, normality, and linearity testing. All tests show significant results, so it can be concluded that the second hypothesis (H2) which mentions the positive influence of service quality on customer-company identification can be proven very significantly, namely with an effect of 19.2%.

Next is explained in Table 5, which contains the results of calculations in Model-3 regression analysis. The model is used to determine the positive influence of service quality (H3), satisfaction (H4), and customer-company identification (H5) on subjective well-being.

Table 5: Regression Model-3 with Subjective Well-being Dependent Variables

	β	p-t
Service quality	-0,022	0,4055
Satisfaction	0,406	0,000
Customer-company identification	0,295	0,000
p-F		0,000

Source: primary data calculation

The summary of calculations in Table 5 shows the value of p-F = 0,000. Because it is stated service quality, customer satisfaction, and customer-company identification have a significant positive effect on subjective well-being simultaneously. But when tested partially, it turns out that service quality has a negative beta coefficient and sig-t of 0.4055 or higher than the critical limit of significance of 0.05. Therefore H3 must be rejected, meaning that there is no positive influence on service quality on subjective well-being. Meanwhile, because the beta coefficient is positive for customer-company satisfaction and identification and sig-t is smaller (0,000) than 5%, then H4 and H5 are rejected, meaning that customer-company satisfaction and identification has a positive influence on subjective well-being. .

Therefore a regression model-3 needs to be modified, which is to prove that customer-company satisfaction and identification really have a positive influence on subjective well-being. The calculation is done by removing the service quality variable from model-3. The results of the modified calculations are presented in Table 6.

The probability values for the F-test (sig-F) and the t-test (Sig-t) in Table 6 show the results of 0,000, or less than the critical value (significance) of 5%, so the research hypotheses (H4 and H5) which state satisfaction and customer-company identification simultaneously or partially has a positive influence on subjective well-being has been proven.

Table 6: Modification of Model-3 Recapitulation with Subjective Well-being Dependent Variables

	β	p-t	VIF	Heterosced. (Sig)	r^2
Satisfaction	0,391	0,000	1,296	0,798	0,153
Customer-company identification	0,292	0,000	1,296	0,667	0,092

p-F	0,000
Normality test	0,215
Linearity test	0,000
Adj. R2	0,339

Source: primary data calculation

The results of testing classic assumptions can further strengthen the conclusions above. Table 6 also shows the probability of the heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test are 0.413 and 0.650, both of which are higher than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of heteroscedasticity but the distribution of data meets the assumption of normality. While for multicollinearity testing shown by the VIF value smaller than the critical value 10, it is said that there are no significant correlation symptoms in the customer-company satisfaction and identification variables. The X2 value of the Lagrange Multiplier method shows a result of 0,000 or smaller than the X2 table (197,064), so that the use of the modified Model-3 regression model meets the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R2), both total and partial. The calculation results show R2 of 0.339, meaning that of all the variables that might affect subjective well-being, then 33.9% can be explained by customer-company satisfaction and identification, while the other 66.1% is not influenced by the variables in the regression The modified Model-3. Meanwhile, if seen from the partial coefficient value, satisfaction accounts for 15.3% and customer-company identification accounts for 9.2% of the total that affects subjective well-being.

Based on the calculation of the three regression models above, obtained several results of the analysis that are appropriate or not in accordance with the hypothesis that has been stated before, so that the discussion and implications can be carried out below.

A. *Effect of Service Quality on Satisfaction*

The results of the linear regression calculation for model-1 found a positive and significant effect of service quality on satisfaction. This analysis has proven the suitability of the hypothesis (H1) with the empirical results of the study. These results also support the results of research and opinions of Albari & Kartikasari (2019), Alves & Raposo (2010), Bei & Chiao (2001), and Cronin et al. (2000). When combined with descriptive analysis, service quality is a variable that needs special attention by higher education to achieve student satisfaction, especially in the form of a conducive academic environment and atmosphere as well as attractive physical facilities and buildings.

B. *Effect of Service Quality on Customer-Company Identification*

From Model-2 it can also be proven that there is a positive and significant influence of service quality on customer-company identification (H2). With these conclusions empirical research from He & Li (2011) and Ahearne et al. (2005) became supported, so in addition to paying attention to the influence of service quality variables on satisfaction, higher education also need to pay attention to the customer-company identification of their students.

C. *Effect of Service Quality, Satisfaction, Customer-Company Identification on Subjective Well-being*

The results of Model-3 have two calculations. In the first calculation, it is concluded that there is a negative and insignificant influence on service quality on subjective well-being, while customer-company satisfaction and identification have succeeded in positively influencing subjective well-being. If it is related to descriptive analysis, it is possible that the negative influence of service quality is due to the low contribution of indicators that are directly related to the interests of students (responsiveness of student demand and seriously prioritizing the interests of students), while subjective well-being indicators are always valued at a high average. This possibility is reasonable, because the indicator points on customer-company satisfaction and identification are more aligned with subjective well-being than service quality variables. The second possibility is that, on average, the value of service quality and subjective well-being has a tendency that is not the opposite, if the average service quality is

low, subjective well-being tends to be high, and vice versa. This condition is likely to cause service quality to be a negative and not significant effect on subjective well-being.

The results of the modification of the Model-3 regression showed satisfaction and customer-company identification proved to have a positive and significant effect on subjective well-being. From these conclusions, hypotheses H4 and H5 can be supported / proven. These results also reinforce the results of empirical research from Elwick & Cannizzaro (2017), Akbag & Ummet (2017), and Dagger & Sweeney (2006), as well as research by Su et al. (2016) and Mael & Ashforth (1992).

Furthermore, from the modification of Model-3 it can also be seen that satisfaction has a greater contribution than the customer-company identification of the subjective well-being of students. This shows that satisfaction has a more important role to be obtained by students in real contributing to their subjective well-being, compared to waiting for the reaction or assessment of others in identifying customer-company. Therefore higher education need to pay attention to efforts to always maintain or increase student satisfaction, especially when students are on the college campus.

The results of this analysis also prove that consumer satisfaction and company-customer identification are dominant variables in the entire research model, because only with these two variables can service quality affect the subjective well-being of students, that is, as a full mediator variable. These conditions support the research of Su et al. (2016). In other words, the service quality provided by higher education will basically affect the way students think about quality of life and happiness (subjective well-being). However, the influence exerted was not immediate, but had to pass through a sense of satisfaction and a sense of attachment to the higher education (customer-company identification).

From the overall results of the analysis that has been done there are several things that need to be considered by higher education. Higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Companies engaged in services, of course need to think about how consumers feel when they get the service. Service companies should not only think profit oriented, they also need to think of more social outcomes such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

V. CONCLUSIONS AND SUGGESTIONS

From the explanation above, it can be concluded that the research hypotheses are proven, except there is a positive direct effect of service quality on subjective well-being. The effect of service quality is only able to affect welfare, if through mediator variable satisfaction and customer-company identification. As a mediator variable, the results of the study also showed that satisfaction has a stronger / more dominant role than customer-company identification.

There are three implications from the conclusion above. First, higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Second, the research model can also be used to conduct research in other service companies. Service companies certainly need to think about how their customers feel when they get the service. Service companies can not only be profit-oriented, but they also need to think of results that are more social in nature, such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

Third, research models with subjective well-being variables are still relatively limited in number. Therefore, in addition to this research, it can enrich the discussion about research with similar variables, future research needs

to be considered to involve variables that may be relevant and have not been included in this research model, such as trust, commitment, or customer loyalty.

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grisnamailbox@yahoo.co.id

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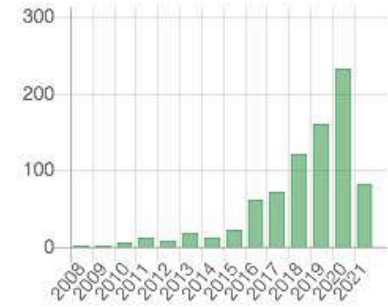
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DAFTAR ISI

Comprehending Leadership Patterns with focus on Servant Leadership | 1 - 6

Manodip Ray Chaudhuri, Sarina Pradhan

An agent based model of Creative Social Entrepreneurship Behaviour in the context of creative economy | 7 - 16

Anggraeni Permatasari, Wawan Dhewanto, Dina Dellyana

The Influence Of User-Generated Content To Consumer-Based Brand Equity Through Involvement In Indonesia's Top Brand Lipstic Consumer | 17 - 29

Sunu Puguh Hayu Triono, Ratih Huriyati, Mokh Adib Sultan

Priority Policies And Program Of UIN Sunan Gunung Djati Bandung Toward World Class University | 30 - 42

Dindin Jamaluddin, Tedi Priatna, Khaerul Umam; Epa Paujiah; D. Miharja, Asep Andi Rahman

The Role of Service Quality on Subjective Well-Being of Students, With Mediators of Satisfaction and Customer Company Identification | 43 - 54

Muhamad Singgih Pradipto, Albari Albari

Conducting Job Analysis for University Student Ambassador and Peer Mentor | 55 - 65

Andhika Alexander Repi

The Effect of Financial Policy, Managerial Ownership, Profitability, and Company Size on Company Value in Automotive and Component Sub-Sector Companies Registered in Indonesia Stock Exchange Period 2014-2018 | 66 - 77

Tieka Trikartika Gustyana, Ramadhan Alfian Candra, Dewi Andrieta Shintia, Nugraha Nugraha

Differences In Consumers' Attitude Towards Online Shops Based On Product Types And Consumer Characteristics And Their Influence On Repurchase Interests | 78 - 87

Ike Janita Dewi, Odilia Larasati Hertaswari, Ms

Value Proposition Design for Custom Clothing Startup Using Design Thinking Approach | 89 – 111

Astri Ghina, Nurul Afifah



The Role of Service Quality on Subjective Well-Being of Students, With Mediators of Satisfaction and Customer Company Identification

Muhamad Singgih Pradipto¹ and Albari²

^{1,2} Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta

Abstract

The level of service quality is often a shared measure between providers and users of products for transactions. High quality demands by service users can make service providers to implement an effective work culture. For service users, quality can be used as a basis for assessing satisfaction after receiving service. Using certain services can also arouse the customer's self-perception that he is fit to consume the service produced by providers who are committed to quality. High results from quality, satisfaction, and self-identification of users at service providers become the basis for users to conduct subjective well-being evaluations from time to time. The relationship between these variables was disclosed in this study. This study used a survey method, with a population of students who were still actively studying at 6 universities in DIY. A total of 166 students were selected by convenience sampling method to serve as research samples. By using regression analysis and the SPSS program, it can be proven that there is an indirect effect of service quality on subjective well-being. The results showed that satisfaction and customer-company identification have very important roles, because both variables function as mediators of the influence of service quality on subjective well-being, but satisfaction has a more dominant role than customer identification. From the results of this study it is suggested that universities need to pay attention to the closeness of the relationship with their students, but what is more important is to increase their satisfaction with overall services, such as when they are on campus

Keywords – service quality, satisfaction, customer-company identification, subjective well-being

Abstrak

Tingkat kualitas jasa sering kali menjadi ukuran bersama antara penyedia dan pengguna produk untuk bertransaksi. Tuntutan kualitas yang tinggi oleh pengguna jasa dapat menjadikan penyedia jasa untuk menerapkan budaya kerja yang efektif. Bagi pengguna jasa, kualitas bisa digunakan sebagai dasar untuk menilai kepuasannya setelah menerima jasa. Menggunakan jasa tertentu juga dapat membangkitkan persepsi diri pelanggan bahwa dirinya layak untuk mengonsumsi jasa yang dihasilkan oleh penyedia yang berkomitmen pada kualitas. Hasil yang tinggi dari kualitas, kepuasan, dan identifikasi diri pengguna pada penyedia jasa menjadi dasar pengguna untuk melakukan evaluasi kesejahteraan subyektif dari waktu ke waktu. Keterkaitan antar variabel tersebut diungkap dalam penelitian ini. Penelitian ini menggunakan metode survei, dengan populasi mahasiswa yang masih aktif kuliah di 6 perguruan tinggi di DIY. Sebanyak 166 mahasiswa dipilih dengan metode convenience sampling untuk dijadikan sebagai sampel penelitian. Dengan menggunakan analisis regresi dan program SPSS dapat dibuktikan adanya pengaruh tidak langsung kualitas jasa terhadap kesejahteraan subjektif. Hasil penelitian menunjukkan kepuasan dan identifikasi pelanggan-perusahaan mempunyai peranan yang sangat penting, karena kedua variabel berfungsi sebagai mediator dari pengaruh kualitas jasa terhadap kesejahteraan subjektif, tetapi kepuasan mempunyai peran yang lebih dominan dibandingkan identifikasi pelanggan. Dari hasil penelitian tersebut disarankan perguruan tinggi perlu memperhatikan kedekatan hubungan dengan mahasiswanya, namun yang lebih utama adalah meningkatkan kepuasan mereka kepada keseluruhan layanan, seperti ketika berada di lingkungan kampus.

Kata kunci – kualitas jasa, kepuasan, identifikasi pelanggan-perusahaan, kesejahteraan subjektif

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I. INTRODUCTION

Nowadays education has become an important element in people's lives and has a role to improve the welfare of one's life. One level of education that is considered important at this time is the level of higher education. With increasingly diverse higher education choices, high school students will look for institutions that will provide education that helps them prepare for successful careers and lucrative jobs (Asaduzzaman et al., 2013). Therefore higher education need to pay attention to how they facilitate the needs of consumers (students).

In practice the higher education as an institution that offers educational services certainly needs to pay attention to the quality provided to its students as consumers. The service quality in an educational institution is based on the educational experience gained by students, for example it can be in the form of activities offered, facilities offered, interactions with people in the institution, and contact with institutional staff (Asaduzzaman et al., 2013). It is important for educational institutions to pay attention to the service quality provided in order to be seen well in the eyes of students, so it is hoped that this will also bring benefits to these educational institutions.

Service quality is often associated with customer satisfaction (Albari & Kartikasari, 2019). Even Su et al. (2016) and Alves & Raposo (2010) managed to prove the positive influence of service quality on satisfaction. In addition, the importance of the relationship between the two variables can be measured by its role in the subjective well-being of consumers.

Diener et al. (2003) explain that subjective well-being is a scientific analysis of how people judge their quality of life. The assessment is in the form of his emotional reaction about events, moods, their assessment of the form of their life satisfaction and how to fulfill that satisfaction. The opinion of Diener et al. identified the relationship between service quality and satisfaction with the subjective well-being of consumers.

In addition to satisfaction, high service quality can also affect the ability of consumers to identify themselves in accordance with the company's brand image (He & Li, 2011). Customer-company identification can, among other things, make consumers psychologically bound and concerned with a company (Bhattacharya & Sen 2003). In the end the level of success of customers who are able to identify themselves with the company can form subjective well-being (Su et al., 2016).

The linkages between the variables mentioned above might also apply to educational institutions, especially at the tertiary level of education, such as higher education. In addition to paying attention to the level of service quality provided according to students' expectations or not, higher education must also be able to create satisfaction with their students or foster a sense of good customer-company identification in themselves. Moreover, these three variables are likely to affect the subjective well-being of these students. The hope is that when higher education have paid attention to the four variables above, they can compete in winning or maintaining the hearts of their consumers (students).

Therefore, this study besides looking at the direct effect of service quality on subjective well-being, also seeks to see the ability of satisfaction and customer-company identification as a mediating variable of the interrelationship of the two variables. Practically the results of the research focus can then be used by higher education and other higher education to emphasize important variables that need to be maintained or improved in order to achieve the level of subjective well-being of customers.

II. LITERATURE REVIEW

This section will explain the understanding and interrelationship between the variables of this study, namely about subjective well-being, service quality, satisfaction, and customer-company identification.

A. *Subjective Well-being*

Subjective well-being is one's perception and experience of positive and negative emotional responses, and one's specific cognitive evaluation of life satisfaction (Proctor, 2014). Meanwhile according to Diener et al. (2003) subjective well-being is an analysis or self-evaluation of a person's quality of life over time.

Furthermore Diener et al. (2003) explain the evaluation includes a person's emotional reaction to events, moods, and their assessment of the form of satisfaction they want and how to fulfill it. Elwick & Cannizzaro (2017) agree on the need for emotional well-being, but also the need for psychological well-being through self-acceptance components, positive relationships with others, self-development, goals in life, environmental

mastery, and autonomy. Therefore, according to Elwick & Cannizzaro student welfare is also one of the main objectives that need to be considered by higher education, besides satisfaction and loyalty.

The level of subjective well-being can be influenced by various factors, such as satisfaction (Dagger & Sweeney, 2006; Akbag & Ummet, 2017; Elwick & Cannizzaro, 2017); customer-company identification (Mael & Ashforth, 1992; Su et al., 2016), and service quality (Dagger & Sweeney, 2006; Su et al., 2016).

B. Service Quality

Quality can be assessed as a measure used to implement an effective culture (Shabbir et al., 2017). Quality can be used as a basis for an assessment of an entire company or its activities are running properly. In addition to the manufacturing and production industries, quality has also been widely used within the scope of the service industry. Parasuraman et al. (1985) explain that service quality is a tool to measure how well companies provide services to consumers.

Developing the results of previous studies, Parasuraman et al. (1988) explained that service quality can be described as a comparison between consumers' expectations about the services they will receive with the real services they have received. Parasuraman et al. (1988) simplified 10 (ten) dimensions to 5 (five) service quality dimensions known as SERVQUAL, namely the dimensions of reliability, responsiveness, tangible, assurance, and empathy. The first three dimensions (reliability, responsiveness, tangible) correspond to three important aspects of the results of previous studies, while the assurance and empathy dimensions are formed from the seven previous important aspects, namely competence, access, courtesy, communication, credibility, security, and understanding.

Meanwhile Cronin & Taylor (1992) explain service quality is directly affected by consumers' perceptions of the performance of companies, meaning that service quality is the performance of services provided by companies that consumers really feel. One of the main differences with the research of Parasuraman et al. (1988) is that the research of Parasuraman et al. uses measurements of the appropriateness of quality perceptions with customer expectations to obtain service quality, whereas in Cronin & Taylor's (1992) research also uses quality measurements using only the level of service quality based on customer perceptions of the performance of the service.

In the scope of education the service quality is not only important, but also a parameter of the quality of education. According to Asaduzzaman et al. (2013) service quality is the key to measuring the quality of education of a higher education, and being the main variable for higher education creates a strong perception in the minds of consumers.

Furthermore, Hutchinson et al. (2009) stated that service quality is an important antecedent for customer satisfaction. Cronin et al. (2000) and Bei & Chiao (2001) also introduced the concept of the relationship between service quality and service satisfaction. Even Cronin et al. and Bei & Chiao prove that consumers' expectations about the services they want with the services they get actually affect positively on their satisfaction. Likewise Albari & Kartikasari (2019) proved the positive influence of service quality on satisfaction. Specifically, Alves & Raposo (2010) stated that service quality as an important parameter of educational excellence has a positive influence on the satisfaction of a student. Therefore, the hypothesis is:

H1: There is a positive effect on service quality on satisfaction

Service quality is also often associated with customer-company identification. He & Li (2011) found that the better the service quality obtained by customers, the stronger the level of identification about the company. While Ahearne et al. (2005) suggest that service quality can also contribute to the development of customer-company identification. Thus the hypothesis formulation is:

H2: There is a positive effect on service quality on customer-company identification

In a study conducted by Dagger & Sweeney (2006), perceived service quality not only affects the interest in behavior, but also affects the quality of life of a consumer. The study also explained that the results of evaluations of service quality were subjective well-being. While Su et al. (2016) managed to prove the positive influence of service quality on subjective well-being, so the hypothesis of this study is:

H3: There is a positive effect on service quality on subjective well-being

C. Satisfaction

Satisfaction is the level of feeling happy or disappointed after someone compares the performance of the product / service that is thought to be expected (Kotler & Keller, 2016). Parasuraman et al. (1988) explain that consumer satisfaction is related to the psychological state of consumers, in assessing the wisdom between what consumers actually get and give. While Oliver (1981) states that satisfaction is the psychological state of a person who appears when the product / service that is obtained is able to meet their needs. Whereas Bei & Chiao (2001) argue that consumer satisfaction is a condition that is felt by consumers when the performance / service results obtained can meet their expectations.

Buyers of a higher education education are students. Therefore higher education must be able to predict the needs of students. According to Asaduzzaman et al. (2013) for higher education to be able to survive, higher education need to satisfy students by providing the services they need, so that at a time when they wish to continue their education, the higher education remains their first choice.

Satisfaction is also considered to have an impact on the subjective well-being of a consumer. In their research, Dagger & Sweeney (2006) found that consumer satisfaction has an impact on consumers' perceptions of their quality of life. Though quality of life is a form of subjective well-being of a person (Dagger & Sweeney, 2006). The results of the study are corroborated by Akbag & Umme (2017), which proves that satisfaction of basic psychological needs of students has a positive effect on their subjective well-being, differentiated by gender, courage, autonomy, competence and interrelation. Meanwhile Elwick & Cannizzaro (2017) explained that when students feel satisfied with the services provided by the higher education, then that satisfaction will affect the happiness and level of welfare felt by students. Therefore, the following hypothesis is determined:

H4: There is a positive effect of satisfaction on subjective well-being

D. Customer-Company Identification

Understanding of customer-company identification departs from social and organizational identification theory (Su et al., 2016). According to Mael & Ashforth (1992) social identification is the perception of one's ownership of group classifications, that is, actually or symbolically someone considers himself psychologically related to the group's fate, as people who share a common destiny in their successes and failures. While organizational identification is a person's social identification of membership in a particular organization.

Referring to this understanding, Bhattacharya & Sen (2003) said that customer-company identification is a condition of consumers who have a strong sense of the company that provides products / services to him, so that the company is already considered part of the consumer. Someone has a customer-company identification because the company has important, distinctive and lasting characteristics (Ahearne et al., 2005). The characteristics of customer-company identification, among others, can make consumers psychologically bound and care about a company (Bhattacharya & Sen, 2003). In the context of a higher education, Mael & Ashforth (1992) explained that when an alumni works for a company and he has good performance, the alumni indirectly reflects the quality level of his higher education.

The characteristic of customer-company identification is its own advantage, because customer-company identification encourages consumers to establish positive relationships with companies (Mael & Ashforth, 1992). In return the company must be able to help consumers achieve their own needs and improve their subjective well-being (Su et al., 2016). Further, Su et al. succeeded in proving that customer-company identification can positively influence subjective well-being.

With the explanation above, the formulation of the research hypothesis is:

H5: There is a positive effect of customer-company identification on subjective well-being

E. Conceptual Framework

From the literature review above, a conceptual framework is proposed as shown in Figure 1.

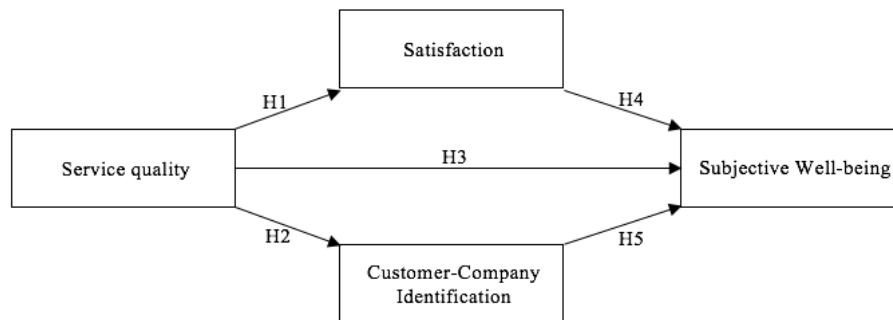


Figure 1: Research Conceptual Framework

Figure 1 shows the interrelationships between the variables described above. Service quality directly (H3) and indirectly has a positive effect on subjective well-being. The indirect effect is mediated by satisfaction (H1 and H4) and customer-company identification (H2 and H5).

III. RESEARCH METHODS

This research is a quantitative study using survey and questionnaire methods as research data collection instruments. The research population is students who study at 6 higher education in the Special Region of Yogyakarta (DIY), namely UII, UGM, UPN, UNY, UMY and STIE YKPN. The six colleges are among the largest in DIY. As many as 166 students were included as research samples, which were obtained with the formula Lemeshow et al. (1990) and based on a 99% confidence level, and a maximum sampling deviation of 10%. Samples of students who are on campus were chosen by the convenience sampling method.

Furthermore, the operationalization of the research variables is determined in Table 1.

Based on the understanding in Table 1, data collection was carried out for 3 weeks using a questionnaire. To obtain instrument eligibility, validity and reliability tests were performed. The validity testing method uses the Pearson correlation formula, with the help of a data processing program SPSS 21.0 and a trial sample of 30 respondents. Meanwhile, to test for acceptable reliability, the Cronbach's Alpha (CA) measurement method is used for a minimum of 0.6 (Sekaran & Bougie, 2016).

Table 1: Identification of Operational Variables

Variables / indicators	Source of study
Service quality is the performance of services provided by higher education that are truly felt by students	
Facilities / physical buildings	Higher education is interesting
Keep promises to students	
Responsiveness to student requests	
Guaranteed environmental conditions	
Seriously prioritizing the interests of students	
Satisfaction is a psychological state of students that arises when their needs are met	
Overall satisfaction with Higher Education	
Satisfaction with Higher Education services	
Satisfaction when in Higher Education	
Customer-company identification is a condition of students who have a strong sense of the higher education that provides education services to him, so that the higher education is already considered part of students.	
Emotions when Higher Education are criticized.	
Want to know people's opinions about Higher Education	
Feeling to be a part of Higher Education	
Also feel successful when the Higher Education is successful.	

Feeling happy when the Higher Education was praised.
 Feelings of shame when the Higher Education was criticized
 Subjective well-being is the analysis or self-evaluation of a person's quality of life over time.
 Feeling to be someone happy
 Feel happier than his colleagues
 Feeling you can enjoy life

Source: literature review

The results of testing the validity of the whole statement items produce a probability of 0,000, or smaller than a very significant level of 1%. While the CA value for service quality is 0.822, satisfaction (0.870), customer-company identification (0.675), and subjective well-being (0.701). Because all items of statements and research variables are proven to be valid and reliable, the above research instruments can be used to obtain analytical data.

Data collected was analyzed by regression. The regression analysis process is carried out with 3 stages of the standardized regression model, namely as follows:

Model-1 regression analysis : $Sat. = \beta SQ$

Model-1 regression analysis : $CCI = \beta SQ$

Model-1 regression analysis : $SWB = \beta_1 SQ + \beta_2 Sat. + \beta_3 CCI$

For the validation of the regression calculation six test methods are used, namely the F and t tests as well as four classic assumption tests (heteroscedasticity, multicollinearity, normality, and linearity). All of these calculations use the SPSS data processing program version 21.0.

IV. RESULTS AND DISCUSSION

Before being used for analysis, 166 cases of data obtained were first tested for their validity and reliability. This data quality testing method is the same as testing the validity and reliability of the instrument. The results of testing the quality of the data are listed in Table 2.

The results of the calculations in Table 2 show all the statements to reveal each variable can be obtained the probability of 0,000 or below a very significant level of 1%, or declared valid. The Cronbach's Alpha value for all variables can be obtained far above the critical limit of 0.6, or set variables. From these results it can be concluded that all statement items and research variables can be used for regression analysis.

Table 2 also explains all statements and research variables assessed by students included in the above average category with a value of 3.41 - 4.20, except for the statement of responsiveness to student demand and seriously prioritizing student interests in the service quality variable (3, 10 and 3.34) as well as emotional statement items when tertiary college students receive criticism on the customer-company identification variable (3.31).

The next stage of the analysis will be in the form of testing the research hypotheses that have been proposed at the front. The testing process uses regression analysis techniques, both simple (Models-1 and 2) and multiple (Model-3). In addition, a series of tests was carried out to strengthen the results of the regression analysis, namely the F and t tests, the VIF formula (multicollinearity), the Glejser formula (heteroscedasticity), the Kolmogorof-Smirnof formula (normality), and the Lagrange Multiplier formula (linearity).

Table 2: Recapitulation of Data Validity and Reliability Tests

Variables / indicators	Valid.	Reliab.	Mean
<i>Service quality</i>		0,909	3,50
Facilities / physical buildings Higher education is interesting	0,000		3,66
Keep promises to students	0,000		3,53
Responsiveness to student requests	0,000		3,10
Guaranteed environmental conditions	0,000		3,85
Seriously prioritizing the interests of students	0,000		3,34
<i>Satisfaction</i>		0,948	3,64
Overall satisfaction with Higher Education	0,000		3,69
Satisfaction with Higher Education services	0,000		3,52
Satisfaction when in Higher Education	0,000		3,72
<i>Customer-company identification</i>		0,817	3,75
Emotions when Higher Education are criticized.	0,000		3,31
Want to know people's opinions about Higher Education	0,000		3,78
Feeling to be a part of Higher Education	0,000		3,72
Also feel successful when the Higher Education is successful	0,000		3,92
Feeling happy when the Higher Education was praised.	0,000		3,93
Feelings of shame when the Higher Education was criticized	0,000		3,86
<i>Subjective well-being</i>		0,895	3,79
Feeling to be someone happy	0,000		3,83
Feel happier than his colleagues	0,000		3,53
Feeling you can enjoy life	0,000		4,01

Source: primary data calculation

The first regression analysis (Model-1) is a simple regression analysis to reveal the positive influence of service quality on satisfaction. The calculation results are shown in Table 3.

Table 3: Regression Model-1 with Satisfaction Dependent Variable

	β	p-t	Heterosced. (Sig.)	R ²
Service quality	0,726	0,000	0,413	0,524
Normality test		0,650		
Linearity test		0,000		

Source: primary data calculation

Table 3 shows the results of the calculated probability (p) of 0,000 or less than the value of 5%. If referring to the first research hypothesis (H1), it can be proven that there is a positive influence on service quality on satisfaction.

This conclusion is strengthened by the classical assumption test. Table 3 also shows the probability of the Heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test with a calculated probability value of 0.413 and 0.650, or greater than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of Heteroscedasticity but the distribution of data meets the assumption of normality. The X2 value from the Lagrange Multiplier method shows a result of 0,000 or smaller than the X2 table (197,064), so that the use of the Model-1 regression model has fulfilled the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R2) of 0.524. This means that of all the variables that might affect satisfaction by 52.4% can be explained by service quality, as in Model-1.

Next, a simple regression analysis of Model-2 with independent service quality variables and the dependent variable is customer-company identification. Table 4 presents a recapitulation of the Model-2 regression calculation results.

Table 4: Regression Model-2 with Customer-Company Identification Dependent Variable

	β	p-t	Heterosced. (Sig.)	R ²
Service quality	0,443	0,000	0,132	0,192
Normality test		0,665		
Linearity test		0,000		

Source: primary data calculation

The explanation of the calculations presented in Table 4 is relatively the same as the simple regression analysis of Model-1, both the results of the t-test, heteroscedasticity, normality, and linearity testing. All tests show significant results, so it can be concluded that the second hypothesis (H2) which mentions the positive influence of service quality on customer-company identification can be proven very significantly, namely with an effect of 19.2%.

Next is explained in Table 5, which contains the results of calculations in Model-3 regression analysis. The model is used to determine the positive influence of service quality (H3), satisfaction (H4), and customer-company identification (H5) on subjective well-being.

Table 5: Regression Model-3 with Subjective Well-being Dependent Variables

	β	p-t
Service quality	-0,022	0,4055
Satisfaction	0,406	0,000
Customer-company identification	0,295	0,000
p-F		0,000

Source: primary data calculation

The summary of calculations in Table 5 shows the value of p-F = 0,000. Because it is stated service quality, customer satisfaction, and customer-company identification have a significant positive effect on subjective well-being simultaneously. But when tested partially, it turns out that service quality has a negative beta coefficient and sig-t of 0.4055 or higher than the critical limit of significance of 0.05. Therefore H3 must be rejected, meaning that there is no positive influence on service quality on subjective well-being. Meanwhile, because the beta coefficient is positive for customer-company satisfaction and identification and sig-t is smaller (0,000) than 5%, then H4 and H5 are rejected, meaning that customer-company satisfaction and identification has a positive influence on subjective well-being. .

Therefore a regression model-3 needs to be modified, which is to prove that customer-company satisfaction and identification really have a positive influence on subjective well-being. The calculation is done by removing the service quality variable from model-3. The results of the modified calculations are presented in Table 6.

The probability values for the F-test (sig-F) and the t-test (Sig-t) in Table 6 show the results of 0,000, or less than the critical value (significance) of 5%, so the research hypotheses (H4 and H5) which state satisfaction and customer-company identification simultaneously or partially has a positive influence on subjective well-being has been proven.

Table 6: Modification of Model-3 Recapitulation with Subjective Well-being Dependent Variables

	β	p-t	VIF	Heterosced. (Sig)	r ²
Satisfaction	0,391	0,000	1,296	0,798	0,153
Customer-company identification	0,292	0,000	1,296	0,667	0,092
p-F			0,000		
Normality test			0,215		
Linearity test			0,000		
Adj. R2			0,339		

Source: primary data calculation

The results of testing classic assumptions can further strengthen the conclusions above. Table 6 also shows the probability of the heteroscedasticity test and the Kolmogorov-Smirnov (K-S) test are 0.413 and 0.650, both of which are higher than the 5% significance level. Thus the regression model is said to be good, because there are no symptoms of heteroscedasticity but the distribution of data meets the assumption of normality. While for multicollinearity testing shown by the VIF value smaller than the critical value 10, it is said that there are no

significant correlation symptoms in the customer-company satisfaction and identification variables. The X^2 value of the Lagrange Multiplier method shows a result of 0,000 or smaller than the X^2 table (197,064), so that the use of the modified Model-3 regression model meets the linearity assumption.

Based on the results of these tests can also be determined the value of the determinant coefficient (R^2), both total and partial. The calculation results show R^2 of 0.339, meaning that of all the variables that might affect subjective well-being, then 33.9% can be explained by customer-company satisfaction and identification, while the other 66.1% is not influenced by the variables in the regression The modified Model-3. Meanwhile, if seen from the partial coefficient value, satisfaction accounts for 15.3% and customer-company identification accounts for 9.2% of the total that affects subjective well-being.

Based on the calculation of the three regression models above, obtained several results of the analysis that are appropriate or not in accordance with the hypothesis that has been stated before, so that the discussion and implications can be carried out below.

A. Effect of Service Quality on Satisfaction

The results of the linear regression calculation for model-1 found a positive and significant effect of service quality on satisfaction. This analysis has proven the suitability of the hypothesis (H1) with the empirical results of the study. These results also support the results of research and opinions of Albari & Kartikasari (2019), Alves & Raposo (2010), Bei & Chiao (2001), and Cronin et al. (2000). When combined with descriptive analysis, service quality is a variable that needs special attention by higher education to achieve student satisfaction, especially in the form of a conducive academic environment and atmosphere as well as attractive physical facilities and buildings.

B. Effect of Service Quality on Customer-Company Identification

From Model-2 it can also be proven that there is a positive and significant influence of service quality on customer-company identification (H2). With these conclusions empirical research from He & Li (2011) and Ahearne et al. (2005) became supported, so in addition to paying attention to the influence of service quality variables on satisfaction, higher education also need to pay attention to the customer-company identification of their students.

C. Effect of Service Quality, Satisfaction, Customer-Company Identification on Subjective Well-being

The results of Model-3 have two calculations. In the first calculation, it is concluded that there is a negative and insignificant influence on service quality on subjective well-being, while customer-company satisfaction and identification have succeeded in positively influencing subjective well-being. If it is related to descriptive analysis, it is possible that the negative influence of service quality is due to the low contribution of indicators that are directly related to the interests of students (responsiveness of student demand and seriously prioritizing the interests of students), while subjective well-being indicators are always valued at a high average. This possibility is reasonable, because the indicator points on customer-company satisfaction and identification are more aligned with subjective well-being than service quality variables. The second possibility is that, on average, the value of service quality and subjective well-being has a tendency that is not the opposite, if the average service quality is low, subjective well-being tends to be high, and vice versa. This condition is likely to cause service quality to be a negative and not significant effect on subjective well-being.

The results of the modification of the Model-3 regression showed satisfaction and customer-company identification proved to have a positive and significant effect on subjective well-being. From these conclusions, hypotheses H4 and H5 can be supported / proven. These results also reinforce the results of empirical research from Elwick & Cannizzaro (2017), Akbag & Ummet (2017), and Dagger & Sweeney (2006), as well as research by Su et al. (2016) and Mael & Ashforth (1992).

Furthermore, from the modification of Model-3 it can also be seen that satisfaction has a greater contribution than the customer-company identification of the subjective well-being of students. This shows that satisfaction has a more important role to be obtained by students in real contributing to their subjective well-being, compared

to waiting for the reaction or assessment of others in identifying customer-company. Therefore higher education need to pay attention to efforts to always maintain or increase student satisfaction, especially when students are on the college campus.

The results of this analysis also prove that consumer satisfaction and company-customer identification are dominant variables in the entire research model, because only with these two variables can service quality affect the subjective well-being of students, that is, as a full mediator variable. These conditions support the research of Su et al. (2016). In other words, the service quality provided by higher education will basically affect the way students think about quality of life and happiness (subjective well-being). However, the influence exerted was not immediate, but had to pass through a sense of satisfaction and a sense of attachment to the higher education (customer-company identification).

From the overall results of the analysis that has been done there are several things that need to be considered by higher education. Higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Companies engaged in services, of course need to think about how consumers feel when they get the service. Service companies should not only think profit oriented, they also need to think of more social outcomes such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

V. CONCLUSIONS AND RECOMMENDATIONS

From the explanation above, it can be concluded that the research hypotheses are proven, except there is a positive direct effect of service quality on subjective well-being. The effect of service quality is only able to affect welfare, if through mediator variable satisfaction and customer-company identification. As a mediator variable, the results of the study also showed that satisfaction has a stronger / more dominant role than customer-company identification.

There are three implications from the conclusion above. First, higher education need to improve and maintain the quality of their services. When the service quality provided is good / good students tend to feel satisfied and proud to be at the college. It will affect their quality of life, where they will tend to feel happy.

Second, the research model can also be used to conduct research in other service companies. Service companies certainly need to think about how their customers feel when they get the service. Service companies can not only be profit-oriented, but they also need to think of results that are more social in nature, such as the happiness of consumers when using company services. Because subjective well-being itself is a relevant outcome considered in consumers' use of services.

Third, research models with subjective well-being variables are still relatively limited in number. Therefore, in addition to this research, it can enrich the discussion about research with similar variables, future research needs to be considered to involve variables that may be relevant and have not been included in this research model, such as trust, commitment, or customer loyalty

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