

THE ACHIEVEMENT OF COMPETITIVE ADVANTAGE THROUGH QUALITY OF SERVICE AT HIGH SCHOOLS IN WEST JAVA PROVINCE, INDONESIA

Novianty Tia 

Faculty of Economic Business Padjadjaran University, Bandung, Indonesia

Tia.novianty@rocketmail.com, novianty.tia@yahoo.com

Kartini Dwi

Faculty of Economic Business Padjadjaran University, Bandung, Indonesia

Soemaryani Imas

Faculty of Economic Business Padjadjaran University, Bandung, Indonesia

Yunizar

Faculty of Economic Business Padjadjaran University, Bandung, Indonesia

Abstract

Competitive advantage in educational institutions can only be achieved by addressing the quality of service to its customers, including the students as the main customers. The cause of school lacks a competitive advantage allegedly with the low quality of services provided to the school education services. Practically attempt to show the quality of service face a variety of obstacles, both internally and externally. Therefore the purpose of this study was to obtain an overview and analyze the impact of service quality on competitive advantage by using SEM Lisrel. The unit of analysis in this study consisted of 300 high schools in the region of West Java Province. While the observation unit consists of 900 student respondents. The results showed that the lack of competitive advantage is influenced by the weakness of attributes inherent value of quality waiter to consumers.

Keywords: *Quality Service, Educational Institutions, Competitive Advantage, Senior High School, Indonesia*

INTRODUCTION

Dynamics of changes in the environment, the demands of society, customers or the government has influenced how the practice of competitive quality and excellence in education. Competition in the education sector continues to happen today, these conditions cause increased systematic efforts to create competitive advantage. Competitive advantage can be realized by improving the ability of human resources. Although the organization has more or less certain resources, but resources are scarce, valuable and difficult to imitate will provide a sustainable competitive advantage (Amit & Schoemater, 1993; Barney, 1991 in Jackson, Hitt, Denisi 2003).

Shifting the environment and the strength of competition in the education industry led to a gap between the demands of the environment as well as the competition with the power of an institution of education in secondary education. One of the secondary education level is high school. Conditions High School in West Java this time of year to experience difficulties in obtaining student. From the data Dikmenti West Java province in the Academic Year 2012/2013 and 2013/2014 the number of students who enter high school as much as 24.57% and 24.66% as shown in Table 1.

Table 1. The percentage of students graduated Junior High School Logged High School in West Java

No	School year	Number of students graduated junior high school	The number of students received high school	The percentage received in high school
1	2012/2013	658.833	161.864	24,57
2	2013/2014	673.801	166.131	24,66

Source: Dikmenti West Java Province, 2015

Table 1 shows that a decrease in the number of high school in West Java faster than the government's target proposed in 2015 by 50%: 50% to the government's target for junior high school graduates in 2015 some 50% of high school and 50% enter vocational school. Therefore, the strategy is required to win the competition among high school as well as to improve acceleration to improve the quality and professionalism of management of high school in order to achieve competitive advantage in high school. Superior high school has advantages and kindness compared to other schools. These advantages can be built based on the organization's understanding of the strategy in the management of human resources in accordance with the dynamics of competition and the organization's strategic plan. Dynamics of changes in the environment, the demands of society, customers or the government has

influenced how the concept of competitive advantage. One approach taken to obtain a competitive advantage that is based approaches to human resources.

Results of a survey conducted by researchers of the community members in schools show that: 1) High school which is desirable to have a good reputation, some indicators among other school activities, especially learning both academic and non-academic to produce a great index of integrity of national examinations and learning process in line with expectations, 2) views of financial reasons, most of the top schools set the cost of education is quite high, making it difficult to reach all layers of society, and the payments are inflexible and 3) views of factors graduates, the majority of high school graduates in West Java who attend school to college on average below 60%. According to the Chief Education Office West Bandung regency in 2011 (Bisnis.com, May 27, 2012) that continue to college reaches 40%, as well as the Subang district, according to Head of Disdikpora (Berita.com, 22 January 2015) the students who continued to college only reach 20%.

Based on the exposure to these problems, in general it can be said that the concept of competitive advantage in high school is not considered important by most high school. High School face problems related to competitive advantage. High school less provide the maximum service to students. This is in line with the opinion of Sallis (2005: 4) which states that educators can meet the challenges of competition by working to improve the quality of their services and changing the delivery mechanisms of matter. The phenomenon provides a description that the quality of services provided to students of the school have not been optimal in order to provide a solution for the achievement of competitive advantage.

LITERATURE REVIEW

Quality of Service

The term quality of service first used by Ganroos around the 1984's. Parasuraman with SERQUAL models (1985, 1988, 1991 and 1994). Parasuraman et al, (1985) suggested that quality of services, "an aggregation of specific transactional satisfaction encounters". While Lovelock and Wright (200) argued that "Quality is degree of excellence intended, and control of variability in Achieving that excellent, in meeting the customer requirements". Siddiqi (2011) that: service quality as "a global judgment or attitude Relating to a particular service customers overall impression of the relative inferiority or superiority of the organization and its service". Another opinion expressed by Aqyapon (2011: 203) states: "Service quality as customer perception of how well a service meets or exceeds their expectations Service quality is commonly Noted as a critical prerequisite and determinant of competitiveness for establishing and sustaining satisfying relationships with customers". Quality of service is defined as the

service provided to the customers so that the school can meet customer expectations as a determinant of competitiveness. Quality of services is influenced by two variables: perceived service and expected services. Quality of service includes internal and external service quality. internal service quality associated with services to members of the organization, Dhurup (2012). Parasuraman et al (1985) defines the external service quality is the ability of an organization can realize the role of customer perception and actively always try to understand the quality based on the customer's perception of the outside, customer expectations, customer satisfaction outside, and the attitude of the customer beyond its needs to establish strong relationships with customers .To achieve a good external service quality is influenced by the good internal service quality (Seyyedi et al, 2011).

External service quality of education is divided into two parts, namely the quality of academic services and the quality of learning, which is defined by the student. Greiner & Westbrook (2002).

Quality of service is measured by the dimension attached to such services. According to Gavin (Tjiptono & Chandra, 2011) dimensions of service quality are (1) performance (2) Features (3) Reliability (4) Compliance with the specification (5) Durability (6) the ability of service (7) aesthetics (8) Quality perceived. Lehtinel & Lehtinel (in Tjiptono & Chandra, 2011) dimensions of quality is divided into two: (1) the quality of the process and (2) the quality of the result . Dhurup (2012) states that service quality dimensions are (1) credibility; (2) accessibility; (3) tangibility; (4) preparedness; (5) reliability and (6) competence.

Parasuraman et al, (1988: 23), says there are ten general criteria or standards that determine the quality of a service, namely: reliability, responsiveness, competence (ability), access (easily obtained), courtesy (hospitality), communication, credibility (trustworthy), security, understanding (understanding the customer) and tangibles (concrete evidence invisible to the eye). Tenth these dimensions can be simplified into the following five dimensions: responsiveness, reliability, empathy, assurance and tangibles (physical products).

Most the quality of services studies have focused on the customer perspective in evaluating expectations or consumer perception of the quality of the service organization. Model SERVQUAL service quality is at the core of service measurement dimensions, and this model can be used to measure the quality of public services, also can be used for measuring the quality of academic services and the quality of learning (Greiner & Westbrook, 2002: .8). Parasuraman, et al. (1985, page 44) established the model of service quality that highlights the essential prerequisites to provide the expected service quality. The model identifies five gaps that led to the failure of delivery of services, namely: Gaps Importance of Consumer and Perception Management; The gap between the perception of the Management of Interest Rate;

The gap between the Quality Specifications Services and Service Delivery; The gap between the External Communications Service Delivery; Often the customer's interest rate is influenced by advertising and representations or promises made by the company. The gap between Perceived Services and Services Expected.

This service quality Research is using the model of SERVQUAL of Parasuraman et.al (1988). THE FIRST Dimension is Responsiveness, which includes 1) responsive to the students need, 2) help to solve of students' difficulties. The second dimension is reliability which include 1) providing services to the right, 2) the ability to be trusted. The third dimension is Empathy, which includes 1) the ease of contacting schools, 2) understand the aspirations of the students, 3) treat the service with friendly, and 4) with good communication. The fourth dimension is Assurance, which includes 1) a professional teacher, 2) attentive and courteous in providing services, 3) objective in the act, 4) the ability to take advantage of the services offered. The Last dimensions are physical products (Tangibles), which includes 1) tidiness, 2) the comfort of the room, (3) hygiene, 4) the appearance of teachers and 5) regularity.

Competitive Advantage

Competitive advantage can be created if the institution has a position of competitive advantage. The view of competitive advantage based on market forward by Desler (2006). Cater & Putcko (2005: 120) states that: "Competitive advantage can be defined as a unique position a firm develop comparison with the competitor where superior depend on how customer perceive it". Meanwhile Dar et.al (2011: 500) explains that: "Competitive advantage is the essence of competitive strategy." According to Agha & Alrubaiee (2012: 195) explains that: "Competitive advantage is meaningful if it is related to an attribute valued by the market."

The views are resource-based competitive advantage (resource based view- RBV) proposed by Barney (2000: 79) states that: "Resource-based competitive advantage is vulnerable to Impersonation to be done competitors. Model intangible capital is the individuals and organization that are not Easily imitated by competitors". While Ma (1999: 115) states that "The competitive advantage Arising from the attributes and characteristics of the company that enables companies to create more value or consumers." Dashgarzadeh et al (2012: 457) explains that: "The resource-based view of the firm contend that in the modern competitive environments the only sustainable source of competitive advantage in an organization is human resources. "This view was expressed also by Gerhard & Bontis, (2007: 512) that:" from an RBV point of view, competitive advantage is a result of employing strategic resources, both assets and capabilities, to the sustainable benefit of a company."

Based on the expert opinion of competitive advantage in school is defined as the ability of schools to improve strategic of teachers and education personnel resource to provide more value and virtue than other schools, both academic nor non-academic.

Competitive advantage can be created by creating a short-term advantage means that advantage easily imitated and practiced by other schools so that at any given moment the advantage can not be recreated because other schools have done similar things even better. Agha & Alrubaiee (2012: 195) in research entitled "Effect of Core competence on competitive advantage and Organizational Performance" found the center's competitive advantage is their core competencies that generate different creativity and innovation, as well as superior compared to competitors. Core competence is knowledge. To be meaningful, then the managers need to develop the dimensions of the core competencies through the vision deployed within the organization, empowerment and cooperation.

Tang and Sun (2008: 63) states that to maintain a competitive advantage, there are four that dominate which include recruitment, R & D strategy, compensation strategy and performance management strategies. Meanwhile, Hill & Jones (2009: 123) argues that the Competitive Advantage can be realized by creating excellence in efficiency, quality, innovation, and customer responsiveness.

In the service industry dimensions of competitive advantage is more focused on the human factor. Ministry of National Education has established a number of criteria that must be possessed of superior schools include: The first criterion is the input that students are strictly selected by using specific criteria and procedures that can be accounted for. The criteria are: (1) the learning achievement superior to figure indicators report, Value of pure final exam, now the value of the National Examination, and the results of tests of academic achievement, (2) scores a psychological test which includes intelgensi and creativity, (3) the physical tests, if needed.

The second criterions are facilities and infrastructure that support to meet the learning needs of students as well as to channel their interests and talents, both in curricular and extra-curricular activities. The third criterion includes a learning environment that is conducive to the development of the potential advantages into real advantages both physical environment and socio-psychological. The fourth criterions are the teachers and education personnel who handle, they should be superior both in terms of mastery of the subject matter, teaching methods, and commitment in carrying out the task. For that there should be an additional incentive for the teacher in the form of money and other facilities such as housing property.

The fifth criterion is curriculum to be trust with development and improvisation to optimally match the demands of learners which have learning speeds higher than students on his age. The sixth criteria covering a period of study longer than other schools. So that it needs

the hostel to maximize coaching and accommodate students from different locations. the hostel environment need for facilities that can channel the students' interest and talent such as libraries, sports equipment, arts and other required.

The seventh criterion is quality of learning process and the results can be justified (accountable) either to students, institutions and communities. The eighth Criteria, superior schools not only provide benefits to students in the school, but it must to have a social resonance to the surrounding environment. Last criterion of value in the superior school is the additional treatment outside the national curriculum through curriculum development, enrichment and expansion program, remedial teaching, guidance and counseling services of high quality, fostering creativity and discipline.

From the opinion of experts, this study used the dimensions of competitive advantage include: school Reputation that includes 1) services based on the evidence, 2) school activities based on commitments, 3) support of non-academic activities, 4) The learning process, the second dimension is superior financing that includes: 1) affordability of tuition fees paid, 2) Flexibility in payment. One final value dimension consisting of: 1) high quality graduates, 2) The prospect of continuing higher education, 3) Giving awards for students who excel.

RESEARCH METHOD

The research method uses quantitative research by conducting a survey of 300 high schools in West Java Province as a sample, using questionnaires which supported the observation and documentation study. The observation unit is composed of students. Data analysis using SEM approach Lisrel. In this research consists of the service quality 5 dimensions and 17 indicator: responsiveness (two indicator); reliability (two indicator); empathy (four indicator); assurance (four indicator); tangible (five indicator). Meanwhile competitive advantage consists of 3 dimensions and 9 indicator : reputation (four indicator); superior financial (two indicator); and worth (three indicator). Personnel were given a 33-item questionnaire. Responses were made on a 5-point Likert scale and ranged from 1 = *strongly disagree* to 5= *strongly agree*.

Reliability and Validity

Factor loading of five dimensions manifest obtained indicates that the dimensions used to measure the quality of service are valid. This is evidenced by the value of factor loading for each manifest variable is greater than 0:50 and also from the test results obtained by value t count each manifest variable is greater than the critical value of 1.96. This means that the five dimensions used are significantly able to reflect on the quality of service

Table 2. Composite Reliability and Average Variance Extracted of Each Dimensions Variable Service of Quality

Variable	Factor Loading (λ)	λ^2	ε	T-Values
X ₁	0.946	0.895	0.104	21.335
X ₂	0.929	0.863	0.136	20.681
X ₃	0.964	0.929	0.071	22.027
X ₄	0.977	0.955	0.046	22.550
X ₅	0.973	0.947	0.053	22.392
<i>Composite Reliability</i>	0.982			
<i>Variance Extracted</i>	0.918			

Variance extracted five dimensions of 0.918 meaning that on average 91.8% of the information contained in each dimension could be reflected through latent variables of service quality. Then the reliability of composite latent variable quality of service by 0.982 more great. From recommended that 0.70 indicates that the five dimensions have consistency in measuring latent variables of service quality.

Factor loading of three dimensions manifest obtained indicates that the dimensions used to measure the competitive advantage are valid. This is evidenced by the value of factor loading for each manifest variable is greater than 0.50 and also from the test results obtained by value t count each manifest variable is greater than the critical value of 1.96. This means that the three dimensions used are significantly able to reflect on the competitive advantage.

Table 3. Composite Reliability and Average Variance Extracted of Each Dimensions Variable competitive advantage

Variable	Factor loading (λ)	λ^2	ε	T-Values
Y ₁	0.956	0.914	0.087	20.757
Y ₂	0.944	0.891	0.108	20.391
Y ₃	0.949	0.901	0.099	20.553
<i>Composite Reliability</i>	0.965			
<i>Variance Extracted</i>	0.902			

Variance extracted three dimensions of 0.902 meaning that on average 90.2% of the information contained in each dimension could be reflected through latent variables competitive

advantage. Then the reliability of composite latent variable competitive advantage by 0.965 more great. A value of 0.70 and above indicates that the three dimensions have consistency in measuring latent variables competitive advantage.

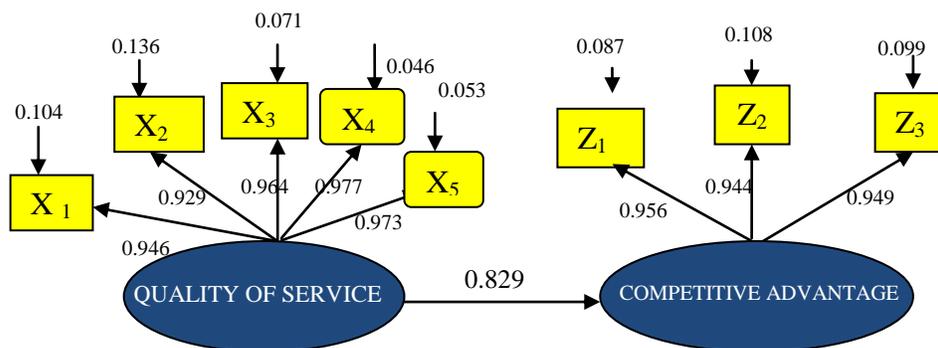
ANALYSIS AND RESULTS

Data on service quality of high school is known that at 4.33% said the quality of service at the school is low according to student perception. Amounting to 37.67% expressed less. By 33% said the quality of services that are in the enough group. Amounting 21.33% said quality of service is good and amounted to 3.67% stating the quality of services that are in the very well group.

Data on the competitive advantage it is known that at 1.67% stated competitive advantage in the school is low according to student perception. Amounting to 33.33% expressed less. Amounting to 41.67% declared the competitive advantage that are in the moderate group. Amounting to 18.33% declare the competitive advantage currently on high group. While 15% said very high. The overall level of competitive advantage in the school that are in the moderate group.

The results of path coefficient calculation for 0.829 with R^2 of 0.687. The results showed that 68.7% of the achievement of competitive advantage in high school in West Java province is explained by the quality of service, the rest is influenced by other variables not included in this study.

Figure 1. Effect of Quality of Service to Competitive Advantage



Next step is Hypothesis test to prove whether there is any impact of service quality on competitive advantage.

Table 4. Effect of Service Quality Testing Results Against Competitive Advantage

Path Coefficient	t_{count}	$t_{critical}$	H_o	H_a
0.829	10.690	1.96	rejected	accepted

Based on the statistical test results obtained t_{count} variable quality of service (10.690) is greater than $t_{critical}$. Because the value of t_{count} is greater than $t_{critical}$, then with the error rate of 5% was decided to reject H_o so H_a is accepted. So, based on the test results can be concluded that the quality of service partially influence on competitive advantage in High School West Java Province.

DISCUSSION

Results of research conducted in schools and corporate banking services shows that the quality of care affect the competitive advantage. The research result is in line with Victoria Pekka & Pantelis G Chatzikonstantinou (2009). In this study shows the contribution of service quality to the competitive advantage of 68.7%. This means that service quality significantly affect the competitive advantage. The results of the study along with Khan and Matlay (2009), Kazakov (2013) which states that the quality of educational services provided must be considered as a real competitive advantage. Strategies to build competitive advantage is to meet the customer, Prayogo and McDermott (2011).

Creating quality of service requires support system especially HR management system in line sets include Mukhtar et al (2015) on improvements for all stakeholders in the practice of planning, administration and management in the academic system of higher education based on the dimensions of service quality.

The system will optimize the HR functions in accordance with its role both functional role (teacher) or when the teacher placed structurally. Associated with high-quality service as the superior ability of principals to direct teachers to improve the quality of services affects how the quality of the service itself. School climate that is friendly, supportive, open attitude will affect how the agency to provide services to its customers including teachers. Managerial system of school administrators in the management of human resources embodied in the form of the structure and optimizing the function of teachers through recruitment, enhanced organizational commitment and empowerment. Schools must have systems and structures that can be optimized HR management function is to provide services to its customers. Empathy of the schools in serving its customers will be better with the right recruitment system and increase the commitment and empowerment.

Schools that can improve its service is a school that has a focus on customers with a proper management system. Functions that support optimized service to customers. One is the human resource management function of the teacher. The reality on the field management practices on teachers, especially in public and private schools that lack of budgetary support and systems, human resource management practices are less efficient and effective teachers. The result that teachers can not function optimally to provide services. Schools cannot guarantee the availability of human resources to optimize its role in providing services to students. Quality of service is a form of effective HR management system in schools.

Only a minority of schools make breakthroughs in human resource management among other teachers, raising awareness of the importance of service to customers by changing the orientation of value in service. Schools develop values that can drive behavior patterns more empathize, responsive, reliable in treating service. Schools encourage changes that puts every customer as the focus of HR services through guarantees teachers. Changes in the value orientation services to students directed that the dimensions of service quality values attached to the service indicator for the students.

The quality of educational services that are required today is the educational services that can encourage the development of competent human resources. Schools rated yet optimize the function of the teacher through the system. It can be seen from the lack of support given as the physical facilities needed by teachers, especially teachers in remote areas. Schools that give space of creativity and innovation, as well as participatory decision making for teachers to determine what is best for only a small part of the school. Schools have not empower teachers by way of placing as instructional leaders and agents of change. The schools are less qualified have a disadvantage in organize function of teachers as an important factor in the quality of service. Schools do not optimize existing systems to provide stimulation services work combined with the provision of performance commensurate to the teacher yet. Design to provide quality of service is design system not an individual design. This is why the teachers do not have a standard of service, the same response and the level of empathy that showed his attention on the needs of the same students.

Limitations to provide services which faced by non favorite school especially in remote areas of Priangan east or areas Bogor district bordering the province of Banten, including in some areas in Garut and Cianjur is the weak availability of human resources adequate teachers and human resource management of teacher is not effective yet.

The overall quality of school services to its customers are not optimal yet. That condition was influenced by the absence of changes to the system, including human resources management system. Human Resources functions disoriented due to a variety of problems both

access to information and budget to provide competent teachers. Initiatives for optimal service is not supported by the mechanism of action of the working system of services that will encourage the adhesion values such as empathy, responsiveness and reliability in the performance of the service. Systems of service work is accidental. Schools have not been able to handle the demands of service quality through its human resources management system.

Realizing the quality of services is influenced by the demands of external and internal conditions include a structure or human resource management such as selection and development, empowerment, staff support in the form of a joint commitment of all individual school in order to focus on quality of service. The problems of the poor quality of services, especially related to physical evidence requires a system in its supply. Empathy and responsiveness can be built gradually to become a norm with the presence of teachers who have the capacity and integrity and commitment. Changes in human resource management system is needed so that each dimension in service quality is more optimal. Currently only a small fraction Schools that can improve the performance of the service with the integrated planning to their recruitment system.

Schools can seek process improvements in the quality of service by optimizing and encouraging teacher who is deemed to have creativity, capable of achieving quality, and stimulate others to work with quality in providing services to students. Schools can clarify the roles and responsibilities of each teacher and empower them. A focus on quality service sustainably can be created with the commitment. School puts improving quality of service continuously through the implementation of the recruitment system and the empowerment of teachers. This is to meet the availability of teachers who are able to understand the philosophy, methods and systems of quality of service.

High school has a fairly complex problem not only in the aspect of a limited budget and are generally scattered in areas far from the city center. The dynamics of life in the management of system functions in high school influenced by the dynamics that develop both internal and external environments. That condition is a reality that needs a solution.

One of the problems faced by high school is the reputation issue. This is in line with what was raised Ong and Nankervis (2012) on the development of its reputation through the service in educational institutions. Compared to the government high school, generally the private high schools have a lower reputation, except for some schools such as at Bandung city which it considered to have a similar reputation with the favorite government school. In general, the existence of favorite private school only a few and located in the cities. The condition causes difficulty in obtaining access to quality educational services of favorite high school both in terms of financing and opportunity. High competition for admission to favorite private high school even

more difficult than government high school. However, these conditions do not cause the public interest down. Precisely favorite private high school favorite in demand.

Realizing competitive advantages amid competition among public and private high school is getting tighter is not easy. For public and private favorite schools these conditions have no effect. Improvements both in human resources and governance systems continue to be built to create a marketing advantage. The operating system and the production function of education services in order to generate value required by the customer. On the other hand high public interest caused the school to optimize the financial function to obtain resources to improve the quality of its service.

Realizing a superior position is not easy especially with the demands of quality education as well as limitations. Excellence school position can be achieved with the interaction between the school and parents, students and teachers are able to provide optimal service. Excellence objective position is not caused by medical imaging nor imaging which is done through public relations school. excellence school position can be achieved with the quality of their services created by integrating components of the teacher as an important part of the school. Teachers are managed and empowered to create value indicating a school with a superior position in the minds of parents and students themselves. The competitive position of excellence approach education function to make changes in society.

High school now have less competitive power to realize the values of services oriented to the needs of learners. Competition practices that exist today tend to forget about access as a form of awareness about policies educational institutions that provide access to justice for the public. Education identified a superior does not really have the advantage when access is more difficult. Even accused the cost of education is a form of grading. The practitioners of education itself is not able to see aspects of the system and structure as the problem of weak education and tend to favor a pragmatic approach to remain competitive. Problems of excellence in education is a common problem that must be solved together for quality education with open access. Educational institutions have to create an open space for participants involved in the education process of creating a new structure in a society that is fundamentally new and better. The task is based on the critical awareness of the reality that there is the impact of restrictions on education, especially issues related to grading.

The strategic measures developed by the school to build a system of quality of service is a strategic step that is integrated in the education system in the context of the macro. School must develop a strategic move to build competitive advantage and need to pay attention to the teachers who have the commitment, integrity and idealism for the process is maintained its educational value.

Building a competitive advantage is done by creating value. School creates a different quality of service than the competition in all aspects of not only learning. Advantage constructed of access to financing as well as the quality of graduates. In line with Indiyati (2016) which states that there is increased competition in determining education schools to have a competitive advantage.

CONCLUSIONS AND RECOMMENDATIONS

The gap between the expected value of service with the value received by the students influence the competitive advantage in educational institutions. Improvement of service quality requires human resources and the availability of support systems. Need to do research with a focus on the dimensions of competitive advantage with advisory participatory approach in order to increase the practical benefits of research for the improvement of the quality of high school education, especially in regions far from the provincial capital.

REFERENCES

- Agha & Alrubaiee .2012. Effect of Core Competence on Competitive Advantage and Organizational Performance". International Journal of Business and Management Vol. 7, No. 1
- Barney, Jay .1991. Firm Resource and Sustained Competitive Advantage; Journal of Management, Vol 15, No.1, pp
- Cater, Tomas & Putcko, Danizel. 2005. How Competitive Advantage Influences Firm Performance: The Case Of SlovenianCater, Tomaz;Pucko, Danijel Economic and Business Review for Central and South - Eastern Europe; Jun 2005; 7, 2
- Dar et al .2011. Managing Human Capital for Sustainable Competitive Advantage: Interdisciplinary Journal Of Contemporary Research In Business Institute of Interdisciplinary Business Research March 2011 vol 2, NO 11
- Dashgarzadeh et al .2012.TheFormulation Of Human Resources Strategies For System Group Company. Interdisciplinary Journal Of Contemporary research in business Institute of Interdisciplinary Business Research VOL 4
- Dhurup M. 2012.Determinants of internal service quality and the relationship with internal customer satisfaction, African Journal of Business Management Vol. 6(11), pp. 4185-4195, 21 March, 2012
- Indiyati, D (2016) The Significance of Competitive Advantage at Universities in Indonesia. Rev. Integr. Bus. Econ. Res. Vol 5(2) pp 226-238
- Khan, H dan Matlay, H (2009) Implementing service excellence in higher education Education p Training Vol. 51 No. 8/9, 2009 pp. 769-780
- Mukhtar, A et al (2013) Factors Effecting The Service Quality Of Public And Private Sector Universities Comparatively: An Empirical Investigation. ResearchWorld, Vol. VI, Issue-3(1), pp 132-144
- Parasuraman, Valerie A Zeithaml & Leonard Berry .1985.A conceptual model of service quality and its implications for future research. Journal of marketing vol 49, 41-50
- Parasuraman, Valarie A;Zeithaml, A; Leonard L Berry. 1988. Servqual: A Multiple-Item Scale For Measuring Consumer Perc. Journal of Retailing; 64, 1. pg. 12

Prayogo dan Mcdermott (2011).Examining competitive priorities and competitive advantage in service organisations using Importance-Performance Analysis matrix. Managing Service Quality Vol. 21 No. 5,pp. 465-483

Polunin, M.N. Kazakov (2013)Quality Of Educational Service As Competitive advantages Of Higher Education Institution. Economic and Social Development: Book of Proceedings: 128. Varazdin: Varazdin Development and Entrepreneurship Agency (VADEA). (Sep 24-Sep 25, 2013)

Sallis. Edward (2012) Total Quality Management in Eucation (terjemahan), cetakan ke-15, Jogjakarta:IRCiSoD

Siddiqi, kazi omar. 2011. Interrelation between service quality attributes, customer satisfaction and customer loyalty in the retail banking sector in Bangladesh. International journal of business and management. Vol 6 no 3 pg 12-36

Tang, Weiwei and Sun. Jianping. 2008. "Research on Enterprise Core Competence and Managerial Human Resource Strategy". Management Science and Engineering. Vol.2 No.2 June

Tjiptono Fandy & Chandra Gregorius. 2011.Service, Quality and Satisfaction. edisi ketiga, Yogyakarta:Andi