Proceedings on Engineering Sciences

STUDENT SATISFACTION EVALUATION TOWARDS BPS&K 1 JAKARTA SENIOR HIGH SCHOOL EDUCATION SERVICES USING IMPORTANCE PERFORMANCE ANALYSIS METHOD

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A B S T R A C T

This research aims to find out the gap between student's perception and expectation towards education services and improvement priority mapping based on identifying service quality factors which considered most important by students and expected to improve education services quality at BPS&K 1 Jakarta Senior High School. Data collection techniques used questionnaires with five dimensions of service quality which was distributed to 100 samples. Data analysis was performed using conformity level analysis of importance and performance, gap analysis and mapping on the Cartesian diagram. Conformity level analysis and gap analysis results show that students are still not satisfied with the services provided by the school. All attributes on gap analysis results have negative overall value. Based on priority mapping results using Importance Performance Analysis method, there are nine attributes in quadrant A. Quadrant A shows attributes considered important by students but not implemented well, so that needs to be priority improvement.

1. INTRODUCTION

Nowadays, almost all people in Indonesia can easily find both private and public schools because of the large number established schools. Start from urban areas to villages corner to meet the society needs for education. Total schools in Indonesia are 143.910 schools (Ministry of Education and Culture, 2019). In Indonesia, all society are required to attend follow basic education for nine years, six years in elementary school and three years in junior high school. A person's potential can be developed through the direction of the school and can be a medium to prepare for life in the future if a person attends formal education, so that formal education institutions have an important role to provide abilities in the development of various things, such as concepts, principles,creativity, responsibility, and the skills that students need through the education process at school.

School that are included in formal education is BPS&K 1 Jakarta Senior High School, which is a high school that was established in 2013. Its location on Bina Karya Street Number 2 – Complex Bina Marga I Pondok Kopi, East

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Jakarta with an area of ±5.000 m². BPS&K 1 Jakarta Senior High School has been equipped with several facilities such as laboratories, libraries, fields, classrooms, and other facilities. So far, the school has never conducted an evaluation of its services quality, so that student satisfaction level cannot be known at the school. The evaluation aims to determine the gap between perceived service and expected services. Evaluation of student satisfaction level can be known by using a questionnaire as a measurement tool.

The questionnaire in this study uses five dimensions of service quality as a reference, there are Reliability, Assurance, Tangible, Empathy, and Responsiveness. Reliability is the ability to provide the promised service immediately or quickly, accurately and satisfy. Assurance includes knowledge, competence, courtesy, respect for students, as well as having a trustworthy nature, free from danger and doubt. Tangible includes physical facilities, equipment, employees or teaching staff, and communication facilities. Empathy is an ease in making relationships, communicating well, and understanding students. Responsiveness is the willingness of the staff to help students and provide quick response services (Arbangi et al., 2016).

Analysis of questionnaire results was carried out using Importance Performance Analysis (IPA) method, that used to find out which attributes are important but the performance is still poor and which attributes are already performing well and must be maintained, then it can be determined that the proposed attribute improvements are important but the performance is still poor. The IPA method used to find out which attributes are important but the performance is still poor and which attributes are already performing well and must be maintained, then it can be determined suggested improvements for attributes that are important but the performance is still poor.

Research that conducted by Suroto, N. Aina., & H. P. Humairas (2017) aims to measure students' satisfaction towards the educational services system of the accounting program at private univesity in Jakarta. The data were obtained from questionnaires using five quality dimensions, there are tangible, reliability, responsiveness, assurance and empathy. The results show that the CSI is 71% which means that the majority of customers are satisfied with the service quality performance of accounting program. Meanwhile, the result of IPA indicate that the improvement priorities have two attributes in quadrant I. These attributes are the top priority because the importance level is high while the performance level is low from customers' point of view.

Adinegara G. H. J, & Putra P. S. E (2016) do research to explore the student perspective on the service quality received during the learning process. Data collected from students and the questionnaire collected were 95 respondents. Importance Performance Analysis is used in order to identify the attributes of service quality from student perspective of importance level and the perceived performance. Based on validity test of service quality in private university, the results show that the entire statements contained valid result and all statements are reliable. Then there is a gap between importance and performance attributes of service quality. Based on the cartesius diagram there are two attributes in quadrant I, that are top priority for improvement. Customer Satisfaction Index results showed that the service quality that has been given by university in the criteria of reasonable satisfactory. The results of this analysis are expected to assist management in improving the quality of service to the students in terms of both academic and non-academic, because private university received the largest inflowfrom students.

Research that conducted by Ong J. O., & Pambudi J (2014) aims to increase customer satisfaction, so it is necessary to measure the level of customer satisfaction by comparing perceptions and expectations regarding the performance of the Cibitung SBU Laboratory PT Sucofindo (Persero). The gap analysis is carried out on a mixture of service quality and marketing mix variables which include reliability, responsiveness, assurance, empathy, tangible, product quality, and price variables. A questionnaire containing 35 attributes was distributed to 98 samples. Based on the results of the gap analysis, it can be seen that all attributes have a negative value which means it has not fullfil customer expectations. From these data, further analysis is carried out to determine the priority scale in the improvement effort on each of the existing attributes, the analysis uses the importance performance analysis method. There are 5 attributes in quadrant A, so these attributes become the company's top priority scale for improvement.

2. LITERATURE REVIEW

2.1 Customer Satisfaction

According to Kotler and Amstrong (2012), Customer Satisfaction is the feeling of pleasure or disappointment perceived by someone which comes from a comparison between the impression of the performance of a product and the expectation of the person. In other words, satisfaction is the postconsumption evaluation, in which a selected alternative at least meets or even exceeds the expectation.

Customer Satisfaction plays the most important role in the overall quality management. Compared with other performance measures, Customer Satisfaction is probably less sensitive to seasonal fluctuations, changes of costs, or changes in accounting practices (Kotler et al., 2012). Therefore, many researchers consider Customer Satisfaction as the best indicator of the company's profits in the future (Sitorus et al., 2018).

2.2 Factors that Influence Customer Satisfaction

Efforts to achieve customer satisfaction is not easy. Customer satisfaction is impossible even if only for a short time. Because customer satisfaction is very dependent on their perceptions and expectations, we as an institution that supplies products need to know several factors that influence this. Factors that influence customer perception and expectations are as follows:
a. Needs and desires related to the things that are felt by customers.
b. Past experience when consuming products from the company or its competitors.
c. The experiences of friends, where they will tell the experience that they get to their friends (Nasution, 2010).

2.3 Method of Measuring Student Satisfaction

There are four ways to measure customer satisfaction, including:
a. Complain and Suggestion System
The method for increasing customer satisfaction by providing opportunities for customers to provide criticism and suggestions. These criticisms and suggestions can be given through the suggestion box provided by the company.

b. Ghost shopping
This method can be done by managers or people ordered to buy other products or products to the store, it aims to see directly the conditions on the ground so that the data obtained can be used as material for making decisions by management.

c. Lost Customer Analysis
The way that companies can do is to contact customers who have stopped, these customers are asked about the reasons they stop being customers. The relationship is expected to improve company performance in order to provide satisfying service to customers (Alma, 2005).

d. Customer Satisfaction Surveys
Research or surveys about customer satisfaction need to be done to find out how reaction or direct response each customer of the products or services that we sell. Generally, research on customer satisfaction is done by survey research, whether by post, telephone, or direct interview.

The method used to research customer satisfaction can use several methods such as:
1. Direct measurement with questions that are in it has been provided answer choices for example using a Likert scale such as very satisfying, enough satisfying, less satisfied and unsatisfied.
2. Give respondent customers the opportunity to submit the question of how much they expect their specific attributes and how much they feel.

3. Ask respondents to write down problems they encounter with offers from the company and to write down suggestions for improvement that they consider important. Give respondents the opportunity to rank various elements of the offer based on the degree of importance of each element and how well the company's performance in each element (Musanto, 2004).

2.4 Service Quality

Quality has a close relationship with customer satisfaction. Quality provides encouragement to customers to interlace a strong relationship with the company. In the long run, this interweave enables to carefully understand customer expectations and their needs. Service quality is the expected level of excellence and control over an excellent level to meet customer desires.

Service quality definition centered on efforts to fulfill the needs and customer desires and delivery accuracy to balance customer expectations. Service quality is the expected level of excellence and control over through excellent level to fulfill customer desires.

Quality concept based on service or products are:
a. Realibility, relating to the company's ability to provide accurate services from the first time without making any mistakes and delivering services in accordance with the agreed time.

b. Assurance, which is employes behavior able to create customer confidence in the company and the company can create a sense of security for its customers. Guarantees also mean that employees are always polite and master the knowledge and skills needed to handle any customer questions or problems.

c. Tangibels, relating the attractiveness of physical facilities, equipment, and materials used by the company, as well as the appearance of employees.

d. Empaty, means that the company understands the problems of its customers and acts to customers interests, and gives personal attention to customers and has comfortable operating hours.

e. Responsiveness, readiness and ability of employees to help customers and respond to their requests, as well as informing when services will be provided and then providing services quickly (Tjipno, 2004)

2.5 Importance Performance Analysis (IPA)

In this technique, respondents are asked to assessment importance level and performance level of the company, then the average value of the level of importance and performance are analyzed on the Importance

Performance Matrix, where the x-axis represents perception while the y-axis represents expectations. Then you will get the results in the form of four quadrants, namely:

a.   Quadrant A (Concentrate Here)
In this quandrant there are factors that are considered important and expected by consumers but the company's performance is considered to be unsatisfy, so the company needs to concentrate on allocating its resources to improve the performance that enters this quadrant.

b.   Quadrant B (Keep Up the Good Work)
In this quadrant there are factors that are considered important and are expected to be factors supporting customer satisfaction so the company is obliged to maintain these performance achievements.

c.   Quadrant C (Low Priority)
In this quadrant there are factors that are considered to have a low perception level or actual performance and are not too important and not very expected by consumers so the company does not need to prioritize or pay more attention to these factors.

d.   Quadrant D (Possibly Overkill)
In this quadrant there are factors that are considered not too important and not too expected by the customer so that the company is better at allocating resources related to these factors to other factors that have a higher priority level (Tjipno, 2005).

3.   RESEARCH METHODOLOGY

3.1 Research Subject

Research subjects is respondents who directly involved in the research. In this research, the subjects were students at BPS & K 1 Jakarta Senior High School.

3.2 Conformity Level Analysis of Importance and Performance

Based on the data that will be obtained from the results of respondent assessment, it will be done with calculations conformity between importance level and performance level, implemented by BPS&K 1 Jakarta Senior High School.
The formulas used are as follows:

$$Tki = \frac{Xi}{Yi} x 100\%$$

Explanation:
Tki   : Respondents Conformity Level
Xi   : Performance Assessment Score
Yi   : Interest Assessment Score

$$\bar{X} = \frac{\sum Xi}{n}$$

$$\bar{Y} = \frac{\sum Yi}{n}$$

Explanation:
$\bar{X}$: Average score of performance level
$\bar{Y}$: Average score of importance level
n : Respondents total X Y

3.3 Gap Analysis

Gap value between perceived service and expected service by students called servqual score or service quality score, which is formulated as follows:

$$Servqual\ Score = P - E$$

Explanation:
P   : Perceived Score
I   : Expected Score

3.4 Mapping on Cartesian Diagram

Analysis of importance performance analysis is carried out using SPSS 26 which provides scatter / dot graphs, the results are a Cartesian diagram with four quadrants. There are two lines that intersect perpendicular, namely X-axis and Y-axis. X-axis is average score of performance level and Y-axis is average score of importance level. Can be calculated using the following formula:

$$X = \frac{\sum X_i}{\sum n}$$

$$Y = \frac{\sum Y_i}{\sum n}$$

Explanation:
X   : Average score of performance level
Y   : Average score of importance level
n   : Respondents total

The results of an average assessment toward perceived service and expected service will be presented in a graph called a Cartesian diagram. The Cartesian diagram consists of four quadrants, consisting of:

a.   Quadrant A (Main Priority)
To show the importance level of service quality attributes is considered high for students, but the school has not fully implemented it (the implementation has not been optimal). It shows that service quality attribute has not been successfully implemented by the school, so that students are not satisfied. Therefore, must be a top priority in improvement.

b.   Quadrant B (Maintain Performance)
To show the performance level of serive quality attribute is considered high for students, and service quality perceived by student is also high. It shows that the service quality attribute has been successfully implemented by

the school, so that the customer feels satisfied, and therefore it must be maintained.

c. Quadrant C (Low Priority)

To show the importance level of service quality attribute is considered low for students, and service quality perceived by student is also low. It shows that the service quality attribute is considered less important by student, and service quality perceived by student is normal, so that improvement priority is low.

d. Quadrant D (Possibly Overkill)

To show the importance level of service quality attribute is considered low for student, but service quality perceived by student is high. It shows that the service quality attribute is less important by student, but service quality perceived by student is high. So, students are satisfied, this is over.

4 RESULT and DISCUSSION

4.1 Validity Test

The validity of the instrument known by correlating each item score. The correlation is valid if the value of correlation r count > r table, the values of r table can be seen in the statistics table. R value calculated depending on the number of respondents. In this study, the validity test using a sample of 100 respondents and also by the degree of significance for the two-way test is 5%, so r count must be greater than the r table that is 0.196. Validity test results using SPSS 26 can be seen in Table 1.

Table 1. Questionnaire Validity Test Results

Statement Notation	r Count	r Table	Status
P1	0.186	0.196	Invalid
P2	0.599	0.196	Valid
P3	0.604	0.196	Valid
P4	0.597	0.196	Valid
P5	0.454	0.196	Valid
P6	0.493	0.196	Valid
P7	0.486	0.196	Valid
P8	0.429	0.196	Valid
P9	0.709	0.196	Valid
P10	0.641	0.196	Valid
P11	0.716	0.196	Valid
P12	0.737	0.196	Valid
P13	0.482	0.196	Valid
P14	0.756	0.196	Valid
P15	0.703	0.196	Valid
P16	0.711	0.196	Valid
P17	0.767	0.196	Valid
P18	0.703	0.196	Valid
P19	0.693	0.196	Valid

P20	0.8	0.196	Valid
P21	0.722	0.196	Valid
P22	0.66	0.196	Valid
P23	0.581	0.196	Valid
P24	0.634	0.196	Valid
P25	0.711	0.196	Valid
P26	0.68	0.196	Valid
P27	0.644	0.196	Valid
P28	0.526	0.196	Valid
P29	0.461	0.196	Valid
P30	0.743	0.196	Valid
P31	0.66	0.196	Valid
P32	0.673	0.196	Valid

Based on the results of validity test that explained in Table 1, it can be seen that as many as 32 items statement notation, there is one statement notation that is worth invalid.

4.2 Reliability Test

Consistency of a research instrument can be measured through a reliability test. This test is intended to determine whether the research instrument reliable and consistent when measurements were repeated. In this research, the reliability test performed by calculating Cronbach's alpha coefficient. Cronbach's alpha value obtained from calculations using SPSS 26. In table 2, reliability test results show the performance level of Cronbach's alpha value is 0.951 with a total of 32 items statement.

Table 2. Reliability Test Result

Cronbach's Alpha	N of Items
0.951	32

4.3 Conformity Level Analysis of Importance and Performance

The value of the conformity level obtained from a comparison between perceived service and expected service, describe the quality of service performance which is rated by percent in conformity level. Table 3 is the result of calculating the conformity level of education services for each attribute in BPS&K 1 Jakarta Senior High School.

Table 3 is result table of conformity level analysis of importance and performance for each attribute. Values that exist at performance level and importance level are obtained by summing the existing scores on each attribute. After all the scores on each atrribute are added, mean for each dimension will be obtained. So, next step aimed to determine respondent conformity level based on assessment criteria.

Table 3. Conformity Level Analysis of Importance dan Peformance

Statement Notation	Performance Level		Importance Level		Conformity Level	
	Each Attribute	Dimension	Each Attribute	Dimension	Each Attribute	Dimension
P1	307		329		93%	
P2	272		338		80%	
P3	267		335		80%	
P4	291	**288.5**	334	**336.83**	87%	**86%**
P5	298		348		86%	
P6	296		337		88%	
P7	289	**291**	316	**337.16**	91%	**86%**
P8	313		347		90%	
P9	272		346		79%	
P10	302		343		88%	
P11	291		331		88%	
P12	279		340		82%	
P13	315		348		91%	
P14	242		332		73%	
P15	274		346		79%	
P16	286	**277.57**	340	**342.86**	84%	**81%**
P17	280		350		80%	
P18	275		345		80%	
P19	271		339		80%	
P20	281		343		82%	
P21	287		344		83%	
P22	292		338		86%	
P23	307		346		89%	
P24	286		344		83%	
P25	275	**288.8**	343	**340.7**	80%	**85%**
P26	298		332		90%	
P27	255		327		78%	
P28	299		343		87%	
P29	308		347		89%	
P30	286		346		83%	
P31	283	**291.3**	345	**344.3**	82%	**85%**
P32	305		342		89%	

Table 4. Assessment Criteria of Conformity Level (Supranto, J. 2006)

Interval	Assessment Criteria
0 – 32%	Very Dissatisfied
33% – 65%	Not satisfied
66% – 99%	Less satisfied
100%	Satisfied
> 100%	Very satisfied

The results show that each attribute from the five dimensions of reliability, assurance, tangible, empathy and responsiveness is in the interval 66% - 99%, which is included in the assessment criteria are less satisfied with the education services.

4.4 Gap Analysis

Score gap (-) negative indicates that there is an indication of dissatisfaction at performance level attributes, while the score gap (+) positive indication of the quality of performance level is enough to satisfy students.

After doing calculations to get the gap value, the result can be seen in Table 5, which indicates that all attributes have a negative value. So, it can be said that the students were less satisfied with the education services, each attribute does not satisfy student expectations.

Table 5. Gap Analysis

Statements Notation	Statement	Results		Gap Analysis
		Performance Level	Importance Level	
P1	Student admission procedures are good, such as announcing the results of a quick and not long-winded entry.	3.07	3.29	- 0.22
P2	The process of teaching and learning activities are going well and smoothly. The environment in teaching and learning activities is very conducive.	2.72	3.38	- 0.66
P3	Implementation of teaching and learning activities carried out on time and according to schedule.	2.67	3.35	- 0.68
P4	The material taught is in accordance with what will be tested when facing a new student admission selection.	2.91	3.34	- 0.43
P5	The teacher is able to deliver the material well.	2.98	3.48	- 0.5
P6	Teachers in the field of study teach according to their educational background.	2.96	3.37	- 0.41
P7	There is training in preparing students to facing a new student admission selection.	2.89	3.16	- 0.27
P8	The teacher helps students choose college majors according to their potential and interests.	3.13	3.47	- 0.34
P9	The application of school rules and regulations has gone well for all students, so students feel fair and do not feel discriminated between students.	2.72	3.46	- 0.74
P10	Communication between teachers and students has been going well in teaching and learning activities. Just as in the classroom available discussion or question and answer between the teacher and students in the discussion of the material.	3.02	3.43	- 0.41
P11	The teacher gives assignments wisely and proportionately to students	2.91	3.31	- 0.4
P12	The teacher is fair to all students in presenting material and interacting in class.	2.79	3.4	- 0.61
P13	Teacher and employee appearances are good, neat and clean.	3.15	3.48	- 0.33
P14	The library has a complete collection of books.	2.42	3.32	- 0.9
P15	The laboratory already has complete equipment.	2.74	3.46	- 0.72
P16	There is a school information system such as a website that is informative and useful for students or others in getting school information.	2.86	3.4	- 0.54
P17	Safe and clean school environment.	2.8	3.5	- 0.7
P18	Teaching and learning facilities such as tables and chairs are in good condition and neat.	2.75	3.45	- 0.7
P19	Laboratory equipment in good condition and neat.	2.71	3.39	- 0.68
P20	The teacher gives attention to students who do not understand about the lesson.	2.81	3.43	- 0.62
P21	The teacher is easy to find if there are students who want to consult about lessons that are not yet understood.	2.87	3.44	- 0.57
P22	The teacher has creativity in teaching and learning activities.	2.92	3.38	- 0.46
P23	The teacher always provides motivation to students to achieve their goals and in the distribution of talents possessed by students so that students can develop better.	3.07	3.46	- 0.39
P24	Safety during teaching and learning activities is maintained.	2.86	3.44	- 0.58
P25	The process of delivering material that is easily by students.	2.75	3.43	- 0.68
P26	School employees are very skilled in providing information and administrative arrangements, so students can easily and quickly take care of school administration.	2.98	3.32	- 0.34
P27	Library staff serve students well if there are students who want to borrow and read books.	2.55	3.27	- 0.72
P28	School employees are friendly in their service to students.	2.99	3.43	- 0.44
P29	School employees are able to serve parents of students well, so that good communication is maintained among them.	3.08	3.47	- 0.39
P30	The teacher helps students immediately with subject matter that is not yet understood, because not all students have good responsiveness.	2.86	3.46	- 0.6
P31	School employees help students quickly if there are difficulties encountered by students, especially in terms of administration.	2.83	3.45	- 0.62
P32	The teacher is always willing to answer immediately all questions from students if there are questions and difficulties faced by students.	3.05	3.42	- 0.37

4.5 Importance Performance Analysis

After finding out the level importance-performance that has been obtained from the average of importance level and performance level respondents in each attribute of X and Y, then the value can be put in a Cartesian diagram. So, it can be discovered location of the quadrants for each attribute. Figure 1 show the explanation in the Cartesian diagram.
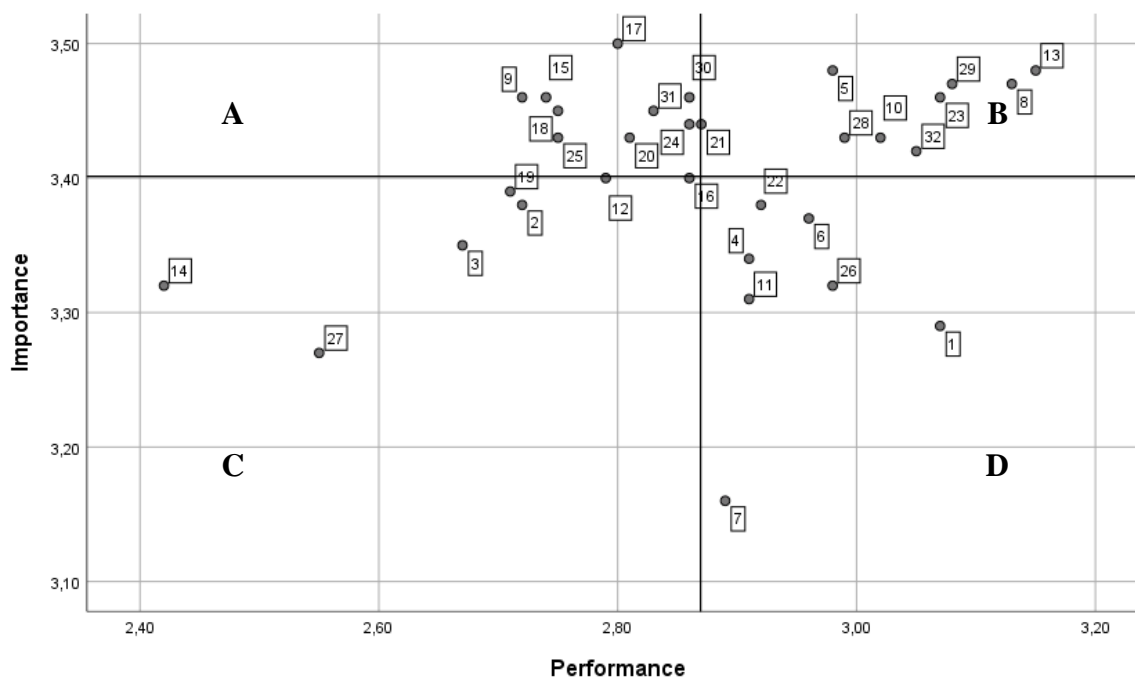

Figure 1. Cartesian Diagram of Student Satisfaction

Figure 1 shows that in each dimension there are attributes which in different quadrants, the following is an explanation:

a. Quadrant A

Quadrant A shows attributes that are considered important by students but not implemented well by the school, so these attributes are considered unsatisfied to students. The attributes that must be corrected in quadrant A are shown in table 6.

b. Quadrant B

Quadrant B shows the attributes that are considered important and satisfy students who have been implemented well by the school, so these attributes must be maintained by the school because they are considered to be able to fulfill what students want. The attributes that must be maintained are shown in table 7.

Table 6. Cartesian Diagram Results in Quadrant A

Attribute	Statements
P9	The application of school rules and regulations has gone well for all students, so students feel fair and do not feel discriminated between students.
P15	The laboratory already has complete equipment.
P17	Safe and clean school environment.
P18	Teaching and learning facilities such as tables and chairs are in good condition and neat.
P20	The teacher gives attention to students who do not understand about the lesson.
P24	Safety during teaching and learning activities is maintained.
P25	The process of delivering material that is easily by students.
P30	The teacher helps students immediately with subject matter that is not yet understood, because not all students have good responsiveness.
P31	School employees help students quickly if there are difficulties encountered by students, especially in terms of administration.

Table 7. Cartesian Diagram Results in Quadrant B

Attribute	Statements
P5	The teacher is able to deliver the material well.
P8	The teacher helps students choose college majors according to their potential and interests.
P10	Communication between teachers and students has been going well in teaching and learning activities. Just as in the classroom available discussion or question and answer between the teacher and students in the discussion of the material.
P13	Teacher and employee appearances are good, neat and clean.
P21	The teacher is easy to find if there are students who want to consult about lessons that are not yet understood.
P23	The teacher always provides motivation to students to achieve their goals and in the distribution of talents possessed by students so that students can develop better.
P28	School employees are friendly in their service to students.
P29	School employees are able to serve parents of students well, so that good communication is maintained among them.
P32	The teacher is always willing to answer immediately all questions from students if there are questions and difficulties faced by students.

c. Quadrant C

Quadrant C shows factors that are considered less important by students and are not implemented well by the school so this attribute is considered not to have a big impact on the school. The attributes in the C quadrant are shown in table 8. So, the items above can be ignored / have a priority scale of improvement for the school.

d. Quadrant D

Quadrant D shows attributes that are considered less important by students but are over-implemented by the school. However, it is also possible for this attribute to get more attention from students. The attributes in quadrant D are shown in table 9.

Table 8. Cartesian Diagram Results in Quadrant C

Attribute	Statements
P2	The process of teaching and learning activities are going well and smoothly. The environment in teaching and learning activities is very conducive.
P3	Implementation of teaching and learning activities carried out on time and according to schedule.
P14	The library has a complete collection of books.
P12	The teacher is fair to all students in presenting material and interacting in class.
P16	There is a school information system such as a website that is informative and useful for students or others in getting school information.
P19	Laboratory equipment in good condition and neat.
P27	Library staff serve students well if there are students who want to borrow and read books.

Table 9. Cartesian Diagram Results in Quadrant D

Attribute	Statements
P1	Student admission procedures are good, such as announcing the results of a quick and not long-winded entry.
P4	The material taught is in accordance with what will be tested when facing a new student admission selection.
P6	Teachers in the field of study teach according to their educational background.
P7	There is training in preparing students to facing a new student admission selection.
P11	The teacher gives assignments wisely and proportionately to students.
P22	The teacher has creativity in teaching and learning activities.
P26	School employees are very skilled in providing information and administrative arrangements, so students can easily and quickly take care of school administration.

So, these items are considered excessive by students, for this reason it is better for the school to allocate its resources for top priority first.

5 CONCLUSION

Based on the analysis results and discussion that has been described, it can be concluded that overall the education quality services in BPS&K 1 Jakarta SHS have not fulfilled student expectations. The questionnaire, which contained 32 statements and was divided into five dimensions, was distributed to 100 students as samples. The results of performance level as much as 32 statements indicate that there is 1 invalid statement, while 31 statements indicate valid results. The statements are invalid because r count result is less than r table. Next, reliability test which showed Cronbach's alpha results on performance level and importance level could be said consistent and can be reliable.

Then, analysis result conformity level of importance and performance for each attribute are at interval 66% – 99%,

which means students are less satisfied with the education services. After that, gap results show that the school must make improvements because the gap values are all negative values, which means that perceived services by students are not as expected, so students feel less satisfied. Finally, the results of priority mapping using the Importance Performance Analysis are spread evenly in four quadrants, and there are still attributes that need to be improved. The attributes included in improvement priority are attributes in quadrant A, because quadrant A shows attributes that are considered important by students but not implemented well by the school. There are 9 attributes that are in the quadrant A namely P9, P15, P17, P18, P20, P24, P25, P30, and P31.

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