

THE INFLUENCE OF SERVICE MARKETING MIX AND SERVICE QUALITY ON STUDENTS' SATISFACTION IN JAMBI UNIVERSITY, INDONESIA

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Abstract

This study aimed to analyze the influence of service marketing mix (X1) and service quality (X2) on students' satisfaction (Y) in Jambi University and to find the dominant variable affecting students satisfaction in Jambi University. This study took 100 students as samples with a stratified random sampling by the Slovin formulation. The research method used in this study was Multiple Linear Regression. The results showed that the variables of service marketing mix (X1) and service quality (X2) had strong influence on students' satisfaction (Y) in Jambi University. Simultaneously, variables X1 and X2 had significant influence on variable Y. Partially, service marketing mix and service quality had significant influence on students satisfaction (Y) in Jambi University. Variable of service quality (X2) was a more dominant variable in influencing students satisfaction (Y) in Jambi University.

Keywords: service marketing mix, service quality, satisfaction

INTRODUCTION

The main function of Higher Education is to develop the prosperity and to improve the quality of life and human dignity in order to achieve national goals. The achievement of these functions should be accompanied by improving the quality of human resources, as a prerequisite for achieving them.

To assess the success of a college in order to survive and to develop, it needs the necessary benchmarks; formal and informal benchmarks. Formal benchmarks is provided by National Accreditation Board for Higher Education (BAN-PT), the judgment in the form of accreditation levels, ranging from accreditation A/ considered superior, B, C, and others are not accredited. Accreditation is carried out to all existing courses under university management respectively.

Kotler (2003), extends the concept of service marketing mix consisting of 4 P; *Product, Price, Place/ distribution channels*, and *Promotion*. Within marketing target, service marketing mix concept is applicable to all industries both goods and services, including educational services. While in a service business, Booms and Bitner (1996) suggest three additional P in service marketing; *People, Physica Evidence*, and *Process*. Educational service is a process included in a system. According to Lovelock (1999), service is a process and a system. Meaning of service as a *process*, is produced from three input process; *people (consumer), material and information*. As a system, servicing business is a combination of Service Operating System and Service Delivery System. Service marketing emphasizes on service delivery system; how a company delivers services to consumers. The accuracy of service marketing strategy of a company is determined by perceived service quality and measured by the quality of customer perceived service (service performance / perceived service) as well as the expected service (customer expectation). Overall service quality is the totality of each element of service mix.

Service marketing mix and service quality including educational services can be improved through service quality elements / determinants. According to Lovelock & Wright (2002), five elements determine the service quality; *tangible, empathy, reliability, responsiveness, and assurance or certainty*. *Tangibles*, reflects the physical facilities such as lecture hall, offices, lecture rooms, clothes and appearance of employees, the location of campus, lecture facilities and offices. *Empathy*, includes the ease of communication and understanding of student needs such as attitude, reasonableness of fees being offered, the willingness to help students, responding to every request of students, courtesy of employees, individual attention to students, understanding employees to students, attention to the interests of students, attention to student needs and attention to personal student needs. *Reliability*, includes the trust on institutions, the accuracy of student records, student confidence on

employees and lecturers. *Responsiveness*, includes speed of service and institutions support in faculty and staff. *Assurance*, includes an institution promise on students, determining timing of service provision, lectures security, determining operational timing and certainty of rendered services.

Service marketing mix and service quality of Jambi University as an institution of service provider in higher education is one of very important factors to consider in order to achieve student satisfaction. The quality of service marketing mix and service quality would be good in case governance is good and professional. The main problem for service institution of higher education both public and private competitors is whether the quality of service marketing mix and service quality provided are in accordance with students expectation or not. Therefore, Jambi University is required to always extend students satisfaction by increasing the quality of service marketing mix and service quality. One way to observe the quality of service marketing mix and service quality is to investigate the influence of them to students satisfaction.

A phenomenon occurs in the community showed that the quality of a university can be seen from owned facilities and infrastructure and students satisfaction that receive educational services from the concerned university.

This study conducted by other researchers concerned on service marketing mix and service quality had been carried out primarily in the company's services, whereas no studies have investigated the influence of service marketing mix and service quality to students satisfaction in Jambi University. Therefore, the writer is interested to designate this theme to be empirical study. Thus, the main problem of this study is whether service marketing mix and service quality influence on students satisfaction in Jambi University or not.

Research purposes

1. To analyze the influence of service marketing mix and service quality to students satisfaction in Jambi University.
2. To find out the most dominant variable influencing students satisfaction in Jambi University.

REVIEW OF RELATED LITERATURES

Service marketing mix

According to Zeithaml, Valarie, and Bitner (2009), the tools of service marketing mix are 7 Ps (*product, price, place, promotion, people, process, and physical evidence*). Meanwhile, Lovelock and Christopher (2007) stated that service can be regarded as a system, service operating system, service delivery system embodied in service marketing mix, because in service operating system, service elements created are elements of service marketing mixes, as well as

in service delivery system, service elements delivered to the customer are service marketing mix elements.

Furthermore, Palmer (2000) divided service marketing mix into 4P; *product, price, place, and promotion*. Meanwhile, service marketing mix required additional other aspects called 3Ps; *people, physical evidence and process*. Lovelock, et al, (2007) found 7Ps of service marketing mix; *product, price, place, promotion, people, physical evidence and process*. Additionally, Zeithaml, Bitner, Kotler and Keller (2009) state that the service has four main characteristics distinguished with the goods, namely:

- a. *Intangibility* (intangible), services can not be seen, touched, heard, smelt until purchased by consumers.
- b. *Inseparability* (inseparable), services are consumed and produced at the same time and can not be separated from service provider.
- c. *Variability* (heterogeneity, the quality of service is very extremely depended on *who* that provides the services, *who* that delivers these services, and *where* and *when* the services are delivered.
- d. *Perishability* (not durable), services can not be stored. Consequently, if the demand is not met the target, service provider will have difficulty in setting up the services to fulfill the request.

Service quality

Parasuraman (2005) stated that servicing quality is an expected level of excellence control on servicing quality to meet customer desires. It is in line with premise of Zeithaml and Bitner (2000); "*Service quality is the delivery of excellent or superior relative to customer satisfaction*". On the other hand, Pitzzam and Ellis (1999) stated that the dimensions of service quality and customer satisfaction include aspects such *reliability, responsiveness, assurance, empathy, and tangibles*.

Regarding to five dimensions, Kotler (2000) described them as follows:

- *Reliability*, i.e relating to the ability of presenting service performance as promised with reliable and accurate.
- *Responsiveness*, the willingness to help customers and provide service quickly.
- *Assurance*, the guarantee included knowledge, courtesy, and the ability of staff to put up customer confidence.
- *Empathy*, a form of care and personal attention to consumers.
- *Tangibles* or *physical evidence*, a display shaped services sector included physical facilities, equipment, physical appearance of employees, as well as means of communication.

Service is a quality created during the service process to expect customers with personalized service, while service quality is perceived service, compared with the expectation. Expectations is confirmed by a service quality. The service quality offered can be improved through service quality elements / determinants. According to Lovelock & Wright (2002), five elements determined the service quality are tangible (tangible evidence), empathy, reliability, responsiveness, and assurance or certainty).

Parasuraman et al, (2000) stated that five dimensions of service quality are common, it has been illustrated that those dimensions are not issues and definition as well as the number of dimensions of service quality that may vary depending on the context. However, within its development, Parasuraman et al, (2000) with SERVQUAL approach divided 5 dimensions; *tangible, reliability, response capabilities, insurance, empathy*. In the era of the 2000s, some experts measured the dimensions of service quality by measuring one (1) dimension, namely performance, further he measured three (3) dimensions; consumer/ client quality, technical/ professional quality; and management quality. Meanwhile, White and Galbraith (2000) divided into 13 dimensions; reliability, response capabilities, competence, commitment, access, availability, communication, understanding flexibility, tangible/ functional/ technology, credibility/ integrity, grammar/ hospitable, care / attention.

Customer satisfaction

In general, if the customers are satisfied with the products or services provided after used, they will be happy to re-purchase (Nofrinaldi et al, 2006). Customer satisfaction is also a way to provide recommendations or advise a pleasant experience and it will be an advertisement by word of word by mouth positively (Richard, 2000). On the other hand, customer dissatisfaction will influence others to change the image through word of word by mouth advertised negatively. Measurement of customer satisfaction was first performed in the 1980s. Oliver (1992), the first person, followed by Churchill (1998) and Bearden and Teel (1983), which tend to focus on customer satisfaction and the operationalization of customer satisfaction and precedence . In the mid-1980s, it focused on two things; application research and academic research revamped by improving structure and an implementation strategy to optimize customer satisfaction (Zeithaml, Berry, & Parasuraman, 1996).

Kotler (2003) suggested that satisfaction is an appraisal from customers for the use of goods and services compared with expectations prior to its use. If the expectation is higher than reality, the customer is not satisfied, whereas if the expectation is the same as the fact, then customer derives satisfaction.

Lovelock (2001) with the results of his research concluded that customer satisfaction is short-term emotions of consumers in response to the performance of service marketing mix rendered by service providers specifically.

Moreover, customer satisfaction is determined by a good relationship between customer and company. In addition, it is the success key of a company for the long term. The failed handling of complaints in services is a very important component in customer satisfaction (Booms & Bitner, 1996). Marketers are also the key holder between an organization and its customers and it is an important part of the service (Grewal & Sharma 1991). If there is a failed service, then it must be handled properly, otherwise the customers will be disappointed and will likely leave the company (Hartline & Ferrell, 1996; Oliver, 1999; Lassar et al, 2000). One of the general strategies used to increase the customer orientation in sale- workers involved marketers as the basis for their customer satisfaction (Churchill, 1998; Hartline & Ferrell, 1996; Sharma & Sarel, 1997).

Kotler (2009), defined customer satisfaction as; *a person's feeling of pleasure or disappointment from the resulting received comparing a product's performance (or outcome) in relations to the person's expectation.* Regarding to the value, satisfaction is the result of the customer's perception on value in a transaction or relationship (Hackett, et al, 2001).

According to Rahmayuni (2009), customer satisfaction is created through quality, customer service and value. They will be described as follows:

1. Quality

Quality has a close relationship with customers. The quality will encourage consumers to establish close relationships with the company. In long term, this bond allows the company to understand consumer expectations and needs. Customer satisfaction will ultimately create customer loyalty to the company that will extend their satisfactory quality.

2. Customer service

According to Kotler (2000), the relationship with consumers can be divided into five levels:

- a. Basic marketing, salesmen sell products yet do not contact the customer again.
- b. Accountable marketing, salesmen contact customers immediately after sale to inquire whether the product meets customer expectations or not.
- c. Reactive marketing, salesmen sell products and ask customers to call when they have complaint.
- d. Proactive marketing, salesmen contact customers from time to time.
- e. Partnership marketing, the company continues to work with customers to reach the agreement.

3. Value

The value considered by the customers is the difference between the evaluation of prospective customers concerning on all benefits and all offered costs and other alternatives. Thus, the value of the customer considered is based on the difference between what the customers get and what they give for a variety of possible options.

Hypothesis

1. H_0 : There is no effect of service marketing mix and service quality on student satisfaction in Jambi University.
2. H_a : There is the effect of service marketing mix and service quality on student satisfaction in Jambi University.

RESEARCH METHODOLOGY

Data Type and Sources

The type of data required in this research is quantitative data and qualitative data. While the data sources cover primary data and secondary data. The primary data obtained from direct interviews to the head of Jambi University through questionnaires and observation, while secondary data obtained through the Academic Bureau and Student Affairs of Jambi University.

Sampling Method

The population of this study were all enrolled students actively in the first semester in 2015/2016 academic year in Jambi University with the total 23.960 respondents. Sample selection used stratified random sampling technique by Slovin formula with the result that it was obtained 100 respondents.

Determining the samples for each faculty conducted with observing the balance (proportionally) the number of students in each faculty. Based on this formula, the number of samples in each faculty was shown in the following table.

Table 1. Number of Samples for Each Faculty in Jambi University, Odd Semester in 2015/2016

NO	Faculty	Number of students	Number of samples
1	Economic and Business	5,075	21
2	Law	3,480	15
3	Humanities	415	2
4	Sport Science	426	2
5	Social Studies and Political Studies	886	4
6	Medical and Health Science	1,513	6

7	Teacher Training and Education	6,231	26
8	Forestry	287	1
9	Postgraduate	359	1
10	Agriculture	2,002	8
11	Ranch	1,277	5
12	Science and Technology	1,187	5
13	Engineering	214	1
14	Agricultural Technology	608	3
Total		23,960	100

Table 1...

Source: BAAK Jambi University, (processed 2015)

Validation of Data Collection Instrument

Validity Test

The factor test/ critical R was used to test the validity of this study in line with the theory suggested by Sugiyono in his book (2000). The term used Pearson correlation is greater than the critical R 0.3, if it is less than 0.3 then the r correlation in which less than 0.3, it is considered failed/ not used.

Reliability Test

Croanbach's Alpha formula was used to test the reliability in this study. The criteria of Croanbach's Alpha is when the value is less than 0.600, it means 'bad', whereas it is 'received' when the value is about 0,700 and more than or equal to 0,800 is considered 'good'.

Data Analysis Method

The method of analysis used in this research was descriptive method and quantitative methods. Multiple linear regression with 5% significance level was conducted to determine the extent to which independent variables affected the dependent variable.

In this study, the independent variable was service marketing mix (X_1) and service quality (X_2), while the dependent variable was the student satisfaction (Y). To find out good results, multiple linear regression was required to test the classic assumption. The common form of multiple linear regression equation used in this study is as follows:

The formula: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$

Where: Y = the student satisfaction

β = constant

X_1 = service marketing mix

X_2 = service quality

e = error

Classic assumption test

Normality Test

Normality Test aimed to test one of the basic assumptions of multiple regression analysis, independent and dependent variables must be normal or nearly normal distribution (Priest, 2005).

Multicollinearity Test

Multicollinearity test aimed to test whether the regression model has the relationship between independent variables or not, If there is a correlation between independent variables, then there is a multicollinearity problem. A good regression model should be no correlation between independent variables.

Heteroscedasticity Test

Heteroscedasticity test aimed to test whether the regression model occurred inequality residual variance from one observation to other observations. If the residual variance of one observation to other observations remain, thus it was called homoskedastisity, whereas if it was different, it was called heteroscedasticity.

Autocorrelation Test

Autocorrelation test aimed to determine whether the regression equation containing serial correlation or not between irritant variables. Furthermore, Durbin-Watson test was used to know autocorrelation in which near or around 2 means it has no autocorrelation.

Hypothesis Testing Approach

To test the relationship between variables of X and Y, the statistical tests was carried out with the critical value distribution t, and the rate of significance $\alpha = 0.05$ with degrees of freedom $dk = n-2$.

Hypothesis:

- a. $H_0: b = 0$ (Service marketing mix and service quality have no effect on student satisfaction either partially or simultaneously)
- b. $H_a: b \neq 0$ (Service marketing mix and service quality have effect on student satisfaction either partially or simultaneously)

This test is associated with the real test of the regression line obtained from the predicted value of the dependent variable observations. In addition to the above test, the value b, prediction value result β obtained from the samples is still being tested. The hypothesis is as follows:

- a. $H_0: b = \beta$ (regression coefficient is not significant)
- b. $H_a: b \neq \beta$ (regression coefficient is significant)

Overall hypothesis testing was carried out to test the overall regression coefficient by using the value t . With significant value t is closed to zero, it can be said that independent variable (X) associated with the regression coefficient has a significant effect on dependent variable (Y) which is investigated.

Simultaneous Test (F)

In this study, F test is used to determine the level of significance effect of independent variables simultaneously on the dependent variable (Priest, 2005).

The basis for decision-making uses a significant level number of 0,05, namely:

- a. If $F_{\text{arithmic}} > F_{\text{table}}$, then H_0 is rejected, it means each independent variable (X) simultaneously has a significant effect on dependent variable (Y).
- b. If $F_{\text{arithmic}} < F_{\text{table}}$, then H_0 is accepted, it means each independent variable (X) simultaneously has no a significant effect on dependent variable (Y).

The way to carry out F test is to compare the value of statistics F arithmetic with F table as follows:

- a. If $\text{Sig} > \alpha$ then, H_0 is accepted; and H_a is rejected
- b. If $\text{Sig} < \alpha$ then, H_0 is rejected; and H_a is accepted

Partial Test (t)

T tests were conducted to see the significance of individual independent effect to dependent variable by considering other constant variables. The significance level (Sig t) of each independent variable with sig level $\alpha = 0.05$. If the significance level (Sig t) is smaller than $\alpha = 0.05$, then the hypothesis is accepted which means that independent variables significantly influence the dependent variable. Conversely if the level of significance (Sig t) is greater than $\alpha = 0.05$, then the hypothesis is not accepted, which means independent variables were not significantly influence dependent variable.

According to Imam (2005), the way to carry out t- test is to compare the statistics value t with critical points according to the table.

Testing criteria:

- a. If $t_{\text{arithmic}} > t_{\text{tabel}}$, then H_0 is accepted and H_a is rejected (no effect),
- b. If $t_{\text{arithmic}} < t_{\text{tabel}}$, then H_0 is rejected and H_a is accepted (has effect)

The coefficient of determination (R^2)

The coefficient of determination (R^2) is essentially used to measure how far model ability explains variations of dependent variable. Determinant coefficient (R^2) is intended to determine the best level of accuracy in regression analysis, where is indicated by determinant coefficient (R^2) between 0 (zero) and 1 (one).

Determinant coefficient is indicated by R Square in *Model Summary* generated by SPSS. If the value of R^2 is getting very close to 1, then the regression model is considered better because independent variables used in this study could explain dependent variable. A value closed to 1 (one) means independent variables provide almost all information needed to variations of dependent variable (Priest, 2005).

RESULTS AND DISCUSSION

Validity Test

From Validity test results performed, by using SPSS version 17.0, it showed that Pearson Correlation is larger than 0.3, it means all items of statements used in this study were valid, and all items showed the positive direction. Briefly, it can be conclude that all items of statements in this study were valid.

Reliability test

Reliability test performed with Spearman Brown correlation used SPSS version 17.0, the results showed that all items of statements were clarified as reliable, because Croanbach's Alpha value was above 0.6. Hence, we can conclude that all items of statements in this study can be said as reliable.

Multiple Regression Analysis

To test the influence pd service marketing mix servie and service quality on students satisfaction in Jambi University, multiple regression was used to test the hypothesis.

Where X_1 = service marketing mix, X_2 = service quality, Y = student satisfaction in Jambi University.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 ^a	.480	.470	.39183

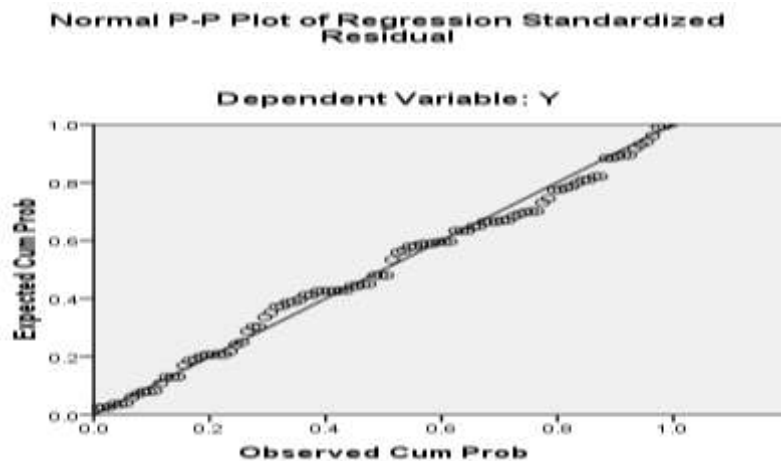
a. Predictors: (Constant), X_2 , X_1

Based on the results of multiple regression analysis performed by using SPSS version 17.0, it was note that the value of $R = 0.693$. It meant that the relationship between service marketing mix, service quality and student satisfaction was 69.3%. It was closely related. Additionally, the value of adjusted R square was 0.470, it meant that 47.0% of student satisfaction variable can be explained by service marketing mix and service quality, while the rest can be explained by other variables not examined by this study.

Classical Assumption Test

Normality test

Figure 1. Normal P-P Plot



In the plot scatter, the point which follows the data along diagonal lines. The data was called as normal distribution.

Multicollinearity test

Table 3. Coefficients^a

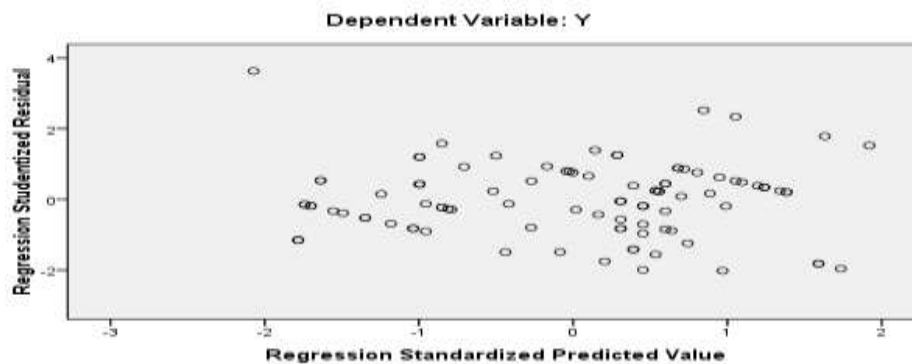
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	.162	.345		.470	.639		
X1	.387	.157	.310	2.464	.016	.337	2.964
X2	.540	.163	.417	3.307	.001	.327	2.913

a. Dependent Variable: Y

in term of the tolerant value, it can be seen that the tolerant value of X1 was 0.337 or > 0.1 , and VIP value of X1 was 2.964 or < 5 . It can be conclude that there were no multicollinearity. Likewise, the tolerance value of X2 was 0.327 > 0.1 , and VIP value of X2 was 2,923 or > 5 . In short, there were no multicollinearity.

Heteroskedasticity Test

Figure 2. Scatter plot



From the scatterplot graph, it can be seen that the dots spread randomly and they do not form a specific pattern that is obvious and spread both above and below zero on the Y axis, it means that there is no heteroskedasticity in regression models, the regression model is worthy used to predict students satisfaction.

Autocorrelation Test

Table 4. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.693 ^a	.480	.470	.39183	1.853

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Durbin-Watson test was used to determine their autocorrelation. If it approaches or around 2, it means that there is no autocorrelation. From the table it can be seen that Durbin-Watson value was 1.853, which means approaching 2, thus it can be concluded that there is no autocorrelation.

ANOVA (F test) Test SimultaneouslyTable 5. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.775	2	6.887	44.859	.000 ^a
	Residual	14.893	97	.154		
	Total	28.668	99			

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

The above model revealed that F arithmetic was 44.859 with a significance level 0.000, while the F table 95% ($\alpha = 0.05$) was 2.6. Therefore in the second calculation, F arithmetic > F table with the significance level was $0.000 < 0.05$, it indicated that the influence of independent variables ($X_1 =$ service marketing mix and $X_2 =$ service quality) is simultaneously significant to Y (students satisfaction). Therefore, simultaneously F arithmetic > F table, then H_0 is rejected and accepted H_a . Shortly, each of independent variables (X_1 and X_2) had a significant effect on the dependent variable (Y), so does the value of significance $< \alpha$, H_0 was rejected; and H_a was accepted.

T- test, Partial TestTable 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.162	.345		.470	.639
	X1	.387	.157	.310	2.464	.016
	X2	.540	.163	.417	3.307	.001

a. Dependent Variable: Y

The model above explained:

a. Service marketing mix variable (X_1) had positive and significant effect on student satisfaction (Y) in Jambi University, it is seen from the significant value of $0.016 < 0.05$, and the value of t arithmetic $2.464 > 1.98$, which means if X_1 variable is enhanced a unit, student satisfaction (Y) variable will increase as 0.387 units. Therefore, partially t arithmetic > t table, then H_0 is rejected and H_a is accepted, which means the independent variable (X_1) partially had a

significant effect on the dependent variable (Y), so does the value of significance $< \alpha$, H_0 is rejected and H_a is accepted.

b. service quality variable (X_2) had positive and significant effect on students satisfaction (Y), it is seen from the significant value $0.001 < 0.05$, and the value of t arithmetic $3.307 > 1.98$, which means if improved service quality variable (X_2) for a unit, student satisfaction (Y) variable will increase as 0.540 units. Therefore, partially t arithmetic $>$ t table, then H_0 is rejected and H_a is accepted, which means the independent variable (X_2) partially had a significant influence on the dependent variable (Y), so does the value of significance $< \alpha$, then H_0 is rejected and H_a is accepted.

c. Based on the results of proficiency level output, the regression equation is:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + e_i$$

$$Y = 0,162 + 0,387 x_1 + 0,540 x_2 + e_i$$

DISCUSSION

This study aimed to look at the influence of service marketing mix and service quality on students satisfaction in Jambi University. This study used two independent variables (X), consisting of X_1 = service marketing mix, X_2 = service quality and students satisfaction (Y) as the dependent variable (Y).

Results of analysis showed that there was a strong R value between the independent variables (X_1 and X_2) and the dependent variable (Y), it was 0.693. The relationship is called to be very closely because the R value is close to 1, a positive sign of the R value means the R value of the independent variable had a directional relationship with the dependent variable. If the independent variable increases, the dependent variable also rises. Adjusted R square of 0.470 means that 47.0% of the variable on student satisfaction can be explained by service marketing mix and service quality, while 53.0% can be explained by other variables not examined in the study.

Service marketing mix variable (X_1) and service quality (X_2) had a strong influence student satisfaction (Y) in Jambi University. It can be proved by looking at the ratio of the value of Farithmetic $>$ F table ($44.859 > 2.6$) with a significance level of 0.000, which means simultaneous variables X_1 and X_2 had significant influence on variable Y. It can be concluded that service marketing mix variable (X_1) and service quality (X_2) are variables influenced students satisfaction (Y) in Jambi University.

The results of multiple regression analysis also showed positive score in service marketing mix variable (X_1) and service quality (X_2), it indicated that partially service marketing mix and service quality had significant influenced on students satisfaction (Y) in Jambi

University. If service marketing mix variable (X_1) and service quality (X_2) improved partially, then students satisfaction (Y) will increase as well because those two variables had significant influence on students satisfaction.

Of those two variables studied, it was found that service quality variable (X_2) is more dominant variable in influencing students satisfaction in Jambi University with a regression coefficient (β) 0.540, while service marketing mix variable (X_1) had a regression coefficient (β) of 0.387.

In short, more dominant variable influenced customer loyalty was service quality variable (X_2), then hopefully the leadership of the leader of Jambi University as a stakeholder of responsibility and policy makers would be able to improve service quality in Jambi University.

CONCLUSIONS AND RECOMMENDATIONS

This research concludes that Variables of service marketing mix (X_1) and service quality (X_2) have a strong influence on student satisfaction variable of Jambi University (Y), either simultaneously or partially. The dominant variable that affects the satisfaction of students of Jambi University (Y) is the variable of service quality (X_2).

Based on empirical findings, it is suggested to the leader of Jambi University to take improvement steps to the service marketing mix and service quality in order to improve student's satisfaction. This study focuses only on the variables of service marketing mix and service quality, further research to examine other variables in service management is recommended.

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