

# The Effect of the Quality of General Administrative Services on Student Satisfaction of the Study Program of Nursing STIKes Sukabumi

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## Abstract

National development is a series of sustainable development efforts and covers all aspects of community, nation, and state life. Higher education institutions as one of the service managers must also take into account the level of student satisfaction in order to be able to carry out lecture activities properly. Service quality in the field of education is one of the factors that determine the selection of something that can satisfy users, one of which is students. The success of an institution is largely determined by the quality of the services provided. The purpose of this study was to determine the effect of the quality of general administration services on student satisfaction in the Nursing Undergraduate Study Program of STIKes Sukabumi. Research Methods: Correlational research with a cross sectional approach. The population is all active students of Level 4 Semester VIII of the STIKes Nursing Undergraduate Study Program as many as 116 with a total sample of 90 respondents. Sampling technique using stratified random sampling with statistical correlation test analysis Spearman Rank. Research result: The results of statistical tests using Spearman correlation obtained  $p$  value =  $0.000 < 0.05$ . The correlation value of 0.652 is in the correlation index range of 0.60 – 0.79 so that the influence of the quality of administrative services on student satisfaction has a strong relationship. Conclusion: There is an influence of the quality of general administration services on student satisfaction of the Bachelor of Nursing Study Program STIKes Sukabumi.

## Keywords

administration; satisfaction; service quality; student



## I. Introduction

Development is a change towards improvement (Shah et al, 2020). Development in the field of education is an integral part of national development (Notoatmodjo, 2018). In line with government programs, the new paradigm of higher education management refers to five pillars which include, quality, autonomy, accountability, accreditation, and evaluation. Management of improving the quality of higher education is defined as public professional services that are carried out and directed as much as possible to provide services that meet or exceed standards (Ibrahim, 2021).

Universities as one of the service managers must also take into account the level of student satisfaction in order to be able to carry out lecture activities properly. Good and correct service quality management can be an attraction for students. The quality of service, especially in the field of education in tertiary institutions is seen as one of the tools to achieve competitive advantage, because the quality of service in the field of education is one of the factors that determine the selection of something that can satisfy users, one of which is students (Ibrahim, 2021). In line with government programs, the new paradigm of higher education management refers to five pillars which include, quality, autonomy,

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accountability, accreditation, and evaluation (Dirjen Dikti, 1990). The implementation of this paradigm serves to realize the ultimate goal of continuous quality improvement. Management of improving the quality of higher education is defined as public professional services that are carried out and directed as much as possible to provide services that meet or exceed standards. This means that the services provided by universities must be of high quality in order to gain public or public trust. This means that at least universities must have service criteria and standards or measure service to customers in order to improve the quality of their education. The quality control management system for higher education services is divided into two, namely internal and external. The internal scope includes supervision of the implementation of higher education by universities in order to realize the vision and mission and to meet the needs of stakeholders (customers) through the implementation of the Tridharma of Higher Education. The external scope is currently commonly carried out through quality standard assessment by BAN PT (National Accreditation Board for Higher Education) and ISO (International Organization for Standardization) (Ibrahim, et al. 2021).

Student satisfaction will be achieved if the quality of services provided is in accordance with their needs. Service quality is the expected level of excellence and control over the level of excellence to meet student desires. The success of an institution is largely determined by the quality of the services provided (Kotler & Keller, nd). Satisfaction is the level of a person's perceived state which is the result of comparing the perceived appearance or outcome of a product in relation to one's expectations (Kotler, 2016). Student satisfaction will be achieved if the quality of services provided is in accordance with their needs. Service quality is the expected level of excellence and control over the level of excellence to meet student desires. The quality of service that gets a lot of attention is known as SERVQUAL (Service Quality) which was put forward by Parasuraman (2016). According to Kotler (2016) service quality is the performance offered by one person to another. The performance can be in the form of an action that is intangible and does not result in the ownership of any goods and to anyone.

Administrative services, especially in the general administration section, are part of the organizational structure in the STIKes Sukabumi Nursing Undergraduate Study Program, which is authorized to provide services to students in carrying out lecture activities. The general administration section of this study program directly deals with students, so general administration services need to get more attention in order to provide optimal services for students, so that students feel satisfied with the services provided.

The general administration section of this study program directly deals with students, so general administration services need to get more attention in order to provide optimal services for students, so that students feel satisfied with the services provided. According to Parasuraman (Tjiptono, 2018), for the purpose of measuring services, service quality is viewed from five perspectives, namely: (1) content, concerning the standard procedures followed; (2) process, concerning the accuracy of the delivery of services in accordance with the procedures followed; (3) structure, concerning the suitability of physical facilities and organizational structure in supporting services; (4) outcome, concerning the impact of service delivery seen from the level of customer satisfaction; and (5) impact, concerning the long-term impact of the services received by consumers. Based on these five perspectives, in the process of its development, the administrative service process of the Bachelor of Nursing Study Program also experienced various complaints and complaints made by students against the Study Program manager. One of the targets for student complaints is the administrative services of the study program that are carried out, both verbal complaints, written complaints by letters submitted by the Student Association

representing the aspirations of Nursing Undergraduate students, as well as complaints in the suggestion box menu in each student's SIAK account.

The complaints or problems that students complain about include the lack of clarity of employees / staff in providing information, especially those relating to values, employee attitudes that are sometimes less friendly, procedures / service flow that are felt to be inappropriate as in submitting letters. Lecture facilities and infrastructure are lacking in maintenance so they are often disturbed when they are used. As well as the limited number of employees/administrative staff so that the service process is hampered, where there are only two admin officers in providing services.

In addition, based on the results of a student satisfaction survey on the performance of services for the implementation of the final project of the Nursing Undergraduate Study Program conducted by the Institute for Research and Community Service (LPPM) in 2021, one of the survey indicators related to general administrative services, namely assisting administrative completeness in the implementation of the proposal trial examination, was obtained. Most of the 75.5% considered the speed in the administrative service process to be quite good, 24.5% considered it not good. Seeing this where most of the student assessments are only good enough, of course there is an expectation that administrative services can increase to either good or very good so that it can provide good satisfaction for students as well.

Based on this phenomenon, the researchers considered it interesting to choose the research title "The Effect of Public Administration Service Quality on Student Satisfaction in the Nursing Undergraduate Study Program of STIKes Sukabumi".

## **II. Research Method**

The object of research needs to be determined in carrying out a research. According to Sugiyono, the object of research is an attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions.

This study uses a correlational design with a cross sectional approach. This study examines the Effect of Public Administration Service Quality on Student Satisfaction in the Nursing Undergraduate Study Program of STIKes Sukabumi. The independent variable in this study is the quality of public administration services. The dependent variable in this study is Student Satisfaction of the Undergraduate Nursing Study Program of STIKes Sukabumi.

The population in this study were all active students of Level 4 Semester VIII of the STIKes Nursing Undergraduate Study Program as many as 116 people with the number of samples using slovin calculations, namely 90 students.

The sampling technique used is stratified random sampling. The sampling method in this research is using stratified random sampling technique. The definition of a stratified random sampling technique (stratified random sampling) is a sampling method used in populations that have a stratified or multi-layered arrangement (Sunyoto, 2015). The steps in the stratified random sampling technique are as follows: 1) Determine the population and a list of population members, 2) Divide the population based on the desired strata, 3) Determine the number of samples in each stratum, 4) Select a sample from each stratum randomly.

Primary data is data collected by the research itself on the target/respondent. The primary data in this study include Quality of General Administration Services and Student Satisfaction. Secondary data is data taken from other people or other places and not done

by the researcher himself, usually the data has been compiled in advance by the agency or person who has the data. Secondary data in this study includes data recap of the results of the suggestion box and the number of students of the STIKes Nursing Undergraduate Study Program. The data collection technique used a questionnaire with a Likert scale.

Furthermore, to test the validity of the validity test is carried out using software. The conclusion is that if the value of  $v$ -value Person Product Moment  $<0.05$ , then the item of the instrument is declared valid. An instrument is said to be reliable if it has a sufficiently strong minimum index of reliability, or 0.40.

As for measuring the variable Quality of General Administration Services and Student Satisfaction, the measuring instrument used is a questionnaire given to respondents. There is a gradation of choices for answers which are divided into positive and negative questions, each of which has a score. In each question item there is a choice of answers using closed questions according to Likert with four answer choices. For Quality of Public Administration Services and for Student Satisfaction using SS, S, R, TS, STS.

Meanwhile, to measure the relationship of the variable quality of administrative services to student satisfaction using the Sperman Rank correlation test statistical method. Sperman Rank is used to measure the level or close relationship between two variables on an ordinal scale. The greater the value of the coefficient of determination, the better or more accurately the dependent variable predicts the independent variable. Based on the coefficient of determination between 0% to 100% (Riyanto, 2013). Therefore, the magnitude of the coefficient of determination is closer to 0 the smaller the influence of the independent variable on the value of the dependent variable. Conversely, the magnitude of the coefficient of determination is close to 1, the greater the influence of the independent variable on the dependent variable.

### III. Results and Discussion

#### 3.1 Description of Respondents Characteristics

The results of the study on the description of the characteristics of the respondents based on the gender of the respondents can be seen in table 4.1 below:

**Table 1.** Description of Respondents Characteristics

| No | Characteristics of Respondents | f  | %  |
|----|--------------------------------|----|----|
| 1  | <b>Gender</b>                  |    |    |
|    | Man                            | 26 | 28 |
|    | Woman                          | 64 | 72 |

Based on table 1, it shows that most of the respondents are female as many as 64 (72%), and a small proportion are male as much as 26 (28%).

#### 3.2 Univariate Analysis

**Table 2.** Univariate Analysis of Variables

| No | Variable                              | f  | %    |
|----|---------------------------------------|----|------|
| 1  | <b>Administration Service Quality</b> |    |      |
|    | Well                                  | 69 | 76.7 |
|    | Enough                                | 20 | 22.2 |
|    | Not enough                            | 1  | 1.1  |

| <b>2 Student Satisfaction</b> |    |      |
|-------------------------------|----|------|
| Satisfied                     | 66 | 73.3 |
| Enough                        | 23 | 25.6 |
| Not enough                    | 1  | 1.1  |

Based on table 2, it shows that on the variable of administrative service quality, most of the respondents rated it good, namely 69 people (76.7%), another small part considered less, namely 1 person (1.1%). In the student satisfaction variable, most of the respondents answered satisfied with as many as 66 people (73.3%), and a small part answered less, namely 1 person (1.1%).

### 3.3 Bivariate Analysis

**Table 3.** Spearman Correlation Analysis Test Results the Effect of Administrative Service Quality on Student Satisfaction

| <b>Independent Variable</b>    | <b>Independent Variable</b> | <b>R</b> | <b>P-value</b> | <b>R2</b> | <b>Interpretation</b>  |
|--------------------------------|-----------------------------|----------|----------------|-----------|------------------------|
| Administration Service Quality | Student Satisfaction        | 0.652    | 0.000          | 42,510    | There's a Relationship |

Based on table 4.3 statistical test results using Spearman correlation obtained p value = 0.000 < 0.05. Based on the rules of hypothesis rejection, H0 is rejected, this means that there is an influence of the quality of administrative services on student satisfaction.

The correlation value of 0.652 is in the correlation index range of 0.60 – 0.79 so that the influence of the quality of administrative services on student satisfaction has a strong relationship.

The results of the correlation value show a positive value, this means that the influence of the quality of administrative services on student satisfaction is directly proportional which means that if the variable of the influence of the quality of administrative services increases, it will cause the variable of student satisfaction to increase, on the contrary if the variable of the influence of the quality of administrative services decreases, the variable of student satisfaction will increase. will experience a decline.

Based on the value of the coefficient of determination (R2), it shows that the quality of administrative services has a contribution of 42.51% to changes in the value of the student satisfaction variable.

The results of this study are in line with research Ramadhani, (2021) that there is a positive and significant effect of the quality of administrative services on satisfaction with a p-value of 0.000. So it can be concluded that there is a relationship between the quality of administrative services and satisfaction.

Service quality as a dynamic condition related to services/products and people and processes and the environment that meets or exceeds expectations (Ramadan, 2021). Meanwhile, according to Sviokla academic service quality is the value given by students to what extent the academic services provided are in line with expectations (Marthalina, 2018).

In providing satisfaction to service users, it is inseparable from the quality side, both the quality of the services offered and in terms of the services provided. The quality of service will be influenced by several factors, both internally (institutions/universities) and

externally (students).(Atmadinata et al., 2016). Service quality has five dimensions, namely tangible, responsiveness, reliability, empathy, and assurance(Setiawardani, 2018).

The quality of service that follows the wishes of students will result in consumer assessments of the services provided. If the service can satisfy student desires, students will give a positive assessment of the quality of the service(Yunanto, 2017). In providing services to students, of course, it is not just the usual service so that they can be satisfied, of course it requires quality services, such as providing the best possible service in a fast, precise and satisfying way.(Nurlaila, 2018).

Symptoms of deteriorating service quality can occur if the demands and requests of students are not met, even if the problem is not handled properly and quickly, it can cause students to have bad thoughts and feelings.(Atmadinata et al., 2016).

The quality of general administration services is influenced by gender. In this study, most of the respondents were female. Gender is the difference in form, nature, and biological function of men and women that determine their different roles in carrying out efforts to continue the lineage. This difference occurs because they have the tools to carry on different offspring, which are called reproductive organs(Prasetyo, 2015).

In higher education institutions, monitoring and measuring student satisfaction is very essential, because these steps can provide feedback and input for the purposes of developing and implementing strategies to increase student satisfaction. Good service is one that can provide optimal and continuous satisfaction which is the desire and expectation of service users(Atmadinata et al., 2016).

Administrative services are very important to support the needs of students and with good administrative services, students are effectively and efficiently assisted in the learning process to get satisfactory results. UTo achieve student satisfaction, it is necessary to match the quality of service with the level of student expectations. This is because quality provides an incentive for students to build relationships that result in strong bonds with administrative staff and institutions(Setiawardani, 2018). This kind of bond allows STIKes Sukabumi to carefully understand student expectations and their needs, so as to increase student satisfaction by maximizing a pleasant student experience and minimizing or eliminating a less pleasant one.

Satisfaction is the level of feeling in which a person states the results of a comparison of the performance of the product (service) received and expected(Rahareng & Volunteers, 2017). Meanwhile, student satisfaction is a student's positive attitude towards the services of higher education institutions because there is a match between the expectations of the service compared to the reality he receives(Srinadi & Nilakusmawa, 2018). Measurement of satisfaction is an important element in providing better, more efficient and more effective services in higher education. If students feel dissatisfied with a service provided, then the service can be ascertained to be ineffective and inefficient(Yunanto, 2017). Students will feel satisfied if the college pays attention to the services that will be provided in accordance with student expectations. Students will get satisfaction related to the quality of service if the parties directly involved in providing services to education staff or lecturers and other education staff behave politely, how to convey something related to what the person concerned should receive, the right delivery time and hospitality(Wibisana, 2017). Satisfaction is influenced by gender. The results showed that most of the respondents were female. According to Gunarsa (2008) gender has an influence on the view of the services provided. Women are more concerned with the appearance in detail, while men do not heed it. How to manage relationships for men, they tend to be more indifferent to what women say, therefore they are considered more flexible than women(Suryati et al., 2017).

The results of statistical tests using Spearman correlation obtained p value = 0.000 <0.05. Based on the rules of hypothesis rejection, H<sub>0</sub> is rejected, this means that there is an influence of the quality of administrative services on student satisfaction.

This shows that the quality of public administration services through tangible indicators, namely everything that is tangible and supports the operation of a service. Reliability, namely the ability to provide services on time, sympathetic, correct in delivering services, on appointments and error-free in recording. Responsiveness is the desire of employees to help students by providing fast service, able to respond, assist and provide clear time certainty for the delivery of information. Assurance, which includes the courtesy and experience of employees, is able to provide a sense of security and comfort and can be trusted. Empathy, namely convenience during administrative services, ease of communication.(Atmadinata et al., 2016).

The quality of service that follows the wishes of students will result in consumer assessments of the services provided. If the service can satisfy student desires, students will give a positive assessment of the quality of the service. With this assessment, students will still want to carry out these administrative activities. These results explain that in general students in carrying out administrative activities will take into account the quality they receive(Yunanto, 2017).

To achieve student satisfaction, it is necessary to match the quality of service with the level of customer expectations. This is because quality provides an impetus to customers to establish relationships that result in strong bonds with the company/organization. This kind of bond allows universities to carefully understand customer expectations and their needs, so as to increase customer satisfaction by maximizing a pleasant customer experience and minimizing or eliminating a less pleasant customer experience.(Setiawardani, 2018).

If the student's needs are met properly, the service quality of an institution will be fulfilled and students will be satisfied with the services provided. The service quality of an institution is reflected in its relevance in providing good and correct services to form student satisfaction. From the explanation above, that the quality of service is very influential on student satisfaction because the ability of an institution in an effort to provide good and correct service quality to students will have a significant impact on student satisfaction.(Anjarsari, 2018).

The relationship between the quality of general administration services and student satisfaction has a relationship where student satisfaction can lead to service quality. One possible relationship that is widely agreed upon is that satisfaction helps students in revising their perceptions of service quality(Rahareng & Volunteers, 2017). Thus, it can be concluded that the quality of services provided by a higher education institution will affect student satisfaction. On the other hand, if the quality of the general administration services provided is getting worse, it can affect student satisfaction.

#### **IV. Conclusion**

Based on the results of research and discussion on the effect of the quality of general administration services on student satisfaction of the Nursing Undergraduate Study Program of STIKes Sukabumi, it can be concluded as follows.

The description of the quality of general administration services in the Bachelor of Nursing Study Program of STIKes Sukabumi mostly assessed it as good, namely as many as 69 people or 76.7%.

The picture of student satisfaction in the Nursing Undergraduate Study Program of STIKes Sukabumi, most of the respondents are satisfied with the general administration services, as many as 66 people or 73.3%.

There is a relationship between the quality of general administration services and student satisfaction in the Nursing Undergraduate Study Program of STIKes Sukabumi with a p-value of 0.000.

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